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## QUALITY MANAGEMENT IN NIGERIA UNIVERSITY EDUCATION: THE VIEWS OF LECTURERS, PARENTS AND STUDENTS.

Edobor, R. I. O.

Department of Educational Foundations  
Ambrose Alli University Ekpoma, Edo State, Nigeria.

### ABSTRACT

*The study investigated the perception of parents, lecturers and students about quality management in the Nigerian University system. Six Nigerian Universities were randomly selected for the study. The sample of the study constituted 250, 300 level students, 50 lecturers, 50 parents, from each university. A total of 2100 subjects constituted the population of the study. However only 1,400 300 level students, 120 lecturers and 156 parents returned their questionnaires for the study. This now amounted to 1,666 samples. Basically six factors indicators of quality and eleven indicators of school effectiveness were built into the questionnaire. The findings showed a significant difference in the conception of lecturers, parents, students, regarding quality education. It was discovered that lecturers perceived the University education to be of quality only if it leads to more credence to innovations in all aspect and prepares students for useful life, parents saw quality education in terms of the academic achievement of their children while students saw a University to be of quality only if the lecturers exhibited a high teaching skill ability. Conclusion was drawn that all indicators considered in this research be taken into consideration when discussing the quality of the Nigerian University System.*

### INTRODUCTION

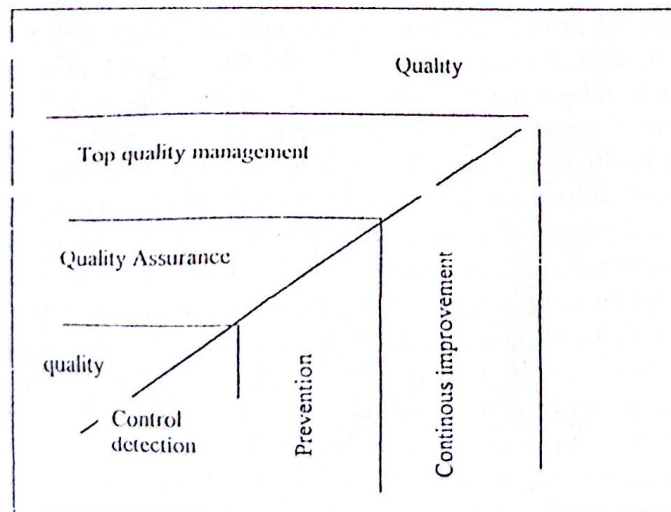
It is recognized that issues on education have political-ideological as well as undertones. The most significant human capital factor is education. The political-ideological elements determine to a large extent the desired goals of a society. Where for ideological reason, the desired goals include free education for all. This paper assumes that the educational goal is derived from the overall goals of the society and also that no society is interested in education just for the sake of it. With these assumption, the paper attempts providing a theoretical framework for more objective answers to some of the burning questions on education. Countries all over the world have numerous goals to attain, the underlining factors behind these goals is centered around raising the standard of living of the people or at least maintaining the standard if high enough average standard is already attained. The multi-goal nature of the functions complicates question of how much of the available resources to, devote to the attainment of any one of the societal goals. In some ways the goal are complimentary whilst in some others they are competing with each other for the limited resources. The relationship between education and the other goals is in these respects no exception. Education is one of the ways of affecting a high level of living standard. Education is however no the only factor that determines productivity. The co-operant factors which are primarily the tangible assets constitutes some demand on the resources of the society thus the education goals could be said to be in conception with other goals for the given resources. Over a period of time there is no doubt that education through its effect on productivity would increase the available resources. But the question of how much to denote to education to produce quality education still remains. The answer depends on the interpretation of the goals of education and goals of the society. Unfortunately, there is no agreement on the goals of education, some see education as a basic right of every citizen and therefore treat it as a social welfare, this set of people would want everybody to be educated and the state bearing most if not all the expenses, others view education as a part of infrastructure, to grow, therefore, as much as it would take to ensure that the necessary foundation is laid must be spent, these set of people want national goals. And another set of people see education as an investment both for individual state, these people support the sharing of the cost of education between the individual and the state. The three views are not necessarily contradictory. What could be contradictory though are the implications and inferences drawn from the views in finding the relationship between education and any other performance index, one has to be careful about the treatment of education. education is not a homogenous product. It is both consumption and investment, the composition varying with the type of education and with level of development. With this background in mind this study has been purposely carried out to find out the minds of lecturers, parents and students, on what they think is quality education and they would like to have and moreso to see how



far they are satisfied with the present state of education in Nigeria. In achieving a successful research. This study will look at the following subtopics:

