STRUCTURAL EQUATION MODELLING OF RELATIONSHIPS OF PERSONNEL SERVICES AND PERCEIVED PRINCIPAL SUPERVISION WITH ACADEMIC ACHIEVEMENT IN SECONDARY SCHOOLS IN KWARA STATE, NIGERIA

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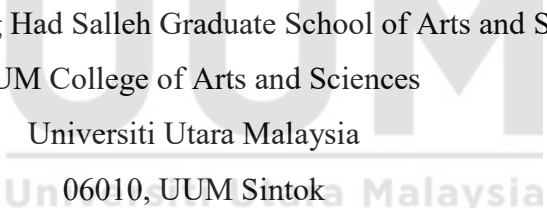|		
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Abstrak

Prestasi pelajar yang rendah dalam peperiksaan di sekolah menengah menjadi satu kebimbangan yang serius bagi pihak yang berkepentingan dalam sektor pendidikan. Ini telah membuat mereka tertanya-tanya sama ada ketiadaan atau kekurangan kemudahan sekolah boleh dipertanggungjawabkan. Kajian terdahulu mengemukakan penemuan yang tidak konsisten pada satu atau dua dimensi (kesihatan dan perpustakaan) perkhidmatan personel pelajar yang mungkin dikaitkan dengan pencapaian akademik. Ini menunjukkan kurangnya perhatian terhadap aspek perkhidmatan yang lain. Penyeliaan yang berkesan telah dikenalpasti sebagai salah satu faktor yang mungkin mpengaruhi pencapaian akademik di sekolah. Maka terdapat keperluan untuk mengkaji sama ada terdapat faktor-faktor lain dalam sekolah yang mungkin menyumbang kepada pencapaian akademik yang rendah di kalangan pelajar. Oleh itu, kajian ini ingin menyelidik kesan penyeliaan pengetua terhadap hubungan antara perkhidmatan personel pelajar dan pencapaian akademik melalui pendekatan kaedah campuran. Pendekatan kuantitatif telah digunakan untuk kajian ini yang melibatkan seramai 379 responden (pelajar), manakala pendekatan kualitatif menggunakan kaedah temu bual mendalam (20 penyelia) bagi melengkapkan penemuan dalam dapatan kuantitatif. Data yang dikumpulkan dianalisa dengan menggunakan analisis deskriptif dan inferensi dalam data soal selidik, manakala data temu bual dianalisis mengikut tema. Keputusan menunjukkan bahawa empat daripada lima hipotesis langsung yang dibentuk untuk kajian ini adalah disokong. Secara khususnya, terdapat hubungan antara perpustakaan, bimbingan dan kaunseling, kurikulum, perkhidmatan kesihatan dengan pencapaian akademik. Manakala, hanya dua daripada lima penyeliaan pengetua mengantara hubungan ini. Penemuan temu bual mendedahkan bahawa penyediaan dan penyeliaan perkhidmatan ini adalah faktor penting yang mempengaruhi pencapaian akademik. Akhirnya, kajian ini menunjukkan bahawa penyeliaan pengetua adalah penting dan tidak boleh diketepikan memandangkan faktor ini adalah perlu untuk mencapai kejayaan akademik pelajar. Maka kajian ini menyumbang kepada badan pengetahuan secara praktikal, teori dan metodologi.

Kata kunci: Pemodelan persamaan berstruktur, penyeliaan pengetua, perkhidmatan personel pelajar, pencapaian akademik, sekolah menengah.

Abstract

The low performance of students in senior secondary schools' examinations is a serious concern for stakeholders in the education sector. This made them wonder if lack or inadequate school facilities could be responsible for it. Previous studies have established inconsistent findings on one or two dimensions (health and library) of students' personnel services may be linked to this low academic achievement. This showed that there was less attention on other aspects of the services. Effective supervision has been identified as an important factor that could influence academic achievement in school. Therefore, there is a need to investigate whether there are other factors in school that may contribute to students' low academic performance. As such, this study attempts to examine the impact of principal's supervision on the relationship between students' personnel services and academic achievement via a mixed methods approach. A quantitative approach, where survey design with 379 respondents (students) were used for the study, while a qualitative approach using an in-depth interview (20 principals) was employed to complement the findings of the quantitative data. Data collected was analyzed using descriptive and inferential analysis in the questionnaire data, while the interview data was analyzed thematically. Results indicate that four out of the five direct hypotheses formulated for the study were supported. Specifically, there is a relationship between library, guidance and counselling, extracurricular, health services and academic achievement. On the other hand, only two out of five of principal's supervision moderates these relationships. The interview findings reveal that the provision and supervision of these services is an important factor that influences academic achievement. Finally, this study demonstrates that the importance of principal's supervision cannot be ignored, as it is an essential factor for achieving students' academic success. Thus, this study has contributed to the body of knowledge practically, theoretically, and methodologically.

Keywords: Structural equation modelling, principal supervision, students' personnel services, academic achievement, secondary school.

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In the name of Allah, the beneficent and the merciful. I give glory to God who has been piloting my affairs since the day I was born. This thesis is dedicated to Allah for his immense benevolence and mercy; and to my father, for his love, prayers and sacrifices. The success story of my PhD journey in Universiti Utara Malaysia wouldn't have been achieved without the consent of the Omniscient and Omnipresent God.

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List of Abbreviations

AA	Academic Achievement
ACP	Academic Performance
AMOS	Analysis of Moments Structure
AS	Admission Services
AVE	Average Variance Extracted
B.ED	Bachelor of Education
CFA	Confirmatory Factor Analysis
CGP	Cumulative Grade Point
CMV	Common Method Variance
ES	Extracurricular Services
GoF	Goodness of Fit
GS	Guidance and Counselling Services
H	Hypothesis
HS	Health Services
ILA	International Library Association
JSS	Junior Secondary School
LS	Library Services
M.ED	Master of Education
NECO	National Examinations Council
NPE	National Policy on Education
PLS	Partial Least Square
PS	Principal's Supervision
SEM	Structural Equation Modelling
SPS	Students' Personnel Services
SPSS	Statistical Package for Social Sciences
SSCE	Senior Secondary School Certificate Examinations
VIF	Variance Infraction Factors
WAEC	West African Examinations Council

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The main aim of this chapter is to provide a basic introduction of the study as well as a brief overview of its contents. In view of this, the chapter is divided into seven sections. The first section provides the background of the study. Section two identifies the nature of the research problem, meanwhile, section three, four, five, and six outline the research questions, objectives of the study, and significance of the study respectively. Finally, the organization of the thesis is summarized in section seven.

1.2 Background of Study

Education, whose importance cannot be undermined, is globally seen as a powerful tool for developing individual for self-reliance. The manpower development of a nation depends on laying the solid education foundation (Asare & Nti, 2014). Education aims at socializing people in order to explore their talents for them to contribute their own quota to the society they belong to (David & Najwan, 2014). Yusuf (2012) views education as the development where by the adult members of the community help the younger ones to learn. According to Ayeni (2011), education is the process of cultural transmission and renewal; it is a three – way process of inheriting a culture, changing that culture for better, and passing it on to the younger generation. Aina, Ogundele and Olanipekun (2013) describes education as the process of cultural transmission and renewal. It is a bastion for the development of economic, political and social-cultural of individuals and nations. Apart from the fact

that it is a license for self - reliance, it is seen as the only weapon to fight poverty. Education seems to be important in any society, considering its unmatched impact it plays in the life of the individual. It can be described as an instrument that can be used to raise a literate and enlightened citizenry.

Education is accorded as a weapon which can be used to eradicate illiteracy, raise the social status of a man as well as building a nation (Ajegbomogun & Salaam, 2011). According to the National Policy on Education (NPE), it is enshrined in the policy that education is seen as an instrument par excellence which is purposely designed to develop a nation economically, socially, culturally, technologically and politically (Federal Republic of Nigeria, 2004). Also, the policy described school as a place where teaching and learning takes place. It is a place meant for the implementation of curriculum of education. It is a mini society where all the learning experiences are to be implemented for the purpose of achieving the aims and objectives of education (Federal Republic of Nigeria, 2004). It is a formal organization where policies and programs of education are implemented for the overall development of the individual. It is also referred to as a mini-society for the building of human cognitive affective and psychomotor learning (Adewusi, 2013).

Further, secondary education can be seen as the second stage of education. It is designed to prepare students ahead of higher institution of learning. The aims and objectives of secondary education is to prepare an individual, to be self-reliant, to respect elders and customs of the society as well as to contribute to the development of the society (Federal Republic of Nigeria, 2004). Expressing further on the policy, Ekundayo (2010) opined that secondary education is the second stage of education that inculcates into the mind of the students, cultural, social, and moral values. It prepares them to live a meaningful life and prepares them ahead for higher

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institution. Secondary education, aside the fact that it serves as the helping link between primary education and tertiary education, it serves as a window of opportunity for a child to gain additional knowledge, skills, and qualities to make him a refined person (Matthew, 2013). To say that a sound secondary education is the key to the development of a child is an understatement; the acquisition of this level of education is the panacea to the ills of the society where the child lives. It enables him to function and adjust to the society (Omoregie, 2005).

According to Ike (2011), secondary education is provided for pupils that have just finished primary school, it is a well-known fact that primary school cannot provide the needed skills, numeracy and technical aspect of education for a child; such things can always be found in secondary school environment. The aim of secondary education is thus to ensure that individuals live a useful live in the society, and to prepare them for more rigorous life in higher institution (Matthew, 2013). Therefore, secondary education provides the child who has completed the primary education, an access to secondary school not minding his ethnic, culture, religious and political background; to ensure the training of manpower in the area of commerce, technology and applied-science in sub-professional grades; promotion of national unity with more emphasis on diversity. It ensures that diversified curricula are offered to raise the skills and talent of the child, and to produce a child that will respect the opinion of others in the society. Other purposes of secondary education in Nigeria are to produce a child for self-reliance and excellence, and lastly, to provide vocational and technical knowledge which will be necessary for agriculture, commerce and development of the nation (Federal Republic of Nigeria, 2004).

Meanwhile, the foregoing objectives of secondary education cannot be actualized without the existence of students' personnel services in the school system. Students'

personnel services area variety of services that are provided by the school for students with a view to assist them in their academic activities. It encompasses such services that have direct impact on students which cannot be underestimated (Francis, Lance & Lietzau, 2010; Yusuf, 2012). These services are very sacrosanct in the education system, the services include accommodation, health, admission, transportation, guidance service, etc. Ebirim, Ochai and Obasi (2014) were of the view that student' personnel services serve as the input into the educational system and they are the students' needs which will help them to actualize their educational dreams. The school cannot function without these services and the availability determines the success of the educational system. The services are mostly needed in the school system and it is considered as the major input in a school setting after the school structures (Gallant & Zhao, 2011).

Lewis (2010) sees students' personnel services as the services that are provided to assist students in order for them to realize their full potential in the school environment and these services are to be in the custody of the school management for their proper implementation towards achieving the goals of education. Affirming the importance of student personnel services in the school system, Louis and Gordon (2006) affirmed that the essence of student personnel services is to help meet the needs of the students, develop students physically, mentally and removes obstacles to academic achievement in school. The student personnel services in secondary schools are very germane for the students' progress in the school. The service is also referred to as student support services. The school should endeavor to ensure that this service is provided to complement the other input of the school program so as to meet the needs of the students (US Congress, 2002). It should be paramount in the mind of the school that all the needs of the students must be addressed. Students'

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personnel services in this regard will be more appropriate to the needs and aspirations, which will in turn have an impact on their academic, sojourn (Lewis, 2010; Louis & Gordon, 2006; Ludeman, 2002). Students' services are instructional personnel that relate with school policies and programs (Mitra, 2009).

In view of the above submission, it means that student personnel services such as health service, guidance and counselling service, library service, transportation service, accommodation service, academic service, extra-curricular service, orientation service, admission service, and remedial service are necessities that are needed for advancement of education. The unavailability of these services often results in inefficiency and ineffectiveness in the education system (Brigman, & Campbell, 2003; De Klerk, 2013; Sink, Turnbull & Mvududu, 2008).

Academic achievement can be defined as the academic grades obtained by the student in a particular assessment (Adeyemi, 2011; Booth & Saunders, 2014; Christy & Fox, 2014; Piennar, Barhorst& Twisk, 2014). Academic achievement is the yardstick/parameter for measuring the school effectiveness in the education system. No matter what the provision of the school facilities, its effectiveness will be determined by the academic achievement of the students (Adenegan & Osho, 2012; Adeyemi, 2010a; Adeyemi, 2013; Knouse, Feldman & Blevins, 2014). This view is strongly supported by Iyamu and Aduwa (2004), who indicated that school facilities, students' services are the indices for determining academic achievement.

The academic success of an individual is determined by the prescribed examinations given by the school system, which means that the examinations show how the individual student displays his/her capabilities. It is disheartening that the dismal performance of secondary school students in Nigeria is worrisome; this is obvious in

the senior school certificate examination results released by the examination bodies, which speaks of very poor performance of the students for diverse reasons (Adeyegbe, 2002; Adeyemi, 2010b; Adeyemi, 2011; Adeyemi, 2013; Chowa, Masa, Wretma & Ansong; Ogunrin, 2011).In Africa, especially across West African countries, poor academic performance of students is often seen as a result of the aforementioned bane, which is hampering the development of education system in the region. This was confirmed in the poor academic performance of students in secondary schools as reported in their annual results (Adeyemi, 2013; Asare& Nti, 2014; Munda & Odebero, 2014; Venda, 2013).

In the Nigerian context, looking at it from secondary school level, poor academic performance of students could be traced to the death of school facilities in highschools (Adeyemi, 2010a). Alani, Okunola and Subair (2010) opines that the issue of student personnel services in Nigerian secondary schools has been a public discourse. It is often said that these services are not well provided in secondaryschools. This has therefore been an impediment to the academic attainment of the students in schools and most secondary schools in Nigeria have witnessed this inadequate provision of student services, which is also seen as the bane of the development of education.

Corroborating the above statement on the dearth of facilities in secondary schools in Nigeria, Ebirim, Ochai and Obasi (2014) are of the view that providing students' services in Nigerian secondary schools has been a huge task for the government at all levels of education. This lack of student personnel services has been attributed to the falling standard of education in Nigeria. This has been a cog to the progress of education in Nigeria. The disheartening performance of the secondary school students' examinations could also be attributed to the aforementioned impediments

(Okoroma, 2008). More so, the poor performance of secondary school students is evident in Nigerian schools, this is due to numerous problems ranging from inadequate or lack of school facilities and unconducive school environment. The reason could also be likened to improper management of school on the part of the school management. Likewise, students' attitude in school system also contributes to their dismal performance. Another factor contributing to the poor performance in Nigeria can also be traced to the little attention given by the government and other stakeholders in the education sector (Yusuf, 2012).

However, studies in the past have revealed the existence of students' personnel services in school (Ayeni, 2011; Egbo, 2011; Ekundayo, 2010; Gallant & Zhao, 2011; Iyamu & Aduwa, 2004; Lewis, 2010; Ludeman, 2002; Mathew, 2013; Ogunrin, 2011; Omoregie, 2005). Those findings concur that there is a bond between student personnel services and academic success (Burke, 2009; Lewis, 2010). This showsthe state of students' personnel services in the school system. For instance, Yusuf (2012) studied relationship between students' personnel services and academic performance in Ilorin South Local Government Area Secondary Schools in Kwara State. The outcome of this study was that there is a significant relationship between students' services and academic performance in schools. Similarly, Ebirim, Ochai and Obasi (2014) found that a few of the major factors contributing to the failure of students in school is the lack of students' services such as guidance and counselling, accommodation, library, transport, orientation, academic and health services. In the light of the preceding information, studies have thus established that inadequate students' services contribute to the nauseating failure of students in schools. To this end, the intention of the researcher is to carry out a research on moderating effect of

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principal's supervision on the relationship between students' personnel services and academic achievement in secondary schools in Nigeria.

1.3 Problem Statement

The abysmal performance of students of secondary schools in Nigeria in recent years has become a public discourse. This becomes more noticeable with the results released by examination bodies in the country every year. According to the results released by the West African Examinations Council (WAEC) 2006-2014, the results show that the performance of students is below average. This has also been a serious concern for government at all levels (Federal, State, and Local). Such a constant decline in the academic performance has made the concerned stakeholders wonder why the level of education has failed to match the aspirations and yearnings of the society (Adeyemi, 2010a; Aina, Ogundele &Olanipekun, 2013; Olanipekun & Aina, 2014). The academic performance of students in secondary schools is displayed below in Figure 1.1
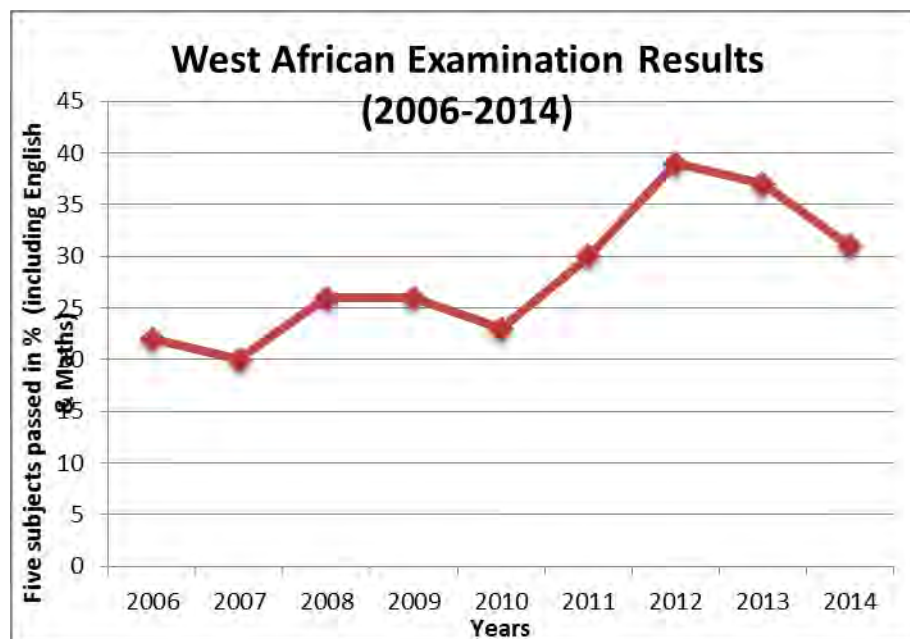
*Figure 1.1.*Students' Academic Performance (2006-2014)

Figure 1.1 indicates the academic performance of secondary school students in Nigeria who opted for five subjects (including Mathematics and English Language) as below average, which is less than 50%. The implication is that just above 40% of students who passed these examinations were qualified to be admitted into various higher institutions of learning, while approximately 60%were not qualified to proceed to higher institutions (Adeyemi, 2010a; Adeyemi, 2010b; Adeyemi, 2011; Adeyemi, 2013; Aina, Ogundele & Olanipekun, 2013). This has led to a great concern of stakeholders who tried to find the root cause of this appalling performance. Some blamed the inadequate provision of students' personnel services, while others apportioned the blame to the inadequate training of teachers (Adeyemi, 2013; Aina, Ogundele & Olanipekun, 2013; Olanipekun & Aina, 2014). Stakeholders in the education system are of the view that the lack of these inputs in school could be responsible for the low performance of students in examinations and that there is a need for investigation to either support or discountenance this problem with a view to proffer solutions (Adeyemi, 2011; Ogundele, Olanipekun, & Aina, 2014), this will enable to avoid further dismal performance. In view of the foregoing events, the researcher seeks to know whether school facilities are predictors of academic achievement (Adeyemi, 2010a; Ayeni, 2012).

However, several empirical studies (e.g Adnet, McCaig, Slack & Bowers-Brown, 2011; Alani, Okunola & Subair, 2010; Alemu, 2013; Ajegbomogun & Salaam, 2011; Baker-Tate, 2010; Bauserman, 2009; Bolt Walker, Alloway, Dalley-Trim & Patterson, 2006; Decker, Lloyd, & Morlock, 2011; Gallant & Zhao, 2011; Lewis, 2010; Okoroma, 2008; Shaw, Marini & Mattern, 2013; Vargas, 2010; Yusuf, 2012) have proposed diverse factors as antecedents of students' academic achievement. Specifically, students' personnel services are considered as an essential contributor in

determining the academic achievement in the school system because they complement the teaching and learning process in the classroom (Mackenzie, Murray &Stark, 2011).In addition, research to date has established some of the dimensions of students' personnel services as factors that have been studied to predict academic achievement; those studies have measured students' services with one to three dimensions. There are authors with one or two dimensions of students' personnel services (Bradley, Nowlan, Vajcner, Cushon & Cripps, 2012; Geierstanger & Amaral, 2005; Sink et al., 2008), and those with two or three dimensions (Alani, Okunola & Subair 2014; Ebirim, Ochai & Obasi, 2014; Lewis, 2010; Yusuf, 2012).

For example, Lewis (2010) studied students' personnel services, with particular interest on three dimensions of the services (guidance, health and psychology) and its effect on student achievement and dropout prevention in public schools of North Carolina, United States of America. The study found low relationship between students' personnel services and academic performance in schools. He discovered that there was inadequate provision of students' services in the school, which was the factor affecting the number of drop out among students in the schools. The study suggests that further studies should be carried out empirically on other aspects of students' personnel services and academic achievement in schools to see whether similar results would be found.

Yusuf (2012) examined the relationship between students' personnel services (library, guidance, extra-curricular and health) and academic performance in selected secondary schools in Ilorin South Local Government Area of Kwara State, Nigeria. The outcome of the study found a high significant relationship between students' personnel services and academic performance in secondary schools. The study recommended that studies that are more empirical should be done on other aspects of

students' personnel services that are prominent in secondary schools. It further suggested that the scope for future studies should be wider than this study with a view to ensure generalization as this study was limited only to a single local government of the state. In the same vein, Ebirim, Ochai and Obasi (2014) studied the relationship between student personnel services (academic service) through the application of information and academic performance in schools in Nigeria. Their study established that the relationship between the two variables was high. The study recommended that more studies should be done on other dimensions of students' personnel services in the school to know whether the findings will be similar.

Recently, Alani, Okunola and Subair (2014) explored the relationship between students' personnel services and academic performance in secondary schools in Nigeria. The study although used students' personnel services as a unidimensional variable but looked at how the services relate to academic performance of students in schools; the study found that the relationship between independent and dependent variables was very low. It was observed that inadequate provision of the services could be responsible for the low academic performance of the students. It also concluded that more research should be done to know whether similar results would be found or not and recommendation was made to extend the scope of the future studies. To support the results of this study, examples of other separate studies on students' personnel services (health service) and academic performance in secondary schools found low relationship between the independent and dependent variables (Taras and Potts-Datema, 2005; Troop and Tyson,2008; Walsh and Murphy, 2003) They opined that there was an inadequate provision of health services which students would require to ensure their well-being in the school and concurred that more research should be carried out in the future.

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Anagbogu, Nwokolo, Anyamene, Anyachebelu and Umezulike (2013) studied on the relationship between students' personnel service (guidance and counselling service) and academic performance in secondary schools in Nigeria. On the contrary, the outcome of their finding was that, there was a positive significant relationship between students' personnel services and academic performance in the selected secondary schools. They expressed that the presence of guidance and counseling services in school is important for the actualization of students' academic success. Scholars like Brown and Trusty (2005), Edmondson and White (1998), Lapan, Gysbers and Sun (1997), Lapan, Gysbers and Petroski (2001), Otwell and Mullis (1997), Sink et al. (2008), Sink and Stroh (2003), Tobias and Myrick (1999), Turball (2006) and Webb, Brigman and Campbell (2005) all studied relationships between students' personnel services (guidance and counselling) as a predictor of academic achievement in secondary schools. The outcome of their studies finds high significant relationship between the variables used in their studies. They are of the view that proper counseling services for students to help ensure academic success. Thus, counselling services are needed to solve the numerous challenges that students are facing in the school. Future studies were however recommended by each author. All these authors have worked on guidance and counselling service as a dimension of student personnel services. None of them researched on other dimensions of student personnel services, except guidance and counselling service as it relates to academic performance in school.

Furthermore, Adnett and Slack (2007), Albanese, Snow, Skochelack, Huggett and Farrell (2003), Fan, Tsai, Su, Kosik, Morisky, Chen and Lee (2010), Ludeman (2002) and Sacket, Kuncel, Arneson, Cooper and Waters (2009) all conducted empirical studies on the relationship between student personnel services (admission

service) and students' academic achievement. Their studies found a high significant relationship between admission services and academic performance. They claimed that students' who had undergone admission processes have the capability to excel when given admission. The admission processes include entrance examination and interview, which are normally used to determine the eligibility for admission.

Shaw et al. (2013) in their empirical study worked on the students' personnel services (admission service) as a correlate of academic performance in secondary schools. The outcome of their research found a high relationship between admission and academic performance in schools. Likewise, Adnet (2011), Archibong, Jude and Etudor-Eyor (2011), Juradja and Munich (2008) and Kuncel, Crede and Thomas (2007) all studied students' personnel services (admission service) as a predictor of academic performance in secondary schools. They all find a highly significant relationship between the independent and dependent variables of the students. Specifically, the independent variable (academic performance), was measured by using student' results based on their performance in their examinations. They recommend that future studies should be carried out in another aspect of student personnel services in secondary schools. Okoroma (2008), for instance, in his own study, worked on the relationship between students' personal service (admission service) and academic achievement in secondary schools. The study reveals a low relationship between the independent and dependent variables in the study. It recommends that future studies should be widened to know whether similar results could be found or not. In the same vein, Ajegbomogun and Salaam (2011) find a low relationship on students' personnel service (library) in Nigeria. They concur that dearth of library facility is affecting the students' learning in Nigeria. They conclude that other services should also be studied empirically.

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Armstrong (2011), Bharadwaj et al. (2013), Cooper (2005), De Klerk (2013), Eigenbrood (2005), Engelke,Guttu, Warren and Swanson (2008), Gelfman and Schwab (2000), Guttu, Engelke and Swanson (2004), Lee (2011), Maughan (2003), Walker et al. (2006), Wang, Chen, Chen, Li, Harari, Tignor and Campbell (2014), Welk and Lang (2013) and Wyman (2005) in their separate studies, worked on the relationship between students' personnel services (health service) and academic performance in secondary schools. Their studies revealed ahigh significant relationship between students' personnel services and academic performance in schools. Likewise, London and Castrechini (2011), Ludeman (2002), Owens and Fabiano (2011) and Paina and Peters (2011) have conducted studies on students' personnel services (health service) and academic performance in schools. Their studies showed a high significant relationship between health services and students' academic achievement. They averred that providing clinic in the school would help to cater for communicable and non-communicable diseases that students might have.

Based on the above studies on students' personnel services and academic performance in secondary schools, it has been established that inconsistent results (low and high) are found in previous studies. The reason for the low results as claimed by authors, was due to inadequate or non-availability of certain services for students which had adverse effects on students in their examinations. Further, for acquiring high results in examinations, as posited by the authors, the prerequisites are not far-fetched. These studies recommend a constant provision of services to be made available for students' use, which could translate to their academic success. Also, it was discovered that one, two or three dimensions of students' personnel services (admission, library, health, and guidance and counselling services) were studied as a predictor of students' academic achievement in secondary schools. It is

researcher's belief that since empirical studies on the aforementioned services are yet to be studied together as a correlate of academic achievement, and since those services are essential in the school system, the present study intends to extend the extant literature on students' personnel services by measuring it by using broader dimensions (admission, library, health, guidance and counseling, and extracurricular services).

Furthermore, effective management of academic and administrative affairs of schools conventionally falls within the purview of the principal. Precisely, formal education in Nigeria is rapidly changing and technically tailored towards meeting certain set goals, such as ―education for all" (Usman, 2015). The necessities of these various goals from the school managers are centred on the improvement of teaching and learning through the execution of performance-based management, which is ran by a management team, with the principal at the fulcrum. Since the aim of education is to develop the minds and character of students, their abilities, skills and potentials, in order to equip them for contemporary society, then school facilities have to be supplied in adequate quantities, well and effectively managed, controlled and supervised by the school principal (Uko, 2001).

According to Uko (2001), effective supervision of school facilities requires knowledge, skill and expertise in handling different facets of the school system. This calls on the ability of the principal to set required objectives, supervise facilities usage, formulate plans for procurement and ensure actual management and supervision of available facilities to attain set goals of the school system. Ukeje (2000) opined that school facilities comprise the physical expression of the school curriculum in the construction, internal and external arrangements of the buildings,

equipment, grounds, surroundings, general appearance which includes the flower beds, shrubs, playgrounds, guidance and counselling unit, classrooms, assembly hall, dining hall, desks and school farms. Uko (2001) further stated that when school facilities are considered from the point of the school plant, then one will be considering a gamut of facilities such as: school furniture, science laboratories, school library and technical workshops.

Uko and Ayuk (2014) opined that supervision is a prima-facie function of top administration, down to the teaching and non-teaching staff. In educational institutions, facilities constitute essential inputs, which create favorable learning environment, facilitate interaction and enhance achievement of educational objectives. In essence, the school activities would not be meaningful and functional if essential facilities are not delivered in adequate quality and quantity at appropriate times through the principal's administrative role.

Going by this onerous task, the principal, as a matter of fact, must understand the duties of school managers to effectively manage not only staff but the facilities to meet the overall objectives of the school (Ukeje, 2000). According to Wanzare (2012), the unsatisfactory academic achievement often experienced in schools by students is always due to lack of basic infrastructure, lack of adequate and accurate statistics, inadequate funding, embezzlement, bureaucratic bottleneck and poor attitude to work.

With schools facing increased pressure to improve teaching and learning, thus the duties and responsibilities of principals expanded further to include the responsibility for leading school reform that would raise student achievement. Success in leading school to increase student achievement often hinged upon a principal's ability to

create a shared vision within the school community and success in executing new organizational structures that engage teachers in charge of school facilities in shared decision-making (Onuman, 2015; Uko & Ayuk, 2014).

Principals engage the entire school staff in making decisions results in more commitment to school effectiveness. Principals continue to be responsible for the management of their schools even though their primary responsibility has shifted. One major management responsibility is school safety. This responsibility includes ensuring that facilities and equipment are safe and in good working order, the development of overall school discipline policies and the enforcement of those policies, and the assignment of supervisory responsibilities among school personnel (Bormann, 2015; Onuman, 2015).

Generally, the principal's responsibility in the management of educational facilities entail bringing together individuals as a group that will control, coordinate and articulate activities to achieve tangible and holistic learning for the overall benefit of the society (Usman, 2015). Buttressing this claim, Loius and Gordon (2006), posit that school management by principals is the totality of efforts that are brought to bear in the provision and delivery of education to ensure that both human and material resources allocated to education are used to the best advantage in the pursuit of educational objectives and goals.

Research to date has shown that principals play a significant role in school effectiveness. The research found that the unique position principals hold, as the one person in a school who is responsible for and authorized to oversee the entire school, places them in a powerful position to manage the entire school operation and move it forward. The study further revealed that the most effective principals had a clear idea

of how the school could serve its staff and students; had aligned resources and urgencies with the vision; and could engage other key players, within and outside the school, in achieving the objectives embedded in the vision (Horchwater & Thompson, 2012). Other empirical studies have supported the key roles principals play in their school's accomplishment and point to other leader characteristics as critical to the principal's success. These characteristics consist of high energy, initiative, tolerance for ambiguity, sense of humor, analytical ability, and common sense (Oberman, 2015).

Moreover, relevant studies have revealed that the principal's supervision has been discussed to be a potential variable that can predict students' academic achievement in school (Bormann, 2015; Oberman, 2005; Usman, 2015). Supervision can be defined as the process that involves guiding and directing the inputs in the school system to achieve school objectives. Principal's Supervision is an important variable that plays a huge role in supervising the school inputs (Onuma, 2015; Usman, 2015). For example, studies have established that effective principal's supervision is associated with student academic achievement (Bormann, 2015; Onuma, 2015). A study conducted by Okendu (2012) on supervision, finds a high correlation between principal's supervision and school facilities. The study reports that principal's supervision rests on the principal's supervisory role in maintaining school services for educational development. Horchwater and Thompson (2012), Louis and Gordon (2006) and Wanzare (2012) all attest to the fact that the principal's supervision is a correlate of academic achievement. They are of the view that effective supervision is akin to realization of school objectives. Therefore, the principal's supervision is an important variable in this study.

From theoretical perspective, the existing literature has revealed that the agency model theory of supervision enhances school academic achievement (Erskinne, 1982; Falender & Shafranske, 2004; Haynes, Corey & Moulton, 2003; Powell, 1993; Stoltenberg & Delworth, 1987; Tsui & Ming-Sum, 2005). Principal leadership theory, social exchange theory, change theory and agency model theory of supervision postulates that effective supervision of the school inputs influence academic achievement (Bradley & Ladany, 2001; Powell, 1993). Drawing from the above potentiality of principal's supervision, it is hereby incorporated as the moderating variable simply because it has not been investigated as a moderator on students' personnel services and academic achievement. As suggested by Baron and Kenny's (1986) moderating effect study, precisely, the relationship between students' personnel services and academic achievement would be increased if principal efficiently carries out his internal supervision in ensuring that all services in the school are well supervised.

From methodological point of view, a comprehensive literature review indicates that the relationship between students' personnel services and academic achievement was majorly studied quantitatively, thereby showing that qualitative research on this aspect is yet to be studied (Pitts, 2013; Sacket et al., 2009; Modo, Sanni, Uwah & Mogbo, 2013). In the same vein, according to researcher's knowledge, there seems to be no research to date that has studied the influence of the principal's supervision on the nexus between students' personnel services and academic achievement in schools by using mixed methods (Quantitative& Qualitative), thus identifying a research gap for this study. In the light of this, this study intends to fill the gap by using both quantitative and qualitative methods for better understanding of the study phenomenon. Also, extant literature reveals that academic achievement was

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measured with one or two subjects, mainly on Mathematics and English Language (Owens & Fabiano, 2011; Pitts, 2013), and it is believed that a holistic measurement of academic achievement will help to make this work to achieve its objectives. Therefore, this study measures academic achievement with seven subjects (Mathematics, English Language, Economics, Geography, Biology, Civic Education and Yoruba Language).

From the foregoing issues discussed above, it is clear that research has been done on students' personnel services, even though not all the aspects of the services, but few components of the services (Bauserman, 2009; & Lewis, 2010; Ajegbomogun & Salaam, 2011; Yusuf, 2012) have been studied as correlate of academic achievement. This necessitates the need for this study to look at students' personnel services from broader perspective. Therefore, to the best of researcher's knowledge, research has not been conducted to assess the moderating effect of principal's supervision on the relationship between students' personnel services and academic achievement in secondary schools in Kwara state.

Lastly, past studies showed that studies on the relationship between students' personnel services and academic achievement are mostly carried out in Europe and United States of America. There is less research on African region, most especially in Nigeria. Thus, there is a need for this research to be conducted in Nigeria. This would add to the body of knowledge as well as fill the gap identified in the literature.

1.4 Research Objectives

In view of the given problem statement, the objectives of the study are stated as follows:

1. To investigate the level of students' personnel services, principal's supervision and academic achievement.

2. To examine the relationship between students' personnel services and academic achievement.

3. To gauge the moderating effect of principal's supervision on the relationship between students' personnel services and academic achievement.

4. To seek better understanding of principal's supervision, students' personnel services and academic achievement.

1.5 Research Questions

The research question is the heart of any research study. They are pertinent questions framed to direct the study (Nenty, 2009). In view of the foregoing, the following questions were raised to serve as a guide for the study. They are as follows:

1. What is the level of students' personnel services, principal supervision and academic achievement?

2. Is there any relationship between students' personnel services and academic achievement?

3. Does principal's supervision moderate the relationship between students' personnel services and academic achievement?

4. To what extent is the principal's perception of supervision, students' personnel services enhance academic achievement.

1.6 Research Hypotheses

The research hypotheses of the study are stated based on research questions 2 and 3 of the study. The hypotheses of the study are stated below:

RQ2: Is there any relationship between students' personnel services and academic achievement?

Based on a literature review of the study, the following five hypotheses were developed:

H1: There is a positive relationship between admission services and academic achievement.

H2: There is a positive relationship between extracurricular services and academic achievement.

H3: There is a positive relationship between guidance and counseling services and academic achievement.

H4: There is a positive relationship between health services and academic achievement.

H5: There is a positive relationship between library services and academic achievement.

RQ3: Does principal's supervision moderate the relationship between students' personnel services and academic achievement?

Based on the extant literature review of the study, the following five hypotheses were developed:

H6: Principal's supervision moderates the relationship between admission services and academic achievement.

H7: Principal's supervision moderates the relationship between extracurricular services and academic achievement.

H8: Principal's supervision moderates the relationship between guidance and counseling services and academic achievement.

H9: Principal's supervision moderates the relationship between health services and academic achievement.

H10: Principal's supervision moderates the relationship between library services and academic achievement.

1.7 Significance of the Study

The aim of any research work is to outline the areas in which the research would be benefited. Meanwhile, contributions have been made to the existing body of knowledge from three perspectives, namely, theoretical, practical and methodological. In the light of the foregoing, the significance of the study is discussed from practical, theoretical and methodological perspectives.

1.7.1 Theoretical Contribution

In terms of theoretical contribution, this study's findings offer empirical evidences on the impact of students' personnel services and academic achievement, thus advancing the existing literatures. Several researches have been conducted to investigate numerous predictors of academic achievement (Adeyemo, 2010; Archibong e al., 2011; Bradley et al., 2012; Goodall & Pattern, 2011; Lewis, 2010; Walker et al., 2006; Webb et al., 2005; Yusuf, 2012). Although empirical studies have dwelt on one or two dimensions of students' personnel services as correlate of academic achievement as explained previously, yet, none of the studies were able to study students' personnel services by examining it from broader dimensions. Hence, the present study endeavored to fill the gap by including five dimensions of students' personnel services (i.e., admission, extracurricular, guidance and counseling, health, and library services) and see how they influence academic achievement as proposed by earlier researchers. Further, this study also contributes to the body of knowledge by including the moderating effect of principal's supervision in enhancing academic achievement. By including agency model theory of supervision and leadership theory to explain the moderating effect of principal's supervision as a moderator on the

nexus between students' personnel services and academic achievement, this helps to understand how the Principal runs the school through supervision.

Students' personnel services are described with two theoretical perspectives: student service development theory (Astin, 1984; Creamer, 1980; Renn, 2008), and needs theory (Maslow, 1954; Urdan & Maehr, 1995; Wahba & Birdwell, 1976). Student service development theory suggests that school services develop students, which in turn influence their academic success in school (Renn, 2008; UCraft & Moore, 1990). Needs theory postulates that being satisfied with certain needs will stimulate one to achieve success (Maslow, 1954; Urdan & Maerhr, 1995). Taken together, the findings of this study validated agency model theory of supervision and leadership theory (Falender & Shafranske, 2004; Powell, 1993; Stoltenberg & Delworth, 1987), as well asneeds and student service development theories (Astin, 1984; Creamer, 1980; Maslow, 1954) in several ways. Firstly, from agency and leadership theories point of view, findings had lend credence support to the moderating role of the school principal on the links between students' personnel services and academic achievement. Secondly, the findings confirmed that students' personnel services (i.e.; extracurricular, guidance and counseling, health, library) statistically and positively influence academic achievement. Thus, needs and students' services development theories were validated in this study, demonstrating that academic achievement was predictable by certain aspects of students' personnel services.

1.7.2 Practical Contribution

School:

This study will serve as a template for primary and secondary schools on how to provide the various students' personnel services to meet the needs and aspirations of the students for the attainment of aims and objectives of education. The outcome of this study have shown how students' personnel services provided should be implemented in the school system, and it has also shown the connectivity and the interrelationship between students' personnel services in school. Also, the study provides evidence of principals of the secondary schools and other levels of education (primary and higher institutions) having availed of the techniques on how to ensure students' personnel services contribute to the academic achievement. Therefore, the study would provide a useful assistance to principals on how to carry out effective supervision of services provided with a view to enhance positive academic achievement in school, and assist the students on how to make use of the various services provided for them in school.

Government:

The government is the major financial of education system in Nigeria. Thus, the findings of this study would be helpful to federal, state and local governments on how to fashion out the best possible ways to finance the secondary schools. The areas of finance are provision of adequate school needs such as clinic, guidance and counseling unit, sports, facilities, library, classrooms, laboratory and other students' needs to improve their academic performance. The outcome of this study has given give an insight to government on training and re-training of those in charge of school services, and on how to evaluate the training programs provided. The findings of this

study, it is hoped that it would enable the government at all levels on how to formulate educational policies and programs bordering on students' personnel services in education.

Private and other stakeholders in education:

The contribution of private investors towards education development in Nigeria is well known. The findings of this research would enable all private investors like banks, companies, businessmen and women information on areas where their contribution can be felt. Other stakeholders like parents, traditional rulers and, philanthropists would also be benefited, as they would now know the areas (i.e. provision of services) where they can contribute.

1.7.3 Methodological Contribution

The findings in this study have several methodological contributions to the existing body of knowledge. Firstly, a comprehensive review of the literatures revealed that most of the studies on the relationship between dimensions of students' personnel services and academic achievement were carried out using a quantitative approach (Dwyer & McNaughton, 2004; Farmer, 2006; Lee, Olson, Locke, Michelson & Odes 2009; Lewis, 2010; Loken & Neilson, 2013; Maughan, 2003; Owens& Fabiano, 2011; Stone & Ramsden, 2013; Vent, 2012). To the best of the researcher's knowledge and based on the research done, less attention is given to qualitative approaches, and in order to gain a better understanding of the phenomenon, for this reason, this study adopted a mixed method approach with a view to use the findings of the qualitative to support the quantitative findings. Perhaps this study would be the first research to be conducted in this area by using mixed methods of research.

Secondly, this study has also contributed to the body of knowledge methodologically by using secondary data to measure students' academic achievement in the quantitative part of the study. This has been done in order to avoid bias on the part of the respondents. Specifically, studies in the past have confirmed that students' academic achievements were mainly measured with one or two subjects (i.e., Mathematics and English language) (Vent, 2012). In order to get a detailed measurement of academic achievement, therefore, this study measured academic achievement by using more subjects (i.e., English Language, Mathematics, Economics, Biology, Agricultural Science, Geography, and Civic Education) for better analysis of academic achievement of students in secondary schools.

Thirdly, another significant contribution of this study to the body of knowledge methodologically is that, all the instruments used in earlier studies (Arinde, 2010; McCaughn, 1999; Mestalpelto & Pulkinninen, 2014; Owate & Iroha, 2013; Parsad, Alexander, Farris, Hudson & Green, 2003; Parsat et al., 2003; Toma, Tinuade, Gabriel & Agaba 2014) have been adapted for this study. Precisely, the adaptation was done by removing irrelevant items from the original items of the adapted instruments. Thus, relevant items were added to suit the context of the present study.

Lastly, this study contributed methodologically to the existing body of knowledge in terms of the software used for the study. Studies in the literatures have shown that examining the links between dimensions of students' personnel services and academic achievement were conducted by using mostly SPSS software (Adeyemo, 2010; Arinde, 2010; Castrechini, 20011; Fan et al., 2013; Lewis, 2010). Wilson, Callaghan, Ringle and Henseler (2007) had opined that a multivariate analysis should be well analyzed, especially when a researcher intends to test a model based on prior empirical evidence in the literature. In line with this, this study employed three

software to analyze the data collected, namely, Statistical Package for Social Sciences (SPSS), Partial Least Square (PLS-SEM), and Nvivo software. Specifically, SPSS and PLS (SEM) were used for the quantitative analysis of the study, while Nvivo 10, modern software for analyzing qualitative research, was used to analyze the qualitative part of the study. Therefore, this had contributed to the existing body of knowledge via methodological perspective.

1.8 Scope of the Study

This study examines the moderating effects of principal's supervision on the relationship between students' personnel services and academic achievement in secondary schools. The study is limited to Kwara State, Nigeria. The State was chosen due to the following valid and cogent reasons.

Firstly, the insecurity phenomenon in the northern part of Nigeria is well known. The heinous acts of the dreaded extremists called ―Boko haram‖ had become a big threat to the extent that they are growing wings on a daily basis (Rogers, 2012). According to Onuoha (2012) and Uzodike and Maiangwa (2012), the insurgency in Nigeria had claimed more than 50, 000 lives and destruction of properties worth billions of Naira in the country. Buttressing the foregoing, Sergie (2014) and Zenn (2014) opined that the extremists had successfully carried out their attacks in Nigeria. Some of the places attacked were United Nations Building, Eagle Square, churches, mosques, abduction of over 380 schoolgirls, and virtually all the states in the northern part of the country except Kwara State. Recently, the extremists declared part of Nigeria as their own country.

Secondly, in the southern part of the country, the militants' activities were too gruesome. The bombing of oil installations and kidnapping cases were rampant in the

areas. The unrest did not allow the researcher to have access to the areas (Aghedo & Osumah, 2012; Obi, 2010). Specifically, bombings of properties were prominent in the south; thereby make this study to be limited to Kwara State. Besides, Kwara State is the only state that is christened as the ―State of Harmony‖ due to the peaceful co-existence in the state.

Thirdly, Kwara State was chosen for the study because of the heterogeneous nature of the state. The state was chosen because it has a population more than the required number for this study, from which the sample size can be drawn out using population table as provided by Krejcie and Morgan (1970). Fourthly, the reason for choosing this location was that less research of such type had been carried out in the state especially at secondary school level. Lastly, the research was conducted in this area purposely because of the low academic performance of the students in the state. Thus, the place was chosen for the research due to the status of the state as one of the educationally disadvantaged regions in the country.

1.9 Operational Definitions of Terms

1.9.1 Students' Personnel Services

Students‗ personnel service is defined as the services provided by the school to ensure implementation of the curriculum for the overall personality development of students. These services are guidance and counselling service, library, health, admission, extracurricular. The availability of these services enhances the performance of students. It is a sub-system that is vital to the attainment of educational goals and objectives (Lewis, 2010).

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1.9.1.1 Library Services

The library services are defined in this study for a multiple of benefits that a library can provide to teachers and student. The study accepted the fact that a library is a place where books and other educational materials such as newspapers, graphics and magazines can be found for effective teaching and learning. It is a place for teachers and students to look for references on what had been taught and learnt in the class. School library reinforces the content of school learning for easy implementation of school curriculum. School authority promotes the use of the library and it's saddled with the responsibility of teaching students how to use the library. The library also helps students develop good reading habits and learning skills and enables them to perform well in examination. The study maintained this premise that the availability of the school library services was to ensure that the school achieved its goals. (Arinde, 2010; Ajegbomogun & Salaam, 2011; Owate & Iroha, 2013).

1.9.1.2 Health Services

Health services in this study talk about the services that are available in school to cater for the health of the students. The study presumes that the school health clinic was equipped with facilities such as first aid box, chairs, table, bed-space and other health equipment, to provide services such as drugs and treatment for students when they fell sick. Although the school health clinic would refer students with complicated illness to superior hospitals for treatment, it was counted as most essential for the development of students in a school (Ludeman, 2002; Welk et al., 2013).

1.9.1.3 Guidance and Counseling Services

Guidance and counseling services in this study was understood as the services, which assist students to adjust to the learning environment. In this type of services, a guidance and counseling unit should be headed by a trained counselor, who should be saddled with the responsibility of overseeing the affairs of the unit. The guidance and counseling unit should also be equipped with tables, chairs, books and other materials on guidance and counseling. The unit should keep the files and report sheets of students that visit the unit for counseling. The unit also assisted students on vocational, career and information services, so that students should have the ability to make career decisions. In addition, it helped them to improve their academic achievement and contributed to their personal growth and development. Therefore, the purpose of guidance and counseling unit is to solve students' learning challenges as well as taking care of overall development of the students, which is very essential in school (Oye, Obi, Mohd & Bernice, 2012).

1.9.1.4 Extracurricular Services

The researcher ensured that extracurricular services should be a part of the educational program in the schools selected for this study. Extracurricular activities encompass activities for the training of mind and body. Examples of extracurricular activities are table tennis, basketball, volleyball, football, long tennis and badminton. It also includes activities such as social clubs, quiz competition and religious activities. This research realized that participation in extracurricular activities contributed to students' social, emotional, physical and intellectual development, thus helping them to increase the academic achievement of students as well as

increases leadership abilities and overall responsibility in students, therefore, making it an essential service in school (Ohiorenuan, 2008).

1.9.1.5 Admission and Selection Service

This service refers to the selection of students for admission and registration purpose in order for them to adjust meaningfully to the school environment. In this study, this service is understood as being designed to scrutinize the prospective students that are to be enrolled in the school. It involves a series of stages ranging from entrance examination to the oral interview in order to allow the school to select the successful students among the applicants. Its purpose is to ensure quality assurance in the education system (Adnett et al., 2011).

1.9.2 Principal Supervision

Principal's Supervision in this study has been defined as a systematic process of guiding and directing school inputs (i.e. Students, teachers and school services) so as to achieve school's aims and objectives. Examples of supervision of school services are library, health clinic, extra-curricular activities, admission and guidance and counselling. Supervision ensures keeping the school services in good order. Therefore, supervision of school services complements classroom work, as it promotes efficiency and effectiveness, thus making it essential for the development of students and school general. In the same vein, supervision of school services leads to positive academic performance of students as it ensures adequate preparation of lesson notes by teachers, ensures adequate supervision of schemes of work and record of work by teachers and covers visits to classroom to evaluate teaching and learning process. Furthermore, effective supervision provides regular and constructive feedback to teachers after classroom monitoring and evaluation of

lessons, as it helps teachers to acquire new ideas on curriculum and instruction as well as in the use of teaching aids in the classroom. Finally, supervision helps in making teachers punctual, regular and this helps them to improve their teaching skills (Ayeni, 2012, Hochwater & Thompson, 2012; Peter, 2011; Rizvi, 2008; Wanzare, 2012).

1.9.3 Academic Achievement

Academic achievement in this study is defined as the display of knowledge attained or skills developed in the school subjects designated by test and examination scores. It was presumed that academic achievement helped to identify the academic ability of students based on the examination, they had done. It can also be described as the true performance of students in the school system. The academic performance can either be low or high, depending on the examination results. In this study, academic achievement of the students was measured by using students' results (Mathematics, English Language, Economics, Biology, Agricultural Sciences and Civic Educationin) in the selected schools (Adeyemi, 2010; Adeyemi, 2011; Adeyemi, 2013).

1.10 Conclusion

This study has thus focused on moderating effect of principal's supervision on the relationship between student personnel services, teachers' capacity building and academic performance in secondary schools in Kwara state. The study has discussed so far the background of the study, problem statement, and objectives of the study, research questions, research hypotheses and significance of the study. In view of the above discussed so far, it is clear that students' personnel services are very important in the education system and the role of the Principal in ensuring that educational

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programs are planned and executed cannot be underestimated. This study has so far also clearly established the gaps that need to be filled. Thus, the next chapter, which is chapter two, would critically explain the variables of the study (independent, moderating and dependent) based on relevant literatures. It would also discuss the conceptual framework of the study adopted to explain the direction taken up in this study and how the variables of the study were found related to each other, as well as what underpinning theories were referred to during the course of this study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter one of the study had so far explained the background of the study, the statement of the problem, the research objectives, research questions, significance of the study and scope of the study. The chapter discussed extensively on what students' personnel services and academic achievement in secondary schools constituted in education. Specifically, the chapter two of the study presents the critical and extensive review of relevant literatures that illustrates the relationship between the independent and dependent variables. It also discusses how this study empirically found that principal's supervision is a potential moderator of the relationship between students' personnel services and academic achievement in schools. Furthermore, this segment presents an overview of theories that are related to the variables in the study. Finally, this chapter unveils the conceptual framework used in this study, the underpinning theories as well as the hypotheses that were developed to guide the study.

2.2 Students' Personnel Services

2.2.1 Concept of Students' Personnel Services

There are some divergent opinions on what students' personnel services constituted in education. Some school of thoughts perceived it as the services meant for the pampering of the students in the school system (Anagbogu et. al, 2013), and while other school of thoughts saw it as the services that were essential to transform the life of the students academically (Hardin, Mereoiu, Hung & Roach-Scott, 2009). In view

of the above statement, there is plethora of definitions of students' personnel services based on authors that had carried out research in this area. According to Lewis (2010), students' personnel service is the pillar of the school system. It is the cornerstone of the educational policies and programs, and it is equally the first input in the school system. Adelman & Taylor (2006) and Yusuf (2012) in their separate studies define students' personnel services as the services that are necessary for the students' development in school. These services are meant to complement the efforts of the education curriculum. These services helped the students in the attainment of their studies in the school system. In the same way, Ludeman (2002) defined students' personnel services as the services that are very germane to the needs of the students in the school. These services are comprehensive and are needed for the development of the students in school.

Since the success of education largely depends on the availability of the school services, the cardinal objective of students' personnel service, thus, is to provide for students, the psychological and other needs for their academic attainment (Beyer &Johnson, 2014). Holcomb-McCoy (2007) opined that the provision of services is fundamental to the achievement of the students in school, and it should be concerned to all stakeholders in education with a view to support the students' needs. Therefore, continuous provision of these services should be available to boost students' academic performance. In the same vein, Olokoba (2000) is of the view that certain students' services were common and are meant to accelerate teaching and learning processes in education. These services are remedial service, admission and selection service, academic service, accommodation service, health service, extra-curricular service, guidance and counselling service, transport service, food service, library service, orientation service, water and electricity service, and scholarship service.

Lewis (2010) noted that students' services are like the backbones of the school and their existence remained indispensable. Apart from the fact that the services make up the school system, it equally facilitates the speedy implementation of school policies and programs. Even though not all the services can be found in the school, but certain services should be provided since the school cannot function without those services. School services include hostel, admission, transportation, guidance and counselling, health, extra- curricular activities and library services. The figure 2.1 shows the various students' personnel services in school.
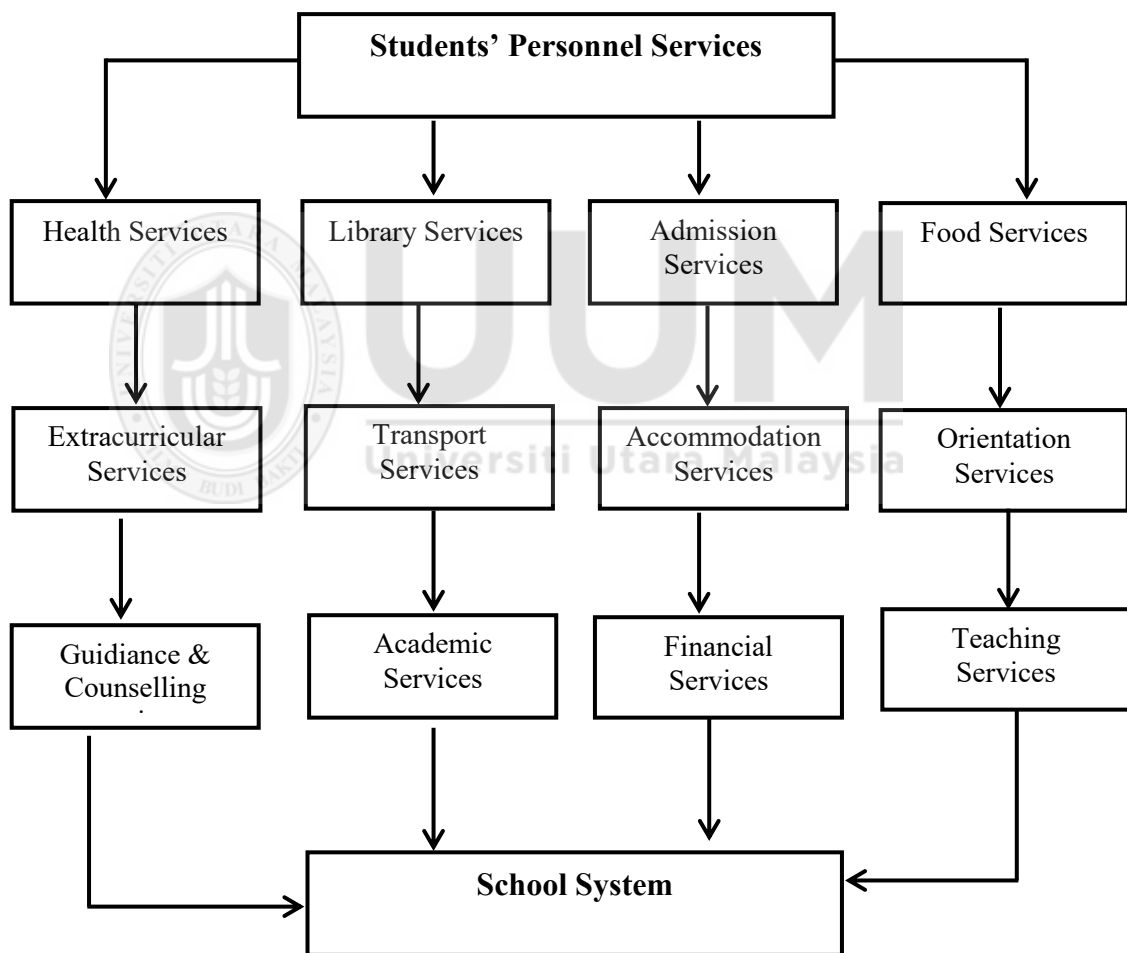
*Figure 2.1.*Comprehensive Students' Personnel Services in School System Adapted from Lewis (2010)

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Furthermore, according to the National Policy on Education (Federal Republic of Nigeria, 2004), the aim and objectives of students' personnel services in education are;

- To ensure that teaching and learning becomes meaningful for the students and the entire school management
- To improve the teaching and enhance the proficiency of the teachers in the school
- To promote and develop efficient resources in school
- To develop and progress the education system
- To improve the performance of students in school

Olokoba (2000) and Yusuf (2012) specifically highlight the core objectives of students' personnel services, namely:

- Provide students with the opportunity to explore their talents
- Recruitment of qualified students for admission
- Motivate students in making use of school facilities
- Provide a conducive environment for students for overall development
- Demystify teaching and learning in school

Going by the above objectives, it is understood that students' services are very sacrosanct in school settings because it ensures effectiveness in education (Hatzes, Reiff & Bramel, 2002).

2.3 The History of Students' Personnel Services from Global Perspective

As explained earlier, students' personnel services are common services that are very important in school and it is often said that it does not only contribute to the overall development of the child, it also cater for the well-being of the students (Mitra, 2009).Globally, the issue of students' personnel services can be traced back to centuries. Students' personnel services as a concept, was a relatively new happening until the nineteenth century. Those who were teaching in schools, as well as those handling non-instructional functions to students in schools, were not categorized as students' personnel services in the education system. They were known as staff doing the normal job to assist the students (Ludeman, 2002). During the end of 19[th]century, schools in the United States of America were established for educating illiterates for them to become literates. The aims and objectives of the schools were to provide teaching and learning activities for the intending students to know their right (Louis & Gordon, 2006).

The beginning of students' personnel services programs in schools began in the 1900s, in response to political, economic, social, cultural and religious events stemming from the influx of immigrants and industrial revolutions that were entering the schools (Louis & Gordon, 2006). The events were described as the turning point in schools in the United States of America as the influx of the immigrants; most of them from European countries, continue to soar. This is because the schooling then was made compulsory for everybody. The fear of the then government was that the entering of immigrants in schools would later create a moral crisis in the education system. They sensed that their own culture, beliefs and values might later challenge the moral rules of their country. In view of that, there was a need for the government to provide students' personnel services in schools. The idea of providing guidance

and counselling surfaced and that was the beginning of students' personnel services in schools (Loesch and Ritchie, 2005)

The remarkable development during the time of the industrial revolution brought in violation of human rights, ethnic ghettos and slums, and the quick response to these negative attitudes, made the proponents of school reforms concurred that more vocational guidance service be set up in all public secondary schools with a view to arrest the ugly situation (Schmidt, 1996). Those teachers that were working in public schools were appointed as the counselors to provide students' service in the area of moral guidance to the students who were lacking the moral right and those who do not know which career they want to pursue. Some of the teachers who were appointed as the school counselors also taught students in the classroom (Aubrey, 1977). Consequently, the students' personnel service efforts were to assist the students in knowing their choice of career in training of vocational education considering the request in industry and business at that time (Goodman & Young, 2006; Louis & Gordon, 2006; Schmidt, 1996).

Also, the second students' personnel services to be provided in schools after guidance and counselling service was social work. The social work service came into being in around 1906 in some cities in the United States of America. The second students' personnel service was aimed at providing support for the less privilege students in the school. This serves as a link between the home and the schools (Allen-Meares, 2002). Some people in the cities, from Greenwich house and Hartley house, wanted to know the meaning of social work as students' services. They wanted to know how teachers were related to their students in the school system and they were so curious to know the teachers of children who migrated to the country. The house assigned to workers to monitor and work together to pay a visit to the

homes and schools with a view to ensure there were close relationships and effective communication and understanding between them (Allen-Meares, 2006).

Another significant step concerning social work was the compulsory attendance laws passed for all schools. This compulsory attendance for schools was made easy due to efforts put in place. Cities like Connecticut and Massachusetts were in the forefront in this regard, with other cities formulating their own compulsory school attendance laws in 1918. The social work played an integral role in the life of the students in schools (Allen-Meares, Washington & Wales, 1996). Following the compulsory attendance implementation, schools were told to ensure the expansion of their facilities in order to accommodate more prospective students with high intellectual capability (Allen-Meares, 1996).

With the 1930's depression, social workers became essential to schools by looking into the ―difficult social conditions and the physical desires of the school students‖ (Dupper, 2003, p. 13). This period continued for decades until 1954, when schools were amalgamated. This resulted in serious challenges faced by the schools to teach more students ―whose languages and lifestyles were totally different from the school's middle-class orientation‖ (Germain, 1999, p. 34). The vital role of the social work personnel in the school was again prominent during the social change. The then President of the United States of America, made available more funds to hire more social work personnel service to cater for more needs of the students in schools (Louis & Gordon, 2006). From 1980s to 90s, the social workers in the school catered for the needs of the students, and this continued until it became obvious that students' services were catalysts to the good upbringing of students in the education system. This inspiring role continued to assist the students up until now (Dupper, 2003).

Furthermore, the third students' personnel services to be provided according to history, was health services. The health services started in Boston, United States of America, due to the communicable and non-communicable diseases that were very rampant in the schools. The diseases that students suffered were measles, pertussis, scarlet fever and diphtheria. The diseases nearly killed 10 students per day in some public schools and the idea of having health services was hurriedly conceived to stem the diseases among students. The diseases continued in schools as the health conditions of the students were at an alarming rate (Kronenfeld, 2000). The poor sanitation like head lice, impetigo, ringworm and conjunctivitis were dominant diseases in schools (Kronenfeld, 2000). The unfruitful efforts of the New York Health Department to remove children from schools due to the transmittable diseases proved abortive, as the children were reluctant to go back to their various homes and they were found playing outside the school premises together with the students that were in good physical shape (Kronenfeld, 2000, p.14).

In an effort to eradicate the diseases and get the problem addressed in the school system, several health programs were initiated and implemented by the government in public schools. Nurses were drafted to the schools to treat the children on health related problems, while the parents of the students were trained on how to maintain a neat and hygienic environment in their domains to avert the looming and unseen diseases among their children (Kronenfeld, 2000). The idea of nurses drafted to schools to treat the children was very successful and this mandated the government to hire more nurses to provide health services in the school (Maugham, 2003). Thus, the nurses hired to provide health service were playing a main role in treating the children in the school as well as treating teachers that were also interested in having

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treatment of minor diseases. The nurses referred major diseases to physicians for more treatment *(*Allensworth, Lawson, Nicholson, & Wyche, 1997).

In the 1940s, the work of the school nurses providing health service in the schools shifted from examining the medical health of the students to contagious disease control and to give health talks to the students and their parents (Walsh & Murphy, 2003). With the new role of the nurses in schools, their services were extended which include prompt health care service delivery and this allowed the nurses to work together with the physicians to ensure efficiency and effectiveness of health service delivery to the students in schools. Thus, this witnessed the mass trooping of both the students, teachers and parents of the students to patronize the nurses in the school for medical check-up and advice. The health services played an important role in the health of the students, and it enabled them to have full concentration on their studies as well as to put up a positive performance in their examinations (Allensworth et al., 1997).

More so, the next students' personnel service to be provided in schools was psychology service, which was started at the end of the 19th century and the early 20th century as documented by scholars (Brown, Wise, Costa, Herbst, Fagan & Schmidt, 1996). Precisely, around 1890 and 1930, the State of US Education at that time was filled with heavy immigration into the country and there was an urgent need for more personnel services to work in conjunction with those that were available in schools (Fagan et al., 1991).

In 1910, a need was also felt for special education to be established in schools and incorporate the subject of special education into the education curriculum. In order to achieve this, the services of the school psychologists were sought in the area of

selection and admissions of students to be enrolled in schools where special education was to be established. The psychology service was rendered to select students for admission because of the population explosion at that time. The school psychologists endeavored to select the best applicants by using various parameters, which include examination and interview to select them. The activities of the school psychologists convinced the government to recruit more psychologists purposely to assist in meeting the needs of the schools (Fagan et al., 1991).

From 1950s to 1960s, immediately after the conclusion of the Second World War, and considering the wealth of the country during the time, the population of the students continued to expand in virtually all the schools. Some of the disabled students, who were able to cope with their studies academically, outnumbered those that were unable to cope with their studies. The need to get more psychologists to assist those disabled students that were unable to cope with the rigorous activities in the schools grew. Thus, this made government to intensify efforts to recruit more psychologists to provide the needed service to students (Buchner et al., 2006).

In 1975, the Public Law of 95-142, which is also known as education law for the disabled persons, mandated all public schools as enshrined in the law to recruit more psychologists to provide psychology services in special education (Goodman & Young, 2006). In addition, the people who gave their support to the law applauded the landmark legislation. According to the landmark law, states must provide free, qualitative and appropriate education to the children aged 3-21 years. It further mandated that all people who wanted special education in the past but were unable to due to some reasons should be accommodated in the schools. Since the law was passed, psychology service became a respected service in secondary schools (Goodman & Young, 2006).

2.3.1 Brief History of Students' Personnel Services in Nigerian Context

Historically, the idea of formal education in Nigeria could be traced to the efforts of missionaries, where they came with the intent to Christianize people, as well as to teach people how to read and write to be able to comprehend the Bible (Ajegbomogun & Salamm, 2011). The advent of the missionaries brought the idea of establishing schools to enroll students for teaching and learning. Educational ordinances were made to back the establishment of schools. The educational ordinances stated that there must be adequate provision of students' personnel services in the schools, this ushered in the first students' personnel services to be provided in Nigeria (Olokoba, 2000; Yusuf, 2012).The missionaries enrolled students in the schools and recruited teachers to teach the students as well as provide other students' services such as welfare service, health service, academic service, orientation service, accommodation service, extra-curricular activities, transport service, guidance and counselling service, etc. (Olokoba, 2000).

Due to population explosion and civilization in Nigeria, the colonial masters endeavored to establish more schools to accommodate those who were yearning for formal education. The issue of students' personnel services was paramount and it was one of the cardinal points of the missionaries. Thus, to realize this, educational ordinances were reviewed from time to time and the ordinances continued to be provided to ensure enough of the services for the teeming populace (Olokoba, 2000).

Furthermore, when Nigeria attained independence from the British colonial masters in 1960, the then Nigerian government reviewed the educational ordinances left by the British. The new educational laws and the management of the schools rests on the shoulders of the Nigerian government. The first National Development Plan (1965-

1970) came into being and it was stated that education would continue to play a crucial role in the Nigerian economic development and social transformation process (Olokoba, 2000). In order to sustain these efforts, successive governments, in recognition of this role, had accorded it a high priority in the provision of students personnel services. Also, efforts by the educationists were made to create a suitable curriculum that could produce such students that would reflect the virtues of education. These efforts resulted in designing an educational system through which children were able to acquire the three domains (cognitive, affective and psychomotor) of learning in education. This also gave rise to the curricular activities and non-curricular activities in secondary schools. The curricular activities took care of developing the mental faculties of the individuals, while the non-curricular activities helped to develop the affective and psychomotor domains of the students and all these instructional activities were called students' personnel services (Olokoba, 2000; Yusuf, 2012).

2.4 Dimensions of Students' Personnel Services

The concept of students' personnel services had been explained earlier to encompass all the services that are needed in the school system for the actualization of the school objectives (Lewis, 2010). There are various dimensions of students' personnel services in school (Anagbogu et al., 2013; Ebirim, Ochai & Obasi, 2014; Igbo, Eze, Eskay, Onu & Omeje, 2012; Lewis, 2010; London & Castrechini, 2011; Ohirenuan, 2008; Wang et al., 2014). Specifically, in this study, five dimensions (library, guidance and counselling, health, admission and extra-curricular services) were used to measure students' personnel services. These dimensions are explained below one after the other.

2.4.1 Library Services

2.4.1.1 Meaning and Purpose of Library Services

Library service is one of the components of students' personnel services in school and its presence cannot be undermined. Many professionals have given various definitions of the library because it is recognized throughout the world as part of the academic establishment. Thus, the definitions of school library are given, considering its importance to the development of education. The various definitions of the library are discussed as follows:

To start with, Adewusi (2013) defined library as the place which is purposely located within the school premises, whose function is to collect, organize, store, retrieve, preserve and disseminate various information to both teachers and students. The library is one of the inputs in the school system. It can also be described as a place where books and other educational materials are domicile so that students, teachers and other library users can make use of it. It is a systematically arranged place where materials in any kinds of discipline can be found (Zabel, Wolfe, Naylor & Drueke, 2010). Uzuegbu and Ibiyemi (2013) described the school library as the collection of relevant materials that are put in place in print and other forms, which is organized and made available for the users to have access to it. The library can be likened to a system that is designed for graphic records and meant to facilitate reading habits of students. Adetoro (2005) asserts that library is seen as one of the inputs in the school system. It contains graphic materials and audio-visual such as pictures, diagrams and photographs. It also contains books, newspapers, magazines and periodicals. To Lance and Hofschire (2012), the library is seen as an important input that contributes to the development of education. The school library is essential in primary, secondary and tertiary education. It is also an extension study place for teachers and

students. Library service provides a wide range of opportunities for other library users who intend to conduct research for their studies.

Harris (2008) is of the view that the presence of library in school stimulates students to cultivate the good habit of reading; it provides information and exposed them to series of learning experiences that were related to classroom activities. He, however, said that all students need is to explore the materials by assessing them manually and electronically. In support of this, similarly, Heath (2011) concurred that the library is designed to help students in their learning activities.

The library service can be said to be the cornerstone of a good and functional school system. For school to function and recognized, as a place for teaching and learning, such school must ensure the provision of library to allow students to have access to books and other materials in order to enhance their learning (Ajegbomogun & Salaam, 2011).In addition, school library is established to serve certain purposes and its establishment is to serve as a stimulating place to improve the reading culture of both the teachers and students (Uzuegbu & Ibiyemi, 2013). In theory and practice, the purposes of library services are: to stimulate the students to access relevant materials for the teaching and learning process, serve as one of the inputs in the school system, to enhance the academic performance of the students, to serve as a reference point for other users of library information and, to offer wider opportunities for teachers to explore the library resources (Harris, 2008; Lance & Hofschire, 2012; Matthew, 2011).

