

Relationship between Principals Managerial Role Performance, and Students Academic Achievement in Public Senior Secondary Schools in North Central States, Nigeria

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Abstract

The study examined the relationship between principals' managerial role performance, teachers' and students' academic achievement in public senior secondary schools in North Central States, Nigeria. Correlation research design was used in this study. The population of the study comprises 1,115 principals and teachers in 1,115 public senior secondary schools in the North Central States. The sample for the study comprised of 259 principals. The instrument used for data collection was Questionnaire on school managerial role performance and students' academic achievement (QSMRSAA). To establish the validity of instrument, the questionnaire was given out to expert in Educational Management, Nasarawa State University, Keffi. The expert scored the instrument and, in the process, a validity index of 0.72 was obtained. The instrument was further subjected to pilot study. The instrument was pilot tested on 10 principals; the respondents were part of the population but not part of the sample for this study. The data obtained the pilot test was used to compute the internal consistency of the instrument using Cronbach alpha method. Results obtained from the exercise were used to obtain reliability index of 0.77 for the instrument. The data collected for the study was analyzed using Pearson's product moment correlation. The findings from the study showed there is a significant relationship between principals' monitoring role and students' academic achievement in North Central States, Nigeria and there is a significant relationship between principals' supervision role and students' academic achievement. The study concludes that principals' managerial roles significantly relate to students' academic achievement in public secondary schools in North Central States, Nigeria. The study recommended that there should be effective monitoring and supervision of classroom instruction by principals in order to ensure they engage in teaching and learning activities that will help enhance students' academic achievement.

Keywords: Principal, Managerial role, Performance, Student, Academic, Achievement.

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Introduction

Education remains a critical tool for developing the capacity of citizens in every country (Boateng et al., 2020). As a result, the government's efforts to provide inclusive and equitable learning outcomes that promote lifelong opportunities for everyone should be a major commitment for attaining the new Sustainable Development Goals (SDGs). The country parades a massive out-of-school youngsters and young adults who lack basic literacy and numeracy abilities. The goals of education are taken into consideration when evaluating the program's results. Academic achievement (sometimes expressed as test scores) The researcher observes that in North Central States, Nigeria, students' academic achievement has not been encouraging despite huge investment by state governments towards enhancing effective teaching and learning. teachers' welfare in the educational system. WAEC result analysis (2025) from 2020-2024 revealed that 57.84%, 55.71% and 46.36% of the candidates respectively did not possess five credits in subjects written including basic subjects such as mathematics and English language. However, for learners to attain improved learning outcomes, the role of school managers especially principals is crucial. Hence, the task of improving the academic achievement of students in secondary schools' hinges on the managerial roles undertaken by the principals (Celta, 2014) Managerial role entails the mobilisation of the available resources to achieve the goals of an institution. In the school setting, it involves the dynamic process of monitoring and supervision all manpower resources towards the attainment of the schools' goals and objectives (Adelabu, 2015). Even the though the competency of a teacher is crucial in enhancing students' achievement (Agbede and Bulus), the monitoring of teachers' performance as a principal's managerial role is very crucial in the school system. This is because if teachers are not effectively monitored in terms of performance, school administrators would not have any meaningful or tangible basis or criteria for improving their welfare (Akwe, 2023). In a bid to buttress this view, Usen (2016) investigated on influence of school managerial role performance on teachers' welfare and students' academic achievement in Schools of Nursing in Akwa-Ibom State, Nigeria. Four (4) specific objectives, four (4) research questions and four (4) null hypotheses were formulated to guide the study. Ex-post facto survey design was adopted for the study. The research population was One Hundred and Seventy-Three (173) student nurses in Preliminary Training Session (PTS) in the three (3) accredited Schools of Nursing in Akwa-Ibom State. The sample size of One Hundred (100) students was selected for the study using proportionate stratified random sampling technique. The findings of the research revealed that there exists significant influence of school managerial role performance on teachers' welfare and students' academic achievement in Schools of Nursing in Akwa-Ibom State, Nigeria.

