

Influence of school management on students' academic performance in senior secondary school in Ibadan South West Local Government Area of Oyo State, Nigeria

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Received 28th November 2024; Accepted 22nd December 2024

ABSTRACT: Low learning outcomes in senior secondary school students reflected in their poor performance at senior secondary examinations conducted by different examination bodies in Nigeria have raised a serious concern for all stakeholders, particularly the students. This study investigated the influence of school management on academic performance in senior secondary school students in Ibadan South West Local Government Area of Oyo state, Nigeria. The study adopted an ex post facto research design and a random sampling technique was used to generate data. Thus, ten (10) SS 3 students from fifteen (15) schools and one (1) administrator each from the selected school making a total of 165 participants from the Local Government Area. Three validated research instruments (School Managers' Questionnaire (SMQ), English Achievement Test (EAT) and Mathematics Achievement Test (MAT) were used to collect data from participants. These data were statistically analyzed using multiple regression. The study found that the competence of school managers is capable of influencing academic performance in senior secondary school students but its contribution is not significant ($B = 0.05$, $T = .42$, $P > 0.05$). Results from the study showed that the experience of school managers and students' academic performance has a direct positive relationship but this relationship is not significant ($B = 0.04$, $T = 0.46$, $P < 0.05$). The study also found that there is a direct positive relationship between style of management and academic performance of senior secondary school students. It showed that management style is capable of influencing academic performance but not significantly ($B = 0.04$, $T = 0.35$, $P > 0.05$). The study therefore recommended that competence, experience, and result oriented management styles must be given a place in school management but emphasis should be much more on drastic value reorientation in all stakeholders most especially the learner whose output is a true reflection of the input made by school managers.

Keywords: Academic performance, senior secondary school, Ibadan, school management, students.

INTRODUCTION

It is on record that nearly 80% of Nigerian high school students failed the Senior School Certificate Examination (SSCE), which measures their academic readiness for college and the volume of knowledge they have accumulated during the three years they have spent at the senior secondary school level.

Unarguably, high achievement is required not only for college admission but for success in life being a major indicator that a learner has gone through the four walls of senior secondary school (Ekundayo, 2010, Osiesi *et al.*, 2023). Hence, the measure of a Nigerian high school is associated less with its graduation rate and the elaborate

passing out or validation service that usually accompanies it, but with the percentage of students who pass the SSCE.

Students may graduate from high school if they earn adequate credits; this examination is the single element that qualifies them for college admission. In seeking answers for the recurring failures, researchers such as Copeland (2003), Ekundayo (2010), Hallinger *et al.* (1996), Hallinger and Heck (1998) and Okey (2020) suggested that a lack of strong school leadership was a major reason. Ubangi (2008), Valentine and Prater (2011) and Ayeni (2018) asserted that principals are the most significant, school-based determinant of school climates, and ultimately, student performance. This assertion directly or indirectly points to the influence of school management on academic performance in senior secondary school because in the same way parents and teachers inspire learners to improve their performance, school management headed by the principal could inspire the greater success of teachers (Hallinger *et al.*, 1996; Hallinger and Heck, 1998 cited by Oghu, 2017, George *et al.*, 2017; Osiesi *et al.*, 2023).

At a glance, school management will comprise principal officers of the school headed by the school principal and other elements such as experience, competency, support for effective professional development, and good judgment (Eberts and Stone, 1986; Fallon and Barnett, 2009; Ogunniran and Isuku, 2019). Because of poor learning outcomes in senior secondary schools manifested in the widespread failure of students to pass the required exit exam in Nigeria even at two sittings, there is a need to investigate and understand how, whether, and to what degree the nature, character and style of school management affects students learning outcome (Bryk *et al.*, 1999; Eberts and Stone, 1986; Witziers *et al.*, 2003; Youngs and King, 2002 in Orghu, 2017; Osiesi *et al.*, 2023).

In Nigeria, the West Africa Examination Council (WAEC), the National Examination Council (NECO), and the National Business and Technical Education Board (NABTEB) are the main examining bodies for senior secondary education, and without a good pass in the examination organised by these bodies, it is assumed that the learning process has had no significant impact on the learner. To justify its rationality and goodwill to all stakeholders, the West African Examination Council (WAEC) developed the Senior Secondary Certificate Examination (SSCE) syllabus and test items based on the national high school curriculum created by the Nigerian Ministry of Education. WAEC officials administer the examination to students during their final year of high school following general principles that have been laid down. Students are required to earn credits in mathematics, English language, and three other subjects that are relevant to their anticipated college programs. Students who fail it must retake the test until they pass if they are to be admitted to college or considered to have successively passed through high school.