Nevertheless, Salman, Mostert and Mugwisi (2014) are of the view that no matter how big the school library is, it needs to be staffed with qualified library personnel to manage the library for effectiveness. To achieve this, therefore, professional staff should be recruited to the library, which should be headed by school librarian to run

the day-today activities of the library. Concerning the adequacy of facility in the library, Adetoro (2006) observesthat adequate library help in delivering library services, thus school library should be well built, furnished with the up-to-date and relevant materials as well as interior decoration and conducive environment. Buttressing the foregoing point, Arua and Chinaka (2011) noted that a standard school library should have plethora of materials such as journals, newspapers, magazines, textbooks, diagrams, maps and pictures (visual), while television set, radio, toys and multimedia materials (Non print).The school librarian has to work with the school in providing these educational materials.

2.4.1.2 The Nature of Library Services in School

Having explained the meaning of the library services, then it is pertinent to look at the nature of library service because this study had maintained that it was important to the success of the education system. This section examines the nature of library services in school as found in studies. To start with, the function of library services is meant to provide assistance to students and other users of the library on how to retrieve the information they are looking for (Idris, Oji & Abana, 2012). The operation of the library, by the nature, is enormous and service oriented (Arua & Chinaka, 2011). The library service in school is an essential service, which enables the users to have constant access to the relevant materials; hence, there is a need for library personnel to rise up to the occasion in providing this service to students to boost their learning in school (Gama, 2008).

Meanwhile, Heath (2011) and Salman, Mostert and Mugwisi (2014) had discussed the need for the school librarian to play an active role in efficiency in the use of library materials. They opined that the role of the school librarian is very important in this aspect; he/she is the head of the library personnel services and must

coordinate the activity of the library properly. In order to do this, then the school librarian has a crucial role to play in ensuring timely delivery of services to students and the entire staff in the school (Mathew, 2011).Equally important, the school librarian must be well versed, competent, intelligent, qualified and have dexterities to run the library. Since the librarian is the head of the library personnel in schools, he / she superintends the affairs of the library and reports the activities of the library to the principal of the school (Harris, 2008).

Furthermore, the work of the school librarian is not limited to provide the materials for students only as noted by scholars (Idris, Orji & Abana, 2012), but they should endeavor to guide them and other users on how to access the books and other materials (Lance, 2012). It also includes maintenance and keeping of reference sources (Lance, 2002). In addition, Ajegbomogun and Salaam (2011) highlights the duties of school librarian as follows:

- The collection as well as the acquisition of relevant materials in journals, newspapers, books, charts, records, pictures, microphone, illustrations, maps, periodicals, atlases, pamphlets, etc. Those materials must be provided in consonance with the needs and aspirations of the students.

- The organization of the materials, arrangement and maintenance for easy identification.

- Assembling of all lists of indexes that are related to the materials in the library for record purposes.

- Providing files for likely complaints to be received from students, teachers and other library users.

- Ensures the updating of its personnel to expose them to the modern way of library services.

- Ensures provision of manual guide for library users, which contain the various ways of using the library.

- Provision of guidance and signposting to show the direction of the library

- Sensitization of the students on how make use of the library

Moreover, the duty of the library personnel has to do with skills and techniques in assisting the students to search for information in the library. In searching for materials, the students must adhere strictly to the rules and regulations guiding the library activities (Zabel et al., 2010). Stone and Ramsden (2013) report that the library is seen as a resource place. It is meant for finding information; it is also a convergent place for students to discuss educative issues among themselves.

International Federation of Library Association (IFLA) (2009) asserts that the followings are the prerequisites to the learning and culture; information literacy, since the development of literacy is fundamental to school library services:

1. Enhancing and supporting school goals as defined in the school mission and curriculum.

2. Sustaining and developing in children the enjoyment and habit of learning and reading, and the use of libraries through their lives.

 3. Offering a chance for experiences in building and using information for understanding, knowledge, enjoyment and imagination.

 4. Supporting all students in practicing and learning skills for appraising and using information, regardless of format or medium, form, with sensitivity to the mode of communication within the community.

5. Providing access to regional, national, local, and global resource opportunities that expose students to experiences, diverse ideas, and opinions.

6. Organizing activities that encourage social awareness, cultural and sensitivity.

7. Working with teachers, administration, students and parents to realize the mission of the school.

8. Proclaiming the concept that logical freedom and access to information are vital to effective participation and responsible citizenship in a democracy

9. Promoting resources and reading services of the school library to the entire school community and beyond.

2.4.1.3 Factors Affecting Library Services in Secondary Schools in Nigeria

Despite the fact that the library remains an integral part of the school system, there are factors affecting the provision of library services in secondary schools in Nigeria (Ajegbomogun & Salaam, 2011; Salman, Mostert & Mugwisi, 2014).Firstly, poor funding was found to be one of the factors affecting the provision of library services in the school (Issa & Nwalo, 2008; Salman, Mostert & Mugwisi, 2014), and this poor funding was found hampering the presence of quality and functional library in Nigerian secondary schools. According to Ajegbomogun and Salaam (2011), funding of the school library had been neglected in secondary schools, most especially in public schools. They claimed that about 90 per cent of secondary schools in Nigeria were largely government funded. In recent times, the government had not released due grants to the schools. This lack of funding was antithetical and retarded positive change in the school system. Therefore, the inadequate or lack of funding for the

provision of library services in school slowed down effective teaching and learning process in school.

Secondly, another factor affecting library services is the unavailability or lack of qualified library personnel to run the affairs of the library. According to Ajegbomogun and Salaam (2011), lack of qualified library personnel is one of the factors hindering the effective use of the library in both primary and secondary schools in Nigeria. The idea of improvising, that is, using unqualified personnel as teachers/librarian had not helped matters as most of them were not well versed in the field of library and this would not assist in the full exploitation of library resources as they were not educationally equipped to do so. They observed that in a study of some secondary school libraries in the western part of Nigeria, they found the situation to be 'regrettably disgusting'. They observed that there were very few or no staff to manage some libraries in Nigerian schools. Even though this ugly situation is not peculiar to Nigeria alone, they noted that it was the same story in some of the developed countries. For instance, the Information and Communication Technologies in schools of the survey conducted a study in Canada 2003/04. They reported that there is a widespread reduction of full-time teacher-librarian staffing in most parts of the country. The data reflects the decline in school library resources and reduction in numbers of teacher-librarians across the country.

Thirdly, lack of materials is another factor affecting library services in the school system. Ajegbomogun and Salaam (2011) and Ogbonna (2015) observed that some libraries are stocked with literatures that are not only out of date, but also unrelated to the information needs and interests of the students. Thus, a collection development has become more difficult with escalating book and publishing cost. Because of under-funding by the Nigerian government, current periodicals, books, magazines,

non-fictions and fictions that can support teaching and learning were not there. The school libraries, these days, are seen as a warehouse for old books and magazines, some of which are covered with mosquitoes and dust that had gathered over time, with mismatched tables and chairs which are mixed well with the ageing shelves.

In addition, in the Northern part of Nigeria, Ajegbomogun and Salaam (2011) observed that a study has shown that development of school libraries have been described as "accidental", even though almost all the secondary schools had libraries but books were not there. In the Northern part, the development of school libraries had been described as "accidental", even though almost all the secondary schools had libraries but books were not there. Anyawu, Obichere and Ossai-Onah (2013) noted that a teacher/librarian will face a huge problem of book selection simply because they were not trained to do so.

2.4.1.4 Relationship between Library Services and Academic Achievement

Library services had been said to be one of the essential services at all levels of the education system (primary, secondary and tertiary). The library services helped to accelerate the implementation of educational programs. In addition, much had been discussed on what library services constituted in the school system. It gives a comprehensive meaning and how the library services worked in the school environment (Anyawu, Obichere & Ossai-Onah, 2013; Arinde, 2010; Lance & Hofschire, 2011; Owate & Iroha, 2013).

Meanwhile, researchers had conducted various studies on the relationship between library services and students' academic achievement (Gama, 2008; Goodall & Pattern, 2011).Goodall and Pattern (2011) conducted studies on the impact of school library use and academic performance of students in Huddersfield University in

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United Kingdom. The researchers employed quantitative method to carry out the research. A set of questionnaire was used to elicit data from the participants. The findings of the study showed a positive relationship between the use of library and academic achievement. They found that reasonable provision of library services was a predictor of students' academic achievement. They observed that students often made use of the library materials, which enhanced their studies in school. They concluded that there were some students who borrowed books and other materials and read them in the library, while others did not make use of the library at all. Thus, the more students made use of the library, the more it improved their academic achievement. It was recommended that future studies should be conducted by using a larger scope with a view to see whether similar findings would be found or not.

Lance and Hofschire (2012) investigated the link between school library and academic achievements in Colorado public schools in the United States of America. Their study examined the provision of library services to see whether it had an impact on the students reading habits. The researchers found that in some schools, where they had provided library services, it increased the reading habits of their students, thus making a positive effect on students' academic achievement, in comparison to schools where they had no library staffing and where a negative relationship on students' academic performance was seen. They concluded that effective library service was a predictor of students' academic achievement and therefore necessary for the academic advancement of the students. In the same vein, Stone and Ramsden (2013) who conducted an empirical study on the impact of the library data project on students' academic attainment in the United Kingdom. The study adopted a mixed- method (qualitative and quantitative) approach to carry out the study. Interview and questionnaire were used to collect relevant data. Eight

universities in the United Kingdom were selected as sample for the study and students were used as the respondents. They found that students who accessed the library data for their academic activities had a positive significant relationship with their academic achievement.

Strong (2013) researched on the significance of school library on students' academic attainment and sustainable education in the United States of America. The data collected were analyzed statistically. The study revealed that the presence of the school library improved the academic performance of students. Similarly, Stone, Ramsden and Pattern (2011) studied the relationship between library usage and academic achievement. Their study found a high correlation between library usage and students' academic achievement in schools. A high correlation was achieved because of the students' access to library materials, which aided their learning. He noted that since the library was synonymous to students' academic success, its provision should not be undermined.

Furthermore, there were studies on library services, which were conducted in Africa, which substantiates the findings of the preceding studies. For instance, De Jager (1997) studied on the link between library use and academic performance of students at the University of Cape Town, South Africa. The researcher collected the first year results of the sampled students as well as the reports of their activity in the school library. The result collected was based on those that had high grades and low grades. The data collected was analyzed statistically and the findings of the study revealed that there was positive relationship between library and academic achievement. The foregoing study is congruent with the work of Vent (2006), who investigated the impact of library usage on achievement of students in secondary schools in Uganda. She observed that good reading habit of students was linked to the availability of

library services. The researcher used two schools to carry out the study. The first school had a library service, while the second school did not have a library. She concluded that schools with library services performed better, while school without the library service did not perform better. She submitted that library service remains an indispensable service in the school system.

In addition, Vent (2012) examined the relationship between library service and academic achievement of students in rural areas in Uganda. The outcome of her findings was that, the library service, to some extent, showed that there was a relationship between students using the library and their academic performance. It was recommended that more studies should be carried out empirically on the two variables. In support of this, Farmer (2006) believed that exhibiting good reading could only be realized with the library. He studied on the relationship between library program and students' achievement. Library programs such as online browsing by students, encouraged them to be proactive in their academic endeavors thus, the study recommended that more studies need to be done on library services and academic performance in secondary schools. In the same vein, Scott and Plourde (2007) in their study concluded that the library service, when provided to students, tends to transform the lives of the students in schools. The assistance rendered by library personnel had a direct and strong link with the students' academic outcome. The finding was in line with the outcome of the findings of Smalley (2004), who studied on the nexus between school librarians and students' academic performance in schools.

However, all the aforementioned studies were conducted outside the Nigerian contexts; however, there are studies conducted in Nigeria on the relationship between library services and achievement. For example, Popoola and Haliso (2009)

investigated the link between library information services and school effectiveness. Their study was quantitative in nature. Survey design (questionnaire) was used to elicit data from the sampled respondents. The academic performance of the students was measured using the results obtained from the sampled schools. Their findings showed a positive significant relationship between library services and school effectiveness. The study found that the success of students was based on the quality of library provided by the school. Thus, staff and students of universities should endeavor to make use of library resources to ensure staff effectiveness and academic performance of the students because the use of library information improves one's intellectual ability. It was recommended that further research should be carried out to know whether similar findings would be established or not.

Moreover, Oji and Abana (2012) in their study conducted on the relationship between library services and academic performance, they found a positive relationship between library services and academic performance in secondary schools in Nigeria. The study concluded that the library remains an important part of the school system and that school without library cannot be recognized as a good school. Also, the researchers were of the view that more studies on the relationship library services and academic performance of students need to be carried out further.

In contrast to the above findings, meanwhile, various studies had been conducted to discountenance the findings of those that found a positive significant relationship between library service and academic achievement in schools. According to the studies conducted by Ajegbomogun and Salaam (2011) and Uzuegbu and Ibiyemi (2013), they found a negative relationship between library services and academic achievement in secondary schools. They discovered that dilapidated and unequipped library was found in most of the secondary schools used for the study. Their findings

justify non link between library services and academic performance. They reasoned that library services in Nigerian secondary schools have been in comatose for donkey years without any move to revive it. Thus, it had a toll on the negative attitude of students to use the library to study. Likewise, Anderson and Matthews (2011) studied on the connection between library services and academic achievement in Malawian secondary schools. They concluded that there was no correlation between library services and reading development among students in Malawian secondary schools. All the above studies suggested that more studies should be carried to know whether future findings would be similar or not. It was also recommended that apart from library services, other dimensions of student personnel services should be studied.

Furthermore, Jato, Ogunniyi and Ogbodo (2014) in their study, found a negative relationship between library services and students' academic achievement. They concluded that study habits of the students were bad and students' academic achievement was poor. In the light of this, the study recommended among others that study hours and library should be compulsory on the school timetable with a view to allow students to have a precise time to use the school library on a daily or weekly basis. Also, school libraries should open beyond normal school hours for the benefit of the students. Similarly, Adeyemi (2010) examined the relationship between library and students' learning outcome in Ekiti State, Nigeria. He found that there was no significant relationship between library and students' academic outcome. They noted that the situation of the libraries was bad. In the light of the findings, it was recommended that the provision of functional libraries should be provided across the schools (rural and urban) in the state.

Owoeye and Yara (2011) in their study found that there was no significant relationship of students in rural and urban secondary schools in Ekiti State in terms

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of accessibility of library facilities. They recommend that provision of library facilities should be in rural and urban secondary schools in the state with a view to enhance the academic achievement of the students.

Taken together, it can be said that the majority of the studies conducted on the relationship between library services and students' academic achievement subscribed to the fact that library services was a predictor of students' academic achievement, while the remaining studies found the opposite results. Also, those that found a positive relationship attributed it to the adequate provision of library services in the school, while studies with negative relationship could be attributed to the lack or unavailability of the school library services. Therefore, there was a need for further research to establish whether similar finding would be found or not.

2.4.2 Guidance and Counselling Services

2.4.2.1 Guidance and Counselling: An indispensable service in school

Naturally, students across all levels of education in the world encounter one or the other problem in their academic pursuits. These problems vary, ranging from academic, personal, social, family and other obvious problems, which are common to some students in education (Chireshe, 2012). The problems students face in school can also affect them at home (Chireshe, 2009), and this could be associated with socioeconomic, cultural and political situations in the community (Chireshe, 2008; Turball, 2006; Webb et al, 2005).

Corroborating the above submission, Mutie and Ndambuki (2003) argued that students of nowadays are in a dilemma in career choice, they often make wrong decisions related to their education. According to Fox and Butler (2009) and Modo,

Sanni and Mogbo (2013), they opined that guidance and counselling services was one of the services that was common in the educational system, it was a service programmed to facilitate the accelerated policy implementation in the educational system. The achievement of educational goals and objectives partly depended on the provision of guidance and counselling services. In support of the foregoing, Okobiah and Okorodudu (2006) reported that the activities of guidance and counselling in school contributed to the positive behavior of students and even their teachers. Also, Brigman and Campbell (2003) and Owino (2013) were of the view that students should be guided and given counselling services related to their challenges.

Furthermore, Oye, Obi, Mohd and Bernice (2012) and Troop and Tyson (2008) have called for the inclusion of effective counseling programmes in the curriculum. Thus, incorporating guidance and counselling services would eradicate ignorance and personality adjustment among students. This view is strongly supported by Kok, Low, Lee and Cheah (2012) and Tobias and Myrick (1999) who opined that a comprehensive school guidance and counselling services help students in terms of education, social development and career. It is the solution to juvenile delinquencies that are prevalent among students in school. Ch (2006) and Lapan and Gysper (2001) are of the view that the operation of guidance and counselling services, foster positive behavior towards skills and learning, it is a program designed to improve the academic success of the students.

To this end, therefore, the aim and objectives of guidance and counselling services in school were; to solve the contemporary social vices among the students, to improve students' academic achievement, to assist students in career choice, to foster good behavior towards learning, school, work and home (Braddock, 2001; Ch, 2006).

2.4.2.2 Guidance and Counselling Programs in School

The need for guidance and counselling services in the school system had been discussed in the preceding section. This service forms part of the inputs in the school system as submitted by researchers (Sink & Stroh, 2003). Meanwhile, there are various guidance and counselling programs that can be found in the school system. The following subsections provide the guidance and counselling services that can be found in the school system:

1. **Career and Placement Service**: The career and placement service is one of the services rendered by the guidance and counselling personnel. It has to do with counselling students on choosing a course, help to get part-time jobs in order to put them in a good direction. This service is designed to help chart the future of the students (Brown & Trusty, 2005; Hossain & Faisal, 2013).

2. **Information Service**: Information service is another counselling service offered in school. It comprises of different information concerning the students, such as students' report sheets which contained academic progress, health status, extra-curricular activities, personal traits, level of aspirations, aptitude and interest (Ibrahim, Aloka, Wambiya & Raburu, 2014).

3. **Referral Service**: The referral service is aimed at directing students to use the guidance and counselling service. This is done in the case where the school guidance and counselling unit may not be able to handle a particular student's case; and such student would be directed to other specialist counselling unit for better treatment (Hossain & Faisal, 2013; Ibrahim et al., 2014).

4. **Follow-up Service**: Follow-up service is about knowing the progress of students after the completion of their school. This entailed knowing whether such a

student is adjusting to life based on guidance and counselling services provided for him/her (Hossain & Faisal, 2013; McKenzie et al., 2011).

5. **Evaluation Service**: Evaluation service has to do with measuring the whole guidance and counselling program provided in the school by identifying the strengths and weaknesses of the services provided (Modo et al., 2013).

Furthermore, Oye, Obi, Mohd and Bernice (2012) asserted that the function of guidance and counselling personnel in secondary schools are enormous. They are:

1. Establishing guidance and counselling services in school

2. Liaising with the school principal on the best way to provide counselling services for students

3. Coordinates the counselling activities in school

4. Provides information to students on career choice

5. Keeps vital records of students in school

6. Assists the students on how to relate with their peers and others outside the school premises

7. Relating with the parents of the students on how to solve the problems facing the students

8. Serving as a role model to students

9. Providing adequate data for student placement

However, Aluede (2000) admitted that most of the school counselors in Nigerian secondary schools had deviated from their functions/roles in the school system and some of the counselors in the school system have been converted into teachers, which forced them not to face the core business of counselling in schools.

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Combining teaching and counselling together for school counselors seems the order of the day in Nigerian secondary schools (Atulu & Etiobhio, 2006), and this had contributed to below par performance of counselors in helping the students with their counselling needs (Anagbogu et al., 2013). According to Aluede (2000), there are multi-facet challenges facing the operation of guidance and counselling services in the school system, the challenges are lack of counselling equipment, recruitment of unqualified counselors, unavailability of students' information, parental factor, financial constraint, unfavorable school policy, etc. These challenges are well known at all levels of education (primary, secondary and tertiary) in Nigeria.

Proffering solutions to the challenges facing guidance and counselling services in the school system would stem the dilapidated state of the services in the school (Anagbogu et al., 2013). The solutions to the challenges is not far-fetched, counselling, equipment, recruiting competent and qualified counselors, constant access to student' information as well as good counselling policy are needed to make the services effective in the school system (Modo, et al, 2013).

2.4.2.3 Types of Counselling

There are various types of counseling, which can be found in the school system. The counseling types depend mostly on the nature of the school. The following are the two counseling types in the school system:

(a) *Group Counselling*: In group counseling, the meeting takes place between professionally or qualified counselor and a group of people. The rule of thumb is that, the number that must be in this group must be between a minimum of 6 and maximum of 10 persons. Thus, this will enable the counselor to have an effective counseling of his/her clients. It also ensures cohesiveness of the group as well as

controlled counseling. Also, in this group, members are counselors/clients whose challenges or problems are meant for resolution are the same. In this type of counseling, members of the group are allowed to talk and ask questions as they like. There is room for expression of opinion because the resolution would be useful to all members. The role of the counselor in this case is to direct the counseling session so that it won't become rowdy. The counselor in this type of counseling must be very sharp in handling this type of counseling (Oyieyo, 2012).

(b) *Individual Counselling*: Individual counseling has to do with face-to-face counseling. It happens between professional counselor (Therapist) and counselee (Client). The main purpose of this type of counseling is primarily to help counselee to understand himself better, direct and clarify his/her thoughts with a view to make a positive decision. Through this type of counseling, clients' difficulties are solved. This type of counseling brings desired change in counselee either by modifying maladaptive character, prevents problems or learning the decision-making procedure (Chi, 2006; Oyieyo, 2012).

2.4.2.4 Factors Affecting the Provision of Guidance and Counselling Services in Secondary Schools in Nigeria

According to Aluede (2000) and Anagbogu et al., (2013), there are factors that are militating against the provision of counselling services in secondary schools in Nigeria. The factors are discussed below:

Firstly, inadequate funding is one of the factors affecting the provision of guidance and counseling services. Some of the counseling units are not well funded and this is hindering the provision the services. This has been one of the factors affecting counseling services.

Secondly, inadequate or lack of counseling personnel is another factor affecting the provision of counseling services in secondary schools in Nigeria. Shortage of trained counselors is affecting the effective counseling services in the school system.

Thirdly, lack of counseling equipments is another important factor affecting the provision of guidance and counseling services in schools. Some schools lack counseling equipments, this hinders the provision of counseling services to students (Aluede, 2000; Anagbogu, et al., 2013)

2.4.2.5 Relationship between Guidance and Counselling Services and Academic Achievement

Guidance and Counselling services have contributed immensely to influence the society and contemporary challenges facing students in the school (Anagbogu et al., 2013). However, relevant studies have been conducted on the relationship between guidance and counselling services and academic achievement in school.

Firstly, Modo et al. (2013) conducted a study on guidance and counselling services as the coping measures for the academic achievement of students in secondary schools in Nigeria. The purpose of the research was to determine the influence of counselling services on students' academic achievement. The researchers adopt ex-post facto design for the study. Target population was 2,250 senior secondary schools. Stratified random sampling was used to select the actual population, with 252 forming the respondents. The outcome was that, there was significant (high) relationship between guidance and counselling services and academic achievement in Nigerian secondary schools. The study recommended that more studies on counselling services should be carried out empirically. Likewise, Chi (2006) investigated the effect of guidance services on student attitudes, study habits and

academic performance in secondary schools. The researcher found that the presence of guidance services in secondary schools has a positive correlation (high) with study habits, attitudes and academic achievement. The study observed that the scope of the future studies should be widened.

More so, an investigation was carried out on the relationship between counselling services and students' behavior in school by Tobia and Myrick(1999), it was found that, there was positive (high) relationship between counselling services and students' behavior in terms of academic achievement. The researcher posited that better school counselling influence the grades of the students in the sampled schools. The findings showed that the relationship between the independent and dependent variables (counselling and academic achievement) and more empirical studies were recommended. In the same vein, Sink et al. (2008) investigated on the comprehensive guidance programs and academic achievement in Washington state secondary schools. The findings of the study statistically revealed a positive (high) correlation between guidance and counselling programs and students' outcome. The researchers opined that guidance programs such as information, evaluation, placement, vocational and orientation services had great influence on students' academic performance. Similarly, Lapan and Gysber (2001) carried out an empirical study to determine the relationship between availability of counselling services in school and learning outcome of the students in Missouri schools. The findings revealed a positive (high) relationship between the independent and dependent variables (counselling programs and academic performance) in the school.

Additionally, Webb et al. (2005) jointly conducted an investigation on the relationship between school counselors and academic achievement in schools. The outcome of the findings was similar to other findings mentioned above. White and

Edmondson (1998) studied on the relationship between tutor counselling programs and student learning outcome. Their findings found a positive (high) relationship between school counselors and academic achievement. It was concluded that the importance of counselors in the school system cannot be compromised. The researchers recommended that there should be more studies on counselling services.

Equally important, the study conducted by Turball (2006) also revealed a positive (high) relationship between counselling services and students' learning outcome in school. The foregoing finding is similar to the one investigated by Dwyer and McNaughton (2004). They concurred that counselling services should be dispensed to students from time to time. The researchers suggested the need for more studies. Sink and Stroh (2003) conducted a statistical study on raising the academic achievement of students through implementation of guidance programs in schools. The findings revealed significant (high) relationship between guidance programs and students' academic performance. They submitted academic performance relates to proper implementation of school guidance programs. They expressed further that these programs are in consonance with the academic policies and programs. They recommended that more studies should be conducted in the future.

Rupani, Haughey and Cooper (2012) investigated the impact of counselling services on students' learning capacity in schools. The outcome of the findings corroborates with other findings discussed above with significant (high) relationship between school counselling services and academic achievement in school. Thus, future studies were suggested on guidance and counselling services and on other aspects of students' personnel services in the school.Also, Blakely (2009), Chireshe (2012), Dwyer and McNaughton (2004), Hossain and Faisal (2013), Ibrahim et al. (2014), Lee et al. (2009) and McKenzie et al. (2011) all investigated the link between

guidance and counselling services and students' achievement in secondary schools. They all found a positive relationship between the impacts of counselling services on students' academic achievement of students. They recommended that, counselling service is one of the important of student personnel services that must be available from time to time in the school.

However, there are few studies conducted that are contrary to the aforementioned positive findings on the relationship between guidance and counseling services and academic achievement. These studies confirmed that, there was no significant relationship between counseling services and students' academic achievement. For instance, Anagbogu et al. (2013) worked on the challenges hampering the implementation of guidance services in secondary schools and student' learning outcomes. The researchers employed descriptive survey design for the study; random sampling technique was used to select the population for the study. Specifically, counselors formed the respondents of the study. A research instrument was designed to collect data from the respondents. The outcome of their findings showed a negative relationship between guidance programs and learning outcome. The authors admitted that the finding is a result of poor facilities and equipment used in the school counselling unit. Therefore, it was recommended that more studies should be conducted to know whether similar findings would be found or not.

Troop and Tyson (2008) investigated the relationship between guidance programs and school learning outcome. Their study adopts survey to elicit data from the respondents. The outcome of their findings found low relationship between guidance programs and learning outcome. They are of the view that lack of counselors in schools might be the reason for the findings. They suggested that future studies need to be carried out empirically.

Buttressing the above findings, Aluede (2000) focused his study on the influence of guidance and counselling services on academic achievement. The researcher adopts a survey method for the study. The outcome of the findings showed a low relationship between guidance and counselling services and students' academic performance. He pointed out that the lackadaisical attitude of the government at all levels of education (primary, secondary and tertiary) is responsible for the lack of counselling services in the school system. He concluded that secondary schools in Nigeria with well-established guidance and counselling unit are minimal, those that have the unit often under-utilize the unit. He further observed that counselling services have not been mooted in the Nigerian educational system. Guidance service unit in schools must be given utmost attention in order to serve the purpose of assisting the students to adjust to the environment they find themselves. Currently, counselling services in secondary schools in Nigeria are in a total mess.

Lastly, Dabone, Graham and Fabea (2015) conducted study on the impact of counseling services on students' academic achievement in secondary schools in cape coast, Ghana. The study adopts an experimental approach. The outcome of the study revealed that there was no significant change of pre-test scores of experimental and control group. However, a significant change was understood between control group and post-test scores of experimental.

In summary, the findings on the relationship between guidance and counseling services and academic achievement established that the provision of counseling services provided predicts students' academic achievement as claimed by the majority of the authors. Also, other studies that found a negative relationship was as a result of lack of counseling services, which indicated a non-significant relationship.

Therefore, the present study investigates the relationship between guidance and counseling services and students' academic in different context.

2.4.3 Health Services

2.4.3.1 Nature of Health Services

There is universal notion that says ─Health is wealth", which means it is good for someone to be healthy. The health of human beings cannot be compromised. Health can be defined as the complete state of mental, social and physical well-being of an individual without any trace of diseases in the body (Owens& Fabiano, 2011). In support of this view, Wang et al. (2014) sees health to be the complete well-being of a human being without any trace of illness or disease in the body.

Relating the above explanation to the school system, De Klerk (2013) explained that school health services are the services designed to cure the diseases that students may suffer in school. There are numerous diseases (i.e. Fever and malaria) which students are prone to. According to the Federal Ministry of Education (2006), health services in the school system is as important as other dimensions of students' personnel services. Health service policy for all schools at all levels of education is aimed at achieving the philosophical goals of education in Nigeria. Thus, implementation of the policy will also guarantee the academic achievement of the students in education. The health of the students is a vital step for qualitative education in Nigerian schools.

De Klerk (2013) and Eigenbrood (2005) were of the view that, health and education have strong relationships with each other and that, if the health service is provided in school, students will be assured of their well-being. In support of this statement, Armstrong et al. (2011)opined that a comprehensive school based health service foster teaching and learning activities, this view is strongly supported by (UNICEF,

2009), that stressed the importance of health service in schools promotes the well-being and good condition of students (De Klerk, 2013).

Furthermore, the health of the school children cannot not be compromised in any form because an ideal school environment is to ensure that contemporary diseases in the society which students are prone to are treated to allow them be in stable condition. A school that promotes school health against communicable and non-communicable diseases for students will equally be promoting the school effectiveness. However, Walsh and Murphy (2003) had different opinions on the issue of health services in school, they argued that the health services provided in some schools are irritating and have serious consequences for students. Some schools operate without school clinic and those that have clinic lack adequate personnel to provide the services to students.

Taras et al. (2004) are of the view that major diseases confronting students in school are cancer, epilepsy, malaria, fever and other chronic diseases. Troops & Tyson (2008), who opined that poor health services lead to the abysmal performance of students in the school system, corroborate this view. Cooper (2005) and Guttu et al. (2004) were of the opinion that schools that did not have good health services may experience negative impact on students' academic performance. Concerning the school health policies, according to UNICEF (2010), all schools must formulate school health policies and implement them for the safety of students as well to ensure general cleanliness in the school system. The contents of the school health policy are:

(i)   Prevention of the leading causes of diseases, death and disabilities in the school environment, e.g. malaria, infections, HIV and AIDS, fever,

disabilities, hepatitis, meningitis, malnutrition, injuries and other related diseases

(ii)   Capacity building for food, shelter, security, peace, gender equity, social justice, stable eco-system as well as sustainable development

(iii)   Improvement of students' health and personnel

(iv)   Incorporation of health needs into education curriculum

(v)   Providing healthy school environment

Furthermore, Ludeman (2002) and UNICEF (2010) asserted that there are some certain school health services, which must be provided by the school environment. Substantiating this view, Troop & Tyson (2008) opined that health services are vary in some schools due to the nature of which the school operates. Federal Ministry of Education (2006) gave the true picture of health services in Nigerian secondary schools as contained in the national school health policy. It reports, *"The health problems that are common among students in secondary schools in Nigeria are headache, cough, catarrh, stomach ache, malaria and fever. 14% of the Nigerian secondary schools have a first aid box, while 17% of the schools have health personnel" (p.2).*

In continuation for the support of health services in the school, World Health Organization (2011) reported that there are series of school health services that must be promoted in schools for students and the entire school staff; this will lead to eradication of diseases in the school environment. The school health programs are a variety of health services that promotes the advancement of the school (De Klerk, 2013; London & Castrechini, 2009; Maughan, 2003; Wyman, 2005). The purpose of health personnel in school is to provide basic health care (Engelke et al., 2008; Ludeman, 2002), which will influence the performance of students in school

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(Armstrong et al., 2011; Welk et al., 2013). The main purpose of establishing a school clinic is stated as follows;

i.   Promote the good health of the students,

ii.   Promote awareness and the well-being of the students and offer primary health care at little or no cost for all registered students,

iii.   Provide health information about the students should in case there is a need to refer students to another hospital for severe cases

iv.   Keep proper health records of both staff and students

v.   Make constant sensitization of staff and students on the need to promote cleanliness in the school (Ludeman, 2002; Paina & Peters, 2011).

Equally important, Rooney, Coleman and Schlitching (2007) are of the view that, there are certain equipment needed in the school clinic for effective delivery of health services to students and staff in the school. Supporting the need for equipment that should be found in the school clinic, Welk, Jackson, Morrow, Haskell and Meredith and Cooper (2010) also posited that this equipment are needed to accelerate health service delivery to students. It will enable the health personnel service personnel to carry out their work efficiently and effectively. According to World Health Organization (2011), there are certain facilities that must be provided in the clinic. They are listed below:

- A well-constructed building
- Laboratory chairs
- Physician tools
- Medical recliners
- Footstools

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- Privacy screens

- Charts cartes

- Magnifying lamps

- Clinic couches

- Reception furniture

- Cold packs

- Disposable linens and others

Furthermore, provision of clinic equipment needs to be managed by competent doctors and nurses. Well trained health personnel should be employed to dispense service to staff and students in the school. This would ensure that, related diseases that are common among students will be treated on time (Wayne, Fortner, Kitzes, Timm and Kalishman, 2013).

2.4.3.2 Factors Affecting Provision of Health Services in Secondary Schools in Nigeria

The basic factors that are militating against the provision of health services in the school system are discussed as follows.

Firstly, poor funding is one of the factors affecting the provision of health services in the school. Poor allocation of funds to schools is negatively having its toll on students' well-being. Some secondary schools lack basic health equipments that are needed to cater for the health challenges of students (Dairo & Owoyokun, 2010).

Secondly, lack of health personnel is another factor affecting the provision of health services in schools. Some of the secondary schools, most especially in public schools, do not have adequate health personnel to work in the school clinic. Shortage of nurses, laboratory scientists, pharmacists and medical doctors are well pronounced

and noticeable in some of the Nigerian secondary schools and this is due to inadequate health services (Onah, Ikeako & Iloabachie , 2006).

Taken together, it can be deduced that certain factors as discussed previously are affecting the provision of health services to students, and if the situation is not arrested, it could inhibits the goals and objectives set by the school (Onah, Ikeako & Iloabachie, 2006).

2.4.3.3 Relationship between Health Service and Academic Achievement

The school health service is one of the fundamental dimensions of students' personnel services in the school. Health related diseases in the society necessitated the need for health services in the school system (Engelke et al., 2008). Much had been discussed on the nexus between comprehensive and effective provision of health services and students' academic achievement in schools. Researchers' efforts have been on how to know whether health service is a predictor of students' academic achievement.

For instance, Walker et al. (2009) worked on the relationship between school-based health services and students' academic success in schools. Their findings found that, there was a positive significant relationship (high) between schools with standard clinics and qualified personnel and academic achievement of students. They concluded that the provision of health facilities in school is as important as other students' personnel services. It was recommended that similar studies should be carried out in a larger scope to determine whether similar findings would be found or not. In a similar vein, Owens and Fabiano (2011) investigated the relationship between school health programs and academic performance in schools. The outcome of their findings was that school based-health service correlates with students'

academic performance. They concluded that further investigations should be carried in out at all levels of education for more findings.

Wayne et al. (2013) also conducted a study on the correlation between school medical services and academic performance of students in New Mexico University Medical Centre. The study adopts descriptive survey to carry out the study. The instrument used for the study was Learning Environment Questionnaire (LEQ) to collect relevant data from the respondents. The outcome of the study revealed a positive relationship (high) between the two variables (health services and academic achievement).

Further, Wang et al. (2014) conducted an investigation into the relationship between mental health and academic outcome in schools. The study was conducted using the survey method. The outcome of the study showed a positive (high) relationship between mental health of the students and academic achievement in schools. It was agreed that health services should be paramount in the minds of education stakeholders. Likewise, Rooney, Coleman, Schlitching (2007) and Welk et al. (2010) worked on the relationship between health fitness of students and academic performance in Texas, USA. They found a positive (high) relationship between health fitness and students' academic achievement. They concurred that the health service is an ideal service that promotes well-being of students and staff. The study recommended that more studies that are empirical should be carried out in the future.

In addition, Bharadwaj, Loken and Neilson (2013) investigated the relationship between health care and students' academic achievement in secondary schools in Norway and Chile. The study was based on comparative analysis of health care between the two countries. The study revealed a positive significant (high)

relationship between the two variables used for the study. They opined that people with good health services at infant age performs brilliantly when they get to school. They concluded that the provision of basic health needs assist students to put in an excellent performance in their examinations. Thus, future studies were recommended on the nexus between health services and academic achievement.

In the same vein, Geierstanger and Amaral (2005) and Maughan (2003) worked on the impact of health services and student's academic performance. Their studies adopt survey methods to carry out their studies. They found that, health services had a positive significant impact (high) on students' academic performance. Thus, future studies were suggested. Still, Guttu, Engelke and Swanson (2004) conducted work on the relationship between school nurse and students' academic achievement in North Carolina schools, USA. Their study revealed a significant positive relationship (high) between health services academic achievement. A similar study was also carried out on nurse services and students' academic performance by Allen (2003) who found a positive significant relationship (high) between services provided by the school nurses and academic performance. In another related study conducted on the relationship between health programs and academic achievement in Colombian secondary schools, the study confirmed a positive (high) relationship between health and academic performance. Vinciullo and Bradley (2009) claimed that the provision of health services has a positive impact on students' academic achievement. The availability of health equipment assists health personnel in discharging their duties. Policies for strengthening school health services should be made to improve health services. The study suggested that, studies on other aspects of students' personnel services should be investigated to know whether current findings will be found or otherwise.

More so, Wyman (2005) found a positive significant (high) relationship between health services and academic achievement. Cooper (2005) and Engelke et al. (2008) all found a positive significant (high) relationship between health services and students' academic achievement.

In consonance with the preceding studies, Carney, Mcneish, and Mccoll (2005), Eigenbrood (2005), Geierstanger et al. (2004), Gelfman and Schwab (2000), Lee (2011), Ludeman (2002) and Paina and Peters (2011) all found significant (high) relationship between health services and academic performance in their studies.

Still, Basch (2011), Bradley et al. (2012) and Chen et al. (2012) empirically studied on the relationship between health services and academic achievement. Their findings showed a positive significant relationship (high) between health services and academic achievement. They are of the view that health fitness of students is related to their academic achievement. They affirmed that test conducted by health personnel services made students to be healthy and be in good in shape for academic work. Thus, this assisted them to excel in their examinations. The researchers suggested future studies. Murray, Campbell, Hextall, Hulme, Jones, Mahony and Wall (2007) investigated the connection between health programs and academic performance of students. They confirmed that health service had links with academic performance in the school system. This assertion was strongly supported by Donnelly et al. (2013), who posited that health was positively correlated with students' academic performance. They concurred that, student with stable health comprehends what was being taught in the classroom and it would definitely reflect on his/her academic performance. The studies recommended more future studies on health services and academic performance.

However, there are other researchers, who conducted various investigations on the relationship between health and academic achievement and found negative findings. For instance, Fiscella and Kitzman (2009), Taras (2005), Troop and Tyson (2008) and Walsh and Murphy (2003) in their separate studies to know whether the relationship between exists between the two health and academic achievement, found a negative relationship between health services and academic achievement. They concluded that lack or unavailability health service in schools had a negative effect on students' academic achievement. In the same vein, Valdez, Lambert and Lalongo (2012) studied on mental health based services and academic achievement in secondary schools. Their study found a negative relationship between the two variables (independent and dependent). They concurred that, students with mental health performed woefully in examinations despite the treatment received from school health personnel. Their studies recommended the need for more empirical studies on link between health services and academic performance.

Lastly, Lisa (2012) empirically explored the relationship between health related services and students' academic achievement. The study found a negative relationship in the study. He observed that, students with mental problem, after receiving treatment, performed woefully in their examinations. The study concluded that health service provision should be constant and quality in terms service delivery. The researcher suggested more studies for future research.

2.4.4 Admission and Selection Service

2.4.4.1 Understanding the Meaning of Admission Service

Unarguably, admission service is the first dimension of students' personnel services to be provided for admission seekers at all levels of education (primary, secondary

and tertiary) system (Juradja & Munich, 2008). Admission service seems to be service that all other services are built on (Archibong et al., 2011).Given the definition of admission, Okoroma (2008) described admission service as the service which school offered to prospective applicants who wanted to be enrolled in school programs either at primary, secondary and tertiary level. It is also a systematic process of admitting qualified students who had satisfied the entrance requirements designed by the school. In full support of the above given definitions of admission service, according to Hsieh and Hu (2006), it is the process by which candidates seeking for admission are selected based on their intellectual ability using the school's requirements. Soares (2012) affirmed that, while admission and selection service is the first service to be provided in school, the service is fundamental and recognized in school all over the world. Considering the significant role it plays in admitting the students, Okoroma (2008) explains that it is the first personnel services that students will first experience before other services in the school system.

Further, on how admission service works in schools, according to Albanese et al. (2003), admission service in school has to do with scrutinizing the prospective applicants in order to admit the qualified and capable students. In admitting new students in the school, interview is the best way to select the best out of the applicants who are seeking for admission (Adnett et al., 2011). This view is supported by Shaw et al. (2013), who agreed that using interview as the parameter for screening out unqualified applicants will ensure excellence in teaching and learning. Sacket et al. (2009) submits that the purpose of admission and selection services is to; screen the prospective candidates thoroughly by using various methods to select the best among the applicants; provide admission criteria for applicants; and to provide other necessary services for the prospective students.

Furthermore, Fan et al. (2010) are of the view that conducting an interview for applicants would give much information about the background of the applicants seeking admission for enrollment. The functions of admission and selection services personnel are very complex considering the behavior of the applicants. This view was supported by Ludeman (2002), who opined that the functions of admission and selection services personnel are enormous and tedious. He gave the functions of admission services personnel to include the following:

- Collection of application forms from applicants

- Evaluating the application forms submitted by prospective students

- Processing of the application forms

- Making contact with the applicants by sending messages and calls

- Intimating the successful applicants of their admission letters

- Receiving the admission acceptances from the admitted students

- Provide relevant information to students, parents and other visitors about the school, most especially, giving out the school prospectus.

Additionally, Ludeman (2002) and Juradja and Munich (2008) highlights other functions of admission services include; doing research on demographic trends in school-going population; evaluating the credentials ex-students of the school; intimating the students about the deferment and termination of students and strategies to recruit new students.

2.4.4.2 Usefulness of Test Score in Selecting Applicants for Admission in School

Conducting test for applicants seeking admission is the best parameter or yardstick for selecting the applicants (Okoroma, 2008). Evidence from scholars suggests that the scores of the applicants are the best method that admission personnel can use to

screen out those that got the lowest score during the test. Before applicants can be screened out, certain benchmark must be put in place to serve as a standard. This makes it easy for school to take decision on who to be admitted and who not to be admitted (Sawyer, 2013).

The above view is supported by Kuncel, Crede and Thomas (2007), who said that admission test for all applicants, must be used to select the best among them; this will enable the school to select the best among them. According to Archibong et al. (2011), looking at how the admission service is being conducted in the Nigerian system of education, they posited that due to population explosion in Nigeria, applicants seeking for admission placement are often more than carrying capacities at the three levels of education (Primary, Secondary and Higher Education).

In order to eliminate or trim down the plethora list of applicants, schools use pre-admission test, which is also known as qualifying test, to select those who will eventually be admitted into the school system. The schools use test scores to make decisions on those to be absorbed and those not be absorbed depending on the standard set by the schools.

Buttressing the above statement, according to Sawyer (2013), the usefulness of the admission test has to do with the philosophical goals of the school. The goals are to maximize academic standard and success, and to assess applicants towards their enrollment in school. These highlighted goals are closely related and interwoven. The goals guide and direct the school to take decision in selecting the applicants based on their academic capability shown in the pre-admission test (Hsie & Hu, 2006; Sawyer, 2010; Soares, 2012), and this leads to achieving educational aims and objectives of the school (Archibong et al., 2011; Okoroma, 2008).

2.4.4.3 Admission Strategies in School system

Admission service in the school system is pivotal to the running of the school. The first point of call for admission seekers is the admission unit. The head of the unit is called ―Admission Officer", he superintends the unit in conjunction with other admission personnel of the unit. According to Archibong et al. (2008), admission unit of the school determines the eligibility of the applicants, as it is saddled with the responsibilities of dealing with the admission seekers. The strategists used for selecting admission seekers are quota system, gender, politics and influence. Okoroma (2008) opined that the rate of admission seekers in the Nigerian education system is increasing on a yearly basis due to the passion that people have for education. This becomes problematic for schools on what strategy to adopt for the selection of the applicants. However, the best strategy in vogue for selection of applicants in the Nigerian education system is entrance test and an interview. The view of Clinedinst and Hawkins (2011) is that certain admission strategists can be used to select applicants. The strategies include priority of applications, interview, examination etc.

Furthemore, the method of conducting admission in the Nigerian education system, according to Archibong et al. (2011), is indecent and non-objective due to the inconsistent and bad educational policies. The admission in Nigerian tertiary education system is somehow tedious. While the admission process for secondary schools is less tedious in most public secondary schools, except the Federal Government owned secondary schools called unity schools. The admission processes in these unity schools involve a lot and always attached with bureaucratic bottlenecks. Supporting this statement, Okoroma (2008) is of the view that admission service in Nigerian primary, secondary and tertiary schools is inexpressible.

Universally, exploring on how admission is being done in developing countries. Schools in USA, Singapore, UK, Germany, Sweden and a host of others believe that admitting students in schools requires a systematic approach in doing it. In these developed countries, admission is available to all the prospective applicants irrespective of their race, sex, status, religion, marital status, ethnic or national region, political affiliation and others. The school is always committed to give equal opportunity rather than be sentimental or favor some set of applicants.

2.4.4.4 Factors Affecting the Provision of Admission Service in School in Nigeria

Admission service remains an important service in the education system. Admission service forms part of school programmes, which is necessary to ensure the realization of the school aims and objectives. However, there are certain factors that are affecting admission service in secondary schools in Nigeria. They are centralization of admission policy by the government, population explosion, favoritism, etc. (Okoroma, 2008).

2.4.4.5 Relationship between Admission Service and Academic Achievement

As discussed earlier, admission service is the first service to be offered in school. It is a service that prospective students get before other aspects of students' personnel services in the school system. Students' selection using certain parameters is a key to overall academic success. Meanwhile, studies have been done on the relationship between admission service and academic performance in schools, these studies were done empirically.

For instance, Archibong et al. (2011) carried out an empirical study to examine the relationship between admission based on gender, quota system and students' academic achievement in Federal Government Schools in Nigeria. The researchers

used ex-post factor design of the study. The study population comprised of 1,150 newly admitted JSS 1 students. Stratified sampling technique was employed to select 60 students for the study. Instrument was designed to elicit data from the respondents. The instruments: ―Admission Quota Questionnaire‖ (AQA) and ―Academic Performance Questionnaire‖ (APQ) were designed for the study. The outcome of the study found a positive relationship (high) between admission service and academic achievement. They are of the view that, writing and interview are the most reliable ways of determining students that are to be enrolled in school programs. They concluded that admission of new students should be subject to thorough scrutiny. If the applicants are subjected to due process of admission, it would definitely have a positive relationship on their academic achievement. They opined that both male and female students perform averagely in their examinations. Future studies were suggested on admission service and academic performance as well as other aspects of students‗ personnel services as they relate to academic performance.

In the same vein, Sackett et al. (2009) worked on the relationship between admission service and academic achievement in colleges and universities. The study employed a questionnaire to obtain relevant data from respondents. The academic results of the cohort students were used to determine the relationship between the independent and dependent variables. Their study found a positive (high) relationship between admission services and academic achievement in sampled schools. Likewise, Shaw et al. (2013) in their own study, looked into the relationship between admission, placement test and students‗ academic performance in college. The sampled population was 250,974 out of 129 school students based on those that passed through qualifying examination. Their first year results were used to determine

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whether a relationship existed between admission services and academic performance in schools. The outcome of the findings revealed a negative relationship between admission services and academic performance. They reported that admission service did not highly correlate with academic achievement.

In another related study, Juradja and Munich (2008) worked on the gender gap, competitive pressure and admission performance in Czech Republic schools. They discovered that there was (high) enrollment of boys than girls. They opined that there was a need for gap to be bridged between boys and girls' enrollment in Czech Republic secondary schools. The study recommended more studies on admission services. In the same way, Albanese et al. (2003) conducted a study on personal qualities assessment for medical admission. The study showed a positive (high) correlation between admission and academic performance of students.

In another studies conducted by Adnet (2011), Adnet et al. (2007), Hoefer and Gould (2000), and Ludeman (2002) all found highly significant relationship in their separate studies. They agreed that admission service is the first service to be provided to the prospective applicants. The admission service personnel should be proactive in dealing with the applicant seeking for admission in schools. Raven (1991) found significant (positive relationship) link between admission service and academic performance. In line with the other studies that found a link (positive relationship) between admission service and academic performance, Kuncel, Crede and Thomas (2007) also conducted study on graduate admission test and grade points as the predictive indicator. The findings of their study explained that, admission test conducted for applicants seeking for admission in the school enabled the students to perform excellently when they were admitted. Recommendations were made for future research. Lamadrid-Figueroa, Castillo-Castillo, Fritz-Hernández and Magaña-

Valladares (2012) focused their research on the relationship between admission service and academic performance in school. The outcome of their study revealed a high significant relationship between school admission service and students' academic performance. They are of the view that admission service is a good predictor of students' academic performance. They explained that though factors delaying graduation of students might be due to problems in the development of a final projector thesis of students, or some other related causes.

Similarly, Kuncel, Kliegger, Connelly and Ones (2013) investigated the relationship between admission services and academic performance in secondary schools. Their study found a high relationship between admission and academic performance. Future studies were recommended on the need for work to be done on other students' personnel services and academic performance. Other aspects of students' personnel services to be studied are health, orientation, and library service, accommodation, transport, and guidance and counseling services. Agboola, Adeyemi and Ogbodo (201) studied on the relationship between admission services as a predictor of students' academic achievement. Their study revealed that a significant relationship existed between students admitted through criteria policy and academic achievement of such students. They suggested that admission policy should be connected with institutional plans so that it can improve students' academic performance. They recommended that those in charge of admission process should assess the usefulness of admission policies with a view of making a decision on whether to review the admission policy or abolish it.

On the contrary, there are many studies done on the relationship admission and academic achievement that found a negative relationship. To start with, Fan et al. (2010) investigated the impact of interview on medical students' admissions as it

correlates with academic performance in Taiwan. The outcome of the study found a low relationship between independent and dependent variables (interview and academic performance). The study suggested future empirical studies on other aspect of students' personnel services and academic performance. Likewise, Okoroma (2008) statistically worked on admission policies in Nigerian universities and learning outcome. The findings of the study showed a negative relationship between admission services and learning outcome. He observed that favoritism and other form of unethical behaviors becloud the admission service in Nigerian schools. He concluded that the inconsistent policies in the education system are hampering the admission and selection services in the Nigerian education system. Future studies on admission services and academic performance are recommended for further studies.

Taken the above studies together, therefore it can be seen that the majority of the studies subscribed to influence of admission services on students' academic achievement. Specifically, the more qualitative are admission processes the better are the academic achievements. In addition, a few studies have revealed that admission and academic achievement are not correlated as discussed which was due inadequate admission processes.

2.4.5 Extracurricular Service

2.4.5.1 Meaning of Extracurricular Service

Education curriculum universally is structured on three domains of learning i.e. cognitive, affective and psychomotor domains. These domains of learning form the basis of educational activities in the school system. All educational activities are embedded in the school curriculum, which is to be implemented in school. However, extra-curricular service is indispensable in education system all over the world. It is

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one of the most important dimensions of students' personnel services (Ludeman, 2002). There are various definitions from different perspectives. These definitions unveil what extra-curricular is all about.

According to Pitts (2013), extra-curricular service can be defined as the type of service that is rendered to students to enable them to have fun and enjoy social life after academic activities in the school. Another name for extra-curricular service in education is called extra academic service. Virtually, all extra-curricular activities fall outside the normal time for academic activities. It is not necessarily compulsory for students to participate in extra-curricular activities unlike academic activities, which is necessary for all students. Haunt (2005) is of the view that students have the liberty to explore the availability of the kind of activities, which they think, will let them enjoy in the school. An extra-curricular activity is highly needed to make the students happy in their academic sojourn.

Furthermore, extra-curricular services are the activities that students engaged in after the school period. The activities are also known as ―Co-curricular Activities" in the education system. The activities are designed to promote the social and cultural development of the students, it also make students to have fun and pleasure after a rigorous classroom activities (Adeyemo, 2010).

Kariyana, Maphosa and Mapuranga (2012) and Taras (2005) notes that extra-curricular activities in school are connected with psychomotor, cognitive and affective domains of the students just as they are connected with curricular activities (Classroom Learning). It entails the varieties that are tailored to improve the skills and academic performance of the students. The activities of students in the school must be well planned and supervised to ensure that students do not derail from

academic activities. Stressing more on the concept of extra-curricular activity, according to Ohirenuan (2008), extra-curricular activity comprises of different dimensions of activities. The activities are meant to enhance their performance in school as well as to prepare them for social life after their graduation. In his own opinion, Ludeman (2002) is of the view that extra-curricular activity brings harmonious relationship among the students based on their engagement together in various programs in school. This view is supported by (Kim & So, 2012), who observed that extra-curricular activity can be likened to recreational activity. Explaining the goal of extra-curricular activities, Adeyemo (2010) opined that the goals of extra-curricular are to: foster unity among the students, enhance their academic performance, prepare them for how to face the reality in life, and it also serve as an avenue to explore their hiding potentials.

Corroborating the above assertion, Courtner-Smith, Sofo, Chouinard and Wallace (2007) are of the view that prominent extra-curricular activities that are common virtually in primary and secondary schools as well as higher institutions are; debates, sports, social club and students' union. The mentioned activities are incorporated into curriculum to help students refresh themselves after their classroom activities. These activities serve as an opportunity for them to feel fulfilled.

2.4.5.2 Purpose/functions of Extracurricular Services in School

There is no doubt that the engagement of students in extra-curricular activities will continue to play an integral role towards their development in the school environment. The services are not meant for fun or social life only, they are meant to serve a purpose (Boskus, 2013; Ludeman, 2002).According to Ludeman (2002).There are various functions of extra-curricular activities in the school system,

the functions cut across all levels of the education system. The functions are stated as follows:

- To develop recreation, sports and intramural services that are in line with the needs and aspirations of the students.

- To organize sporting activities to unite students and enhance their academic performance in the school system.

- To coordinate the school recreation facilities in conjunction with the staff members of the school.

- To educate students on the need to make use of extra-curricular services in school.

- To organize social events like quiz competitions, debates and other social activities.

- To assist the students to be physically fit for curricular activities (Academics) in school.

2.4.5.3 Common Extracurricular Activities in School

There are series of activities designed purposely to boost students' morale towards the success of their academic work in the school. These activities are common at all levels of education (primary, secondary and tertiary) system. According to Haunt (2005), the availability of the activities vary. Welk et al., (2013) posited that the nature and provision of these services are different in schools. Adeyemo (2010) concurred that extra-curricular activities are provided based on the financial capability of the school. Ludeman (2000) observed that extra-curricular service personnel should ensure the use of extra-curricular facilities provided for students for

their enjoyment and academic success. Constant monitoring of students would make it a better service for the development of students' skills and knowledge.

Table 2.1

Typical Extracurricular Activities in the School System

Structure of Education System	*Extracurricular Activities*
Primary School Level	Quiz Competition, Football, Table Tennis, Gymnastics, Relay Race etc.
Secondary School Level	Football, volleyball, Basketball, Badminton, Gymnastics, Long Jump, Relay Race, Table Tennis, High Jump, Social Club, Quiz Competition etc.
Tertiary School Level	Football, Lawn Tennis, Badminton, Taekwondo, Gymnastic, Basketball, Volleyball, Chess, Table Tennis, Rugby, Swimming, Car Race, High Jump, Small Jump, Karate, Quiz Competition, Students' Union Government etc.

In the light of the foregoing, the above are various types of extra-curricular activities, which can be found in schools, primary, secondary and tertiary levels. Not all the activities in secondary schools can be found in primary schools and likewise, not all the activities in tertiary schools can be found in secondary schools. Therefore, the above table presents various types of extra-curricular activities that can be found at all levels of education. These activities are common in primary school, secondary school as well as tertiary institutions.

2.4.5.4 Relationship between Extracurricular Service and Academic Achievement

The engagement of students in extra-curricular activities have been said to be provided in schools to make them integrate into the school and society. Several studies have been conducted concerning the nexus between extra-curricular activity and academic performance in schools (Donnelly, 2013; London & Castrechini, 2009).For example, Bradley et al. (2012) worked on the relationship between sports

related activities and academic achievement in secondary schools. The work focused on how school sports relate to academic achievement of students in school. They used rugby and soccer to measure sports for the study. The results of the students who participated in games frequently were used to determine their academic achievement in school. The findings of their study revealed a positive relationship (high) between the variables used for the study. They are of the view that students who participate in the aforementioned games performed better. They opined that physical education is the training of mind and body through physical activities. They concluded that active participation of students in sports improved their academic achievement.

Similarly, Pitts (2013) studied the relationship between students' engagement in music and academic achievement. The outcome of his study revealed that engagement of students in music increased the passion of students for learning, thereby making them excel in their academic endeavors. He concurred that students' access to music room stimulates them to perform better in school examinations and, therefore, students should be encouraged to make use of the availability of extra-curricular activity to help boost their academic achievement.

Likewise, Adeyemo (2010) empirically worked on the relationship between school extra-curricular activities and students' academic performance in physical education. The researcher designed two questionnaires to elicit information from the respondents. The students of the selected schools formed the respondents. The study revealed that there was a positive relationship between extra-curricular activities and student academic performance. Extracurricular services like gymnasium, soccer, table tennis, swimming pool, rugby, basketball and other sports should be provided in school to entertain students. Other activities like social club, quiz competition, and

students' association should be performed by the students. They recommended among other things that future studies should be expanded by using a larger population to know whether the findings would tally with the one carried out.

Kim and So (2012) worked at the nexus between extra-curricular activities and students' academic achievement. Their study confirmed a positive (high) relationship between the independent and dependent variables used for the study. They concluded that extra-curricular increased the students' academic achievement. Extracurricular activities developed not only the cognitive aspect of the students, that it also increased wellness on the affective and psychomotor domains of the students.

Similarly, the above studies are in tandem with the work of Bozkus (2013), who statistically conducted a study on extra-curricular services to be predictor of students learning outcome. The study, which was based on an evaluation of physical activity and muscle strength as it relate to the student performance, revealed a positive (high) relationship. He concluded that consistent extra-curricular activities helped to enhance student academic performance. Therefore, further studies were suggested.

Still, Trail (2002) and Welk et al. (2010) in their studies investigated the nexus between extra-curricular service and learning outcome. Their studies showed a positive (high) relationship between extracurricular activities and student learning outcome. They agreed that extra-curricular programs had direct links with students' academic performance in the education system. Additionally, Courtner-Smith, Sofo, Chouinard and Wallace (2007) carried out research on the link between physical activity and students' achievement in school. The outcome of their findings found a positive relationship between the two variables. They opined that involving students in physical activity promotes health, fitness and allows them to have fun. The

researchers suggested that future research should be made to cover a larger scope that considers numerous extra-curricular activities that schools provide. Equally important, Tara's (2005) study revealed that the relationship exists between physical exercise and academic achievement of students. He believed that school should ensure that student engagement in physical activities like jogging, gymnastics, football, table tennis, basketball, cricket, relay, and long-jump.

In addition, the study conducted by Ohiorenuan (2008) corroborated the foregoing studies as the study focused on extra-curricular activity as it relates to teachers' attitude to the girl-child in Nigerian schools. He claimed that there was a positive relationship between the two variables. The findings of the study further revealed that boys were more involved in extra-curricular activities than girls. The researcher recommended that girl-child involvement in extra - curricular activities should be promoted in school. In the same vein, Chen et al. (2012) and Donnelly et al. (2013) concurred on the positive relationship between extra-curricular activities and students' academic performance in schools. They believed that increased participation of students in extra-curricular activities would definitely enhance their performance. They suggested further studies on extra-curricular activity in future work.

More so, London and Castrechini (2011), Ludeman (2002) and Welk et al. (2013) all studied on the relationship between extra-curricular activities and academic performance in school. They researched on dimensions of extra-curricular activities like football, club societies, etc. They found a link (positive relationship) between extra-curriculum activities and students' academic performance. They opined that future studies should be carried out on other dimensions of extra-curricular activities in the education system. Lastly, Kariyana, Maphosa and Mapuranga (2012) found

that extra-curricular activity in school had a strong (positive relationship) link with the academic performance of students. They recommended that more extra-curricular services should be promoted in schools to give quality school services to students.

2.5 Academic Achievement Defined

School is established to achieve certain goals and objectives at all levels (primary, secondary and tertiary). Academic achievement is seen as the determinant of success or failure of students in the education system (Yusuf, 2012). It is a parameter for measuring the effectiveness of school at all levels of education be it primary school, secondary school, and tertiary institutions (Adeyemi, 2011).

According to Onipede (2003), academic achievementis is theacademic status of the students at the end of the examinations. The results of the examinations taken will show the academic achievement. In another related definitions of academic achievement as explained by Adeyemi (2007) and Fox (2014), it can be defined as the academic position of the students in a particular term or session. This academic position serves as an aftermath of a series of examinations that the students had undergone (Kyle, White, Hyde & Occhipinti, 2014).

In support of the above definitions, Adeyemi (2008) and Ijaiya (2000) described academic achievement as simply the demonstration of academic capability of the students based on the prescribed examinations that the student had taken. They are of the view that the existence of education system is based on the academic achievement to know the students who are doing well and those that are not doing well in school. Adeyemi (2010a) and Adeyemi (2013) opined that academic achievement, which is also known as academic performance, apart from the fact that it measures the capacity of the students in the school system, it is used to know whether the aims and objectives are achieved or not. Corroborating this view,

Adelugba (2003) is of the view that academic achievement helps to distinguish between students with high intellectual prowess and students with low intellectual skill.

2.5.1 Parameters for Measuring Academic Achievement

The academic achievement of students determines whether school's objectives are achieved or not. This has been the practice at all levels of education, locally, nationally and internationally. The results of the students in examinations can be used to measure the academic achievement in schools (Adeyemi, 2007; Adeyemi, 2008; Adeyegbe, 2002; Adeyemi, 2013; Asaolu, 2003; Booth & Saunders, 2014; Fox, 2009; Odesola, 2001; Onipede, 2003). Regarding the parameter for measuring academic achievement in the school system, Odesola (2001) argued that the way to predict the academic achievement is by using the examinations results to know the true achievement of the students in school. Asaolu (2003) and Onipede (2003) asserts that the best predicting factor for determining academic achievement in the school system is the grades, which is the best criteria for measuring the academic achievement. This argument is supported by Adeyegbe (2002) who opines that in measuring academic achievement of the students, the cumulative grade points (CGP) is the valid parameter for knowing the performance of students at all levels of education.

Researchers in education have deliberated extensively on academic achievement as a way of measuring school effectiveness. In the Nigerian system of education, the results of the students are always used to measure the individual performance of the students in school (Adeyemi, 2007; Adeyemi, 2008; Ijaiya, 2000; Odesola, 2001). For instance, Adeyemi (2011) reported that in determining the achievement of

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primary school leavers in Nigeria, the final results of the examinations called" State Common Entrance Examinations Results" and ―Federal Common Entrance Examinations Results". He is of the view that state common entrance examinations used to be conducted in all the states of the federation for public schools, while the federal entrance examinations are meant for all the federal schools called ―Unity Schools".

Adeyemi (2013) argued that the subjects selected for knowing the academic performance of primary school students in the state common entrance examinations are; English language, Mathematics and General Subjects. The three subjects are normally used to know whether they will be enrolled for admission in secondary schools or not. The scores that are normally used in all three subjects mentioned above starts from 150 to 300 marks. This would be used as the benchmark for admission and placement in the secondary school system.

Odesola (2001) and Onipede (2003) opined that the parameters used for measuring the academic achievement of secondary school students in Nigeria is by using the results of students based on the examinations they did in the school. Ijaiya (2000) is of the view that secondary schools in Nigeria are divided into two sections, they are: junior and senior secondary school sections. Junior secondary schools consist of the students between the ages of 10-13. In order to know the performance of these students in this section, the final results in the third year would be used to know whether they can proceed to senior secondary school section or not.

Adeyegbe (2002) posits that subjects that are offered in junior secondary schools as embedded in the Nigerian education curriculum are English Language, Mathematics, Integrated Sciences, Introductory Technology, Agricultural Science, fine Arts,

Yoruba Language, Hausa Language, Igbo Language, French Language, Social Studies, Physical and Health Education, Islamic Religious Knowledge, Christian Religious Knowledge and Business Studies. Students undergo a series of examinations and the results of the examinations would be used to measure their academic achievement in school. Adeyemi (2007) argues that all the subjects offered in Junior Secondary School sections are normally graded using the examinations done by the students. Those with at least five credits in five subjects (Mathematics and English Language inclusive) would be deemed fit to proceed to the Senior Secondary School Section.

In a similar vein, according to Adeyemi (2013) and Asaolu (2003), measuring the academic achievement in secondary school section in Nigeria is similar to that of the junior secondary section. Adeyemi (2011) asserts that senior secondary section is of the three classes, namely, science, commercial and arts classes. The subjects offered in the senior section as enshrined in the Nigerian education curriculum are Mathematics, English Language, Biology, Economics, Agricultural Science, Geography, Account, Commerce, Physics, Chemistry, Government, Literature in English, Yoruba Language, Hausa Language, Igbo Language, Islamic Religious Knowledge and Christian Religious Knowledge.

Furthermore, Adeyemi (2007) and Adeyemi (2008) posit that the bodies responsible for the conduct of examinations for secondary school students in Nigeria are West African Examinations Councils (WAEC) and National Examinations Council (NECO). WAEC operates in all West African countries (Nigeria, Ghana, Sierra Leone, Benin Republic, Liberia, Equatorial Guinea, Togo, Mali, Senegal, Congo DR and Coted'voire) to conduct examinations for final year secondary school students. They normally conduct examinations twice in a year (May/June & Nov/Dec). The

examination conducted in May/June is called internal examination, while the one conducted in Nov/Dec is called external examination. The results released by this examination body tell whether there is high academic performance or low academic performance in schools in all the aforementioned West African Countries. Also, Yusuf (2012) is of the view that to know the actual academic performance of students in secondary schools, he/she must obtain a minimum of 5 credits and above in five subjects (Mathematics and English Language inclusive). This will ensure that those students would be qualified to seek for admission in tertiary institutions of their choice.

Furthermore, the second examining body responsible for the conduct of examinations for final students in Nigerian secondary schools is called National Examinations Council (NECO). This examination body was established by the Nigerian Government to offer more opportunities to teeming population of Nigerian students that desires quality education. Their mode of operation is similar to that of the regional examining body as explained earlier on. They also conduct their examinations twice in a year (May/June & Nov/Dec) in Nigeria (Adeyemi, 2013).

Likewise, in higher institutions of learning, the parameters for measuring the academic achievement of students is by using the grades of students based on the prescribed examinations taken (Kyle et al., 2014; Piennar & Barhorst, 2014). Adenegan et al. (2012) believes that measuring academic achievement of students in universities has to do with the grades obtained in a particular year to determine students that are to proceed to the next level or year. The grades of the students give the exact picture of their academic capability. Those students with low academic achievement will be moved to another department or be withdrawn from the school system. The grades obtained in the university system ranges from 40 to 100 as a pass

mark, while 39 and below are regarded as fail. Piennar, Barhorst& Twisk (2014) opined that students in university with scores between 40 and above in all courses done in a particular year can be said to have performed well. These parameters of academic grades help to identify students with high intelligent quotients and students with low intelligent quotients.

There are a few empirical studies on academic achievement in schools. For instance, Adenegan et al. (2012) studied relationship between students' academic achievement and university entrance examination using mathematics department as a case study in Nigeria. The outcome of their research found that those students that entered via direct entry performed better than those that entered with unified tertiary matriculation examination (UTME). They concluded that results are the best barometer for measuring students' performance in the school system.

In the same way, Adeyemi (2011) investigated the relationship between school examinations and academic achievement in Nigerian secondary schools. An instrument (academic achievement questionnaire) developed for the study was used to elicit relevant data for the study. The result of the students was collected from the schools to know the academic achievement of the students. The researcher found that the academic achievement of the students was very low. The researcher concluded that the result might not enable the students to get admissions into higher institutions. Adeyemi (2008) also worked on the academic performance of senior secondary school students' prediction from the performance in junior secondary school achievement in Nigeria. The outcome of the study revealed that academic performance of students in junior secondary schools could be used to predict their academic performance in senior secondary schools.

Moreover, Piennar and Barhorst (2014) investigated the relationship between school grades and academic achievement in South Africa. The researchers were of the opinion that the grades of the students in school are the only way to measure the academic achievement of the students in higher institutions. Booth and Saunders (2014), Knouse, Feldman and Blevins (2014) and Hanus and Fox (2014) all agreed that the grades of the students can be used to measure their academic performance in school based on the separate studies carried out by them. They posited that grades are the best method of knowing whether is brilliant or not. Thus, this will enable the school to separate or knowing good and average students in the school system. Addionally, Adeyemi (2010) in his own studies, investigated the relationship between credits in secondary school mathematics as the correlate of academic achievement in Nigerian universities. The outcome of his findings found a highly significant relationship between mathematics obtained in secondary schools as the correlate of the students' academic achievement in universities. He opined that mathematics, as a subject is one of the subjects that can be used for measuring the academic achievement of students in school. He is of the view that mathematics should be given priority so that to enable students to cope with calculations when they get to higher institutions of learning. The results of the students remain valid, popular and the most conventional way of determining the academic achievement in the school system.