1. The debate of quality management of schools has been so intense that Elliot (1996) regarded it as being "music in the ears of politicians and government officials" they now use this argument as a means to politically justify a refusal to respond to teacher's anxieties about the increasing size of the classes they teach, the use of tendency to blame school authorities for failing schools on the grounds that they lack a capacity for strong leadership. The nature of Quality: What concepts can be established to define quality? The following ideas help to shape our frame of reference, by Hammer and Champy in John West-Burham et al (1993).
2. Quality is defined by customer needs. This part of the consumer revolution where monopoly suppliers no longer determine driving force. Hammer and Champy (1993) see customer expectations as one of three revolutionary forces driving through the economy. The problem encountered really need and what they perceive that they want are not always the same thing. The management task is quite often aligning the two.
3. Quality is defined in terms of fitness of purpose. What are the requirements of a good product or lesson? Do we deliver them every time or are 25% of our lessons below standard.
4. Quality is achieved through continuous improvement. This year's quality product is improved upon and the customer is delighted by having his/her expectation exceeded year by year. This moves the thinking away from "accepted" to "always improving".
5. Quality is managed through prevention not deception. This is achieved by empowering the work force to responsibility for quality and not relying on checking up on them. This is a very important concept in education where traditionally the culture has been concerned with professional autonomy.
6. Quality is about 'getting it right first time' and eliminating variation in terms of substandard performance. The early quality gurus were drawn from the manufacturing sector and focused on 100% accuracy first time. The concept have now been transferred to the service sector.
7. It is important to realize that quality can be measured. Levels of consumer satisfaction in terms of lessons taught can be measured just as well as level of satisfaction with a new car. The following diagram gives a summary of the concept of quality.

The light path to quality.



Defining quality in terms of the skills and competences that students need and how they can be continually updated and improved. This seems to be more appropriate definition of quality. It is the most useful way forward in that it incorporates the concepts of fitness for purpose, customer needs, measuring outcomes and focusing on continuous improvement. How schools as an operating concept of quality in the current environment? The definition of total quality in the public sector generally and education specifically remains problematic and a great deal of work needs to be done in evolving a model of quality management appropriate to schools and colleges. However, a number of features of "total quality" do appear to be valid in an educational context.

1. The holistic nature of total quality i.e. an integrative approach to managing all aspects of a school's work, ending the artificial dichotomy between managing and learning, this has practical implications for the role and perceived status of teachers and managers, non-teaching staff and students.



2. The emphasis on values i.e. education is not a content free process and total quality offers the possibility of value driven school management in which moral imperatives are to the forefront.
3. Focus on customer, i.e. the emphasis on the provision of services customers as the organization's *raison d'être*. The problem of defining the customer in education is probably more semantic and conceptual than operational.
4. Continuous improvement, i.e. the commitment to the enhancement of services. This is intimidating in management terms but axiomatic in terms of student development and learning.
5. The quality toolkit, i.e. the range of techniques for measuring analyzing and understanding so as to improve decision-making and working relationship.

### STATEMENT OF THE PROBLEM

\* One of the factors of quality is efficiency and effectiveness. University education in Nigeria dated back to 1948, when the then colonial administration established the University College Ibadan now University of Ibadan by 1960 up till date many more Universities have been established in Federal, State and Private. As Nigeria celebrates fifty-six years of university education in 2004, it is important to examine the quality of

the system. This is due to the fact that the Nigerian parent, teachers, authors and even students as being unable to satisfy the yearnings and aspirations of the people, many more are of the opinion that despite the quantitative growth in the number of universities such as decay of existing structures and facilities, inadequate manpower, increase in the number of students, inadequate funding etc. For instance Ajayi (1993) in O. Arakpuyo (1997) quoted a World Bank report on the situation at Nigeria premier university (university of Ibadan) as follows: "For several months now, we have been expected to run physics laboratory without electricity, perform biology and zoology experiment without water and get accurate readings from microscopes blinded by use and age. Chemicals are unimaginably short. The result of this is a chemistry laboratory that can not produce distilled water and hundreds of "science graduates" lacking the benefits of practical demonstrations". This statement were recorded years ago and still as fresh as today even worse because of lack of funding to update and replace facilities such as books, laboratory equipments and other facilities needed for the effectiveness and efficiency of education that can lead to quality products (students), the nonchalant attitude of government to adequately fund education is another contributive factors that can lead to the downfall of our university education. Consequently, the issue of quality and effectiveness of the university system in Nigeria has been of concern of all Nigerians. Earlier in this paper, effort had been made to vividly examine the meaning of the word quality and criteria for determining quality now we shall look at effectiveness and the criteria for determining effectiveness in schools (M.O. Arikewuyo 1997). Finally, the study would focus on the perception of lecturers, students and parents concept of quality and effectiveness in our university system in Nigeria. The study would therefore endeavour to find answers to the following questions:

