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**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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**DOCTOR OF PHILOSOPHY
UNIVERSITI UTARA MALAYSIA
2017**



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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 mempengaruhi 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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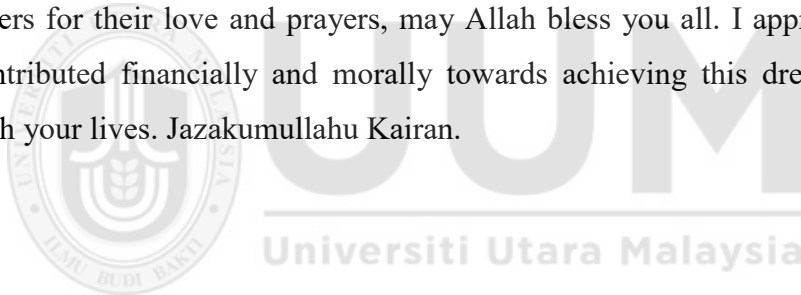


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List of Abbreviations

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 Inflation 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

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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.

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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 | <input type="checkbox"/> |
| English | <input type="checkbox"/> |
| Economics | <input type="checkbox"/> |
| Biology | <input type="checkbox"/> |
| Agricultural Science | <input type="checkbox"/> |
| Geography | <input type="checkbox"/> |
| Civic Education | <input type="checkbox"/> |

PART: B

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.				

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.				

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.				

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.				



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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?

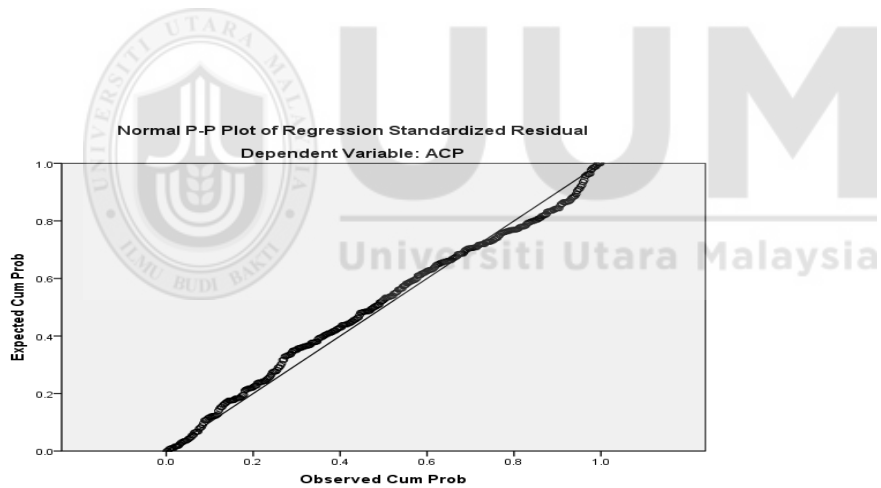
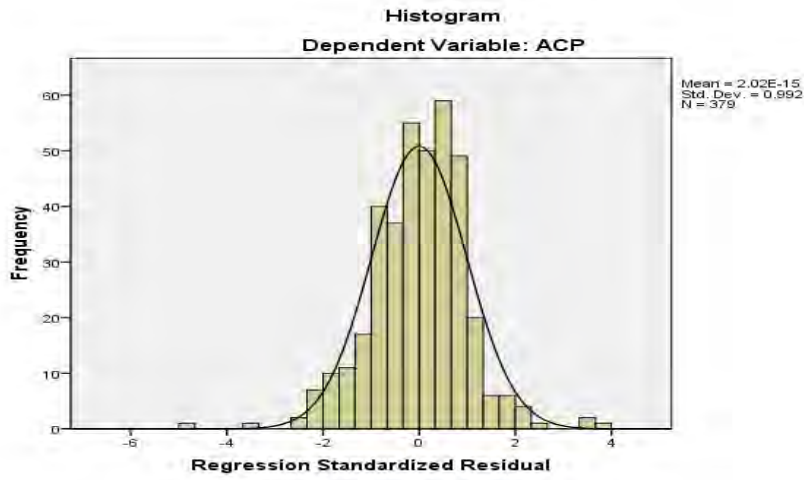
Principal Supervision