According to the Federal Ministry of Education on National Policy of Education (2004), all high schools in Nigeria are required to build their curriculum and instruction to help students pass the SSCE and earn a high school certificate. However, fewer than 30% of students either earn enough credits annually in their respective subjects or fail the SSCE (Owoeye, 2000; WAEC, 2012). This means that of the students who took the SSCE in 2012 for instance, over 1,035,000 could not enter college after graduation while those who eventually did excelled by various forms of examination malpractices (WAEC, 2012). This negative trend has continued on a steady nose dive over the years. The inability of students to be accepted to college is attributed to either their failure to earn five credits in the subjects required for admission or low scores on the SSCE--or both (Peter, 1999; Duze, 2011; Ogunniran and Isuku, 2019). It is on record that Nigerians are among the leading experts in nearly all vocations and fields of human endeavour across the world (Ezekwesili, 2013). This success can be attributed to many factors. What is now most worrisome is that the current low passing rate on the SSCE, or passing by fraud or default as well as the poor character formation of products of our senior secondary school is a major concern and a threat because Nigeria needs to sustain its reputation in the comity of nations as well as develop adequate human capital to support all sectors of the national economy. Again, students who fail to achieve their aspirations after high school because of poor academic performance or other reasons are more likely to become problems for themselves, their parents, and society in general. They likely would engage in criminal activities, juvenile delinquency, and illegal drug addiction or even become a major boost to the already saturated labour market filled with unemployable youth.

Teachers who have laboured over the learners also have their share of the pain. Some scholars have also looked at the personal and societal costs of low achievement and call for a reflective and focused approach to reaching desired student outcomes. For example, in 2008, only 14% of students had passing marks in English, Mathematics, and three other subjects. The 2014 SSCE result analysis recorded over 1,163,000 students as having failed of the 1,692,375 who sat for the examination--a 69% failure rate. In recent times, the record has not had any significant improvement. Failure to pass the test has prevented many students from enrolling in college. Those who succeeded in gaining admission by other means have turned out as square pegs in round holes in tertiary institutions.

The need for school management headed by the principal in leading the school to overcome barriers that prevent increased learning outcomes is the focus of this study. The demand for higher education no doubt is growing dramatically because of globalization. This has heightened the need for a better-prepared and better-educated professional and labour force, and the ability of high schools to successfully support the transit of

adolescents to college is more important than ever before. Achieving this is under serious threat judging from the recent trends in learning outcomes in senior secondary schools.

Ibadan South West Local Government is home to public and private schools as well as schools owned and run by faith-based organizations. As such, the issue under investigation does not exist in a vacuum. However, the specific problem is that despite the important role of school management, there is a dearth of available extant research on the influence of school management on learning outcomes in senior secondary school and this is the focus of this study particularly in a district reckoned with as the first among others. Motivated by this apparent difficulty and gap in existing studies, this research set out to examine the relationship between school management and learning outcomes in senior secondary schools in Ibadan South West Local Government Area of Oyo State, Nigeria. The key interest shall be on three elements that constitute school management viz; the competence of school managers, the experience of school managers and school managers' leadership style.

REVIEW OF RELATED LITERATURE

This study examines the influence of school management on students' academic performance in senior secondary schools in Ibadan South West Local Government Area of Oyo State, Nigeria. It pays particular attention to the pattern established in senior secondary schools in Nigeria. Expectedly, this review aims to interrogate the views of scholars on the interface between the nature and character of school management and the academic performance of students in senior secondary schools. Attempts shall be made to assess the views of scholars in Nigeria and other post-colonial states in Africa that share common characteristics. This shall be based on the relationship between the key variables of the present research. The aim here is to establish a gap in extant literature which shall constitute the point of departure and force for the present study. In view of the focus and goal of this work, the literature review shall be done under the following sub-headings:

Competence of school managers and academic performance of students in senior secondary school

The term competence refers to the managers' ability and readiness to do what is required of them well. A study of the history of education from ancient times to date reveals that education and the school system have been variously managed. The real essence of this management was to help schools meet societal expectations for its formation (González, 2008; Okumbe, 2001; Ministry of Education,

Science and Technology, 2018, Ogunniran and Isuku, 2019; Osiesi *et al.*, 2023). Performance in examination has been used as the basis for judging learning outcomes. It is also used to assess students' ability and suitability for education advancement and employment. All of these become a basis for calling a school good or bad. As such, to properly place the issue of academic performance in proper perspective, it is important to x-ray the influence of school management on the overall performance of the learners. Thus, the issue of academic performance and school management has drawn the attention of scholars and a sizeable volume of literature has accumulated in this regard. Since the issue of school management is perceived to influence learning outcomes, one cannot but give attention to the position of extant works in this regard.

For instance, Everard (2004) took a more generic perspective of the competence of those who manage the school. Accordingly, he argued that every teacher is a manager and this has effects on the learners. He perceives the ability of school management in the following aspects of school life.

1. Setting direction, aims and objectives.
2. Planning how progress will be made or a goal achieved.
3. Organizing available resources (people and materials) so that the goal can be economically achieved in the planned way.
4. Controlling the process (i.e. measuring achievement against plan and taking corrective action where appropriate) and.
5. Setting and improving organizational standards.

Everard (2004) further argued that all teaching jobs contain at least some elements of 'management'. In this sense, one can argue that every teacher is a manager in its own light. Thus, in the decision-making realm which is the primary concern of this work, Everard (2004) suggested that the pattern of management reflected their level of competence and this has effects on learning outcomes.

Okereke (2008) in Umar (2017) and Okey (2020), Okumbe (2008), Olusegun (2016) believe that school management is synonymous if not the same with school administration. To this end, he argued that school administration involves managing, administering the curriculum and teaching, discipline, assessment evaluation and examinations, resource allocation, staff appraisal, relationship with the community, use of the practical skills necessary for the survival of the policies of an organization such as decision making, negotiation, bargaining, communication, conflict handling, running meeting and so on.