1. What do lecturers, parents and students conceive as indicators of quality and effectiveness of Nigerian university system?
2. How can Nigerian Universities be improved to qualitative and effective state.

### RESEARCH HYPOTHESES

The following hypotheses were tested in the study

1. There is no significant difference in the way lecturers and parents think about the quality and effectiveness of the Nigerian University system
2. There is no significant difference in the way students and lecturers think about the quality and effectiveness of the Nigerian University system.

### THEORETICAL MODELS

Based on the work of Mackenzie (1983) and Cameron (1984), the different models of school effectiveness measurement is summarized as follows:

In summary Miskeli, C. McDonald, D and Bloom, S. (1983) in Arikewuyo (1997) contended that while the goal model present foundational attitude that views effectiveness as being related to the extent to which the organization has achieved its goals, the other models, present an attitude which views effectiveness in terms of the efficient use of resources (money, time, etc), the efficiency of organizational processes, adaptability to change routine, utilization of unpredictable situations and responding to constituencies. Studies already conducted on school effectiveness views by parents, students and lecturers. Gazel



concluded however that school effectiveness evaluate demanded refrence to all indicators and therefore said the attempts to make schools more effective will themselves be more effective if the perceptions of all the parties were considered. This therefore called for a closer communication among all the parties involved in making school more effective. Eleven key characteristics were however identified by Sammons, P. Hllam, J and Mortimore, P. (1995) on school effectiveness, which included professional leadership, shared vision and goals, attractive learning environment, concentration on teaching and learning, purposeful teaching, all round expectations, positive reinforcement, monitoring of pupil performance, conscious pupil right and responsibilities, home-school partnership and a school based staff development. The study Arikewuyo (1997) also conformed the findings of Elliot 1996, that teachers, parents and students had different perception about the criteria for measuring the effectiveness of university system. John West-Burham and Brent (1994) asserted that the way parents perceive the quality that they are "buying" depend on a series of overt performance indicators, in the overt area, they said the implementation of a national curriculum and associated assessment process is an attempt to define the key elements of the educational product and to provide a series of benchmarks for measuring the quality of that product. A series of covert performance indicators they said is used such as pupil attitude, dress and client relationships then concluded that when combined with the overt indicators, this provides a powerful picture of the dynamic environment in which school operates. In the U.K. according to John West et al

Table 1: Characteristics of Evaluation Models of School Effectiveness

MODELS	DEFINITION OF SCHOOL EFFECTIVENESS	WHEN MODEL IS USEFUL
GOALS	A school is effective if it can achieve its stated goals	Goals are clear, consensual time-bound and measurable
System Resource	It can acquire needed resources and inputs	There is a clear relationship between input and output
Internal Process	The school process is smooth and health (Chenge 1993), criteria for determining school effectiveness (Reynolds 1994)  1. The pupil control system  2. The school environment provided for pupils.  3. The involvement provided for pupils.  4. The academic development of pupils  5. The behaviour of teachers  6. Classroom management  7. The management structure.	There is a clear relationship between process and outcomes.
Strategic constituencies	All powerful Vice Chancellor, lecturers, students, parents, authors education constituencies are at least minimally satisfy (Zummuto, 1984).	The demand of the powerful constituencies are compactable and can not be ignored.
Legitimacy	It can survive as a result of engaging in legitimate activities (Cameron 1984).	Schools must be assessed.
Organizational learning	It can learn to deal with environmental changes and internal barriers. (Argyris, 1982, Cheng 1986)	The school is new and developing of the environmental change can not be ignored.