Table 2.2

Summaries of Relationship between Students' Personnel Services and   Academic Achievement

S/N	Author	Variables	Research Type	Findings
1	Yusuf (2012)	Students' Personnel Services, academic Performance, Secondary Schools.	Empirical	Positive
2	Lewis (2010)	Students' Personnel Services, Educational Leadership and Academic Performance.	Empirical	Negative
3	Archibong et al. (2011)	Admission Services, Academic Achievement and Secondary Schools.	Empirical	Positive
4	Alani, Okunola and Subair (2010)	Students' Personnel Services and University and management.	Empirical	Negative
5	Ebirim, Ochai and Obasi (2014).	Students _Services and Information Technology.	Empirical	Positive
6	Vent (2006)	Relationship between Library Services and Academic Achievement	Empirical	Positive
7	Adewusi (2013)	Library Services, Examination and Secondary Schools.	Empirical	Negative
8	Farmer (2006)	Library Services and Secondary Schools.	Empirical	Positive
9	Anderson and Mathews (2010)	Relationship between Library Services and Academic Achievement	Empirical	Negative
10	Fiscella and Kitzman (2005)	Relationship between Health Service and Academic Achievement	Empirical	Negative
11	Owens and Fabiano (2011)	Relationship between Health Service and Academic Performance	Empirical	Positive
12	Vinciullo and Bradley (2009)	Relationship between Health and Academic Achievement	Empirical	Positive
13	Lisa (2012)	Relationship between Health and Academic Achievement	Empirical	Negative
14	Kariyana, Maphosa & Mapuranga (2012)	Relationship between Extra Curricular Services and Academic Achievement	Empirical	Positive
15	Donnelly et al., (2013)	Relationship between Extracurricular Services and Academic Achievement	Empirical	Positive

Table 2.2   Continued

16	Bozkus (2013)	Relationship between Extracurricular Services and Academic Achievement	Empirical	Positive
17	Adeyemo (2010).	Extracurricular Services and Academic Performance.	Empirical	Positive
18	Sacket et al. (2009)	Admission Services, Academic Performance and Secondary Schools.	Empirical	Positive
19	Adnet et al., (2011)	Relationship between Admission Service and Academic Performance	Empirical	Positive
20	Fan et al., (2013)	Admission Service and Academic Achievement	Empirical	Negative
21	Dwyer and McNaughton (2004)	Guidance and Counselling Service and Academic Achievement	Empirical	Positive
22	Webb et al., (2005)	Relationship between Guidance and Counselling Services and Academic Achievement	Empirical	Positive
23	Troop and Tyson (2008)	Guidance and Counselling Services and Academic Achievement	Empirical	Negative
24	Aluede (2000)	Relationship between Guidance and Counselling Services and Academic Achievement	Empirical	Negative
25	Modo et al., (2013)	Relationship between Guidance and Counselling Services and Academic Achievement	Empirical	Positive

2.5.2 The Moderating Effect of Principal's Supervision on the Relationship between Students' Personnel Services and Academic Achievement

Moderating variable, according to Frazier and Baron (2004), Baron and Kenny (1986), can be defined as the third variable that is used in the relationship between independent and dependent variables. The moderating variable is usually employed if the relationship between independent and dependent variables had inconsistent results based on empirical evidences. The moderating variable can be applied to

determine whether the relationship between the independent and dependent variables will increase or increase.

Before a moderating variable can be used, past empirical studies must establish the relationship between the proposed moderating variable with either the independent variable or with the dependent variable. In view of the foregoing, the current study intends to investigate the influence of principal's supervision on the relationship between students' personnel services and academic achievement.

To start with, supervision can be defined as the process which involve guiding and directing the subordinates with a view to achieve organizational goals and objectives. However, the principal's supervision in contributing to the academic success of the students cannot be wished away. He/she must ensure that all school services are well taken care of for the purpose of achieving academic success of students in their examinations (Kaplan, Owings & Nunnery, 2005; Marks & Printy, 2003).

School principals dictate what, when, who and how things to be done in the school system. The school principal has several roles to play in ensuring that all the students' services available at his disposal are well implemented to ensure success of the students in his domain (Ali, Jusof, Ali, Mokhtar & Salamat, 2009; Huston, Duncan, Granger, Bos, Mcloyd, Mistry & Ventura, 2001). In support of the power of the school principal, Mbatha (2009) opined that ensuring that all the services provided are consistently supervised would ensure the efficient and effective in discharging theses services to students who are the main users of the services in the school system.

Confirming the moderating effect of principal's supervision, Goldman and Chang (1992) are of the view that the supervisory role of the school principal is important

for the school success. However, school, either public or private entity, must provide students' services in the school and if the school's principal is not aware of his/her supervisory role in ensuring constant supervision of the services, the probability of the services having a positive relationship with students' academic achievement will be slim. According to Houston et al. (2001), principal's supervision of the school is linked with the availability of facilities in the school. Thus, the school principal must ensure and check the activities of the various units in the school. Specifically, supervision of the units like guidance and counselling unit, library unit, sports unit, admission unit, and other service unit are essential. This will ensure that all the services unit of the school are discharging their duties according to the stipulated rules and regulations. Therefore, going by this direct supervision, it will positively ensure that students' needs are attended to without wasting time.

The implication of the above statement is that, it will help the school achieve its aim and objectives. On the other hand, indirect principal's supervision of students' services in the school system is in a form of constituting a committee to ensure that all the school services are functioning as they are supposed to function. The constituted committee would brief the principal the outcome of their reports (Kaplan, Owings & Nunnery, 2005).

Elaborating more on the potentiality of principal's supervision, Khun (2004) posits that principal's effective supervision of school programs help to enhance school success. If facilities are provided in the school without adequate principal's supervision, the probability of its positive impact on academic achievement will be low. In contrast to this, schools that provide facilities, coupled with the constant supervision of the facilities promote efficiency and effectiveness in the school system. Okendu (2012) is of the view that supervision assists school to have all their

programs implemented and achieve success. He opined that all the school services provided (library, guidance, health, and extra-curricular services) need to be well supervised to ensure proper utilization by the students, who are the primary users of the services. Louis and Gordon (2006) opined that supervision of the school services by the principal leads to efficient and effective school system. Frequent principal's supervision of the school services cannot be compromised; hence, the need for constant principal is supervision of school services. Apart from the fact that the school principal is saddled with the responsibility of implementing the content of the school curriculum; he/she needs to offer quality supervision for the upliftment of the school.

Similarly, Ayeni (2012) in his study conducted, focused on the relationship between supervision and academic performance of students. The outcome of the study revealed a high correlation between supervision and academic performance. He explained further that supervision is one of the important ingredients needed to achieve goals and objectives. He concluded that supervision holds the key to success in education system. Looking at other empirical studies of principal's supervision, Oberman (2005) worked on principal's supervision and counselling services in the school system. The outcome of the study found a high relationship between principal's good supervision of counselling services offered in the school. The study concluded that the supervision of the school counselling unit enabled the counselling personnel in the school system to be more dedicated to their work towards achieving school objectives. Coffin (2008) conducted studies on the correlation between principal's supervision and school services. The outcome of the study found a high relationship, which shows the antecedent of supervision in the school system. They submits that supervision by the school principal has correlation with students'

academic performance. They explain further that while availability of services remain an indisputable input in the educational system, achieving academic excellence is based on how well principal perform his/her supervisory role in the school. The importance of this role is sacrosanct in the implementation of school programs. The foregoing finding displays the potentiality of supervision to be a moderator for the current study.

Furthermore, Peter (2011) found a high (positive) relationship between supervision and academic achievement in his study. Bouchamma and Michaud (2014) in their study conducted to investigate the relationship between supervision and academic achievement, their finding showed that supervision is a powerful variable that can be used to correct abnormalities and brings success to the school system. More so, Khun (2004) in his study conducted on the relationship between principal supervision and educational service effectiveness, their study found a highly significant relationship between supervision and educational services.

From theoretical perspectives, agency model theory of supervision, principal leadership theory, and social exchange theory had explained the importance of the principal's supervisory role in ensuring that school achieves success (Bradley & Ladany, 2001; Erskine, 1982; Eyal & Roth, 2011; Haynes, Corey, & Moulton, 2003; Hersey, Paul, Blanchar, & Johnson, 1998; Powell, 1993). Firstly, the agency model theory of supervision postulates that school achievement is based on effective principal's supervisory role in the school. In particular, the agency model supervision theory is based on the premise that supervision must be done on trust, hard-working, honesty, and confidence in the supervisor and supervisees in the school system. This gingers supervisees to perform their duty diligently and achieve goals. Therefore, this

theory is incorporated in this study to explain the influence of principal's supervision in the school system (Hersey, Blauchard, & Johnson, 1998; Powell, 1993)

Secondly, leadership theory postulates that democratic style of leadership employed by the leader tends to ensure that subordinates give their best in the organization, thereby ensure organizational goals and objectives (Hersey, Paul, Blauchard, & Johnson, 1998), therefore, it is included in this study with the hope that it would be verified at the end of the study. Likewise, social exchange theory is on the premise that support and assistance to subordinates regarding supervision brings positive academic achievement of students (Eisenberger, Fasolo &Davis-LaMastro, 1990; Long, Perumal, & Ajagbe, 2012).

In the light of the foregoing, therefore, principal supervision is hereby served as a potential moderator that could influence the relationship between students' personnel services and academic achievement in the school system with the hope that the relationship between dimensions of students' personnel services and academic achievement would be increased.

2.6 Underpinning Theories of the Study

2.6.1 Meaning of Underpinning Theories

Theory can be described as a set of principles or statements devised to give details of phenomena or fact. They are principles that focus on a detailed explanation of a problem. It is formed to predict as well as to understand a problem or phenomenon (Landauer, McNamara, Dennis & Kintsch, 2013).Underpinning theories can be defined as the theories that laid the foundation in which the basis of the study rests on. They are the motives, ideas, or devices, which a particular study is resting on. They are a statement that explains the phenomenon of a study in research.

Underpinning theories are akin to quantitative and qualitative methods of research. It forms the basis in which the topics in both methods are built on (Orme, 2013).

In the light of the above given explanations, there are various theories that formed the basis of this research. Therefore, the underpinning theories for the study are:

1.   Students' Development Theory

2.   Academic Achievement Theory

3.   Principal Leadership Theory

4.   Needs Theory

5.   Human Relations Theory

6.   Change Theory

7.   Agency Model Theory of Supervision

8.   Social Exchange Theory.

2.6.2 Students' Services Development Theory

Student development theory, which is also known as the student services theory, is seen as the part of educational psychology, which theorizes that students gain in a post-educational environment. It also encompasses psychological findings that cut across students in the educational system. It can also be defined as the way in which the school and parents of the students work together for moral and intellectual development of the student for their improved school improvement. Psychologists such as Carl Rogers and B.F Skinners conceived the ideas of the students' education theory, which brought in new paradigm called students services theory (Creamer, 1980; Renn, 2008).

Student development theory articulates that there are certain needs that should be provided for students to improve their knowledge. It is assumed that student needs

are influenced by their environment and genetics.. This theory can be classified into five groups namely, psychosocial theory, cognitive structural theory, person-environment, humanistic existential and student process models (Astin, 1984).Psychosocial theory has to do with future issues that are related to sequential age, which concentrated on individual's advancement through a series of stages, which is in consonance with the students' needs (Moore& Upcraft, 1990). Cognitive structural theory has to do with the way students see and rationalize their school experiences. Person-environment talks on the relationship between conceptualization of students and environment. It specifically looks into student and its environment. In addition, humanistic existential theory focuses on some conceptualization of human student nature, responsibility, self-actualization and freedom and that personal growth is driven by self-awareness, self-disclosure and self-acceptance. Similarly, the student development model means the practical and abstract of the needs of the students in school (Moore& Upcraft, 1990).In applying the students' development theory to the school system, this theory provides a framework for better knowledge on how the students' needs should be provided in the education system. The theory enables the students to explore the variety of services provided for them in order to excel in the school system (Renn, 2008).

2.6.3 Change Theory

John Meyer and Colleagues postulated change theory in 1970. This theory is based on the concept that the more the needs of the school change, the higher the need to take into consideration teachers' development programs for them to adapt to the change the school or organization wants. Change theory is one of the theories used in explaining the need for reform in the education system. This theory assumes that

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change is inevitable in the education system. The assumption is that, if those in charge of school are trained frequently, the likelihood of performing more than before is high (Connell & Kubisch, 1995; Sullivan & Stewart, 2006). Change theory, which is also known as change knowledge, is typically based on providing the strengths rather than problems for personnel to have expected change. Treat them with respect, empower them as well as provide continuous assistance or support that would minimize the possibility of having negative effects of educational change (Fuller, Rieckmann, Nunes, Miller, Arfken, Edmunson & McCarty, 2007).

2.6.4 Academic Performance Theory

Academic performance theory is centered on the notion that it can be perceived in different ways (Bransford & Brown, 2000). Performance development can be seen as a journey, while the performance level is seen as the location of the journey. Academic performance theory can be based on the six components as proposed by the proponents (Kennedy, 1962; Glaser, Chudowsky, & Pellegrino, 2001). The theory emphasizes that the six factors are, personal factors, context, level of identity, level of skills, level of knowledge and fixed factors. Also, there are three fundamental axioms which can bring improved academic performance in an individual or group. This comprises immersion, mind-set and reflective practice engagement. It has to do with the efforts put in place before one can make a judgement of his/her performance. Academic performance can be in the form of performance of individual or groups depending on the aspect which we look at it (Tomlinson,Kaplan, Renzulli, Purcell, Leppien & Burns, 2002). Furthermore, academic performance theory is also based on the premise that human beings have the ability to accomplish in their endeavor.

In a typical school system, teachers play an active role in ensuring that all what students need to be taught are taught towards making sure that they perform excellently in the school. Since good performances are product of high-level of performances, thus, the theory of performance can be said to be useful in many ways. In the traditional way, it informs learning in workshop, classrooms and other places that are conventionally associated with education. In a non-traditional way, the theory of performance informs the learning in a way that is unconventionally conceptualized as the learning environments, i.e. self-development, academic committees, academic advising and colleges (Tomlinson et al., 2002).

To perform, it has to do with undergoing a variety of actions that will reflect the knowledge and skills in order to produce desirable results. In some cases, performer seems to be an individual. Looking at it from other way of performances, performers can be seen as the collection of persons or groups who are collaborating i.e. research team, student team and university or committee (Caine, Caine, McClintic & Klimek, 2005).

2.6.5 Needs Theory

Needs theory is one of the theories under motivation theory. Firstly, motivation can be defined as the stimulus that helps to achieve one's objectives. It is often called extrinsic and intrinsic. It is a process that guides and initiates towards realizing a particular goal behavior. Motivation drives someone to perform a task, it propels human being towards goal-oriented (Urdan & Maehr, 1995).One of the popular theories of motivation is hierarchy of needs, which was propounded by Abraham Maslow (1954). He posits that the needs of human being are unlimited. The needs of human being can be likened to pyramid. The people's needs can be classified into

five, namely, the physiological needs, safety needs, belonging needs, esteem needs and self-actualization needs. These needs are attached to human being irrespective of their status. For physiological needs, it is the first need that human wants. It refers to the needs that are physical desires of human which motivates them to achieve a particular objective. These physiological needs are foods, water, clothes, house and other physical things that human being desires. Therefore, these needs help them to survive and serve as motivating factors for them to function well in the society they belong to (Maslow, 1954). If all the physiological needs of the people are satisfied, safety needs is the second needs that human being wants. It means the safety of the people in the society. It also connotes the security of the individual. Individual like to be protected from harmful things as well as feel secured in their place of work or their house they live. Safety needs also entail the financial, personal and health security of the people. If people are assured of their safety, it will stimulate them to carry a specific task assigned to them (Maslow, 1954). After security needs, the next needs in the hierarchy of needs belongingness needs. People like to be loved and accepted in the society. People belong to so many groups in the society. They would love to be carried along with what that is going in the group they belong to. This is often among the children who play with their peers, and would love to be among and accepted. Belonging needs can be also referred to as love needs. It tends to overcome security and physiological needs (Maslow, 1954).

The fourth hierarchy of needs as explained by Maslow (1954) is esteem needs. Esteem needs are ranked in Maslow as number four pyramid of needs. It postulates human being must be respected and appreciated in the society. Esteem needs comprises of lower version as well as higher version. The lowest versions of needs are attention, status, fame, prestige, and recognition. The higher version of esteem

needs is freedom, competence, strength, independence and self-confidence. This lower and higher version of esteem needs form the basis for esteem needs of the people. The fifth hierarchy of needs as postulated by Abraham Maslow (1954) is self-actualization. Self-actualization is one of the needs of human being. Self-actualization entails accomplishment of one's aims and objectives. Though the actualization of the individual's needs must be on the premise of the needs explained earlier on. Actualizing the full potential of human beings is called self-actualization.

However, there are some weaknesses of Abraham Maslow Theory of Needs. The issue of sex placed on physiological needs is not well thought of, considering the multi-facets problems in the society. Sex should not have been placed in the first hierarchy of needs. Placing self-actualization as the highest needs that individual will want is wrong. If an individual feels accomplished, the positive effect should radiate others (Wahba & Bridwell, 1976).

Adiele and Abraham (2013), Diugwu, Egila and Mohammed (2014) and Yusuf (2012) have used needs theory in their respective studies. So, the theory gives the needs students want to have in the school. In relating the theory to the study, it means that students in the schools need some necessary things to stimulate them to achieve academic goals. These needs should be provided and if they are satisfied, it helps to post superlative performance in school. The basic services that are the needs of students in the school system as explained in students' personnel services are: transport service, health service, guidance and counseling services, admission service, academic services, extra-curricular services, library services, food services, orientation services, accommodation services and examination services. Apart from the needs of the students mentioned above, other needs that are relevant to students in schools are adequate security, self-esteem and self-actualization needs. These

needs will greatly assist the students in the school environment (Adiele & Abraham, 2013).

Furthermore, beside the needs of the students, teachers that are teaching students in school system also have needs as postulated by Abraham Maslow. If the teachers are satisfied with their needs, the probability of being efficient and effective in classrooms will be high. This means that teachers need to be motivated to give their best to the education system; this will have significant impact on academic performance of the students as well as the overall development of the education system. The needs of the teachers that are common in the education system are, good salary, conducive environment, job security, job satisfaction and, self-esteem in the school. If all these needs are met, it will positively motivate them to work. The needs theory is one of the theories of motivation which is very essential and can be applied to the education system (Diugwu, Egila & Mohammed, 2014).

2.6.6 Principal Leadership Theory

Another theory for this study is principal leadership theory. Leadership theory means assumptions or statements that distinguish leaders from followers in an organization. The theory explains the different characteristics that leaders have in dealing with the subordinates. There are various theories of leadership which are applicable to leaders in an organization. The theories are contingency, trait, situational, behavioral, path goal and, Likert theories of leadership. These theories are prominent in any management and other related studies (Offermann, Kennedy Jr & Wirtz, 1994).

Principal leadership theory is seen as the type of theory that is centered on the behavior of the leaders. They see leadership as something that is learned and not something that someone is born with (Conger& Kanungo, 1987). In behavioral

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theory, there are four styles that leaders can use to lead their subordinates. The styles are: work focus style, people focus style, direct leadership style, and participative style of leadership. The work focus style of leadership explains that some leaders are concerned with planning and how to get the subordinates do the job in an efficient way. This leadership style tends to focus much on how work is going to be carried out without hindrance in the best possible way. The leader that uses this style gives more priority to the job than subordinates (Hersey, Blanchard & Johnson, 1998).

The second style of leadership that is noticeable in leaders is people focus style. This style of leadership focuses on the welfare of the subordinates in an organization. The leaders that adopt this style give less attention to the job and more attention to the subordinates. Leaders that are used to this style believe that given utmost priority to workers' needs is the best way to improve the workers so as to bring out the best in them. It makes them to carry out the tasks assigned in a good manner. Subordinates tend to feel appreciated and will gladly do the job given to them (Offermann, Kennedy Jr & Wirtz, 1994).

 Also, the third style of leadership is direct leadership. This style of leadership is also known as autocratic leadership style. Here, the leader makes decisions unilaterally and that all the subordinates must follow his decisions. This style of leadership does not recognize the input of the subordinates. The views and ideas are not welcomed by the leader. The focus of the leader is to get the job done and does not care how the job will be done. The welfare of the subordinates is less concerned by the leaders (Hersey, Blanchard & Johnson, 1998). The last leadership style is called participative leadership style. This style is also known as democratic style of leadership. This style has to do with having leaders who consults their subordinates before making decision. The inputs of the subordinates are respected in the organization. Leaders

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are informed on how the organization is being run. The welfare of the subordinates is paramount in the mind of the leaders who adopt this style. Participatory style of leadership is recognized as the best style which a leader can use to run an organization (Hersey, Blanchard & Johnson, 1998).

Meanwhile, the strengths of the principal leadership theory are that it specifies the task to be performed in the organization. It also states the possible styles that can be employed in dealing with the subordinates. There are also weaknesses or shortcomings of the aforementioned behavioral leadership theory. One of the leadership styles focuses more on job than the subordinates. Focusing on job mainly is not healthy for the organization and if the subordinates are not valued, this may result to ineffectiveness on the part of subordinates (Offermann, Kennedy Jr & Wirtz, 1994). For leadership style theory, the theory is very much relevant to the education system. The principal's leadership style determines the success or failure of the school.

The principal who uses participative style in dealing with the students and teachers tend to command respect. It will also help the principal to achieve the goal of education. The school system should be a democratic setting where views of the teachers and students are welcomed by the school principal (John & Taylor, 2014). Engaging teachers in decision making, policy formulation and implementation will help to ensure that teachers perform well in school. This will also contribute significantly to the performance of students. Likewise, if the principal uses people focus style to relate to the teachers in school, it will also have a positive impact on students and teachers. Thus, it will significantly affect the students they are teaching in classrooms (Eyal & Roth, 2011). This style is popular in the education system and it's a style that can be used by the principal to record success.

For job focus style, the major aim of the principal will be on how the jobs assigned to the teachers are carried out without caring about their welfare. This style of leadership is autocratic in nature rather than democratic. This leadership style seems to be unpopular in the education system. It portrays the principal as a bad leader in the eyes of the teachers. However, this style sometimes can be useful in a situation where teachers are not dedicated to their work. There are some situations where the principal will have no choice than to use this style of leadership to achieve certain objectives of the school system.

2.6.7 Human Relations Theory

Another theory for this study is called human relation theory, which was developed by Elton Mayor in 1949. The theory of human relation is believed to be formed on the basis of the need for relationship between manager and subordinates in the organization. Theory suggests that subordinates should be part and parcel of the organization in terms of policy formulation and other related matters that concern the organization (Dubin, 1968). Positive relationship must be established by the manager towards the subordinates for the smooth running of the organization. The theory further posits that manager's relationship motivates subordinates to work better for the development of the organization they belong to. The views of the subordinates must be respected to ensure that they have a sense of belonging (Mayor, 2004). Also, the proponents of this theory opine that subordinates who are well motivated tend to have a positive input into the organization. The human relation theory has been experimented. The experiment was carried out to know whether if workers that are motivated in terms of giving all the needs to carry out a specific task will perform the task efficiently and effectively. The experiment also postulates to know whether

if workers that are not motivated will carry out a specific task given in the organization. It was discovered that motivated workers carried out the task successfully. It was also discovered that workers that were not motivated also carried out the task given to them efficiently and effectively. It means that motivation helps to ginger the workers in the organization to work. Though there is a tendency that if workers are not motivated, the likelihood of being productive will be low. An organization cannot function without having subordinates working there, likewise subordinates cannot work if the organization is not established (Mayor, 2004).

2.6.8 Social Exchange Theory

George Homans conceived the idea of social exchange theory in his book ―Social Behavior‖ in 1958, which described it as the exchange of events, which may be intangible or tangible, and costly or rewarding between two or more persons (Eisenberger et al., 1990). Peter M. Blue, John Thibaut and Harold Kelly and Richard M. Emerson are other theorists that wrote about this theory after Homans propounded it. Homans work was majorly on exchange dynamism, John Thibaut and Harold Kelly‘s work were centered on psychology concepts, which connotes a small and large group, while Levi Strauss focused on system exchange generalization, such as kinship and gift exchange systems.

Specifically, the social exchange theory is based on long lasting but a dispersed obligation to reciprocate the concrete basics of study based on work attitude and behaviors (Aryee, Budhwar & Chen, 2002). Manager‘s social relationship promotion can be linked to worker behaviors, beliefs and attitudes towards their organization. Eisenberger et al., (1990) are of the view that the advancement of social exchange was well-known by the organization at the time the view relating to the way which

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the organization attaches value to the overall inputs of the worker as well as welfare provisions is achieved. By knowing that the organization has genuine values and concern for their workers, the good gestures would be reciprocated with unblemished attitudes and behaviors by the employees (Eisenberger et al., 1990).

Lending credence to this, it has been established from the literature that shows that huge assistance from the supervisor is closely related to organization success (Cook & Whitmeyer, 1992). Therefore, a good relationship between the supervisor and employees lead to achieving organizational goals and objectives. The assistance and support on the part of the supervisor to workers will build a strong relationship between them, thereby accelerating organization goals (Long, Perumal & Ajagbe, 2012).

In relating this study to the present study, this theory relates to this study based on the premise that the success of the school lies on the positive relationship between the school principal and those in charge of school services. The supervisory role of the principal is crucial in making the existence of healthy and strong workers' relationship with the school system. It means that the principal's established relationship with the subordinates in the school will ensure the success of the students in their academic endeavors (Wong & Boh, 2010)

2.6.9 Agency Model Theory of Supervision

Agency model theory of supervision centered on to whom the supervisory task is delegated to coordinate, direct, evaluate, and enhance on the task performance of the subordinates whose task he/she is accountable for. In carrying out this task, the supervisor performs some educational and administrative interaction with the subordinates in the context of a good relationship (Powell, 1993). In school-based

supervision, the major aim of the supervisor is to understand how to perform his duties and be held responsible for it. The goal is to accelerate the understanding and speed up the skill levels with a view to encourage exploration and reflection of the work. (Tsui, 2005). It is expected that approaches are adapted by the supervisor to ensure the supervisees' developmental level; both must ensure adaptation to the different demands of any situation (Powell, 1993). The focus of the agency model theory of supervision is a necessity for skill acquisition and behavioral change. It lays emphasis on ensuring that workers are doing their work diligently and effectively, this will ensure that students are given the services that are needed to galvanize them to do well in their academic pursuits (Powell, 1993).

Principal's attention should be more about the various activities of the supervisee instead of observing the supervisees. With attention on their activities, instead of the worker, it makes supervisees to pay attention to the criticism that is more constructive rather than been felt compelled to have themselves defended. This would ensure that the schools achieve its goals and objectives (Tsui, 2005).

2.7 Literature Gaps

From the literature review explored so far, conclusions can be pointed out. Firstly, the current study looks at the moderating effect of principal's supervision on the relationship between students' personnel services and academic achievement. Past studies revealed that students' personnel services are a predictor of academic achievement; though those studies measured students' personnel services with one or two dimensions. For instance, Anagbogu et al. (2013) studied guidance and counselling services as a measure of students' personnel services. De Klerk (2013) used health services as a dimension of SPS; Shaw et al. (2013) used admission service as their own measurement of students' services. Despite aforementioned

studies on measurement of students' personnel services, literatures show that study on SPS using broad measurements to predict academic achievement is limited. Hence, the study intends to study students' personnel services by using various dimensions so as to understand the nature of the dimensions and how they relate to academic achievement in the school system. Furthermore, the literature review has revealed inconsistent results on the relationship between students' personnel services and academic achievement (Alani, Okunola & Subair, 2010; Anderson & Matthews, 2010; Lewis, 2010; Vent, 2012).Finally, principal supervision is incorporated to serve as the moderator with a view to explain the influence it has on students' personnel services and academic achievement in the school system.

2.8 Theoretical / Conceptual Framework of the Study

In view of the empirical evidences as well as the theories explained in the preceding chapters, the researcher hereby present the conceptual framework of the study, showing the moderating role of principal's supervision on the relationship between students' personnel services and academic achievement in Figure 2.2.

```
┌─────────────────────────┐                    ┌─────────────────────────┐
│   Students' Personnel   │                    │       Academic          │
│       Services          │                    │     Achievement         │
│                         │                    │    (Bransford &         │
│  Students'              │                    │     Brown, 2000;        │
│  Development Theory      │───────────────────▶│    Kennedy, 1962;       │
│  (Astin 1984; Creamer   │                    │   Glaser, Chudowsky     │
│  1980; Moore &          │                    │   & Pellegrino, 2001)   │
│  Upcraft, 1990).Needs   │                    │                         │
│  Theory (Maslow,        │                    │                         │
│  1954)                  │                    │                         │
└─────────────────────────┘                    └─────────────────────────┘
         ▲                       ▲                         ▲
          \                      │                        /
           \                     │                       /
            ┌──────────────────────────────────────────────┐
            │        Principal's Supervision               │
            │                                              │
            │  •  Leadership and Social Exchange Theories  │
            │     (Eisenberger et al., 1990)               │
            │                                              │
            └──────────────────────────────────────────────┘
```
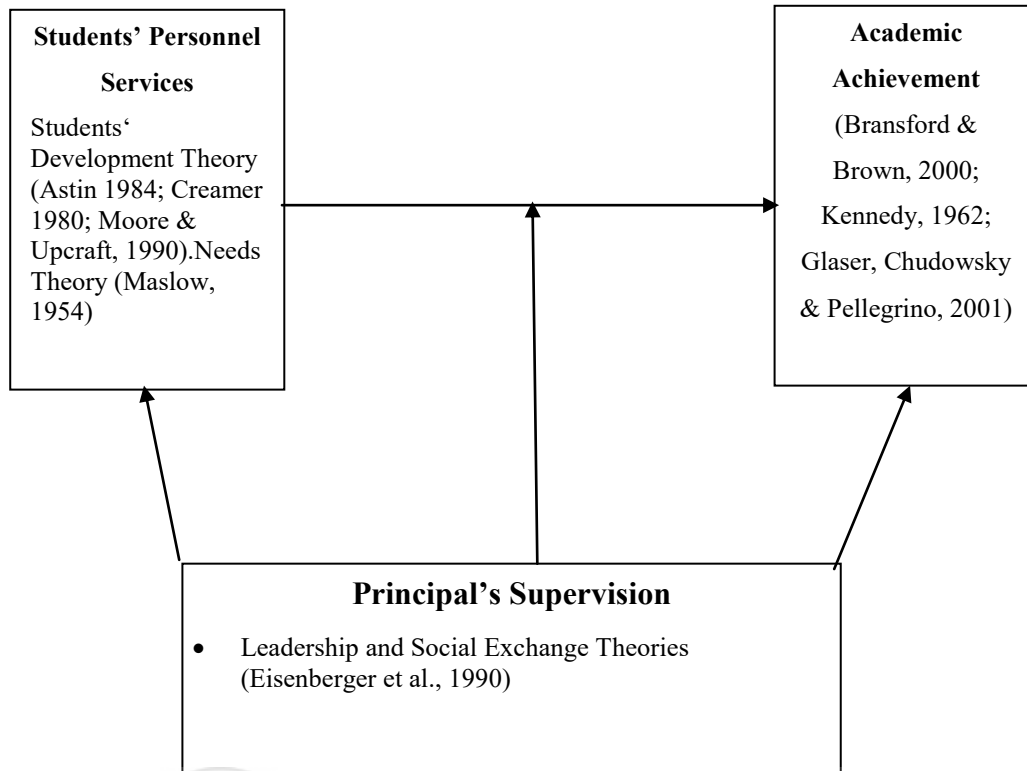
Figure 2.2. Theoretical Framework of the Study

The school services are measured by library services, Health services, Guidance and counseling services, Admission services and extracurricular services. In addition, the present research incorporates principal's supervision to be a potential moderating variable on the relationship between SPS and AA.
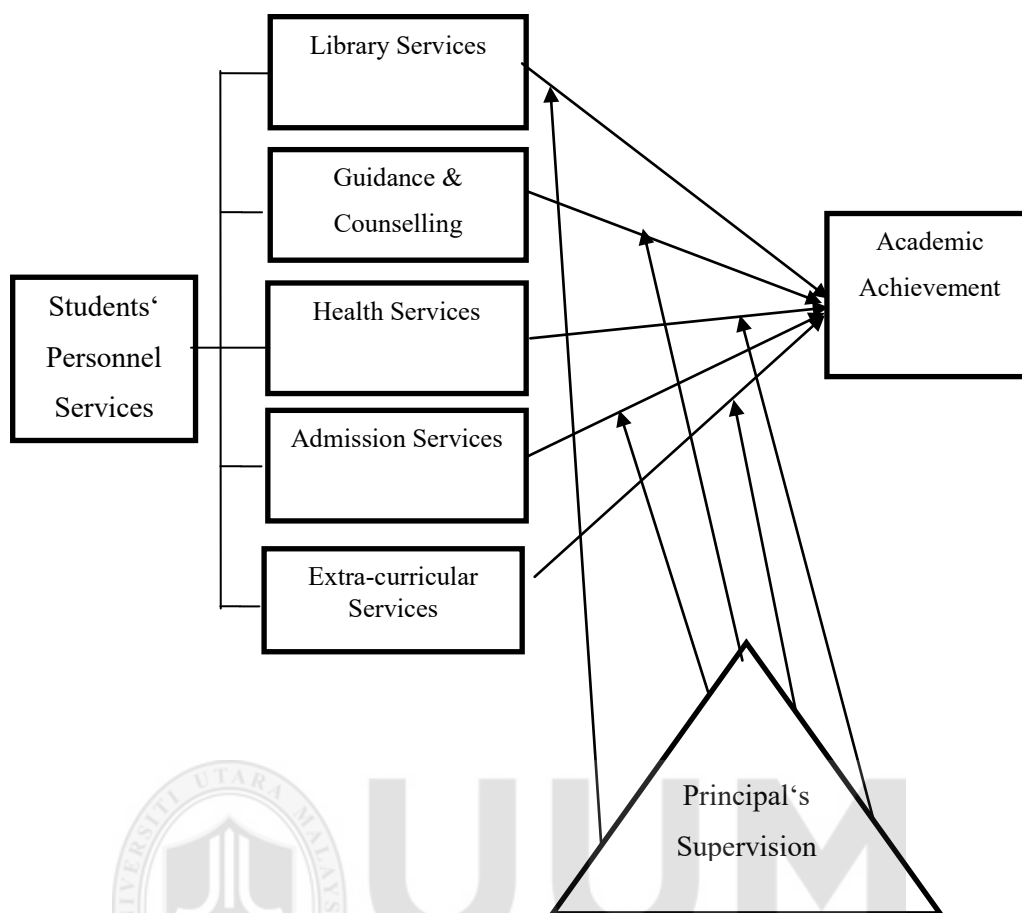
Figure 2.3. Conceptual Framework of the Study

2.9 Hypotheses Development

A hypothesis can be defined as a supposition that is accepted provisionally with a view to explain certain phenomena or events. It can also be defined as a statement or assumption formulated which cannot be said to be a fact until when it is tested (Nenty, 2009). Research hypotheses are regarded as the tentative assumptions. It is seen as an influential tool for the development of knowledge because it is the working apparatus for finding answers to human problems. In order to develop the hypotheses for the study based on empirical studies and theoretical basis, hypotheses for this study have been formulated for testing (Blanchard & Henle, 2008).

The current study has seven constructs; they are library services, health services, admission services, guidance and counseling services and extracurricular services as the dimensions of independent variable (students' personnel services), principal's supervision as the moderating variable, while students' academic achievement is the independent variable.

2.9.1 Library Service and Academic Achievement

The empirical evidence shows that the availability of library services improved the academic achievement of students in the school system. For instance, Arinde (2010), Goodall and Pattern (2011), Lance and Hofschire (2012), Owate and Iroha (2013), Stone and Ramsden (2013) and Strong (2013) all found a positive relationship between library services and academic achievement in the school system. Few studies found a negative relationship between the two variables, as established in the literatures. Therefore, the formulated hypothesis of relationship between library services and academic performance is stated below:

H1: There will be a positive relationship between library services and academic achievement

2.9.1.1 Guidance and Counseling Service and Academic Achievement

Based on the empirical evidence as discussed previously, which showed a positive relationship between guidance and counseling services and academic achievement as noted by some authors (Chireshe, 2012; Ibrahim et al., 2014; Parsad et al., 2003). For instance, Chireshe (2012), Ibrahim et al. (2014), Parsad et al. (2003) and Rupani et al. (2012) all worked on the relationship between guidance and counseling services and academic achievement. In contrast, few studies found a negative relationship between guidance and counseling service and academic achievement.

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In view of the previous studies who found positive relationship between the two variables, the current study's hypothesis is stated below:

H2: There will be a positive relationship between guidance and counseling services and academic achievement.

2.9.2 Health Service and Academic Achievement

In line with the previous studies which showed a positive relationship between health services and academic achievement in secondary school. Those studies believed that the presence of health services improved students' academic achievement (Bharadwaj, Loken & Neilson; 2013; Owens & Fabiano, 2011; Wayne et al, 2013).In the light of the above, the current study hypothesized that:

H3: There will be a positive relationship between health services and academic achievement

2.9.3 Admission Service and Academic Achievement

There is empirical evidence in the previous studies, which established that admission services correlate with academic achievement in the school system. Adnet et al (2007) Albanese et al. (2003) and Kuncel, Kliegger, Conelly, and Ones (2013) all found that the nature of admission services provided to prospective applicants had a positive relationship with their academic achievement. However, there few studies that found low relationship between the two variables. In line with the previous studies that mostly found a positive relationship between admission services and academic achievement, the current study hypothesized that:

H4: There will be a positive relationship between admission services and academic achievement

2.9.4 Extracurricular Service and Academic Achievement

There are empirical studies and theories that supported the relationship between extracurricular services and academic achievement. Adeyemo (2010) Bradley et al (2012), Kim and So (2012), Mestapelto and Pulkkinen (2014) and Pitts (2013) all found a high relationship between the two variables. They were of the view that extracurricular services influence students' academic achievement in their examinations. In line with the empirical studies that supported a positive relationship between the two variables, therefore the current study hypothesized that:

H5: There will be a positive relationship between extracurricular services and academic achievement

2.9.5 Principal's Supervision as a Moderator between Students' Personnel Services and Academic Achievement

As discussed previously on the moderating effect of principal's supervision in the school system, there are empirical studies and theories, which support the antecedents of principal's supervision to be a correlate of students' services in the school system. For instance, Oberman (2005) found a highly significant relationship between principal's supervision and school services. Similarly, Khun (2004) found a highly significant relationship between students' services and academic performance. Likewise, Louis and Gordon (2006) and Okendu (2012) found a highly significant relationship between supervision and academic performance. In addition, in line with leadership theory, which is of the assumption that principal with good supervisory skills lead to effective supervision of school facilities, help to understand the importance of supervision (Hersey, Blauchard, & Johnson, 1998). Additionally, in line with human relation theory, agency model theory of supervision and social exchange theory, which proposes that supervisory role of principal helps in achieving

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academic success in the school system, are other theories that are included in this study (Erskine, 1982; Powell, 1993). In view of the aforementioned dictates, the current study hypothesized that:

H6: Principal's supervision will moderate the relationship between library service and academic achievement.

H7: Principal's supervision will moderate the relationship between guidance and counselling service and academic achievement.

H8: Principal's supervision will moderate the relationship between health service and academic achievement.

H9: Principal's supervision will moderate the relationship between admission service and academic achievement.

H10: Principal's supervision will moderate the relationship between extracurricular service and academic achievement.

2.10 Chapter Summary

This research has thus focused on the moderating effect of principal's supervision on the relationship between students' personnel services and academic achievement in secondary schools in Kwara State, Nigeria. So far, the study had dwelled on the constructs of the study, ranging from independent variables, moderating and independent variables. Thus, it looked at the concept, historical background, dimensions and past studies on students' personnel services. In addition, the study talked on the principal's supervision to be a moderator to influence the connection between students' personnel services and academic achievement. Furthermore, the study provides the underpinning theories as well as the conceptual framework to

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guide the study. Finally, hypothesis development was also provided to guide the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter specifically focuses on the methodology used in achieving the objectives of the study. It explains the direction of how the research was carried out by using the mixed methods approach to achieve it. Thus, a comprehensive procedure for sampling for both survey and the interviews are discussed. This chapter is divided into various segments, they are: research design, research philosophy, operational definition, measurement and instrumentation, population of the study, sample size and sampling technique. In addition, others are face and content validity, pilot test, procedure for data collection, method of data analysis, and summary of the thesis.

3.2 Justification for Using Quantitative and Qualitative Approach

Most studies on dimensions of students' personnel services and academic achievement were carried out quantitatively (Farmer, 2006; Lewis, 2010; Okoroma, 2008; Vent, 2012), which established that less attention is given to qualitative approach. In addition, to the best of the researcher's knowledge, research to date mostly focuses on quantitative approaches in understanding the impact of the school principal in enhancing the student academic success (Bornmman, 2015; Usman, 2015). Drawing from the foregoing, the current study employed a mixed methods approach to carry out this study with a view to have a better understanding of the study.

According to Johnson, Onwuegbuzie and Turner (2007), a mixed method approach encompasses a type of research where a researcher or a group of researchers joins components of quantitative and qualitative research methods together with a view to make verification for judgement. Particularly, data collection, analysis of data, and descriptive and inferential statistics procedure are meant for the confirmation and understanding for this type of research.

Substantiating more on mixed methods approach in research, Teddlie and Tashakkori (2009) observed that mixed methods approach requires embarking on quantitative in the first stage of the study and then move to the qualitative research in another stage of the study. In the light of this, therefore, this study adopts a mixed methods approach for data collection strategies. A conceptual framework is designed for this study to amalgamate the elements of quantitative method with the elements in in-depth interviews with a view to serve as a design for getting a wide-ranging empirical data about the impact of principal's supervision on the relationship between students' personnel services and academic achievement. Meanwhile, several scholars have stated the importance of using mixed methods in research.

Firstly, mixed methods provide an opportunity to make use of multiple data; it helps to gain a perception of the study. Thus, the present study adopts this method (Creswell, 2013). Secondly, Axinn and Pearce (2006) asserts that mixed methods provide such information that cannot be made available from one method and can be noticed only by an alternative method; , thus, it gives the chance to the researcher to use the strengths of one approach to complement the weaknesses of the other approach. Therefore, this study used a qualitative study to support and complement the quantitative study.
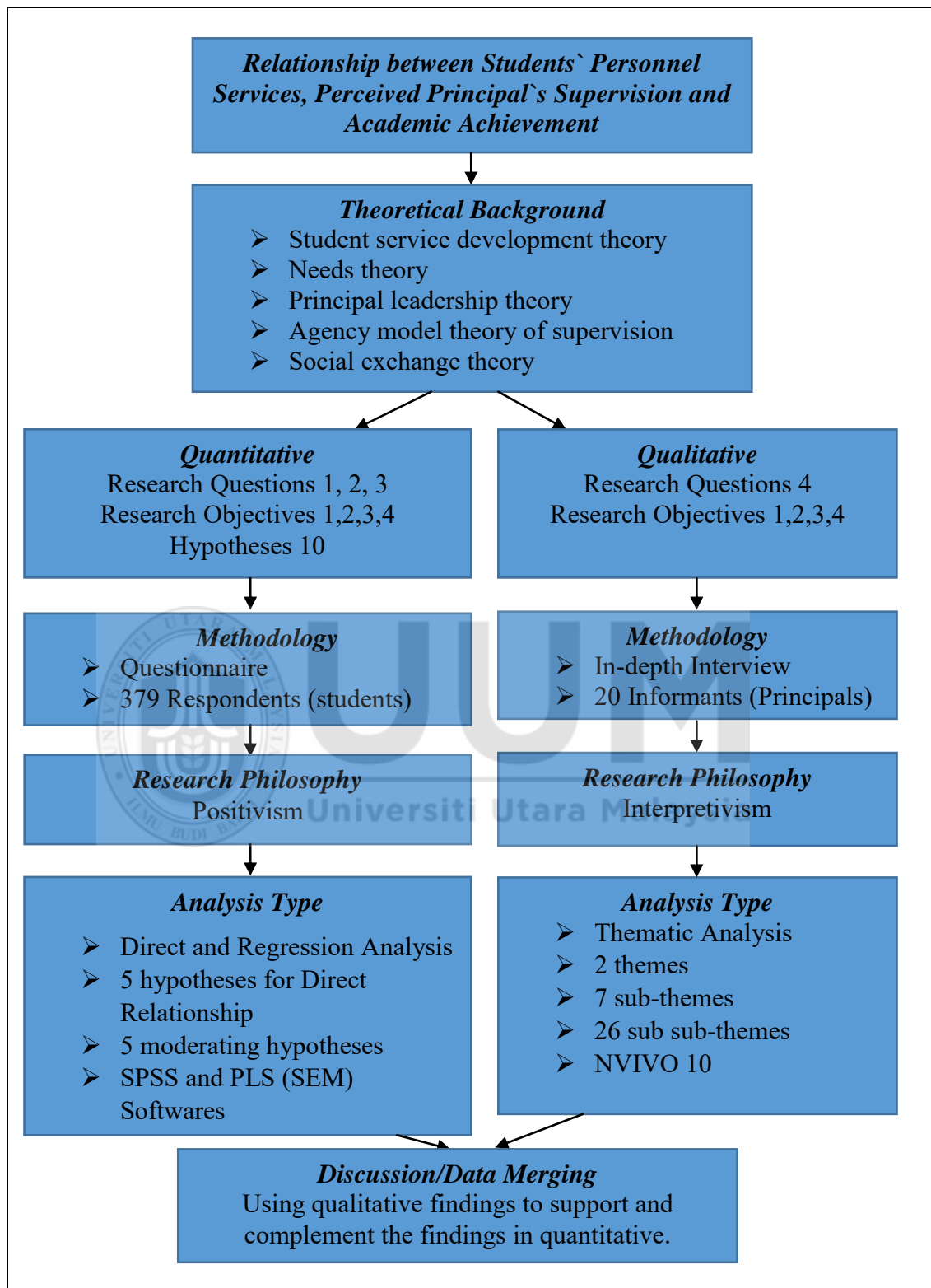
Figure 3.1. The sequential mixed methods approach flow of the study

Thirdly, as suggested by Cresweell (2012) that the main assumption for using mixed method is to understand the research predicament as well as its strengths. In the light of this, the present study used a more-dominant quantitative (survey) and a less-dominant qualitative (in-depth interviews) to build on quantitative and qualitative strengths of data collection methods. This is in consonance with Johnson et al., (2007) who explain the three major types of mixed methods as: (1) quantitative dominant, (2) qualitative dominant, and (3) qualitatively dominant. Thus, in this study, mixed methods research findings from the two methods are combined at the later phase of the study.

3.3 Quantitative Approach (Survey)

3.3.1 Research Philosophy

Research philosophy, which is also called research paradigm, can be defined as the belief that guides the conduct of a research (Guba & Lincoln, 1994). Research philosophy can be grouped into two types, namely, interpretive and positivist paradigm (Bell& Bryman, 2007). Firstly, positivist paradigm, which is also refer to as scientific paradigm, is a contribution of the French Philosopher, who is universally known as Auguste Comte since 1798-1857 (Marks, 2007; More, 2009). This positivist paradigm is commonly used in social science research. Those who belong to this school of thought believed that researchers could study social reality. It is also believed that, social life could be represented by using quantitative through experimentation and correlation to know the cause and effect among variables in a research (Creswell, 2009).

Deductive inquiry is employed by the positivists to conduct a test of hypotheses based on empirical evidences and theories. Deductive inquiry is aimed at drawing

conclusions for the generalization of a research. It also gives room for the revision of theory (Bryman & Bell, 2007). According to Neuman (2011), positivist researchers that study precisely on quantitative measures, seek for value-free science, test theories with relevant statistics as well as see a replication of studies as a very important issue.

On the other hand, interpretive paradigm, also referred to as constructivist or anti-positivist, is an underpinning philosophy of a Mathematician and German Philosopher, Edmund Husserl from 1859-1938 (Wright, 2009). The interpretive assumption is that, human life can be studied through observation, interview, case studies and others (Guba & Lincoln, 1994). In addition, interpretivists are of the view that social reality is socially constructed and subjective, with both participants and the researcher relating to know the phenomenon from the perspective of the individual. In view of the foregoing explanation, this study is based on social life that can be studied using quantitative approach. The researcher adopted for this study the positivists' paradigm as philosophized by Auguste Comte (1798-1857). The study has tested hypotheses based on the model of the study.

3.3.2 Research design

A research design can be defined as the research method that will be followed and used to obtain the necessary data that may help to realize the research objectives (Creswell, 2009; Nenty 2009). Research design involves a procedure that will be used to explore as well as to analyze the relationship between the variables as embedded in the problem, started with the smallest amount of error when controlling sources of the extraneous variability (Creswell, 2009). For instance, Lewis (2010),

De Klerk (2013), Shaw et al. (2013), and Wang et al. (2014) have all conducted research that is related to the study using quantitative approach.

Therefore, the research design adopted for this study was quantitative approach. Quantitative approach was chosen because it was best approach that is suitable for this type of research to assess the constructs of the study, namely, students' personnel services, principal's supervision and academic achievement. Structural equation modelling (PLS-SEM) was employed to test the formulated hypotheses based on theories of the study. The focus of the study was to test the hypotheses formulated so as to investigate the relationship that existed between the variables in the study (Sekaran & Bougie, 2009). Also, cross –sectional design was used where all the data needed for the research were collected once. It was adopted because of the resource predicament of the researcher in terms of time and location (Creswell, 2009).

Furthermore, a survey was employed to collect data using questionnaire. The survey was chosen purposely because the target population comprised students who are in secondary schools. According to Sekaran and Bougie (2009), an instrument means the tool in which the researcher intended to employ to measure variables. It is an efficient means of gathering data through questionnaires, especially if the researcher is availed with the kind of data he/she is to get and know how the variables should be measured (Sekaran & Bougie, 2009).

3.3.3 Variables Measurement and Instrumentation

For this study, the researcher distributed questionnaire to the respondents (students) to gather information about their views on the constructs of the study. Meanwhile, the independent variable of the study is students' personnel service; the moderating

viable is perceived principal's supervision, while the dependent variable is academic achievement.

3.3.4 Students' Personnel Services

Library Services

In view of the extant literature which established that the availability of library services compliment teaching and learning in school, this service served as a place to instill reading habits in students, which will assist them in their academic pursuits (Arinde, 2010; Lance & Hofschire, 2012). Past studies have proposed that the library is one of the essential inputs in the education system, and students' access to school library is important for their development (Owate & Iroha, 2013).

In the light of the foregoing, the measurement items for this construct (library) were adapted from Arinde (2010), Owate and Iroha (2013) and Lance and Hofschire (2011). Specifically, from the original items, 15 items were taken while 5 items were added to suit the present study. Thus, one of the items adapted from the previous studies is presented below in Table 3.1 using a four point Likert scale ranging from strongly disagreed to strongly agreed (SD-SA).

Table 3.1
One of the Survey Items that Relates to Library Services

Item	Strongly Disagreed	Disagreed	Agreed	Strongly Agreed
My school library is a place for students to have access to various resources to assist them in their study.				

Guidance and Counseling Services

Guidance and counseling services means the services rendered to cater for the behavioral aspects of students that will enable them to adjust to their school environment. Prior studies have established the importance of guidance and counseling services to be one of the sensitive services that are needed in school to attend to all forms of behaviors, which is common among students (Anagbogu et al., 2013; Modo et al., 2013). Literature had also agreed that the essence of these services is to solve the contemporary challenges facing students in school (Nyamwange et al., 2012; Parsad et al., 2003). In the light of the foregoing, the measurement items adapted for this variable were picked from the work of Parsad et al. (2003) and Nyamwange et al. (2012). In particular, in the original items, nine (9) items were considered suitable for the study. The researcher includes 6 items to it so as to suit the present study. Thus, one of the items is displayed below in Table 3.2.

Table 3.2
One of the Survey Items that Relates to Guidance and Counselling Services

Item	Strongly Disagreed	Disagreed	Agreed	Strongly Agreed
Guidance and Counselling services are to assist me to adjust to my school environment.				

Health Service

Health service refers to health needs provided for students in order to take care of their health (Wenk et al.; 2013). The items adapted for this construct were adapted from the work of Parsad (2003) and Toma et al. (2014). An example of the item for the construct is displayed in Table 3.3

Table 3.3
One of the Survey Items that Relates to Health Services

Items	Strongly Disagreed	Disagreed	Agreed	Strongly Agreed
School health services are services provided to improve the health and well-being of students.				

Admission and Selection Services

Admission and Selection Service is a process that determines the successful candidates seeking placement in school. The measurement items used for this construct were adapted from the work of Adnet et al., (2011). An example of the measurement items is stated in Table 3.4. The original instrument had 7 items, 5 items were added to it with a view to capture the focus of the present study.

Table 3.4
One of the Survey Items Relates to Admission Services

Item	Strongly Disagreed	Disagreed	Agreed	Strongly Agreed
The admission and selection services at my school provide services to those who apply for a place in this school.				

Extracurricular Services

Extracurricular services are one of the essential services that is needed in actualizing the hidden talents of the students. The 17 measurement items were adapted from the work conducted by McCaughn (1999) and Mestapeltan and Pukkinin (2014). One of the items for the measurement is displayed in Table 3.5.

Table 3.5
One of the Survey Items that are Relates to Extracurricular Services

Item	Strongly Disagreed	Disagreed	Agreed	Strongly Agreed
My school allows students to take part in extracurricular activities.				

3.3.5 Moderating Variable

Principal's Supervision

Principal's supervision measurement items were adapted from the work of Ayeni (2012), Coffin (2008) and Peter (2012). Precisely, 15 items were taken from the original items. One of the items is displayed below in Table 3.6.

Table 3.6
One of the Survey Items that Relates to Principal's Supervision

Item	Strongly Disagreed	Disagreed	Agreed	Strongly Agreed
Principal's supervision is the process of guiding and directing school inputs in order to achieve school's aims and objectives.				

3.3.6 Dependent Variable
Academic Achievement Measurement

In this study, the students' academic achievement was measured by using the results of the students who participated in the study. The subjects used are English Language, Mathematics, Economics, Biology, Geography, Civic Education, and Agricultural Science. Specifically, level of students' academic achievement was determined based on the data collected. In addition, students' academic achievement was measured by examining its relationship with students' personnel services in the school.

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3.3.7 Population of study

Population can be defined as the total number of people living in a particular state, region, zone or country that is well defined in which a researcher intends to make his/her inferences from (Cooper & Schindler, 2009; Creswell, 2009). The focus of the present study was senior secondary school students in Kwara State, Nigeria. The selection was based on three reasons: Firstly, students in secondary schools are very important in the implementation of school programs, so, the success or failure of the education system can be measured by their academic achievement in classroom (Burke, 2009; Rowe, 2004).

Table 3.7
Total Number of Senior Secondary Schools Situated in Kwara State, Nigeria

No	Number of Local Govt Areas in the State	Number of Secondary Schools	Number of Students
1	Asa	27	2,210
2	Baruteen	27	1,610
3	Edu	35	2,115
4	Ekiti	18	105
5	Ifelodun	60	2,894
6	Ilorin East	46	3,348
7	Ilorin South	73	3,105
8	Ilorin West	62	3,593
9	Irepodun	53	2024
10	Isin	19	554
11	Kaiama	12	711
12	Moro	33	1,520
13	Offa	29	1,320
14	Oke-Ero	17	689
15	Oyun	24	1,123
16	Patigi	20	962
Total		555	27,883

Sources: Kwara State Teaching Service Commission and Quality Assurance Bureau

Secondly, inadequate provisions of students' services such as health, library, guidance and extra-curricular services that have been reported made this study highly needed (De Klerk, 2013; Wang et al., 2014; Wenk et al, 2013). Thirdly, the appalling poor performance of students in secondary schools' examination in Kwara state also necessitated the conduct of this study. Figure 3.2 and Figure 3.3 explains the map of Nigeria and Kwara state respectively.

Figure 3.2 Map of Nigeria showing all the 36 states of the federation

Figure 3.3 Map of Kwara State showing the 16 Local Government Areas.

The population of this study is based on data collected from Kwara State Teaching Service Commission, and the Quality Assurance Bureau on September 2015, two agencies who were responsible for the regulation of secondary schools in the state. Currently, there are 27, 883 senior secondary students in secondary schools in Kwara State, Nigeria. The table (Table 3.7) and the maps (Figure 3.2and 3.3) above shows the number of students in the state as well as the number of secondary schools that are domicile there.

3.3.7.1 Sample Size

Sample size can be defined as the number of observation that can be used to calculate the estimates of a particular or given population. The purpose of sample size is to determine the population that will be used to carry out the research (Bartlett, Kotrlik & Higgins, 2001). In conducting a quantitative research, getting an appropriate sample size is very important for the study. This helps to reduce total cost in sampling error. It shows the target or specific population to be used, which is to be drawn from the entire population (Krejcie & Morgan, 1970).

According to Moher, Dulberg and Wells (1994), calculating sample size is very important as it enable the researchers to know the estimation of the population. Sample size calculation can also be conducted to achieve different aims and objectives in education. It may be in the form of the side effect, good effect and, some risk factors involved in calculating sample size. Fosgate (2009) points out that having a small sample size may give negative results, which leads to wasting of money, energy and time. The result of the small sample size seems to be inconclusive. The small sample size of the study is usually determined by the

researchers, based on their financial status, availability of their time and many other reasons which is best known to them (Bacchetti, Deeks & McCune, 2011).

Despite that having big sample size has its own shortcomings; the researcher may not be able to cover the sampled population. The reason seems to be difficulty in having the financial wherewithal to cover all the respondents or sampled population during the fieldwork. The importance of having big sample size is to help avoid sample errors as well as incomplete results that are often the common problems affiliated with small sample size (Clark, Berger & Mansmann, 2013).

However, in order to get the sample size needed for this study, the researcher referred to Krejcie and Morgan's (1970) sampling table. The main purpose of using the sample size table of Krejcie and Morgan (1970) wasto get an adequate sample size that was suitable for the present study. As said earlier on, there are 27, 883students in senior secondary schools (SS3) in Kwara State as ofSeptember2015. In line with the Krejcie and Morgan (1970) sample size table for the population of 27, 883 students, a sample size of 379 was required for the study (see the appendix of Krejcie and Morgan 1970 sampling table). In order to cater for the issue of low response from the participants, 379 which was the sample size was increased by 40% as suggested by Salkind (1997). By adding this percentage to 379, it gives 530-sample size for the study. Finally, sample size of 530 was used to account for unusable questionnaires and uncooperative respondents that might occur during the fieldwork.

3.3.7.2 Sampling Technique

Sampling technique is described as the method that is used to draw out the sample size of the population. This technique is very germane in methodological part of the research. It can also be seen as the manner in which the sample is extracted from the larger population (Misu, Matsuo, Sakaida& Shishikui, 2012). Thus, this study adopted two non-probability sampling techniques, namely quota and convenience sampling techniques (Sekaran & Bougie, 2010). In order to ensure that equal distribution of students that are schooling in all local government areas of Kwara State, quota sampling method was first used to select 379 calculated sample size. According to Sekaran and Bougie (2010) and Knotters and Brus (2013), quota sampling can be used as a form of proportionate of stratified sampling, where a predetermined proportion of persons are to be sampled from diverse groups but on ease basis. The use of quota sampling was adopted for three reasons:

Firstly, the inability of the researcher to have access to the sampling frame, therefore, quota sampling was deemed necessary and appropriate for the study, though the fact remains that finding cannot be generalized (Cooper & Schindler, 2009). Secondly, since the given larger population of 27,883students, quota technique minimizes sampling error (Cooper & Schindler, 2009). It ensures homogeneity within a group (i.e. Students in Nigerian secondary schools) as well as heterogeneous across groups (i.e. Different schools under federal, state or local governments) (Hair, Money, Samouel & Page, 2007; Punch, 2005). Lastly, quota sampling was employed due to resource predicament of the researcher in terms of money and time (Hair et al., 2007; Saunders et al., 2009), and unavailability of sampling frame (Cooper & Schindler, 2009).

Furthermore, the use of quota sampling technique has various steps. The first step is to ensure that the population is well defined. As shown in the previous Table 3.1, the population is 27, 883students. Secondly, the stratum should be defined. Therefore, the logical stratum for this study is Kwara State, Nigeria with 555 secondary schools located in the 16 Local Government Areas of the state. The third step is to find the average number of the population elements per strata. This was done by dividing the population size (i.e. 27,883) by the number of strata (16 LGAs in the state). The calculation is given below:

Population size: 27,883

Number of strata: 16 LGAs

27,883 % 16 = 1742.69.

Therefore, the elements per strata is 1742.69

The fourth step was to know the percentage of respondents to be extracted from each of the stratum. This was determined by dividing the sample size (i.e. 379 divided by 27,883, which is the population size and multiply by 100). The calculation is shown below as:

379 % 27,883 x 100 = 1.36%

Therefore, the percentage is 1.36%

The last step involved in quota sampling technique is to know the number of subjects in a sample. This was determined by multiplying the number of samples in each population by the determined percentage (i.e. 1.36%). For instance, the total number of students in Asa LGA was 2,210 and this was multiplied by the percentage (i.e. 1.36%) to get the number of subjects for the sample size (i.e. 2210 x 1.36% =30).

Other LGAs in the state were calculated as well to get the subjects in the sample size
(Table 3.2). Disproportionate quota random sampling was then adopted to ensure an
equal distribution of respondents representing each Local Government Areas in the
Kwara State, Nigeria.

Table 3.8

Disproportionate Quota Sampling of the Respondents

S/N	Number of Local Govt Areas in the State	Number of Secondary Schools	Number of Elements in Stratum	Number of Subjects in Sample
1	Asa	27	2, 210	30
2	Baruteen	27	1, 610	22
3	Edu	35	2,115	29
4	Ekiti	18	105	1
5	Ifelodun	60	2,894	39
6	Ilorin East	46	3,348	45
7	Ilorin South	73	3, 105	42
8	Ilorin West	62	3,593	49
9	Irepodun	53	2,024	28
10	Isin	19	554	8
11	Kaiama	12	711	10
12	Moro	33	1,520	21
13	Offa	29	1,320	18
14	Oke-Ero	17	689	9
15	Oyun	24	1,123	15
16	Patigi	20	962	13
Total		555	27,883	379

Finally, the convenience sampling technique was employed to select schools from each of the local government that were used for the study.

3.3.8 Face and Content Validity

Content validity refers not to the extent or degree to what instrument really measures, but entails what the test supposedly meant to measure. Face validity tends to assess if the test of the instrument looks valid or otherwise. It is the extent to which a particular test is said to have covered what it is supposed to cover, in terms of concept and purpose of what it intends to measure (Wilson and Schumsky, 2012). The content validity of the instrument requires the use of experts that are known in the subject matter. Thus, this would enable them to assess and validate the instrument before it is administered to respondents. The experts' work is to validate and edit the content of the instrument with a view to ensure the validity of the instrument. They also offer useful advice pertaining to the instrument (Gravetter, Frederick& Forzano, 2012). In view of the above, therefore, the face and content validity of the instrument in this study was done by consulting the two supervisors as well as other experts on the subject matter to ensure that the items in the instrument are validated to measure the variables of the study. In addition, experts that were consulted, apart from the supervisors, consist of Lecturers in the School of Education and Modern Languages, Awang Had Salleh Graduate School of Arts and Sciences, Universiti Utara Malaysia, as well as some teaching staff in Nigeria.

3.3.9 Pilot Study

The importance of pilot test in research cannot be underestimated. Conducting a pilot test in a research is one of the indices of a good and reliable research. According to

Lui Abel and Li (2012), pilot test can be best explained as the small-scale report or version. It also encompasses a trial run study that aimed at preparing for the main study in research. Also, it is frequently used as try out or pre-test of an instrument. Pilot test addresses logistical issues on instrument designed. It is of the view that though conducting a pilot test does not assure a success in the major study, the likelihood only increases. In view of the foregoing, the main purpose of conducting a pilot test in a research, according to Johnson, Turner, Foldes, Brooks, Kronk and Wiggs (2013), is stated as follows:

1. To know the validity as well as the reliability of the designed instrument for the research study.
2. To make sure that the wording of the survey is good.
3. To check whether the statistical analysis processes will be suitable for the main study or not.
4. To ensure that instructions are understandable and logical.
5. To assist the researcher in establishing relationship or contact with the respondents before embarking on the main data collection for the study.

From the above analysis, therefore, the pilot test sample size often depends on the rationale of the pilot study. Johnson et al. (2013) explained that the sample size of 10-20% of the sample size of the major study is good and reasonable for the pilot study. In view of the foregoing, 50 respondents (students) were selected from one of the secondary schools for the pilot study.

One of the advantages of the pilot test is that it gives advance notice as regards to the shortcomings or weaknesses of the proposed study. This helps to know whether the research procedures or protocols are not followed, or to know whether the proposed

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designed instruments are complicated or inappropriate (Liu, Abel & Li, 2012).After administering the questionnaires to 50 students, Partial Least Square (PLS-SEM) using Smart PLS 2.0 version software was used to determine the internal consistency reliability as well as the discriminant validity of the variables used for the pilot. Particularly, the software was used to get the average variance extracted as well as the composite reliability. According to Bagozzi and Yi (1988) and Hair et al., (2011), they recommended that the composite reliability must reach the accepted benchmark of.70 or more. Fornell and Larcker (1981) recommended that the AVE (Average Variance Extracted) score should reach .5 or more. Further, they opined that in order to get good discriminant validity, the AVE square root should be more than the correlations among the constructs. Table 3.10 shows the AVE and composite reliability coefficient of the constructs.

Table 3.9
Reliability and Validity of the Constructs

Latent Variables	No of Indicators	Average Variance Extracted	Composite Reliability
Academic Achievement	5	0.55108	0.782934
Admission Services	10	0.563866	0.862806
Extracurricular Services	11	0.55827	0.790976
Guidance and Counselling Services	12	0.527707	0.810834
Health Services	10	0.542638	0.779772
Library Services	12	0.523638	0.841381
Principal's Supervision	15	0.509903	0.755231

As displayed above, the composite reliability of each latent constructs ranged from.75 to .86, which exceeded the minimum benchmark acceptance level of .70. This shows that the internal consistency reliability used for the pilot study is adequate (Bagozzi & Yi, 1988; Hair et al., 2011). In the same vein, as shown in Table 3.10, the AVE values range between .50 to .56, which means an acceptable value. Concerning the discriminant validity, Table 3.11 compares correlation that exists among the constructs with AVE square root.

Table 3.10 shows the correlations among the constructs were compared with the AVE square root, and they were all more than latent construct correlations, which mean good discriminant validity (Fornell & Lacker, 1981).

Table 3.10
Latent Variable Correlations

	AA	AS	ES	GS	HS	LS	PS
Academic Achievement	**0.74**						
Admission Services	0.40	**0.75**					
Extracurricular Services	0.66	0.32	**0.75**				
Guidance and Counselling Services	0.49	0.43	0.22	**0.73**			
Health Services	0.37	0.33	0.39	0.39	**0.74**		
Library Services	0.36	0.45	0.21	0.42	0.39	**0.72**	
Principal's Supervision	0.43	0.37	0.44	0.55	0.42	0.27	**0.71**

Note: The diagonals (which show in bold face) show the AVE square root while the other shows the correlation.

3.3.10 Descriptive Statistics

Descriptive statistic is another step involved in data analysis in a research. Descriptive statistic helps in research for easy interpretation. According to Nick (2007), descriptive statistics entails the quantitative approach that focuses on explaining the characteristics of the information collected. The characteristics give the synopsis concerning the sample as well as observations made. This synopsis forms the description of data that seems to be a wide range of statistical analysis. Hair et al., (2011) gives the importance of descriptive statistic as stated below:

- To explain the characteristics of the sample in the research method section of the study;

- To check whether variables contained in the study violate assumptions in the statistical technique employed to address the research questions; and

- To address some specific research questions.

3.3.11 Data Collection Procedure

In this study, the data collection commenced and lasted within three months (i.e., between September and November, 2015). Before the commencement of collection of data, an official letter was obtained at Awang Had Saleh Graduate School of Arts and Sciences (CAS), which shows detailed information about the researcher as well as explaining the aim of the study.

The questionnaire designed for the study was administered by the researcher with the assistance of two teachers. It was distributed and collected from the respondents. This method of collection is called collection and delivery strategy, and this facilitates and hastens the retrieval of questionnaires by the respondents. It also affords the researcher to answer questions regarding the questionnaire that came from the respondents. Sekaran and Bougie (2009) believe that the administering of questionnaire to many respondents on the spot is less stressful and expensive. It also saves time, unlike interviewing. Therefore, this method of data collection ensured positive response rate from secondary school students in Kwara State, Nigeria to accomplish the stated objectives of the research.

3.3.12 Data Analysis

Partial Least Square (PLS-SEM), which also connotes SEM, has been employed in many studies in different disciplines for the analysis of data. It is widely known as second-generation technique that is suitable for results analysis (Hair et al., 2011). For this study, the researcher employed Smart PLS software 2.0 M3 (World, 1974, 1985) for the testing of the model (Ringle, Wende & Will, 2005). This software was considered appropriate for the study due to the nature of the model, as it is developed to be more efficient and effective. The software was selected due to the following reasons:

Firstly, it is the latest software designed for analyzing a regression model based research because the software has the ability to run the relationship between variables/constructs (independent, dependent and moderating) of the measurement model as well as their corresponding constructs (structural model) at a time (Duarte & Raposo, 2010; Ringle et al., 2005).

Secondly, the software is user-friendly and has a graphical interface, which will assist to know the level of interaction effects of the research model. It will also help to create path models (Hair et al., 2012; Temme, Kreis, &Hildebrandt, 2006).

Thirdly, as stated at the beginning of the study, even though in spite of extant research concerning the influence of students' personnel services on the academic achievement of students in schools, literature shows that the impact of principal's supervision on the relationship between students' personnel services and academic achievement is yet to be investigated. Furthermore, the aim of this study is to investigate the moderating effects of principal's supervision on the relationship between students' personnel services and academic achievement of students in

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school. This study is explorative in nature by applying students' services development theory, leadership theory, academic performance theory, needs theory, and supervision theory. Thus, this necessitates a path modelling method to be engaged because it has been said that research that is a prediction-oriented demands the use of path modelling (Hair et al., 2011; Henseler, Ringle, & Sinkovics, 2009).

Meanwhile, numerous steps were strictly followed in the analysis of data. Firstly, the collected data was subjected to screening to ensure its suitability for PLS software. To achieve this, Statistical Package for Social Sciences (SPSS) was first employed for the screening of the data collected. The purpose of using SPSS for data cleaning is that, cleaning and screening of data are one of the steps involved in techniques of data analysis because it helps to identify whether there is a problem with the data collected, and is aimed at validating the data before the analysis proper. In the light of the foregoing, the cleaning and screening of the data was done via examination of the specific descriptive statistics as well as the frequency distribution. This was made possible to detect or identify the inappropriate coded value. Frequency test was also conducted for each variable for identifying missing responses. Secondly, in order to ascertain or establish the measurement model of the study, internal consistency, individual item reliabilities and convergent reliability as well as discriminant validity were determined using PLS software (Hair et al., 2011; Henseler, Ringle & Sinkovics 2009). Thirdly, bootstrapping procedure was applied to determine the structural model (Hair et al., 2011; Henseler, Ringle & Sinkovics, 2009). Specifically, path coefficient significance, R-squared values, predictive relevance and effect size of the model were determined (Hair, Hult, Ringle, & Sarstedt, 2014). Fourthly, after analyzing the PLS path model of the direct relationship, supplementary analysis were run (i.e., moderator analysis). In line with Henseler and

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Fassott's (2010a) and Henseler and Chin's (2010a) approaches regarding the moderating effect analysis in PLS, a two-step approach was employed to test the moderating effect of principal's supervision on the relationship between students' personnel services and academic achievement. Finally, the last step required is determining the strength of the moderating effects by using Cohen's (1988) formula.

