

Demographic Variables as Determinant of Principal Managerial Efficiency

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KEYWORDS Demographic Variables. School Type. Locational Disparity. Managerial Efficiency. Principals. Teachers. Nigeria

ABSTRACT The study investigates the demographic variables (gender, qualification, experience, school type, and locational disparity) as determinants of principal managerial efficiency in Alimosho and Oshodi/Isolo Local Government Areas of Lagos State. Simple and stratified random sampling techniques has been used to sample two federally recognised local government areas, twenty secondary schools and sixty respondents made up of principals and teachers. School Principals' Managerial Efficiency Questionnaire (SPMEQ) forms I and II were designed for the principals and teachers. Five hypotheses were tested at 0.05 level of significance. Data were analysed using t-test. The findings indicated that study variables were significant and reliable predictors of managerial efficiency. It is then recommended that principals should be encouraged and government needs to consider the role demands of principals and come to their aid where and when necessary.

INTRODUCTION

Secondary school principals' efficiency can be assessed in different ways. In a developing country like Nigeria, parents use the academics achievement of their children in external examinations to assess both the principals and staff efficiency. Both parents and the country at large acknowledge shortages of learning facilities and instructional materials in schools and their inability to buy all the required texts and other learning materials for their wards. They strongly believe that if students fail examinations, principals and teaching staff have not done well and should be blamed for student poor academic performance (Idowu 2012). Idowu (2012) defined educational resources as the available facilities that can be used to achieve educational goals and objectives. They are materials, financial, human, transportation, accommodation and symbolic resources. It should be emphasised that availability and effective transportation system contribute to school efficiency in terms of

academic success. Resources management connotes to various ways resources can be effectively put to use. Idowu (2012) observed that if all the resources allocated to the schools are prudently managed, it would lead to school efficiency in terms of good student learning outcome.

The behavioural traits of the designated school managers is crucial in determining school success. In fact, they influence the behaviour of subordinate and other school participants. They initiate programmes, set policy and obtain material and fiscal resources; they motivate and support school improvement. Researchers, according to Araoyinbo (1995), have sought to relate the success or failure of school leaders to professional traits such as years of training, experience and personal characteristics like age, sex, race and etc. The evidences from the findings shows that leader's attitude relates more to school or program success than other leader's variables. Effective objectives and set standards of performance create a productive working environment and obtain needed support. They initiate, motivate and support school improvement. They also effect change through their influence on teachers, obtain political, parental and financial support for the smooth running of the school.

One of the most important services that government provides is education. It affects the well being of every citizen by providing the knowledge and skills necessary to live and work efficiently in our society. The desire to use educa-

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tion for Nation building was and is still very compelling and so much was the faith in education that the schools of the nation were not only meant for political socialization but also for other social functions and for economic growth (Bojuwoye 2006).

It is also known that the efficient management of the educational system has positive impact on the state's economy, spending priorities and ability to attract and retain residents. Thus, one of the most important public and private policy questions that we face is: How can we improve our educational system and increase student learning outcome via efficient management of schools? One of the alternatives for improving student learning outcomes is to increase the quality of both the teaching and management staffs. If principals and teachers are on the front line of the educational system, then improving their quality should intuitively increase the quality of the service they provide (Carr 2006).

Ogundiran (2009) buttressed that since the National Policy on education is the government's way of facilitating that part of the national objectives that can be achieved using education as a tool. Then, no policy on education can be formulated without first indentifying the overall hamony with Nigeria's national objectives. For the philosophy to be in harmony with Nigeria national objectives, it has to be geared towards self – realization, better human relationships, individual and national efficiency, effective citizenship, national consciousness, national unity as well as towards socio-cultural, political, scientific and technological progress.