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 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 Commuality

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
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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



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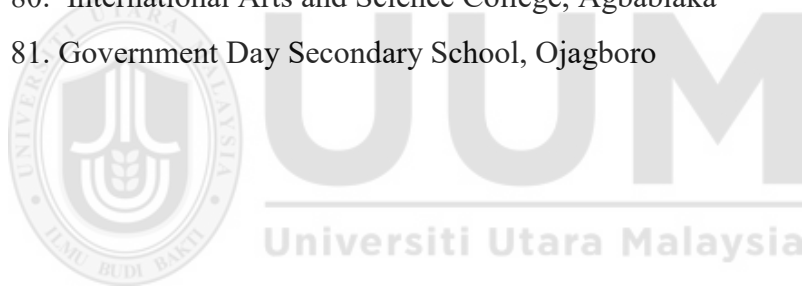
Appendix H

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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Framework Matrices

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Reports\Project Summary Report

Page 1 of 6

20/01/2016 17:27

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Internals\Inf. 7	Document	Yusuf Suleiman	27/12/2015 18:55	Yusuf Suleiman	29/12/2015 07:38
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Internals\Inf. 9	Document	Yusuf Suleiman	27/12/2015 18:56	Yusuf Suleiman	30/12/2015 01:47

Memos

Models					
Models\Admission Services	Model	Yusuf Suleiman	30/12/2015 18:14	Yusuf Suleiman	07/01/2016 16:25
Models\All Themes Model	Model	Yusuf Suleiman	30/12/2015 14:36	Yusuf Suleiman	30/12/2015 15:09
Models\Challenges of Supervision	Model	Yusuf Suleiman	02/01/2016 16:17	Yusuf Suleiman	20/01/2016 07:53
Models\Extracurricular Services	Model	Yusuf Suleiman	30/12/2015 17:57	Yusuf Suleiman	31/12/2015 17:41
Models\Guidance and Counselling Services	Model	Yusuf Suleiman	30/12/2015 17:40	Yusuf Suleiman	31/12/2015 17:27
Models\Health Services	Model	Yusuf Suleiman	30/12/2015 17:47	Yusuf Suleiman	12/01/2016 10:32
Models\Importance of Admission Services	Model	Yusuf Suleiman	02/01/2016 08:09	Yusuf Suleiman	09/01/2016 03:11
Models\Importance of Extracurricular Services	Model	Yusuf Suleiman	02/01/2016 10:00	Yusuf Suleiman	16/01/2016 07:29
Models\Importance of Guidance and Counselling Services	Model	Yusuf Suleiman	01/01/2016 15:53	Yusuf Suleiman	10/01/2016 21:09
Models\Importance of Health Services	Model	Yusuf Suleiman	02/01/2016 05:35	Yusuf Suleiman	14/01/2016 04:39
Models\Importance of Library Services	Model	Yusuf Suleiman	02/01/2016 03:11	Yusuf Suleiman	17/01/2016 19:46
Models\Importance of Supervision	Model	Yusuf Suleiman	02/01/2016 18:24	Yusuf Suleiman	19/01/2016 17:05
Models\Library Services	Model	Yusuf Suleiman	30/12/2015 18:06	Yusuf Suleiman	16/01/2016 17:12
Models\Meaning of Admission Services	Model	Yusuf Suleiman	02/01/2016 08:07	Yusuf Suleiman	07/01/2016 16:53
Models\Meaning of Extracurricular Services	Model	Yusuf Suleiman	02/01/2016 09:58	Yusuf Suleiman	14/01/2016 18:24
Models\Meaning of Guidance and Counselling	Model	Yusuf Suleiman	30/12/2015 18:19	Yusuf Suleiman	09/01/2016 20:14