3.4 Qualitative Approach (In-depth Interview)

3.4.1 Research Design

Qualitative approach is the second method adopted for this study; the first method used as explained previously is called quantitative method.

3.4.2 Rationale for Qualitative Approach

The main reason for the use of qualitative method in this study was to explore the level of perceived students' personnel services and supervision from the principals in secondary schools. Qualitative approach, such as the interview is mostly noted to provide an in-depth understanding of social phenomenon more than quantitative approach, such as survey (questionnaires). Interview is believed to be more useful if one intends to obtain broad information about somebody's perception or thoughts (Boyce & Neale, 2006). Basically, the purpose of adopting mixed methods in this study was to use the findings in qualitative to support the quantitative findings. This type of mixed methods is usually called sequential mixed methods approach (Creswell, 2012; Gay, 2004).

3.4.3 Sample Design

There are 555 principals in 555 secondary schools located in the 16 local government areas of Kwara State. Two sampling techniques were used for this approach,

purposive and convenience techniques. The first technique, which is called purposive, was used to select schools in local governments, while convenience was used to select 20 principals for the study. According to Guarte and Barrios (2006), purposive is important if the researcher wants to know, discover, and gain insight about a group such study should select a sample from. This technique fitted this study because the purpose was to ascertain the extent to which the principal perceive supervision, students' services as it enhanced academic achievement of students in schools.

3.4.4 Research Preparation Process

Interview preparation is one of the helpful procedures in carrying out a successful study. In the light of this, McNamara's (2009) suggestion was employed. Firstly, all interviewees (except interviewees 4 and 9) were allowed to be interviewed on the first meeting with less distraction during the interview session. Secondly, explanation on the purpose of the study was given to the interviewees, as well as full assurance of confidentiality. In view of this, the format of the interview and time-duration were explained to the interviewees. All the interviewees were told to give clarification that they thought could help fast track the interview session.

3.4.5 Pilot Study/Preliminary Findings

Before the main study was carried out, a pilot study was conducted in one of the secondary schools in Kwara State, Nigeria. The school principal was interviewed in line with interview protocols. The pilot study conducted was in congruent with the suggestion of Kim (2011), who suggested that conducting a pilot study assists the researcher to detect if there were mistakes in the interview conducted. It also helps to understand the interview guide with a view to make necessary amendments before

the main study (Creswell, 2007). Prior to the commencement of the interview with the school principal, the consent of the principal was sought. After that, the questions contained in the interview guide were explained to the principal for him to have a prior knowledge of what to be expected during the interview. Permission to carry out the interview was granted by the school principal and the interview was successfully conducted.

Furthermore, after the interview, the transcription of the interview was done. Nvivo 10 Software was used to analyze the preliminary findings. Meanwhile, on preliminary findings, response from the school principal based on his perceptions on the supervision and five dimensions of students' personnel services indicate thus:

On the existence of library services in the school, he opined that:

> *We have a standard library in our school. In fact, we'll soon complete our e-library for students use. The library would help students to make use of the online information for their benefit. We have a librarian and other library personnel who are responsible for the management of the library. The library has relevant materials which students can access.*

Concerning guidance and counseling services, he opined that:

> *Guidance and counselling services are well provided in this school as far as am concerned because we have counselling department and students do go there for counselling needs from time to time… confidently, I can say that counselling services are well provided in our school.*

On health services, the school principal expresses thus:

> *We have a functional clinic in my school. The school clinic has health personnel who attend to students when they need health services. Sometimes we admit students in the school clinic for 2 to 3 days, depending on the nature of the sickness of the particular students admitted. Also, if we have students whose health challenges are beyond our control, we take such students to the State Civil Service Clinic for medical attention.*

On admission services, he submitted that…. *"Admission services should be provided at all levels of education (primary, secondary, and higher institution) ... we provide admission services in my school"*. Furthermore, on principal's perception on extracurricular services, he explains that:

> *We have a football pitch, volleyball, table tennis, etc. Our students engage in both social and physical activities in school. These are provided for students' use. Also, students in this school participate in quiz competitions, debates, social club, and religion activities. All the aforementioned are provided for students in this school.*

Moreover, concerning principal's views on his supervisory role in the school, he claims that:

> *I ensure routine check of the services mentioned earlier on in the school. Aside that, we have various committees who report the affairs of their activities to my office. The essence of this is to ensure that things are carried out at the right time for the benefit of students in school. We believe that the provision of these services is vital to their academic success. Thus, supervision is essential because it helps the school to achieve its aim and objectives. It helps to ensure quality assurance.*

The above responses were printed and given back to the school principal with a view to ensure that all the responses emanated from him actually belonged to him.

3.4.6 Ethical Consideration

Before the start of the interview session of the main study, verbal consent of was obtained from the selected principals. More so, all the interviewees were briefed of the study's objectives, methods and confidentiality. In line with the position of Cooper and Schindler (2003), they posit that the purpose ethics in research is to make sure that there is no confrontational or argumentative result from the research study. They state four areas of ethical respect and consideration: (a) ethics and the sponsor, (b) treatment of participants, (c) Integrity and truth in carrying out the research, and (d) ethics of the researcher.

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Additionally, all the interviewees were given a right to privacy, and data to be collected was kept confidential at all times. The right to privacy and confidentiality was disclosed to all interviewee prior to the start of the interview along with the informed consent to be signed by the interviewees.

3.4.7 Data Collection Procedure

In this study, the data collection commenced and lasted within three months (i.e., between September and November, 2015). Before the commencement of collection of data, an official letter was obtained from Awang Had Saleh Graduate School of Arts and Sciences (CAS), which shows detailed information about the researcher, as well the aim of the study.

In collecting data through this method, open-ended questions (semi-structured) interviews were used as the primary method of data collection. Interview guide, which is an essential element for conducting an interview, was designed to help the researcher to get useful information from the interviewees. Kajornboon (2005) opined that an interview guide encompasses the topic, questions and other related issues which the interviewer intends to cover when conducting interviews which should be devoid of ambiguity and must be clearly stated.

Furthermore, before the start of interview, the interviewees were informed about the purpose of the study before the commencement of each interview. Also, the researcher highlighted the confidentiality of information to be obtained from the interviewees. According to Gill, Stewart, Treasure and Chadwick (2008), they affirmed that highlighting the confidentiality of the information to the interviewees will them some knowledge or ideas of what to expect from the interview and this will enable them to be honest in responding to questions that the researcher will be asking them.

The interview was carried out in three months. The interview session was recorded by using a tape recorder as well as biro and paper to take notes to compliment the tape recording. Creswell (2012) asserts that tape recorder is one of the best devices for getting accurate information of any interview.

3.4.8 Data Analysis

All the data collected from the interviewees were carried out systematically in consonance with Creswell (2012) rules. Specifically, data were analyzed thematically, while NVIVO 10 software was employed in the process of sorting, storing, coding, analysis as well as preparation of graphical representation of data. Lastly, accuracy and credibility of the findings were determined. The findings were used to complement and support the findings in quantitative.

3.5 Summary

The chapter three of any research (quantitative and qualitative) is one of the core chapters in a study. It is an aspect of research that shows how the study will be carried out. If the chapter is not well constructed, one can conclude that the objectives of the study will not be achieved. It remains an integral part of this study. Therefore, this chapter discussed the research philosophy, research design, conceptual definition of terms, variables measurement, population, sample size, sampling technique, pilot study/results, procedures for data collection and data analysis method of the two methods (quantitative and qualitative).

CHAPTER FOUR

ANALYSIS, FINDINGS AND PRESENTATION

4.1 Quantitative Approach

This chapter explains the analysis of data using Partial Least Square (PLS Path Modelling). The chapter begins by reporting the initial screening of the data and followed by the discussion of the preliminary analysis. Descriptive statistics for the latent variables are stated. Subsequently, the main results of the study are stated in two main segments. In the first segment, the assessment of measurement model was done to determine the internal consistency reliability, individual item reliability, discriminant validity and convergent validity. Also, structural model results are reported in the second segment (i.e. Significance of path coefficients, the level of the R-square values, effect size, and predictive relevance of the model). Lastly, complementary PLS-SEM results analysis, which examines the moderating effect of principal's supervision on the structural model are also presented.

4.2 Response Rate

In this research, a collection of data was achieved with the assistance of three research assistants who are civil servants. A total of 450 questionnaires were distributed to secondary schools in Kwara State, Nigeria. Therefore, the returned questionnaires yielded 396 questionnaires out of 450 questionnaires that were dispersed to the target respondents of the study. This shows a response rate of 88%, which agrees with Jobber's (1986) meaning of response rate. Out of 396 questionnaires collected, 21 were not useful because the respondents did not properly complete some part of the questionnaire, and the remaining 375 questionnaires were

used for the analysis. Thus, 83% accounted for a valid response rate, which is in line with Sekaran and Bougie (2003), who recommended that a 30% response rate is adequate for survey research. Table 4.1 shows the response rate analysis.

Table 4.1
Response Rate of the Questionnaire

Response	Frequency/Rate
1. No of distributed questionnaires	450
2. Returned questionnaires	396
3. Returned and usable questionnaires	375
4. Returned and excluded questionnaires	21
5. Questionnaires not returned	54
6. Response rate	88%
7. Valid response rate	83%

4.3 Data Screening

According to Hair et al. (2007), initial screening of the data collected is essential in multivariate analysis simply because it assists researchers to identify any likely violation of the fundamental assumptions in respect to the application of techniques of multivariate of the data analysis. Also, initial screening of the data helps to know better the collected data for further analysis. Before the screening of the data collected, all the 375 usable questionnaires were coded and imported into the SPSS. Furthermore, all the negative items in the questionnaires were reverse coded scientifically. The reverse coded items include LS3, LS5, LS7, LS11, GS4, GS6, GS7, GS10, HS4, HS8, ES6, ES8 and AS3. After coding of data and entry, the

preliminary analysis of data was performed. This includes missing value analysis, normality test, and multicollinearity test (Tabachnick & Fidel, 2007).

4.3.1 Missing Values Analysis

In the SPSS data set, 5 data points were missed randomly out of 38,279 data points which accounted for 0.013%. Specifically, no missing value was found for admission, extracurricular and guidance and counselling services. Health services, library services and principal's supervision had 1, 3 and 1 missing values respectively. For academic achievement, no missing value was found. Even though Schaffer (1999) and Tabachnick & Fidell (2007) have said that there was no acceptability of missing value percentage in a data set when making a valid statistical

Table 4.2
Total and Percentage of Missing Values

Latent Variables	Number of Missing Values
Admission Services	0
Extracurricular Services	0
Guidance and Counselling Services	0
Health Services	1
Library Services	3
Principal Supervision	1
Academic Achievement	0
Total	5 out of 38279 data points
Percentage	0.013%

Note: Percentage of missing values are obtained by dividing the total number of random missing values for the entire data set of total number of data points multiplied by 100

Inference, it was only a belief of a few researchers who unanimously agreed that 5% or less inference was insignificant. Further, some researchers have recommended that in replacing missing values, mean substitution seems to be the convenient way of

replacing it if the overall percentage of missing data is less than 5% (Little & Rubin, 1987; Raymond, 1986). Hence, in this present study, the mean substitution was used to replace missing values (Tabachnick & Fidell, 2007). The Table 4.2 displayed above indicates the total and percentage of missing values.

4.3.2 Normality Test

Past studies (e.g., Reinartz, Haenlein, & Hensler, 2009; Wetzels, Odekerken-Schroder, & Van Oppen, 2009) have conventionally assumed that PLS-SEM gives accurate estimations of the model in a situation with extremely non-normal data. However, this statement may turn to be untrue. Recently, Hair, Sarstedt, Ringle and Mena (2012) recommended that researchers should endeavor to perform a normality test of the data. Highly skewed data can inflate the bootstrapping of the estimation of standard errors (Chernick, 2008), which may underestimate the statistical significance of the path coefficients (Ringle, Sarstedt, & Straub, 2012a).

Given the preceding, this study checks the normality of the data collected by using a graphical method (Tabachnick & Fidell, 2007). According to Field (2009), he recommended that having a large sample size of 200 or more, it is imperative to look at the shape of the graphical distribution rather than looking at the kurtosis and skewness statistics. Large sample size reduces the standard errors, which can inflate the kurtosis and skewness statistics.

In the light of the foregoing, therefore, this warranted the testing of the data normality using graphical methods instead of statistical methods. In line with Field's (2009) recommendation, in this study, histogram and normal probability plots were done to ensure that normality assumption are not violated. Appendix 1shows that data collected for the study followed a normal pattern simply because all the bars in

the histogram were much closer to a normal curve. Thus, it shows that normality assumptions are not violated.

4.3.3 Multicollinearity Test

Multicollinearity, according to Chatterjee and Yilmaz (1992) and Hair, Black, Babin, Anderson and Tatham (2006), is a situation in which high correlation (linear dependence) occurs among several latent constructs. It usually occurs when a large number of latent constructs are embedded when testing a regression model. This is because some of the constructs may measure the same phenomena. There is no violation of the OLS assumption if there is only the presence of multicollinearity. However, Tabachnick and Fidell (2007) assumed that a perfect multicollinearity violated the assumption that X matrix is ranked fully, thereby making OLS impossible. If a model is not entirely ranked, it means the inverse of X will not be well-defined, but there can be a countless number of least squares answers or solutions. Chatterjee and Yilmaz (1992) are of the view that multicollinearity signs may be noticed if, small changes in the data show wide swings in the estimated parameter; if the coefficient correlation has low significance levels and high standard errors and if the coefficients show implausible magnitude or wrong sign. To detect multicollinearity in this study, the researcher employed two methods. Firstly, the researcher examined the correlation matrix of the latent constructs (endogenous). According to the recommendation of Hair, Black, Babin, Anderson and Tatham (2010), coefficient correlation of 0.90 and above shows multicollinearity between the endogenous latent variables or constructs. Table 4.3 below shows the correlation matrix of the exogenous variables (latent constructs).

Table 4.3

Correlation Matrix of the Exogenous Latent Constructs

No.	Latent Constructs	1	2	3	4	5	6	7
1	AA	1						
2	AS	.424**	1					
3	ES	.668**	.449**	1				
4	GS	.612**	.311**	.594**	1			
5	HS	.564**	.343**	.492**	.403**	1		
6	LS	.607**	.436**	.600**	.528**	.503**	1	
7	PS	.642**	.425**	.562**	.592**	.514**	.623**	1

**. Correlation is significant at the 0.01 level (2-tailed).

As displayed in Table 4.3, correlations between exogenous constructs were below the recommended threshold of .90, which means that exogenous constructs were not highly correlated and were independent as well. Secondly, in order to examine correlation matrix for the endogenous constructs (latent), the researcher determined tolerance value and condition index and variance inflated factor (VIF) to know if there was multicollinearity challenge. Hair, Ringle & Sarstedt (2011) recommended that multicollinearityis a concern if, the variance inflated value (VIF) was >5, condition index was >30 and tolerance value is <20. Table 4.4 below shows the variance inflation values, condition index and tolerance values for the exogenous constructs.

Table 4.4
Tolerance and Variance Inflation Factors (VIF)

		Collinearity Statistics	
Dependent Variable	**Independent Variable**	**Tolerance**	**VIF**
AS	ES	.501	1.997
	GS	.542	1.845
	HS	.653	1.532
	LS	.497	2.014
ES	GS	.604	1.656
	HS	.670	1.493
	LS	.516	1.937
	PS	.471	2.121
	AS	.764	1.309
GS	HS	.650	1.538
	LS	.494	2.025
	PS	.517	1.935
	AS	.735	1.360
	ES	.537	1.862
HS	LS	.501	1.996
	PS	.489	2.045
	AS	.736	1.358
	ES	.495	2.019
	GS	.541	1.850
LS	PS	.510	1.960
	AS	.749	1.336
	ES	.510	1.961
	GS	.549	1.823
	HS	.669	1.494
PS	AS	.749	1.336
	ES	.484	2.065
	GS	.597	1.676
	HS	.679	1.472
	LS	.531	1.885

As indicated above in Table 4.4, it shows clearly that multicollinearity doesn't show among the latent constructs (endogenous) because all the variance inflated values were below 5, the tolerance values are more than the threshold of 20, while condition index was less than 30, as recommended by Hair et al. (2011). Therefore, multicollinearity does not exist in this study.

4.4 Non-Response Bias

Non-response bias, according to Lambert and Harrington (1990), it means the differences in answers between respondents and non-respondents. To assess the likelihood of non-response bias in research, Armstrong and Overton recommended an extrapolation approach of time-trend, which encompasses a comparison between early and late respondents. They are of the view that late respondents have comparable characteristics with non-respondents. Therefore, to further reduce the issue of non-response rate, scholars like Linder and Wingenbach (2002) suggested that at least a response rate of 50% should be attained. In line with Armstrong and Overton's method, the researcher separated the respondents into two: those respondents that responded to the questionnaire within one month (early respondents) and those respondents who responded after additional one month (late respondents) dedicated for follow-ups, which is in line with Vink and Boomsma (2008).

During the first one month, 329 questionnaires were collected, which are considered early respondents in this study. The next one month was used for follow-up, 67 questionnaires were collected which are considered as late respondents. This gives a total response of 396. Therefore, the researcher performed an independent sample t-test to identify any likelihood of non-response bias between the early and late

respondents for all the study variables which includes guidance and counselling services, library services, health services, admission services, academic achievement and principal's supervision. The table below shows the results of the independent-samples t-test that was obtained.

Table 4.5
Results of Independent-Samples T-test for Non-Response Bias

Variables	Group	N	Mean	Std. Deviation	Levene's Test for Equality of Variances	
					F	Sig.
AA	Early Response	329.000	3.573	.440	.773	.380
	Late Response	67.000	3.376	.387		
AS	Early Response	329.000	3.048	.665	3.608	.058
	Late Response	67.000	2.672	.767		
ES	Early Response	329.000	3.498	.523	.104	.747
	Late Response	67.000	3.152	.533		
GS	Early Response	329.000	3.669	.401	3.122	.078
	Late Response	67.000	3.443	.424		
HS	Early Response	329.000	3.527	.508	.300	.584
	Late Response	67.000	3.027	.567		
LS	Early Response	329.000	3.482	.532	.898	.344
	Late Response	67.000	3.026	.625		
PS	Early Response	329.000	3.539	.447	20.322	.000
	Late Response	67.000	2.913	.717		

As displayed in Table 4.5 above, the independent-samples t-test indicates that the significance of equal variance values for six of the seven constructs were greater or more than 0.05 level of significance which is in consonance with Levene's test equality of variances as recommended by the Field (2009) and Pallant (2010). On the contrary, the last construct, which is principal's supervision, is less than the significance level. However, this can be justified by the assertion ofLindner and

Wingenbach's (2002), that when a researcher achieves 50% response rate, then non-response bias is not an issue. Therefore, considering that this study attained more than 50% response rate, the response bias is not an issue in this study.

4.5 Common Method Variance Test

According to Podsakoff, Mackenzie, Lee and Podsakoff (2003), common method variance, which can also be referred to as monomethod bias, encompasses the variance that is traceable to the measurement method rather than to the variable of interest. Scholars have agreed that common method variance (CMV) is a major headache for researchers who are using self-report for surveys. For instance, Conway and Lance (2010) are of the view that common method bias can inflate the relationships between constructs (i.e. Variables) that is measured by self-reports.

Also, the review (meta-analytic) of 56 research studies on dispositional and attitudinal predictors as carried out by Organ and Ryan (1995), opined that research conducted by using self-reports are related to spurious or unreal high correlations owing to common method variance. Given the preceding, this study adopted some procedural remedies to reduce the effects of common variance method as done by many researchers (Mackenzie & Podsakoff, 2012; Podsakoff & Organ, 1986; Viswanathan & Kayande, 2012). Meanwhile, to minimize evaluation apprehension, all the participants in this study were told that there was no wrong or right answer to the items contained in the questionnaire, and they were equally informed and assured that all the answers provided by them will be confidential during and after the study.

Secondly, the improvement of the scale items was used to minimize method biases in this study. This was accomplished by avoiding ambiguous concepts in the survey questionnaire and when such were used; the researcher provided simple illustrations

or samples. To improve the scale items further, the questions contained in the survey were written in specific, simple and concise language. Aside the procedural methods explained above, this study used Harman's single factor test as suggested by Podsakoff and Organ (1986) to scrutinize common method variance. Conventionally, in these procedural methods, all variables are subject to an exploratory factor analysis and the results of unrated factor solution are subsequently looked at with a view toascertaining the particular number of factors that are essential to account for variance in the constructs or variables (Podsakoff & Organ, 1986). Generally, Harman's (1967) main assumption of single factor test was that if a large amount or volume of common variance method existed, either a single factor may likely emerge, or a general factor would account or justify for most of the covariance in the criterion variables and predictor variables (Podsakoff & Organ, 1986).

In line with Podsakoff and Organ's (1986) recommendation, principal component factor analysis was used for all the items in the study. The results yielded seven factors, which showed the cumulative of 42.9% total variance, with the first factor account for 25.5% of the variance which shows that the common method bias was not an issue in the present study. This is in consonance with the work of Podsakoff and Organ (1986) who opined that a common method bias was established when a single factor explained more than the required 50% of the total variance.

4.6 Profile of the Respondents

This section explains the demographic profile of all the respondents used for the study. It describes the demographic features of the respondents which include gender, age, religion and class. In this section, descriptive analysis was run to explain the profiles of the respondents used for the study. (Table 4.6) Based on gender, the

result shows that 182 were male, while 197 accounted for female. Also, the analysis shows the level of distribution of respondent based on gender. Statistics also shows that the majority of the respondents (241) are between the _ages of 15-17' while the respondents (138) were between the ages of 17 years and above. Further, the statistics shows the religion which the respondents belong to.

Table 4.6
Demographic Characteristics of the Respondents

Variables	Items	Frequency	Percentage
Gender	Male	182	48
	Female	197	52
Total		379	100%
Age	15 -17	241	63.6
	17 and above	138	36.4
Total		379	100%
Religion	Christianity	181	47.8
	Islam	192	50.7
	Others	6	1.6
Total		379	100%
Class	Arts	104	27.4
	Commercial	136	35.9
	Science	139	36.7
Total		379	100%

Results indicate that the majority of the respondents (192) were Muslims while Christians accounted for (181). The remaining respondents (6) accounted for other religion. Lastly, based on class, the statistics in this study show that the majority of the respondents (139) followed in science class; by respondents (136) in commerce class, while 104 respondents were in Arts class. The figure below shows the analysis of the respondent. A brief summary of the demographic characteristics of the respondents is presented based on gender, age, religion and class.

4.7 Descriptive Statistics for Latent Variables

Descriptive statistics are mathematical methods of describing a large set of data (numerical) figures. There are terms in statistics which can be used to summarisean extensivedata; the terms are: mean median, mode, and standard deviation. These terms are used in summarizing the latent variables in the study. The mean is the average; it represents the sum of the measurements, divided by measurement number. It is the most used measure of central tendency simply because of its uniqueness in mathematics. It works best if the data is evenly distributed across the range or in the form of a bell-shaped curve. The interesting thing about the mean is that, it truly represents the value expected if the distribution of measurements were done randomly. On the other hand, the median is the better measure of centrality more than the mean if data are obviously skewed, which means lopsided. Mode refers to the measurement that has the highest frequency. It is useful if differences are obviously rare. Standard deviation encompasses the average extent to which scores stray from the mean (Sassenberg, Matschke& Scholl, 2011)

Primarily, this section has to do with the descriptive statistics for all the variables that were usedin this study. In this context, the descriptive statistics for the variables of the study are means and standard deviations to compute the variables of the study. All the used variables in this study were measured by using a four-point Likert scale which was anchored by strongly disagree 1 to strongly agree 4. The results are shown in Table 4.7 for better interpretation. Meanwhile, the four-point Likert scale in this study was categorized into three, namely, low, medium and high. Thus, scores of below 2(3/3+lowest value 1 is seen as low; while scores of 3(highest value-3/3) are regarded as high, those between low and high scores are considered moderate (Sassenberg, Matschke & Scholl, 2011).

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Table 4.7
Descriptive Statistics for Latent Variables

Latent Constructs	Number of Items	Mean	Std. Deviation
AA	379	3.547	.438
AS	379	2.999	.690
ES	379	3.453	.537
GS	379	3.639	.411
HS	379	3.461	.543
LS	379	3.422	.566
PS	379	3.457	.534

Research Question 1: What is the level of students' personnel services, perceived principal supervision and academic achievement?

In line with the research question 1, Table 4.7 revealed that the overall mean for the variables that ranged between (2.999 and 3.639). Specifically, mean and standard for academic achievement were (Mean=3.547, Standard deviation= .438) respectively. This means that the students' academic achievement is relatively high. Table 4.7 also revealed that perception of respondents on library services seems to be high, mean and standard deviation were (Mean = 3.422, Standard deviation = .566). Likewise, the perception of respondents on guidance and counselling services is high (Mean=3. 639, Standard deviation=. 411). For health services, respondents have a high perceptionof health services (Mean=3. 461, Standard deviation=. 543).

Furthermore, respondents have a moderate perception of admission services, with (Mean= 2.999, Standard deviation=.690). On the contrary, the mean and standard deviation for extracurricular services were (Mean=3. 453, Standard deviation= .537). This shows that the perception of respondents on extracurricular services is high. For

principal's supervision, the respondents have a high perception, with the mean and standard deviation (Mean=3. 457, Standard deviation=. 534).

In synopsis, the descriptive statistics for latent variables indicate high academic achievement, the moderate perception of admission services, and high perception of extracurricular services. Also, guidance and counselling and health services had high perception, while library services and principal's supervision were also high.

4.8 Assessment of PLS-SEM Model Results

Estimation of the model provides empirical measures of the nexus between the constructs and the indicators (measurement model), as well as the nexus between the constructs (structural model. These empirical measures allow researchers to make a comparison that is theoretically recognized or established measurement and the structural models with certainty, as represented by the data collected (Hair et al., 2012). However, it is essential to make allusion to a study conducted recently by Henseler and Sarstedt (2013) who recommends that the goodness-of-fit index is not really appropriate for the validation of the model. For example, the use of Partial Least Square (PLS-SEM Path Models) with simulated data, the researchers show that the index of goodness-of-fit (God) is not appropriate for the validation of the model simply because the separation of valid models from invalid models cannot be done (Hair, Ringle, & Sarstedt, 2013).

In the light of the new improvement about the PLS path modelling in model validation suitability, Henseler, Ringle and Sinkovics (2009) recommended that researchers should use a two-step approach to evaluate as well as report the outcome of the results of Partial Least Square (PLS- SEM path Models). The two–step

approach used in this study encompasses (i) a model measurement assessment, and

(ii) a structural model assessment, as displayed in figure (Hair et al., 2014; Hair et

al., 2009).
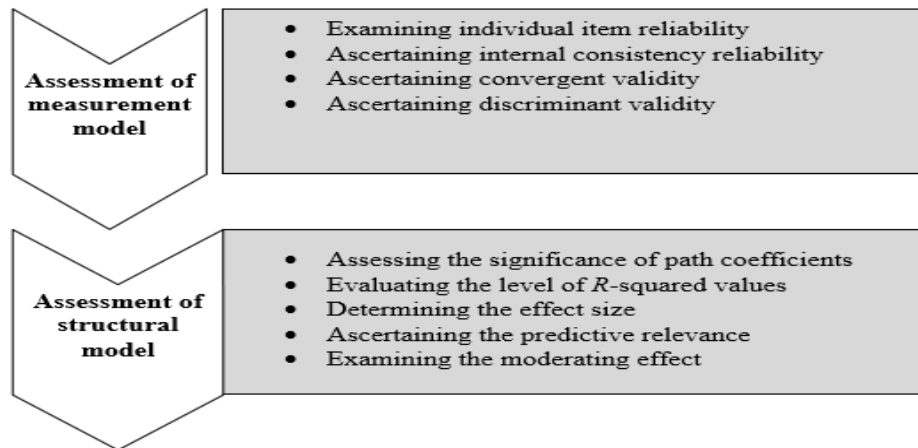
Figure 4.1 A Two-Step Process of PLS Path Model Assessment

      Source: (Henseler et al., 2009)

4.9 Assessment of Measurement Model

As suggested by Henseler et al., (2009) and Hair et al., (2011), in assessing a

reflective measurement model, it encompasses knowing the individual item

reliability, the internal consistency reliability, the content validity, the convergent

validity, and lastly, the discriminant validity. Thus, Figure 4.2 displayed below

shows the measurement model of the study.
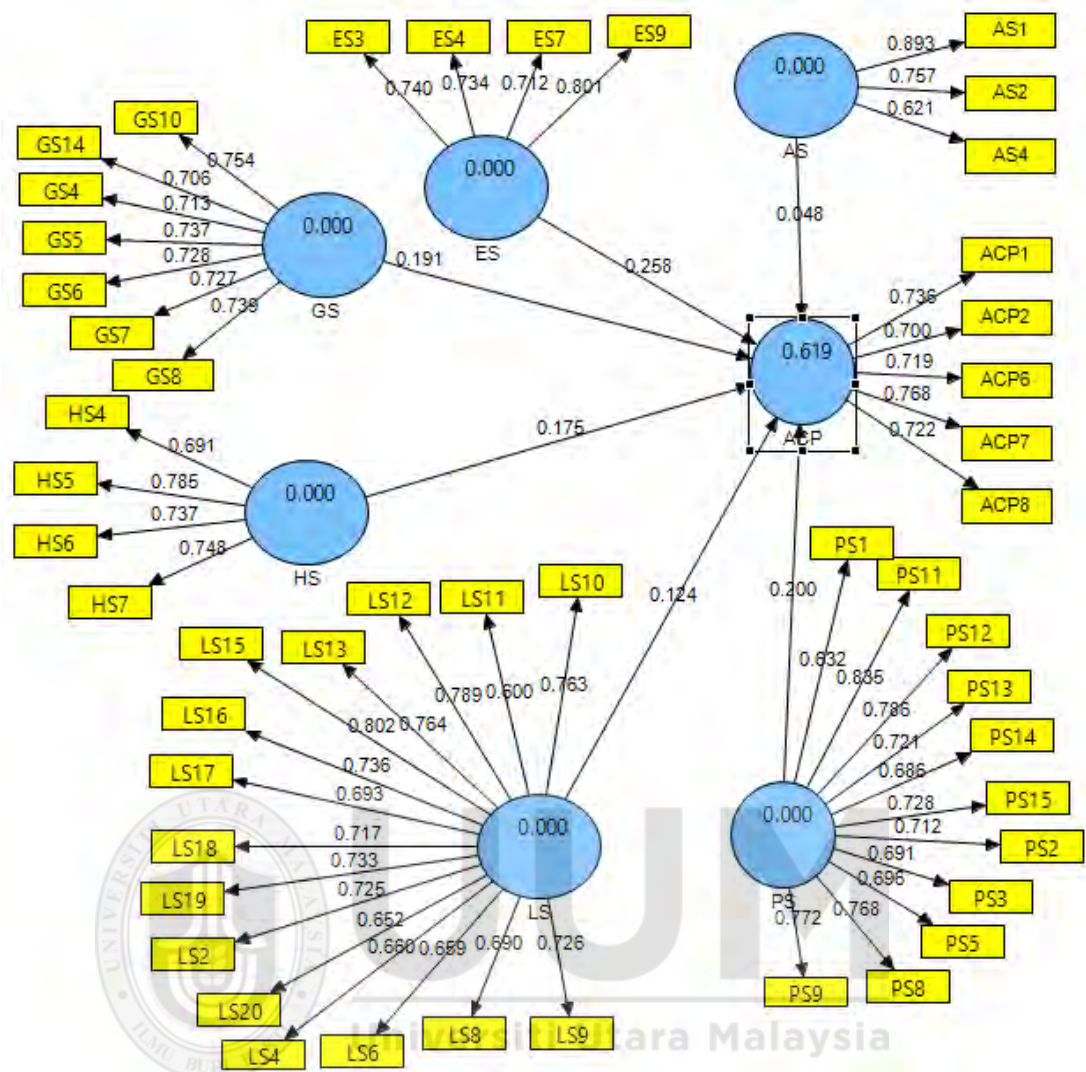
Figure 4.2. Measurement Model

Note: Variables are coded in the study (**LS:** Library Services; **HS**: health Services, **G&C**: Guidance and Counselling Services, **ES**: Extra-Curricular Services; **AS** Admission Services; **PS:** Principal Supervision; **AA**: Academic Achievement).

4.9.1 Individual Item Reliability

In this study, the assessment of individual item reliability was examined by outer loadings for each of variable or construct's measure (Hair et al., 2012; Hair et al., 2014; Holland, 1999). In line with the rule of thumb as suggested by Hair et al., (2014), that items which have loadings between .40 and .70 can be retained. However, the researcher discovered in this present study that of 101 total items, 52 were carefully deleted because they had loadings that fell below the threshold of

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0.40. Therefore, the complete model had 49 retained items simply because their loadings fell between the minimum of 0.600 and maximum of 0.893. Thus, the study model indicates that the items are even above the threshold of .40, which is the loading benchmark. The items loading are captured in Table 4.8.

4.9.2 Internal Consistency Reliability

Internal consistency reliability is another criterion that can be measured in a measurement model. Scholars (Bijttebier, Delva,Vanoost, Bobbaers, Lauwers & Vertommen, 2000; Sun, Chou, Ma, Unger & Gallaher, 2007) have defined internal consistency reliability as the degree to which perfect items on a particular subscale measures the similar concept. Traditionally, the criterion for internal consistency used to be Cronbach's alpha, which gives a reliable estimate based on observed indicator constructs inter-correlations. Bacon, Sauer and Young (1995), Hair et al., (2012) and Peterson and Kim (2013) are of the view that Cronbach's Alpha accepts that the reliability of indicators is equal (i.e., all indicators have same outer loadings on the variable). According to Hair et al., (2009) and Hair et al., (2012), recent studies have confirmed that Partial Least Square (PLS-SEM) makes priority to all the indicators based on their individual reliability. More so, Cronbach's alpha is taken into consideration due to the number of items contained in the scale. It usually tends to undervalue the internal consistency reliability and as such, it can be used to measure internal consistency reliability conservatively.

Due to the foregoing drawback, it is imperative to use a different measure of internal consistency reliability, which is known as composite reliability (Hair et al., 2012). In the present study, the researcher adopts composite reliability coefficient so as to ensure the internal consistency reliability certainty of the adopted measures. The

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justification for using composite reliability instead of Cronbach's alpha is that, firstly, composite reliability gives a less biased reliability estimation than Cronbach's coefficient due to the fact that the latter assumes that all items equally contributes to its variable or construct without taken into consideration the real contribution of the individual loadings (Gotz, Liehr-Gobbers, & Krafft, 2010).

Table 4.8
Loadings, Composite Reliability and Average Variance Extracted

Variable	Code	Loadings	AVE	Composite Reliability	Cronbach's Alpha
AA	AA1	.736	.531	.850	.780
	AA2	.700			
	AA6	.719			
	AA7	.768			
	AA8	.722			
AS	AS1	.893	.585	.805	.648
	AS2	.757			
	AS4	.621			
ES	ES3	.740	.559	.835	.737
	ES4	.734			
	ES7	.712			
	ES9	.801			
GS	GS10	.754	.532	.888	.854
	GS14	.706			
	GS4	.713			
	GS5	.737			
	GS6	.728			
	GS7	.727			
	GS8	.739			
HS	HS4	.691	.549	.829	.725
	HS5	.785			
	HS6	.737			
	HS7	.748			
LS	LS10	.763	.513	.940	.932
	LS11	.600			
	LS12	.789			
	LS13	.764			
	LS15	.802			
	LS16	.736			
	LS17	.693			
	LS18	.717			

Table 4.8 Continued

	LS19	.733			
	LS2	.725			
	LS20	.652			
	LS4	.660			
	LS6	.659			
	LS8	.690			
	LS9	.726			
PS	PS1	.632	.535	.927	.912
	PS11	.835			
	PS12	.786			
	PS13	.721			
	PS14	.686			
	PS15	.728			
	PS2	.712			
	PS3	.691			
	PS5	.696			
	PS8	.768			
	PS9	.772			

Source: Researcher

The second reason for using composite reliability is that Cronbach alpha has the tendency to underestimate or overestimate the reliability scale. In composite reliability, it takes into consideration the dissimilar outer loadings of the variables indicators, and this can be calculated using the given formula:

$$P_c = \frac{(\sum l_i)^2}{(\sum l_i)^2 + \sum var\ (ie)}$$

Whereby, Ii represents standardised loading outer of the variable indicator I of a particular variable, Idenote the measurement error of variable indicator I, and var (ei) symbolises the measurement error variance, which is described as 1-l2i (Hair et al., 2011). Composite reliability differs according to Hair et al., (2011), they suggested that between 0 and 1, the higher values showing reliability are of a higher level. The general interpretation of composite reliability can be applied for Cronbach alpha. Specifically, Bagozzi and Yi (1988) and Hair et al., (2011) suggested that the values

of 0.60 to 0.70 are considered acceptable for composite reliability in exploratory research, while in advanced stages of the study, it is recommended that values between 0.70 and 0.90 be considered satisfactory. A value below 0.60 shows the non-existence of reliability. All the same, the internal consistency reliability coefficient interpretation using composite reliability was used based on the established rule of thumb as recommended by (Hair et al., 2011)

Meanwhile, Table 4.8 depicts the coefficients of the composite reliability of the latent constructs. As displayed in Table 4.8, the coefficient of composite reliability of each construct stretched from .805 to .940, with each surpassing the minimum benchmark level of .70, which indicates that sufficient internal consistency reliability measures were used in this present study (Bagozzi & Yi, 1988; Hair et al., 2011).

4.9.3 Convergent Validity

Convergent validity, according to Hair et al., (2006), is the extent or degree to which a measure positively correlates with a measure of the alternative of the same variable. In the same vein, convergent validity can also be described as the extent to which items rightly represent the construct and truly correlate with other measures which have similar latent construct. Hair et al., (2011) submitted that the items that are indicators of a particular construct should share a variance of high proportion. For the convergent validity to be established, researchers should endeavor to consider the loadings of the author of the indicators, and consider the average variance extracted (AVE) as well. Bagozzi and Yi (1998) and Hair, Black, Babin, Anderson and Tatham (2006) opined that the outer loadings that are higher on a construct shows that the connected indicators have much collectively, which is embedded in the construct. This feature is usually called reliability indicator.

Meanwhile, to assess the convergent validity of the present study, Average Variance Extracted (AVE) of latent constructs was examined, as recommended by Fornell and Larcker (1981). In achieving sufficient convergent validity, Chin (1998) suggested that the average variance extraction (AVE) of each of the construct should be a minimum of.050 and above. In line with Chin's (1998) recommendations, the average variance extracted values (in Table 4.8) exhibited high loadings (>.50) on their constructs, showing the convergent validity adequacy.

4.9.4 Discriminant Validity

According to Duarte and Raposo (2010), discriminant validity can be defined as the extent or degree to which a construct is unique from other constructs by standards empirically. Thus, knowing discriminant validity means that a particular construct is distinct and captures a phenomenon that is not represented by other constructs contained in the model. To measure discriminant validity, Fornell and Larcker's (1981) criterion method was adopted for this study. The justification for adopting it is that it is a more conservative method in discriminant validity assessment. It makes a comparison in between the square root of average variance extraction (AVE) values, with the variable correlations. Unambiguously, the square root of each variable's average variance extraction should be more than its uppermost correlation with any other variable or construct. According to Hair et al., (2011), the main logic of this method is based on the premise that a variable shares more difference with its related indicators than with any other variable.

Additionally, Chin's (1988) criterion was adopted; this was used to make a comparison of indicator loadings with other indicators that are reflected as contained in the cross-loadings. In evaluating the discriminant validity, it was suggested by

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Fornell and Larcker (1981) that the average variance extraction (AVE) should be more than correlations between latent constructs. As shown in Table 4.8, the values of the AVE range between .513 and .559, which means that values are acceptable values. Meanwhile, in Table 4.9, latent constructs correlations were compared with AVE's square root (boldface values). Also, Table 4.9 depicts the square root of the AVE were more than latent constructs correlations, meaning that discriminant validity is adequate (Fornell & Lacker, 1981).

Table 4.9
Square Root of Average Variance Extracted (AVE) and Latent Variable Correlations

Constructs	1	2	3	4	5	6	7
1. AA	**.729**						
2. AS	.436	**.765**					
3. ES	.670	.463	**.748**				
4. GS	.616	.322	.594	**.729**			
5. HS	.566	.355	.495	.406	**.741**		
6. LS	.625	.453	.613	.538	.519	**.716**	
7. PS	.651	.444	.566	.594	.519	.637	**.732**

Note: values in bold are the square root of AVE across the diagonal while off-diagonal values are the correlation between variables.

Moreover, as explained previously, discriminant validity can be known by comparing the loadings of the indicator with cross-loadings as suggested by Chin (1998). For adequate discriminant validity to be achieved, Chin (1998) recommended that all indicator loadings should be more than that of the cross-loadings. In Table 4.10, the indicators loadings were compared with reflective indicators. Thus, all indicator loadings were more that cross-loadings, which means that discriminant validity for more analysis.

Table 4.10

Cross Loadings

ITEMS	AA	AS	ES	GS	HS	LS	PS
AA1	**.736**	.317	.537	.434	.403	.445	.525
AA2	**.700**	.346	.488	.385	.378	.409	.349
AA6	**.719**	.358	.530	.402	.459	.456	.431
AA7	**.768**	.335	.484	.560	.402	.540	.587
AA8	**.722**	.232	.400	.453	.422	.414	.455
AS1	.444	**.893**	.489	.328	.377	.437	.469
AS2	.278	**.757**	.306	.236	.233	.334	.324
AS4	.229	**.621**	.197	.130	.147	.229	.150
ES3	.481	.299	**.740**	.412	.283	.397	.414
ES4	.485	.331	**.734**	.517	.333	.453	.455
ES7	.464	.394	**.712**	.397	.315	.446	.366
ES9	.566	.364	**.801**	.452	.524	.529	.453
GS10	.480	.246	.447	**.754**	.343	.367	.438
GS14	.430	.266	.426	**.706**	.325	.389	.386
GS4	.400	.198	.431	**.713**	.286	.431	.413
GS5	.418	.206	.419	**.737**	.280	.370	.464
GS6	.489	.245	.459	**.728**	.256	.390	.432
GS7	.432	.190	.417	**.727**	.300	.370	.456
GS8	.484	.280	.432	**.739**	.284	.431	.444
HS4	.416	.316	.345	.361	**.691**	.369	.370
HS5	.438	.206	.355	.323	**.785**	.386	.391
HS6	.433	.234	.365	.265	**.737**	.357	.378
HS7	.385	.303	.405	.250	**.748**	.430	.398
LS10	.515	.393	.528	.487	.453	**.763**	.536
LS11	.396	.293	.404	.374	.386	**.600**	.431
LS12	.398	.384	.428	.416	.390	**.789**	.434
LS13	.536	.433	.525	.445	.443	**.764**	.507
LS15	.456	.312	.484	.413	.377	**.802**	.473
LS16	.365	.240	.370	.336	.257	**.736**	.398
LS17	.338	.237	.373	.265	.216	**.693**	.354
LS18	.366	.281	.353	.347	.275	**.717**	.420
LS19	.379	.228	.402	.323	.248	**.733**	.449

Table 4.10 Continued

LS2	.583	.467	.567	.442	.560	**.725**	.618
LS20	.442	.225	.374	.352	.362	**.652**	.394
LS4	.425	.339	.410	.312	.404	**.660**	.376
LS6	.394	.307	.372	.379	.347	**.659**	.413
LS8	.500	.289	.454	.438	.300	**.690**	.473
LS9	.460	.312	.403	.341	.383	**.726**	.436
PS1	.478	.352	.376	.340	.426	.417	**.632**
PS11	.549	.384	.472	.520	.399	.540	**.835**
PS12	.509	.343	.427	.429	.368	.500	**.786**
PS13	.424	.246	.349	.358	.310	.410	**.721**
PS14	.376	.217	.356	.362	.309	.411	**.686**
PS15	.514	.351	.427	.417	.359	.408	**.728**
PS2	.428	.316	.401	.395	.380	.442	**.712**
PS3	.457	.251	.376	.460	.357	.372	**.691**
PS5	.460	.375	.451	.501	.435	.533	**.696**
PS8	.536	.411	.500	.494	.459	.603	**.768**
PS9	.460	.276	.385	.470	.348	.454	**.772**

4.10 Assessment of Significance of the Structural Model

Once the confirmation of the variable measures is valid and reliable, the next stage is to assess the significance of the structural model. This entails assessing the predictive capabilities of the model and the relationships between the variables (Hair et al., 2014). Having determined the model measurement results, this study assessed the significance of the structural model. Toascertain the importance of the structural model, Henseler (2009) suggested a systematic method ofevaluating the results of the structural model. The approach is shown in Figure 4.2 earlier on. Meanwhile, this study applied the bootstrapping standard approach as recommended by Hair et al., (2011). In achieving that, 5000 samples and 379 cases were applied to determine the significance with a view toestablishing path coefficient. The importance of

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bootstrapping in PLS-SEM is to establish the t value empirically (Hair et al., 2014; Henseler et al., 2009). Thus, Figure 4.3 shows the estimates for the structural model in full, which encompasses moderating construct (i.e., principal's supervision).
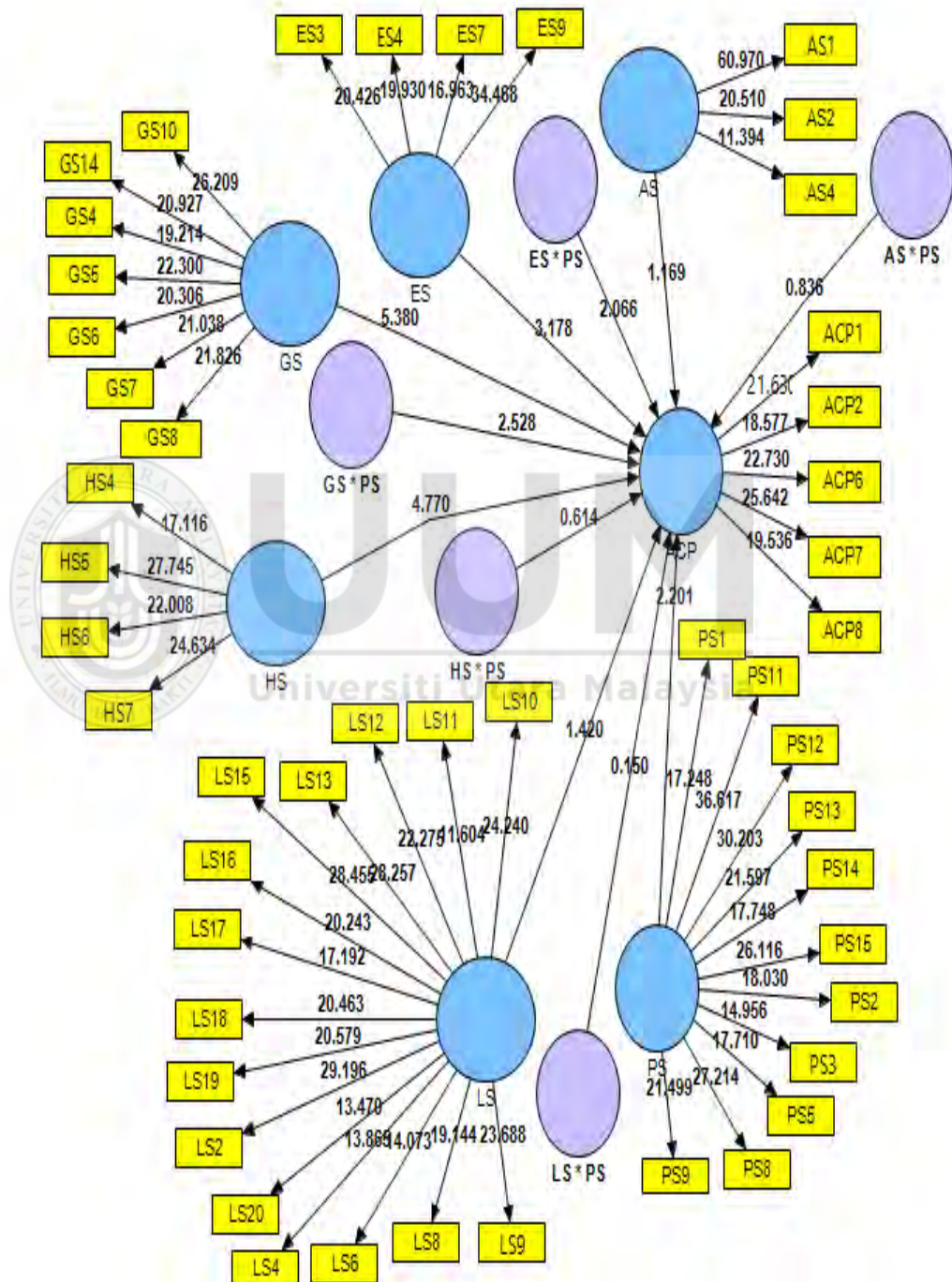
Figure 4.3 Structural Model with Moderator (Full Model)

Research Question 2: Is there any relationship between students' personnel services and academic achievement   in secondary schools?

In consonance with research question of this study, there are five direct hypotheses formulated on the relationship between students' personnel services and academic achievement. Specifically, the five dimensions of students' personnel services (admission, extracurricular, guidance and counselling, health, and library services) were predicted to be positively related to academic achievement.

Firstly, Hypothesis 1 postulated that there will be a positiverelationship between library services and academic achievement of students in school (β = .124, t value = 2.023, p value < .022). Result shows that the hypothesis that states that there will be a positive relationship between library services and academic achievement of students is supported.

Secondly, hypothesis 2 postulated that there will be a positive correlation between guidance and counselling services and academic achievement (β = .191, t value = 3.700, p value < .000). Interestingly, it means that the hypothesis that stated that there will be a positive relationship between guidance and counselling services and academic achievement is supported in this study.

Thirdly, hypothesis 3 predicted that there will be a positiverelationship between health services and academic achievement of students in school (β = .175, t value = 2.661, p value < .004). Result reveals that the hypothesis that stated that there would be a positive relationship between health services, and academic achievement of students is supported.

Hypothesis 4 stated that admission service was positively relatedto academic achievement. The result in Table 4.11 and Figure 4.4 showed a negative relationship between admission services and academic achievement (β=. 048, t value=1. 264, p value<. 104), which means that hypothesis 1 which states that there will be a positive relationship between admission services, and academic achievement of students is not supported in this study.

Lastly, hypothesis 5 predicted that there will be a positive correlation between extracurricular services and academic achievement. The result displayed in Table 4.11 showed a positive relationship between extracurricular services and academic achievement (β=.258, t value=3.894, p value<.000), which indicates that the hypothesis which states that there will be a relationship between extracurricular services and academic achievement is supported.

Table 4.11
Structural Model Assessment with Moderator (Full Model)

Hypothesis	Relationship	Beta value	Std. Error	T value	P value	Decision
H1	LS -> AA	.124	.061	2.023	.022**	Supported
H2	GS -> AA	.191	.052	3.700	.000***	Supported
H3	HS -> AA	.175	.066	2.661	.004***	Supported
H4	AS -> AA	.048	.038	1.264	.104	Not supported
H5	ES -> AA	.258	.066	3.894	.000***	Supported
H6	LS * PS -> AA	-.014	.092	.150	.441	Not Supported
H7	GS * PS -> AA	.173	.068	2.528	.006***	Supported
H8	HS * PS -> AA	.039	.063	.614	.270	Not supported
H9	AS * PS -> AA	-.043	.052	.836	.202	Not supported
H10	ES * PS -> AA	-.210	.102	2.066	.020**	Supported

Note: ***Significant at 0.01 (1-tailed), **significant at 0.05 (1-tailed), *significant at 0.1 (1-tailed).

4.10.1 Assessment of Variance Explained in the Endogenous Latent Variables

Another essential criterion for evaluating the structural model in Partial Least Square (PLS-SEM) is referred to as coefficient of determination, which can also be described as an R^2 value according to Hair et al., (2011) and Henseler (2009). The coefficient of determination is the most frequent method because it measures the predictive accuracy model and this can be calculated as the squared relationship between a precise endogenous variables predicted and actual values. Elliot and Woodward (2007) asserts that the coefficient of determination denotes the exogenous constructs altogether effects on the latent variable endogenous. This is because coefficient depicts the correlation between real and predicted values; it also denotes the amount of variance as embedded in the endogenous variable described by all of the exogenous variables that are connected to it.

Furthermore, Falk and Miller (1992) recommended that the coefficient of determination (R^2 value) should be at 0.10 values as the least acceptable level. Meanwhile, according to Chin (1988), she suggests that the coefficient of determination values of 0.19, 0.33, and 0.67 in a structural model can be considered as weak, moderate, and substantial respectively. Thus, Table 4.12 shows the coefficient of determination (R^2 values) of the endogenous variables.

Table 4.12

Variance Explained in the Endogenous Latent Variable

Latent Variables	Variance Explained (R2)
AA	.619

As shown in Table 4.12, the model in this study explains.619 (i.e., approximately 62%) of the total variance in academic achievement. This means that the six sets of

exogenous latent variables (i.e., guidance and counselling services, library services, health services, admission services, extracurricular services, and principal's supervision) collectively explained 62%. Hence, in line with Falk and Miller's (1992) and Chin's (1998) recommendation, the endogenous latent variables revealed an acceptable R^2 value, which can be considered as substantial.

4.10.2 Assessment of Effect Size (f2)

After evaluating the R-squared value (R^2) of endogenous variables, then the adjustment in the R-squared when a specified exogenous variable is omitted from the study model can be used to determine whether the omitted variable has a substantial influence on the endogenous variables. This measure is known as the f2effect size (Chin, 1998; Hair et al., 2011). Therefore, the effect size can be computed using the formula as suggested by researchers (Cohen, 1988; Wilson, Callaghan, Ringle, & Henseler, 2007) as:

$$F^2 = \underline{R^2_{included} - R^2_{excluded}}$$

$$1 - R^2_{included}$$

Thus, R^2 included and R^2 excluded denotes the R^2 values of the endogenous variable when a particular exogenous variable is excluded or included from the study model. A change in the R-squared is computed by estimating the Partial Least Square (PLS path model) twice. It is estimated that first time if the exogenous variable (independent variable) is included (i.e., having R^2 included) and, for the second time, for the exogenous variable (Independent variable) (i.e., yielding R^2 excluded) (Cohen, 1988; Hair et al., 2011). Meanwhile, regarding the guidelines for assessing the effect size f^2 of the model, Cohen (1988) suggested that values of 0.02 are

considered as small, values of 0.15 is seen as a medium, while the values of 0.35 areregarded as large effects of the exogenous latent variable. Thus, Table 4.13 displayed below shows the effect sizes of the latent variables based on Cohen's (1988) recommendation.

Table 4.13
Effect Sizes of the Latent Variables on Cohen's (1988) Recommendation

Endogenous	Exogenous	R-squared Included	R-squared Excluded	f-squared	Effect size
AS	AA	.619	.617	.005	None
ES	AA	.619	.588	.081	Small
GS	AA	.619	.600	.050	Small
HS	AA	.619	.600	.050	Small
LS	AA	.619	.611	.021	Small
PS	AA	.619	.600	.050	Small

Source: Researcher

As shown in Table 4.13 above, the effect sizes for the library services, guidance and counselling services, health services, admission services and extracurricular services on academic achievement, were .021, .050, .050, .005 and .081 respectively. Hence, based on Cohen's (1988) guidelines for interpretation, the effect sizes of the six exogenous variables on academic achievement can be considered as none, small, small, small, and small respectively.

4.10.3 Assessment of Predictive Relevance

Having determined the magnitude of the R-squared values as a necessary criterion for predictive accuracy of the study model, Stone (1974) and Geisser (1974) suggests that it is pertinent to determine the Stone-Giesser's Q^2. This measure is considered as an indicator of the predictive relevance of the model. Specifically, Hair et al., (2011) opined that when Partial Least Square (PLS-SEM) shows predictive relevance, then it will accurately predict the indicator's data points in a reflective model of

endogenous constructs (though not applicable for the formative model). Concerning the assessment of goodness-of-fit in PLS-SEM model, Duarte and Raposo (2010) opined that predictive relevance of Stone-Giesser's test is regularly used as supplementary when assessing goodness-of-fit.

In the light of this, this study assessed the predictive relevance of the study model by using Stone-Giesser test, and this was done by applying blindfolding methods. Although this study applied blindfolding to establish the predictive relevance of the study model, it is noteworthy that scholars (Sattler, Volckner, Riedger & Ringle, 2010) have observed that ―blindfolding procedures is only applicable to endogenous variables which have a measurement model that is reflective" (p.320). According to McMillan and Conner (2003), a model with a reflective measurement postulates that an unobservable concept or an underlying concept can cause a disparity in observable indicators set. Hence, it is because the endogenous variable in this study was reflective, this necessitated a blindfolding method that was applied to the endogenous variable of the study.

In particular, the researcher applied a cross-validated redundancy measure to measure the predictive relevance of the study model (Chin, 2010; Geisser, 1974; Hair et al., 2013; Stone, 1974). The Q^2 is the criterion to know whether a model will predict the data of omitted cases (Hair et al., 2014). Henseler et al., (2009) asserts that a structural model that has Q^2 values that are larger than zero for a certain reflective endogenous variable shows the path model of the predictive relevance of the particular variable. Hence, this reflects more predictive relevance. Table 4.14 shows the results or outputs of the cross-validated redundancy (Q^2 test).

Table 4.14
Construct Cross-Validated Redundancy

Total	SSO	SSE	1-SSE/SSO
AA	1895.000	1292.844	.318

Source: Researcher

As displayed above in Table 4.14, the results show the cross-validation redundancy measure (Q^2) for the endogenous variable is above zero, meaning that predictive relevance of the model has been established (Chin, 1998; Henseler et al., 2009).

4.10.4 Testing Moderating Effect

In testing the moderating effect, the researcher used a product indicator method by using Structural Equation Modelling (PLS-SEM) with a view to detect and estimate the strength of the moderating effect of principal's supervision on the relationship between students' personnel services and academic achievement in secondary schools (Henseler & Chin, 2010; Helm, Eggert, & Garnefeld, 2010; Henseler & Fassott, 2010a). In this study, the term product approach is considered suitable simply because the moderating variable is a continuous variable (Rigdon, Schumacker, & Wothke, 1998).

Henseler and Fassott (2010) opined that given the product term approach, results are usually superior or equal to those of group with comparison approach. The term product approach is always recommended. Meanwhile, product indicator approach was used to test the moderating effects of principal's supervision on the relationship between students' personnel services and academic achievement, and this demand that product terms between indicators of the independent variable and the moderator's indicators must be created. Thus, the product terms were used as indicators of the interaction in the model (Kenny & Judd, 1984).

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Table 4.11 and Figure 4.7 thus express the estimates after applying the used product indicator method to examine the moderating effect of principal's supervision, the relationship between the independent (exogenous) and dependent (endogenous) variable. In the hypotheses formulated in chapter two of the study, ten hypotheses were formulated. Five hypotheses were raised about the direct relationship between students' personnel services and academic achievement. The five hypotheses had been reported in Table 4.11. However, five hypotheses were equally formulated for the moderating effects in the present study.

Research Question 3: Does principal's supervision moderate the relationship between students' personnel services and academic achievement?

In congruent with the research question above, and as stated earlier in Table 4.11, hypothesis 6 had predicted that principal's supervision moderates the relationship between library services and academic achievement. The results in Figure 4.11 showed that statistically principal's supervision does not moderate the relationship between library services and academic achievement of students (β = .014, t = .150, p < .441), which indicated that principal's supervision did not have any influence on the relationship between library services and academic achievement.

Secondly, hypothesis 7 postulated that principal's supervision moderated the relationship between guidance and counselling services and academic achievement of students. Interestingly, results in Table 4.11 fully supported the hypothesis 8, thus, principal's supervision statistically moderated the relationship between guidance and counselling services and academic achievement (β =.173, t = 2.528, p < .006**).** It indicated that most principals ensured good academic achievement is achieved as a result of adequate supervision of the guidance and counselling services in the school.

In line with the recommendation of Aiken and West (1993) and Dawson and Richter (2002), information derived from the path coefficients was used to plot the moderating effect of principal's supervision on the relationship between guidance and counselling services and academic achievement of students.
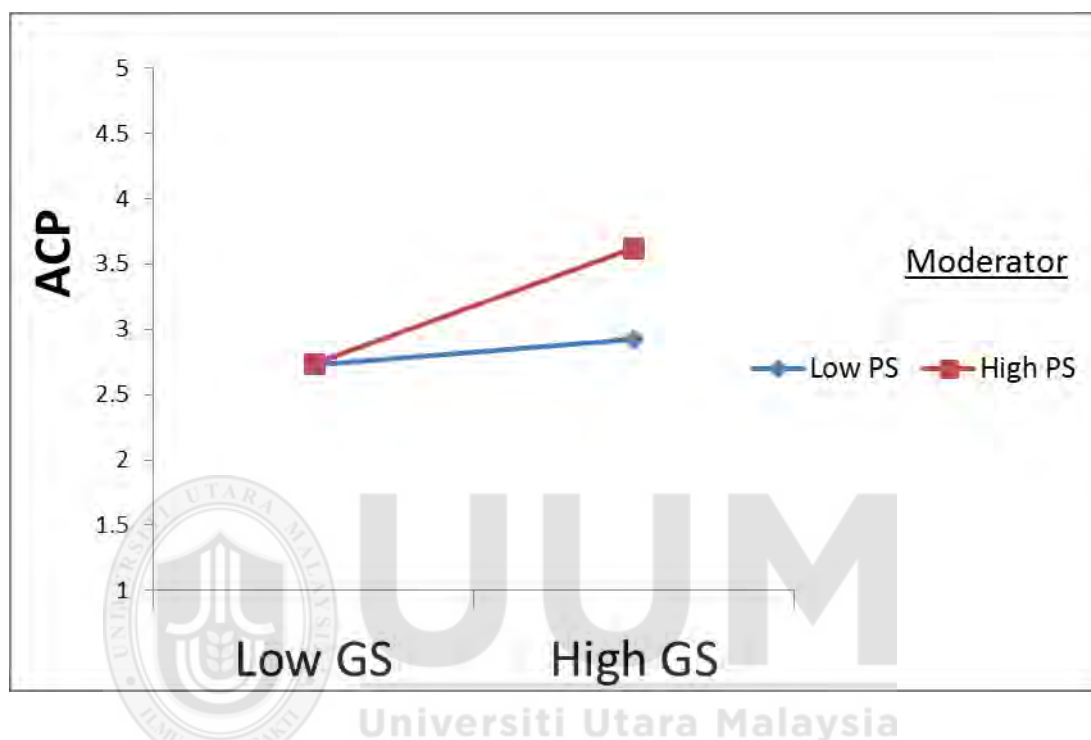
Figure 4.4 Interaction Effect of Guidance and Counselling Services and Principal's Supervision on Academic Achievement

Note: (**GS** means guidance and counselling services; ***AA** and not **ACP**: means academic achievement)

On the contrary, hypothesis 8 postulated that principal's supervision moderates the relationship between health services and academic achievement of students in schools. Regrettably, the results in Table 4.11 revealed that statistically, principal's supervision did not moderate the relationship between health services and academic achievement of students in schools ($\beta = .039$ t $=.614$, p $< .270$), which means that principal's supervision has nothing to do with the relationship between health services and academic achievement of students.

In the same vein, hypothesis 9 postulated that principal's supervision moderated the relationship between admission services and academic achievement of students in school. Unfortunately, the hypothesis was not supported, which means that principal's supervision of admission services did not have any impact on the academic achievement of students. The results displayed in Table 4.11 revealed that the interaction terms which represented admission services with principal's supervision (β = .043, t = .836, p < .202) was not statistically supported.

Lastly, as predicted earlier in Hypothesis 10 that principal's supervision moderated the relationship between extracurricular services and academic achievement. Expectedly, the results displayed in Table 4.11 fully supported the stated hypothesis 7, which predicted that principal's supervision moderated the relationship between extracurricular services and academic achievement of students. It indicates effective supervison by the school principal in ensuring that extracurricular services arewell implemented in school (β = .210, t =2.066, p < .020). The moderating effect of principal's supervision on the relationship between extracurricular services and academic achievement is represented in Figure 4.5 which shows a statistically significant association between extracurricular services and academic achievement for principal's supervision.

Meanwhile, following the techniques suggested by Aiken and West (1993) and Dawson and Richter (2002), the path coefficients information was used for the plotting of the moderating effect of principal's supervision on the relationship between extracurricular services and academic achievement of students.
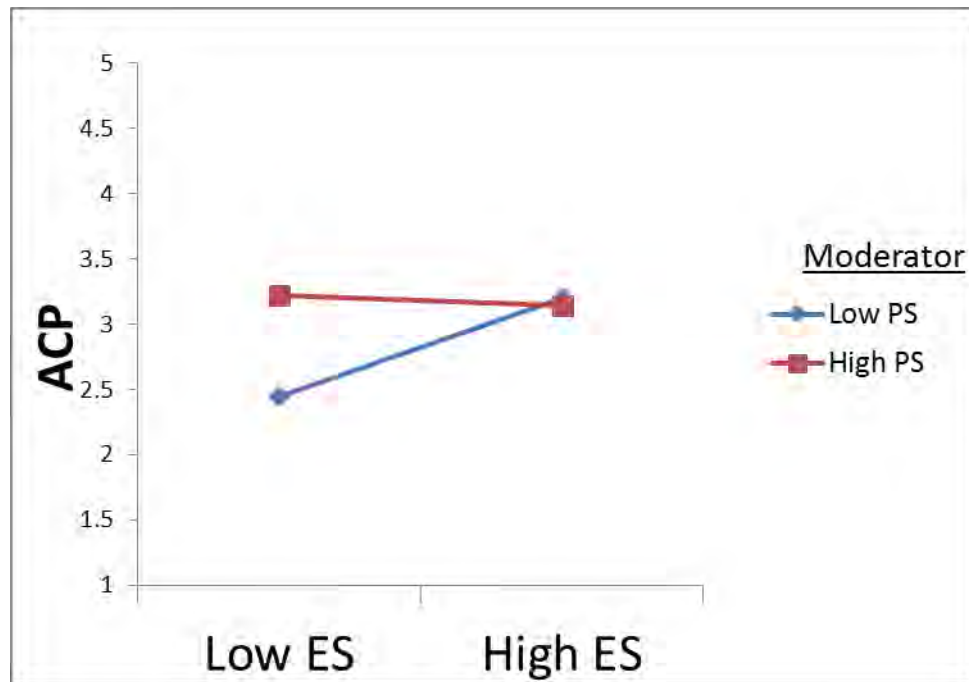
*Figure 4.5*Interaction Effect of Extracurricular Services and Principal's Supervision on Academic Achievement

Note: (**ES** means extracurricular services; **AA** and not **ACP**: means academic achievement)

4.10.4.1 Determining the Strength of the Moderating Effects

In knowing the strength of the moderating effects of principal's supervision on the relationship between students' personnel services and academic achievement, the present study adopted Cohen's (1998) effect sizes. More so, in calculating the strength of the moderating effects, it can be calculated by comparing the coefficient of determination (R^2) value of the key effect model with the ($R^{2)}$) value of the complete model that incorporates moderating variable and exogenous variables (Henseler & Fassot, 2010; Wilden, Gudergan, Nielsen, & Lings, 2013). Therefore, the moderating effects strength could be computed using the Cohen (1988) and Henseler and Fassott's (2010a) formula:

Effect size: $(f^2) = \dfrac{R^2 \text{ model with moderator} - R^2 \text{ model without a moderator}}{1 - R^2 \text{ model with moderator}}$

Further, Cohen (1988), Henseler and Fassott (2010a) recommends that a moderating effect sizes with values of 0.02 can be said to be weak, effect sizes of 0.15 considered as moderate, while effect sizes more than 0.35 can be regarded as very strong. Nevertheless, Chin, Marcolin and Newsted (2003) are of the view that having a low effect size does not mean that the moderating effect of the study is insignificant. A small interaction moderating effect can be significant under moderating that has extreme conditions, and if the beta changes are meaningful, thus it is essential to take into consideration this account.

In line with Henseler and Fassott's (2010) and Cohen's (1988) guidelines (i.e., a rule of thumb) for determining the moderating effect's strength, Table 4.15 below shows the effect size for academic achievement was 56, suggesting that the moderating effect was strong (Henseler, Wilson, Gotz, & Hautvast, 2007; Wilden et al., 2013).

Table 4.15
Strength of the Moderating Effects Based on Cohen's (1988) and Henseler and Fassott's (2010) Guidelines

Endogenous Latent Variable	R-squared		fsquared	Effect Size
	Included	Excluded		
Academic Achievement	.72	.57	56	Strong

4.11 Summary of Findings

After the presentation of the results (including main and moderating) in the proceeding segments, in the light of this, the summary of the results (all hypotheses) are displayed below in Table 4.16

Table 4.16
Summary of Hypotheses Testing

Hypothesis	Statement	Finding
H1:	There will be a positive relationship between library services and academic achievement.	Supported
H2:	There will be a positive relationship between guidance and counselling services and academic achievement	Supported
H3:	There will be a positive relationship between health services and academic achievement.	Supported
H4:	There will be a positive relationship between admission services and academic achievement.	Not Supported
H5:	There will be a positive relationship between extracurricular services and academic achievement.	Supported
H6:	Principal's supervision moderates the relationship between library services and academic achievement.	Not Supported
H7:	Principal's supervision moderates the relationship between guidance and counselling services and academic achievement.	Supported
H8:	Principal's supervision moderates the relationship between health services and academic achievement.	Not Supported
H9:	Principal's supervision moderates the relationship between admission services and academic achievement.	Not Supported
H10:	Principal's supervision moderates the relationship between extracurricular services and academic achievement.	Supported

4.12 Summary

Obviously, the justification for using Smart PLS (Path Modelling) to test the model of the study theoretically was presented. Given the assessment of the significance of the path coefficients, significant findings in this current study were presented. Mostly, self-report methods have provided substantial support for the moderating

effects of principal's supervision on the relationship between students' personnel services and academic achievement in secondary schools. Particularly, path coefficients information showed a significant positive relationship between (1) library services and academic achievement, (2) guidance and counselling services and academic achievement, (3) health services and academic achievement, and (4) extracurricular services and academic achievement. On the contrary, the path coefficients information showed a negative relationship between admission services and academic achievement.

Most importantly, regarding the moderating effects of principal's supervision on the link between the dimensions of students' personnel services (i.e., library services, guidance and counseling services, health services, admission and extracurricular services) and academic achievement, Partial Least Square path coefficients showed that out of five formulated hypotheses, two were significant. Specifically, principal's supervision moderates the relationship between (1) extracurricular services and academic achievement, and (2) guidance and counselling services and academic achievement.

Finally, chapter five discusses further on the findings of the study, implications of the study, limitations of the study, suggestions for future studies and conclusion.