Researchers over the post decades on school management have shown that the ways schools are managed determine the educational outcome. The major findings of these studies according to Akande (2007) have been that some schools were more effective than others, even when the background characteristics of the student population were controlled. The net school effects could be attributed to some extent, to a set of school processes, characteristics, educational and management elements such as educational leadership, school climate, organisational characteristics and curriculum variant are important determinant of school and educational outcomes, and that, it is important to critically examine instructional conditions like time on task, content covered and the structuring of the learn-

ing process. Akande (2007) noted two major implications from major researches on school management as one, educational managers and policy makers can no longer pretend that it does not matter how schools are managed and it has become imperative to review the school management practices; next, making education more effective is the responsibility of educational managers and those who operate within the school systems themselves.

Akande (2007), identified four indicators in management as constituting measurable factors in any analysis of management situation. The variables include; input context, process or throughput and outcome. The inputs refer to all kinds of variables connected with financial and personal characteristics as well as the background characteristics of the students. The process or throughput is how the school combines its inputs to achieve the goals of education within the prevailing context. The central issue in a consideration of throughput is what process factors make for the difference between efficient and less efficient schools. Besides, the outcome is the students learning outcome, which is a function of efficient management of the school. Principal indicators might be considered high quality if their students learn significantly more than would have been predicted given those students prior achievement. The final stage is the feedback mechanism. This is a regulatory process through which information about input and its transformation into output is channeled back into the system. This enables the system to correct any devalues from its course. Secondary schools in Nigeria receive feedback regarding its activities through student yearly result released by WAEC and NECO performance and general performance, comments from parents, community and labour market. The feedback provided can be used by educational planners, policy makers and school managers to determine the most appropriate input and teaching process that could enhance consistently student learning outcomes which is a reflection of principals efficiency.

Gender approach in management has been described as the qualitative and interdependent characteristics of women and men's position in society. It means analysing the forms and links that gender relations between them and other wider relations in society. The concept that gender makes it possible to distinguish the biologi-

cally founded gender difference. Such gender differences between women and men from the culturally determined differences between the roles given to or undertaken by women and men respectively in a given society. The first are unchangeable and unchallengeable like a destiny, the later are workable and may be changed by political and opinion shaping influences.

According to Olaoye (1999), men and women in management are viewed differently and in nearly all cases, the biases are in favour of the male managers. The equality of men and women in organisational settings have tended to focus on stereotypes and biases which has frequently been directed toward the female managers. Female managers are seen as possessing less desirable characteristics for a managerial position and the performance and credentials of women are rated less favourably than those of an equivalent man. However, since the resurgence of feminism in school management since 60s to date, many women have joined consciousness-raising groups to explore the roots of their feminine socialization. The level of women participation in the economy of any country is usually a reflection of the degree of the overall development and opens up for the realization of women productive potentials in development.

Moreover, women are naturally endowed with managerial capabilities and have occupied positions of authorities as well as demonstrated beyond reasonable doubt that they can succeed as managers like men. On the contrary, the assumption was that female education seems to be a major determinant which is considered inimical to societal norms and dictates. The thinking then is that educating a woman would price her out of marriage market which the woman is primarily prepared for, thus revealing the age long perception of women as a group having little or nothing to contribute to social and economic development.

Olaoye (1999) noted that women managers should be counselled to dress for success, avoid emotional display, to learn to play as team members and to find the organisational power sources to manipulate. Many of the women managers described themselves as people oriented and several stressed their concern with subordinates as over riding. A woman called herself a 'teacher', another a 'mother and both women explicitly rejected the rational model of scientific management. These women were not

simply people oriented, they were found to be task oriented. To some of these women task orientation was more important than people orientation.

Olaoye (1999) observed that women are the motivators and the organizers. They are the ones with new ideas who carry it through and prioritize them as well. They are seen as more capable of carrying a project through to its completion. On the contrary, Olaoye (1999) posited that men relied on their secretaries to do things, they dislike detailed work and organizing follow up on subordinates task. They tended not to see their secretaries as independent workers or with separate career path while women managers often delegated tasks that would help advance their secretaries careers. Women managers focused on accomplishing the task, using their personal orientation to this end while the men managers focused on the importance of their jobs for organisation and for society. Men tend to be image engrossed. Female principals tend to have greater success with facilitative leadership than did male principals, perhaps because women tend to utilize less hierarchical leadership styles. Other reasons might be that subordinate perceive facilitative male leaders as weak.