In a study in 2000, Blumberg and Greenfield saw the school principal as a very important factor in sharpening school management and academic performance in secondary schools. He assessed the level of competence

in eight principals and found out in their study that there is effectiveness in the administration of schools because the principals are: Desiring and eager to make their schools have a good image. Productive and quick to assume initiative and resourceful in being able to structure their role demands on their time in a manner that permitted them to pursue what might be termed their personal objectives as principals. Thus, what is thought to be the effect of school management on learners' outcomes is more clearly seen and appreciated by the extent to which schools generally meet the expectations of the society within which they are established and not exclusively on the cognitive capacity and performance of the learners. Thus, what is seen in a learner is primarily a function of inputs made in him by those who manage the expected outcome in the learner. Accordingly, Ogunsaju (2006) and Ogunniran and Isuku (2019) suggested that since the principal is regarded as the central figure and the key factor in the success or failure of an institution, he should be reckoned with and his competence is an important factor in any school improvement exercise. With his sensitive position within the school system, he should be charged with the responsibility of providing consistent and continuous leadership, setting the appropriate tone for effort and achievement and this is thought to have direct bearing on the total learning outcomes in the school.

Mascall *et al.* (2008) while examining the relationship between distributed leadership and teacher-related variables reported a significant positive correlation between its planned distributed form and teachers' academic optimism. This was further corroborated by Ogunniran and Isuku (2019) and Osiesi *et al.* (2023). According to him, teachers' academic optimism—is a multidimensional construct consisting of; teachers' academic emphasis, collective efficacy and teachers' trust in parents and students. This has been associated with positive effects on students' academic achievement (Smith and Hoy, 2007 in Nwangi, 2016; George *et al.*, 2017; Ayeni, 2018). Mascall *et al.* (2008) found moderate but significant indirect school leadership effects on students' academic achievement mediated by teachers' motivation. Thus, their result found the principal's competence as the most influential source of leadership. In an earlier study, Leithwood and Jantzi (1999) reportedly found principals' transformational leadership mediated by school condition—purposes and goals, culture, the relational structures and social networks, information collection and decision making – having a weak but significant indirect influence on student engagement. Leithwood and Jantzi (1999), Akinwunmi (2003), Owofe (2000), Mwangi (2015) and Mwangi (2011) further found principal's transformational leadership has a significant indirect effect on teachers' classroom practices via teachers' motivation but no effect on student achievement gain.

To properly appreciate the influence of the competence of school management on academic performance, an understanding of how macro- and micro-activities of

leadership are related is of essence (Spillane *et al.*, 2004, Adepoju and Oluchukwu, 2011). Micro-tasks refer to managerial activities such as supervision while macro-activities include tasks such as developing and managing school culture, supporting teachers' professional growth and development, and developing and selling school vision (Spillane *et al.*, 2004). Such an investigation requires studies grounded in the school leaders' competencies and practices as they interact with other school actors. In a four-year qualitative study involving observation of interactions and activities of school leaders, Timperley (2005) cited by Nwangi (2015) and Okey (2020) found effective leaders to be teacher-leaders who stayed close to the instruction practice and assisted teachers in improving their instruction practices to achieve results in the learner. Accordingly, Mulford (2003) and Kapur (2018) argue that the competence of the school managers could enhance the academic performance of students in secondary school. However, the competence of the school manager would necessarily be that which is injected into the teachers who are in direct daily contact and relationship with the students. As it were, the school manager's competence is demonstrated in the following areas: Engagement of professional teachers, provision of extra-curricular activities, provision of technology, reward and punishments, evaluation systems, provision of library facilities, and provision of meals. These points form distinct issues requiring more in-depth interrogation.

From the foregoing, it is clear that scholars are of divergent opinion regarding the influence of competence of school management on learning outcomes. While some scholars like Mascall *et al.* (2008), Beard *et al.* (2010), Hoy *et al.* (2006), Smith and Hoy (2007) cited by Nwangi (2015) as well as Ogunniran and Isuku (2019) and Osiesi *et al.* (2023) found the competence of school managers to be moderate but significant, others have argued that the competence of school leadership has no direct bearing with learning outcomes.

Experience of school managers and learning outcomes of students

It is no gainsaying the fact that the product of knowledge and skill acquired over a period of time by passing through it, seeing it and doing it rather than mere study is relevant in determining overall academic performance. In Nigeria for example, prior to 1999, the traditional roles of school leaders were mainly focused on managing the school facilities, directing and supervising teachers, and establishing positive school-community relationships. Since the emphasis was purely on quantity rather than quality, it was almost needless to engage trained and experienced personnel in the top management cadre. As such, young and untrained teachers were often assigned to management positions, especially in newly established schools (Walker *et al.*, 1994; Obanya, 2002; Adeboyeje *et*

al., 2003; Adepoju and Oluchukwu, 2011; George *et al.*, 2017; Ayeni, 2018). However current trends and the ever-dynamic nature and demands of nature and education in particular have made this unfashionable. It is now clear that the very essence of school life is the product of the school system and the managers of high schools must as a matter of necessity adapt themselves to this objective if they must remain relevant. According to Walker *et al.*, 1994, Mwangi, 2015 and Mulford, 2003) adopting the instructional leadership approach that ensures that teachers' capacity and students' academic achievement are improving significantly must be adopted. Generally, any experienced teacher may be considered qualified to be a member of the management team with supervisors and inspectors choosing the principal. But as it were, for a teacher to be chosen as a principal or member of top management, he or she must have shown excellent classroom management and teaching over the years.

