

**Principal Management Styles and Instructional Materials as Determinants of Academic Achievements in Civic Education among Secondary School Students in Oyo State, Nigeria**

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Faculty of Education, Lead City University, Ibadan, Oyo State, Nigeria**

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### **Certification**

This is to certify that **Esther Titilayo OGIDIOLU** with the matriculation number **LCU/PG/002538** carried out this research work titled: **Principal Management Style and Instructional Materials as Determinants of Academic Achievements in Civic Education Among Secondary School Students in Oyo State, Nigeria** in the Department of Arts and Social Sciences Education, Faculty of Education, Lead City University, Ibadan, Nigeria for the award of Doctor of Philosophy Degree (PhD) in Educational Management and this has not been previously submitted.

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## **Dedication**

This work is dedicated to God Almighty and my supportive family.

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‘Even though the above-mentioned institution and persons have assisted in correction of this research work, I alone stand responsible for errors, if any, found in the work’

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## Abstract

This study investigated Principal's Management Styles and Instructional Materials as determinants of academic achievements in civic education among Public Secondary School Students in Oyo State. The research was purposely carried out to investigate the cause for student's failure in civic education at secondary school level. The gap was the dearth of study on joint influence of Principal's Management Styles and Instructional Materials on academic achievements in civic education. Different types of leadership styles were measured as well as availability and utilization of instructional materials. The transformational leadership theory, social learning theory and self-determination theory were theories used to guide the study. The research considered the variable scope of the study- independent variables (Principal Management Styles and Instructional materials) and dependent variables (Student academic achievement in civic education). Three research questions and two hypotheses were formulated. Descriptive survey research was adopted. Population of the study comprised 625 principals, 1250 civic teachers, and 1,656 civic education students in all secondary schools in Oyo State. The sample size used are systematic sampling technique and enumeration technique (33 local governments, 276 schools, 276 principals, 552 civic education teachers, and 1,656 civic education students. Two self-constructed questionnaires- Principals' Management Styles Questionnaire and Instructional Materials Questionnaire with Student Academic Achievement in Civic Education Test were used. Data collected were analysed using descriptive and inferential. Results showed that autocratic style ( $\bar{x} = 4.69$ ), democratic style ( $\bar{x} = 4.36$ ) and Laissez-fair style ( $\bar{x} = 4.34$ ) are good; availability and utilization of instructional materials in civic education ( $\bar{x} = 3.28$ ) is moderate. Results showed low level of students' academic achievement in civic education (13.63% Very low, 27.19% Low, 28.47% Good, 29.1% Very Good). However, Autocratic Style (Beta = - 1.667; t = - 7.525), Democratic Style (Beta = 2.563; t = 6.667), Laissez-faire Style (Beta = 1.045; t = 3.036) and alignment with learning objectives of instructional materials (Beta = - 1.218; t = - 4.095), engagement and interactivity (Beta = - 0.913; t = - 2.497) clarify and organization (Beta = 0.614; t = 4.178) had significant negative determinant on students' academic achievement in civic education. The study revealed that Autocratic style negatively impacted academic achievement. Democratic style positively influenced academic achievement. Laissez-faire style had a positive, though lesser, impact. Instructional materials alignment with learning objective, engagement, interactivity, clarity, and organization significantly affected academic achievement. The results also showed that majority of the school principals and teachers are well advanced in age, experienced, married and have basic required bachelor's degree. It was concluded that Oyo State public secondary schools are managed by more female principals. Availability and utilization of instructional materials reveal both strengths and areas for improvement. On students' academic achievements, a notable proportion falls within the "Very low" categories. It was recommended among others that principals showed enhance management styles and instructional materials utilization and enhance their management styles to improve student academic achievement in civic education. The findings of this study had also provided useful information that could be used by the government and ministry of education.

**Keywords:** Principals' Management Styles, Instructional Materials, Student Academic Achievement, Alignment with Learning Objectives.