In a study that reviewed the leadership style of public school principal found out some evidence for difference between the sexes. Female principals scored higher than their male counterparts on task – oriented style measures but about the same on interpersonality oriented style measures. Female generally adopted a more democratic or participative style as compared to male principals. Data from National Centre for Educational Statistics (1990 – 91) indicates that school women are increasingly holding public or private school principalship positions. The findings indicate that male and female teachers perceive female principals as communicating their authentic values and verbal expressions of expectations more than male principals.

Principal gender has been found to affect teachers' perceptions more than teacher gender. All teachers perceived that female principals pay more attention to their teachers' work whether positive or negative. A link was found to exist among teacher perception of principal effectiveness, a feeling of closeness to the principal, and the degree of attention that principals gives teachers. Research has indicated that a primary

difference between effective and ineffective schools is the principal. A large majority of the women interviewed believe there was a difference in male and female management styles and efficiency; women managers were seen as more supportive, caring, nurturing and better human resource managers than men. This supportiveness was expressed as a means of getting the best out of staff in the interest of the service. Men were perceived as less supportive and less interested on the service. However, women need to be brilliant to get on, men only have to be average. According to Olaoye (1999), this sentiment was echoed by many, once in management posts by some women described as being very visible and exposed. Management was seen as the more one gets inside the organisation the more avert the challenge is- not in terms of whether you can do the job but because of gender related issues.

In spite of the Nigerian national policy on education with regards to the making of education accessible to all and sundry, it is quite obvious that locational disparities abound everywhere (Ogundiran 2008). It should however be noted that the location and type of school have a great influence on the academic achievement of the student which is a function of principal managerial efficiency. Some schools are new while some are old. Some are located in the urban areas which are highly and densely populated with a lot of infrastructural and instructional facilities; while some schools are in rural areas with low population and no tangible teaching facilities. The urban seems to be civilized and crowded with large population and other social features like pollution, noise, traffic congestion etc. The rural areas are characterised by natural calmness devoid of much noise, air pollution and traffic congestion. Some researchers have established the dichotomy between the rural and urban areas, old and new schools in terms of school location and resources availability thereby bringing about adverse effects on managerial efficiency and students' performance.

In Nigeria according to Ogundiran (2008), in spite of the laudable provisions of the National Policy on Education with regards to the making of education accessible to all and sundry, it is quite obvious that locational disparities abound everywhere. It should, however, be noted that school location has a great influence on

the academic achievements of students. Thus, the study is an attempt to determine the extent to which disparities exist in terms of school location, school type and their impact upon the performances of secondary school students in Alimosho and Oshodi / Isolo Local Educational District of Lagos State.

According to Ogundiran (2008), it was contended that certain factors such as school type and location of schools, parental - socio economic status, expectations and aspirations, value orientations and family size affect the efficiency of school principals and the academic performance of students in schools. It was then concluded that good quality schools in terms of adequate teaching and learning resources coupled with efficient school management may be affected.

Ogundiran (2008) observed that in planning the school location, certain factors which affect and influence school like building, equipment and other facilities should be identified. The factors include: geographical location of the area, rivers, relief, lakes, topography, vegetation and economic situation. There are economic imperatives which vary from community to community, region to region, state to state etc. No matter how good the school programmes and teachers may be without the needed instructional resources on ground, the teaching – learning activities cannot yield the expected result. Abiodun-Oyebanji (2013) noted that the availability and quality of essential resources go a long way in determining the efficiency of both management and teaching staff in schools. Availability and quality of physical resources appear to play a key role in facilitating the teaching learning process while the absence of it may jeopardize this process.