Models\\Meaning of Health Services	Model	Yusuf Suleiman	02/01/2016 05:34	Yusuf Suleiman	12/01/2016 11:26
Models\\Meaning of Library Services	Model	Yusuf Suleiman	02/01/2016 03:09	Yusuf Suleiman	16/01/2016 18:03
Models\\Meaning of Principal Supervision	Model	Yusuf Suleiman	02/01/2016 18:24	Yusuf Suleiman	18/01/2016 17:52
Reports\\Project Summary Report			Page 2 of 6		
20/01/2016 17:27					

Hierarchical Name	Item Type	Created By	Created On	Modified By	Modified On
Models\\Nature of Admission Services	Model	Yusuf Suleiman	02/01/2016 08:07	Yusuf Suleiman	07/01/2016 18:37
Models\\Nature of Extracurricular Services	Model	Yusuf Suleiman	02/01/2016 09:59	Yusuf Suleiman	14/01/2016 20:54
Models\\Nature of Guidance and Counselling Services	Model	Yusuf Suleiman	01/01/2016 15:44	Yusuf Suleiman	10/01/2016 08:47
Models\\Nature of Health Services	Model	Yusuf Suleiman	02/01/2016 05:34	Yusuf Suleiman	12/01/2016 16:11
Models\\Nature of Library Services	Model	Yusuf Suleiman	02/01/2016 03:10	Yusuf Suleiman	17/01/2016 07:46
Models\\Principal Supervision	Model	Yusuf Suleiman	02/01/2016 16:23	Yusuf Suleiman	18/01/2016 15:54
Models\\Provision of Admission Services	Model	Yusuf Suleiman	02/01/2016 08:08	Yusuf Suleiman	08/01/2016 16:24
Models\\Provision of Extracurricular Services	Model	Yusuf Suleiman	02/01/2016 09:59	Yusuf Suleiman	15/01/2016 14:40
Models\\Provision of Guidance and Counselling Services	Model	Yusuf Suleiman	01/01/2016 15:51	Yusuf Suleiman	10/01/2016 17:52
Models\\Provision of Health Services	Model	Yusuf Suleiman	02/01/2016 05:35	Yusuf Suleiman	12/01/2016 18:52

Models\\Provision of Library Services	Model	Yusuf Suleiman	02/01/2016 03:11	Yusuf Suleiman	17/01/2016 18:08
Models\\Role of Principal	Model	Yusuf Suleiman	02/01/2016 18:24	Yusuf Suleiman	19/01/2016 09:26
Models\\Staff Attitude	Model	Yusuf Suleiman	02/01/2016 16:28	Yusuf Suleiman	20/01/2016 08:07
Models\\Student Attitude	Model	Yusuf Suleiman	02/01/2016 16:29	Yusuf Suleiman	20/01/2016 08:03
Models\\Students' Academic Achievement	Model	Yusuf Suleiman	02/01/2016 18:25	Yusuf Suleiman	19/01/2016 19:49
Models\\Theme One Perceptions on Students' Personnel Services	Model	Yusuf Suleiman	30/12/2015 15:12	Yusuf Suleiman	06/01/2016 06:56
Models\\Theme Two Perceptions on Supervision	Model	Yusuf Suleiman	02/01/2016 15:51	Yusuf Suleiman	18/01/2016 14:35

Node Classifications

Node Matrices

Nodes

Nodes\\Theme one Perceptions on Students' Personnel Services	Node	Yusuf Suleiman	27/12/2015 19:27	Yusuf Suleiman	27/12/2015 19:27
Nodes\\Theme one Perceptions on Students' Personnel Services\\Admission and Selection Services	Node	Yusuf Suleiman	27/12/2015 19:41	Yusuf Suleiman	27/12/2015 19:41
Nodes\\Theme one Perceptions on Students' Personnel Services\\Admission and Selection Services\\Importance of Admission Services	Node	Yusuf Suleiman	27/12/2015 19:43	Yusuf Suleiman	29/12/2015 18:39