4.13 Qualitative Approach

This section presents the analysis of the findings based on data collected via the interviews conducted with 20 secondary school principals in Kwara State, Nigeria. The analysis in this section provides answers to the formulated research question in the study, which were explored through interview. The interview was conducted between September and November, 2015. The main purpose of this chapter is to share the data discovered from the school principals with a view to determining whether school services are provided for students as well to understand their supervisory role on these services and how they contribute to the academic achievement of their students in the school system. This chapter allowsto contend with the richness of the collected data, which is in line with the research question against the theoretical framework background that underlines it. Therefore, findings that are based on schools' principals' perspectives are presented below.

4.14 The Interview Protocol/Processes

The basis for conducting interview was to avail an opportunity of getting a better understanding of how principal's supervision could be incorporated in ensuring students' services and academic achievement in secondary schools in Kwara State, Nigeria. Interviewees for the study were asked to share their views on how they ensured constant supervision of the services provided for students in the school. The study got opinions and perceptions of 20 schools' principals on how supervision was carried out in the school system.

The interview conducted brought splendid views on how supervision can be used to ensure effective supervision of the school services with the aim of achieving school goals and objectives. Meanwhile, in the course of carrying out interview, it was

observed that some of the principals were very busy with their work; they had no time to grant interviews because of their busy schedule. In addition, some of the principals were afraid of granting interview simply because they did not want to divulge the activities of their school to an outsider. They were afraid that if they grant interview, the content of the interview might be leaked to the government and this may cost them their job. Efforts were made by the researcher to convince the interviewees on the need to assure them of confidentiality and that the information getting from them would strictly be used for research purpose. According to English Dictionary, confidentiality simply means keeping the secret entrusted with another person. Thus, this remarkable effort convinced the interviewees to cooperate with the researcher to ensure smooth interview sessions with them. Also, some interviewees were of the view that they must have knowledge of the contents of the interview questions before the interview session can be started. The reason they gave was that they wanted to write some points down so that they would be able to answer questions perfectly without any problem.

Furthermore, the interview protocol has eight questions; interviewees were given adequate time to respond to the questions contained in the interview protocols. To ensure the validity of the interviews, the researcher endeavored to conduct what is called validity checks of the data. According to Wikiversity (2015), a validity check is essential in qualitative research. In support of the foregoing, Whittemore, Chase and Mandle (2001) opined that it helps to ensure conformity regarding the credibility of information as well as to ensure that the outcome of the research reflects the research context.

Therefore, during data collection, interviewees were told to check the field-notes and recording to be sure whether what the researcher wrote and recorded are exactly what

was taken from them. The interviewees were successfully interviewed with the use of tape recorder, biro and jotter. To ensure the accuracy of the interviews conducted, the researcher meticulously paid attention to the tape recorder that was used to grant the interview from the school principals. The interviews collected were transcribed personally by the researcher so that to ensure proper transcription of all the interviews granted. The transcription of the interviews produced 68 data pages. The minimum time spent on informants during the interview was 15 minutes while the maximum lasted for 37 minutes. All the interviewees' views were used for the study.

Beforethe analysis of the transcribed interviews, codification and categorization of the themes were done. The researcher jettisoned the idea of manual analysis in qualitative research; the researcher conceived the idea of using the modern way of analyzing in qualitative research. To make this research a unique one, this study employed the use of latest software called Nvivo 10, the software is what is in vogue in qualitative research. According to Buchannan and Jones (2010), the Nvivo is an analysis product that is uncommonly used in the qualitative research. The software is a code, retrieve and theory building device. It helps users to reproduce all the abilities of the pen and paper system into the device. The software makes use of the rich which enables integrated emphasis through font, color and character style. One of the features of Nvivo is that once the textis imported into the software, the text can be emphasized continuously through the inner rich text editor for easy manipulation of character style, color and font (Blismas and Dainty, 2003). Also, data selected in Nvivo can be coded via an accumulated structure tree.

Editing is dynamic in the software;text is easy to be edited even when coded and comments can be added throughout the analysis period. Additionally, nodes and documents can have elements attached. Using of attributes enables the incorporation

of quantitative as well as demographic data which can be used to augment the final results of the analysis. The importance of using Nvivo 10 software in qualitative research is that it provides more rigorous and thorough coding and interpretation. It helps qualitative researchers in data management because all the work would be stored in the software.

Another importance of Nvivo software is that it makes qualitative research seamless. It allows hyperlinking of the data and other external documents, the creation of conceptual models as well as the testing of the hypotheses via advanced search which offers standard Boolean operators and makes sophisticated options like attributions, scoping, matrix searching and, proximity (Welsh, 2002).

Further, the codified and categorized interviews were entered into the Nvivo software for easy understanding of the study. However, this study had two (2) main themes with seven sub-themes and 27 sub-sub themes. Perception of students' personnel service is the first theme, and it has five (5) sub-themes and twenty (20) sub-sub themes. Perception of supervision is the second theme and it has two (2) sub-themes and six (6) sub-sub themes.

Expectedly, theme one, which has the largest sub-themes, namely, guidance and counselling, library, health, admission, and extracurricular services, while theme two has principal's supervision and challenges of supervision. The presentation of data has been discussed by theme; this has given a clearer picture of the findings. Table 4.17 shows the table of theme, sub-themes, and sub-sub themes:

Table 4.17
Thematic Table of the Study

Main Theme	
Number of themes	2
Number of sub-theme	7
Number of sub-sub-theme	26
Theme One (Students' Personnel Services)	
Number of sub-theme	5
Number of sub-sub-theme	20
Theme Two (Supervision)	
Number of sub-theme	2
Number of sub-sub-theme	6
Total	68

4.15 Profile of the Informants

It isimperative to provide a background of informants in qualitative research, this is also applicable in quantitative research as well. The essence of providing the profile of informants is to gain a better understanding of the informants based on their characteristics that formed their personality. Another reason for reporting the profile of informants is to exhibit transparency in research. However, as explained earlier, twenty informants (schools' principals) formed the total sample size for the study. The profile of the informants is displayed below:

Table 4.18
Informants' Background Information

Informants	Gender	Age	Educational Qualification	Religion
Informant 1	Male	50 and above	M.Ed	Islam
Informant 2	Male	50 and above	M.Ed	Islam
Informant 3	Female	50 and above	M.Ed	Islam
Informant 4	Male	50 and above	M.Ed	Islam
Informant 5	Male	Less than 50	M.Ed	Christianity
Informant 6	Male	Less than 50	B.Ed	Islam
Informant 7	Female	50 and above	M.Ed	Islam
Informant 8	Female	Less than 50	M.Ed	Christianity
Informant 9	Male	50 and above	M.Ed	Islam
Informant10	Male	50 and above	M.Ed	Islam
Informant11	Male	50 and above	M.Ed	Islam
Informant12	Female	50 and above	B.Ed	Islam
Informant13	Female	50 and above	B.Ed	Islam
Infromant14	Male	50 and above	M.Ed	Christianity
Informant15	Male	50 and above	M.Ed	Christianity
Informant16	Female	50 and above	M.Ed	Islam
Informant17	Male	Less than 50	B.Ed	Christianity
Informant18	Male	50 and above	M.Ed	Islam
Informant19	Male	Less than 50	B. Ed	Islam
Informant20	Female	50 and above	M.Ed	Christianity

Source: Researcher

The breakdown of the informants' profile is presented above. The informants' profile is based on gender, age, educational qualification, and religion as captured in the preceding table. Based on gender, Table 4.18 shows that the majority of the informants were males with 13 informants while seven informants were females. The 13 informants (males) accounted for 65%; while seven informants (females) accounted for 35%. Regarding age, Table 4.81 revealed that the majority of the informants' age (15 informants) is 50 years and above, which represents 75%,

whilefive informants' age is less than 50years, which represent 25%. . Also, Table 4.18 revealed that most of the informants possessed Masters' Degree in Education (M.Ed.). Fifteen (15) of the informants acquired masters, while the remaining informants (5) possessed Bachelor Degree in Education (B.Ed.). The 15 informants accounted for 75% of the sample size, while five informants account for 25% of the sample size. The implication of this is that the majority of the interviewed principals is educated which helped to get accurate information from them concerning their perception of supervision, students' personnel services and students' academic achievement in the school system. Lastly, regarding religion, the study showed that the majority of the informants (14) are Muslims, while the remaining informants (6) are Christians. The 14 informants represent 70% of the informants, while seven informants represent 30%.

4.16 Academic Achievement

The focus of this study is to explore the moderating effect of principal's supervision on the relationship between students' personnel services and academic achievement in secondary schools in Kwara State, Nigeria. Achieving academic achievement is based on the premise of effective supervision on the part of the principal, which is akin to the reasonable provision and utilization of school services and these services are bedrock to the academic achievement of students in school.

Research Question 4: To what extent is the principal's perception of supervision and students' personnel services enhance academic achievement?

In line with the qualitative research question of the study, the interviews with the schools' principals explained their views on their supervision in school, the provision of students' personnel services, and academic achievement in the school system.

Emerged conceptions in the study are grouped into main themes and sub-themes. Thus, the main themes of the study consists of two main themes, namely, theme one and theme two. Theme one has to do with the perceptionof students' personnel services, and it has five (5) sub-themes, namely, guidance and counselling services, library services, health services, admission services and extracurricular services.
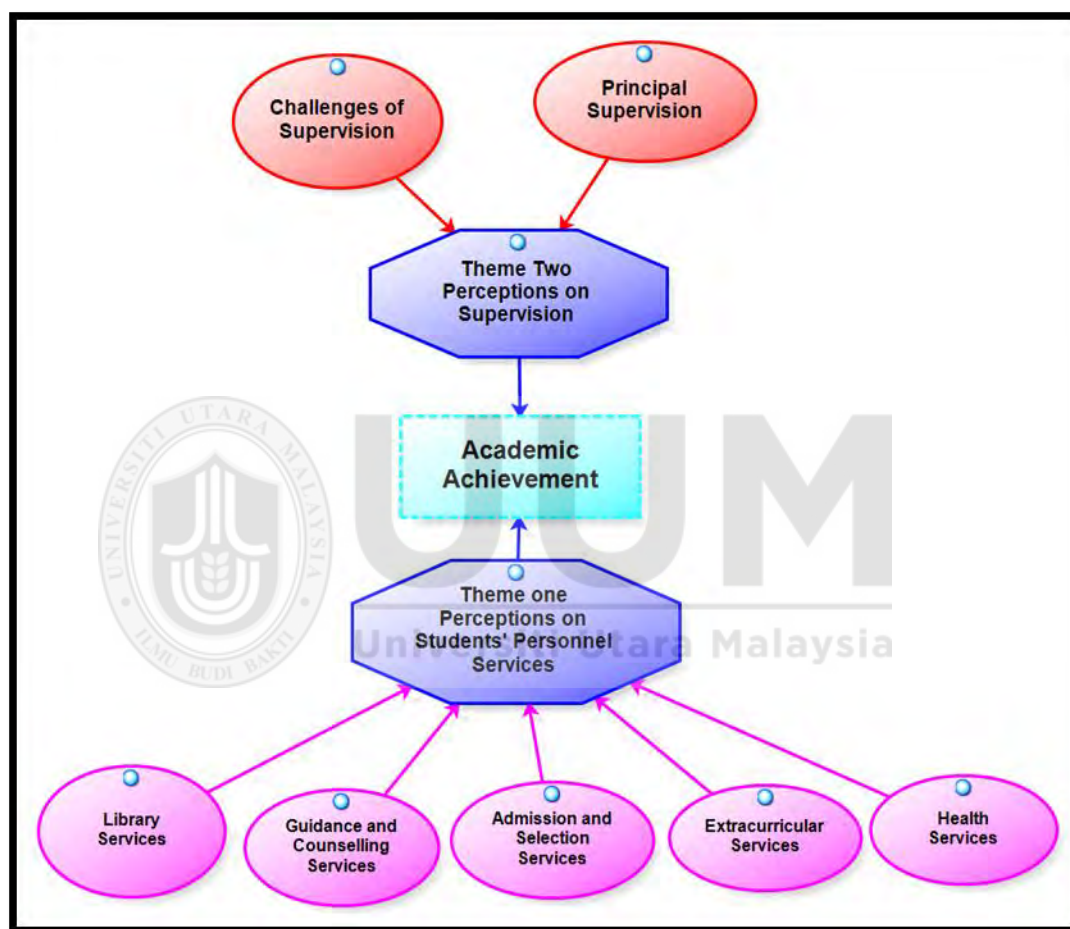
Figure 4.6. Main themes and sub-themes of the study (Full Model)

Theme two in this study is a perception on supervision and it has two (2) sub-themes, namely, principal supervision and challenges of supervision.

4.17 Theme One: Students' Personnel Services

After the interview was conducted for the principals in secondary schools and subsequent transcription as well as coding was completed, students' personnel

services emerged as the first theme of the study. According to Lewis (2010), students' personnel services connote the services that are necessary for the development of the students in the school system. It is an integral part of the school system which cannot be compromised (Arinde, 2010), it is often said that the availability of these services forms the cornerstone of the school system and it ensures that all the planned programs are implemented (Lewis, 2010).
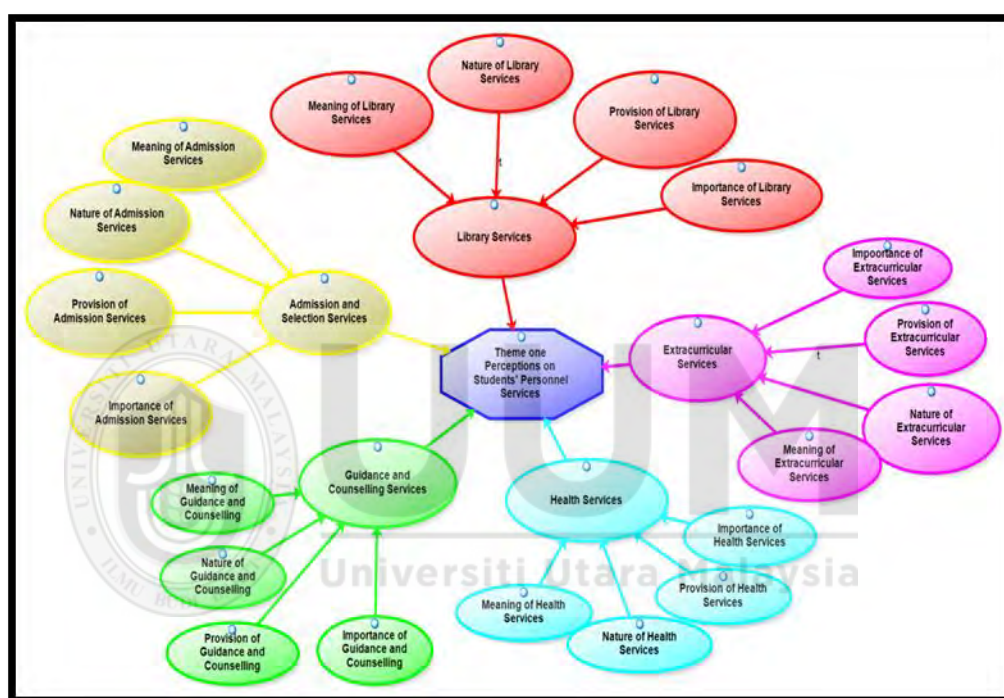
Figure 4.7. Theme one: Students' personnel services

However, the analysis of interview collected using Nvivo 10 revealed that there are several predictors of students' academic achievement in the school. They are admission services, guidance and counselling services, health services, library services and extracurricular services. Figure 4.7 visualizes the thematic one and its components.

4.17.1 Library Services

Studies have indicated that library services primarily deal with those provisions of the library which keeps stock of a variety of books and other instructional materials

which students and staff of the school can access from time to time. Library service is an integral part of the school system, and its importance cannot be underestimated (Jato, Ogunniyi & Olubiyo, 2014). According to National Policy on Education (Federal Republic of Nigeria, 2004), library services are a necessity that must be included in the school system and should cut across all tiers of education (primary, secondary, and tertiary) in Nigeria. Owoeye and Yara (2011) observed that teaching and learning process in the school resides in the library because the content is going to be discussed in the classroom comes from the books which will be found in the library. A well-furnished school library accelerates the learning process in the classroom, thereby, having a positive impact on the academic performance of the students in their examinations. A school without a library is incomplete just like a car without an engine that is the analogy.

Library service in this context forms the sub-theme of students' personnel services, and in knowing the library service that is inherent in secondary schools in Kwara State. Four fundamental questions were thrown to the informants. The questions were related to meaning of library service; nature of library service; provision of library service; and the importance of library service. The four questions are the sub-sub themes under the library service, which is itself a sub - theme. Meanwhile, the informants in this study are principals. Nvivo 10 outputs below shows the sub-theme and sub-sub themes.
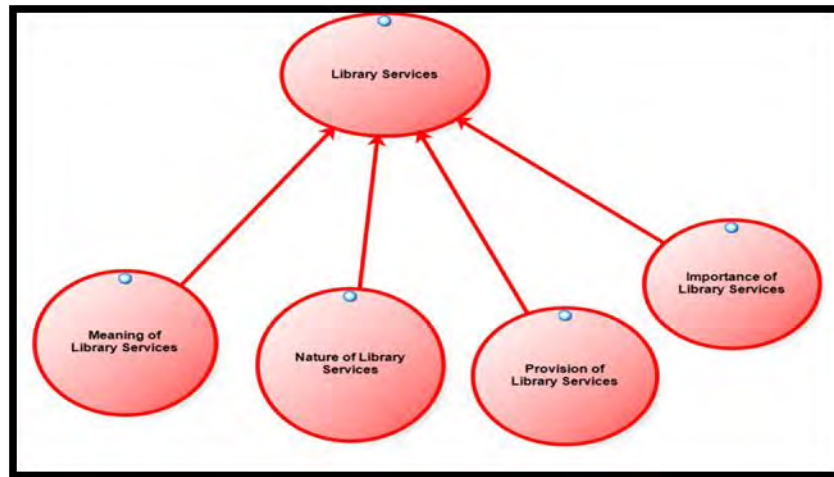
Figure 4.8. Thematic mapping of how library services influence academic achievement.

4.17.1.1 Meaning of Library Services

Quite a few studies have been done to understand the concept of library services in the school setting. Most of the studies described library services in different versions. According to Adeyemi (2010a), a library is a place where necessary materials (print and non-print materials) are put in place for self-development. Jato, Ogunniyi and Olubiyo (2014) see the library as the collection of newspapers, books, tapes, television etc. which are kept for students and staff to use during and after the school hours. Further, Owoeye and Yara (2011) opined that library is an important factor in the learning process. It is one of the sacrosanct parts of the school services. The books control the learning process. The aim of the academic library is to enhance the knowledge of the users for their betterment. Meanwhile, the interview conducted in this study lays support to the preceding statement. Those school principals gave different versions of the meaning of library services. Nevertheless, the intention of the researcher is to see the views of the principals on the meaning of library service. Their opinionsare hereby explained below.

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Firstly, informant 8 submitted that ―... library service is one of the supported services that is expected in school… It is a place which students make use to further their research". Informant 20 says that ―... library services are the services that are primarily meant for the development of students in school". Informant 2 specifically sees it as:

> *A place for students to acquire more knowledge with a view tomaking them do well in their academic activities. It is equally a place for students to learn more about what they might have learnt in the classroom.*

Informants 18 and 16 opined that ―... A library is a place where children can borrow books and other reference materials for their research. A library is a place for a student to develop them academically. It is an important aspect of school services. Its importance cannot be over-emphasized". Stressing more on the meaning of library services, informants 6 and 12 said ―.... a library is a place for students to carry out research regarding their academic activities… It is also a place which students use to update their knowledge for their academic development". In the same vein, informants 7 and 17 say ―... library service is very vital in the school system… it is an appendage of the school system…it is a place designed to update the knowledge of the students". Informants 13 and 9 expressed that ―... A library is a place where students can update their knowledge. It isan important service that hastens the academic achievement or performance of students… the library is also a place for teachers' use". Informant 5 says that" … library service is all about assisting students in doing research for their academic progress… it is a valuable service in the school system".

The submissions of the above informants indicate that library is not only meant for students, it is also meant for teachers' use since teachers need to update their

knowledge. According to Owoeye and Yara (2011), the presence of library in the school is meant for the entire students and staff of the school, since knowledge is not static, it is necessary for teachers to make use of the library so that they can function well in the classroom. In addition, some informants also bare their minds concerning the meaning of library services, their views are:

A library is a place where we keep reference materials, especially books and any other documents which are meant for students and staff use in the school. A library is a place where students and staff get information to enhance their knowledge. The library is an essential component of the school. The importance of the library in education cannot be overemphasized (Informants 1 and 10).

Likewise, informants 14 and 19 say that:

The library is meant to assist students and teachers to brighten their knowledge. The library is one of the units in the school where students go to source for information regarding their academic activities. It is an important unit in the school system.

Interestingly, informants 15 and 11 assert that" ... Library is a compulsory unit in the school system. It is an integral part of the school system… library services are crucial because it helps to update students and staff's knowledge. It is a place for self-development".

In the light of the above responses, it can be said that while library service is a valuable service in the school, the use is meant for all and sundry. The analysis of the Nvivo 10 output displayed below showing the informants that responded to the meaning of library services in the education system.
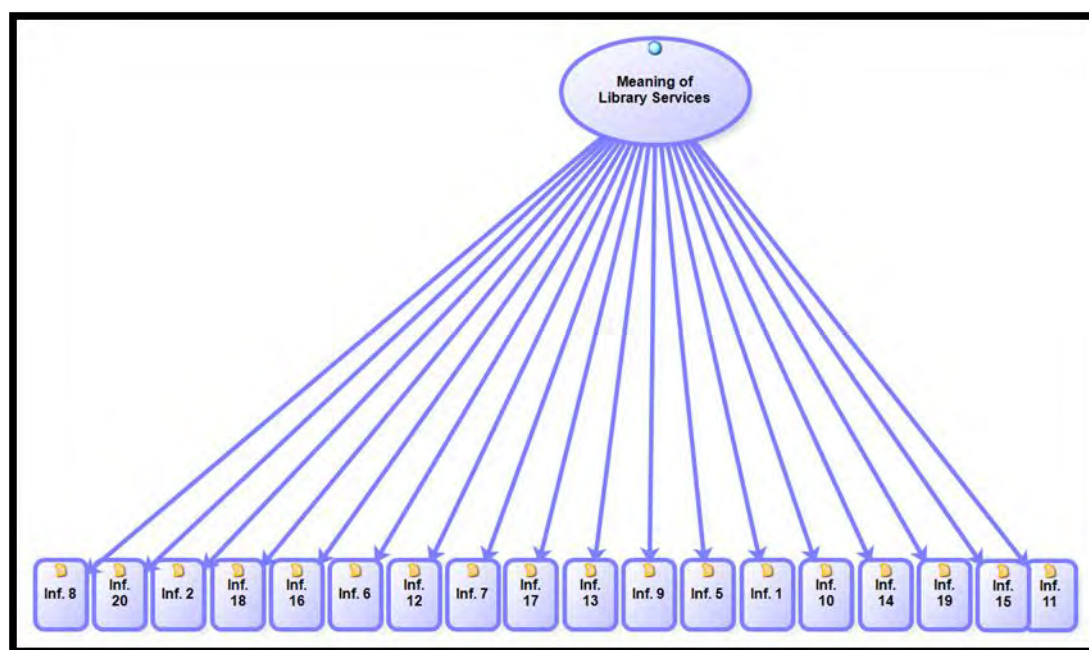
Figure 4.9. Meaning of library services

4.17.1.2 Nature of Library Services

Normally, the school library is one that should be established in schools (primary, secondary and tertiary). The library is part of the school in which a collection of periodicals, books, magazines, newspapers, videotapes, computers, slides, recording of all types, firms and filmstrips and other relevant materials are kept for use by the students and teachers for recreational, learning, interpersonal and personal relationships of students in school. The resources in the school library are necessary for the school management to fulfill its required tasks among which are: to help in increasing and improving the learning habits and reading skills of students and to systematically give information resources that are needed for the school programs (Arua & Chinaka, 2015). On the nature of library services in school, Manabete and Duwa (2015) submitted that a good school should have all the materials above for the benefit of the students. Library in such school must be functional and must meet the requirements as recommended by the National Policy on Education (NPE) and

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the International Federation of Library Associations. Also, it should be library attendants who are in-charge of assisting the users to make judicious use of the materials therein. Concerning the types of library services offer in schools, Arua and Chinaka (2011) observed that a school that operates conventionally should endeavor to offer first class library services to their students, even though the type of library services in the school depends mainly on the financial capability of the school. Meanwhile, in this study, the researcher seeks to know the nature of library services in secondary schools in Kwara State by interviewing the schools' principals on what is inherent in their domains by asking them their views on the nature of library services. The views of the principals indicate that the nature of library services in secondary schools is explained below.

For instance, an informant submitted that:

> *We have a functional library and it is well stocked with books and other materials which are necessary for the development of students in school. Also, we have school librarian and other staff who assist students in using the library properly. We orientate our students on how to use the library. Students and staff have the right to borrow books in the library (Informant 8).*

Another informant also expressed his views on the nature of library services that are inherent in his school; he said that:

> *We have a library here in our school. We are still trying to build a standard library where necessary materials for students use can be found there. The library attendant attends to students in the library and he guides them on anything they need in the library (Informant 11).*

Interestingly, Informant 15 was more than happy to tell the researcher to what is obtainable in his school; he said firmly that:

We have a good library with two library attendants. Those attendants attend to students in making use of the library. Our school library is stocked with books and other materials for use. We sensitize students on how to use the library.

Informant 18 explained that: ―.. the reading culture is fading nowadays… library is supposed to be a place for self-development of school students. In our school, we have a functional library with library personnel who are there to assist students in using the materials in the library". Likewise, informant 6 admitted ―.. we have a library in our school with a qualified librarian who is in-charge of the library… Our library is stocked with relevant materials for students to use. The school librarian explains to students on how to make use of the library". Further, explaining more about the nature of library services in the school system, Adeyemi (2010) specifically pointed out that the nature of library in a typical school should be the same because that is what is obtainable in developed countries, which other developing or underdeveloped must emulate. In making allusion to this, another informant expressed himself on the nature of library services in his school, he said:

We have a library in our school, the library has qualified librarian who is in-charge of guiding the students on how to make use of the library. The library is stocked with books and other materials needed for students to do research concerning their academic activities (Informant 17).

Similarly, informant 13 says that ―.. we have a functional library in this school... we have school librarian who is in charge of the library. He guides students on how to make use of the library and he does things for the benefit of the students". Informants 9 and 3 also supported other informants by saying:

One of the aims of the library service is to inculcate reading culture in students. Some of the students come from a poor background so they refer to the school library to look for materials for their academic activities. Though our reading room has books and other materials needed for students, the

person in charge of the room shows students on how to make use of these books and other materials that are provided.

Concerning the aim of library services in the school system, informant 16 opined that" …

We have a standard library in our school. We will soon complete our e-library for use. The library would help students to make use of the online information for their benefit. We have a librarian and other library personnel who are responsible for the management of the library. It promotes the image of the school.

In the same vein, informant 10 also confirmed that ―We have a functional library with the librarian that is in charge of the library. The school librarian guides students on how to use the library for their development. Informant 1 expressed that...―we orientate them on the need to make use of the library. We assist them in getting books that they want. The statement above is carried out by the library personnel.

Additionally, other informants also expressed their views on what is obtainable in their schools, they said: ―.. We have a functional library with a qualified librarian who is in charge of the library. He attends to students from time to time when they get to the school library" (Informant 14). Informant 4 says ―.. we have what we call the mini library. We also have a librarian who guides students on what they are supposed to do when they come to the school library. The school librarian ensures that students make use of the library". Informant 4 bares his mind that ―.. we have a school library and the library is managed by the school librarian who ensures that the students will use materials in the library. He guides students on how to make use of the library. Informant 12 opined that ―..we have a school library and the library is managed by the school librarian who ensures that the students will use materials in the library. He guides students on how to make use of the library".

Specifically, other informants expressed that:

> *We have a functional library in our school. The library is furnished with books and other materials for students to use. The library is headed by a qualified librarian who is saddled with the task of guiding the students on how to make use of the library (Informant 19).*

> *Our school has a library as well as the school librarian. School librarian shows the students the appropriate place to go in the library. Books and other materials are stocked in the school library (Informant 7).*

> *The library services provided in our school have to do with assisting students to search materials needed for them. We ensure that students make proper use of the library provided for the advancement of their knowledge (Informant 2).*

> *We have a functional library with a qualified librarian who is responsible for the day-to-day activities of the library. He guides students for efficient use of the library. Our school is stocked with materials (Informant 20).*

In summary, it was noted the nature of library services in the selected secondary schools is the same based on the interviews granted by the schools' principals. It was also observed that some schools have qualified librarians who are in charge of their school libraries while few schools improvised by posting some non-teaching staff as the school librarian. Nevertheless, the interesting thing about it is that all the schools have libraries which are suitable for the development of secondary education in the state. Nvivo 10 analysis output shows the number of the informant that responded to the nature of library services.
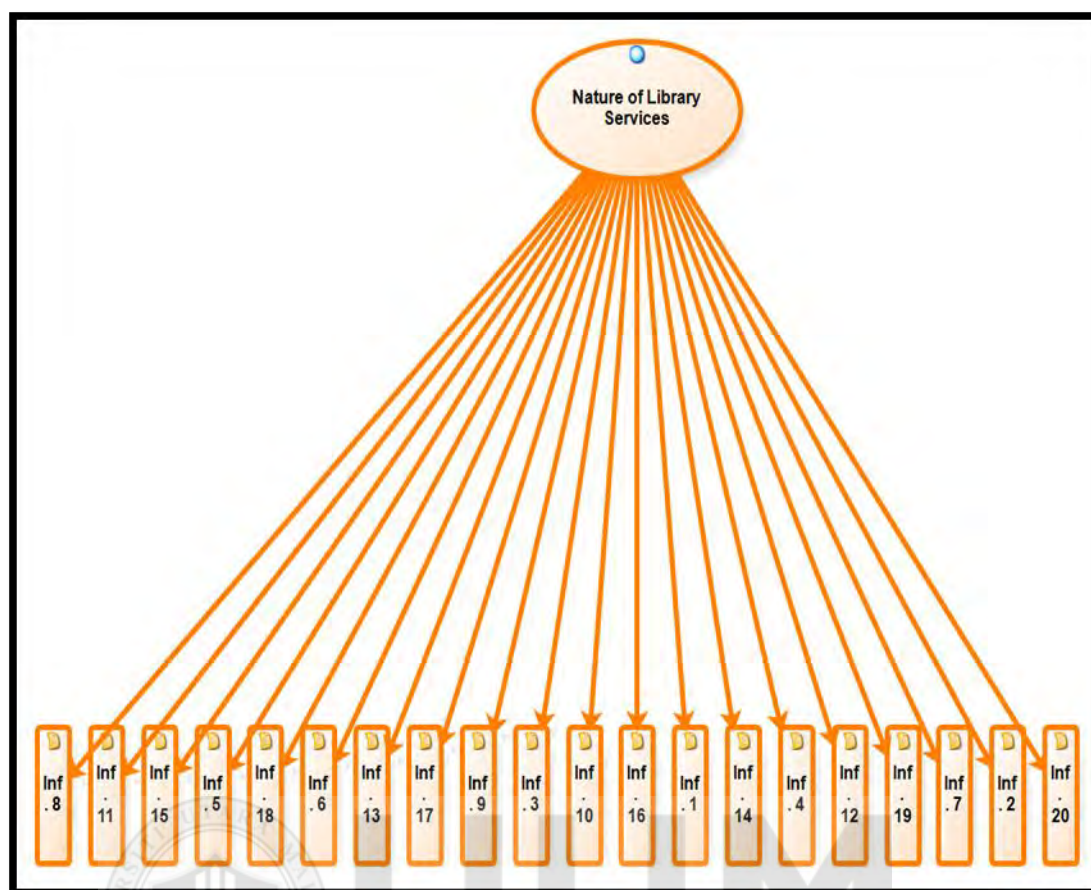
Figure 4.10. Nature of library services

4.17.1.3 Provision of Library Services

Past studies have expressed that the provision of the library in the school system adds to the success of school students, therefore it is a sine qua non. Ability to use and access to the library is the most important factor by which Nigerian educational system can develop (Gwang, 2011). The country's dream to be among the first twenty economies until 2020 cannot be realized educationally without the promotion of library. For Nigerian education to be relevant, Gwang (2011) opined that library services provided in the school must be based on the identification of the needs of the students. To achieve this, Adeyemi (2010) suggested that evaluation of the existing library resources must be donewith a view toidentifying _what and when' to be

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provided. However, to know whether the libraryis provided in secondary schools in Kwara State, principals of the schools were asked whether library services are truly provided for students or not. Based on the interviews granted by the school principals concerning the provision of library services, it can be said that the responses support the above studies.

To start with, on whether library services are well provided in school, informants 20, 17 and 13 explained that —.. Library services are well provided for students in our schools; it should be provided in schools because of its importance". In slight different to other informants, Informant 3 confessed —.. library services are well provided for students in this school, even though some of the books there are absolute and some of the books are current as well but they are still good for students to use". Notwithstanding, informants 19, 16 and 4 said" … library services are well provided in their schools". Specifically, informant 1 bared her mind on whether the services are provided; she said" … the library services are well provided for students in this school. Students do go to the library from time to time to source for materials that relate to their disciplines. They tap information there which assists them in their learning". Likewise, informants 12, 11, 9 and 18 explained that —.. the library is a necessity in school and it is well provided for students in this school. All schools should provide library services". In the same vein, informants 7, 14, 5 and 6 said that —.. library services are well provided for students to some extent. It is crucial in the school system". Similarly, informants 10, 8, 16 and 2 bared their minds by saying that —.. library services should be provided for all schools because library presence makes school a better one. Library services are well provided for students in school".

Taken together, the above responses from the principals indicate that the provision of library services to students is quite visible in their schools. Even though the provision of library services is quite different, this is because some schools are richer than other schools. In spite of this, provision of library services is relatively provided for students. Nvivo 10 analysis output shows the responses of the informants that granted the interviews.
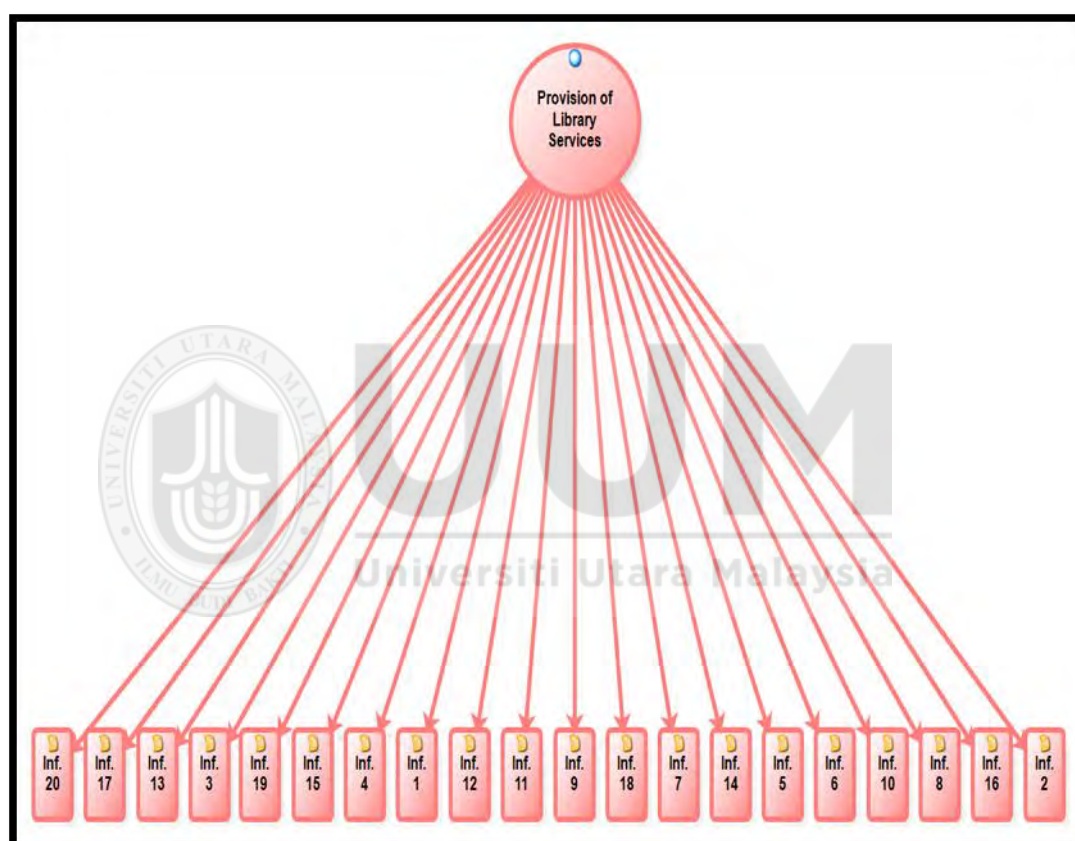
Figure 4.11. Provision of library services

4.17.1.4 Importance of Library Services

Several types of research have been conducted on the importance of library services in the school system. The findings of these research revealed that the success of education largely rests on the availability of school services, most especially library services. On the importance of library services, Gwang (2011) opined that the

presence of the school library contributes positively to the academic achievement as it enhances learning in the school. He continued that a library in good condition usually contributes to the attainment of higher educational students. Furthermore, the International Library Association (ILA) noted that educational research has been on the need to ensure that the library is given significant consideration in the school programs. The library should be pleasant, comfortable and has psychological uplifting. It should depict quiet setting that will stimulate education, has a feeling of well-being of the users and should strongly support the process of education (Adeyemi, 2010).

Other researchers (Manabete & Duwa, 2015; Jato & Olubiyo, 2014) have at various times identified the importance of library service in teaching and learning process. They noted that deteriorating or poor library can affect the student academic achievement. Holding the same view, Arua & Chinaka (2011) and Gwang (2011) agreed that the library plays a huge role in achieving school success because the success of the school is majorly based on a well-established library in the school premises. However, in this present research, the interviews conducted in secondary schools made allusion to the importance of library services as embedded in the literature. The researcher sought the opinions of the school principals on the importance. Expectedly, virtually all the school principals affirmed that library remains an indisputable service in the school. They went further that library service is unique in nature and should not be under-provided.

To start with, as opined in the literature that the school library is important, informant 11 says that —.. The importance of school library cannot be quantified. Library services help to develop students academically… It helps them to source for materials. It is an essential service in the school system". Informant 9 also support

that —.. it is a place to do further research… It helps students to perform better in their examinations. It promotes reading culture in the school". Another informant (Informant 14) who strongly supported the preceding statement is of the view that —.. the library enables students to search for information. It also enables students to read for their academic development. According to informant 15 who corroborates the foregoing, states that" … library enhances academic excellence in school. A school without a library is not a school. The library provides books for students to read. It serves as a place to update learners' knowledge. It helps to update teachers' knowledge as well".

Furthermore, some informants also made their views known about the importance of library services in the school system. On the importance of library in enriching students' knowledge, Informant 1 says that:

The library serves as a place to enrich their (students) knowledge to make them excel in their academic endeavors. The essence of the library is to assist the students in cultivating good reading habits. It is a place meant to widen the horizon of not only the students in the school, but also to enrich the knowledge of the entire staff. We have library periods for students (Informant 1).

Informant 10 notes —.. it helps students to achieve their academic goals. It is a place for self-development. It changes the tone of the school". Similarly, informant 17 admits that —.. it helps students to do research. It enhances the performance of students. It is a place for self-development. It promotes academic excellence".

On the notion that the library is a place to source for materials, informant 12 clearly expressed that —. It helps to keep the students busy instead of roaming around. It is a place to source for materials. It is a place for self-development". In the same vein, informant 20 bared her mind that —..majorly, the importance of the library is to

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develop students academically. It is also a source of reference. It is a place for self-development. Likewise, Informant 19 opined ―… it is a place to consult necessary materials for research. It enhances the performance of the students. It promotes academic excellence". Still, some of the informants who gave their perceptions of the significance of the school library expressed thus:

The library is a school within the school. It is a place to explore more findings for their benefit. It is also a place to refresh the brain because the place is not noisy. It is an essential service for the development of the school (Informants 6 and 2).

It is an essential service which is necessary for the development of the school. It helps students to make more findings regarding their academic work. It develops students academically (Informant 7).

Library assists students for self-development. It is a place for borrowing books for use. It enhances the academic performance of the student (Informant 18).

The library makes students learn more. It improves the performance of students. It stimulates the students to do research. It is an essential service in school (Informant 8).

It is a place that enhances the performance of students in school. It helps students to consult more books for their academic development. It is a place for self-development. It is essential services in school (Informant 16).

The library use broadens the knowledge of students and teachers. It enables them to perform well in their examinations. It is a necessity that must be provided in school. It helps to update the knowledge of the students and teachers in school. It is an essential service in a school setting. It helps students to perform better in their examinations (Informant 13)

It inculcates the reading culture in students. It assists students in expanding their horizon. Library compliments classroom activities (Informant 3).

With the presence of the library, it stimulates students to read more about what they have been taught in the classroom. The library helps students in sourcing for reference materials. Given this, the library is vital to the school. It serves as a place for reference materials for students. It helps students to read more about what they have been taught in the classroom. It compliments classroom learning activities (Informant 4).

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In the light of the above, it can be noticed that the majority of the informants highlighted four areas in which library is important in the school. The areas are academic enhancement, self-development, research, and updated knowledge. It is safe to say that library is one of the most popular school services. The Nvivo software, which was used to analyze data, shows the output of how principals responded to the importance of library services below in figure 4.12
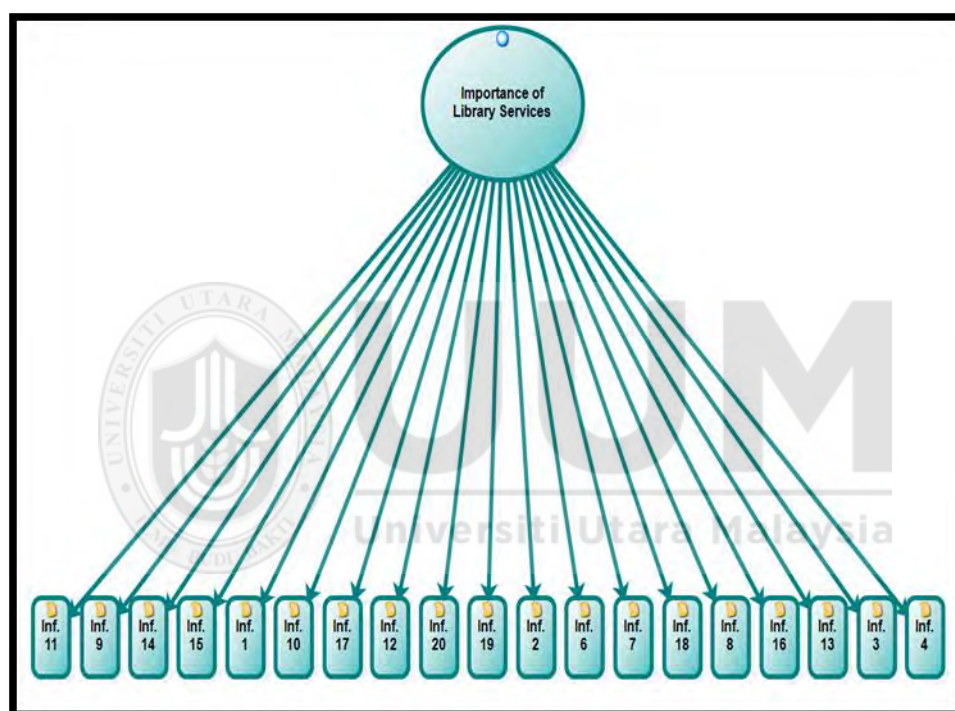
Figure 4.12. Importance of library services

4.17.2 Guidance and Counselling Services

Students are faced with one challenge inside or outside the school. The challenges are quite distinct from each other simply because students are different in nature or personality. These challenges need to be carefully noticed so that students can be positively directed towards his/her academic sojourn; this requires the role of school counselor to address that (Chireshe, 2012). Chireshe (2009) opined that guidance and

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counselling services are needed to solve students with problems or challenges from cultural and socio-economic situations in the society. Chireshe (2012) is of the view that school counselling activity had a significant impact on the moral and intellectual development of the child. Oye, Obi, Mohd and Bernice (2012) averred that the incorporation of counselling services in the school system helps to cure ignorance as well as the diseases in the students. Meanwhile, in this current study, reports of the interviews conducted shows that virtually all the informants subscribed to the role of guidance and counselling services in the development of students. The informants were probedwith four salient questions on guidance and counselling services: meaning, nature, provision and importance of guidance and counselling services. The four questions constitute the sub-sub themes. Nvivo output in figure 4.13 shows the guidance and counselling services in the school system.
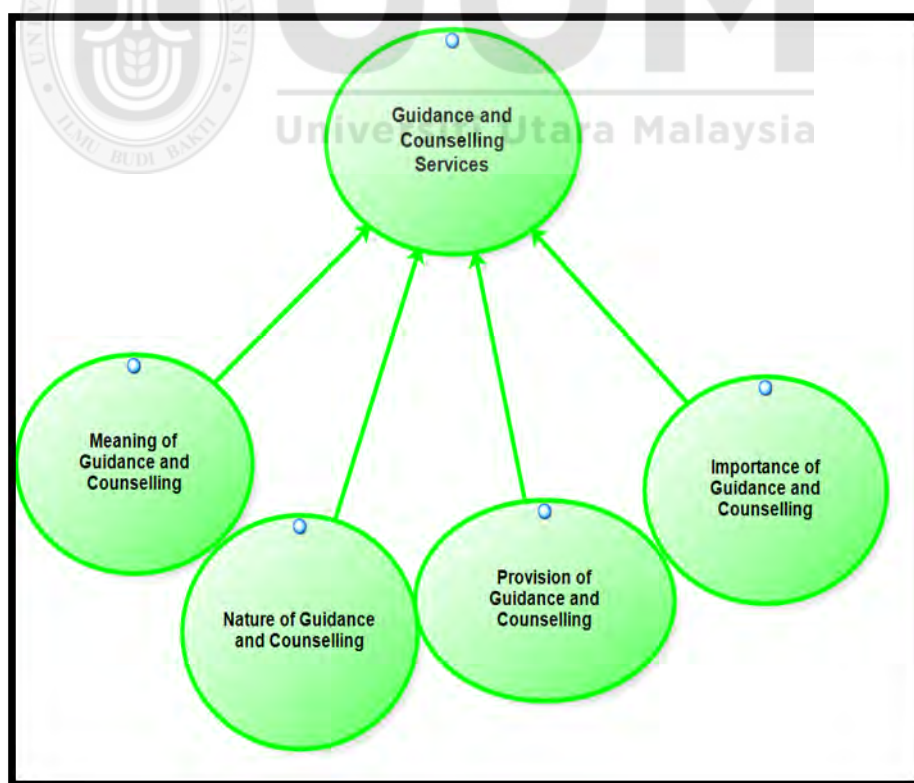
Figure 4.13. Thematic mapping of how guidance and counselling influence academic achievement

4.17.2.1 Meaning of Guidance and Counselling Services

Several studies have discussed on the understanding of guidance and counselling services in the school (Chireshe, 2012; Modo et al., 2013). Guidance and counselling services connote the services designed to ameliorate the challenges facing the students in the school system (Mutie & Ndambuki, 2003). Evidence from the interview on the meaning of guidance and counselling services in the school system revealed a detailed description of the guidance and counselling services. For instance, Informant 10 concurred that ─... Guidance counselling services help to guide students in their career choice… It is an important aspect of school services which is necessary for the development of students". According to the view of informant 5 on the concept of guidance and counselling services in school, he described guidance and counselling services as ─... a subsection of the school where students are being guided on the subjects which they are going to take concerning their career". In giving more concrete meaning to what guidance and counselling stand for, informants 11, 15 and 13 described guidance and counselling services as:

> *Guidance and counselling Services are designed to guide students in need regarding personal, private and public needs with the hope of giving them assistance that requires the help of the school counselor. Guidance and counselling services are very vital in the school system. Guidance and Counselling services are meant to assist students to adjust to the school environment for them to achieve their academic goals. It is a service that proffer solutions to the barrage of problems that students have in school. Guidance and counselling services are meant to restructure the life of the students in school.*

Similarly, informants 16, 7, 8, 9 and 14 subscribed to giving a comprehensive meaning to what guidance and counselling services mean, they expressed that:

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Guidance and counselling services meant to assist students to have a choice of their career. Guidance and counselling services are all for students' needs. It is supposed to take proper care of them when it is needed. Guidance and counselling service deals with moral behavior and other vices of students in school. These services help to reshape the character of students. Guidance and counselling services is meant to guide the students concerning their challenges in school. In addition, it is a unit where the authority performs some duties with the students. Duties are in many ways; it encompasses academic, moral and others.

Specifically, in order to further elaborate more on the concept of guidance and counselling services, informants 12, 3 and 1 said:

As the name implies, guidance and counsellingservice means guiding the students, and after the guidance, they need to be counseled. Also, guidance and counselling services are services that guide students on their chosen career in school. It is a necessary service that is needed for the growth of the school. Guidance and counselling service shows the students the right way not only in academic, but also in morals.

Furthermore, informants 19 and 20 say ―… Guidance and counselling services refer to guiding students for their future career…This is necessary for students to post a scintillating performance in their examinations… Guidance and counselling services are aimed at proffering solutions to the challenges facing students in school".

In summary, the above responses from the informants indicate the overwhelming support to the meaning of guidance and counselling services. The Nvivo output displayed figure 4.14 on the meaning of guidance and counselling services.
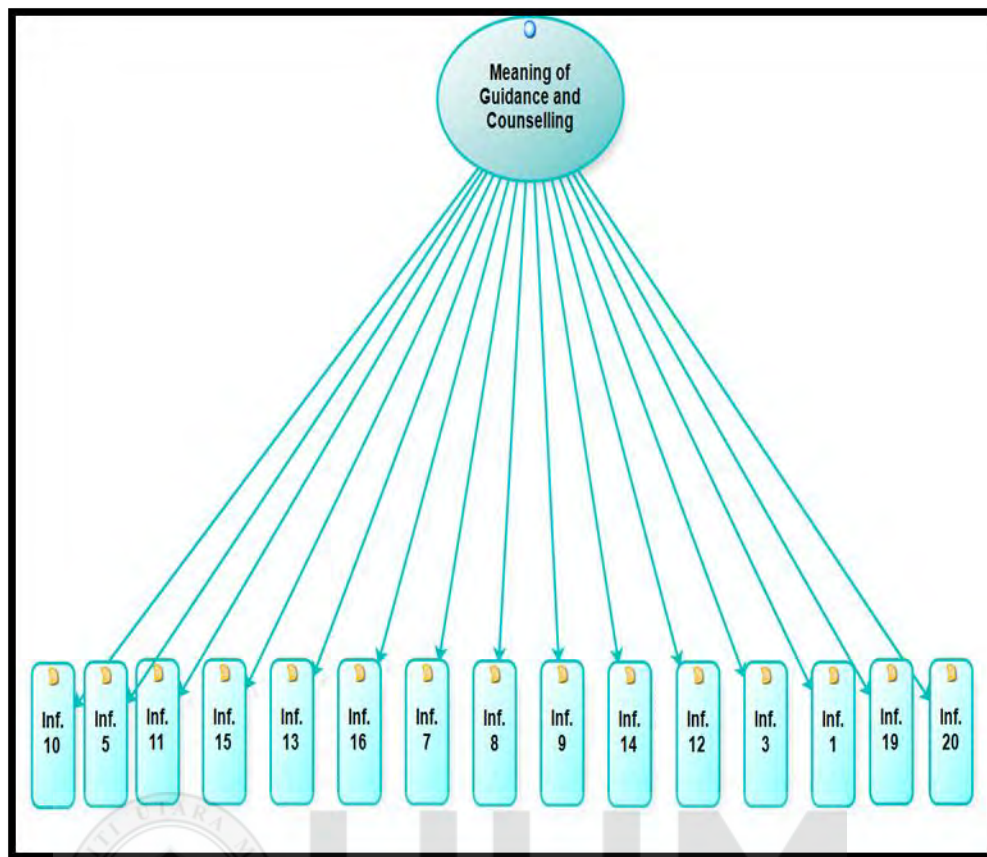
Figure 4.14. Meaning of guidance and counselling services

4.17.2.2 Nature of Guidance and Counselling Services

Findings from the literature revealed that the nature of guidance and counselling services in the school system is dynamic. In addition, the type of guidance and counselling services in schools are different; this is due to the level of priority in which the school attaches to it (Chireshe, 2009). However, the interview conducted for principals explained the nature of guidance and counselling services that is inherent in secondary schools in Kwara State, Nigeria. Meanwhile, the majority of the informants described the kinds of counselling services they have for their students. To start with, informant 17 explained that ―…We offer career service, information services, vocational services and other forms of counselling services…We have counselling unit here in our school with a qualified counselor,

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who attends to students when they need these services in school". Informant 18 explains thus, ―our school has a functional counselling unit with a qualified counselor, which is supported by teachers in providing counselling services for the students… The types of counselling services offer include information, career, vocational and other services of counselling". Informant 11, in support of other informants, said ―…We have a functional guidance and counselling unit with qualified counselors who are in charge of managing the unit for… The school offers information, career, vocational and other counselling services to the students for guiding them to perform better in their academic endeavors. In the same vein, informant 4 says ―…. We have counselling unit in this school…We have three qualified counselors in the unit… Counselling services such as career, information, vocational services, etc… Our counselors operate within counselling ethics in dealing with students who visits the unit for counselling services". Informant 14 and 19 explained that:

> *We have counselling unit with a qualified counselor in charge of the unit. Counselors in the unit are managing the counselling unit in our school. The counselling unit offers a variety of counselling services to students, which includes vocational service, information service, career services, etc. These counselling services are constantly provided to solve the multi-challenges facing the students in our school. The counselor has a significant role to play in ensuring that students' problems are tackled.*

Furthermore, informant 9 said that ―…We offer various kinds of counselling services to our students, parts of which are: career, information, vocational and other counselling services that students need…The appointed school counselor is in charge of attending to students who might have challenges regarding their academic or any other related cases. Likewise, informant 7 described the nature of counselling services that is inherent in his school; he opined that ―…In my school, we have counselling unit with a qualified counselor which is in charge of the unit…We render

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all kinds of counselling services, ranging from career services, information services, vocational services and all other counselling services which are in line with counselling practices". Informant 1 says" … In my school, we have counselling unit with a qualifiedcounselor, which is in charge of the unit. Informant 5 corroborates the views of other informants by saying ―…our school has counselling unit… We have a qualifiedcounselor who attend to students when they need counselling services… we offer career, vocational, information and other related counselling services from time to time". Informants 13 and 20 said ―Here in our school, we offer vocational, career, information and other counseling services to students. We have counselling unit with a qualified counselor, who is in charge of the unit. These career, information, vocational and other counselling services for students are meant for students so as to adjust to the school environment. Informants, 8 and 6 admit that:

> *Our school has counselling unit. We have a qualifiedcounselor who attend to students from time to time. We offer counselling services like career, information, vocational and other services that are related to counselling. The school counselor is responsible for challenges that might come from students. Students are often guided on how to choose the career that matches their intellectual ability. We also advise them on vocational, information and other counselling services from time to time.*

Informants 3 and 12 opined that ―… we have guidance and counselling unit in this school. We have a qualified counselor who is in charge of this… We offer career, information, vocational and other counselling services in our school. We relate to the parents of our students for us to have adequate information about the students regarding their behavioral challenges". Specifically, informant 15 says:

> *We have a counselling unit in our school. The counselling unit is being managed by a qualified female counselor who is in charge of assisting students in the area of their needs. We offer career, information, vocational and another form of counselling services to our school. We sometimes bring people from outside to share their experiences with our students and this is a*

way of preparing students for the future challenges or to show them how to make it in life.

Informant 10 and 2 expressed that" … we have a functional counselling unit in our school and we have three qualified counselors who are in charge of assisting students in tackling their challenges… we offer career, information, vocational and other forms of counselling services from time to time." Lastly, informant 16 buttressed the points of other informants by adding that ―…we have good counselling services in our school… the counselling unit has counselors who are in charge of attending or assisting students with counselling needs… our school offers counselling services which include information, vocational, career and other services that are related to counseling".

In synopsis, the above responses give an explanation of the nature of guidance and counselling services in the school system. The majority of the informants admitted that they offered various counselling services ranging from career to information services. Also, it has been established that the majority of the school have a counselling unit with a qualified counselor who are saddled with the responsibility of attending to students when they need counselling services in the school system. However, Nvivo output points to figure 4.15, which displayed the informants' responses regarding the nature of counselling services in the school system.
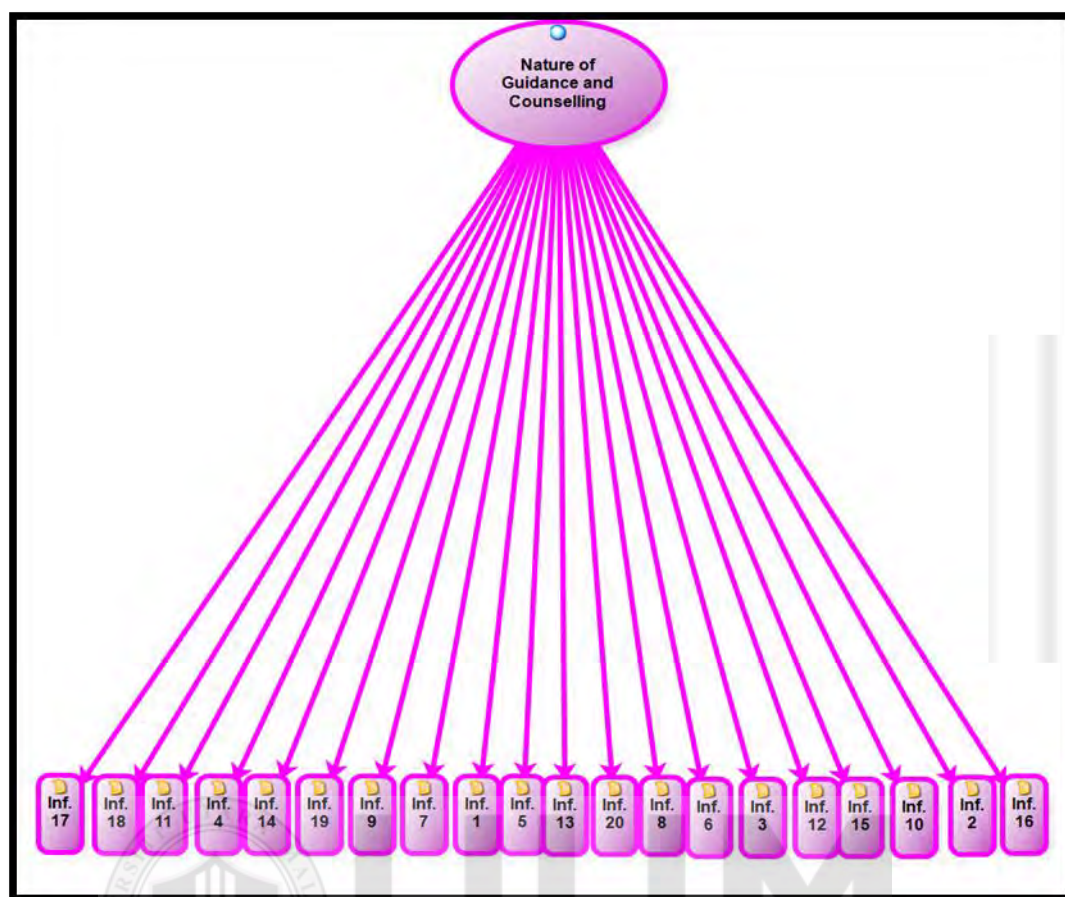
Figure 4.15. Nature of guidance and counselling services

4.17.2.3 Provision of Guidance and Counselling Services

Provision of guidance and counselling services in the school plays a significant role in students' lives. This contributes to the academic achievement of students if well provided (Ludeman, 2002). In the light of this, it is evident in the study that the provision of guidance and counselling services for students are necessary for their academic achievement. The interview conducted for principals about their perceptions on the provision of guidance and counselling services showed that it is indeed necessary to provide it, as it is core input in the school settings. The majority of the informants opine that guidance and counselling services were well provided in their schools. For instance, informants 14, 9, 13, 8 and 19 said that ―…absolutely, counselling services are well provided in schools for the benefit of the students. It is

a must for schools to provide the services". Likewise, informants 5, 20, 12 and 15 opined that ─... guidance and counselling services are well provided in their schools". Informants 3 states that ─I can say categorically that counselling services are well provided for students in this school… we've just referred some students to the counselling unit for counselling… had it been you were here earlier; you would have met those students in counselling unit of our school. Informants 4, 7, 16, 10, 17 and 18 also confirmed that ─... counselling services are well provided for students in our school because counselling remains an integral part of the school system". These services are provided for students in myschool". Informant 2 also added that ─... as far as I'm concerned, guidance and counselling services are well provided for our students… although the unit was in a comatose before my assumption of office, to the glory of God, the unit had been revived and is serving the students and other staff of the school". In the same vein, informant 11 added that ─... guidance and counselling services are well provided for students… as you can see that we have a good unit where students go there from time to time for counselling needs. In support of other informants, informant 1 and 6 says that ─guidance and counselling services are well provided in this school as far as am concerned because we have counselling department and students do go there for counselling needs from time to time… confidently, I can say that counselling services are well provided in our schools. ─

The above responses emanating from the informants revealed the provision of counselling services for students in the school system. In summary, the informants' responses are good for the development of secondary schools in Kwara State. This is because it has come from the principals of the schools. However, the Nvivo analysis output displays the figure 4.16 on the provision of counselling services in secondary schools.

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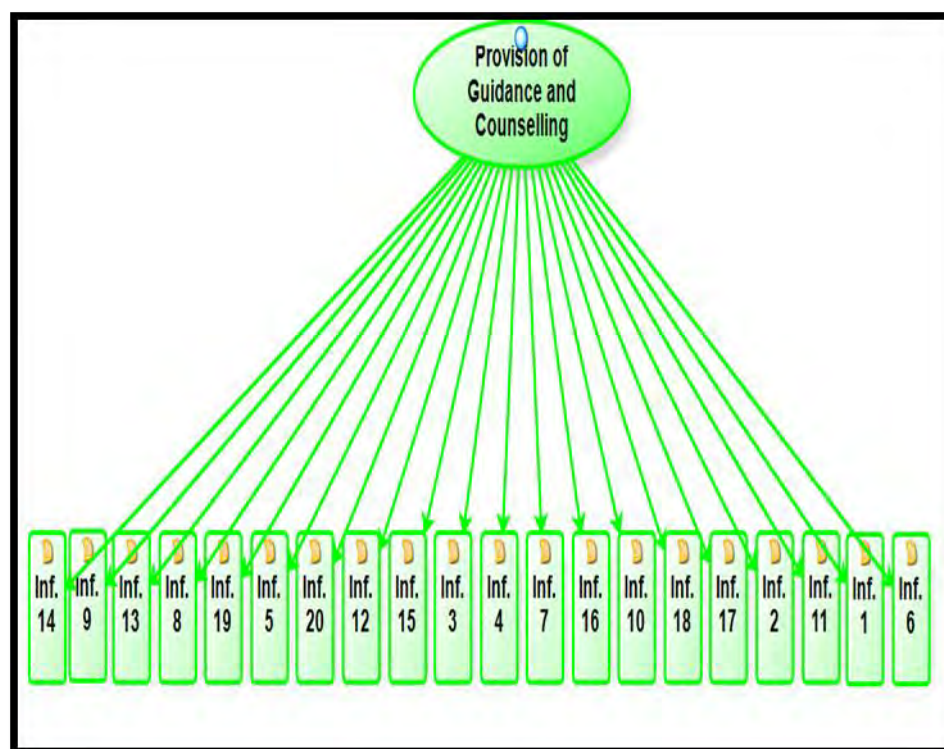
Figure 4.16. Provision of guidance and counselling services

4.17.2.4 Importance of Guidance and Counselling Services

Studies in the literature have highlighted the importance of guidance and counselling in the school system. It has been said that the importance of counselling services in the school cannot be underestimated, hence the need for full counselling services in the school system (Mckenziel et al., 2011 & Thiede, 2005). However, it is evident in the study that guidance and counselling services arenecessary for the education system. Virtually all the informants used for the study subscribed to this notion.

For instance, informant 9 admits ―... guidance and counselling helps students to be tailored towards their interest. Guidance and Counselling service is the life wire of the school… it promotes the stable relationship between the school and students' parents… It helps to solve challenges students might be facing in school". Similarly, informant 19 said that" … counselling services help students to adjust to their school environment… it provides students with the necessary information needed for their

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career and it boosts the morale of students, thereby have a positive impact on their academic performance. In the same vein, informants 18, 20 and 8 adds that:

A school cannot do without counselling unit because it helps to guide students in career path. It helps students to perform well in their academic endeavors. It promotes academic excellence. It helps to instill discipline in students. It helps to solve the multi challenges facing students in the school. It helps to mold the character of the students. It also establishes a positive relationship between students' parents and school regarding sharing of information as well as helping to mold the character of the students. It ensures a positiverelationship between students' parents and school regarding sharing of information. It helps students in making the right decision concerning their career or discipline.

Furthermore, similar responses emanating from the informants, corroborates the above statement on the importance of guidance and counselling services in the school system. Informants 10, 3 and 16 stressed that:

Guidance and counselling service area service meant to help students adjust to the school environment. It helps to solve students' interpersonal problems. It helps to guide students to the right path. It enhances the academic performance of students as well as helping to change the tones of the school. It is an essential service in the school system. Finally, guidance and counselling service help to curb indiscipline among students and help in guiding students in decision-making about their life.

Specifically, informant 1 elaborates more on the importance of counselling services, he says that:

Guidance and counselling services assist them to know the importance of education in the school. The department is meant to direct the students to know the area to venture to in their academic pursuit. Also, the counselling department is in charge of assisting the students in knowing the subjects that are available in the school. Guidance and counselling service helps students to make positive decisions about their career. Secondly, the service assists in behavioral changes for the betterment of the students. Thirdly, the service assists in guiding the students to the right path.

The foregoing statements show that school principals attach importance to guidance and counselling services to the school. Still, informants 4 and 17 opined that:

Guidance and counselling services are paramount in the school system. It is defined as a way of identifying students' challenges with a view toproffering solution so that students can adjust to their school environment. It helps to guide students to the right path. It enhances the performance of the students. It is an essential service in the school system. It guides students to information and vocational choice. It helps to discover the problems facing students in school. It helps to change the negative attitude of the students. Finally, it assists the students in choosing the right career of their choice.

Informants 5, 13 and 15 say:

The importance of counselling services cannot be overemphasized, hence; the need for guidance and counselling services in school. Firstly, it helps in helping students in a career taking. It helps too to solve the behavioral challenges of students. It checks the excesses of students as well as to restructure the life of students. Counselling helps to choose the right career. It helps to enhance the academic performance of the students.

Similarly, informants 14 and 7assert that:

Counselling guides students in choosing their career and assists school to detect challenges facing students in school. Counselling assists in information services about the students. It is an essential service in the school. It guides students in making decisions that have to do with their life. Also, it makes the schoolhave a kind of dialogue with parents if any challenges are facing the students. It helps students to have satisfaction in their area of knowledge.

Still, informant 6 adds —... it promotes academic standards as well as ensures quality assurance in education… it also help to discover the challenges that are facing students in and outside the school and finally, it helps to guide the students".

In synopsis, the statements above from the principals in secondary schools in Kwara State indicates the importance of guidance and counselling services, and this is a

good omen for the development of education sector in the state. However, Nvivo output shows the figure 4.17.
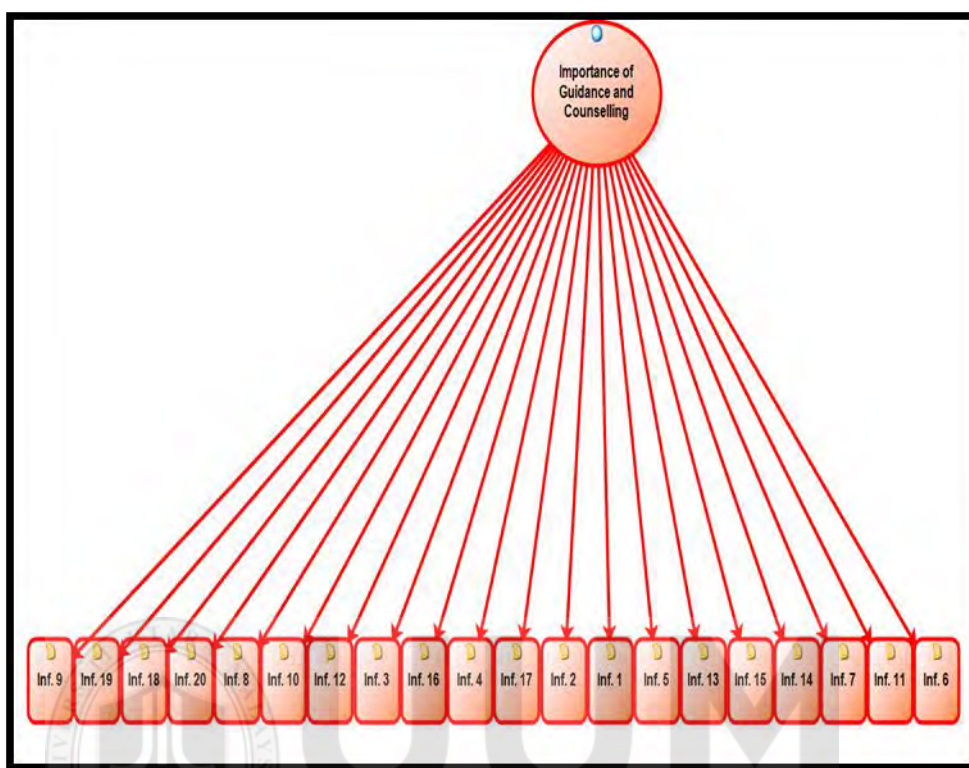
Figure 4.17. Importance of guidance and counselling services

4.17.3 Health Services

Health is regarded as wealth,it isa vital service in the school system. The school is often said to be incomplete without the presence of health services (Paina & Peters, 2012). Roney, Coleman and Schlitching (2007) observed that certain health services are needed in the school system to ensure a healthyschool system. Naturally, it has been said that a normal student will be in the right frame of mind for the classroom activities. However, in line with the context of the current phenomenon, health service is regarded as the sub-theme of students' personnel services. There are four fundamental questions that this study seeks to get response from the school principals in secondary schools in Kwara State, Nigeria. The questions are: meaning of health services, the nature of health services, provision of health services, and the

importance of health services. The foregoing questions became the sub-sub themes under the health services. Below is Nvivo 10 output showing the thematic mapping of how health services influence the students' academic achievement in secondary schools.
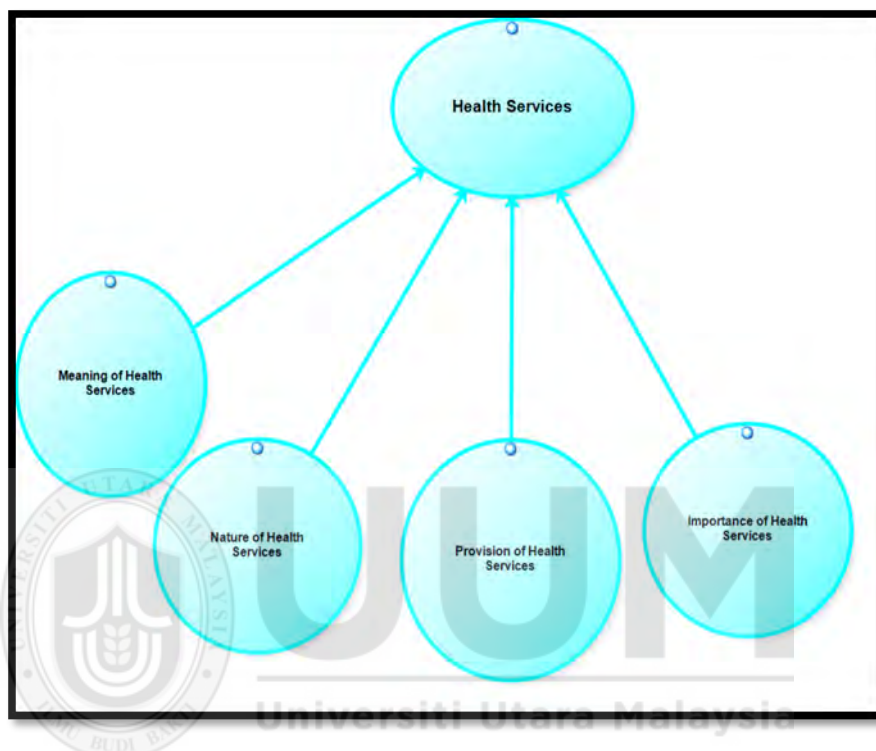
Figure 4.18. Thematic mapping of how health services influence the academic achievement

4.17.3.1 Meaning of Health Services

According to Federal Ministry of Education (2006), health is a state of complete mental, physical and social well-being and not necessarily the absence of infirmity or disease. The school is regarded a vital context for promoting health, essentially because it touches a larger proportion of the school population for years. This lend credence to the fact that learning about health-related attitudes, knowledge, and behavior starts at an early age in Nigeria. In line with the context of school health policy in Nigeria, school health services can be described as the series of activities or

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harmonized projects in the school system for the purpose of promoting the health of the staff and students as well as the academic community at large.