Abiodun-Oyebanji (2013) observed that library as one of the major physical resources in educational system is more than a mere collection of books in a room but a place for quiet learning where students and teachers can become experts in using materials. It may not be enough that physical facilities are available, they must be of good quality before any meaningful work might be done by the academic staff in any educational system. Over the years, experience shows that many secondary schools in Nigeria do not have enough and standard classroom, workshops or laboratories to train their students. As a result of this, furniture resources, relevant books and journals, workshops and laboratory

apparatus, computers, sport facilities, internet facilities and stationaries seem not sufficient in many Nigerian secondary schools and even when they are the on ground, they seem to be on a poor condition. This is where the efficiency of a school principal is assessed and evaluated.

Many educators (Yinyinola 2008) have acknowledged the influence of school location / environment on principal/ staff and student efficiency. Since learning takes place in an environment, it follows that the nature of the school environmental factors could influence school efficiency and learning. Yinyinola (2008) noted that school location is one of the potent factors that can influence the distribution of educational resources. It was also noted that the distribution of teachers in rural schools is not comparable with urban school. He described the distribution of teachers as being disordered, planless and inefficient and that while some schools enjoy adequate number of teachers, some do not have enough because many teachers prefer to teach in urban cities for obvious reasons.

Yinyinola (2008) discovered that several disadvantaged and heavily congested urban schools produce better results than the relatively advantaged rural schools. The rural – urban locations of the school were found to be next to socio – economic status as the potent factor determining the quality of English acquired in the school. The school is a second subset of the environment generally regarded as a crucial determinant of the student academic performance. To most people, the school is synonymous to education and learning. The management of the school is therefore crucial for what goes on in it and for the benefit which its students can derive from it. The important element of the state of management for the academic ability of students is the status of school facilities such as libraries, laboratories, instructional aids, teacher qualification among others (Ojakovo 1979).

The nature of the larger society in which the school and students reside – whether it is affluent or poor, industrial or pre – industrial, urban or rural – determines a host of such factors as general exposure, facilities, culture, patterns of relationship, general level of enlightenment, level of aspirations etc which are significant for effective learning. Most teachers in Nigeria prefer urban to rural locations because the former is

abundantly endowed with basic facilities and other privileges. The trained, experienced and capable teachers tend to concentrate in the cities. The effect of this is that only second – rated materials – and teaching staff are available for service in the rural areas with severe consequence for the preparation of the student in their care (Ojakovo 1979).

According to Idowu (2012), the crises in Nigerian education can be traced to four main sources: management, teachers, facilities and funding. Students' poor learning outcome and behaviour are manifestations of the problems associated with the staffing of the schools, inadequate facilities and funding. The situation is further aggravated by inefficient and ineffective planning, organisation and management of the available human and material resources by the school principals. The problems of shortage of teachers, facilities and funds are compounded by management crisis. The public has lost confidence in the public educational institutions; many point accusing fingers to the managers of educational ministries and educational institutions for turning out "half – baked" products. Principals and teachers are blamed for negligence of duty and they too blame the government and parents for not being supportive to their efforts in the organisation and management of the students to achieve desired goal.

At the centre of school life is leadership, management and governance as represented by the school principal. It is this aspects of school life that ensure that all other aspects are held together and developed. The key purpose of this area is to assess the effectiveness of the leadership and management of the school at various levels in the management structure. Effective teaching can only take place in a school that is well managed at every level. The key to full realisation of effective and efficient school system in a reformed and restructured educational systems depend on the capacity of the leader and the staff at the school level.

Insights from the foregoing underscore the significance of the principal demographic, school type and locational disparity variables on the principals managerial efficiency in secondary schools. These three elements can therefore constitute the rubric around which the study seeks explanations bothering on relationship among the variables.

Statement of the Problem

There has been a general notion and tendency to criticise school principals for poor management especially when it is the case of women at the helm of affairs. Without adequate investigation, people tend to generalize not taking into proper consideration the factors of demography, school type and locational disparities into proper consideration. Besides, the study investigates the relationship among demographic variables; (gender, qualification, experience, school type, and locational disparity) and principal managerial efficiency in Alimosho and Oshodi/Isolo Local Educational Districts of Lagos State, Nigeria.