Nodes\\Theme one Perceptions on Students' Personnel Services\\Admission and Selection Services\\Meaning of Admission Services	Node	Yusuf Suleiman	27/12/201 5 19:42	Yusuf Suleiman	29/12/20 15 18:38
Reports\\Project Summary Report			Page 3 of 6		
20/01/2016 17:27					

Hierarchical Name	Item Type	Created By Userna	Created On	Modified By Username	Modified On
Nodes\\Theme one Perceptions on Students' Personnel Services\\Admission and Selection Services\\Nature of Admission Services	Node	Yusuf Suleiman	27/12/201 5 19:42	Yusuf Suleiman	29/12/201 5 18:39
Nodes\\Theme one Perceptions on Students' Personnel Services\\Admission and Selection Services\\Provision of Admission Services	Node	Yusuf Suleiman	27/12/201 5 19:43	Yusuf Suleiman	29/12/201 5 18:39
Nodes\\Theme one Perceptions on Students' Personnel Services\\Extracurricular Services	Node	Yusuf Suleiman	27/12/201 5 19:44	Yusuf Suleiman	27/12/201 5 19:44
Nodes\\Theme one Perceptions on Students' Personnel Services\\Extracurricular Services\\Impoortance of Extracurricular Services	Node	Yusuf Suleiman	27/12/201 5 19:46	Yusuf Suleiman	29/12/201 5 18:43
Nodes\\Theme one Perceptions on Students' Personnel Services\\Extracurricular Services\\Meaning of Extracurricular Services	Node	Yusuf Suleiman	27/12/201 5 19:45	Yusuf Suleiman	29/12/201 5 18:43

Nodes\\Theme one Perceptions on Students' Personnel Services\\Extracurricular Services\\Nature of Extracurricular Services	Node	Yusuf Suleiman	27/12/201 5 19:45	Yusuf Suleiman	29/12/201 5 18:42
Nodes\\Theme one Perceptions on Students' Personnel Services\\Extracurricular Services\\Provision of Extracurricular Services	Node	Yusuf Suleiman	27/12/201 5 19:45	Yusuf Suleiman	29/12/201 5 18:43
Nodes\\Theme one Perceptions on Students' Personnel Services\\Guidance and Counselling Services	Node	Yusuf Suleiman	27/12/201 5 19:29	Yusuf Suleiman	27/12/201 5 19:29
Nodes\\Theme one Perceptions on Students' Personnel Services\\Guidance and Counselling Services\\Importance of Guidance and Counselling	Node	Yusuf Suleiman	27/12/201 5 19:34	Yusuf Suleiman	29/12/201 5 18:35
Nodes\\Theme one Perceptions on Students' Personnel Services\\Guidance and Counselling Services\\Meaning of	Node	Yusuf Suleiman	27/12/201 5 19:30	Yusuf Suleiman	29/12/201 5 18:34
Nodes\\Theme one Perceptions on Students' Personnel Services\\Guidance and Counselling Services\\Nature of Guidance and Counselling	Node	Yusuf Suleiman	27/12/201 5 19:31	Yusuf Suleiman	29/12/201 5 18:35
Nodes\\Theme one Perceptions on Students' Personnel Services\\Guidance and Counselling Services\\Provision of Guidance and Counselling	Node	Yusuf Suleiman	27/12/201 5 19:31	Yusuf Suleiman	29/12/201 5 18:35

Nodes\\Theme one Perceptions on Students' Personnel Services\\Health Services	Node	Yusuf Suleiman	27/12/201 5 19:37	Yusuf Suleiman	27/12/201 5 19:37
Nodes\\Theme one Perceptions on Students' Personnel Services\\Health Services\\Importance of Health Services	Node	Yusuf Suleiman	27/12/201 5 19:40	Yusuf Suleiman	29/12/201 5 18:38
Nodes\\Theme one Perceptions on Students' Personnel Services\\Health Services\\Meaning of Health Services	Node	Yusuf Suleiman	27/12/201 5 19:38	Yusuf Suleiman	29/12/201 5 18:37
Nodes\\Theme one Perceptions on Students' Personnel Services\\Health Services\\Nature of Health Services	Node	Yusuf Suleiman	27/12/201 5 19:39	Yusuf Suleiman	29/12/201 5 18:37