Source: Cameron, 1984 in Arikewuyo 1997



In summary Miskeli, C. McDonald, D and Bloom, S. (1983) in Arikewuyo (1997) contended that while the goal model present foundational attitude that views effectiveness as being related to the extent to which the organization has achieved its goals, the other models, present an attitude which views effectiveness in terms of the efficient use of resources (money, time, etc), the efficiency of organizational processes, adaptability to change routine, utilization of unpredictable situations and responding to constituencies. Studies already conducted on school effectiveness views by parents, students and lecturers.

Table 2

AUTHOR(S)/YEAR	PARENT	STUDENTS	TEACHERS OR LECTURERS
Scmidan and Guttman 1983 Avitchak 1985		Students perceived school effectiveness in terms of preparing for life	
Krener-Hayoun and Maskit (1990)			1. Lecturers perceived effectiveness in school as a function of superior teaching skills and teaching method to promote students learning.  2. They also saw diffusion of values among students as main indicators of effectiveness.
Binyamini and Tatar (1992)	Parents perceived school effectiveness in terms of academic achievement		
Gazel (1996)	Discovered that parents stressed on school output religious schools gave more weight on values	Students both inputs and outcomes.	1. Lecturers stressed on their skills teaching processes.  2. Principals recognized inputs as indicators of school effectiveness.

Gazel concluded however that school effectiveness evaluate demanded reference to all indicators and therefore said the attempts to make schools more effective will themselves be more effective if the perceptions of all the parties were considered. This therefore called for a closer communication among all the parties involved in making school more effective. Eleven key characteristics were however identified by Sammons, P. Hillam, J and Mortimore, P. (1995) on school effectiveness, which included professional leadership, shared vision and goals, attractive learning environment, concentration on teaching and learning, purposeful teaching, all round expectations, positive reinforcement, monitoring of pupil performance, conscious pupil right and responsibilities, home-school partnership and a school based staff development. The study Arikewuyo (1997) also conformed the findings of Elliot 1996, that teachers, parents and students had different perception about the criteria for measuring the effectiveness of university system. John West-Burham and Brent (1994) asserted that the way parents perceive the quality that they are "buying" depend on a series of overt performance indicators, in the overt area, they said the implementation of a national curriculum and associated assessment process is an attempt to define the key



elements of the educational product and to provide a series of benchmarks for measuring the quality of that product. A series of covert performance indicators they said is used such as pupil attitude, dress and client relationships then concluded that when combined with the overt indicators, this provides a powerful picture of the dynamic environment in which school operates. In the U.K. according to John West et al (1994) the reforms have changed the traditional relationship between suppliers of education (the schools) and the receivers of education (pupils and their parents). On the one hand, the reforms have encouraged and fostered increases client expectations and on the other hand, they have led to an increased emphasis on marketing by individual schools often in fierce competition with their neighbour. Central to these changes is a profound shift in the notion of accountability and an increasing emphasis on the concept of quality. Quality education and quality education institutions that provide it are therefore a much sought after product. But what do we understand by quality and how are schools using the quality approaches to rethink the way they operate.

## METHODOLOGY

6 universities were randomly picked across Nigeria from each university 250 students, 50 lecturers were also randomly selected across faculties and departments, and 50 parents who had children in the university were also selected from school boards, this amounted to 2,100 subjects in the population out of which, 120 lecturers, 146 parents and 1,400 students returned their samples that was now used for the study.

## RESEARCH INSTRUMENT

The six indicators of quality education by Hammer et al and eleven indicators of school effectiveness by Gaziel (1996) were put together and used in the questionnaire using one way anova for the analysis of data, reliability co-efficient of 0.86 was the end result. The respondents were asked to tick the indicators that are suitable to measure the effectiveness of university education in Nigeria so as to enhance the quality in the nation's university.

## RESULTS

The views of lecturers, parents and students is presented in the table below:

Table 3: Indicators of the effectiveness of Nigeria University system as perceived by each group

S/No	Indicators	Parents	Students	Lecturers
1	Pupil – centered teaching	04(0.3%)	213(15.2%)	
2	Resource mobilization		10(0.17%)	
3	Innovations	06(4.10%)	62(4.42%)	56(47%)
4	Preparing for life	18(12.32%)	16(1.14%)	28(33%)
5	School image		16(1.14%)	
6	Academic achievement	82(56%)	234(17%)	
7	School discipline	15(10.27%)	96(07%)	10(8.33%)
8	Teaching skills	08(0.5%)	626(45%)	
9	Values	09(6.16%)	46(3.28%)	26(22%)
10	Client satisfaction		10(0.17%)	
11	School climate	04(0.3%)	11(0.78%)	

## HYPOTHESIS 1

A T – test for two independence means was used in these section to calculate the perception of the various groups. There is no significant difference in the perception of students and lecturers regarding the quality of the Nigerian University System.