Hypotheses

- Ho₁*: There is no significant difference between Gender and principal managerial efficiency.
- Ho₂*: There is no significant difference between Qualification and principal managerial efficiency.
- Ho₃*: There is no significant difference between Experience and principal managerial efficiency.
- Ho₄*: There is no significant difference between school type (old and new) and principal managerial efficiency.
- Ho₅*: There is no significant difference between the locational disparities (Rural, Urban) and principal managerial efficiency.

METHODOLOGY

Research Design

The study adopted descriptive survey method for research to elicit collect information from the participants about how demographic variables determine the managerial efficiency of the principal. Descriptive research is an innovative tool for researchers. It presents an opportunity to fuse both quantitative and qualitative data as a means to reconstruct and also to find data and characteristics about the population or phenomenon that is being researched. Descriptive research design used in this study is suitable because the data collected by the researchers presents a number of advantages as it provides a

very multifaceted approach. That is why the researchers used mixed methods approach.

Population

The study population comprised 34 principals of all public secondary schools in Alimosho and Oshodi/Isolo local government areas of Lagos State, Nigeria.

Sample and Sampling Techniques

Simple and stratified random sampling techniques were used to select twenty principals

Instruments

Two structured questionnaires; Schools Principals Managerial Efficiency Questionnaire (SP-MEQ) and Subordinate Teachers' Perception Questionnaire (STPQ) were used to elicit information from the principals and subordinate teachers respectively.

Validity and Reliability of Instruments

The questionnaires were validated and a test – retest reliability of the instruments was carried out to arrive at a co-efficient of reliability. The questionnaires were administered to the principals and teachers and the data collected were analyzed using t – test statistics to test the difference between means.

RESULTS

Ho₁: There is no significant difference between principals Gender and managerial efficiency

Table 1 shows that t calculated (1.971) is greater than t tabulated (1.725). The null hypothesis is therefore rejected which means there is a significant difference between the managerial efficiency of male and female principals.

Table 1: Principals gender and managerial efficiency

| Gender | N | X | S | t-cal | tab, 0.05,18 |
|--------|----|------|------|-------|-----------------|
| Male | 9 | 54 | 17.4 | | |
| Female | 11 | 41.2 | 9.7 | 1.971 | 1.734 |

Table 2: Principals qualification and managerial efficiency

| <i>Specification</i> | <i>N</i> | <i>X</i> | <i>S</i> | <i>t-cal</i> | <i>t 0.05, 18</i> |
|--|----------|----------|----------|--------------|-------------------|
| Principals with basic background in education | 15 | 43.1 | 6.31 | | |
| Principals with postgraduate degree in education | 5 | 67.6 | 11.14 | 4.68 | 1.734 |

H_{0_2} : There is no significant difference between principals Qualification and managerial efficiency

Table 2 show that t calculate (4.68) is greater than t calculated (1.734) meaning that there is a significant difference in managerial efficiency of principals with basic background in education and those with postgraduate degrees in education. Therefore, the hypothesis is rejected.

H_{0_3} : There is no significant difference between principals Working Experience and managerial efficiency

Table 3 shows that t calculated (0.410) is less than t tabulated (1.734) implying that the managerial efficiency of new principals are better than old principal.

Table 3: Working experience and principals managerial efficiency

| <i>Specification</i> | <i>N</i> | <i>X</i> | <i>S</i> | <i>t-cal</i> | <i>tab 0.05, 18</i> |
|----------------------|----------|----------|----------|--------------|---------------------|
| Old principals | 4 | 43.4 | 17.4 | | |
| New principals | 16 | 39.7 | 9.6 | 0.410 | 1.734 |

H_{0_4} : There is no significant difference between school type, (old and new) and principals managerial efficiency

Table 4 shows that t calculate (3.60) is greater than t tabulated (1.734) implying that there is significant difference in the managerial efficiency of principals of old generation schools and new generation schools. Hence, hypothesis 4 is rejected.