Reports\\Project Summary Report

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Hierarchical Name	Item Type	Created By Username	Created On	Modified By Username	Modified On
Nodes\\Theme one Perceptions on Students' Personnel Services\\Health Services\\Provision of Health Services	Node	Yusuf Suleiman	27/12/20 15 19:40	Yusuf Suleiman	29/12/201 5 18:38
Nodes\\Theme one Perceptions on Students' Personnel Services\\Library Services	Node	Yusuf Suleiman	27/12/20 15 19:34	Yusuf Suleiman	29/12/201 5 09:28
Nodes\\Theme one Perceptions on Students' Personnel Services\\Library Services\\Importance of Library Services	Node	Yusuf Suleiman	27/12/20 15 19:37	Yusuf Suleiman	29/12/201 5 18:37
Nodes\\Theme one Perceptions on Students' Personnel Services\\Library Services\\Meaning of Library Services	Node	Yusuf Suleiman	27/12/20 15 19:35	Yusuf Suleiman	29/12/201 5 18:36
Nodes\\Theme one Perceptions on Students' Personnel Services\\Library Services	Node	Yusuf Suleiman	27/12/20 15 19:36	Yusuf Suleiman	29/12/201 5 18:36

Services\Nature of Library Services						
Nodes\\Theme one Perceptions on Students' Personnel Services\Library Services\Provision of Library Services	Node	Yusuf Suleiman	27/12/20 15 19:36	Yusuf Suleiman	29/12/201 5 18:37	
Nodes\\Theme Two Perceptions on Supervision	Node	Yusuf Suleiman	27/12/20 15 19:47	Yusuf Suleiman	30/12/201 5 15:08	
Nodes\\Theme Two Perceptions on Supervision\Challenges of Supervision	Node	Yusuf Suleiman	27/12/20 15 20:03	Yusuf Suleiman	27/12/201 5 20:03	
Nodes\\Theme Two Perceptions on Supervision\Challenges of Supervision\Staff Attitude	Node	Yusuf Suleiman	27/12/20 15 20:04	Yusuf Suleiman	30/12/201 5 01:47	
Nodes\\Theme Two Perceptions on Supervision\Challenges of Supervision\Student Attitude	Node	Yusuf Suleiman	29/12/20 15 18:17	Yusuf Suleiman	30/12/201 5 01:47	
Nodes\\Theme Two Perceptions on Supervision\Principal Supervision	Node	Yusuf Suleiman	27/12/20 15 19:57	Yusuf Suleiman	27/12/201 5 19:57	
Nodes\\Theme Two Perceptions on Supervision\Principal Supervision\Importance of Supervision	Node	Yusuf Suleiman	27/12/20 15 20:02	Yusuf Suleiman	30/12/201 5 01:47	
Nodes\\Theme Two Perceptions on Supervision\Principal Supervision\Meaning of Principal Supervision	Node	Yusuf Suleiman	27/12/20 15 19:58	Yusuf Suleiman	30/12/201 5 01:47	
Nodes\\Theme Two Perceptions on Supervision\Principal Supervision\Role of Principal	Node	Yusuf Suleiman	27/12/20 15 20:01	Yusuf Suleiman	30/12/201 5 01:47	
Nodes\\Theme Two Perceptions on Supervision\Principal Supervision\Students' Academic Achievement	Node	Yusuf Suleiman	27/12/20 15 20:02	Yusuf Suleiman	19/01/201 6 19:47	
Queries						

Relationship Types

Relationship Types\Associated	Relationship Type	Yusuf Suleiman	27/12/2015 17:47	Yusuf Suleiman	27/12/2015 17:47
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Relationships