Essentially as argued in Emerole (2015) and Osiesi *et al.* (2023), it provides internal accountability for the administrative team. The management team of any school must like any other staff member meet expectations and criteria set forth by relevant examining or statutory bodies. A strong management team can offer a 'second set of eyes' for principals pertaining to matters that need consultation and sensitivity. As such, team members must possess previous and even contemporary experience. Their experience brought to bear also provides some forms of internal strength, instilling disciplinary checks and balances to the entire school system except for cases where school principal has adopted autocratic leadership styles or have become too strong for their control. Consequently, they need to ascertain the confidence of the principals so they can feel comfortable polling their advice (Mwangi, 2011; Nicholaros, 2015; Osiesi *et al.*, 2023). A senior educational management team must be knowledgeable in curriculum and instruction, day-to-day operations, and legality issues related to school management and implementation. A combination of these is what is referred to as a school manager's experience but how the school manager's experience influences the academic performance of the students under him is yet to receive adequate systematic treatment in extant works. Mascal *et al.* (2008) provide what seems to be a guide.

According to them, school managing experience can be acquired either through formal training in recommended institutions or informal training where practising administrators—outside their participation in formal programs—continue their professional learning over the course of their careers. In this case, professional common sense and some informal evidence reinforce on-the-job experience as a primary source of leaders' learning experience. In this clime, the work of school leaders can be conceptualized as practical problem-solving; a type of thinking embedded in activity. A significant part of the learning required for such leaders to further develop their practical problem-solving expertise is usefully concept-

tualized as "situated." Such learning is specific to the context in which it is learned and most likely to be learned in contexts exactly the same as or closely approximating the situations in which it is to be used (Hornby, 2003, Zhang, 2018, Leithwood *et al.*, 2004. "Everyday thinking" or "practical thinking" are terms used to portray the mental processes engaged in, and mental models possessed by experts and experienced school leaders which they apply in the solving of problems. Such thinking "... is embedded in the larger, purposive activities and functions to achieve the goals of those activities" (Mulford, 2003, Nwangi, 2011; Emerole, 2015). This knowledge required for practical problem-solving is "conditioned." It includes information about the conditions and constraints of its use, much of which is tacit (Sternberg and Caruso, 1985) rather than self-sufficient abstract concepts taught in any formal institution (Osiesi *et al.*, 2023).

The contribution of active participation in developing robust, useful knowledge is evident in Brown *et al.* (1989) analogy of concepts as tools. Like tools, concepts can only be fully understood through experience with their use and the refined appreciations (including tacit knowledge) that occur as a result of feedback from such use. Participation with others, especially members of the field of practice who are more expert in some areas (perhaps a more experienced school leader) substantially extends the potential for individual development in school management. For useful, robust, situated knowledge to develop most readily, participation with others in the activities of school leadership and management must occur since the authentic activities that are situated in the social and physical contexts of the school account for problem-solving and must be represented in the knowledge structures stored by the principal. While informal learning and experience are acquired on-the-job, formal learning activities are usually situated outside the school and severed from day-to-day contact with students.

No doubt, the quest for intellectual breakthroughs in education has opened up a whole lot of research areas for examination, scholars have yet to sufficiently diagnose the issue of academic performance and how this is determined by the nature and character of school managers' experience. Research efforts in extant literature have focused primarily on classroom and school factors affecting students' performance. Other researches and theories of learning have treated the issues of academic performance in terms of the student's cognitive capacity, teacher's proficiency, teaching method or even environmental influence. This constitutes a knowledge gap that the present study seeks to cover.

Leadership style and learning outcomes in senior secondary school

Approximately, school management is school leadership. Leadership as it were is a narrower concept that refers to

the characteristic way a leader relates to his subordinates in a working environment; an integral part of which is the decision-making approach (National Teachers' Institute (NTI) Module, PDE, 713, 2019:29). Leadership is a product of interaction within the group and the role is interchangeable with fellowship. Leadership behaviours of managers play a critical role in employee job satisfaction and commitment (Foong and Loke, 2011 in Umar *et al.*, 2017). Leadership is the ability of a manager to influence, motivate, and enable employees to contribute towards achieving organizational success.