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## **Chapter One**

### **Introduction**

#### **1.1 Background to the Study**

Education plays a crucial role in the development of individuals and societies. In Nigeria, like many other countries, secondary education serves as a critical stage in shaping students' academic performance and preparing them for future endeavours. Civic Education, in particular, holds significant importance as it aims to cultivate responsible and informed citizens who actively participate in democratic processes and contribute to the welfare of their communities.

In recent years, the educational landscape in Nigeria has undergone several reforms to improve the quality of education and enhance students' academic achievements<sup>1</sup>. However, despite these efforts, academic performance in civic education remains a concern. Multiple factors can influence students' academic achievements, and two vital determinants that warrant investigation are the management style of principals and the availability and utilization of instructional materials<sup>2</sup>.

The role of the principal in a secondary school is pivotal, as they are responsible for providing effective leadership and creating a conducive learning environment<sup>3</sup>. The management style adopted by principals can significantly impact various aspects of school functioning, including teacher motivation, student discipline, curriculum implementation, and overall academic performance. Different management styles, such as autocratic, democratic, laissez-faire, and transformational, have distinct effects on teacher-student interactions and instructional practices, ultimately influencing students' academic achievements<sup>4,5</sup>. Also,

instructional materials encompass a wide range of resources used to support teaching and learning processes. These materials include textbooks, audio-visual aids, technological tools, and other supplementary resources. Effective utilization of instructional materials can enhance students' understanding, engagement, and retention of subject matter<sup>6</sup>. In the subject of civic education, appropriate instructional materials that reflect the local context, culture, and democratic values can provide students with practical and experiential learning opportunities, thus fostering a deeper understanding of civic concepts and democratic principles.

Principal management styles refer to the various approaches and strategies adopted by school principals in their leadership and management practices<sup>7</sup>. These styles encompass a range of behaviours, attitudes, and decision-making processes that principals employ to create a conducive learning environment, support teachers, and enhance student outcomes. Different management styles can have distinct effects on school climate, teacher morale, student discipline, curriculum implementation, and overall academic performance. Five common principal management styles include autocratic, democratic, laissez-faire, transformational, and instructional leadership<sup>8,9</sup>.

The autocratic management style is characterized by a hierarchical and top-down approach, where the principal exercises strict control and decision-making authority<sup>10</sup>. In this style, the principal often makes decisions independently, without consulting teachers or other stakeholders. While this style can provide clarity and efficiency in decision-making, it may lead to limited teacher autonomy, decreased teacher morale, and a lack of collaboration and shared decision-making among staff. The democratic management style emphasizes participatory decision-making and collaboration among school staff<sup>11,12</sup>. Principals adopting this style actively involve teachers and other stakeholders in the decision-making process, seeking their input and valuing their perspectives. This approach fosters a sense of ownership,

autonomy, and teamwork among teachers, resulting in increased teacher morale and a positive school climate. Students may also benefit from increased engagement and participation in school activities. However, implementing a democratic management style requires effective communication, consensus-building skills, and time for collaborative decision-making<sup>13</sup>.

The laissez-faire management style is characterized by a hands-off approach, where the principal provides minimal guidance and intervention<sup>14</sup>. Principals who adopt this style delegate responsibilities to teachers and allow them significant autonomy in decision-making and instructional practices. While this approach can empower teachers and promote creativity, it may also result in inconsistent practices, lack of accountability, and reduced instructional coherence across classrooms. A lack of clear direction and support from the principal may lead to a decline in overall academic performance and student outcomes<sup>15</sup>. It is important to note that principal management styles may not be rigid or exclusive to a single style. Principals may adopt a combination of styles based on the specific context, challenges, and needs of their school community<sup>16</sup>. Effective principals are flexible and adaptable, utilizing different styles as appropriate to promote a positive school climate, enhance teacher effectiveness, and ultimately improve academic achievements among students<sup>17,18</sup>.