Table 4: School type and principals managerial efficiency

| <i>Specification</i> | <i>N</i> | <i>X</i> | <i>S</i> | <i>t-cal</i> | <i>tab 0.05, 18</i> |
|------------------------|----------|----------|----------|--------------|---------------------|
| Old generation schools | 12 | 29.6 | 12.6 | | |
| New generation schools | 8 | 52.4 | 14.7 | 3.60 | 1.734 |

H_{0_5} : There is no significant difference between school locational disparities (rural and urban) and principals managerial efficiency

Table 5 shows that t calculated (2.17) is greater than t tabulated (1.734) implying that there is a significant difference in the managerial efficiency of principals in rural and urban areas.

Table 5: Locational disparities and principals managerial efficiency

| <i>Specification</i> | <i>N</i> | <i>X</i> | <i>S</i> | <i>t-cal</i> | <i>tab 0.05, 18</i> |
|---------------------------|----------|----------|----------|--------------|---------------------|
| Principals in rural areas | 3 | 42.7 | 10.6 | | |
| Principals in urban areas | 17 | 28.4 | 9.7 | 2.17 | 1.734 |

DISCUSSION

The study revealed that there is a significant difference between managerial efficiency of male and female principals. This finding agrees with Olaoye (1999) who found that men fit the managerial stereotype better than women despite the sex role. It also conforms with Olaoye (1999) who observed that female principals exhibit an accommodative style of leadership while males maintain distance in order to assert values status. However the finding is contrary to Bradley (1979) who argued that there is no significant gender – related difference in leadership behaviour. Oluwadamilare (2012) examined Demographic and Motivational variables as correlates of teacher productivity in public secondary schools in Oyo State, Nigeria and found out that there is no significant relationship between teacher gender and teacher productivity. This is in line with the findings of Akiri and Ugborugbo (2008) and Oluwadamilare (2012). Akinloye (2012) also found out in his study that teacher's gender has weak positive but significant relationship with student learning outcomes which is a reflection of teacher efficiency. However, the finding of Obadara (2005) also confirmed the finding of Adewunmi (2000) and Akinwumi (2000) that indicated no significant relationship between teacher gender and student learning outcome. The requirement for student learning is based mainly on training and retraining of teachers. These tend to improve student learning irrespective of the teacher gender.

The finding also revealed that there is a significant difference in managerial efficiency based on educational qualification. Thus, the findings agree with Olaoye (1999) when he noted that preparation programmes for school heads should emphasise educational qualification. Oluwadamilare (2012) on the other hand, found no significant relationship between educational qualification and teacher productivity. The study was in line with the studies of Rivkin et al. (2005), Kingdom (2006), Harris and Sass (2008). They found no evidence to show that those teachers with higher college entrance examination scores are more productive than others. However on the contrary, Findingu (2013) showed the significant effect of teacher's qualification on teacher classroom competence. This was associated with the different level of qualification. The finding supports the contention of Fagbamiye (1997) that teacher qualification matters to the academic achievement of students in schools. Akinloye (2013) also found a significant relationship between academic qualification and student learning outcomes. This agrees with Obadara (2005) when he buttressed that to get from where we are now to where we need to be educationally, teachers with full professional qualifications should always be appointed into secondary schools to improve student learning outcomes.

The study also revealed that managerial efficiency of new principals are better than that of old principal. This findings contradicts that of Akinloye (2013), Oluwadamilare (2012) which showed significant relationship between years of experience and teacher productivity. These findings gained support from Akiri and Ugborugbo (2005) and Haris and Sass (2008). By implication teachers with many years of teaching experience tend to show higher level of productivity than the newly engaged ones. Hence, the longer a teacher / principal stays in the job, apparently, she/he learns and discovers new better and effective methods of achieving higher productivity.