According to and Ayeni (2018) and Osiesi *et al.* (2023), educational managers at all levels make decisions in establishing objectives, planning, organizing, directing, and controlling the education process. School administrators cannot administer without making decisions for themselves, their groups, and institutions. The quality of school administrators' decisions is the yardstick of their effectiveness and their values to the schools. Thus, the art and science of decision-making is frequently associated with managerial expertise. Osiesi *et al.* (2023) therefore observed that for decision-making to be effective, a school administrator must frequently make decisions regarding the appropriate steps to take in achieving the stated educational objectives. The following important hints for school administrators in effective decision-making were suggested:

1. Examining as many sides of an issue as possible, leading to many alternatives. The more the alternatives considered before making a decision, the more the likelihood that an appropriate decision would be made;
2. Ensuring a conducive environment for decision-making. That is the right time, place, level of organization and appropriate process;
3. Employing those directly affected by an action in the process of making the decision (participatory or group decision-making);
4. Employing the most effective channels and media in communicating the decision to all those to implement it; and
5. Providing adequate control and direction to ensure effective implementation of the decisions and evaluation of the results and the process.

Ogunniran and Isuku (2019) however clarified that one vital tool available to school planning and administration that aids the school manager in the process of decision making is school records. He explained further that as organizers and administrators of schools, the managers must have sound knowledge of record keeping.

In the school system, various models have been used to analyze different leadership styles so that it will be easy to determine which is most suitable, applicable, and result-oriented. These leadership variants shall be reviewed noting their implications for learning outcomes in senior secondary schools.

The autocratic variant

In this pattern of leadership, members of the management led by the school principal determine all policies, techniques, functions and goals to be pursued and even set out strategies to achieve them. Such management makes little or no room whatsoever for suggestions by students and other stakeholders. Evidence from studies has indicated that this style of school management is negative since it makes no room for suggestions and innovative approaches to tackling learner's related issues. Since the management must be pleased by learners, learners do not see hard work and academic diligence as a clarion call but as a thing that must be done to make the leaders happy. Hence, learners become very serious with their studies whenever the leader or members of the management team are on ground but disengage from studies the moment they are away. The result is usually poor academic output for the learners.

Students from such schools where this pattern of administration is on course will ordinarily be very serious with academic activities during school hours especially when the surrogates of the management are on ground but will be lazy about or even abandon their books out rightly the moment they are off the school scene. They become good learners in school but nonchalant students outside school. The result of this in such certificate examinations is only imagined rather than felt.

The democratic variant

This for us is the direct opposite of the autocratic model in school management. It must be noted here that a school is a bureaucratic organization that must expressly display the fundamental resemblance of such an organization especially as pontificated by Max Weber. Management of high schools using this model makes room for suggestions, discussions, criticisms etc from both learners and other stakeholders. Here force is not used as all learners see the need for active participation in achieving the overall goal of the school system. Whether the management is on ground or not, it does not necessarily influence the input of the learners or other stakeholders. Decision-making on how to excel in learning is jointly carried out by all players. Thus, success or failure is seen by all parties as their primary responsibility and a thing to be jointly prosecuted.

The Laissez faire variant

Another style of management that exists in some schools today is the laissez faire approach. Arguably, the problem of poor learning outcomes recurrent in many schools in the study area is closely hinged to this style of management. Here the leader has an idea of the goal to be achieved but does little or nothing toward the achievement of the goal.

Such a management team lacks the internal will power to engineer the needed outcomes which they at least have an idea of. They can issue goal-oriented procedures and instructions but thereafter remain passive and unconcerned about the performance of the task and the overall goal which gave rise to the initial instructions issued.

Task-oriented and people-oriented variant

This model does not really appear in most extant leadership literature. This model distinguishes between consideration for the task and concern for the people (NTI Module, PDE 713:29, 2019). The task-oriented model places emphasis on the task and resultant goal to be achieved with good human relations becoming merely incidental. In the people-oriented model, attention is given to the needs of the people with production and results being incidental. The target here is to keep the learners happy with the management as such whatever will make the learners go the extra mile in pursuit of success is diplomatically and tactically avoided. Here, academic diligence is exchanged for shortcuts. Learners are made to believe that there is always another way to academic success. Little wonder such schools engage in massive examination malpractices and become certified centres for 'miracle results' since the learner must remain happy in the school system whether or not he worked hard for it. Other scholars prefer to classify these management styles as idiographic, nomothetic and transactional leadership styles. The nomenclature notwithstanding, each variant has implications for learning outcomes in senior secondary school.

Accordingly, Kapur (2018), Ayeni (2018) and Ogunniran and Isuku, (2019) argued that the style of management and the skill of classroom teachers are some of the important factors that influence students' academic performance. According to them, the principal, teachers and the administrative staff members of the school are vested with the authority to implement the managerial functions of planning, organizing, controlling, and directing the activities. The principal primarily has the right to make decisions. The decisions can be made either at one's own discretion or they may consult others and seek ideas and suggestions from teachers and other staff members of the school. The major role of leadership aspects in influencing the academic outcomes of the students is based upon the administration and management of the school. When there are proper rules, policies and management is put into practice in an appropriate manner, then there will be improvement in the academic performance of the students. Aside from the foregoing, Mascall *et al.* (2008) observed that different forms of leadership are described in the literature using adjectives such as "instructional," "participative," "democratic," "transformational," "moral," "strategic" and the like. These labels primarily capture

different stylistic or methodological approaches to accomplishing the same two essential objectives critical to any organization's effectiveness: helping the organization set a defensible set of directions and influencing members to move in those directions.