However, the interview conducted in this study demonstrates the strong conviction of the school principals on the above statement concerning the meaning of health services in the school. Virtually all the principals subscribed to the views of what school health services is all about in the education system. To start with, informants 5, 7 and 18 explain thus:

> *The health service has to do with taking care of health challenges of the students. Health services are inseparable services in the school. It is a service that is meant to take care of the health needs of the students. Health services refer to medical services provided for the benefit of the students. It is a valuable service in the school system.*

Likewise, other informants subscribed to the position of the above meaning of health services in the school system. They describe it as:

> *Health services are services provided to cater for the health challenges of students. Health services are necessary services that must be provided for the well-being of students. It is not only for students, but it is also important for the entire staff of the school. It encompasses the provision of health needs for the benefit of students in school. Health services are services provided to ensure that students are in the right frame of mind when teaching and learning are going on (Informants 9, 2o and 11).*

In the same vein, other informants who participated in the study believe that health services are needed for the development of the learners in the school system. They explain thus:

> *Health services are very germane to the development of the school. It is an important service that must be provided to complement other components of school services. In a school, health facilities are essential. The health service is an integral part of school service that is not only for the students, but for also for the entire staff of the school. The health service is a vital service that is provided to cater for health challenges of the students. It is a center that is*

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essential for the illness or any emergency in the school. Health services are services that cannot be compromised in the school system. It is an indispensable service in the school system (Informants 15, 3, 14 and 16).

Furthermore, in order to buttress the points made above, informants 12, 8, 1 and 17 say that:

Health services can be defined as the services that help to keep the health of the students normal. It also refers to the service provided for students to cater for their health needs. Health services have to do with rendering medical services to students for their well-being. It is an essential service in the school. Health services are very necessary for the students in the school system. They are services that are needed to take care of the students.

Also, informants 4, 13, 10 and 19 specifically stressed that:

Health services refer to the services provided by the school to cater for the challenges not only for studentsbut the entire staff of the school. Health services mean the services provided to cater for the health challenges of students in school. It is an indispensable service in the education system. Health services refer to services that are made available for students use. It is an important aspect of school services. Health services are all about ensuring that the health of the students is well-takencare. Provision of health services is akin to the development of the school.

The points above on the meaning of health services by all the informants show the level of understanding of the meaning of health services in secondary schools in Kwara State. It displays the standard of consciousness when it comes to the health needs of their students. Thus, understanding what health service mean by the school principals is good for the promotion of health services in the education sector in Kwara State and Nigeria at large. The Nvivo output shows the level of responses by the informants concerning the meaning of health services in the school system.
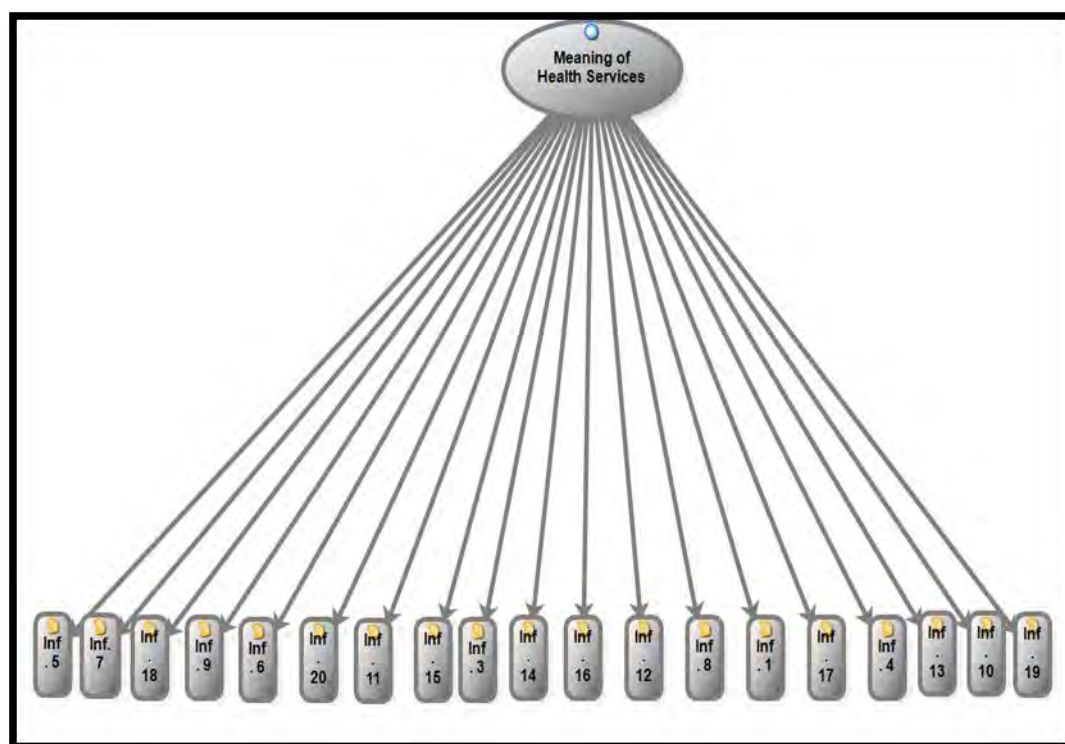
Figure 4.19. Meaning of health services

4.17.3.2 Nature of Health services

Concerning school health services, they are services that are embedded in the academic program which is primarily concerned with the understanding of health. Health service are aimed at developing mental, emotional, physical and social health among students (Ogbiji & Ekpo, 2011). However, the nature of health services in secondary schools in Nigeria largely depends on the capability of the schools. Besides, Nigerian school health policies state that the major characteristics of health services in the school are assessment of the health status of students and staffs through pre-entry selection, routine psychological and medical examinations. Also, it entails referral and follow-up between the school, health facilities and community. Lastly, control of non-communicable and communicable diseases, through exclusions, inspections, educational measures, re-admissions, sanitation, epidemic and immunization control (Federal Ministry of Education, 2006).

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Given the above discussion, it is, therefore, evident in this study on the nature of the health services in secondary schools in Kwara State. The entire principals selected for interview bared their minds on the nature of health services that are inherent in their schools. For instance, informant 11 expressed that:

> *We have a functional clinic in our school. The school clinic has health personnel who attend to students when they need health services. Sometimes we admit students in the school clinic for 2 to 3 days depending on the nature of the sickness of the particular students admitted. Also, if we have students whose health challenges are beyond our control, we take such students to the State Civil Service Clinic for medical attention. Our school and Queen Elizabeth College are the two schools that do refer students to that public hospital.*

According to informants 13 and 14, they expressed that:

> *We have a first aid box which we use to treat students with minor injuries. However, in case we have students with severe injuries, we take such students to a nearby hospital for adequate medical attention. We have a clinic with qualified health personnel who are in charge of the clinic. The health workers attend to students when they need the services. It is a valuable service in the school system. The clinic provides these services for the benefit of the students.*

In support of the above responses, informant 20 gave explanations on what is obtainable from his school regarding the nature of health services, thus —.. we have a functional clinic with qualified nurses who attend to students when they need health services. We refer students to the best hospitals if we have cases that cannot be treated in our school".

Informant 16 categorically expressed that —.. we offer direct and indirect health services in our school. We have a general school clinic with qualified health personnel services in charge of the school clinic. We provide treatment when students fall sick and we refer students to severe cases to a better hospital for immediate medical attention".

Likewise, informant 10 says —... we have a school clinic where we treat students with injuries. We also have first aid which will also provide for our students. We have nurses that are in charge of administering these services in our school". In support of the foregoing statement on the nature of health services, informant 3 supports the above statement and expressed thus:

> *Our school has a first-aid box for minor injuries which students or any other staff of the school gets. We also have school clinics with nurses, but not qualified nurses so to say. If the student's injury is beyond our control, what we normally do is that we refer such students to a nearby government hospital for comprehensive medical attention or needs. Our school collaborates with government hospital should be in case we have students with severe cases, such students will be treated there before calling the parents of the affected students.*

In the same vein, informant 8 says that —... our school has a clinic for students. The school clinic has nurses who attend to students when they need health services. When we have case of students with severe injuries, we take such students to a better hospital for prompt medical attention". Similarly, informant 15 expressed that —... we have a clinic in our school with qualified nurses. We treat minor cases of illness as well as admit students if the need arises. Also, if we have cases that are beyond our control, we refer such students to a better hospital for immediate medical attention".

Meanwhile, the researcher discovered that some schools did not have a functional clinic in their schools, but still offered health services directly and indirectly to their students. In support of this statement, informants 2 and 7 expressed thus —... our school has a first aid box because we do not have a school clinic. If the injury sustained by the student is severe, we have a nearby clinic where we refer our students to for prompt treatment. We also treat students with our first aid box with

cases that are not severe." Another informant corroborates the view, he explains thus ―.. we have a first aid box and we do refer students to a nearby hospital for quick medical attention. Currently, we do not have school clinic, but we refer students to a better hospital (Informant 18)". Informant 17 says that" … we have a first aid box which we use to treat our students if there is any injury or other diseases. Also, we collaborate with the state civil service clinic beside our school with the aim to be taking our students there for extensive treatment if there is a need for us to do so". In the same vein, informant 6 stressed that ―.We have a first-aid box which we use in catering for minor injuries which students might sustain within and outside the school. We take students whose injury or challenges are beyond our control to a nearby hospital for treatment".

More so, informant 4 bears his view" … our school has a first aid box which is meant to cater for any diseases that students or staff might have. In case we have cases that are beyond our power, we normally take such students to a nearby hospital for prompt medical attention". Informant 9 also in support of the statement, thus" … we only have a first aid box in this school, which we use to provide when they have minor injuries. When students have severe injuries, we take such students to a nearby hospital for better treatment. That is the nature of health services here in our school". Informant 12 opines ―.. we offer first aid health services to students. However, if we have cases that are beyond our control, we refer such cases to nearby hospitals because we have partnered with those hospitals". In support of this, informant 19 says ―.. we have a first aid box in which we use to treat students with minor health cases. However, in some instances where we have health cases that are beyond our power, we refer such cases to the nearest hospital for immediate medical attention". Lastly, informant 1 admits that:

In our school, if a student has cut or any other injury, we first give such student first aid attention and such student will be taken to the school clinic for proper treatment. If we, however, have cases that are beyond our control, we normally take such student to the best hospital for prompt medical attention. In most cases, we cater for the bills of the students when taken to the hospital.

In summary, it was discovered that some schools have clinic erected in their school premises while some only have the first-aid box but still provide health services directly and indirectly. Students with minor injuries are treated with the first-aid box in the school. They signed an agreement with nearby hospitals whom they refer their students to should be in case they have students with severe injuries. Also, it was discovered that schools with clinic also refer their students to better hospitals should in the event of an emergency. Nvivo 10 output shows below the informants that responded to the nature of health services in the school system.
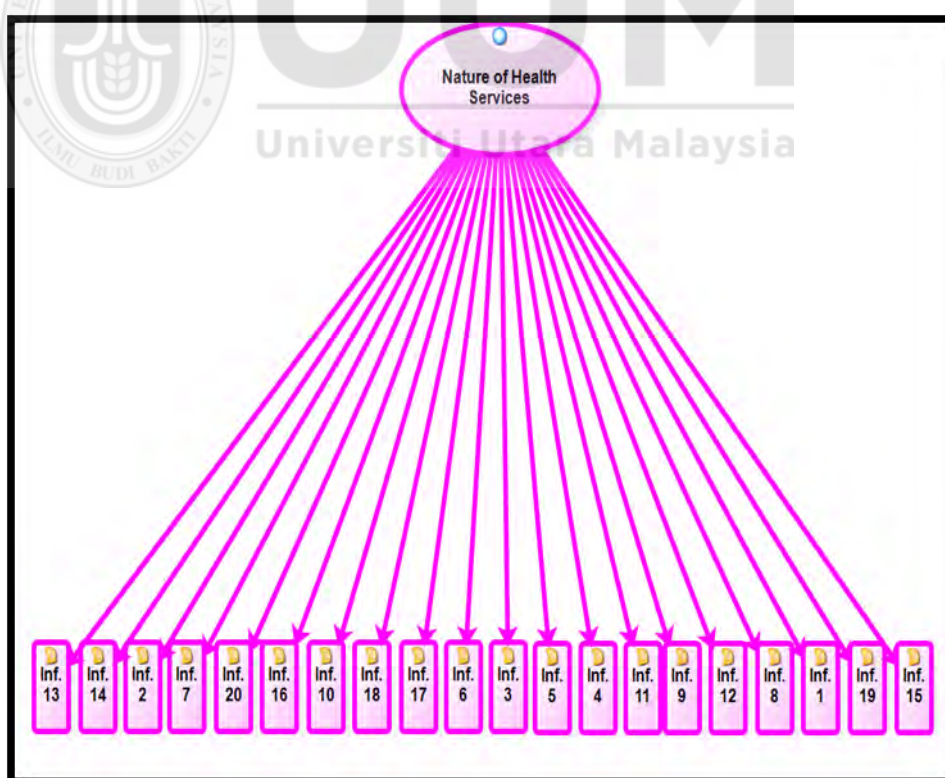
Figure 4.20. Nature of health services

4.17.3.3 Provision of Health Services

A healthy school atmosphere is one of the interrelated aspects of the academic program. Health service connotes all the deliberately organized, scheduled and executed efforts with a view toensuring healthy living of students and the entire members of the school community. Healthy school (biological, socio-cultural and physical) is an important factor of health and significantly influences the student's level of intellectual development and growth (Federal Ministry of Education, 2006). Further, Ogbiji and Ekpo (2011) believe that the provision of health services must be assured in schools for the academic performance of students in the classrooms. All the essential health facilities and tools that are needed for the social, emotional and physical well-being of the school be guaranteed and sustained.

Given the above assertions, this study confirmed that the provision of health services is paramount in the minds of the school principals in secondary schools in Kwara State, Nigeria. Virtually all the principals admitted that they ensure the provision of health services in their respective schools. For instance, informants 8, 18 and 17 expressed that ―. Health services are well provided for students in our schools". Informants 5 and 16 opined that ―health services are well provided. The health services should be provided because it helps to manage the health of students". Another informant supported the views as captured in the preceding, he says:

> *Without health services, students may not be able to come to school if they are sick, this mean that health services should be provided. In this school, we provide health services for students as explained earlier on. The health services should be provided for students in school (Informant 2).*

Other informants expressed their views on the provision of health services in their schools:

> *Health services are well given to students in this school as far as am concerned and all schools should provide it for their students because of it is important (Informant 13)*

> *We provide health services, directly and indirectly, it is a valuable service in the school system (Informants 9 and 12).*

> *These services are well provided for our students in school. All schools should provide health services (Informants 11 and 14).*

> *We offer health services within and outside the school as I said earlier on. Simply put, students are provided with health services. Schools should provide health services for their students for their health benefit (Informants 3, 7, 6, 19 and 20).*

Further, health services are well provided for students in my school. It should be provided for students in school (Informants 15, 4 and 10). The above statements on the provision of health services as expressed by informants agree with the Federal Ministry of Education's school health policy (Federal Ministry of Education, 2006). In summary, it is evident that provisions of health services for students are prominent in the schools. Apart from the provision of health services, the majority of the informants agreed that all schools should provide these services as they are vital to the academic success of students. Below is Nvivo 10 output showing the informants that bared their minds on the provision of health services in secondary schools in Kwara State, Nigeria.
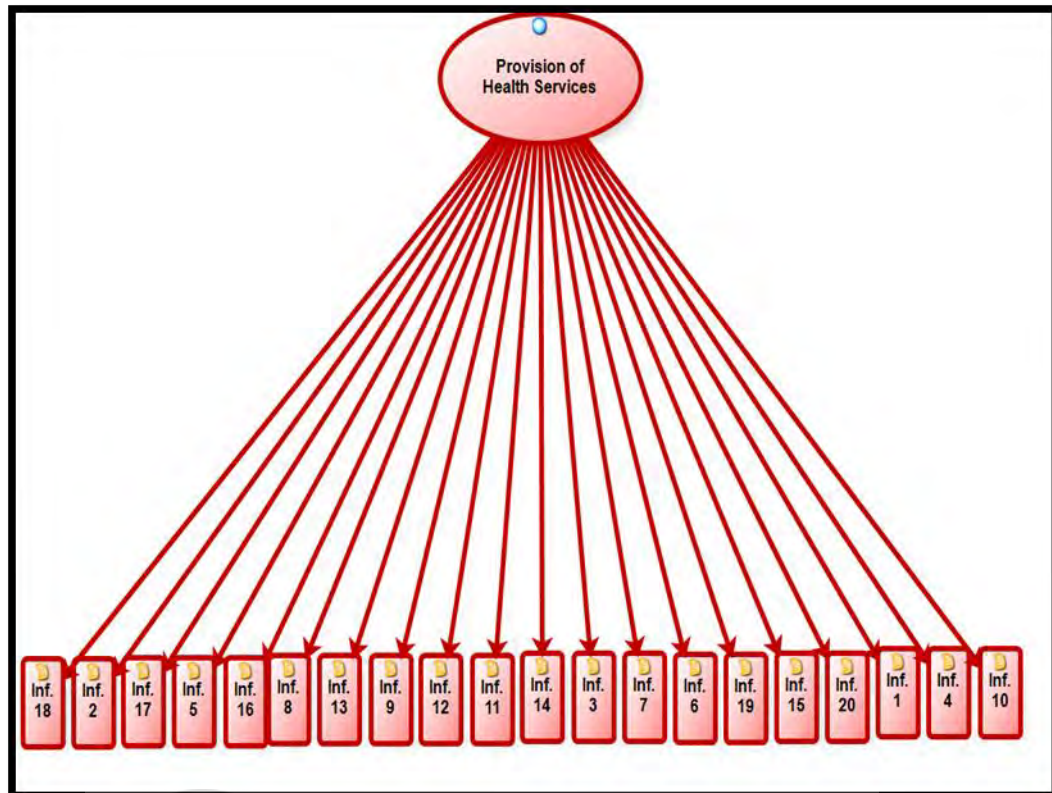
Figure 4.21. Provision of health services

4.17.3.4 Importance of Health Services

According to school health policy in Nigeria, the objectives of health service is to accelerate the development of every learner by taking into consideration the learner's health needs; create awareness concerning synergy efforts of the school, community and home in promoting health. Development of health awareness among the learners as well as creation of availability and use of health-related aspect of resources in the community; encourage collaboration in a realm of interdependence, technological exposure and social interaction in looking at the emerging health-related issue skills building of staff and learners for promoting health in the school environment (Federal Ministry of Education, 2006).

Kolawole (2015) asserts that there is a solid inter-connectivity between student's health status and academic performance and for tangible learning to happen, the

student need to be healthy. Nwimo (2006) is of the view that the school health services comprise of essential components that include health examination, health appraisal, health counselling, referral services, emergency care, correction of defects, health screening, control of communicable diseases, etc. These components are imperative in assisting students in the school. This will, in turn,curb the likelihood of diseases that may surface in the school. In the light of the above, this study empirically supports the literature by interviewing principals of secondary schools in Kwara State, Nigeria. The responses from the interviewed principals on the importance of health services show that health services are essential services in the school settings. For instance, informants 13, 1 and 11 expressed that:

> *Health service is important because it helps to cater for the health needs of the students. It also helps students to be in good condition for classroom activities. It helps to make students be in good condition for academic activities. It ensures that students are healthy for academic activities. It is an essential service in the educational system.*

The above statement is synonymous with the study of Nwimo (2006) who found that ―health is wealth‖ and it cannot be compromised. In reckoning with the above submissions on the importance of health services, some informants also concur that health services are sacrosanct in the school settings. Informants 14, 4 and 5 are of the view that:

> *It makes students be in good condition. It makes teaching and learning lively for students and it is an integral part of the school system. It takes care of health challenges of students. It makes students physically and emotionally ready for classroom teaching and learning activities. Also, it helps schools manage the challenges of students in school. It ensures that students are in good condition.*

Informants 3 and 2 affirmed the above statements; they assert that:

Health service helps to cater for emergencies in the school. It also provides first aid treatment for students. It makes students to be physically ready for the classroom activities. With health facilities in the school, it will promote effective teaching and learning. It prepares students to be in stable condition for teaching and learning activities. It prevents danger from happening in the school.

Informant 10 specifically admits that —.. It helps students to maintain personal cleanliness. It helps students to be in the right frame of mind for learning activities. It is good for the overall development of the school. It helps to respond to health challenges facing students". Informants 15 and 20 also bare their views on the importance of having health service in the school premises; they said —.. It provides first aid treatment to students. It prevents death in the school system… It helps teachers to be treated as well". Likewise, informants 7, 8 and 9 say that:

The importance of health services is to take care of the health needs of the students. It assists in attending to the health challenges of the students. To ensure that students are healthy for academic activities. It is an essential service in the school. It helps to treat health-related challenges that might be facing students in school.

Similarly, other informants support the importance of health services in the school. Informants 19 and17 opine that:

It helps to cater for the lives of students. It helps to ensure that students are in good condition. It is an essential service. It helps students to emotionally and physically ready for academic activities. It makes students be in good condition for learning. They are well provided to the best of my knowledge. It makes students healthy. It helps to solve health-related challenges confronting the students in school. It makes students be medically okay for academic activities.

Informants 6, 12, 16 and 18 expressed the same view on the significance of health services; they opined that:

It helps students and the entire staff of the school to be healthy. It helps to avert crises that might happen in the school. It helps to ensure that students are emotionally and physically ready for academic rigor in the classroom. It helps to discover health challenges of the students. It is an essential service that is necessary for the academic success of the school. It is a necessary service in the school system.

In summary, it can be seen that the level of responses about the importance of health services is overwhelming. It is noteworthy that essence of having health services as being expressed by the custodians (principals) of schools. Health services will continue to play a significant role in the molding of students towards achieving academic excellence as suggested by the Federal Ministry of Education (2006). However, figure 4.22 below shows the level of responses by the school principals in secondary schools in Kwara State concerning the importance of health services to the academic achievement of students.
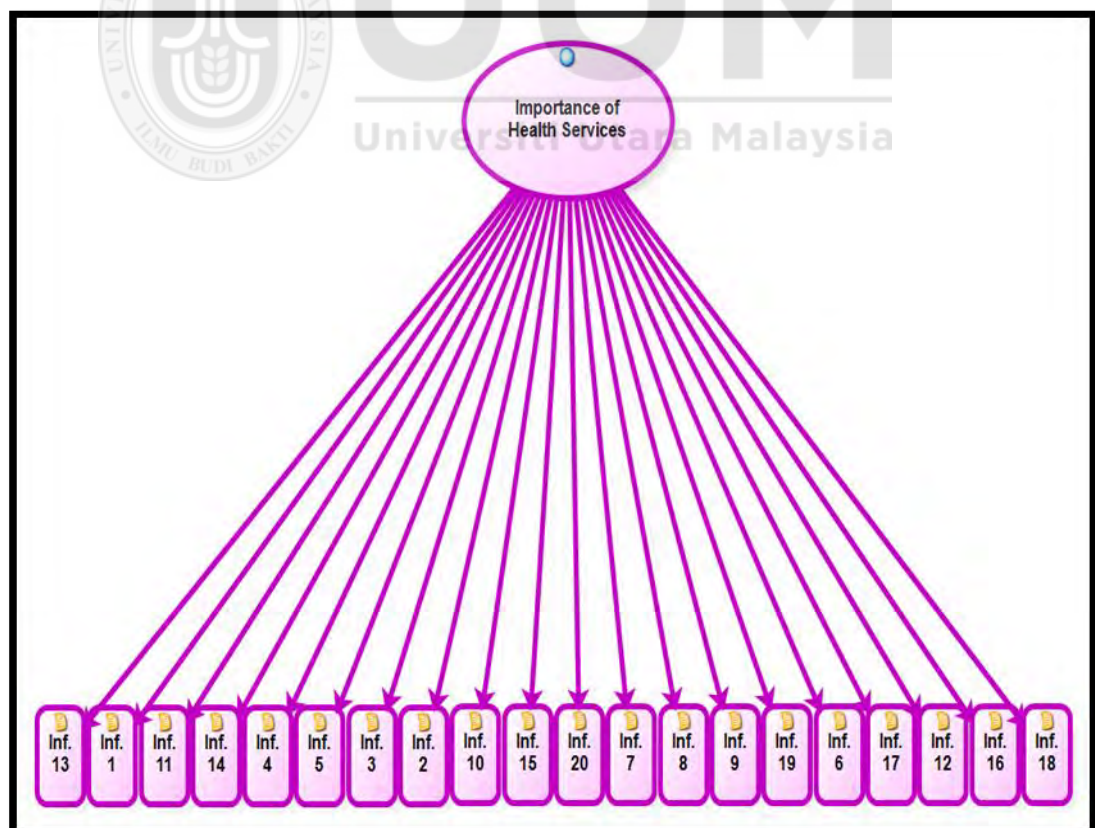
Figure 4.22. Importance of health services

4.17.4 Admission Services

Admission and selection service in the school system is seen as the first service that is needed for the prospective applicants. Studies in the past have confirmed the rationale for admission process in the educational system. According to Shaw et al. (2013), the conduct of admission for would-be students is necessary for the development of the school. Okoroma (2008) and Sacket et al. (2009) affirmed that admission procedure is paramount not only for the development of education sector, but also for the overall development of students. Agboola, Adeyemi and Ogbodo (2014) and Albanese et al. (2003) were of the view that students before and after they might have secured admission is a serious issue and challenge that is facing educational administrators as well as stakeholders. However, given the interview conducted, all the interviewees used for the study concurred that admission services play a significant role in the life of the students in the school. Their reactions brought out four specific sub-sub themes in which admission into the school system centered on. These are perceptions of the meaning of admission service, nature of admission service, provision of admission, and the importance of admission service in the school. Nvivo analysis output in figure 4.23 is displayed below.
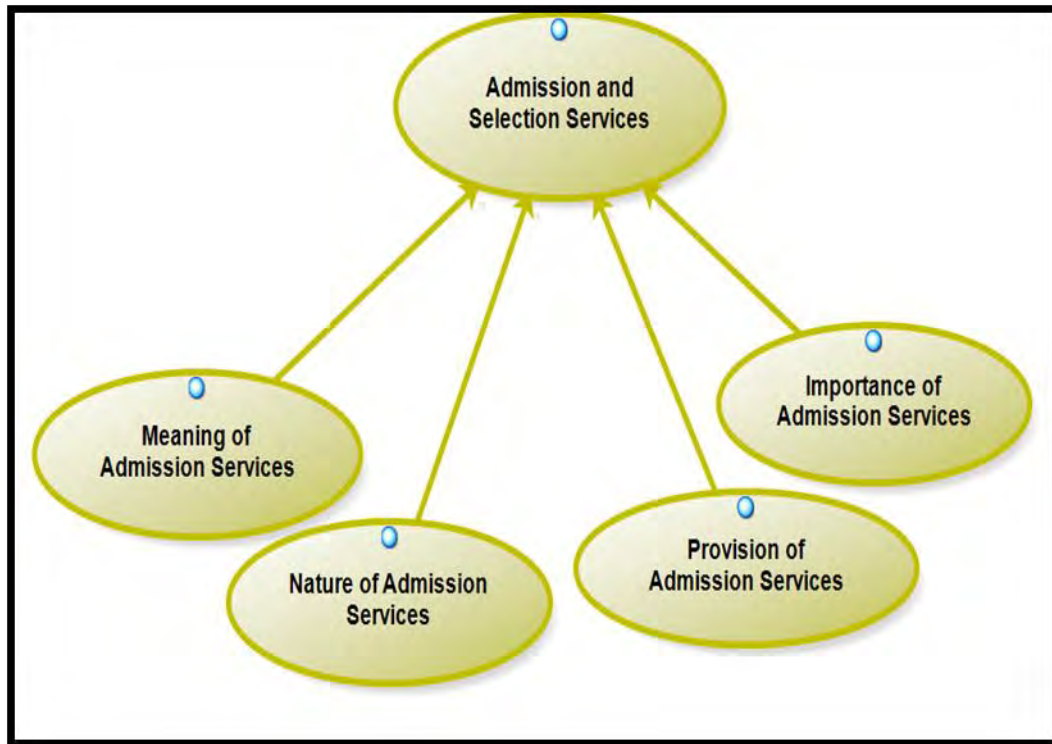
Figure 4.23. Thematic mapping of how the admission and selection services contribute to academic achievement

4.17.4.1 Meaning of Admission Services

According to Juradja and Munich (2010), admission services encompass certain procedure that serves as the basis for recruiting students into the school system. Lamadrid-Figuera, Castillo-Castillo, Fritz-Hernandez and Magana-Vallandares (2012) affirmed that the admission has to do with the process of admitting qualified students into the school system by following the procedures of admission. However, the majority of the principals interviewed for this study attest to the fact that admission service is indeed a process that guides school in admitting students. According to informant 5, ―….admission service is the process of admitting students into the school by following certain procedures that are in line with admission guidelines. It is a process of admitting students that have the certain criteria for

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admission into the school system. Similarly, informants 7 and 19 were of the view that:

> *Admission is service is defined as the process of selecting qualified candidates that are seeking placement in school. It is an integral part of the input in the education system. It is the first services that students get before other services. Admission service is the service provided to recruits the best of the applicants seeking admission placement in the school system.*

Corroborating the above meaning of admission services in the school system, informants 4, 1 and 15 say that:

Furthermore, informant 14 opined that ―... Admission service is a process which involves selecting candidates who are duly qualified for admission". Informants 16 and 18 who support the view of the foregoing expressed that ―.. Admission services are services provided for applicants seeking placement in the school system… It is also a process of selecting the right candidates for placement in school".

Likewise, informants 9, 2, 20, 8 and 10's views are also in consonance with the positions of the other informants; they described admission services as:

> *Admission service is a process in which applicants are selected through certain procedures. Admission service is an important service in the school. It is the first service that students get before other services. Admission is about recruiting students into the school for academic excellence. It can be defined as the method used in selecting applicants for admission. It is a kind of service rendered to students seeking placement in school. It is an essential service that is needed for the development of the education system. Admission services are done purposely to recruit students into the school system.*

In summary, it has shown that admission services in the school system are akin to the development of the education system. Virtually, all the informants interviewed unanimously agreed that admission is a unique service that is first given to prospective applicants seeking placement in the school. It is the cornerstone of the education system at all levels of education (primary, secondary, and tertiary). The Nvivo output shows the informants' views on the meaning of admission services.

Thus, the figure below visualizes the informants that expressed their perceptions on what admission service is all about.
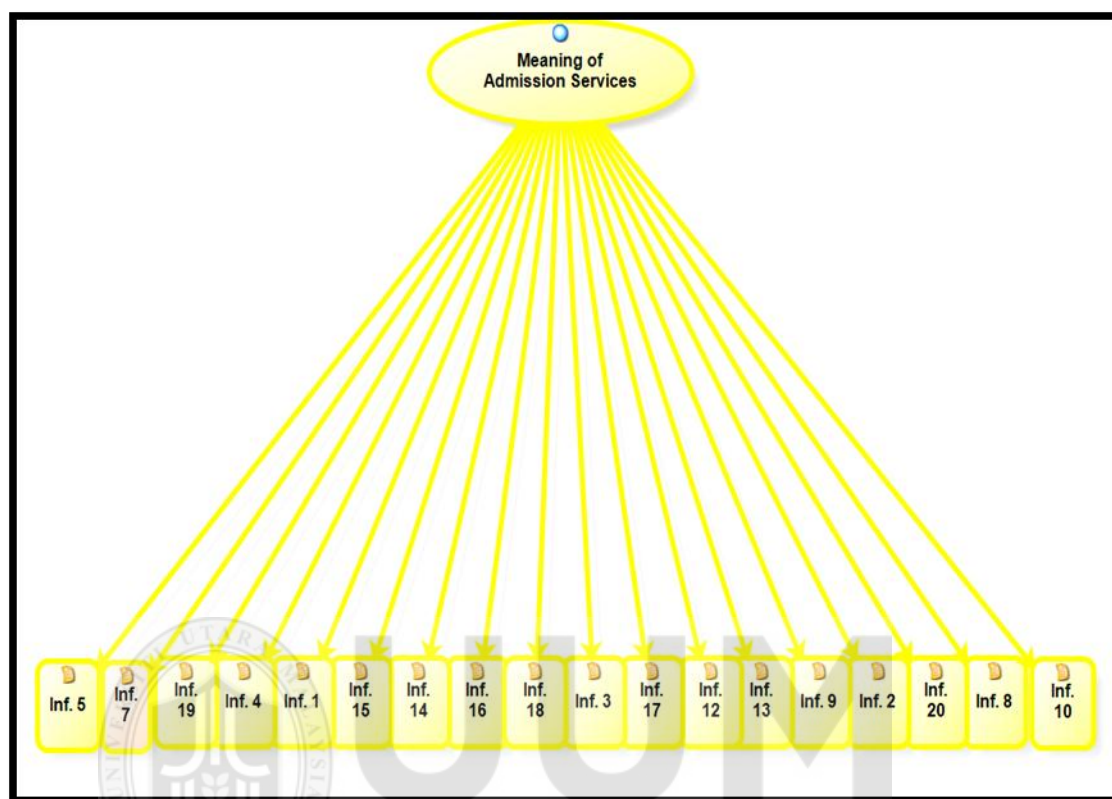
Figure 4.24. Meaning of admission services

4.17.4.2 Nature of Admission Services

Admission service has been described as one of the key services in the school system and this is evident in the earlier explanation. Scholars have discussed severally on the kind of admission services in the school system, even though most of the studies explained the nature of admission services from different perspectives. According to Agboola, Adeyemi and Ogbodo (2014), admission services differ in schools simply because most of the schools operate and conduct their admission in line with their rules. There are schools in Nigeria who focuses more on conducting an examinationas the basis of their admission service strategy for recruiting students into the school system while some schools conduct both examinations and interview as the yardstick for selecting the best candidates that are eminently qualified to

secure admission. However, looking at the interviews carried out with the principals of secondary schools, it is evident that the nature of admission services differs in schools.

To start with, response from informant 12 about the nature of admission services explain thus —... the government conducts the common entrance as well as the junior secondary examinations…I think that is what is obtainable in other public schools in Kwara State. The response from informant 10 also revealed that —... State government, through the ministry of education, is responsible for admission into the junior section. The ministry spearheads the conduct of common entrance examinations…They usually send those that passed the examinations to us for consideration based on benchmark that the ministry sets out. Similarly, the response from informant 8 revealed that:

> *The state ministry of education usually decides the admission into junior section. The Ministry conducts entrance examination for applicants and has benchmarks which schools will use in admitting students. On senior section, the admission is usually based on the performance of students in secondary examinations conducted examination body (NECO). Students who pass with five subjects (Including Mathematics and English) will be admitted to senior classes.*

Supporting the views of other informants, the view of informant 9 on the nature of admission services in the school has it that:

> *Like other public schools, the ministry of education takes care of the entrance examination of applicants for admission into JSS1; they only send those that passed the examinations in various schools of their choice based on the benchmark for admission. In senior section, their admission is based on the performance of students in Junior Examinations conducted by NECO. Students who passed with five credits and above will be admitted to various classes of their choice based on their subjects.*

The response from informant 15 has it that —... We have an admission committee who is responsible for the placement in our school…We advertise, conduct

examination as well as interview the prospective students in our school. Informant 19 says:

> *Like other public schools, the admission here is being conducted the state ministry of education. Firstly, an examination called common entrance is usually conducted for applicants seeking placement in our school. After that, successful candidates would be picked based on the score obtained in Common entrance. In junior section, the admission is always based on the Junior Examination results.*

Supporting the views of other informants, the response from informant 13 showed that most of the schools conduct entrance examination before admitting students into the school. He says:

> *The ministry of education is handling the admission here for junior. Firstly, the Ministry conducts common entrance for those that intend to enroll into JSS1, while junior examination conducted by NECO will be used to enroll students in SS classes. The benchmark for admission into JSS is 150 while Credit in five subjects (Including Mathematics and English) is used for admission to senior classes.*

In the same vein, informant 6 also expressed on the modus operandi of admission services in their school, he said ─…First of all, we advertise for admission into our school… After that, those applied will be subjected to entrance examinations and after, that we conduct oral interview before admission…Our cut off marks for admission is pegged at 50 marks. That is how we make our admission here". Informant 5 also gave a similar account about the nature of their admission in the school system, he says:

> *Firstly, we normally advertise for admissions for prospective applicants seeking admission. After that, we conduct entrance examinations to those who have applied for admission. Then, those that passed the examination will be subjected to oral interview to test their English language proficiency. After the interview, those that passed will be admitted to various classes. Applicants without going through the process will not be admittedto our school (Informant 5).*

Views of informants 3 and 4 corroborate the views explained earlier on the nature of admission services in the school system; thus:

> *The state government is handling the entrance examination. The ministry of education is in charge of conducting common entrance examinations for all the prospective applicants seeking placement. After applicants must have passed the examination conducted by the ministry, such students will be sent to us for placement based on admission benchmark which is normally from 150 and above. In the senior section, students who have passed the junior examination will be admitted into classes in the senior section (Informants 3 & 4).*

Informant 16 also expressed his views on the nature of admission in his school ―…We advertise for admission on a yearly basis since our school is a private school…We receive applications from applicants and after that, we conduct entrance examinations and interview to screen the applicants to view to select those who are eminently qualified for placement in school." Likewise, informant 1 states that:

> *To get admission here in the junior section, applicants need to pass the state common entrance examinations which are being conducted by the Ministry of Education. Based on the exam, the benchmark for getting admission is 150 scores and above. However, in some flashes school (including ours), the benchmark for admission is from 180 and above, this is to take the best out of the multitude seeking placement here. In senior section, the admission for admission is usually based on the junior examination, which is conducted by the National Examinations Council (NECO). Students with five credits and above (including Mathematics and English) would be admitted to senior classes based on their choice (Arts, Commercial, and Science) (Informant 1).*

Informants 18 and 20 bare their mind on the nature of admission services in their schools, thus:

> *Admission here is determined by using examination and interview for applicants. This is done on yearly basis… We do our admission by advertising for placement… Those that applied for admission will have to sit for entrance examinations and interview. After that, those who passed the screening process will be admitted. In our school, nobody can get admission here without undergoing the process, which is the strength of our school. We select the best students that we think can cope when given admissions.*

Informant 11 expressed his mind on the nature of admission in the school:

The ministry of education is in charge of admission into JSS classes. The ministry conducts common entrance examinations. It is by the examinations that we admit students based on the benchmark approved by the ministry of education. The benchmark for admission is 200 and above. Also, at senior section, we admit students into the senior classes based on their performance in junior school examinations conducted by NECO. Those students that passed five subjects (Mathematics and English inclusive) will be admittedto various classes.

To further buttress the above responses on the nature of admission services in the school, another response from informant 2 has it that:

The state government under the ministry of education conducts the entrance examination called state common entrance examination, which the students sit for. After passing the examination, such students would be subjected to mini-interview so as to know whether such students are knowledgeable, eloquent and fluent. However, the interview conducted is not that tedious, so to say, because the interview for new students is no longer there again in all government schools.

Informant 14 expressed that" … We advertise for admission and we subject applicants to an aptitude test and after that, those that passed would undergo an oral interview before the final selection… We have an admission unit here who are in charge of the tasks. We advertise for admission on a yearly basis since our school is a private school. Similarly, informant 17 gave the nature of admission services in his school by adding that" … We received applications from applicants and after that, we conduct entrance examinations and interview to screen the applicants with a view to select those who are eminently qualified for placement in school. Informant 7 also bears his view —.. The ministry of education usually conducts the entrance examination. The cut-off mark for admission into this school is 150 as recommended by the government

The above responses show the nature of admission services in various secondary schools in Kwara State, Nigeria. In summary, it can be seen that the nature of admission tohigh schools in Kwara state differs, some schools conduct entrance examination, follow by interview to pick the best candidates for admission, while some schools only conduct examination for prospective candidates after in which the examination will serve as the yardstick for admitting students. For better understanding of the response from the informants concerning the nature of admission, Nvivo output shows the informants who gave their views on nature of admission services in school.
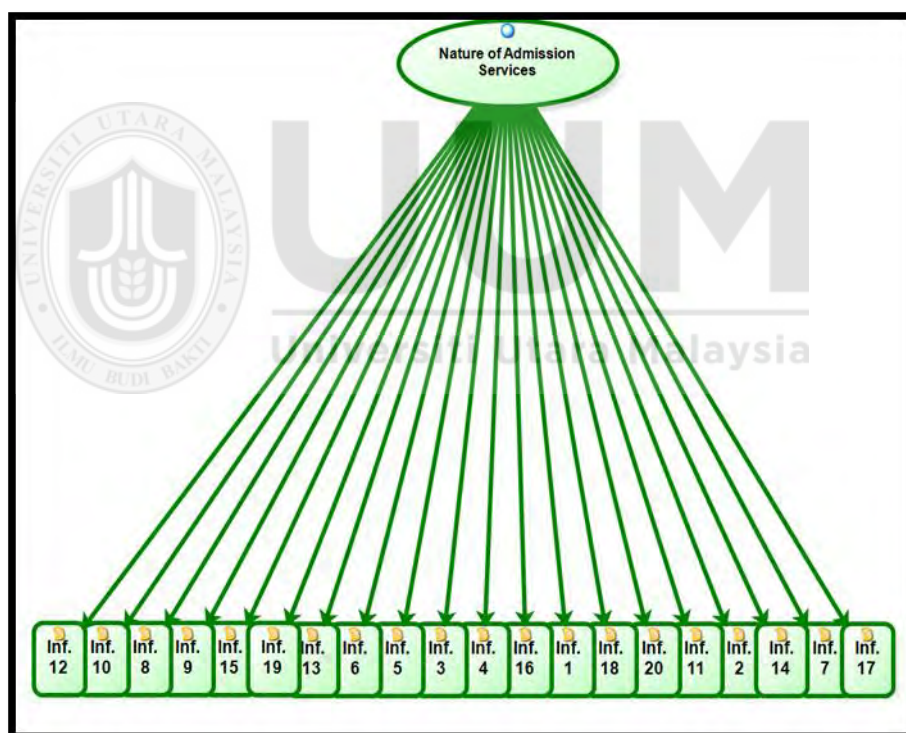
Figure 4.25. Nature of admission services

4.17.4.3 Provision of Admission Services

Provision of school services helps to fast track the development in the education system. This will, in turn, manifest in the academic achievement of students. There

seems to be a paucity of research on whether admission services are provided by the school system, whether the services are well provided for studentsis a question begging for answer. According to Adnett et al. (2011), a gap can be filled if efforts could be made to ascertain the provision or otherwise of admission services in the school. Ludeman (2002) underscores the need for the provision of admission services in school because inadequate provision could affect the academic standard of the school.

However, interview conducted for schools' principals confirmed the adequate provision of admission services in their respective schools. They point out that the non - provision of the service is a disservice to students. The majority of the informants used for the study were very sure of the delivery of the services in their schools. For instance, informants 14, 3, 8 and 16 expressed that ―admission services are well provided in their school… A school that does not provide is not a normal school… A school is known by the nature of admission services offered for her students". In support of the foregoing statement, informants 2, 15, 19 and 5 say ―.. the provision of admission service is a necessity in education sector… So, the provision of the services cannot be compromised".

Similarly, informants 7, 1, 13 and 4 affirmed ―.. admission services should be provided at all levels of education (primary, secondary, and higher institution) … we provide admission services in our schools. Also, informants 12, 20, 11 and 17 were of the view that ―.. provision of admission services for students is carried out in our schools… However, schools should provide admission services for the development of the education system. Likewise, informants 9, 10 and 6 support other informants' response in the provision of admission services for their students in school, thus ―..

we provided admission services in our school… admission service should be offered in all schools".

The previous responses to the provision indicate that the majority of the informants concurred that they provide admission services in their schools. It is pertinent to say that provision of admission is one of the proper things to do in the school system because it is the cornerstone of the school. Thus, figure 4.26 shows the Nvivo output concerning the provision of admission services in the school system.
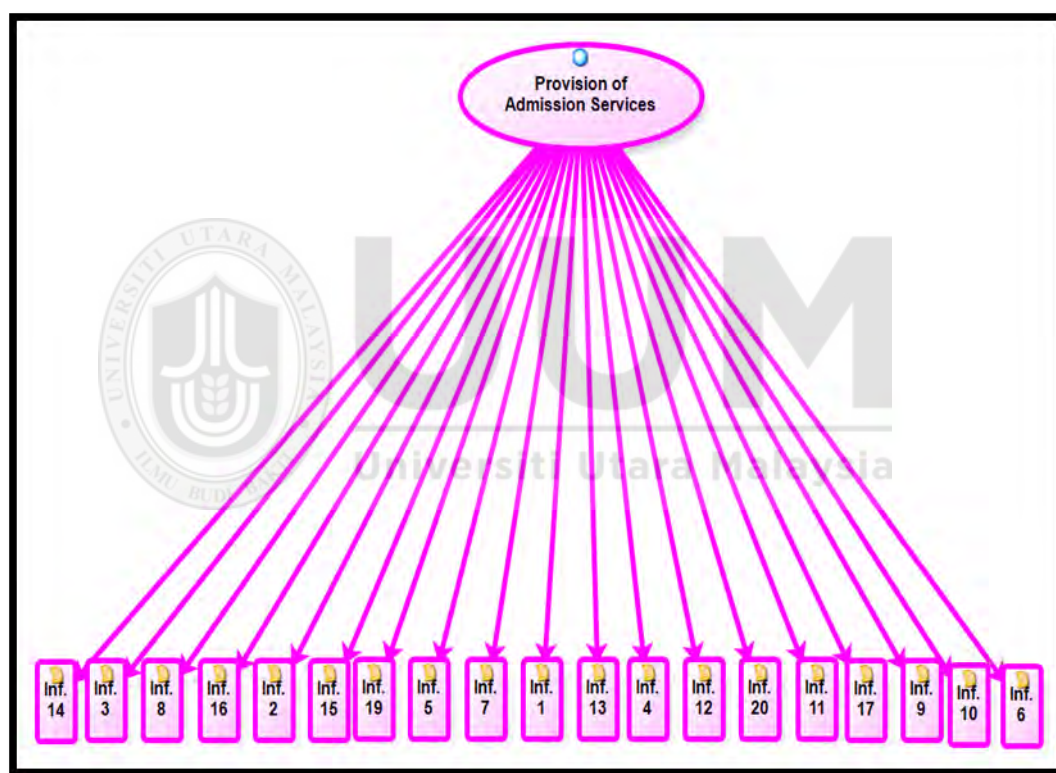
Figure 4.26. Provision of admission services

4.17.4.4 Importance of Admission Services

Every educational input has its unique importance tailored towards the development of students in the school system. Admission service is very crucial, crucial in the sense that it depicts the standards of the school. Adeyemo (2010) justifies that

admission services help to maintain merit in the school, so the importance is enormous. Sawyer (2013) asserts that the importance of admission service cannot be quantified hence, the need for the provision. However, in this study, the researcher sought the views of the informants (principals) used for the study to see their opinion concerning the importance of admission services in the school system. Quite a significant number of the informants bare their minds on the importance of admission service in the school system. Excerpts:

According to informant 16, admission services help to select qualified candidates for admission. It shows the academic excellence of the school. It helps to fulfill the essence of education. Informant 6 also lends credence to the importance of admission in the school that —... admission services help to select the best students to the school and that it creates competition amongst the candidates… It also ensures academic assurance in the school". In support of the other informants, informants 14, 17 and 16 admits that:

> *Admission service helps to admit qualified applicants for admission. It promotes excellence and it eradicates mediocre in the school system. It also helps to promote the image of the school. It promotes academic excellence. It helps students to perform better when admitted into the school. It helps to fulfil the essence of education. It is an essential service in the school system (Informants 14, 17 and 16)*

The above on importance of admission into the school system shows the level of magnitude of importance in which admission stands for. About what others have said, there are expected positive responses are emanating from the informants of the study. An informant 7 and 4 say —... It helps to recruit the best students among multiple applicants seeking placement in the school…It helps to fulfill the essence of education… It helps in selecting the best applicants for admission. It ensures quality assurance in education. It helps to determine the number of students to be admitted.

It helps to ensure effectiveness in education". Likewise, informants 2 and 5 expressed that:

> *The importance of admission is to get students into the school system. Another importance of admission is to fulfill the essence of education, which is a social service which government is providing to all interested candidates in the state. The importance of admission service is also to test the intellectual ability of the students (Informants 2 and 5).*

In the same vein, the more responses emanating from the informants revealed the significance of admission services in school settings. Informant 8 says that —.. it helps to pick select the best candidates for admission and that it promotes academic excellence as well as ensures quality assurance in education". Buttressing this point, informants 8 asserts that —..It makes admitted students perform better and it changes the tone of the school… It also helps to select the right candidates for admission to the school. Informants 18 and 12 in their view concerning the importance of admission, they admit that —.. the importance of admission is to scout for the best brains for placement in our school… It helps to promote academic excellence so as to enhance the academic performance of students…It promotes the image of the school.

Furthermore, informants 3 and 19 were of the view that —.. It helps to select the best applicants for placement… It helps to know the candidates who are eligible for admission… It also helps to recruit candidates who are academically ready for learning activities… It enhances the academic performance of the students admitted as well as helps to eliminate mediocre students… It promotes standard in the school system". Specifically, evidence from the interview conducted revealed more positive information on the importance of admission services in the school system. Informant 9 submits that —.. admission service helps to select the right candidates for

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admission… Also, it helps to maintain standards in the education system as well as changes the tone of the school. More so, it helps to fulfill the essence of the education system and ensures quality assurance". Informants 13 and 11 say that ―…the importance of admission service is to select those that are qualified for admission so as to ensure quality assurance in education… It is also meant to fulfill the essence of education. In the same vein, informants 1 and 20 opined that" … The importance of admission service in the school is to select the best students among the applicants seeking admission. Apart from that, admission helps to know the brilliant and dullards among the applicants.

In the light of this, it is clear that providing admission services is crucial. In summary, virtually all the informants agreed to the view on the significant implications of the presence of admission in the school system. The Nvivo output shows the responses from informants in the figure below.
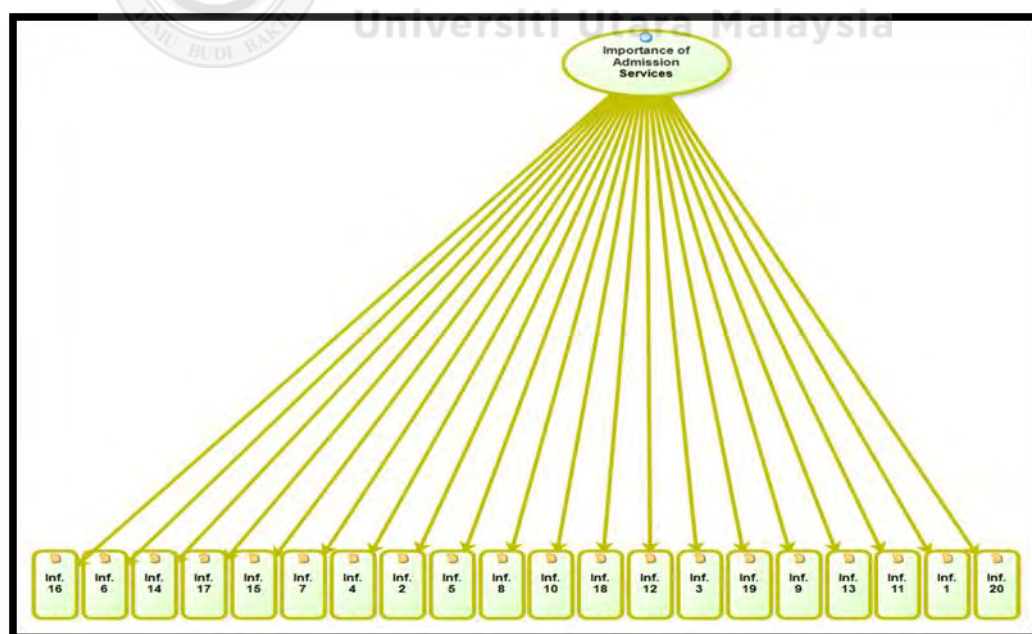
Figure 4.27. Importance of admission services

4.17.5 Extracurricular Services

Extracurricular services connote those services that are provided for the growth of the students in the school. Research in the past has shown that participation of students in extracurricular activities otherwise known as co-curricular activities have had a significant impact on their academic performance in schools (Al-Ansari, Al-Harbi, AbdelAziz, Abdelsalam, Tantawi & ElRefae, 2016). According to Ekeke (2014), he observed that the level of participation in extracurricular activities at all levels of education (primary, secondary and tertiary) is enormous because students derive fun in active participation. However, the above notion is proven in this study, as the interview conducted strongly concurred with it. Meanwhile, extracurricular services form a sub-theme in this study. Four pertinent questions were raised to get an answerfrom the principals who participated in the study; the questions are the perceptions of principals on the meaning and nature of extracurricular services as well as provision and importance of extracurricular services in the school system. These four questions form the sub-sub themes of the study under extracurricular services. Nvivo output displayed below shows the sub-theme and sub-sub themes as explained in Figure 4.28.
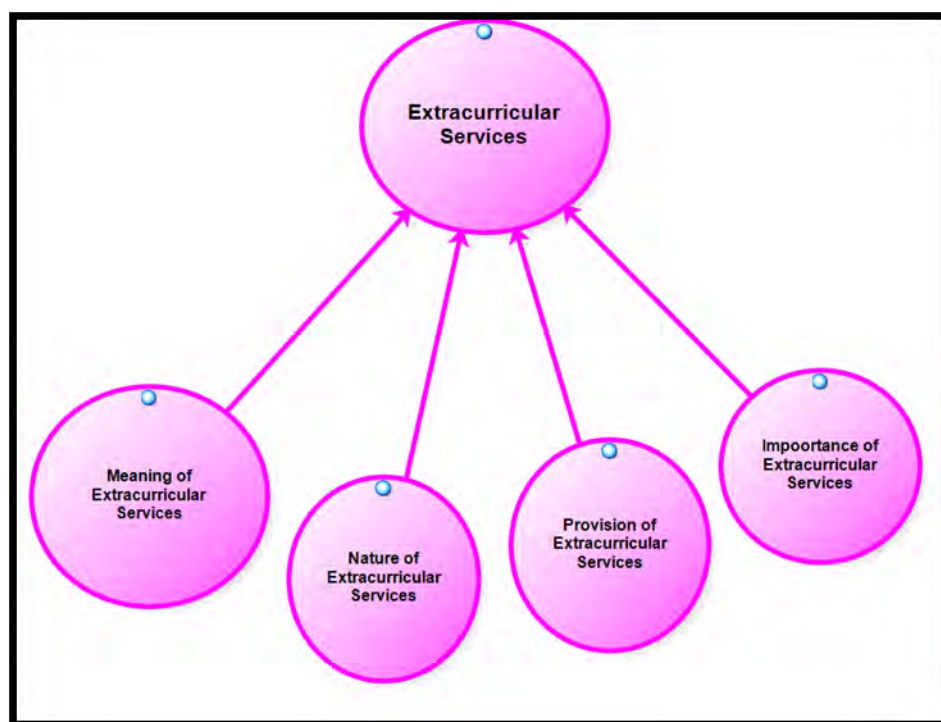
Figure 4.28. Thematic mapping of how extracurricular activities influence the academic achievement

4.17.5.1 Meaning of Extracurricular Services

An extracurricular activity has to do with the designed programs planned by the school authority for students to enjoy. It is an all-round service which focuses on the cognitive, affective and psychomotor domains of the students (Fujita, 2006). Extracurricular services are an integral service in the school system. It is an activity that gives students' joy outside the classroom because of the elements that are embedded in the extracurricular programs (Al- Ansari et al., 2016). Nowadays, no student would say no to active participation in extracurricular services. It is one of the oldest and main services in the school system. Ekeke (2014) asserts that a school without service is incomplete because of its unique importance. In this study, an attempt was made to know the meaning of extracurricular services in the education system. Expectedly, quite some principals used for the study gave comprehensive

responses to what extracurricular services mean in the education system. Here are excerpts from informants:

Extracurricular services are the services for the development of mind and body through physical and social activities. Extracurricular services can be defined as the services meant for students to engage in the school. Extracurricular services are the services provided for students outside the classroom learning. It is an outstanding service in the school system (Informants 4, 1, 14 and 8).

In support of the statements above on the meaning of extracurricular services, informants 9, 6 and 17 expressed that:

Extracurricular activity is the training of mind and body through physical and social activities. This is meant to keep the mind and soul of students together. It is often called curricular activities. Extracurricular services are meantfor students to develop themselves academically, physically, socially and emotionally. These services are done outside the classroom. It is an indispensable service in the school.

The above responses show the level of what extracurricular services are all about, this agrees with the study of Ekeke (2016) who submit that extracurricular forms co-curricular activities in the school system. He explained that there was paucity of research in this area. Agreed that most of the study conducted mostly focused on tertiary institutions, less attention is given to secondary schools. He sees extracurricular activities as the activities that students embark on with a view todeveloping in them the cognitive, affective and psychomotor domains of the learner. Informants 8, 18, 2 and 6 offered their opinions on the meaning of extracurricular services, they explained:

Extracurricular services can be defined as the services that are provided for the physical, social and emotional development of students. Extracurricular activities are the activities that are necessary for the development of students in the school. It is also known as co-curricular activities as enshrined in national policy on education. It is a service provided to give students a sense

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of belonging. Extracurricular activities are vital. When we talk about extracurricular activities, it can be defined as sporting events and debate engagements meant for the students. These activities widen the horizon of the students.

Furthermore, informants 20, 19 and 12 expressed that:

Extracurricular services refer to activities that students engage in outside the classroom. It is a valuable service that is vital to the development of students. Extracurricular services are services for the social and physical development of the students. These are services that are meant to develop students physically and emotionally. Having extracurricular services in the school is imperative. Extracurricular activities are crucial for the academic development of the students. It is sometimes called co-curricular activities. It should be provided.

Explaining more on the meaning of extracurricular activities, Ohienuran (2008) explains that efforts should be made to understand more of what extracurricular activities stand for by all the stakeholders in the education sector. In the light of this, informants 3, 10, 15 and 11 assert that:

Extracurricular services mean the services provided for the benefit of the students. It is a vital service in the school system. It develops them physically, socially and emotionally. It covers the affective, cognitive and psychomotor learning of the student. It is also called co-curricular services. They are services meant for the enjoyment of students in school. It is a service that students participate to for their overall development. Lastly, extracurricular services are the services provided for students outside the classroom learning. It is an outstanding service in the school system.

In synopsis, it is understood that the majority of the informants has knowledge of what extracurricular services meant, which is good for the promotion and development of the services in their schools. It is safe to say that understanding the meaning of the service by the informants is essential to know what kind of extracurricular services they have. Figure 4.29 outputs from Nvivo 10 shows the informants that responded to the meaning of extracurricular services.

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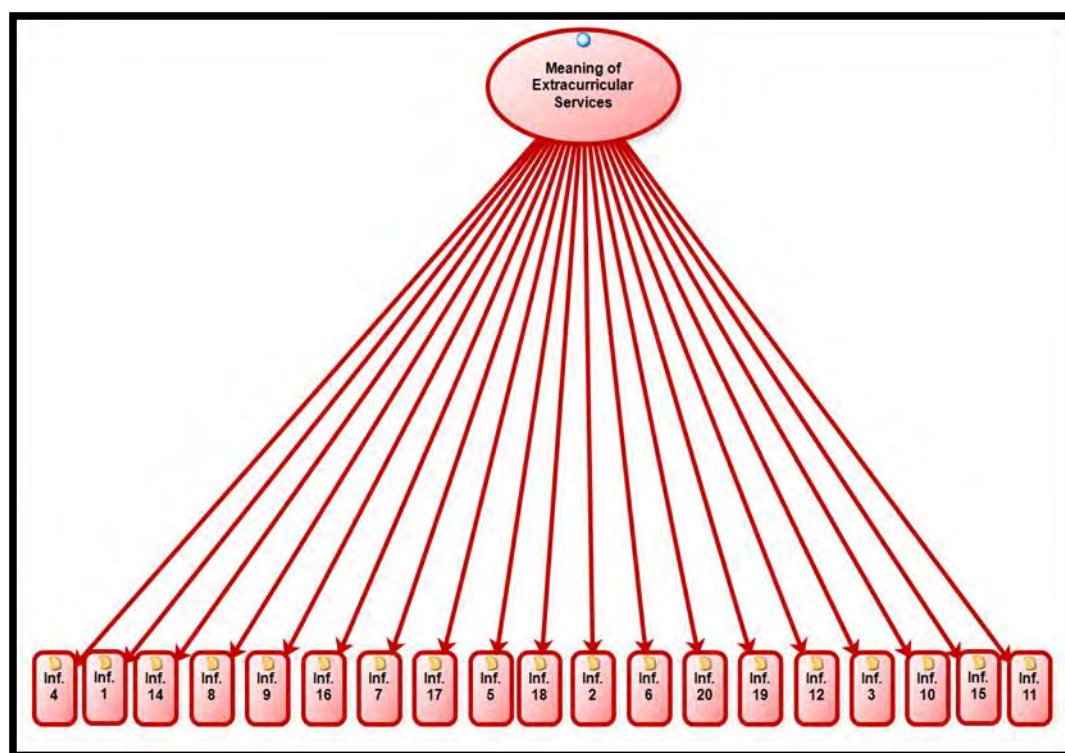
Figure 4.29 Meaning of extracurricular services

4.17.5.2 Nature of Extracurricular Services

Researchers have classified extracurricular activities to be formal and informal activities. They see formal extracurricular activities as moderately structured activities, sporting events (i.e. Football, basketball, volleyball, table tennis, etc.) and social activities (debates, quiz competitions, etc.)**.** Informal activities refer to less structured activities, which has to do with watching television, listening to music, etc. (Fujita, 2006). Some studies in the literature opined that the formal (structured activities) are mostly prominent in the activities of students in the school, while the latter (unstructured activities) are mostly performed at home (Ekeke, 2014; Fujita, 2006). These studies believe that the existence of extracurricular activities usually influence the academic achievement of students. The types of activities in schools vary because schools have various priorities when it comes to this aspect of students' personnel services. However, this study empirically supports the structured activities

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which are known mostly in the school system. It is evident in this study that most of the principals expressed the nature of extracurricular services in their schools; the nature of the services is synonymous with each other.

For example, informant 8 explained that ―…. well, we have various types of extracurricular services in our school. We have sports facilities which include a football pitch, table tennis, badminton, etc. We also participate in quiz competitions, debates and other events that are of benefit to the students. Informant 19 says that ―…. we have various facilities such as a football pitch, table tennis, relay race, etc. We also allow our students to participate in social events such as debates, quiz, religious and other competitions from time to time. This has helped to develop our students mentally, spiritually, and physically.

The views of the informants show that the nature of the extracurricular services includes student participation in sports activities and debate competitions. Fujita (2006) opined that numerous extracurricular activities that are embedded in the school have proven to be of great importance to students. Activities in sports and other related activities are common in schools. To know more about the nature of extracurricular activities that applies to secondary schools in this study, informant 14 asserts that ―…. our school engages in various activities such as football, volleyball, table tennis, etc. We also engage in social club activities like quiz, debates, etc." Informant 18 also bares his mind that ―…. our school participates in events such as football, volleyball, basketball, table tennis, relay race and other sports activities… In addition, we participate in quiz, debates and other social events that help to develop students academically, socially and physically… All these are part of the activities we provided for students in our school. Specifically, informant 17 expressed that ―…. we have sports facilities that our students use for their physical development.

Facilities such as a football pitch, table tennis, basketball court, etc. Our students participate in social activities such as debate, quiz, religious and other competitions for their development". In the same vein, informant 20, who is also in support of other informants on the nature of extracurricular activities in his school, says that —…. we have sports facilities such as a football pitch, volleyball, table tennis, basketball, etc. Our students also engage in debate, quiz and other social activities". Similarly, an informant described the nature of extracurricular activities in his school, he said:

> *Our school has been involved in various extracurricular activities. We have a football pitch, table tennis, etc. Regarding social activities, our students do participate in debate and quiz competitions and another form of social events for their development. We do teach students in the area of entrepreneurship for the purpose of making them self-reliance after their graduation (Informant 5).*

According to informants 7 and 4, they explained that:

> *We have various extracurricular activities lined up for our students in their development. We have a football pitch, volleyball, table tennis, etc. Our students engage in both social and physical activities in school. These are provided for students' use. Also, students in this school participate in quiz competitions, debates, social club, and religion activities. All those aboveare provided for students in school (informants 7 and 4).*

Informants 13 and 15 also expressed that:

> *In our school, we have various sporting activities. We have a football pitch, table tennis, volleyball court, etc. Our students participate in sporting events from time to time. Also, they participate in social activities such as quiz, debates, and religious activities for their development. We have won many awards in sports and quiz and debate competitions.*

Furthermore, informants 9, 6, 1 and 10 admit that:

> *We have a series of activities for our students in this school. We participate in the quiz, debate, and social club, religious and other competitions for the development of our students. Also, we have a football pitch, table tennis and other sporting facilities which our students engage in. We allocate Wednesday as extracurricular activities for our students. Our students participate in football, table tennis, relay race, volleyball, debates, quiz*

competitions, social club, etc. These activities are meant for the overall development of students.

Also, informant 3 opined that:

We have a variety of facilities for students in this school; we have a football pitch, handball pitch table tennis, badminton, and these are meant for sporting activities. When we talk about social events, our students involve in quiz competitions, debates, and excursions. Our students do well in these mentioned activities as you can see some medals won by our school.

In support, informant 16 described the nature of extracurricular activities that are applicable in her school, she says" … our students actively participate in both sports and quiz competitions and won trophies. We have a football pitch, table tennis, etc. for students to make use of at break time. Also, they go for debates and quiz competitions within and outside the school. Lastly, informant 2 expressed that:

We have a variety of facilities for students in this school; we have a football pitch, handball pitch table tennis, badminton, and these are meant for sporting activities. When we talk about social events, our students involve in quiz competitions, debates, and excursions. Our students do well in these mentioned activities as you can see some medals won by our school.

In view of the foregoing, this study found that the nature of extracurricular services in secondary schools in Kwara state is similar, it has been established that they have extracurricular activities such as volleyball, football, quiz, debates, etc. Figure 4.30 displayed below shows the informants that subscribed to the nature of extracurricular activities in their schools.
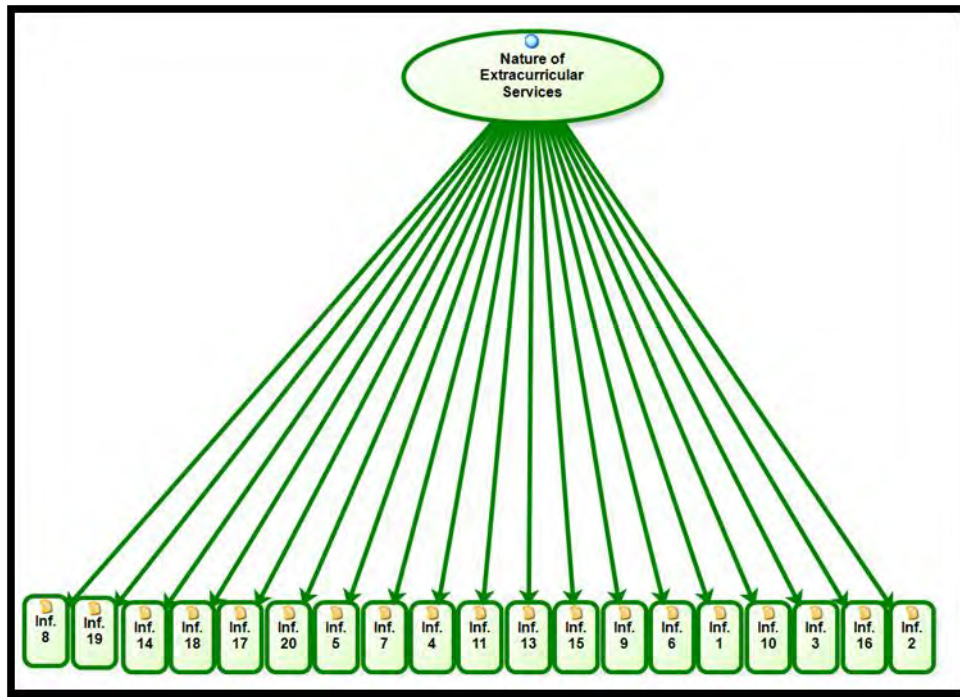
Figure 4.30.   Nature of extracurricular services

4.17.5.3 Provision of Extracurricular Services

Provision of extracurricular services in the school is often said to be an essential service that can influence the academic performance of students in the school system. Time for extracurricular services help students or learners on how to make use of their leisure time more wisely and upsurge their intellectual acumen so that they can function well as leaders as well as members of a group (Manebete and Duwa (2015). According to Edem (2006), the provision of extracurricular activities promotes captivating challenges to the students as well as adding to their activity and novelty of their lesson. Manebete and Duwa (2015) admit that promotion of extracurricular services in schools is on the decline, the reason could not be far-fetched as there are factors that could be responsible for it. Nevertheless, extracurricular activities are very popular in Nigerian schools because of its importance. However, the interview conducted on whether extracurricular service is provided for secondary school students or not was the question that was thrown to principals-in-charge of the

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schools. The responses got from the principals confirmed that extracurricular service is provided for students.