Relationships\Inf. (Associated)	Relationship	Yusuf Suleiman	19/01/2016 17:44	Yusuf Suleiman	19/01/2016 17:44
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Hierarchical Name	Item Type	Created By Username	Created On	Modified By Username	Modified On
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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

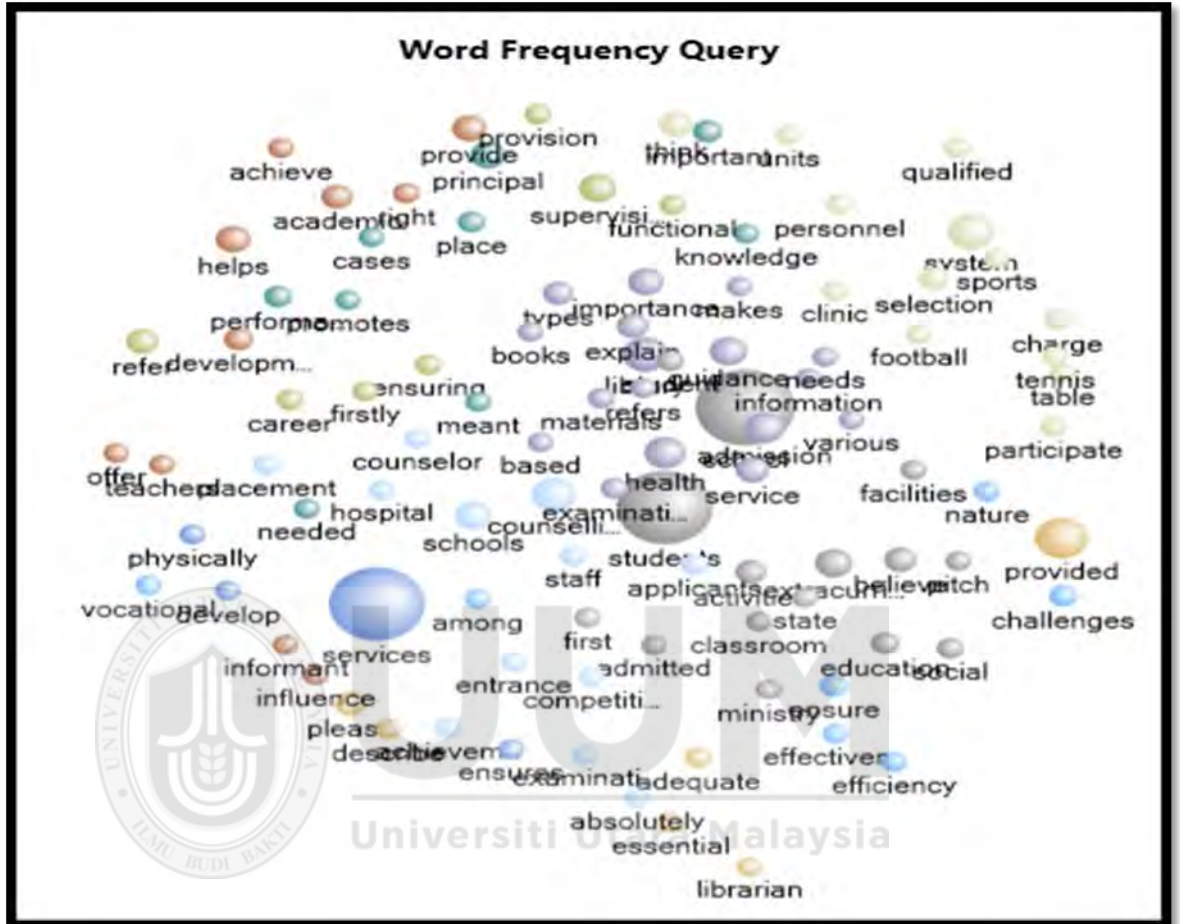
Results**Search Folders**

Search	Search	Yusuf	27/12/2015	Yusuf	27/12/2015 17:47
Search	Search	Yusuf	27/12/2015	Yusuf	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



Appendix L

Field-Work Pictures (Quantitative and Qualitative)