Theoretical framework

This study adopted the theory of Planned Behaviour (TBA) and the theory of Reasoned Action (TRA) as its theoretical framework of analysis to cover basic variables in the study questions especially those that concern the composite and relative influence of school management on learning outcome. The use of this theoretical framework is mainly to cover such educational issues that depart from mere description to such analysis that meets both practical and scientific standards. The theory of planned behaviour (TPB), deriving from the theory of multi-attribute attitude (TMA) and theory of reasoned action (TRA), is a socio-psychological theory that explains the behavioural decision-making processes of human beings. It aims to understand and predict the behaviour of individuals, advocating that the successful completion of human behaviours are mainly controlled by individual will (Ajzen and Fishbein, 1980, Ajzen, 1991). The theory seeks to suggest that learning outcomes is primarily determined by the will of the individual learner rather than any set of external stimuli as much as this has its influence. Related to this, TRA argues that the behaviour intention of individuals is determined by two factors of attitude and subjective norm, in which the subjective norm is influenced by normative beliefs in the society and the attitude can be divided into positive or negative aspects.

This theory is traced to Ajzen (1991) and Ajzen and Fishbein (1980). They held that human behaviour is more often affected by the factors of external and objective circumstances rather than completely controlled by the individual will. In order to add the power in prediction and explanation of TRA on human behaviour, Ajzen (1991) and Marcoux and Shope (1997) added the variable of perceived behavioural control besides subjective norm and attitude and extended and revised the structure of TRA (Figure 1).

The theory of planned behaviour (TPB and TRA) is a full-fledged socio-psychological theory and has been widely used in the fields of management and many studies related to education have used it as a framework for learning principals' beliefs about the inclusion of students and their management intentions to promote diversity (Landeck, 2006 in Oghu, 2017; Ayeni, 2018). The TPB was considered a practical theoretical framework for this study because empirical data support the effectiveness of TPB in explaining and predicting a variety of human behaviours. TRA suggests that individual behaviour is propelled by behavioural intentions that stem from individual attitudes toward the behaviour and one's subjective norms (Ajzen

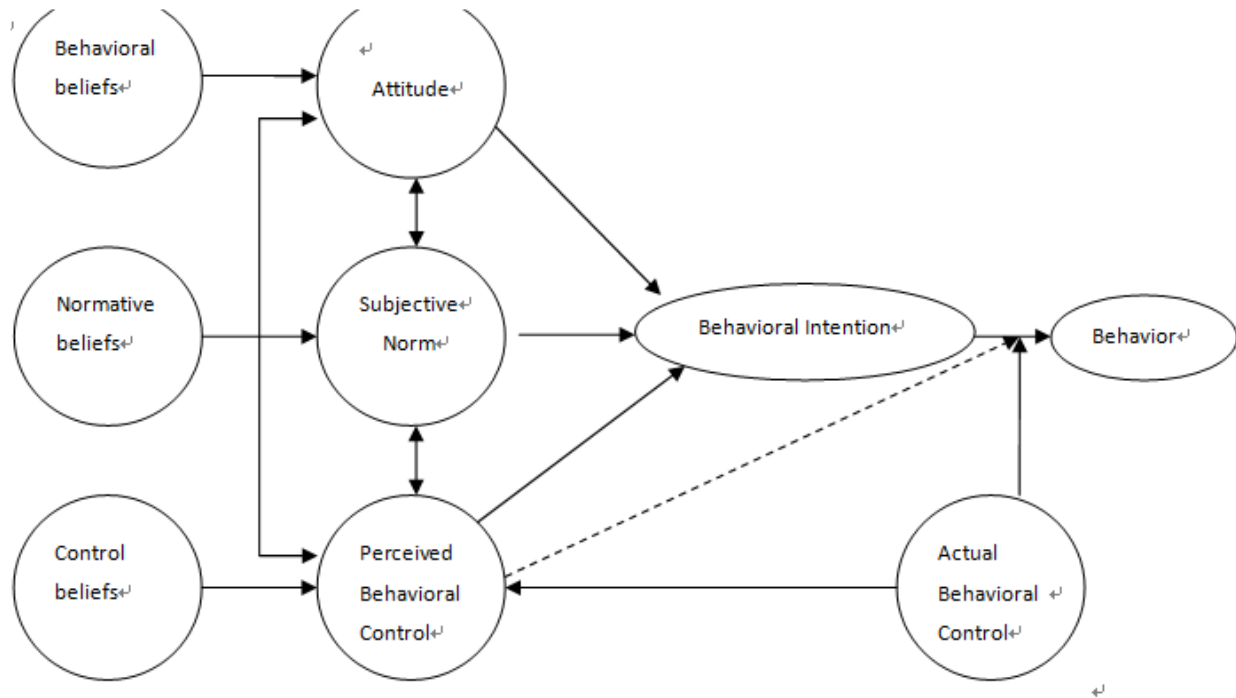


Figure 1. Revised Model of the Theory of Planned Behavior (Ajzen, 1991).

and Fishbein, 1980; Fishbein and Ajzen, 1991). Put simply, the learning outcome is determined by the will and attitude of the individual towards the expected subjective norm. Attitudes are ascertained by assessing the beliefs about the consequences of behaviour and whether the individual would repeat an act knowing the potential consequences (Ajzen and Fishbein, 1980). A subjective norm is the perception of other people's opinions about whether the behaviour should or should not be performed (Ajzen and Fishbein, 1980).