To start with, informants 17, 12, 16 and 19 admit that —.. Extracurricular services are well provided for students as far as am concerned. It should be provided for students in schools because of its importance". Informants 9, 7, 5 and 3 explained that —.. Extracurricular activities are well provided for students in this school. Extracurricular services should be provided in schools. Specifically, informant 2 expressed his views on the reality of extracurricular services for students, he said:

> *Students do involve in extracurricular activities because that is the only way to enjoy themselves outside the classroom activities. Our students participate actively in extracurricular activities which are good for their development. Extracurricular services should be provided from time to time for the overall evolution of the school. Extracurricular service is one of essential services in the school.*

The above responses show that extracurricular services are still alive in secondary schools in Kwara State, Nigeria, despite the findings as reported in the literature. Manebete and Duwa (2015) opined that the availability of the services immensely contributes to social, character and physical development as well as for mental and healthy growth, which will, in turn, affects their academic performance positively. In support of this, informants 8, 6, 13, 11 and 14 are of the view that —.. Totally, extracurricular are well provided for students in this school as far as am concerned. It should be provided; it is an integral part of the school system. It should be provided in the school. They are imperative. We provide these services for students". Also, informants 4, 1, 20 and 15 said that:

> *It should be offered in the school because the service is necessary for the development of the students. Extracurricular services should be provided for students in schools because it is vital for their growth and development.*

In summary, the interviews conducted revealed that extracurricular services are paramount in the minds of the school principals, who are saddled with the responsibility of overseeing the programmes in the school. The Nvivo output shows figure 4.31 of the provisions of extracurricular services in the school system.
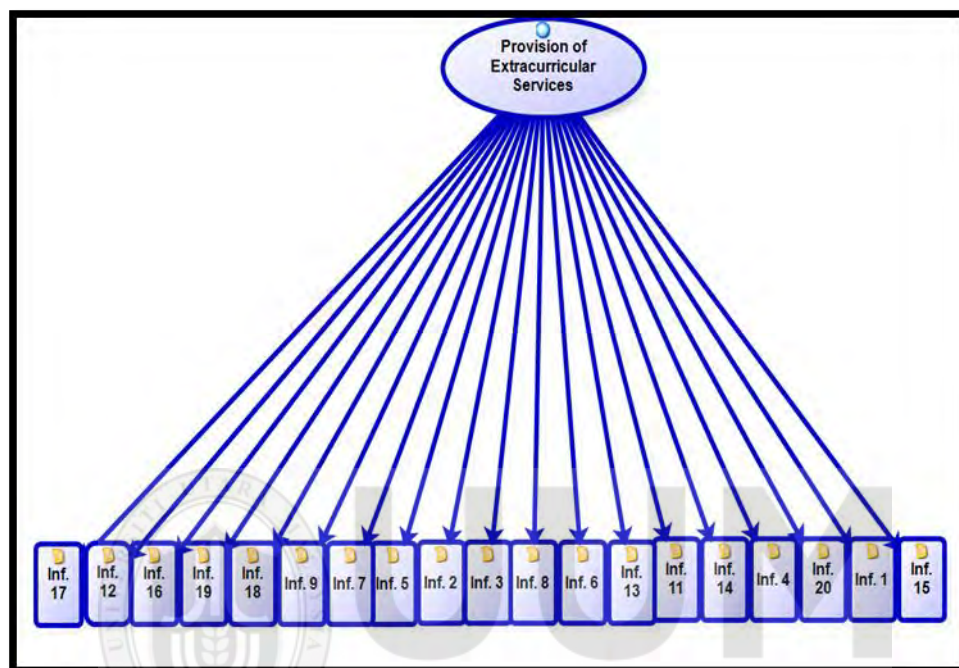
Figure 4.31. Provision of extracurricular services

4.17.5.4 Importance of Extracurricular Services

The extant literature hasshown that students who actively participate in extracurricular activities tend to have good grades in their examinations because they manage time, strive for excellence, and relieve stress in doing things. Besides, extracurricular activities that are well-grounded in the school programs may positively have an impact on students‘ achievement (Ekeke, 2014). Extracurricular activities such as baseball, basketball, debating, tennis, chess clubs, drama, student government, choir, yearbook, computer clubs stimulate academic achievement of students (Edem, 2006; Fujita, 2006; Menebe & Duwa, 2015). Edem (2006) opined that despite the efforts and time the extracurricular activities consume, there is a

benefit that is accrued to students who participate in it. The benefit could be in the form of enhanced life skills and fun. Also, Al- Ansari et al., (2016) and Ekeke (2014) agree that overall, the participation of school students in various extracurricular activities may have improvement in their academic pursuit and life skills which include goal-setting, discipline, teamwork, responsibility and accountability. Also, they will find themselves prepared better for post-school activities. There is a high tendency for students to realize that the lessons they acquired outside classroom, whether in sports or social activities, would help them cope with future challenges at their place of work.

However, given the above dictates about the importance of extracurricular activities in the school system, this study is totally in support of it as the interview conducted shows clearly the significance of extracurricular activities for students in secondary schools. Meanwhile, quite a reasonable number of informants attested to this and bared their minds on the importance of extracurricular activities. For instance, according to the statements emanating from informants 11 and 1, they are of the view that:

> *One of the important of extracurricular services is that it prepares students for future challenges. It helps students to explore skills they have. It makes them develop socially. It helps them to be physically fit. It helps them to put into practice what they have learnt in the classroom. It fosters unity among student.*

In buttressing the above on the importance of extracurricular activities in the school system, some of the informants believed that students who participate in it stand to benefit more than those that do not participate, informants 9, 10 and 5 asserts that:

> *The importance of extracurricular services is to bring out talents in them. It fosters unity among the students. It is also to promote friendship among the students. It helps them to gain exposure. It contributes to develop students*

emotionally, physically and socially. It helps students in their academic careers. It prepares students for future challenges.

Similarly, informants 12, 19 and 6 expressed that:

It assists in enhancing students' academic performance. It develops students emotionally, physically and mentally. It develops students socially. These are some of the importance of extracurricular services in the school system. It creates friendship among students within and outside the school.

Some informants are of the view that the importance of extracurricular activities is beyond the known academic performance because the importance covers both the visible and invisible. They explained that:

It develops physical development of students. It fosters unity among students. It enhances the academic performance of students. It creates friendship among students. It helps students spiritually. It helps students socially, physically and psychologically. It also helps in the mental development of the students (15, 8 and 18).

Informants 20, 4, 13 and 14 justifies the inclusion of extracurricular activities in the school programmes, they expressed that:

They are crucial to the attainment of the school's goals and objective. It helps to promote competition among students. It develops students physically, emotionally, spiritually, and socially. It makes the students fit. It fosters unity amongst students. It is an essential service in the school system.

Furthermore, another informant who is also in support of other informants' submissions on the importance of extracurricular, he says that:

The importance of extracurricular activities is enormous. Firstly, It brings mental alerting. It promotes friendship amongst the students, and it gives room for competition. Extracurricular is a tool for community development as well as the state and country development because it is through these events that bring development to the society (Informant 2).

Informants 17 says —... it helps to sharpen the emotional and social development of students. It contributes to develop students physically. It enhances the academic

performance". Informant 3 also expressed that —.. for mental alertness…. It helps for social development of the students… for the psychological development of students". Lastly, informant 16 opined —.. it enhances the academic performance of students… It fosters unity among students and creates competition among students." The above statements on the importance of extracurricular services in the school have been justified by the principals interviewed for the study. In summary, the areas where extracurricular activities help students are academic, social, physical, psychological, mental and future challenges. This means that the active participation of students is necessary for their growth and development. The Nvivo 10 output shows below figure 4.32 of the responses of informants on the importance of extracurricular services in the school system.
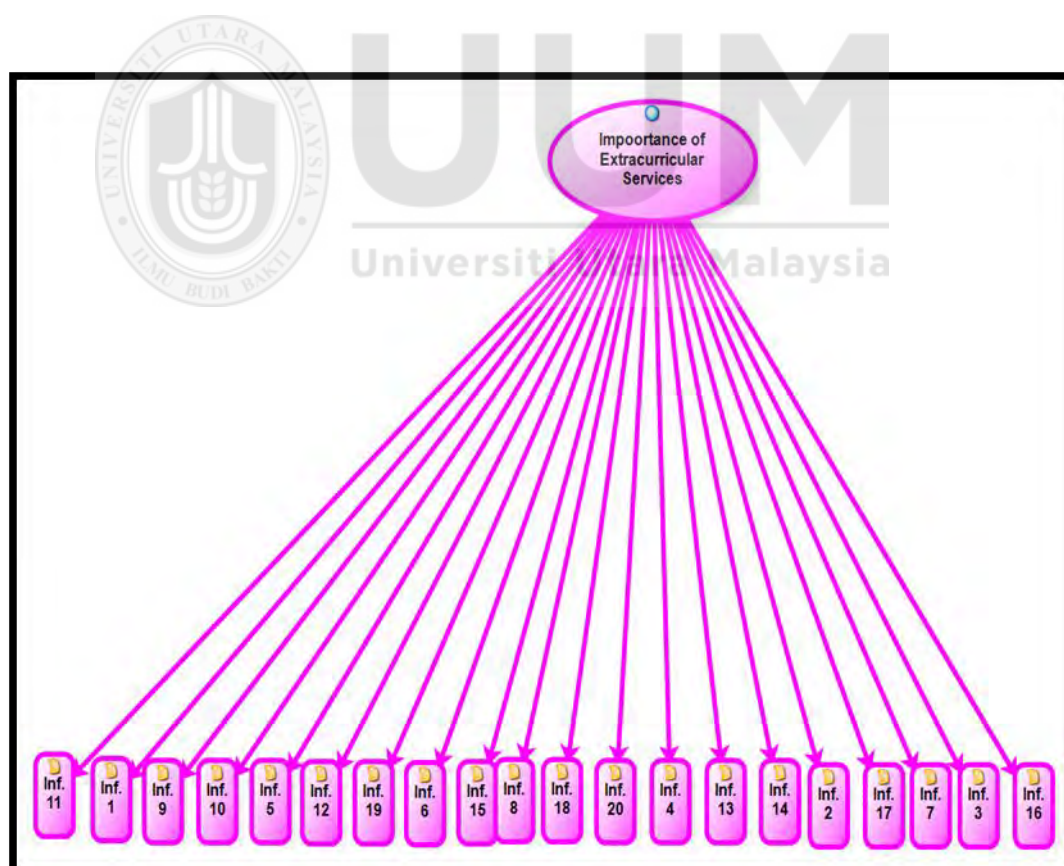
Figure 4.32. Importance of extracurricular services

4.18 Theme Two: Perceptions on Supervision

After the interview conducted for selected principals in secondary schools in Kwara State and subsequent transcription and coding, perceptions of supervision emerged as the theme two of the study. Perception of supervision emerged because it is considered as a key theme in this study. In understanding the concept of supervision, Ayeni (2012) explained that supervision is that of activity that has to do with overseeing the workers or the subordinates in the organization so as to ensure that they are doing their work in line with policies and plans of the organization. Throwing more light on supervision, Olaleye (2013) sees it as directing the activities of the subordinates. He noted that supervision entails a face to face relationship with the supervisor and supervisees (subordinates). The activities in supervision include organizing, planning, controlling and others.

Supervision is considered as a significant part of the organization because the success of the organization mostly depends on the nature of supervision that is inherent in such organization. However, after the transcription of the interview conducted in this study, Nvivo 10 software was used to analyze the data. The analysis indicates that two factors associate with supervision in this study. The factors are principal's supervision and challenges of supervision. These factors formed the sub-themes of theme two. The first sub-theme has four sub-sub themes while the second sub-theme has two sub-sub themes under it. For an easy explanation of the preceding, Figure 4.33 visualizes theme two and its sub-sub themes.
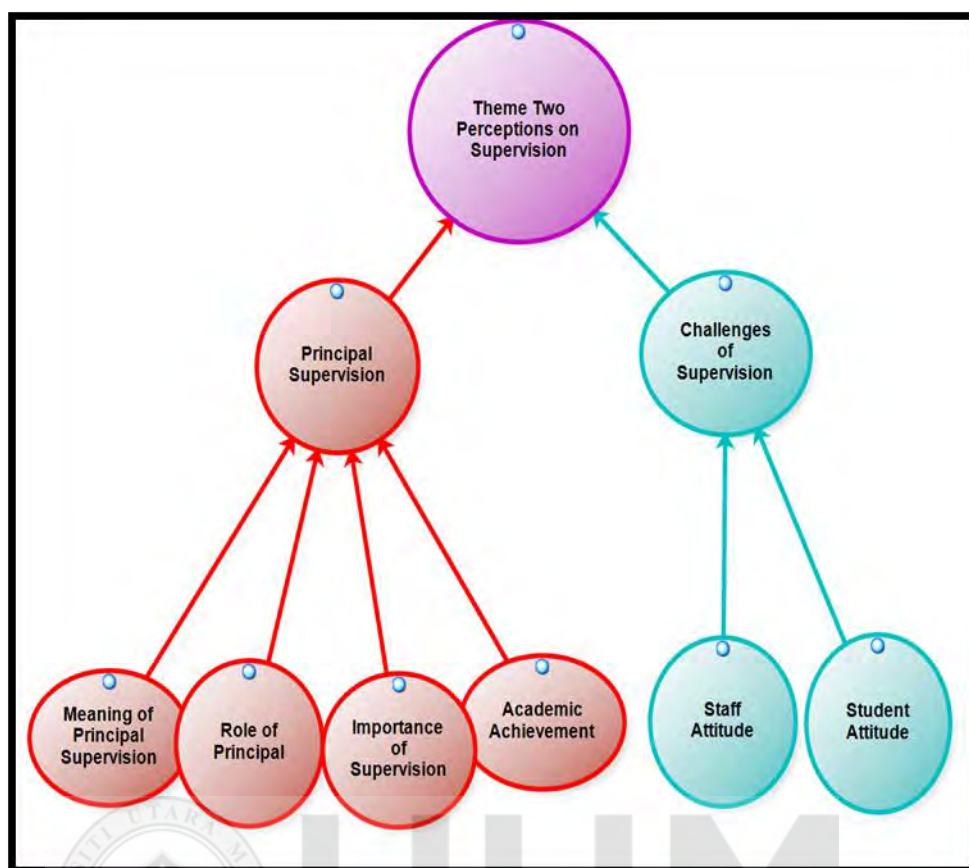
Figure 4.33. Thematic mapping of principal's supervision

4.18.1 Principal's Supervision

Several authors (Bormann, 2015; Olaleye, 2013; Onuma, 2015; Usman, 2015) have

focused on principal's supervision and see it as the work of principal ensuring that all

things are carried out in the school system. Specifically, lIgan, Parylo and Sungu

(2015) assert that school needs supervision for the smooth running of the school

programs that have been planned to implement. Onuma (2015) reported that

principal's supervision in school is the glue to the academic success and its success

draws together efficiency and effectiveness.

Principal's supervision in this context is a sub-theme of theme two as discussed

earlier on. The interview conducted with principals; seek the opinions or views of the

principals about the supervision in their respective schools. In achieving this, four

salient questions were thrown to the principals for a better understanding of the

concept. The questions are meaning of principal's supervision, the role of the principal in ensuring supervision of the school services (admission, guidance and counselling, library, extracurricular, and health services), the importance of supervision and lastly, academic achievement in school. These four areas emerged as sub-sub themes in this aspect. Nvivo 10 outputs visualize the first sub-theme under theme two.
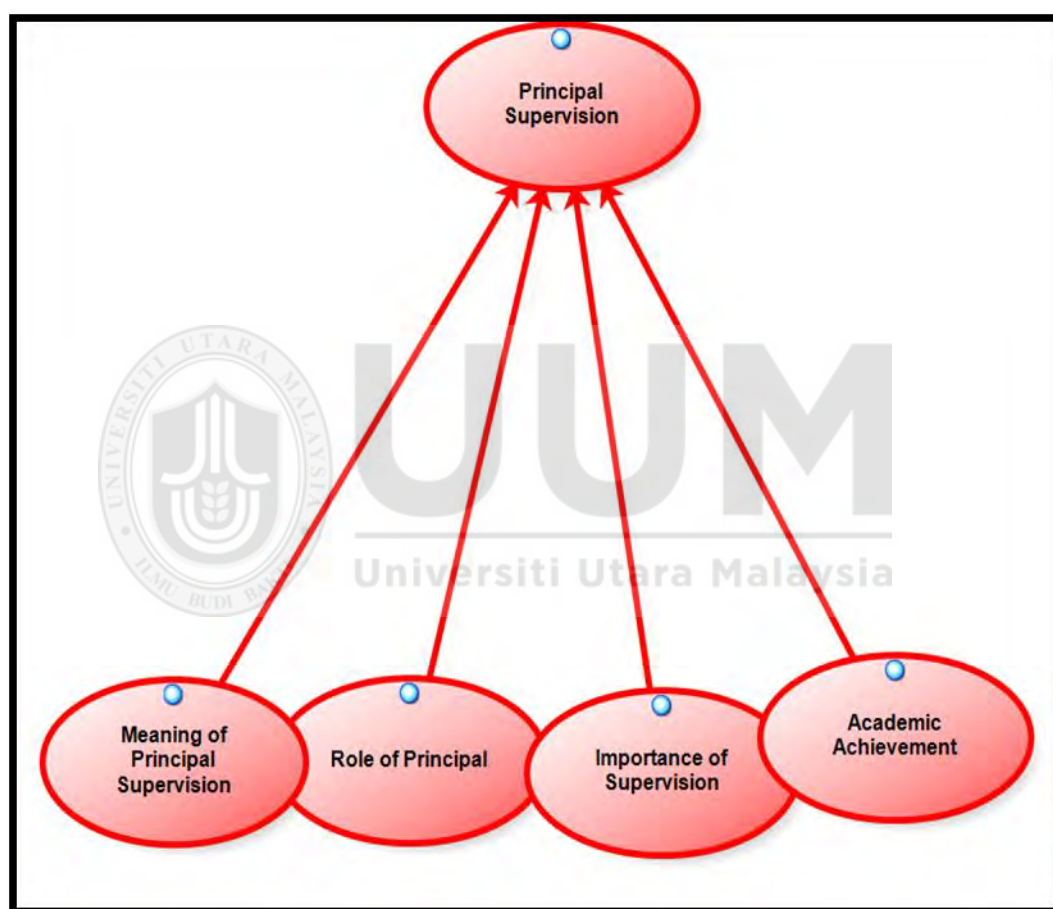
Figure 4.34. Principal's Supervision

4.18.1.1 Meaning of Principal's Supervision

Principal supervision is the link between the principal, staff and the school. It is the process in which the school's goals and objectives are communicated as well as interpreted to staffs and they, in turn, supported and guided to achieve the set goals

and objectives. By assisting the staff to understand their duties or tasks, this will improve their performance (Ilgan, A., Parylo, O., & Sungu, 2015). Bormann (2015) claimed that principal's supervision varies from a ―humanistic orientation to a custodian orientation". The general orientation has to do with the supervision which focuses on the inputs (staff, facilities, students). This orientation is of the view that school staff possesses the personal and drive resources to solve their challenges or problems, this tends to have a self-directed staff. Custodian orientation has to do with how principal emphasize the staff weaknesses. This often casts principal in the role of supervisor whereby he/she tells the personnelof those things to be changed and how they are going to be changed. This leads to producing staff who may not be able to function unless they are told to so.

Given a particular understanding of what principal supervision means, Onuma (2015) maintain that principal's supervision has to do with the interaction between the principal and the staff in the school system. It is also an integration or combination of procedures, condition and processes that are designed to advance the effectiveness of the staff. He, therefore, sees supervision as the systematic way of bringing out development by working with the staff. Usman (2015) in his view describes principal's supervision as a process, an active, occupation of supervision, and a critical directing and watching activities. It is evident from the foregoing that principal's supervision is wider in scope and its main goal is to improve the issues affecting learning.

The above submissions on the meaning of principal's supervision have been supported empirically in this study. The meaning of supervision in this context is a sub –sub theme of sub-theme one under theme two. The interview conducted with the school principals on their perception of the meaning of supervision brought out

an interesting insight on what principal's supervision is all about, this corroborates the opinions of the researchers as explained earlier. The majority of the principals reacted positively to the meaning of supervision.

For instance, informants 12, 11 and 4 are of the view that:

> *Principal supervision can be defined as seeing to the activities in school. Supervision is all about supervising the various departments and units in the school with a few to ensure that the aims and objectives of the school are achieved. It is crucial for efficiency and effectiveness in school. The school principal is the accounting officer of the school.*

Informants 10, 16 and 18 expressed thus:

> *Principal supervision encompasses activities that focus on monitoring the department/units in the school system. Principal supervision is all about ensuring monitoring to ensure efficiency and effectiveness of the educational system. It is an important function of the school principal. Principal supervision is a vital function that needs to be continuously done for the development of the school. It is a way of ensuring that all inputs in the school system are working well or not.*

According to informant 5, he described principal's supervision as a way of monitoring school inputs, he said" … Supervision has to do with constant monitoring of the school activities with a view toachieving the aims and objective of education". Informant 20 sees it as essential," … principal supervision has to do with ensuring that all things are done appropriately in the school. Principal supervision is essential for the development of the school". Another informant who also shared his view from a monitoring perspective says:

> *Principal supervision has to do with constant monitoring of happenings in the school system. Though there are internal factors which could hamper principal's supervision, which include teacher factor and student factor. Both are inputs to the school system principal needs to be aware or be conscious of their negative attitudes towards to supervision (Informant 9).*

In the same vein, informants 17, 8 and 1 explained that:

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Supervision is paramount in the school system. It is one of the functions of principal. It has to do with constant monitoring of school activities with a view toensuring efficiency and effectiveness. Principal supervision ensures efficiency and effectiveness in the educational system. It is an important function of the school principal. Principal supervision is all about ensuring that things are done properly in the school.

Furthermore, informants 15, 6, 7 and 3 are of the view that:

Principal supervision is a way of ascertaining the success of units in the school. It is a way of following up the services that are provided for students in school. Supervision is all about directing staff in the school to ensure that things are carried out according to school plans. It is also an act of directing and guiding the school facilities with the aim to accomplish school goals and objectives. Also, supervision encompasses ensuring instructions and tasks are carried out in school with a view tomaking the school effective.

Interestingly, informants 13, 19 and 14 specifically described that:

The principal is the overseer, the moderator and the accounting officer of the school. Principal supervision entails ensuring that services are well carried out as at when due. It also refers to a function performed by the principal in monitoring the activities of the school with a view toachieving the school goals and objectives. Principal supervision has to do with effective monitoring of the school units with the aim of ensuring efficiency and effectiveness in the school system.

Summarily, quite some informants attest to the fact that principal's supervision is all about overseeing the inputs in the school system with a view to achieving success. In the light of this, Nvivo 10 output shows the informants who responded to the meaning of principal's supervision.
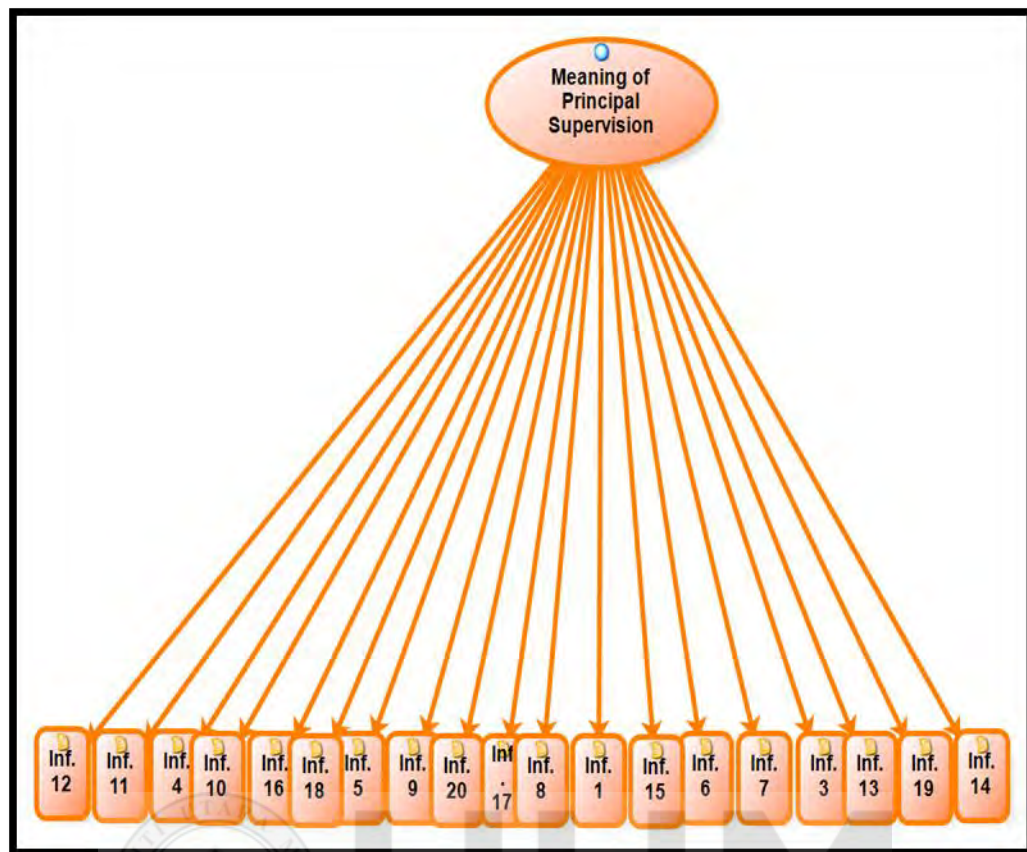
. *Figure 4.35.* Meaning of principal's supervision

4.18.1.2 Role of Principal

In this context, the role of principal encapsulates the supervisory function of the principal in ensuring supervision of the school services (library, guidance, admission, health and extracurricular services). It is embedded in the literature that principal's supervision is an internal activity between the principal and teachers, students, and school services. According to Ayeni (2012), the principal is a well-established position in the school system. He/she is the alpha and omega who sees to the administration of the secondaryschool. The school principal being the leader, has the prerogative power to monitor, assess, evaluate, disseminate and supervise educational issues to ensure the best practices in the delivery of curriculum. Elaborating more on the role of principal's supervision of school services, Musundire

(2015) asserts that the principal's role in supervision has to do with precisely defined goals and concentration of resources as well as the operations in attaining the set goals. Principal's supervisory role in the school system also includes aroutine check of the school of subject diaries and lesson notes, teaching-learning observation, continuous monitoring of school facilities and its personnel, capacity building of teachers and students' academic progress.

Several scholars in the field of education (Ayeni, 2012; Ilgan, Parylo & Sungu, 2015; Gwang, 2011; Usman, 2015; Onuma, 2015; Bornmann, 2015) specifically described the principal's supervisory role in numerous aspects. The scholars are of the view that principal's supervision is holistic in nature. In the area of instructional supervision, Ayeni (2012) noted that the principal should ensure adequate instructional programs for the advancement of instruction. The instruction entails checking the effectiveness of teachers' teaching methods, the scheme of work, cleanliness of the school environment. On the area of general supervision, Bornmann and Gwang (2011) pointed that it encompasses checking of the school facilities which include laboratories, library, clinic, extracurricular facilities, etc.

However, as discussed earlier, the role of the principal in this study is about knowing the principal's supervisory role in ensuring adequate supervision of the school services and in line with the interviews conducted to extract the opinions of the school principals, this study empirically confirmed that principal's supervision is carried out in schools. Meanwhile, 20 principals granted interviews which showed positive responses based on their supervisory role in the school system. For instance, informant 16 expressed views on his role in ensuring adequate supervision of the school services, he said:

Supervision is carried out here constantly. Sometimes I delegate supervisory role to my vice principals, who in turn, reports the activities of the tasks given to them. In most cases, I visit some of the services discussed above to ensure that those in charge of the unit are doing their work so that students can get the services needed.

According to informant 12, he expressed that supervision of the school services is ensured in his school, he said ―...I pay an unscheduled visit to all the units/departments in the school. I sometimes delegate duties to my vice principals, who in turn, carry out the supervisory role".

Another informant also bares his views on the role he plays in carrying out internal supervision, he said:

I ensure that all the services provided at this school are always done. I do pay an unscheduled visit to departments and units so as to know whether those saddled with the responsibilities are doing their job or not. Also, we have various committees which report to me the activities of their committees; the aim of this is to ensure things are done. The problems of principal in carrying out supervision are that of staff and students' attitude towards ensuring effective supervision (informant 1).

Informant 20 specifically said:

Though principal's supervision is tasking, principal faces some internal challenges while carrying out supervision in school. It ranges from the uncooperative attitude of the staff. Despite this, I ensure that all activities expected from those in charge of the school services are carried out. Also, I do pay an unscheduled visit to each of the units so as to see what they are doing, since their responsibility is to do that in the school system. Additionally, I delegate some the supervisory role of the vice principals who will, in turn, report back the assigned role given to them. This has greatly ensured effective supervision in my school.

Another informant also shares similar views with other informants; he admits that:

Supervision is an important function that is needed to achieve success in school. The principal must be going round to ensure effective monitoring of the school services; this would lead to academic excellence. As I said earlier on, principal supervision is essential for the academic of the school. In my

school, I lead by example. I ensure that what's supposed to be done in the right place and at the right time. Constant supervision has been my watchword because if youdo not lead by example, you might not be able to carry out your supervision effectively. To achieve this, all the units or departments who are directly responsible for the provision of explained services are doing their work (Informant 18).

Interestingly, informant 15 submitted that:

Supervision in my school is done consistently for the benefit of the students. I ensure adequate oversight of the units and departments in our school. I make sure that students are getting the right services that we supposed to provide for students. Sometimes I delegate supervisory roles to my vice principals for effective running of the school.

In support of the above, informant 6 says:

Supervision is carried out here constantly. I sometimes delegate supervisory role to my vice principals, who in turn reports the activities of the tasks given to them. In most cases, I visit of the services discussed above to ensure that those in charge of the unit are doing their work so that students can get the services needed.

In the same vein, who admitted that supervision is paramount in his mind, he said:

Personally, I ensure that all the services mentioned are provided for students. This is an achievable due to consistency checking of those responsible or in charge of the unit are doing work diligently. Sometimes I assign a supervisory role to my vice principals to ensure that we achieve success (Informant 17).

Further, some of the discussions from the school principals show that the majority of them were up to the task in playing their role. Expectedly, other principals bared their minds on what is obtainable in their schools. Informant 11 says ―.. frankly speaking, I ensure that all the departments and units are well supervised so that students can get the services they needed. In most cases, I delegate supervision to my vice principals". Informant 7 expressed thus ―.. general, in carrying out effective supervision, I do go from class to class to ensure teachers are teaching at the right

time. Also, those in charge of unit in the school, reports their activities to me from time to time". In support, informant 19 says:

> *My major role in this education is to ensure the smooth running of the programmes in the school. Also, the supervision of these programmes is needed by the principal to achieve success. To be sincere, adequate supervision is a constantly carried out by me because a school without supervision is like a bus without a driver that is the analogy. In the light of the foregoing, supervision of the services is well implemented by me directly or indirectly.*

According to informant 14, he is of the view that constant supervisionremainsthe watchword, he said: —. supervision is carried out internally in this school personally by myself. In most cases, I delegate supervisory role to vice principals who in turn report back to me what they have done. I think supervision is an important aspect of the school system". In the case of informant 10, he said:

> *Effective supervision is carried out in this school. The school supervision is expected of the principal so that the school achieves its aims and objectives. Apart from carrying out supervision personally, Isometimes delegate supervision to my vice principals. All these are done to achieve academic excellence.*

Furthermore, according to Informant 13, he said:

> *I can say categorically here that I carry out supervision concerning the services above. Every day, I check all the units in charge of the services to ensure that they are doing what they are supposed to do. Also, to ensure that students are getting the needed services in the school. Also, we have committees who are responsible for these services; they give me the reports of their activities from time to time. Further, I delegate supervisory role to my vice principals for them to make sure that students are getting services in school.*

Additionally, informant 8 expressed that" … I carry out adequate supervision of both the school services and the entire staffs of the school. I pay unscheduled visits to some the units that are responsible for the services highlighted above to ensure that

they are doing what they are supposed to do regarding the services". Informant 2 explained that:

> *Without adequate supervision, there will be a mess in the school. I ensure supervision of the school services; I visit each of the units to ensure that what's supposed to be done is done. For instance, we have committees who have saddled with the responsibilities of making sure that things are done in the right way. I delegate responsibilities to my vice principals; they give me the reports and I pay unscheduled visit classrooms so that I can know those who are working and those that are working, this has paid off because our students excelled the last term in their examinations.*

An informant who specifically said that supervision is crucial because of the nature of teachers he has, he said:

> *In my school, I ensure that teachers and students are coming to school regularly. Make sure that those assigned tasks to carry out such task in time. We have committees with different mandates. They report their activities to me. Vice principals are in charge of these committees and I ensure that things are carried out perfectly in school (Informant 3).*

Similarly, informant 5 explained that:

> *Supervision is being done comprehensively in this school. I ensure that those that are given tasks to perform their task effectively. I ensure routine check of the services mentioned earlier on in the school. Also, we have various committees who report the affairs of their committees to my office. The essence of this is to ensure that things are carried out at the right time for the benefit of students in school. We believe that the provision of these services is vital to their academic success.*

Lastly, informant 9 admits that —. I ensure that all the related services are properly supervised and we have committees in charge of these things who report their activities to me from to time. Also, I inspect each of the units unexpectedly so as know whether those in charge are doing their work or not. This helps to instill discipline among the staff".

The above submissions of the school principals indicate that supervision is an all-around duty of the school principal. It has shown that school principals sometimes delegate supervisory role to their vice-principals since they cannot be everywhere. Obviously, principals in the selected schools in this study demonstrate their supervisory artistry, which is exquisitefor the advancement of secondary education in Kwara State. However, Nvivo 10 output shows the informants that responded to the interviews on the role of principals.
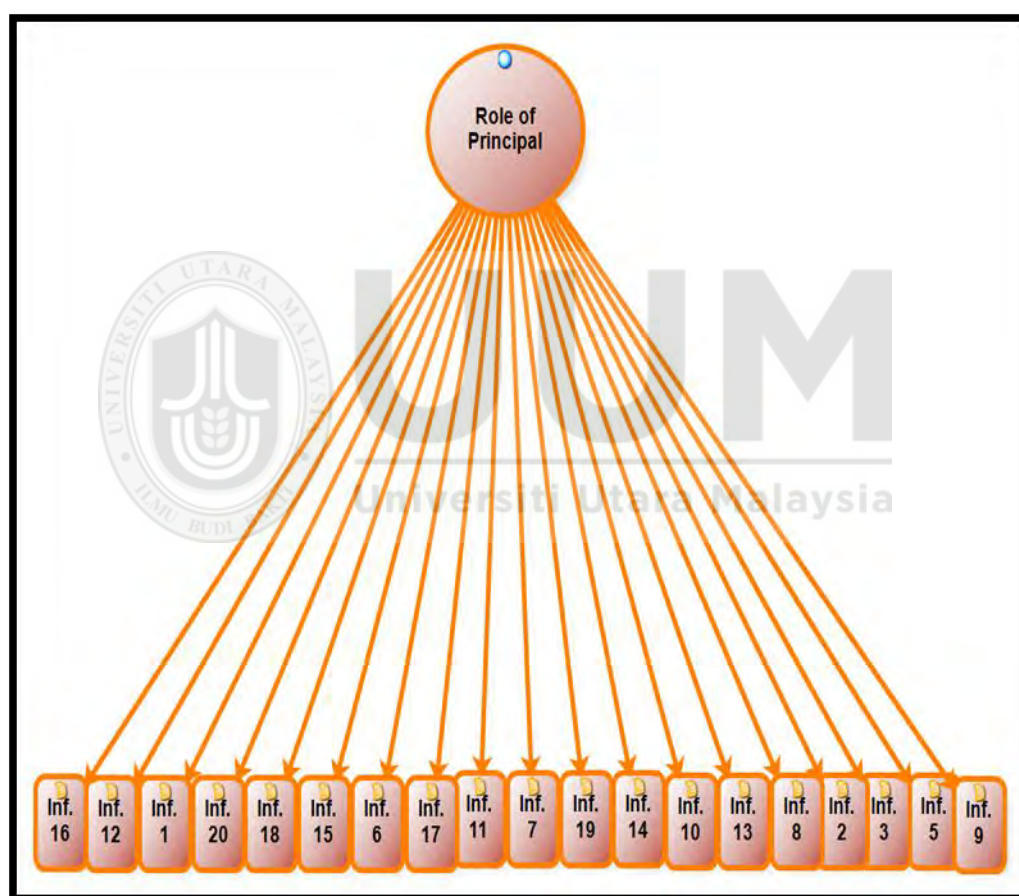
Figure 4.36. Role of Principal

4.18.1.3 Importance of Supervision

A study conducted by Baffour-Auwah (2011) found that principal's supervision is vital in the school system. It includes quality control for effective teaching and learning in school, and it builds staff's commitment and motivation to teach. The

achievement of this important depends on the supervised practice as well as effective supervisory structure. According to Langa and Medugu (2015), the importance of developing teachers' competence, it ensures efficiency and effectiveness, and it helps in achieving success in the school system. Explaining more about the importance of principal's supervision in the school system, Kotirde and Yunos (2015) noted that a comprehensive supervision by the principal helps to maintain a high standard and it helps to assess the teaching and learning in education.

However, in line with the interview conducted, this study affirms the empirical studies on the importance of supervision in the school system. Virtually all the principals expressed their opinions on the importance of oversight in the school system. For instance, informants 6 and 10 affirmed that ―… it curbs indiscipline. It addresses the issue in efficiency and effectiveness in the school. It helps to provide the needed services efficiently and effectively. It ensures quality assurance to change the tone of the school.

Similarly, informants 7 and 16 say ―… principal supervision helps to achieve academic excellence. It ensures effectiveness and efficiency. It instills indiscipline among staff and students." Likewise, informants 8 and 3 opined that ―… it helps to ensure efficiency and effectiveness in school. It helps to achieve the goals of education. It helps to instill discipline in school. It helps to achieve the aims and objectives of education". According to informant 4, ―… it helps to curb indiscipline in school. It changes the tone of the school. It promotes efficiency and effectiveness in teachers. It helps to achieve school's goal and objectives." Informants, 18 and 1 say that:

> *It helps schools to achieve success. It makes the job to carry out at the right time. It ensures proper utilization of the school resources. It curbs indiscipline amongst students and staff of the school. It promotes the image of the school, and lastly, it ensures school effectiveness.*

Furthermore, informants 13 and 17 admit that —. it ensures efficiency and effectiveness in school. It helps to ensure quality assurance in the education system. It promotes the image of the school. It helps to monitor the activities of the school. It helps to instill discipline in students and teachers". Informants 14, 9 and 8 affirmed that:

> *Principal supervision is essential because it helps the school to achieve its aims and objectives and it helps to ensure quality assurance. It promotes the image of the school. It helps to improve the performance of the students in school. It is necessary for the overall development of the school. It changes the tone of the school.*

In the same vein, according to informants 20 and 5, the said that:

> *The importance of supervision is to have a smooth administrative running of the school. Supervision ensures that there are no lapses in the school system regarding the services provided for students. It ensures efficiency and effectiveness. It changes the tone of the school. It curbs indiscipline in among teachers and students in the school.*

Expectedly, informant 12 noted that:

> *Principal supervision helps to promote the image of the school. It helps to instill discipline. It ensures quality assurance. It makes the student excel in their academic endeavors. It is a necessity that helps to achieve school's goals and objectives.*

Interestingly, informants 15 and 19 noted that:

> *It helps the principal to monitor the job delegate to the subordinates with a view to know whether they are doing what they supposed to do. It helps the principal to know the increasing problems in the school. It helps the principal to know what is happening in school. It ensures that each unit offering the services discussed in the school does their work so that students can get the services needed. It instills discipline in teachers and students.*

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In the light of the foregoing, it has been confirmed that the importance of supervision cannot be quantified, hence the need for effective principalsupervision in the school system. No school can achieve success without adequate and effectivemonitoring in the school. Meanwhile, Nvivo 10 output shows the informants that responded to questions asked about the importance of supervision.
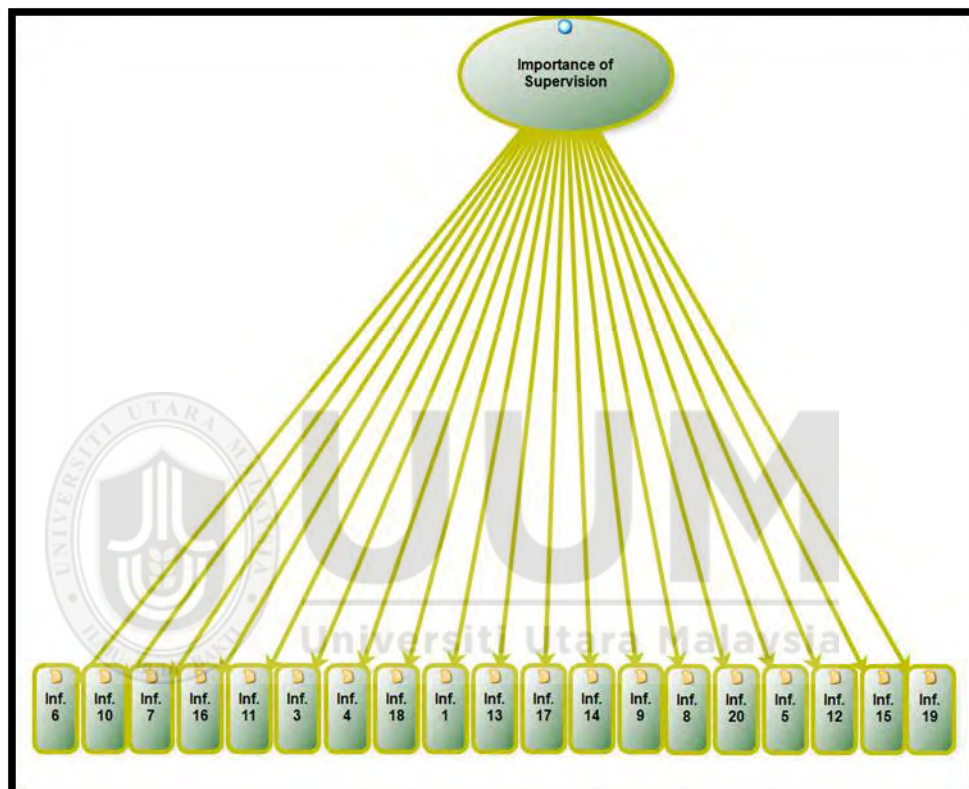
Figure 4.37. Importance of supervision

4.18.1.4 Students' Academic Achievement

Academic achievement has to do with the academic success of students in the school system. The students' academic achievement determines whether the school has achieved the set objectives or not (Olaleye, 2013). Concerning the principal's supervisory role in for school success, Kotirde and Yonus (2015) is of the view that the principal is the chief executive officer/manager of the school. He/she is saddled with the responsibility of performing certain tasks such as supervision of the school

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services, instructional programs, school finance and creating good community relations. The failure to ensure supervision of the foregoing would lead to inefficient and ineffective in the school. In carrying out these tasks, Langa and Medugu (2015) opined that the school principal is expected to organize, control, coordinate and direct human and non-human (staff, students, facilities) resources in the school torealize the set goals of the school.

However, in this study, students' academic achievement serves as a sub-theme of theme two and going by the interviews conducted with the principals of secondary schools, the principals were askedfor their views concerning their students' academic achievement based on the availability and use of the services. Interestingly, quite some principals gave positive views of their academic success. For instance, informant 17 says —... the services provided are assisting students to do well in their examinations. They are the ingredients that are needed to ensure academic excellence". In the same vein, informants 5 and 16 expressed that —... the provision of these services has influenced the performance of our students in their examinations relatively". Likewise, informants 19 and 18 say —... relatively, the provision of these services helped students perform excellently in their examinations. Our students are doing well academically in their examinations. The services are key to academic excellence". Similarly, informants 11 and 14 say —... our students are doing well academically because the services are there for them to use. Practically, provision of services will have a positive impact on student academic performance. Specifically, informant 15 expressed that" …the best of my knowledge, the services provided for students make them perform well in their examinations. This is evident in their school examinations". Informants 13, 9 and 7 say that —... our students are doing well in their examinations.

Expressing more of the success of students, informants 3, 8, 12 and 4 says:

> *Students' academic achievement is good with the provision of school services and principal's supervision in school. The provision of the services mentioned above has some extent contributes to the academic performance of our students.*

Informant 20 says —.. my students are doing well in their examinations. This is due to the services provided for them in the school. Informant 4 states that —.. it has greatly influenced the performance of our students in their examinations. Similarly, informants 2 and 10 expressed thus —.. school services are a correlate of academic achievement or performance of students in school, provision of the services and constant supervision helped students in their examinations". Also, informants 1 and 6 say —..the provision of these services has greatly influenced the academic performance of our students in their examinations relatively.

In summary, academic achievement of the students had been described by the school principals. Obviously, students' academic achievement largely depends on the effective supervision of school services. As unanimously agreed by the informants, principal's supervision and school services are akin to the academic achievement of the students. In the light of this, Nvivo 10 output shows the informants that granted the interviews conducted.
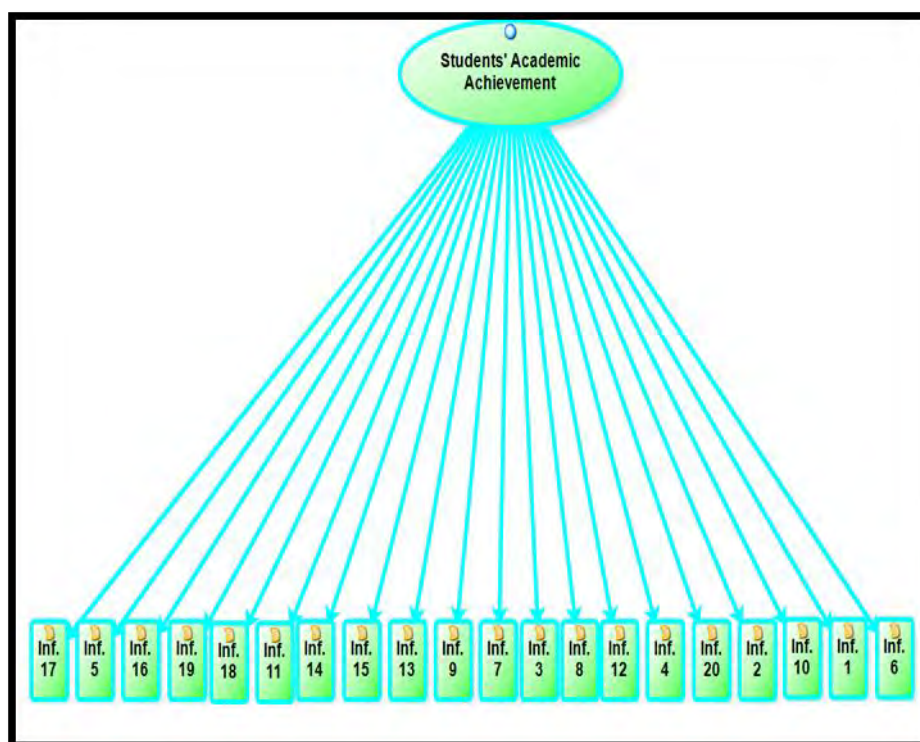
Figure 4.38. Students' Academic Achievement

4.18.2 Challenges of Supervision

Internal supervision in the school always lumped with hindrances and this is because an effective supervision cannot be achieved easily. According to Adu, Gbadegesin and Olaoye (2014), they noted that the challenges of principal's supervision vary because of the nature of the school environment. The challenges of principal's supervision in the school system are teacher concern, facilities concern, and administrative concern. Concerning teacher concern, Usman (2015) observed that teachers in the school system can be categorized into three, namely, professionally and academically qualified; academically sound but non-professionals skilled and unqualified. The unqualified teachers in the school usually resist principal's supervision and this could have hindered effective supervision of instruction. On resources concern, Gwang (2011) and Onuma (2015) opined that variety of schools suffer a paucity of facilities. This is due to the dearth of facilities in some schools

which is considered as an important aspect of the school system. Concerning the administrative challenges, some schools fail to identify the school's duties and results in operational supervision, which are expected to manifest in the school.

However, in this study, it has been confirmed that principal's supervision is faced with multi-challenges which are normal in the school system. Meanwhile, challenges of supervision form the sub-theme under theme two, while student challenge and staff challenge are subs- sub-themes of the sub-theme. Challenges of supervision emerged as a sub-theme under theme two based on the outcome of the interviews conducted with the principals of secondary schools in Kwara State, Nigeria. Nvivo 10 software output shows the challenges of supervision in the school system.

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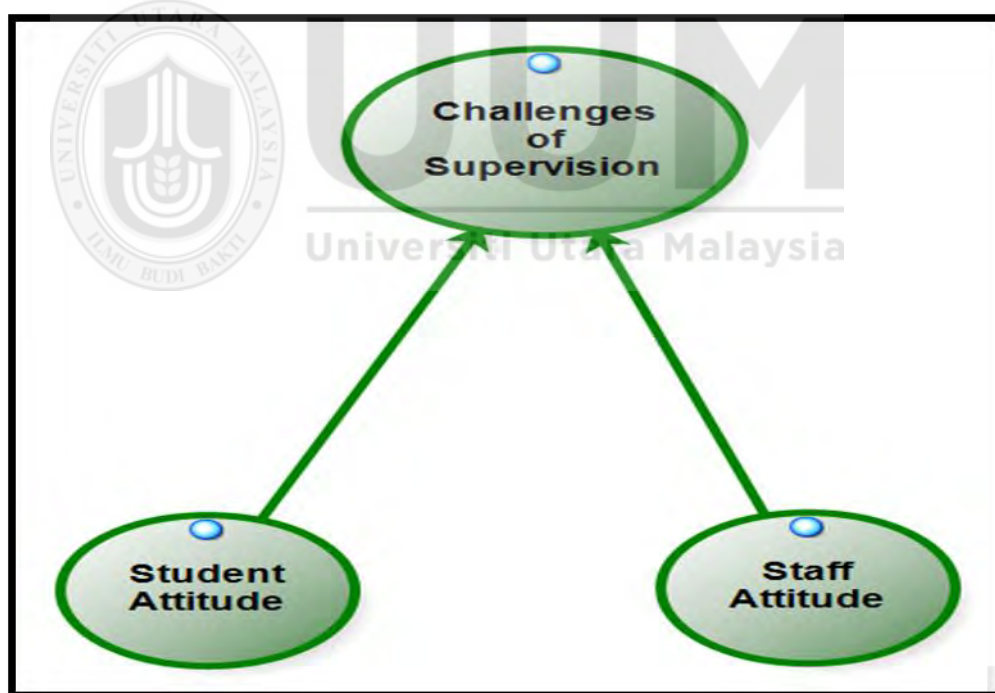
4.39. Challenges of Supervision

4.18.2.1 Student Attitude

Research has found that student in the school constitutes an input in the school system. Some students have individual characteristics which are normal in the school

setting. Immoral behavior exhibit by some students could hinder effective supervision (Adu, Gbadegesin & Olaoye, 2014; Gwang, 2011). However, the outcome of the interviews with the school principals made the researcher identify student unwholesome attitude as a sub- sub theme of challenges of supervision in the school system. Few principals explained of student attitude as a challenge in supervision in the school system. For instance, informant 1 explained that ―...the problem of principal in carrying out supervision is that of staff and students' attitude towards ensuring that effective supervision, but I do use my discretion in curbing any challenges that students pose". Informant 20 says that ―... student's lackadaisical attitude is a challenge here, but we used to deal with it without hindrance". Informants 9 and 18 say ―...though students' negative attitude are common in school, but we are always on top of the situation"'. Similarly, informant 6 confessed that ―...student hooliganism often hinders supervision in the school, but we are always up to the task.

In summary, it can be deduced that student attitude negates the norms of the school setting and interestingly, few numbers of principals gave student attitude as one of the challenges supervision. Nvivo 10 output shows below student attitude as a challenge to principal's supervision in the school system.
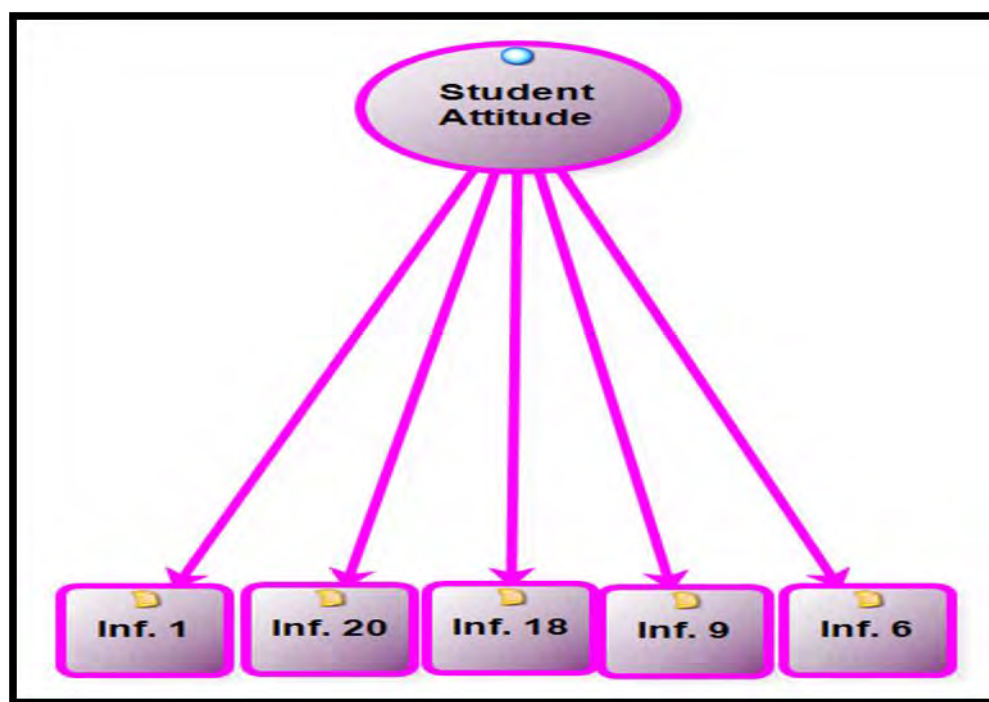
Figure 4.40. Student Attitude

4.18.2.2 Staff Attitude

Studies have been conducted on staff attitude to principal's supervision in the school system (Adu, Gbadegesin & Olaoye, 2014). The outcome of the study found that staff attitude to school supervision is worrisome and this gives setback to the progress of the school. Some teaching and non-teaching staffs of secondary schools are not ready to be controlled or supervised. In the light of the preceding, this identified staff attitude in this study as the sub-sub-theme of challenges of supervision. In line with the interviews conducted with the school principals in Kwara State, few principals admitted that some staff (teaching and non-teaching) is not cooperative when it comes to supervision. For instance, informant 1 expressed that:

> *The problem of principal in carrying out supervision is that of staff and students' attitude towards ensuring effective supervision. However, inarresting this major challenge, sometimes I used carrot and stick approach to solving the challenges for them to change for good.*

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According to informant 20, he confessed that:

Supervision in the school is not an easy task because teachers' and students sometimes resist being supervised. However, a good leader should have the charisma or skills of supervision so as to achieve the success in the school. I use this wisdom to address the challenge.

Similarly, informant 9 noted that:

Though there are internal factors which could hamper principal's supervision, which include teacher factor and student factor. Both are inputs to the school system;principal needs to be aware or be conscious of their negative attitudes towards to supervision. In tackling this challenge, I use my discretion, to curtail it.

In the same vein, informants 6 explained that —... sometimes, staff and students' attitude towards supervision is common in the school, butcan deal with that challenge by His Grace". Informant 18 admits that —... some teaching and non-teaching staff are not ready to supervise, but that has always been under control".
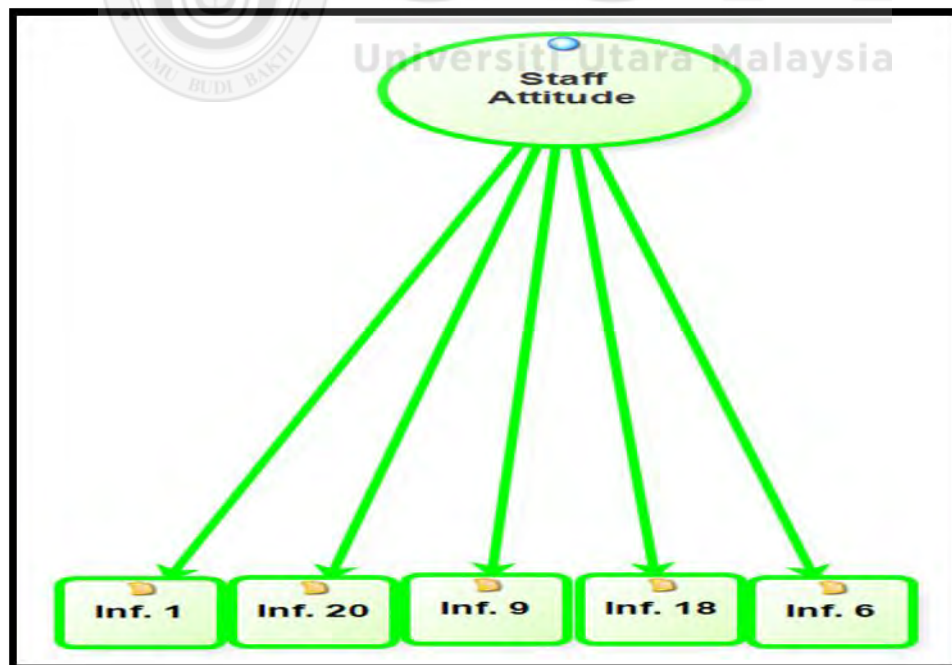
Figure 4.41. Staff Attitude

4.19 Chapter Summary

In this study, 20 informants granted the interviews based on their perceptions of two themes. The themeswere analyzed via qualitative software called ―Nvivo". The software produced two themes and seven sub-themes. Also, 26 sub-sub themes were produced. Thus, informants' perception found that students' academic achievement could not be attained without students' personnel services (library, health, admission, extracurricular, and guidance and counselling services). The services are sacrosanct in achieving school success. For library services, they asserted that it helps to widen students' knowledge. With the availability of health services for students, it makes students be in the right frame of mind for learning in the school. On admission services, the informants unanimously agreed that it helps students to cope academically for academic rigor. Regarding extracurricular services, it prepares students for future tasks, and guidance and counselling services, it guides students in choosing their career.

In the same vein, the perceptions of the informants in this present study found that principal's supervision of the related services is imperative for the overall advancement of the school system. Effective supervision remains an important function of the school principal. Principal's supervision ensures that school inputs are well implemented for the benefit of students with a view toenhancing their academic achievement.

CHAPTER FIVE

SUMMARY, DISCUSSION, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

This section explains the key findings of the research as discussed in the previous chapter by connecting them to past studies that are related to students' academic achievement in secondary schools. Findings from quantitative and qualitative approaches employed for the present study were merged in this section. The essence of incorporating qualitative approach in this study is to support and complement the quantitative findings. This chapter is arranged as follows: summary of the findings, it also discusses the findings in line with the previous that supports it. In addition, discussions on methodological, theoretical and practical contributions of the study are explained. Lastly, recommendations, limitations as well as directions for future studies and conclusion are provided.

5.2 Summary of Findings of the Study

At the onset, examining the moderating effect of Principal's supervision on the relationship between students' personnel services and academic achievement in secondary schools, Kwara State, Nigeria formed the main objective of the study. Overall, this study has strived in advancing the present understanding of the key predictors of the academic achievement in schools by using a mixed methods approach. Thus, in this chapter, the researcher augments the findings in quantitative and qualitative with a view to gain better understanding of the study phenomenon.

The above submission is in line with the position of Creswell and Clark (2007), who asserts that the purpose of using mixed methods is to compare, confirm or disconfirm the quantitative and qualitative findings in the discussion section. Therefore, answers were provided to the under-listed research questions of the study:

1. What is the level of students' personnel services, principal's supervision and academic achievement in secondary schools?

2. Is there any relationship between students' personnel services and academic achievement in secondary schools?

3. Does principal's supervision, moderate the relationship between students' personnel services and academic achievement in secondary schools?

4. To what extent is the principal's perception of supervision and students' personnel services enhance the academic achievement in secondary schools?

To start with, concerning the direct relationship between the exogenous (independent) and endogenous (dependent) variables, the study's findings revealed that out of 5 hypotheses formulated, four hypotheses were supported. In complementing these results, the in-depth interviews also confirmed that there was a relationship between all the dimensions of students' personnel services and academic achievement.

Specifically, the results of the Partial Least Square (PLS Path Modelling) revealed that there was a significant relationship between library, guidance and counseling, health, extracurricular services and students' academic achievement. In the same vein, Nvivo 10 analysis revealed that the foregoing services are important factors that influence students' academic achievement.

Concerning the relationship between admission services and academic achievement, the PLS Path Modeling results revealed that there was no significant relationship between admission services and academic achievement while Nvivo 10 outputs confirmed empirically that an effective admission services influence the academic achievement of students in the school.

Meanwhile, regarding the principal's supervision as a moderator on the relationship between the exogenous (independent) and endogenous (dependent) variables, the PLS Path Modeling results had support for 2 out of the 5 hypotheses, while Nvivo results in qualitative complement these findings by empirically explaining the impact of principal's supervision on the relationship between students' personnel services on academic achievement.

Specifically, principal's supervision was found not to moderate the relationship between library services and academic achievement, while evidence from the qualitative results indicated that principal's supervision was an enhancer of the relationship between library services and academic achievement. The results also revealed that principal's supervision moderated the relationship between guidance and counselling services and academic achievement, while the in-depth interviews conducted supported it. On the contrary, quantitatively, principal's supervision was found not to moderate the relationship between health services and academic achievement. In complementing this qualitatively, it was found that principal's supervision enhanced the relationship between health services and academic achievement as expressed by the majority of the school principals.

More so, principal's supervision was not found to moderate the link between admission services and academic achievement. However, in complementing this, evidence from the in-depth interviews conducted confirmed that principal's supervision enhanced the relationship between admission services and academic achievement. Lastly, principal's supervision was found to moderate the relationship between extracurricular services and academic achievement, even the qualitative results supported it.

5.3 Discussion

This section provides a broad discussion of the study's findings in consonance with previous research findings. Subheadings of discussion sections are organized in line with the research questions.

5.2.1 Level of Students' Personnel Services and Principal's Supervision

The study's first research question was what was the level of students'personnel services and principal's supervision? In the light of this, the study's first objective was: ―to investigate the level of students' personnel services and principal's supervision in the school system".

5.2.1.1 Level of Students' Personnel Services

Students' personnel services refer to a set of comprehensive services that are provided for students in a school. Basically, students' personnel services comprised of those services that support and complement the schools' instructional programs (Lewis, 2010). Ludeman (2002) believe that a well-provided service makes students comfortable, and this contributes immensely to the efficiency and peace of mind of the student. Bradley et al. (2012) and Ludeman (2002) were of the view that if

numerous services are present in the school system, it will lead to high level of social-emotional advancement and demystifying academic activities for students. Hence, in knowing the level of students' personnel services in this present study, the descriptive statistics of the five dimensions (library, health, guidance and counseling, admission, and extracurricular) of students' personnel services were determined to ascertain the level of the services in the school system. Thus, the level of the services is categorized into three categories, namely low, moderate, and high based on the mean and standard deviation of the statistics.

As regards the level of library services in the school system as discussed in this study, results from the PLS Path Modeling (Mean=3.422; SD=.566) revealed a high level of library services in secondary schools. In addition, empirical evidence from the Nvivo 10 software analysis (qualitative) was found to agree with the quantitative findings as virtually all the informants expressed that library services remained one of the essential services in the school. In support of these findings, authors like Scott and Plourde (2007) and Stone and Ramsden (2013) found that the provision of library services inspires cross-fertilization of thoughts from different disciplines, which contributes positively to the students' knowledge. On the implication of the provision of library services, Vent (2012) is of the view that providing library services in the school complements classroom teaching and learning. Therefore, it stimulates students to seek for information and broadens their knowledge. The provision also makes students to be an independent learner.

Also, regarding the provision of guidance and counselling services in the school system, evidence from both methods indicated a high level of provision of guidance and counselling services in schools. Specifically, quantitatively, PLS Path Modelling results (Mean = 3.639; SD = .411) showed that students' perception of the level of

guidance and counselling services was high, which was good for the development of students from the counselling perspective. Lending support to quantitative findings, the qualitative results in this study revealed similar high-level presence of guidance and counselling services in schools as perceived by the majority of the informants used for the study. In support of this, Dwyer and McNaughton (2004) suggested that provision of guidance and counselling services aimed at socializing the students within the school community so that they will be able to adjust positively to the school environment. Likewise, Lapan and Gysber (2001) and Ludeman (2002) opined that comprehensive counselling services are needed for the smooth running of the school curriculum.

Furthermore, regarding students' perception of health services, in this present study as resulted from PLS Software (Mean=3.461; SD=.543), it revealed a high provision of health services as perceived by the students. In support of this, evidence from the qualitative results support the findings as most of the informants unanimously agreed to this. Thus, they are of the view that a well-provided health service is needed in the school system. The foregoing findings synonymous with the work of Vinciullo and Bradley (2009) and Welk et al., (2010), who asserted that providing health services in school contributes to the well-being of students. Aside that, Loken and Neilson (2013) proposed the need for the quality provision of health services, which they believe is sacrosanct to the life of the students. Allen (2003) and Maughan (2003) opined that it is not the provision of health that matters, but the quality of the services is the most important thing, which students can benefit from.

Regarding the level of admission services offered in the school system as perceived by the students, the results from PLS Software (Mean=2.999 and SD=.690) indicates that students perceived admission services to be moderate. In support of this finding,

evidence from the in-depth interviews revealed that the level of admission services in secondary schools was very high. The majority of the informants who granted the interviews unanimously concurred that admission services are well provided in their schools. Lending credence to this, authors like Adnet et al., (2011) and Shaw et al. (2013) opined that admission service was vital in advancing the education system.

More so, regarding the level of extracurricular services in the school, in this present study, results from PLS Software (Mean = 3.453; SD = .537) revealed that effective provision of extracurricular services in the schools is important as perceived by the students. In support of this, additional empirical evidence from the qualitative parts of the study also supported the findings as the majority of the informants interviewed indicated a high level of extracurricular services in secondary schools. Thus, high level of extracurricular services had been confirmed by students and their principals respectively. Ohiorenuan (2008) pointed out that extracurricular activities were meant for students. These are activities that take place in the school. Courtner-Smith, Sofo, Chouinard and Wallace (2007) explained that special provision of these services for students are connected with the civic and educational attainment of the students.

5.2.1.2 Level of Principal's Supervision

The importance of principal's supervision in school cannot be under-estimated, hence it is often seen as a way of ensuring that things are carried out properly in line with school programmes. Meanwhile, regarding the level of principal's supervision, PLS Path Modeling results (Mean = 3.457; SD = .534) showed a high level of supervision as perceived by the students. In support of this finding, evidence from the informants tends to corroborate the quantitative finding as most of the informants

attested to it. Lending credence to these findings, Oyedeji (2008) and Usman (2015) are of the view that adequate supervision on the parts of the school principal will surely go a long way in accelerating the development of the school system. This result is also consistent with the study of Kortide and Yunos (2008) and Langa and Medugu (2015) who found that a comprehensive supervision is needed for the school to achieve its set goals.

5.2.2 Relationship between Students' Personnel Services and Academic Achievement

As explained earlier, students' personnel services encompass various services that are provided to enhance students' learning in school (Juradja & Munich, 2010). Meanwhile, the second research question in this study was whether there was any relationship between students'personnel services and academic achievement. In the light of the foregoing, therefore, the second objective of the study was to examine the relationship between students' personnel services and academic achievement. The five dimensions of students' personnel services in this study are library services, health services, guidance and counseling services, admission services, and extracurricular services.

Firstly, this study had earlier predicted that the library service was significantly related to students' academic achievement. As expected, the PLS results revealed that library services were found to be statistically linked to students' academic achievement. Additional empirical evidence from the thematic analysis revealed that the finding in quantitative is supported because most of the informants were of the view that library was meant for students so that they could source for information with a view to use it to solve academic problems.

The above finding of this study is supported by research conducted by Goodall and Pattern (2011) and Stone and Ramsden (2013), who found that the essence of library in school is to connect to the array of learning resources, this, in turn, make students acquire skills, which helps them to perform excellently in their academic pursuit. The present finding is in line with the findings of Anderson and Matthews (2010), Farmer (2006), Scott and Plourde (2007) and Vent (2012), who found that library service was connected with the academic achievement of students.

Furthermore, the present finding of the relationship between library services and academic achievement has validated the theories of students' services development theory and needs theory respectively. The formal postulates that there are services (library inclusive) that improve the success of students, while the latter proposition is that, there are certain needs that must be provided by the school to make students feel motivated and influence their academic success.

Secondly, in respect to hypothesis 2, it was hypothesized that there was a significant relationship between guidance and counselling services and academic achievement. As expected, the PLS results revealed that guidance and counselling service is significantly and positively related to students' academic achievement in school. Thus, this finding shows that students who receive counselling services tend to perform better in their examinations (Ch, 2006; Tobia & Myrick, 1999; Webb et al., 2005). Additionally, empirical evidence from in-depth interview corroborates the finding in quantitative because the views of the majority of the informants revealed that students with adequate counselling services perform better academically in the school system. Specifically, the present finding agrees with the findings of Turball (2006), Mackenzie et al., (2011) and White and Edmonson (1998). They opined that availability of guidance and counselling services were a necessity, and the more

students have access to it, the better they perform in their examinations. Therefore, guidance and counselling service is important because it gives students a better understanding of the social and vocational ideas needed to make a positive choice about their career.

In the same vein, this finding is also congruent with the findings of Kuncel, Klinger, Connelly and Ones (2013) and Lapan and Gyster (2001), who found that counselling services are synonymous with students' academic achievement because proper counselling services influence the academic realization of the students. Also, Sink et al., (2008) and Dwyer and McNaughton (2004) found that guidance and counselling services are associated with students' academic achievement.