Yusuf and Iyala (2024) investigated the influence of principals' managerial roles on teachers' motivation and students' academic achievement in public secondary schools in North Central States, Nigeria. The study was guided by the correlational survey research design. The total population of the study consisted of 39938 (38,064 teachers and 1,874 principals) obtained from 1874 Secondary Schools in North Central States, Nigeria. The sample size of the study consisted of 3192 drawn from 1028 secondary schools. The

researcher's self-developed instrument which consisted of 35 items was used for data collection. Descriptive statistics of mean and standard deviation were used to answer the research questions while Pearson product-moment correlation and multiple correlation analysis were used to test the hypotheses at 0.05 level of significance. The major findings of the study revealed that there is no significant influence of principal supervision on teachers' motivation in public secondary schools, North Central States, Nigeria. The aim of teaching and learning in any school system is to enhance improved academic achievement. Achieving this milestone may however become a distant dream if principals' performance roles are undermined. It is against this background that the study examined the relationship between teachers' welfare and students' academic achievement in public senior secondary schools in North Central States, Nigeria.

Research Questions

The following research questions guided the study:

1. What is the relationship between principals' managerial role of monitoring and students' academic achievement?
2. What is the relationship between principals' managerial role of supervision enabling learning conditions, teacher welfare and students' academic achievement?

Statement of Hypotheses

The following null hypotheses guided this study and will be tested at 0.05 level of significance:

1. There is no significant relationship between principals' managerial role of monitoring, and students' academic achievement.
2. There is no significant the relationship between principals' managerial role of supervision and students' academic achievement

Theoretical Framework

This study is anchored on James MacGregor Burn's Transformational Leadership Theory (1978), which stressed that leaders who exhibit idealized influence, inspirational motivation, intellectual stimulation and individualized consideration are able to transform followers' attitudes and performance. Burns argued that leaders move followers from survival needs to a point of self-actualization. For instance, getting students to realize that learning is not just about passing exams but excelling academically so they can contribute the knowledge acquired for the purpose of improving the society. Thus, Burns' theory provides a useful explanatory basis for examining the relationship between principals' managerial roles and students' academic achievement. It emphasizes that motivation is not merely a function of professional responsibility but also a product of the extent to which learners need spanning from self-survival to self-actualization are

satisfied within the learning environment. The theory, therefore, underpins the present study's assumption that enhanced principals' managerial roles is fundamental to achieving improved educational outcomes in North Central States, Nigeria.

Methodology

Correlation research design was used in this study. The population of the study comprises 1,115 principals in 1,115 public senior secondary schools in the North Central States. The sample for the study comprised of 295 principals. selected using Taro Yamane Formula for determining sample size from a population. The instrument used for data collection was Principals' managerial role performance and students' academic achievement questionnaire (PRIMARACQ). To establish the validity of instrument, the questionnaire was given out to experts in Educational Management, Nasarawa State University, Keffi. The expert scored the instrument and, in the process, a logical validity index of 0.76 was obtained. The instrument was further subjected to pilot study. The instruments were pilot tested on 10 principals. The data obtained from the pilot test was used to compute the reliability coefficient of the instrument using Cronbach alpha method. Results obtained from the exercise were used to obtain reliability index of 0.77 for the instrument. The instrument was then administered to respondents and data collected were analyzed using Pearson's product moment correlation.

Results and Discussion

Research Question 1: What is the relationship between principals' managerial role of monitoring and students' academic achievement?

Table 1. Coefficient Values of Pearson's Product Moment Correlation showing Relationship between Principals' Managerial Role of Monitoring and Students' Academic Achievement.