Accordingly, behavioural performance is limited by factors such as lack of opportunity or skill or is contingent on the support of others. Perceived control explains an individual's sense of having the ability and resources to perform a behaviour before a plan of action is formed (Ajzen, 1991). However, individuals may differ in their perceptions of control as influenced by the locus of control. According to Rotter (1966), a person with an internal locus of control determines the outcomes that affect his or her behaviour, while a person with an external locus of control feels that outcomes are determined by factors that are external to him or herself. Thus, Ajzen (1991) suggested situation-specific perceived control as a more precise determinant of a particular behaviour than more generalized perceived control measures such as locus of control. Thus, the TPB indirectly accounts for the effect of past behavioural performance on the level of efficacy one feels over future behaviours. Thus, the stronger the intention to have a positive learning outcome, the more likely a positive learning outcome would occur (Ayeni, 2018).

Therefore, to predict a student's positive learning outcome, an understanding of his intention to succeed is necessary. To this end, an individual's behaviour in a particular situation, an understanding of the individual's intentions and perceived behaviour control is necessary. Hence, using the TPB, management's intentions to develop and sustain a school climate that supports teachers' expectations and expected outcomes in learners, approaches must be coupled with his or her perceived behaviour control. The value of TPB in this study rests on the theoretical framing of intentions and perceived behaviour control as initial concepts to understand in order to appreciate the possible impact of management on the academic achievement of learners. Educational researchers have applied TPB to the attitudinal disposition of management and the impact of such attitude on their actions and performances in their schools (Kane *et al.*, 2002 in Oghu, 2017; Ekundayo, 2010; Osiesi *et al.*, 2023). As it applies to this study, the TPB relates to the reason management of high schools in Nigeria and Ibadan South West in particular work to sustain students' failure on the SSCE in relation to the perceptions of others who work to improve their overall performance in such examinations and other domains of learning. This disposition has a direct relationship with the planned behaviour of the learners which invariably determines their learning outcome. The foregoing provides a strong theoretical base for explaining the importance the management of senior secondary schools in Nigeria places on learning and its role in determining learning outcomes in general. Learners' performance in the SSCE remains one of the principal

measures of determining the academic achievement of learners (attitudes) with respect to their locus of control (perceived behaviour control) to influence the total academic climate that supports teachers' and societal expectations.

RESULTS AND DISCUSSION

The results of the study as presented in Tables 1, 2 and 3 show that school management has a composite effect on secondary school students' academic performance but this effect is not significant ($p > 0.05$). To test this hypothesis, multiple regression was adopted to analyze the data generated from the survey instrument used for the study. Thus, the result shows that there is a positive composite contribution that school management makes to the academic performance of senior secondary school students but this contribution is not significant. One indeed (independent variable) influences the other (dependent variable) but the degree of influence is not noticeable. Ordinarily, when the level of managerial competence increases, students' academic performance is supposed to increase alongside but the finding in this research as presented in the study tables does not support this trend. The finding in Tables 2 and 3 indicates that the competence of school managers as expressed in their ability and readiness to do what is required of them well and the application of strategies employed by them to improve students' academic performance does not directly translate to improved learning outcomes. Management's transformational leadership competence has a significant indirect effect on teachers' classroom practices expressed in teachers' motivation does not have a corresponding effect on students' academic achievement gains. Further to this, Croninger and Lee (2001), Zepeda (2004), Lamb (2007), Orodho and Waweru (2014), World Bank (2008) cited in Nzoka and Orodho (2014) and Ogunniran and Isuku (2019) in their separate studies have shown that the application of leadership strategies pointing to the competence of school managers usually have mixed and contrasting range of results in the learner. The above studies confirm the finding of this present research that though the competence of school managers influences learning outcomes positively, the level of influence is not significant or obviously pronounced.

Studies on the influence of competence, leadership style and experience of school managers and learner accomplishments in senior secondary school all suggest that a successful educational system depends to a great extent on the nature and dynamism of the school management (Marzano *et al.*, 2004; Ekundayo, 2010; Ayeni, 2018). Related to this, is the usual connection between higher socio-economic level and greater academic achievement. We do not have a problem accepting this viewpoint, but when many students in a fairly affluent region are failing terminal tests in large

numbers, the source of the problem likely lies within the school. As such, the experience, competency, support for effective professional development, and good judgment of members of the school management especially the Principal are called into question.

In this regard, Ayeni (2018) has argued that the actions of school management are said to have a direct relationship with the academic climate of an educational institution. In relation to the student which is the central thrust of this study, management styles may have a direct influence on teacher performance. Conchie (2013) in his study demonstrated a correlation between employee behaviour and transformational leadership. He observed that employees who had trusting relations with their leaders were more readily motivated and performed well. George *et al.* (2017) and Osiesi *et al.* (2023) on the other hand, found the same to be true. According to them, employees who had dysfunctional leaders experienced poor engagement, poor job satisfaction, and burnout. Other researches have showed a link between teacher efficacy and students' achievement in such a way that suggests greater efficacy leads to greater effort and persistence, and, therefore, greater success (Croninger and Lee, 2001; Zepeda, 2004; Lamb, 2007; Orodho and Waweru, 2014).