Thirdly, the hypothesis 3 of this study predicted that the health service was significantly related to students' academic achievement. Interestingly, the PLS results revealed that health services are statistically associated with students' academic achievement. This shows that health service is necessary for the school system (Geierstanger & Amaral, 2005; Guttu, Engelke & Swanson, 2004; Vinciullo & Bradley, 2009). Also, evidence from Nvivo 10 analysis revealed that most of the informants supported the finding as they expressed that having health services in school make students to be in stable condition for learning . This will in turn, influence their academic performance (Carney, Mcneish & Mccoll, 2005; Cooper, 2005; Ludeman, 2002; Roney, Coleman & Schlitching, 2007; Wyman, 2005).This finding is synonymous with the extant studies of Gelfman and Schwab (2005), Maughan (2003) and Walker et al., (2009) who found that health services, which include treatment of diseases (communicable and non-communicable), first-aid box, referral services and health screening buffers sickness that may befall students in the school. This will enable the students to fully concentrate on their studies and excel in

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their academic endeavors. This finding is also consistent with the earlier findings of Loken and Neilson (2005), Owens and Fabiano (2011) and Walker et al., (2009) that supported the relationship between health services and academic achievement in the school. The link between health services and students' academic achievement has validated the theory of students' development theory, which postulates that provision of school services (health inclusive) influence the academic performance in the school.

Fourthly, admission services refer to the services provided for prospective students in the school (Hoefer & Gould, 2000; Raven, 1991; Okoroma, 2008) because it encompasses services that are provided to scrutinize applicants seeking placement in the school (Crede, Klinger, Connelly & Ones, 2013). Adnet et al., (2011), Fan et al., (2013) and Shaw et al., (2009) assert that admission services in the form of examination and interview are the best way of selecting applicants for admission so that admitted students could cope academically when given admission.

In view of the foregoing, the hypothesis 4 hypothesized that admission service was positively related to students' academic achievement. Surprisingly, the results from PLS Path Modeling revealed that admission service is not significant and positively related to academic achievement. Thus, suggesting that going through entrance examination and interview does not necessarily translate to positive academic achievement of students in school. This finding is congruent with the findings of Fan et al., (2013) and Okoroma (2008), who had earlier opined that having gone through the admission process, it does not necessarily translate to academic success. Meanwhile, in complementing this finding, empirical evidence from the in-depth interviews revealed that students who go through the admission process (examination and interview), which is meant to test their intellectual capability, to ensure their

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readiness, perform better when admitted into the school as the majority of the informants were of the view that admission service is vital as it enables the students to withstand the rigors of academic activities, thereby have a significant impact on their academic achievement. Also, some of the informants admit that from the historical perspective, applicants who scaled through the admission process tend to have the upper hand than students who do not undergo the admission process.

Fifthly, extracurricular services connote activities that are provided for students for their leisure and comfort (Kim & So, 2012; Trail, 2002). Bozkus (2013) and Castrechini (2011) specifically state that there are two areas in extracurricular activities that can influence the academic success of students. These areas are sports activities and social events. The sports activities refer to games like football, basketball, volleyball, table tennis, etc while social events refer to quizzes and debate competitions, etc.

Fifthly, regarding hypothesis 5, it had earlier predicted that extracurricular services were significantly related to academic achievement. Expectedly, PLS results of this study too indicated that extracurricular services are significantly and positively related to students' academic achievement. Also, findings from the qualitative study buttressed the foregoing findings as most of the informants were unanimous in their views that students' participation in extracurricular influenced their academic achievement.

The above finding is similar to the findings of Kariyana, Maphosa and Mapuranga (2012) and Pitts (2013) and Adeyemo (2010) who assert that the participation of students in school extracurricular services has many opportunities that are accrued to them. Students who participated in extracurricular activities stand to have better

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grades, educational attainment, higher self-concept and punctuality in school regularly. Similarly, Courtner-smith, Sofo, Chouinard and Wallace (2007) and Donelly (2013) found results that are consistent with this study. They opined that extracurricular services influenced students' academic achievement in school. Particularly, they reported that students who participated in co-curricular activities outside the school learnt skills in leadership training and teamwork and good grades. It also decreased the likelihood of students involving in social vices such as alcohol, drugs and absenteeism in school.

5.2.3 Moderating Effect of Principal's Supervision

Principal's supervision is defined as a process of directing the activities of the school by the principal with a view to achieving school goals and objectives. It is also known as internal school supervision. Principal's supervision is the prerogative function of the school principal in ensuring that school materials (human and non-human) are well utilized for the well-being of the school (Bornmann, 2015; Onuman, 2015; Oyedeji, 2008). Having school facilities without adequate internal supervision of the facilities is meaningless, thus, school inputs require adequate principal's supervision (Gwang, 2011; Langa & Medugu, 2015; Usman, 2015).

Meanwhile, principal's supervision in this study was proposed as a moderator of the relationship between students' personnel services and academic achievement. From the theoretical point of view, leadership theory and agency model supervision theory have been said to entail effective internal supervision of the facilities and staff which led to achieving the organization's objectives (Powell, 1993). Particularly, agency model theory of supervision noted that the supervisee is saddled with the responsibility to direct, evaluate, coordinate, and evaluate what do. In carrying out

this responsibility, it is mandatory for the supervisor to carry out an effective supervision to ensure positive results from the supervisee (Powell, 1993).

In the light of the foregoing arguments, the third research question of the present study was whether principal's supervision moderated the relationship between students' personnel services and academic achievement. Thus, the third objective of the study was to gauge the moderating effects of principal's supervision on the relationship between students' personnel services and academic achievement.

5.2.3.1 Moderating Effect of Principal's Supervision on the Relationship between Students' Personnel Services and Academic Achievement

As stated earlier, the third research question was whether principal's supervision moderated the relationship between studentpersonnel services and academic achievement. In order to provide answers to this question, five research hypotheses were predicted and tested via Partial Least Square (PLS-SEM) (i.e., H6, H7, H8, H9 and H10).

Firstly, it was hypothesized earlier that principal's supervision moderated the relationship between library services and academic achievement in school. On the contrary, the PLS path modelling results indicated that the hypothesis was not supported (Anderson & Matthews, 2010; Uzegbu & Ibiyemi, 2013), nevertheless, evidence from qualitative findings revealed that principal's supervision was an important factor that influenced the relationship between library services and students' academic achievement in school (Stone & Ramsden, 2013; Vent, 2012). They opined that the presence of the school library contributed positively to the academic achievement as it enhanced learning in the school. They contended that a library in good condition usually contributed to the attainment of students'

educational development and this required principal's supervisory roles in ensuring that the services were well maintained and provided for the students who were the major users of the school library (Farmer, 2006).

Secondly, regarding the hypothesis that principal's supervision moderated the relationship between guidance and counselling services and academic achievement, the PLS path modelling results indicated that principal's supervision moderated the relationship between guidance and counselling services and academic achievement statistically. Thus, this study showed that principal's supervision positively influenced the relationship between guidance and counselling services and academic achievement in schools. In support of this finding, additional empirical evidence from the qualitative analysis revealed that supervision was an important factor that strengthened the relationship between guidance and counselling services and academic achievement in schools. Most of the informants unanimously attested to this and concluded that when guidance and counselling unit of the school is effectively supervised internally by the school principal, those in charge of the unit would discharge the services to the students, and this would in turn have a positive impact on students in the classroom.

The above finding is consistent with the agency model theory of supervision as well as leadership theory (Conga & Kanungo, 1987; Falender & Shafranske, 2004; Haynes, Corey, & Moulton, 2003; Hersey, Blanchard, & Johnson, 1998; Offermann, Kennedy Jr & Witz, 1994; Powell, 1993). According to the agency model theory of supervision, supervision is a way of correcting anomalies in an organization. Supervision must be consistent, built on trust, and objectives. Thus, supervisor (principal) and supervisees (teachers) need to work harmoniously to achieve the goals of the organization (Powell, 1993). Drawing from this theory, it is expected

that principal's supervision in the school system should be based on trust, honesty, and hard work so that those in charge of counselling services could discharge the services to students efficiently and effectively (Bradley & Ladany, 2000; Erskine, 1982). In consonance with leadership theory, the theory proposed that leader has three styles (i.e., democratic, autocratic and lesser-fare) in relation to the subordinates in an organization (Hersey, Blanchard, & Johnson, 1998), out of which the democratic style was adjudged to be the most popular way of achieving positive results in an organization (Eyal & Roth, 2011). This suggests that the principal should adopt a democratic style in carrying out internal supervision in the school system (Conga & Kanungo, 1987).

Thirdly, it was hypothesized that principal's supervision moderated the relationship between health services and academic achievement. Contrary to anticipated results, the PLS analysis results showed that the hypothesis was not supported (Taras et al., 2004; Valdez, Lambert, & Lalongo, 2012), even though the Nvivo analysis in qualitative part of the research revealed that principal's supervision on health services was prominent in the school system. Thus, qualitative findings were at this moment used to complement the findings of quantitative because empirical evidence from the in-depth interviews expressed it (Cooper, 2005)

Fourthly, it has been predicted earlier that principal's supervision moderated the relationship between admission services and academic achievement. Surprisingly, results revealed that the hypothesis was not supported, even though there could be possible reasons in which the hypothesis could not be supported (Fan et al., 2013), because supervision in school did not necessarily translate into school achievement (Bormann, 2015; Mette et al., 2015).

In order to complement this finding using qualitative findings, empirical evidence from Nvivo 10 analysis revealed that effective supervision of the admission services was necessary for the school system. Virtually all the informants subscribed to the view that since admission served as the first service to be given to the applicants seeking placement in the school, it requires adequate internal supervision from the school principal so that those admitted into the school could withstand the academic stress. The higher the level of supervision by the principal concerning the admission process in the school, the more it will assist the school to achieve its goals. Specifically, majority of the informants stated that even though they have admission committees in schools, who are in-charge of admission services, this did not stop them from ensuring that they were committed to their work in ensuring that qualified students are admitted into the school system. Furthermore, they opined that adequate supervisory role of the principal was needed in that aspect. Thus, this strengthened the relationship between admission services and students' academic pursuit. In line with this finding, Mbatha (2009) posited that principal's supervision was one of the main factors that greatly contributed to the success of the school. Principal's supervision was crucial in guaranteeing improved academic achievement.

Fifthly, it has been stated earlier in the hypothesis that principal's supervision moderated the relationship between extracurricular activities and academic achievement. Interestingly, the PLS modelling results showed that principal's supervision moderated the relationship between extracurricular services and academic achievement. The positive effect of the moderator in this study was one of the main contributions. Likewise, evidence from Nvivo 10 from the interview also supported the findings as almost all the informants expressed their views on the principal's supervisory role when it comes to extracurricular services in the school.

Informants observed that principals delegated the supervisory role to their subordinates (i.e., vice principals), who in turn, reported back to them about the various activities that students were engaged in the school system.

Aside that, some of the informants agreed that they ensured physical supervision of those who are saddled with the responsibilities of extracurricular activities in the school system. This study is therefore congruent with the findings of Harte and Kennedy (2000) who found that school extracurricular services were important that demands the full attention of the school principal. Additionally, these findingsare similar to the findings of Adebunmi (2014) who opined that supervision of co-curricular activities was part of the school principal's responsibilities. Therefore, effective supervision of the school co-curricular activities was constantly needed in the school system. Also, relating the findings to the agency model theory of supervision, the theory that supervision of the school programmes (including co-curricular activities) was akin to the success of the school. This strengthened the link between extracurricular services and students' academic achievement (Erskine, 1982; Powell, 1993; Stoltenberg & Delworth, 1987). This finding suggested that principal's supervision was an important component of the school system, and it was needed for the execution of the school programs so that students were prepared for their examinations.

Taken together, it is found in this current study that two hypotheses (i.e., guidance and counseling and extracurricular services) out of the five formulated, were positive from the quantitative parts of the study. These two positive results were also supported qualitatively. On the other hand, three hypotheses (i.e., admission, health and library) were found not to be moderated from the quantitative perspective. However, findings from the qualitative study have been used to complement them.

5.2.4 Principal's Perception on Supervision, Students' Personnel Services and Academic Achievement

The fourth research question in this study was to find out the extent to which the principal's supervision and students' personnel services enhanced academic achievement. In line with this, the fourth research objective was to know how the principal's perception of supervision and students' personnel services enhanced students' academic achievement.

As stated at the outset of the study that the inclusion of qualitative method in this study was to support and complement the findings of the quantitative method, this theefore makes the qualitative approach in this study to be less-dominant. The supporting and complementary role of this method has already been used in the preceding discussion. However, the synopsis of the principals' perception on supervision, students' personnel services and how it enhances students' academic achievement in school are explained below.

Regarding the principal's supervision on the school services, the majority of the principals gave positive responses about the services provided in their respective schools. On library services, the views of the informants were that school library services were important for the development of students. The library service concerns the provision of the library that is stocked with a variety of books and other instructional materials which students and staff of the school could have access from time to time. The library service was seen as an integral part of the school system, and its importance could not be underestimated (Jato, Ogunniyi & Olubiyo, 2014).

Concerning the perception on guidance and counselling services, informants were of the view that guidance and counselling services were very important in the school

system (Modo et al., 2013; Mutie & Ndambuki, 2003). They concurred that guidance and counselling services were very important to the success of the students. Thus, there was a need for these services in the school (Mutie & Ndambuki, 2003). In addition, concerning the informants' response on health services, they concurred on the need for these services in the school system. They were unanimous in their opinions that health services provided in their schools was good for the well-being of their students (Roney, Coleman & Schlitching, 2007; Ogbiji & Ekpo, 2011). They further expressed that the importance of health service could not be underestimated. There was a solid inter-connectivity between student's health status and academic performance and for tangible learning to happen; students need to be healthy (Kolawole, 2015).

On admission services, they believed that these services were necessary because they were the first services to be provided for students (Agboola, Adeyemi,& Ogbodo,2014; Okoroma, 2008). The nature of admissionservicesseemed to be the same because the modus operandi of admission as confirmed by the informants (principals) indicated that the schools conduct entrance examination for the candidates seeking admission, followed by interview before they were admitted (Shaw et al., 2013).

Similarly, on extracurricular services, informants (principals) attested to the fact that extracurricular services remained an essential service in the school (Al-Ansari et al., 2016; Ekeke, 2014). Quite a number of the informants agreed to the existence of extracurricular services in their schools and that students did participate actively (Edem, 2006; Fujita, 2016; Menebe and Duwa, 2015; Ohierenuan, 2008), in sports and social events (Ekeke, 2014).

Furthermore, regarding the principal's supervision in the school, the majority of the informants opined that principal's supervision has a lot to do with the interaction between the principal and the staff in the school system. According to them, principal's supervison is an integration or combination of procedures, condition and processes that are designed to advance the effectiveness of the staff (Usman, 2015); supervision is also seen as a systematic way of bringing out development by working with the staff, they concluded (Usman, 2015). The informants also described the principal's supervision an active occupation of supervision, and a critically directing and watching process. It is evident from the preceeding that the principal's supervision is much wide in scope and its main goal is to handle the issues affecting learning (Bormman, 2015).

Lastly, regarding how supervision and students' personnel services enhance academic achievement, virtually all the informants (principals) unanimously agreed that supervision was paramount in the school system. It was one of the functions of the principal and has to do with constant monitoring of the school activities with a view toensure efficiency and effectiveness. In addition, supervision was an important function of the school principal as it ensured that things were done properly in the school. Thus, a good supervision positively affects students' academic achievement in the school (Ilgan, A., Parylo, O., & Sungu, H. 2015).

5.2.5 Theoretical Implications

This study's conceptual framework was based on the premise of theoretical gaps and prior empirical evidence that were found in the literature. Specifically, this study was supported from these theoretical angles, namely students' services development theory (Creamer, 1980; Moore, 1990; Renn, 2008), needs theory (Maslow, 1954;

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Wahaba & Birdwell, 1976), leadership theory (Hersey, Blachard& Johnson & 1998), and agency model theory of supervision (Astin, 1984; Erskine, 1982; Harte & Kennedy, 2000; Powel, 1993). Also, the present research integrated principal's supervision as a moderator for better understanding and explanation of the nexus between student personnel services and academic achievement in secondary schools. Drawing from the findings as well as discussions of this study, several theoretical contributions have been made with respect to students' development theory, leadership theory, needs theory, and agency model theory of supervision.

5.2.5.1 Empirical Evidence from Students' Services Development Theory

Based on the findings of this research, the theoretical contribution can be provided by giving evidence in the domain of students' services development theory. The theory proposes that there are numerous students' services that could stimulate learning, which should be able to influence their academic performance theoretically. Instead of concentrating on one or two dimensions of students' personnel services such as admission, library, health, as done in the previous researches (Albanese, et al., 2003; Anderson & Mathews, 2010; Bradley et al., 2012; Crede & Thomas, 2007; Donelly, 2013; Dwyer & McNaughton, 2004; Modo et al., 2013; Owens & Fabiano, 2011; Scott & Plourde, 2007; Vent, 2012; Vinciullo & Bradley, 2009), the theory has been extended in this study by investigating various other dimensions of the services too, in order to have a broader view and also to link it with student academic achievement.This was essential because limiting the research to one aspect of students'personnel services give a piecemeal explanation of its relationship tostudents' academic achievement in school (Lewis, 2010).

Furthermore, the moderating role of principal's supervision on the relationship between students'personnel services and academic achievement has been tested in this study. Empirical studies concerning the direct relationship between students' personnel services and academic achievement (e.g., Anderson & Mathews, 2010; Fan et al., 2013; Geierstanger & Amaral, 2005; White & Edmonson, 1998; Troop & Tyson, 2008; Valdez, Lambert, & Lalongo, 2005) revealed inconsistent outcomes. Therefore, this strongly necessitated the need for the inclusion of a moderator on these relationships. Moderating variable, as enunciated by Baron and Kenny (1986), opined that moderator was usually incorporated when there was an inconsistent or weak relation between independent and dependent variables.

This research has provided a solution to the gap by the inclusion of the principal's supervision as a moderator to strengthen the explanation of the influence of students' personnel services on academic achievement in secondary schools in Kwara State, Nigeria. In view of the testing of students' development services theory and needs theory, the results showed that four out of five dimensions of students' personnel services (i.e., library, guidance and counselling, health, and extracurricular,) had positive relationship with academic achievements even though the finding on admission services showed negative result, nevertheless, qualitative findings had been used to complement it in this research, thereby providing support for the aforementioned theories.

In the light of this, therefore, it can be stated that students' personnel services in the school play a vital role in the academic success of the students. Thus, the five dimensions of students' personnel services are very essential in giving an eclectic prediction of students' academic achievement in secondary schools in Kwara State, Nigeria.

5.2.5.2 Empirical Evidence from Viewpoint of Needs Theory

Additional evidence has been provided theoretically in the domain of needs theory. This theory proposed that certain needs (i.e., psychological, social, safety, security, etc.) are required in the school and which have a positive influence on students' academic success as postulated by Abraham Maslow (1950). If certain needs are provided for students, it enhanced their learning, thereby, having a direct bearing on their academic pursuit. Thus, this study extended the needs theory by examining five components of students' personnel services, which were sacrosanct and were determinants of students' academic success. In testing the needs theory in this study, findings revealed that students' personnel services significantly influenced their academic achievement, thereby giving evidence that supported the above theory.

Given the results found, it can be said that students' personnel services predict academic achievement in school. Therefore, it is vital to pay utmost attention to the needs dimensions of services so that the students can achieve academic excellence.

5.2.5.3 Empirical Evidence from Leadership and Agency Model Theories of Supervision

It has been discussed that this study incorporated principal's supervision as a moderating variable on the nexus between students' personnel services and academic achievement. The two theories have provided empirical evidence from leadership and agency model supervision theories. Firstly, leadership theory postulates that democratic style of leadership employed by the leader tends to ensure that subordinates give their best in the organization, thereby organization goals and objectives. In addition, the agency model supervision theory proposes that supervision must be done on trust, hardworking, honesty, and confidence in the

supervisor and supervises in the school system. This encourages the supervisees to perform their duty diligently and achieve goals (Hersey, Blauchard, & Johnson, 1998; Powell, 1993). Taken together, this study extended upon the leadership and agency model supervision theories by gauging the effect of principal's supervision to serve as a moderating variable on the relationship between students' personnel services and academic achievement. The testing of the moderator revealed that two (extracurricular and guidance and counselling services) out of five hypotheses moderated the relationship between the independent and dependent variables, even though qualitative findings in this study had been used to complement the three (health, library and admission services) that were not supported quantitatively.

Taken together, this study has demonstrated that principal's supervision strengthens the relationship between students' personnel services and academic achievement in secondary schools in Kwara State, in Nigeria. Therefore, effective principal's supervision should be noted in secondary schools.

5.2.5.4 Significant Moderating Effects of Principal's Supervision

This study has given empirical evidence concerning the important role of principal's supervision as a moderator on the nexus between students' personnel services and academic achievement in secondary schools. While most studies in the literature (e.g., Archibong et al., 2011; Adeyemo, 2010; Allen, 2003; Arinde, 2010; Mestapelto, & Pulkinnen, 2014; Nyamwange et al., 2012; Parsad et al., 2003; Toma et al., 2014) mainly investigated the direct relationship between one or two dimensions of students' personnel services and academic achievement, the present study included principal's supervision as a moderator on these links between the independent and dependent variables based on the following motives: Firstly,

effective internal supervision tends to ensure that all materials and non-materials in the school are well supervised (Bormman, 2015; Gwang, 2011; Usman, 2015), because those in charge of the various services unit will work hard so that the school could achieve its aims and objectives (Onuma, 2015). Secondly, principal's supervision was expected or anticipated to moderate the links between students' personnel services and academic achievement because quality supervision of the inputs is important, and this influenced the academic success of the students (Powell, 1993; Stoltenberg & Delworth, 1987).

Taken together, empirical evidence has been added to this present study as it has contributed to the body of knowledge in the area of academic achievement of students and the results of this study could serve as a sound basis for research in the future.

5.2.6 Methodological Contributions

This study has contributed from a methodological point of view too. To begin with, quantitative and qualitative methods were applied to carry out this study and these methods were used to provide answers to research questions as well as also to treat research objectives as captured in the preceding chapter of the study. The quantitative method was dominant while the qualitative was less dominant in this study. The qualitative method was used to complement the findings in the quantitative method. Thus, the quantitative method was used to investigate the relationship amongst the variables of the study, while the in-depth interview was used to explain the variables for a better understanding of the research phenomenon. In explaining the reason for using the interview for the study, according to De Lisle

(2011), he opined that a qualitative driven mixed-method suggests new ways of gaining a better understanding of the contexts and complexities of social experience.

Meanwhile, in applying mixed methods in this present study, complementary strengths were sustained, which enabled the researcher to implement uniquely the logical assumptions of each method and methodologies were considered differently. The methods were divided and later mergedwith, which makes the findings well established by using the two methods.

Another methodological gap addressed in this study was the instruments adapted for this study. The questionnaire which was adapted from previous studies (i.e., Arinde 2010; McCaughn, 1999; Mestapelto, & Pulkkinen, 2014; Nyamwange et al., 2012; Owate & Iroha, 2013; Parsad et al., 2003; Parsat et al., 2003; Toma et al., 2014) were used to assess the five dimensions of students' personnel services as well as principal's supervision, which serves as independent and moderating variables respectively. Furthermore, some irrelevant items were removed from the original items while some items were incorporatedwith a view todetermining the degree to which the variables influenced students' academic achievement in this context. Having removed unnecessary items and added relevant items from the adapted items, thus, this present study had verified the adapted questionnaire, which was different from the context in which they had been used previously.

More so, another important methodological contribution of this study is the use of secondary data to measure students' academic achievement, which was the dependent variable in this study. The results of the students were collected and used for the research. The subjects used include Mathematics, English language, Economics, Biology, Agricultural Science, Geography, and Civic Education. Thus,

this study has contributed to the body of knowledge methodologically. Additionally; another obvious contribution in this context is the use of software called Partial Least Square (PLS-SEM) to analyze the quantitative part of the study. The PLS Software was used to examine the psychometric properties of the variables.

Specifically, this study has thrived in examining the psychometric properties of the variables in respect to convergent validity and discriminant validity. The psychometric properties assessed were average variance explained (AVE), individual item reliability and composite reliability of the variables. The convergent validity was measured by calculating the value of the average variance explained (AVE) for the latent variables. The discriminant validity was assessed by comparing the relationships among the variables with AVE square roots. The cross loadings matrix results were evaluated to establish the discriminant validity of the study conceptual model. Thus, this research has tried to use one of the most robust methodologies (PLS-SEM) to analyze the psychometric properties of the variables as embedded in the study conceptual model.

Lastly, the use of Nvivo 10 software to analyze the qualitative data of this study was another significant contribution that this study had contributed to the body of knowledge. This software is one of the latest and powerfulsoftware that can be used to analyze qualitative data. The analysis of the interview using Nvivo 10 was used to generate two (2) main themes, seven (7) sub-themes, and twenty-six (26) sub-sub themes. Therefore, this study has succeeded in filling the methodological gap.

5.2.7 Practical Contributions

In view of the findings of this study, several practical contributions have been made to secondary school education in Nigeria. The practical contributions are discussed in

three ways, namely school, government, and stakeholders in education. Firstly, regarding practical implication in the school system, the findings of this study suggest that students' personnel services are important indices, which may enhance academic achievement in school. It has established the connectivity between the school services and academic achievement. It has also given a better understanding of the concept of students' personnel services in the school. Thus, the study serves as a template on how various students' personnel services could be provided in the school. In achieving that, adequate provision of students' services should be embedded in the school programs. Apart from providing these services in the school, implementation of the school services should be efficiently and effectively carried out so that students can have access to the services. This will positively influence their academic achievement.

Further, the quantitative and qualitative findings of this study revealed that principal's supervision was a major factor that strengthened the relationship between students' personnel services and academic achievement. This study has given a better explanation on how school principal should carry out supervision in their schools. Particularly, it will assist principals on how to effectively monitor those in charge of admission unit, clinic, and library unit for service delivery to students. So, this study suggests that attention should be given to supervision by the school principals so that the school can achieve academic success.

Secondly, regarding the practical contribution to government, this study has revealed the positive moderating effect of principal's supervision on the nexus between students' personnel services and academic achievement in the school. Therefore, this study serves as a guide in thearea of students' services that should be provided for schools. Specifically, efforts should be made by the government at all levels

(Federal, State, and Local) to ensure that the policies and plans for secondary education are geared towards school services so that it can improve the students' academic achievement.

Lastly, on contribution to private bodies and other stakeholders in education, this study will serve as a guide to them in education to know how to support the school in terms of providing necessary services to the school for students use. Precisely, it will enable them to identify areas where they can contribute their quota to the advancement of secondary education.

5.3 Recommendations

The findings of this study have shown the importance of students' personnel services in the school system, and how they are relatedwith the academic success of the students. The findings have also unveiled the positive role of the school principals in ensuring that these services were well carried out and that their supervisory role was key to the school success Based on the findings from the mixed-methods approach used in this study, following recommendations are made: firstly, regarding students' personnel services, all schools should endeavor to provide adequate school services for students since the services are synonymous with the academic achievement of students. Apart from the services discussed in this research, efforts should be made to ensure that other dimensions of the students'personnel services like accommodation, transport, academic, bursary, extra-mural class, orientation, and food services should be adequately provided. Besides, these services should be well incorporated in the programs by the school management, as this will enable students to have access to the services for their academic development.

Secondly, since this study found that the perception of students regarding the school services are high, the school should continue to make sure that students have access to the school services, specifically, services like extracurricular, clinic, guidance and counselling services, and library services. These aspects of students' personnel services are also to be accessed by the students. In achieving this, sensitization of students is needed so that it can have a positive impact on their academic pursuit.

Thirdly, regarding principal's supervision, school principals should see the supervisory role as a unique task that demands full attention. They should ensure adequate supervision of the services so that students are able to access it. Since a school cannot function without principal, internal supervision should be taken seriously in the school system for overseeing the services provided in the school.

Fourthly, on the part of the government, adequate budgetary allocation should be made for the provision of school services in secondary schools. Specifically, budgetary allocation of resources to schools should be in line with the needs and aspiration of the students. Since the services are a necessity in education sector, thus, funding of such is sacrosanct for the advancement of the education sector. Government should embark on training and re-training of school principals on supervision for them to acquire more supervisory skills for them to be familiar with modern supervision in their respective schools. This would enable them to bring the skills acquired to bear when carrying out internal supervision in the school system. In addition, apart from the training of the school principals, the personnel in charge of the services discussed in this research should be trained and re-trained by the government for them to be familiar with the global best practices on how to discharge their duties to the students

Lastly, active participation of private and individual's involvement in contributing to the advancement of secondary education is needed regarding the school services. Companies (e.g. Banks, manufacturing companies, and telecommunication giants), Non-Governmental Organization (NGO), and philanthropists should endeavor to complement the government by assisting schools. They can render their assistance in terms of construction/renovation of the school library, provision of extracurricular activities equipments, provision of guidance and counselling facilities, and renovation/construction of the school clinic. This would make teaching and learning to be more effective, thereby enabling students to excel in their studies

5.4 Limitations

Despite the empirical evidence from mixed methods approach, which lent support to the variables (independent, moderating, and dependent) discussed in this study, it is pertinent for the findings to be interpreted so that study's limitations could be pointed out. To start with, this study gives limited generalizability as it is mainly focused on secondary schools in Kwara State, Nigeria. Consequently, future studies should focus on Nigeria as a whole instead of a state so that generalizability of the findings can be achieved.

Also, this study used students as respondents for the quantitative method while the principals were used as the informants for the qualitative method. It is the researcher's belief that the students selected and school principals contacted for the study had given the best and detailed information about school services and supervision respectively. In the light of this, future studies could include those individuals who are in charge of the student services and can be interviewed on the services. Specifically, personnel such as counselor, nurses, admission officer,

librarian, and school sports coach can be interviewed along with the school principals concerning these services offered in their schools. This would shed more light on the services provided for students.

5.5 Suggestions for Future Studies

Given the resultsof this study, coupled with the limitations that have been established, suggestions for future studies are hereby explained in this research. Firstly, the present research model explained 62% of the overall variance in academic achievement. This indicates that more variables could explain the total variance of academic achievement significantly. In other words, 38%, that constitutes other factors should describe the remaining variance in academic achievement. Thus, future studies are needed to examine other likely factors that could influence students' academic achievement in school. Particularly, future studies might investigate the nexus between other dimensions of students' personnel services such as transport service, orientation service, accommodation service, academic service, and financial service and academic achievement.

Secondly, a direct relationship between admission service and academic achievement was not supported quantitatively, though qualitative finding has complemented it. Future research could examine the relationship between principal's supervision and academic achievement because previous studies have shown that effective supervision in school enhances school success (Owate & Iroha, 2013). In the same vein, since the moderating effects of principal's supervision on the relationship between three aspects of students' personnel services (i.e., admission, health, and library), and academic achievement were not supported quantitatively even though

evidence from qualitative findings have been used to complement it. Nevertheless, mediating effects could be studied quantitatively in the future.

Specifically, the mediating effect of principal's supervision on the nexus between admission, health, library and students' academic achievement could be investigated. Also, since students' development services theory proposes that some students' services influences academic success (Astin, 1984; Creamer, 1980; Renn, 2008; Moore, 1990; Upcraft & Moore, 1990), students' services may be used as a moderator between school services and students' academic behaviors.

Thirdly, future research should apply mixed methods approach in investigating the relationship between students' personnel services and academic achievement of pupils in primary schools in Nigeria since no research to date has investigated it (Adeyemo, 2010; Albanese et al., 2003; Scott & Plourde, 2007; Webb et al., 2005; Vent, 2012; Vinciullo & Bradley, 2009), and since positive findings are found in the context of secondary schools.

Fourthly, mixed methods approach could be applied in future research to gain a better understanding of the nexus between students' personnel services and students' academic achievement in tertiary institutions in Nigeria because past studies showed no research on it (Goodall & Pattern, 2011; Lewis, 2010). Interchangeably, future researchers could apply mixed methods approach by using the qualitative method to be dominant and making quantitative to be less dominant in examining the link between students' personnel services and academic achievement with a view to know whether quantitative findings would complement the findings in qualitative method in the manner the present study has established it. Likewise, the same approach could be used to investigate the moderating effect of principal's supervision on the

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relationship between the independent and dependent variables in the present study for better understanding of the variables.

Lastly, as stated in the preceding chapter that this study adopts sequential mixed-methods in investigating this study, it is hereby suggested that there are numerous other mixed-methods approaches namely, parallel, multistage, and mixed convergent methods. Therefore, future studies could research on the relationship between students' personnel services and academic achievement.

5.6 Conclusion

Taken together, this study has given empirical evidence via a mixed methods approach to the increasing body of knowledge on the moderating effect of principal's supervision on the relationship between students' personnel services and academic achievement in secondary schools. The results of this study have given support to relevant theoretical propositions. Specifically, answers had been successfully provided to all the research questions as well as the objectives despite its limitations. In view of the fact that quite a number of studies have examined the predictors of academic achievement, however, the theoretical gaps were addressed by the inclusion of principal's supervision as an important moderating variable.

Furthermore, the present study lends empirical and theoretical evidence in supporting the moderating effects of principal's supervision on the relationship between students' personnel services and academic achievement. The study assessed how principal's supervision theoretically moderated the connection between the independent and dependent variables. This study's theoretical framework added to the viewpoint of needs theory, students' services development theory, leadership theory and agency model supervision theory by examining the impact of

studentpersonnel services on academic achievement. Additionally, on theoretical contributions, the findings of this study had given some vital practical implications on schools, government, private and stakeholders in the education sector. Further, concerning the study limitations observed in the study, some research directions for future studies have been drawn.

Finally, it can be said that principal's supervision is a significant factor that strengthens the relationship between students' personnel services and academic achievement in school. The impact of principal's supervision cannot be compromised, hence the need for effective supervision of the school services so that the school can achieve its objectives. Thus, this study has provided practical, theoretical, methodological, and practical contributions to the increasing body of knowledge in the field of social sciences, most especially in the field educational administration.

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Appendix A

Research Questionnaire
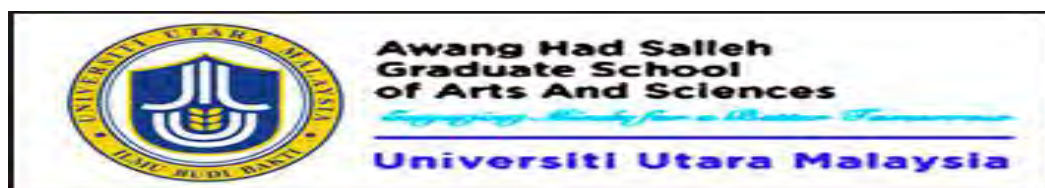
Dear Student:

This questionnaire is developed to elicit your opinion on ―**The Moderating Effect of Principal's Supervision on the Relationship between Students' Personnel Services (Library Services, Guidance and Counselling Services, Health Services, Admission and Selection Services and Extracurricular Activities) and Academic Achievement in your school".**

Please be sure that the information you provide is strictly confidential and will be used purely for academic purposes only. Your participation in this research is completed on a voluntary basis.

The completion and return of the attached questionnaire amount to your consent to be involved in the study. Kindly answer all the questions provided in the questionnaire and return it to the researcher.

Thank you.

Yusuf Suleiman

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PART A- Demographic Information

Information: Please read carefully and tick (√) appropriately in the boxes provided.

Please note that the answers to be provided should reflect the reality in your school.

1.   Gender: Male ☐   Female ☐

2.   Age: 15-17 ☐   17 and above ☐

3.   Religion: Islam ☐   Christianity ☐   Others:………

4.   Class: Arts ☐   Commercial ☐   Science ☐

5.   Academic Performance: Please state the grade obtained in your examinations in the following subjects based on the scale:

0-39 (F9)   40-44 (E8)   45-49 (D7)   50-54 (C6)

55-59 (C5)   60-64 (C4)   65-69 (B3)   70-74 (B2)

75 and Above (A)

Mathematics   ☐

English   ☐

Economics   ☐

Biology   ☐

Agricultural Science ☐

Geography   ☐

Civic Education   ☐

Instructions

Please read the statements below and tick (√) the appropriate answer based on the following Likert scales:

Code	Description	Symbol
1	Strongly Disagreed	SD
2	Disagreed	D
3	Agreed	A
4	Strongly Agreed	SA

SECTION A: Students' Personnel Services

1. Library Services

This section is based on the library services in your school.

No	Items	Strongly Disagreed	Disagreed	Agreed	Strongly Agreed
1	My school library is a place for students to have access to various resources to assist them in their study.				
2	My school has library period for all classes.				
3	The time allocated for library period in my school is not enough.				
4	My school library has books and educational materials for reference.				
5	Books and educational materials in my school library do not cover all the subjects.				

6	My school library is conducive for reading.				
7	My school librarian does not attend to me when I need assistance.				
8	Materials in my school library are properly organized on the shelves.				
9	In my school, the school principal and teachers promote the use of the library.				
10	In my school, students are taught on how to use the library.				
11	Students are not often taught on how to use the school library.				
12	I go to the library to read more on the subjects taught in class.				
13	I use the school library regularly				
14	I use the school library during school hours only				
15	The library helps me to acquire knowledge about authors and books.				
16	The school library helps me to develop good reading skills.				
17	The school library helps me to develop good learning skills.				
18	The school library helps me to develop information skills.				
19	The library helps me to do well in my study.				
20	Availability of the school library services is to ensure that the school achieve its goals.				

2. **Guidance and Counselling Services:** This section is based on guidance and counselling services in your school.

No	Items	Strongly Disagreed	Disagreed	Agreed	Strongly Agreed
1	Guidance and Counselling services are to assist me to adjust to my school environment.				
2	My school has a Guidance and Counselling unit which is designed to cater for my needs.				
3	There is a Counsellor in the Guidance and Counselling unit.				
4	The school counsellor does not normally attend to me when I need counselling services.				
5	The Guidance and Counselling room has tables, chairs, books and other materials on guidance and counselling.				
6	The Guidance and Counselling room is not conducive for counselling services.				
7	The Guidance and Counselling unit does not keep files of students who visit the unit for counselling.				
8	The Guidance and Counselling unit assists me on vocational services.				
9	The Guidance and Counselling unit assists me on my career path.				
10	The Guidance and Counselling unit does not assists me on information services.				
11	The Guidance and Counselling services boost my ability to make informed career decisions.				
12	The Guidance and Counselling services enhance my self-understanding.				
13	The Guidance and Counselling services help my personal growth and development.				
14	The Guidance and Counselling services help to solve my learning problems.				

No	Items				
15	The Guidance and Counselling services enhanced my overall development.				
16	I believe Guidance and Counselling services are important in a school.				

3. **Health Services:** This section is based on health services in your school.

No	Items	Strongly Disagreed	Disagreed	Agreed	Strongly Agreed
1	School health services are services provided to improve the health and well-being of students.				
2	My school has a health clinic to cater for my health needs.				
3	The health clinic has health personnel (doctor, nurses, etc.).				
4	There are not enough health clinic personnel in my school.				
5	The school health clinic is equipped with facilities, such as first aid box, chairs, table, bed-spaces and other health equipment.				
6	The school health clinic attends to students' health problems during school hours.				
7	The school health clinic attends to students' health problems after school hours.				
8	The school health clinic does not attend to students' health problems regularly.				
9	The school health clinic provides services, such as drugs and treatment for students when they fall sick.				

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No	Items	Strongly Disagreed	Disagreed	Agreed	Strongly Agreed
10	The school health clinic refers students with serious sickness to hospital for treatment.				
11	The school health clinic ensures that students are in good health for learning.				
12	Health clinic is important for the development of learning in my school.				
13	Health clinic services are a necessity in my school.				

4. **Admission and Selection Services:** This section is based on admission services in your school.

No	Items	Strongly Disagreed	Disagreed	Agreed	Strongly Agreed
1	The admission and selection services at my school provide services to those who apply for a place in this school.				
2	The admission and selection unit places an advertisement for admission as well as sells forms to those who want to apply for a place in this school.				
3	Advertisement for admissions is not often placed for easy access of applicants seeking admission in this school.				
4	The admission and selection unit collects and process application forms submitted by applicants.				
5	Pre-admission exercises, such as common entrance examination and interview are conducted for students before they get admitted in this school.				

6	I like the type of common entrance examination conducted for students before admission in this school.				
7	I like the type of interview conducted for students before admission in this school.				
8	The conduct of a common entrance examination and interview is to select qualified candidates seeking admission in this school.				
9	The purpose of the common entrance examination and interview is to ensure quality assurance in this school.				
10	The entrance examination and interview are to ensure students selected can cope academically when they get admitted into my school.				
11	The admission service helps to achieve the school goals and objectives.				
12	I believe admission service is essential in my school.				

5. Extracurricular Activities: This section is based on extracurricular services in your school

No	Items	Strongly Disagreed	Disagreed	Agreed	Strongly Agreed
1	My school allows students to take part in extracurricular activities.				
2	The extracurricular activities cover the activities for the training of mind and body.				
3	My school has committees who are responsible for the conduct of extracurricular activities for students.				
4	My school provides equipment and spaces for extracurricular activities (i.e. Table tennis, basketball, volleyball, football, lawn tennis and badminton).				
5	My school provides other extracurricular activities other than sports (i.e. social clubs, quiz competition and religious activities).				
6	Extracurricular activities in my school are not enough for students.				
7	I participate in extracurricular activities.				
8	I do not often participate in extracurricular activities.				
9	I only participate in one or some of the following extracurricular activities (i.e. football, volley ball, lawn tennis, badminton, etc.).				
10	I only participate in one or some of the following extracurricular activities (i.e. Social clubs, quiz competition and religious activities).				
11	The extracurricular activities provided in my school influence the level of maturation in students.				
12	Participation in extracurricular activities contributes to my social development.				

No	Items	Strongly Disagreed	Disagreed	Agreed	Strongly Agreed
13	Participation in extracurricular activities contributes to my emotional development.				
14	Participation in extracurricular activities contributes to my physical development.				
15	Extracurricular activities enhance the leadership abilities in students.				
16	The extracurricular activities increase my academic achievement.				
17	Extracurricular activities are important in my school.				

6. Principal's Supervision: This section is based on principal's supervision of the school system.

No	Items	Strongly Disagreed	Disagreed	Agreed	Strongly Agreed
1	Principal's supervision is the process of guiding and directing school inputs in order to achieve school's aims and objectives.				
2	My school principal carries out supervision in school.				
3	My school principal seldom carries out supervision in my school.				
4	My school principal checks the school services (i.e. library and health clinic).				
5	My school principal checks the school services (i.e. Guidance and Counselling).				
6	My school principal checks the school services (i.e. extracurricular and admission).				
7	My school principal ensures that the school services are in good order.				
8	The Principal ensures that the school services help classroom learning.				
9	Principal's supervision is not always carried out in my school.				

10	The Principal ensures adequate keeping of school services.				
11	The Principal's supervision of the school services promotes efficiency and effectiveness in teaching.				
12	The Principal's supervision of the school services is important for the development of the school.				
13	The Principal's supervision of the school services leads to positive to academic performance in students.				
14	The school principal supervises the teaching and learning process in my school.				
15	Principal's supervision is essential in my school.				

Appendix B

Interview Questions Schedule for Principals

The purpose of this interview session is to know the perception of principals towards student personnel services and academic performance as well as the moderating role of the principals in secondary schools in Kwara State, Nigeria.

The interview questions segments are scheduled as follows:

Students' Personnel Services

(a) Guidance and Counselling Services

Interview Questions on Guidance and Counselling Services:

1. What do you think guidance and counselling service refers to in school system?
2. Can you please explain the types of guidance and counselling services provided for students in your school?
3. Are the guidance and counselling services well provided for students in your school?
4. What is the importance of guidance and counselling services in the school system?
5. Do you believe that all schools should provide guidance and counselling services to their students?
   a. If yes, why?

(b) Library Services

Interview Questions on Library Services:

1. What do you think library services refer to in your school system?
2. Can you please explain the types of library services provided for students in your school?
3. Are the library services well provided for students in your school?
4. What is the importance of library services in your school system?

5. Do you believe that all schools should provide library services to their students?

   a. If yes, why?

(c) Health Services

Interview Questions on health services:

1. What do you think health services refer to in your school system?
2. Can you please explain the types of health services provided for students in your school?
3. Does health services well provided for students in your school?
4. What is the importance of health services in the school system?
5. Do you believe that all schools should provide health services to their students?

   a. If yes, why?

(d) Admission and Selection Services

Interview Questions on Admission and Selection Services:

1. What do you think admission and selection services refer to in your school system?
2. Can you please explain the nature admission and selection services provided for students in your school?
3. What is the importance of admission and selection services in the school system?
4. Do you believe that all schools should provide admission services to their students?

   a. If yes, why?

(e) Extracurricular Services

Interview Questions on Extracurricular Services:

1. What do you think extracurricular services refer to in your school system?
2. Can you please explain the types of extracurricular services provided for students in your school?

3. Does extracurricular services well provided for students in your school?

4. What is the importance of extracurricular services in the school system?

5. Do you believe that all schools should provide extracurricular services to their students?

   a. If yes, why?

Principal Supervision

1. What do you think principal supervision is all about?

2. Describe your role as principal in ensuring adequate supervision of student personnel services.

3. What is the importance of principal supervision in your school system?

Appendix C

Normality Test
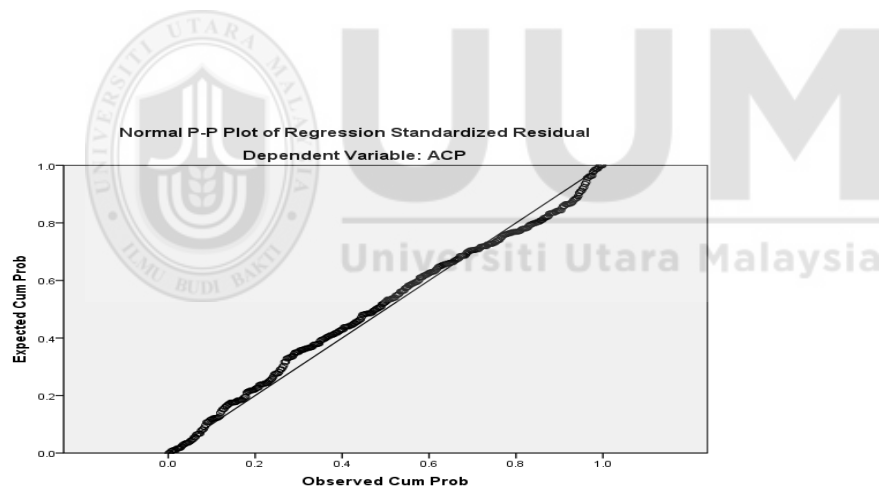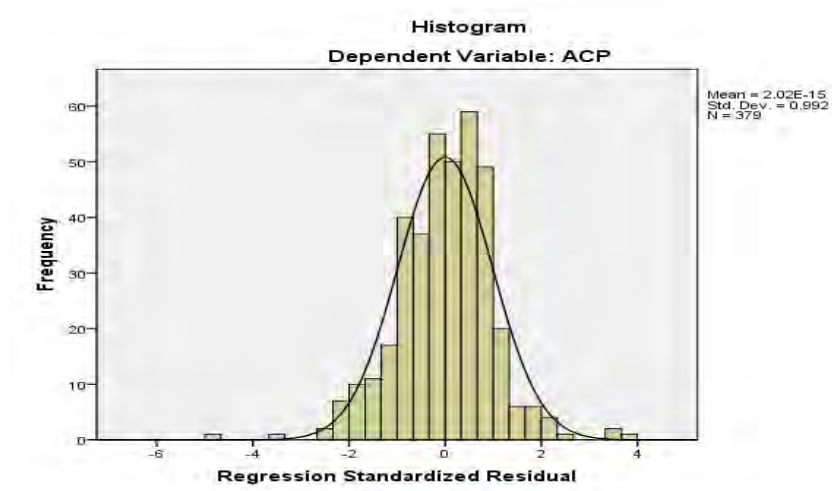
Appendix D

Demographic of Respondents

GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	182	48.0	48.0	48.0
	2	197	52.0	52.0	100.0
	Total	379	100.0	100.0	

AGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	241	63.6	63.6	63.6
	2	138	36.4	36.4	100.0
	Total	379	100.0	100.0	

RELIGION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	181	47.8	47.8	47.8
	2	192	50.7	50.7	98.4
	3	6	1.6	1.6	100.0
	Total	379	100.0	100.0	

CLASS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	104	27.4	27.4	27.4
	2	136	35.9	35.9	63.3
	3	139	36.7	36.7	100.0
	Total	379	100.0	100.0	

Appendix E

Missing Values

Result Variables

	Result Variable	N of Replaced Missing Values	Case Number of Non-Missing Values		N of Valid Cases	Creating Function
			First	Last		
1	LS3_1	1	1	379	379	MEDIAN(LS3,2)
2	LS7_1	1	1	379	379	MEDIAN(LS7,2)
3	LS11_1	1	1	379	379	MEDIAN(LS11,2)
4	HS4_1	1	1	379	379	MEDIAN(HS4,2)
5	PS4_1	1	1	379	379	MEDIAN(PS4,2)

Appendix F

Smart PLS Output Measurement Model

	AVE	Composite Reliability	R Square	Cronbachs Alpha	Communality	Redundancy
AA	0.531481	0.849995	0.618613	0.779772	0.531481	0.020944
AS	0.584834	0.805326		0.648261	0.584834	
ES	0.558771	0.834870		0.736510	0.558771	
GS	0.532010	0.888322		0.853559	0.532010	
HS	0.549095	0.829381		0.725416	0.549095	
LS	0.512728	0.940102		0.931717	0.512728	
PS	0.535391	0.926508		0.912365	0.535392	

Appendix G

Blindfolding Procedure Output

CV Red.

	1-SSE/SSO
AA	0.317761
AS	0.584337
ES	0.558508
GS	0.531987
HS	0.549621
LS	0.512510
PS	0.535430

Indicator Cross validated Redundancy

Total	SSO	SSE	1-SSE/SSO
AA1	379.000000	249.675422	0.341226
AA2	379.000000	280.799111	0.259105
AA6	379.000000	256.868015	0.322248
AA7	379.000000	228.918104	0.395994
AA8	379.000000	276.583064	0.270229
AS1	379.000000	76.929796	0.797019
AS2	379.000000	162.251611	0.571895

AS4	379.000000	233.427839	0.384095
ES3	379.000000	171.666985	0.547053
ES4	379.000000	174.395778	0.539853
ES7	379.000000	186.657721	0.507499
ES9	379.000000	136.581493	0.639627
GS10	379.000000	163.815954	0.567768
GS14	379.000000	189.991174	0.498704
GS4	379.000000	186.082821	0.509016
GS5	379.000000	172.977873	0.543594
GS6	379.000000	178.450350	0.529155
GS7	379.000000	178.758424	0.528342
GS8	379.000000	171.562670	0.547328
HS4	379.000000	197.972856	0.477644
HS5	379.000000	144.721789	0.618148
HS6	379.000000	172.978675	0.543592
HS7	379.000000	167.101462	0.559099
LS10	379.000000	158.325524	0.582255
LS11	379.000000	242.560958	0.359997
LS12	379.000000	143.264594	0.621993
LS13	379.000000	157.762483	0.583740
LS15	379.000000	135.475044	0.642546
LS16	379.000000	173.927995	0.541087
LS17	379.000000	197.004818	0.480198

LS18	379.000000	184.081490	0.514297
LS19	379.000000	175.284220	0.537509
LS2	379.000000	179.767926	0.525678
LS20	379.000000	217.912685	0.425032
LS4	379.000000	213.679674	0.436201
LS6	379.000000	214.517054	0.433992
LS8	379.000000	198.247617	0.476919
LS9	379.000000	179.570510	0.526199
PS1	379.000000	227.634599	0.399381
PS11	379.000000	115.074526	0.696373
PS12	379.000000	144.597601	0.618476
PS13	379.000000	181.930434	0.519972
PS14	379.000000	200.847958	0.470058
PS15	379.000000	178.230726	0.529734
PS2	379.000000	186.771646	0.507199
PS3	379.000000	198.101396	0.477305
PS5	379.000000	195.005752	0.485473
PS8	379.000000	155.400790	0.589972
PS9	379.000000	153.198573	0.595782

CV Com

	1-SSE/SSO
AA	0.295591
AS	0.584337
ES	0.558508
GS	0.531987
HS	0.549621
LS	0.512510
PS	0.535430

Construct Cross validated Communality

Total	SSO	SSE	1-SSE/SSO
AA	1895.000000	1334.855136	0.295591
AS	1137.000000	472.609245	0.584337
ES	1516.000000	669.301976	0.558508
GS	2653.000000	1241.639266	0.531987
HS	1516.000000	682.774782	0.549621
LS	5685.000000	2771.382593	0.512510
PS	4169.000000	1936.794000	0.535430

Indicator Cross validated Communality

Total	SSO	SSE	1-SSE/SSO
AA1	379.000000	267.750337	0.293535
AA2	379.000000	275.102611	0.274136
AA6	379.000000	275.007086	0.274388
AA7	379.000000	251.961974	0.335193
AA8	379.000000	265.033128	0.300704
AS1	379.000000	76.929796	0.797019
AS2	379.000000	162.251611	0.571895
AS4	379.000000	233.427839	0.384095
ES3	379.000000	171.666985	0.547053
ES4	379.000000	174.395778	0.539853
ES7	379.000000	186.657721	0.507499
ES9	379.000000	136.581493	0.639627
GS10	379.000000	163.815954	0.567768
GS14	379.000000	189.991174	0.498704
GS4	379.000000	186.082821	0.509016
GS5	379.000000	172.977873	0.543594
GS6	379.000000	178.450350	0.529155
GS7	379.000000	178.758424	0.528342
GS8	379.000000	171.562670	0.547328

HS4	379.000000	197.972856	0.477644
HS5	379.000000	144.721789	0.618148
HS6	379.000000	172.978675	0.543592
HS7	379.000000	167.101462	0.559099
LS10	379.000000	158.325524	0.582255
LS11	379.000000	242.560958	0.359997
LS12	379.000000	143.264594	0.621993
LS13	379.000000	157.762483	0.583740
LS15	379.000000	135.475044	0.642546
LS16	379.000000	173.927995	0.541087
LS17	379.000000	197.004818	0.480198
LS18	379.000000	184.081490	0.514297
LS19	379.000000	175.284220	0.537509
LS2	379.000000	179.767926	0.525678
LS20	379.000000	217.912685	0.425032
LS4	379.000000	213.679674	0.436201
LS6	379.000000	214.517054	0.433992
LS8	379.000000	198.247617	0.476919
LS9	379.000000	179.570510	0.526199
PS1	379.000000	227.634599	0.399381
PS11	379.000000	115.074526	0.696373
PS12	379.000000	144.597601	0.618476
PS13	379.000000	181.930434	0.519972

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PS14	379.000000	200.847958	0.470058
PS15	379.000000	178.230726	0.529734
PS2	379.000000	186.771646	0.507199
PS3	379.000000	198.101396	0.477305
PS5	379.000000	195.005752	0.485473
PS8	379.000000	155.400790	0.589972
PS9	379.000000	153.198573	0.595782

Appendix H

List of Some Senior Secondary Schools in Kwara State

1. Ansarul Islami Secondary School, Ilorin
2. Adesoye College, Offa
3. Ansarudeen College, Offa
4. Army Day Secondary School, Ilorin
5. Ajase-Ipo Comprehensive High School
6. Baboko Community Secondary School, Ilorin
7. Baptist Grammar School, Okuta
8. Bishop Smith Memorial College, Ilorin
9. Cherubim & Seraphim, Ilorin
10. Community High School, Esie
11. Government High School, Ilorin
12. Government Secondary School, Ilorin
13. Government Secondary School, Omu-Aran
14. Government Secondary School, Afon
15. Idofian Grammar School
16. Ijara-Isin High School
17. Ilorin Grammar School
18. Koro Grammar School School
19. Kwara State Polytechnic Secondary School
20. Kwara State College of Arabic Secondary School
21. Mount Carmel College Ilorin
22. Offa Grammar School, Offa
23. Okeya High School
24. Omupo Grammar School
25. Oyun Baptist High School
26. Queen Elizabeth School
27. ST. Anthony Secondary School
28. University of Ilorin Secondary School
29. United Secondary School
30. Barakat Community Secondary School
31. Ecwa Secondary School, Ganmo

32. Federal Staff Secondary School, Ilorin

33. Government Day Secondary School, Adeita

34. Government Day Secondary School, Adewole

35. Government Day Secondary School, Shao

36. Government Girls Day Secondary School, Pakata

37. Mandate Secondary School

38. Model Secondary School, Ilorin

39. Omege College, Shao

40. St Joseph Centenary College, Ilorin

41. Waziri Secondary School, Ilorin

42. Roemichs International School

43. Rehoboth College

44. Iqra College

45. Sapati International School

46. Emmanuel Baptist College

47. David Akintola College

48. Government Secondary School, Kaiama

49. Baptist Grammar School, Okuta

50. Erinle-Ile Secondary School

51. Ira Grammar School, Ira

52. Esie-Iludun Grammar school

53. United Community Secondary School

54. Ijara-Isin High School

55. Oke-Ode Grammar School, Oke-Ode

56. Okeya High School

57. Community Secondary School, Ogele

58. Olalomi Comprehensive High School

59. Adesoye College, Offa

60. Alade College

61. Federal Government's Girls College, Omu-Aran

62. Ipee Baptist Grammar School, Ipee

63. Nawairudeen Grammar School.

64. Okin High School, Offa

65. Olalomi Comprehensive High School

66. Tahoeed Secondary School, Ilorin

67. Government Day Secondary School, Amule

68. Ilorin Comprehensive High School

69. Government Girls Day Secondary School, Okesuna

70. Federal Government College, Ilorin

71. Government Technical College, Ilorin

72. Socrates College

73. Agbeiyangi Community Secondary School

74. Community Secondary School, Ile-Apa

75. Kwara State Polytechnic Secondary School, Ilorin

76. Government Day Secondary School, Tanke

77. Government Day Secondary School, Fate

78. Government Secondary School, Bala

79. Kinsey Academy

80. International Arts and Science College, Agbabiaka

81. Government Day Secondary School, Ojagboro
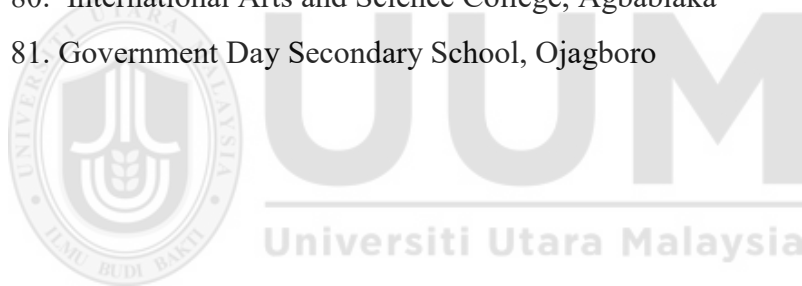
Appendix I

Summary of Nvivo Activities

Project Summary (Nvivo Analysis)

PhD Thesis Analysis (Qualitative Approach)

20/01/2016 17:27

Hierarchical Name	Item Type	Created By	Created On	Modified By	Modified On
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Created On:	**27/12/2015 17:47**				
Last Modified By:	**Yusuf Suleiman**				
	20/01/2016 08:20				

Externals					
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Extracts\\Coding Summary By Source Extract	Extract	Yusuf Suleiman	27/12/2015 17:47	Yusuf Suleiman	27/12/2015 17:47
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Framework Matrices

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Internals\\Inf. 11	Document	Yusuf Suleiman	27/12/2015 18:59	Yusuf Suleiman	29/12/2015 10:19
Internals\\Inf. 12	Document	Yusuf Suleiman	27/12/2015 19:00	Yusuf Suleiman	29/12/2015 10:07
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20/01/2016 17:27

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Internals\\Inf. 17	Document	Yusuf Suleiman	27/12/2015 19:03	Yusuf Suleiman	29/12/2015 17:46
Internals\\Inf. 18	Document	Yusuf Suleiman	27/12/2015 19:04	Yusuf Suleiman	29/12/2015 23:32
Internals\\Inf. 19	Document	Yusuf Suleiman	27/12/2015 19:05	Yusuf Suleiman	29/12/2015 18:13
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Memos

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Models

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Models\\All Themes Model	Model	Yusuf Suleiman	30/12/2015 14:36	Yusuf Suleiman	30/12/2015 15:09
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20/01/2016 17:27

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Node Classifications

Node Matrices

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Nodes\\Theme one Perceptions on Students' Personnel Services\Extracurricular Services	Node	Yusuf Suleiman	27/12/2015 19:44	Yusuf Suleiman	27/12/2015 19:44
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20/01/2016 17:27

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Services\Nature of Library Services					
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Nodes\\Theme Two Perceptions on Supervision\Challenges of Supervision\Student Attitude	Node	Yusuf Suleiman	29/12/2015 18:17	Yusuf Suleiman	30/12/2015 01:47
Nodes\\Theme Two Perceptions on Supervision\Principal Supervision	Node	Yusuf Suleiman	27/12/2015 19:57	Yusuf Suleiman	27/12/2015 19:57
Nodes\\Theme Two Perceptions on Supervision\Principal Supervision\Importance of Supervision	Node	Yusuf Suleiman	27/12/2015 20:02	Yusuf Suleiman	30/12/2015 01:47
Nodes\\Theme Two Perceptions on Supervision\Principal Supervision\Meaning of Principal Supervision	Node	Yusuf Suleiman	27/12/2015 19:58	Yusuf Suleiman	30/12/2015 01:47
Nodes\\Theme Two Perceptions on Supervision\Principal Supervision\Role of Principal	Node	Yusuf Suleiman	27/12/2015 20:01	Yusuf Suleiman	30/12/2015 01:47
Nodes\\Theme Two Perceptions on Supervision\Principal Supervision\Students' Academic Achievement	Node	Yusuf Suleiman	27/12/2015 20:02	Yusuf Suleiman	19/01/2016 19:47
Queries					

Relationship Types

Relationship Types\\Associated	Relationship Type	Yusuf Suleiman	27/12/2015 17:47	Yusuf Suleiman	27/12/2015 17:47

Relationships

Relationships\\Inf. 1 (Associated)	Relationship	Yusuf Suleiman	19/01/2016 17:44	Yusuf Suleiman	19/01/2016 17:44
Reports\\Project Summary Report		Page 5 of 6			

20/01/2016 17:27

| Hierarchical Name	Item Type	Created By Username	Created On	Modified By Username	Modified On
Reports					
Reports\\Coding Summary By Node Report	Report	Yusuf Suleiman	27/12/2015 17:47	Yusuf Suleiman	27/12/2015 17:47
Reports\\Coding Summary By Source Report	Report	Yusuf Suleiman	27/12/2015 17:47	Yusuf Suleiman	27/12/2015 17:47
Reports\\Node Classification Summary Report	Report	Yusuf Suleiman	27/12/2015 17:47	Yusuf Suleiman	27/12/2015 17:47
Reports\\Node Structure Report	Report	Yusuf Suleiman	27/12/2015 17:47	Yusuf Suleiman	27/12/2015 17:47
Reports\\Node Summary Report	Report	Yusuf Suleiman	27/12/2015 17:47	Yusuf Suleiman	27/12/2015 17:47
Reports\\Project Summary Report	Report	Yusuf Suleiman	27/12/2015 17:47	Yusuf Suleiman	27/12/2015 17:47
Reports\\Source Classification Summary Report	Report	Yusuf Suleiman	27/12/2015 17:47	Yusuf Suleiman	27/12/2015 17:47
Reports\\Source Summary Report	Report	Yusuf Suleiman	27/12/2015 17:47	Yusuf Suleiman	27/12/2015 17:47
Results					
Search Folders					
Search Folders\\All	Search Folder	Yusuf Suleiman	27/12/2015 17:47	Yusuf Suleiman	27/12/2015 17:47
Search Folders\\All	Search Folder	Yusuf Suleiman	27/12/2015 17:47	Yusuf Suleiman	27/12/2015 17:47
Search Folders\\All Sources Not	Search Folder	Yusuf Suleiman	27/12/2015 17:47	Yusuf Suleiman	27/12/2015 17:47
Sets					
Source Classifications					
Summaries					

Appendix J

Nvivo World Frequency
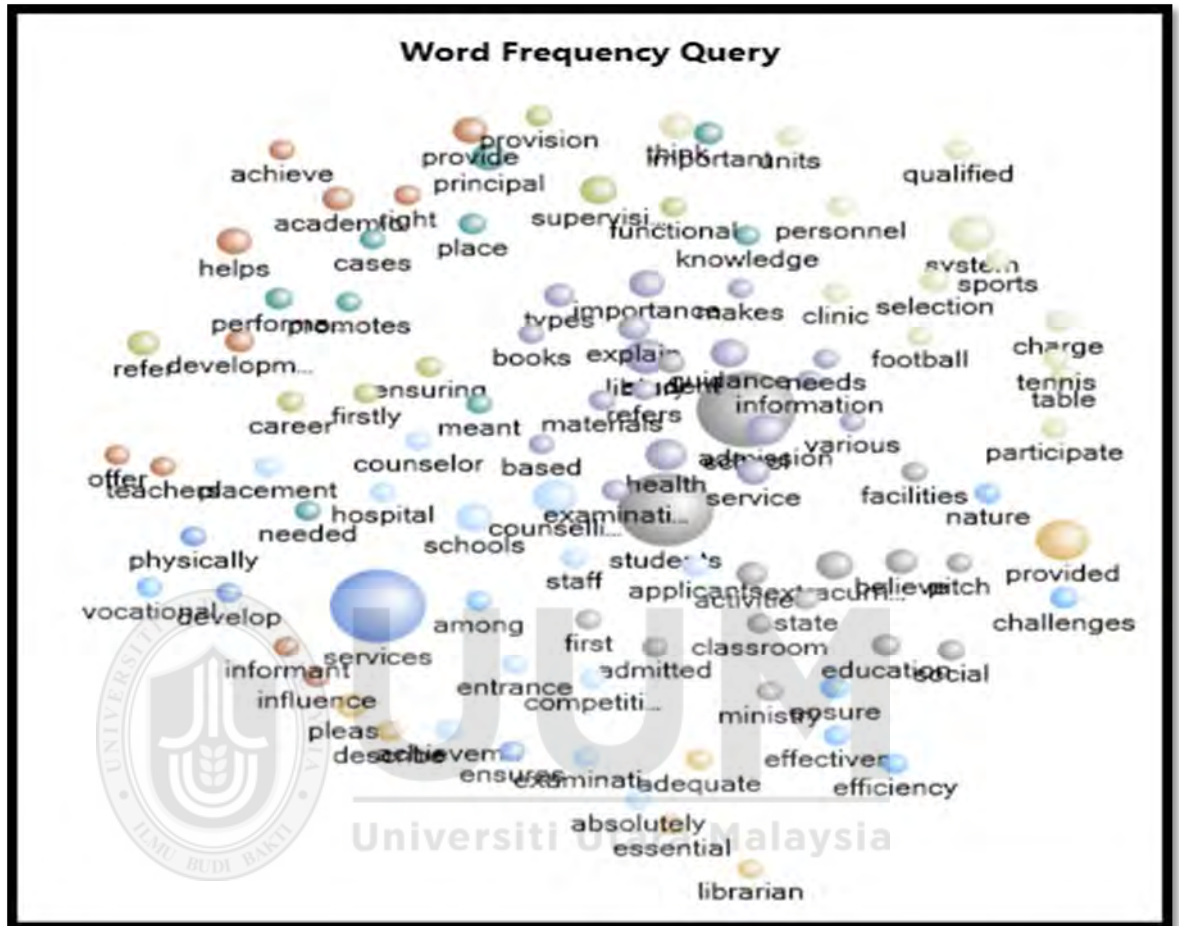
Word Frequency
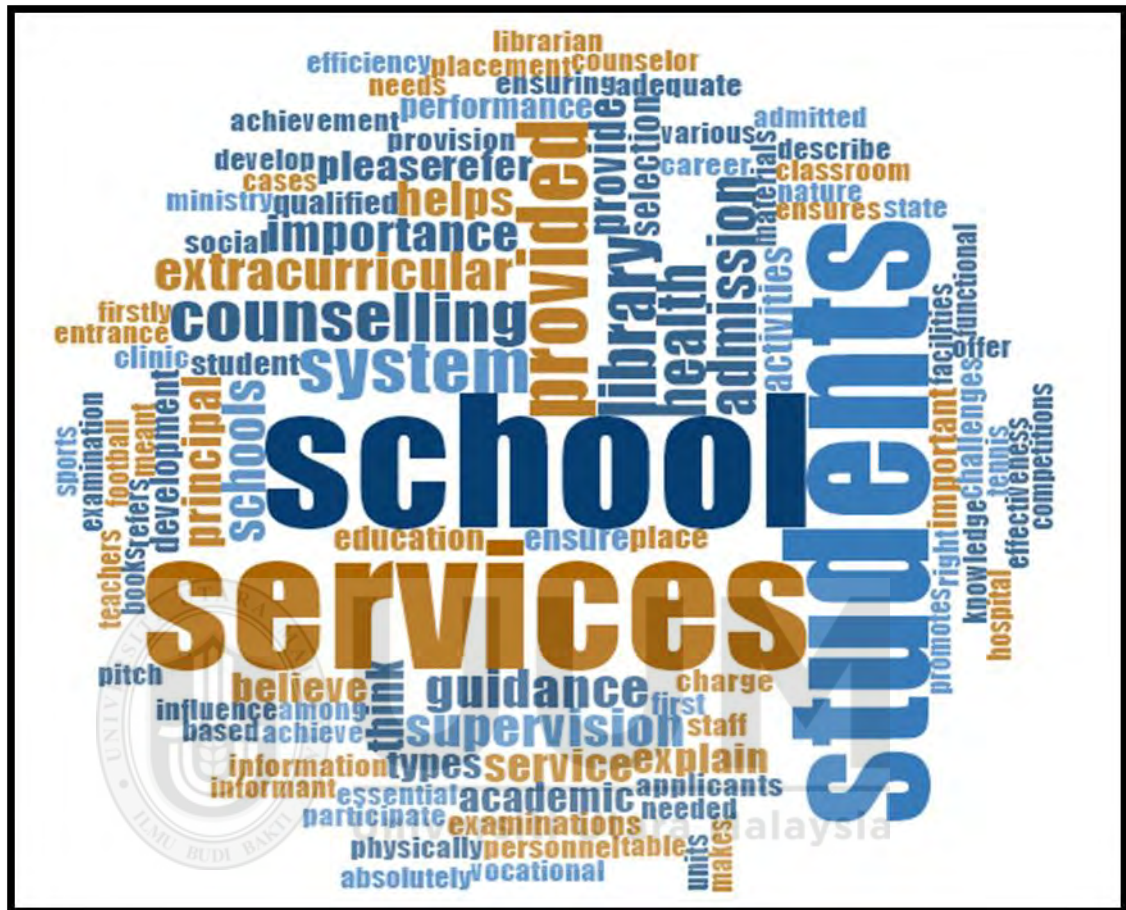
Appendix L

Field-Work Pictures (Quantitative and Qualitative)