## HYPOTHESIS 1 ANALYSIS

On table 4:

Table 4: comparison between the quality of Nigerian University as seen by students and lecturers:

	N	X	SD	T CALCULATED	T CRITICAL	df
Students	1400	16.26	10.92	4.22	1.96	1518

The table above shows that t. calculated of 4.22 is greater than t critical of 1.96. This hypothesis is therefore rejected, that is there is a significant difference in the way lecturers and students perceive the quality that is a consequence of effectiveness in the Nigeria University system.



**HYPOTHESIS 2 ANALYSIS****Table : Comparison of the quality of Nigerian University system seen by lecturers and parents**

	N	X	SD	T Calculated	T Critical	df
Parents	146	12.11	6.21	2.84	1.96	264
Lecturers	120	3.08	1.72			

The analysis of the second hypothesis shows that T calculated is 2.84 while T critical is 1.96, when T calculated is greater than T.critical, the hypothesis is rejected therefore there is a significant difference in the way parents and lecturers perceive the quality that is a consequence of effectiveness in the Nigerian University system.

**DISCUSSION OF RESULTS**

The discovery of this study showed that there were significant differences in the way lecturers, parents and students perceived the quality of the Nigerian University. This study has confirmed the earlier reviewed studies of Binyamini and Tatar (1992), Gaziel (1996), Avi-Itshak (1985) and Arikewuyo (1997) that parents perceive quality education when their children achieve academically, that school prestige in parents eyes is determined by its academic achievements and clients satisfaction. In this study 56% of the respondents believe that academic achievement and clients satisfaction. In this study 56% of the respondents believe that academic achievement was the bedrock of quality university system. From the lecturers angle, 475 of them felt that innovation in all aspect of the university will produce quality system consequently quality products. Preparing students for life and impacting values of the society on them, they also saw as the responsibility of quality university supporting this results were Elbiom-Deror (1985), Kremer-Hayonn and Maskit (1990), Okoro (2002) Osama (2003) and Arikewuyo (1997). The students attached more importance to the teaching skills of their academic achievement as determinants for a quality university academic performance. This study support the studies from Kremer-Hayonn and Maskit (1990), Gaziel 1996, Arikewuyo (1997) the students defined effectiveness/quality in terms of teaching skills.

**CONCLUSION**

Brown S, Duffield J and Riddell S (1995) contended that for the school to achieve its innovation role, the involvement and commitments of teachers, with a corresponding sense of ownership and responsibility for decision-making was an essential element, in agreement with brown et al Gaziel (1996) making school more effective that consequently lead to quality should be guided not only by the perception of researchers and policy makers but also by those of the group which are directly involved, i.e. teachers, parents, students even society as a whole. There is little evidence that many of the components of total quality management are being used by schools to enhance their capacity to respond to multiple innovations, the limited and partial responses to change will continue to reinforce the need for a management system that addresses the needs of all members of the school community all the time. As rightly noted by John West-Burham et al (1994). The continuing evidence of dysfunction i.e. lecturers stress an burn out, truancy, failure to achieve, violence etc. many require the paradigm shift in management offered by total quality thinking. However, study agrees totally Arikewuyo (1997) who asserted that from all practical point of view, Nigerian Universities must be adequately funded in order to make them more effective and quality conscious. The innovations pointed out by teachers, academic achievement and output pointed out by parents and lecturers' teaching skills pointed out by students can only be actualized to the maximum level, if adequate funds are provided by the government as well as motivate lecturers to work. In the words of Taiwo (1972) the quality of education seemed to have produced discontent, impatience of any control and an unjustified assumption of self importance in the individual. There was quality in education but was even one of the reason he gave for this was because of teacher : pupil ratio in other words inadequate/qualified manpower to handle the students population explosion. These words are just as valid now as they were in the seventies. The government and well meaning Nigerians in the private sector of education need to step in and take some sensible measures like the ones suggested earlier and of course the policies, regulations, edicts, guiding the education sector be reviewed and monitored to bring out the quality education so much desired by the citizens and more so to enhance the nations technological development for if Nigeria do not have the necessary manpower, equipments, infrastructures etc. it will be difficult for her to get to that desired level of quality to be able to flow and compete with the rest of the world.



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