Again, previous studies have held that the product of knowledge and skill acquired over a period of time by passing through it, seeing it and doing it as possessed by a management team (experience) rather than mere study is relevant in determining the overall outcome of learning. As Nikolaros (2015) and Ayeni (2018) noted, management team members must possess previous and even contemporary experience. Their experience brought to bear also provides some forms of internal strength, instills discipline checks and balances to the entire school system. Therefore, experienced team members are sources of sound, valid, and reliable operation for principals. Their experience brought to bear also provides some forms of internal strength, instills discipline checks and balances to the entire school system. Experience provides education managers with knowledge in curriculum and instruction development and operation, day-to-day operations, and legality on issues related to school management and implementation. The finding of this study agrees with the foregoing assertion but how this translates to poor or improved academic performance on the part of senior school students is unfounded. Walker *et al.* (1994) further noted that the literature is empirically silent on whether learning outcomes were better prior to 1960 when only experienced principals were engaged than now when it is not the sole basis.

Hence, the argument in the foregoing can be summarized thus: students learning outcome is tied to the teacher's efficacy and the teacher's efficacy is a direct function of the style and efficacy of the management (George *et al.*, 2017; Ayeni, 2018; Osiesi *et al.*, 2023). Hence, the nature of school management, experience and

Table 1. Model summary.

Model	R	R square	Adjusted R square	Std. error of the estimate
1	0.133 ^a	0.018	-0.009	4.13500

Variables Entered/ Removed.

Table 2. Dependent variable: Students learning outcomes (ANOVA)

Model	Sum of Square	Df	Mean Square	F.	Sig
Regression	44.557	4	11.139	0.651	0.627 ^b
Residual	2479.237	145	17.098		
Total	2523.793	149			

b. Predictors: (constant), Competence of school managers, Experience of school managers and school managers leadership style. Significant at the level of $p=0.05$.

Table 3. Dependent variable: Students learning outcome

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std error	beta		
Constant	20.764	4.954		4.192	0.000
Competence of school managers	0.105	0.250	0.045	0.423	0.673
Experience of school managers	0.130	0.285	0.041	456	0.649
School managers leadership style	0.099	0.282	0.042	351	0.726

competence are strong predictors of the manner learning outcomes is manifested in the school. This, in our opinion, is necessary to help gauge the effort of successive governments in improving academic performance in senior secondary schools. In school leadership studies, the general consensus however, is that successful schools have good leaders even though it has been notoriously difficult to construct an account of school leadership, grounded in everyday practice that goes beyond some generic heuristics for suggested practices" (Spillane *et al.*, 2004, Ogunniran and Isuku, 2019).

What is clear from extant evidence scattered in the literature (Orodho and Waweru, 2014; Orodho and Waweru, 2014 cited in Nzoka and Orodho, 2014; Ogunniran and Isuku, 2019; Osiesi *et al.*, 2023) and from the results presented in the tables especially, Tables 2 and 3, is that, educational management in secondary schools involves the application of management principles, competence and style in designing, developing and effecting resources towards the achievement of educational goals (Okumbe, 2001). This effectiveness according to González (2008) is judged by the extent to which schools generally meet the expectations of the society within which they are established. Schools in this context do not mean the four walls or physical structures but the products of the entire education process (the learner) where Ibadan South West Local Government is located.

Conclusion

The study revealed that the competence and experience of school managers have a direct impact on the academic performance of learners. Accordingly, the study averred that the competence of school managers is capable of influencing academic performance in senior secondary school students but its contribution is not significant ($B = 0.05$, $T = 0.42$, $p > 0.05$). Results from the study showed that the experience of school managers and students' academic performance has a direct positive relationship but this relationship is not significant ($B = 0.04$, $T = 0.46$, $p < 0.05$). The study also found that there is a direct positive relationship between the style of management and the academic performance of senior secondary school students. It showed that management style is capable of influencing academic performance but not significantly ($B = 0.04$, $T = 0.35$, $P > 0.05$). Thus, it is no gain saying of the fact that the product of knowledge and skill acquired over a period of time by passing through it, seeing it and doing it rather than mere study is relevant in determining the overall academic performance of learners in senior secondary school. This no doubt, is closely related to the managers' ability and readiness to do what is required of them well.

Recommendations

Based on the findings of the present research, the

following recommendations are made:

1. Efforts must be made by stakeholders in education to build the competence and experience of those who manage secondary schools and this must be given a place in our school system. This will involve sharpening their skills through seminars, symposia, workshops, and conferences, and sharpening their intellect to deal with issues that threaten the high performance of secondary school students on a daily basis, etc.
2. Since improved academic performance is the ultimate objective of the teaching-learning process and this lies largely within the domain of the learner, all stakeholders must engage in continuous value reorientation
3. The current undue emphasis on paper qualification and school certification where students carry bogus grades and certificates they never worked for and cannot defend should be reconsidered and campaigned against. This will pave the way for learners' diligence, self-discipline, hard work, and a studious attitude among learners. As long as this paradigm shift is not achieved, there are fears that learning outcomes will continue to be on the decline.

CONFLICT OF INTEREST

The authors declare that they have no conflict of interest.

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