In addition, the findings revealed that managerial efficiency of old school principals differ. The old schools tend to have better facilities than the new schools. The study of Abiodun – Oyeabanji (2013) showed that physical resources, material resources and human resources were all significantly related to academic staff productivity but on the contrary, there was no significant relationship between social amenities

and academic staff productivity. These findings were in line with Akomolafe (2005) that resources in teacher environment can to a greater extent, enhance teacher productivity. However, this findings contradicted the study of Abiodun-Oyeabanji (2013) that the condition of social amenities is paramount to the achievement of organisational goals. Idowu (2012), in his study found no significant relationship between material resource central and student academic achievement. This finding is in line with that of Dean (1995) who maintained that academic achievement of students depend on the behaviour and nature of the relationship teachers maintain with the students. It also corroborates the previous studies that established positive relationship between level of material resource central and academic achievement (Idowu 2012).

The study also revealed that there is no significant difference in the managerial efficiency of principals in rural and urban areas. This conformed with Olaoye (1999) that the ultimate was the ability of the leader to win respect and confidence and having a sense of resourcefulness. The findings gained support from the study of Yinyinola (2008). The result of the findings from the study indicated that no significant difference was observed in the Mathematics achievement test scores of rural and urban participants in the experimental and central groups. This then implies that school location did not influence the improvement in mathematics achievement test scores recorded by the participants in the experiment groups. The probable reason for this may be that most parents are enlightened and also have the knowledge of their educational responsibilities of the children and are now ready to encourage their children to work harder in their academic pursuits by providing necessary financial and moral support. This finding deviated from the previous studies of Olatunbosun (2006) and Olopoenia (2004) who found out that school location significantly influence the academic achievement test scores of participants in their studies.

Urban schools seem to have more resources available to them than the rural schools. This is in consonance with Ogundiran (2008) that more school facilities and services are usually concentrated in urban schools. Many urban schools were established much earlier than rural schools where the economy tend to be more buoyant. Ogundiran (2008) also found that urban schools

were better staffed with higher qualified teachers than rural schools. Urban schools have more resources available to them than the rural schools. This is attributed to the fact that highly qualified staff prefer to work in the urban schools just as many highly qualified female principals prefer to be in urban schools so as to be with their husband who work in mother sectors of the economy. Urban schools seem to have significant better academic resources than rural schools. They are better staffed both in quality and quantity as more teachers preferred to stay in urban areas because of social amenities available there. This is in agreement with the findings of Ogundiran (2008) on the neglect of rural areas. The presence of public libraries in the urban centres also made the urban student more accessible to library books. Also the available academic resources in the urban areas significantly influenced the students academic performance.

The findings of this study are congruent with related post studies which show positive relationship among demographic, school type, locational disparities variables and principals managerial efficiency. The study shows the gender difference and managerial efficiency of public secondary school principals. Hence principals occupying managerial position should be encouraged and government should as well consider the role demands and come in where necessary so that the best can then come from them. Acrostic steps therefore need to be taken to improve the human and material resources in the secondary schools as so boost students academic performance. It is also recommended that further studies in this area that address the issue of role – conflict be carried out or conducted in the area of women occupying managerial position.

CONCLUSION

The result of the study effectively establishes the fact that certain Demographic, School Type and Locational Disparity variables have significant influence on secondary school principal managerial efficiency as reflected in the students' academic achievement whether in internal or external examinations.

RECOMMENDATIONS

The management and proprietors of secondary schools should facilitate principals' better

productivity by providing more conducive working environment for them through adequate provision of essential facilities needed for effective and efficient performance on their part.

More emphasis should be placed on the adequate provision of physical resources which is a strong predictor or contributor to academic productivity and principal efficiency. Efforts should be made by the government and relevant authorities to develop plans to ensure that secondary school principals take the necessary course work and receive necessary professional development to carry out their assignment of school management.

At least once in every two years every principal should be entitled to one or two – month – paid – training leave to update his/her knowledge, skills and attitudes to work. This could be organized by the ministries of education – local, state, federal and financed by the proprietors.

As a way of motivating the principals, any one who retires meritoriously after the approved age of retirement should enjoy his/her terminal salary for life like retired generals and judges.

The secondary school principals should ensure the resources available are judiciously managed and effectively and efficiently controlled in order to enhance and improve their students' academic achievement which is a function of their efficiency

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