S/N	Variables	N	Mean	r	Remarks
1	Managerial Role of Monitoring	259	2.99	0.62	Positively weak Relationship
2	students' Academic Achievement	258	65.20		

Table 1 shows the degree of relationship between principals' managerial role of supervision and students' academic achievement. Results indicate that at sample size of 259, the r-calculated was given as 0.62. This is above the benchmark value of 0.50 for a moderate correlation coefficient. Hence there is a positively weak relationship between principals' managerial role of monitoring and students' academic achievement.

Research Question 2: What is the relationship between principals' managerial role of supervision and students' academic achievement?

Table 2. Coefficient Values of Pearson's Product Moment Correlation showing Relationship between Principals' Managerial Role of Supervision and Students' Academic Achievement.

S/N	Variables	N	Mean	r	Remarks
1	Managerial Role of Supervision	259	2.99	0.72	Positively High Relationship
2	Students' Academic Achievement	259	65.20		

Table 2 shows the degree of relationship between principals' managerial role of monitoring and students' academic achievement. Results indicate that at sample size of 259, the r-calculated was given as 0.72. This is above the benchmark value of 0.50 for moderate value of correlation coefficient. Hence there is a positively weak relationship between principals' managerial role of supervision and students' academic achievement.

Hypothesis 1: There is no significant relationship between principals' managerial role of monitoring and students' academic achievement

Table 3. Regression Analysis showing Significance of Relationship between Principals' Managerial Role of Monitoring and Students' Academic Achievement.

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	60435.076	2	30217.538	128.687	.000
Residual	60112.572	256	234.815		
Total	120547.649	258			

Table 3 above shows the test of significance of relationship between principals' managerial role of monitoring and students' academic achievement using regression analysis. The calculated value of f is given as 128.687 while the p-value of 0.000 was found to be less than 0.05. Hence, the result reveals there is a significant relationship between principals' managerial role of monitoring and students' academic achievement.

Hypothesis 2: There is no significant relationship between principals' supervision role of monitoring and students' academic achievement.

Table 4. Test of Significance of Regression Analysis showing Significance of Relationship between Principals' Managerial Role of Supervision, Teacher Welfare and Students' Academic Achievement.

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	60183.349	2	30091.675	127.235	.000
Residual	60545.341	256	236.505		
Total	120728.690	258			

Table 4 above shows the test of significance of relationship between principals' managerial role of supervision and students' academic achievement using regression analysis. The calculated value of f is given as 127.235 while the p-value of 0.000 was found to be less than 0.05. Hence, the result reveals there is a significant relationship between principals' managerial role of supervision and students' academic achievement.

Discussion of Results

Findings from the study on hypothesis one revealed a significant relationship between principals' managerial role of monitoring and students' academic achievement. This finding is in agreement with the findings from the study of Usen (2016) which indicated significant influence of school managerial role performance on teachers' welfare and students' academic achievement in Schools of Nursing in Akwa-Ibom State, Nigeria.

Findings from the study on hypothesis two revealed a significant relationship between principals' managerial role of supervision and students' academic achievement. This finding is in agreement with the findings from the study of Yusuf and Iyala (2024) indicated there was significant influence of principals' managerial roles on teachers' motivation and students' academic achievement in public secondary schools in North Central States, Nigeria.

Conclusion

The study examined the relationship between principal's managerial role performance and students' academic achievement in public senior secondary schools in North Central States, Nigeria. The findings revealed there is a significant relationship between principals' managerial role of monitoring and students' academic achievement and there is a significant relationship between principals' managerial role of supervision and students' academic achievement. Anchored on transformational leadership theory, the study concludes that principals' managerial roles significantly relate to students' academic achievement in public secondary schools in North Central States, Nigeria. To enhance educational performance, the study recommends there should be effective monitoring of teachers by principals in order to ensure they engage in teaching and learning activities that will help enhance students' academic achievement. Furthermore,

teachers should be periodically supervised by principals for the purpose of ensuring effective instructional delivery for the purpose of improving students' academic achievement.

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