Decision-making authority is a critical aspect of principal management styles and refers to the extent to which principals hold the power and autonomy to make decisions that impact the school and its stakeholders<sup>19,20</sup>. It reflects the level of involvement of teachers, staff, and other stakeholders in the decision-making process. The degree of decision-making authority can vary across different management styles, ranging from autocratic to democratic. In an autocratic management style, principals retain the majority of decision-making authority. On the other hand, a democratic management style emphasizes shared decision-making and collaboration<sup>21</sup>. Principals who adopt this style actively involve teachers, staff,

and other stakeholders in the decision-making process. They seek input, consider different viewpoints, and encourage open dialogue to reach consensus on important matters.

Teacher empowerment is a key aspect of principal management styles that pertains to the level of autonomy, authority, and support given to teachers in their professional roles. It reflects the degree to which principals delegate responsibilities, encourage teacher input, and foster a sense of ownership and decision-making among educators<sup>22</sup>. By empowering teachers, principals recognize the expertise, dedication, and potential of educators as key contributors to the school's success. Teacher empowerment enables a collaborative and supportive environment, where teachers can thrive, grow, and make a meaningful impact on student learning<sup>23</sup>. Principals who adopt management styles that prioritize teacher empowerment are more likely to foster a positive and professional school culture, enhance teacher retention, and create an environment conducive to continuous improvement and educational excellence<sup>24</sup>.

Instructional materials are also an essential component of effective teaching and learning, and their availability and utilization are influenced by the management style of principals. Instructional materials encompass a wide range of resources, including textbooks, audio-visual aids, technological tools, and supplementary materials, that support and enhance the instructional process<sup>25</sup>. The management style of principals can impact the selection, procurement, distribution, and utilization of instructional materials within the school<sup>26</sup>. In an autocratic management style, principals may exert significant control over the selection and utilization of instructional materials. A democratic management style encourages collaborative decision-making and teacher involvement in the selection and utilization of instructional materials<sup>27</sup>. Principals who adopt this style recognize the importance of considering teachers' expertise, perspectives, and pedagogical needs. Also, in a laissez-faire management style, principals may delegate the responsibility of selecting and utilizing

instructional materials to teacher<sup>28</sup>. Teachers are given autonomy to choose materials that align with their teaching philosophies, student needs, and curriculum objectives.

The alignment of instructional materials with learning objectives is a crucial consideration for principals in managing their schools. Instructional materials should be carefully selected and aligned with the intended learning outcomes and curriculum goals. The management style of principals plays a significant role in ensuring the alignment of instructional materials with these objectives. An autocratic management style used by principals, make decisions about instructional materials independently, potentially overlooking the need for alignment with learning objectives<sup>21</sup>. They may prioritize their personal preferences or choose materials based on factors other than their direct relevance to the curriculum. While a democratic management style promotes collaboration and shared decision-making, allowing teachers and other stakeholders to contribute their expertise and perspectives in the selection and alignment of instructional materials<sup>29</sup>. However, in a laissez-faire management style, principals may delegate the responsibility of choosing and aligning instructional materials to teachers<sup>30</sup>. This approach can offer teachers the flexibility to select materials that best align with their teaching practices and the intended learning outcomes. However, it is important for principals to provide support and guidance to ensure that teachers have a clear understanding of the curriculum objectives and select materials that are closely aligned with those objectives.

By ensuring the alignment of instructional materials with learning objectives, principals create an environment that supports effective teaching and learning. When instructional materials are closely aligned with the intended outcomes, they can provide students with the necessary knowledge, skills, and understanding to achieve academic success. Principals who prioritize the alignment of instructional materials as part of their

management style can positively impact student learning outcomes, curriculum implementation, and overall educational quality within their schools.

Engagement and interactivity are another essential aspect of effective instructional materials, and principals play a vital role in promoting these elements within their schools. The management style of principals can influence the level of engagement and interactivity provided by instructional materials, which in turn impacts student motivation, participation, and learning outcomes. In an autocratic management style, principals may prioritize instructional materials that emphasize passive learning or rote memorization. These materials may lack interactivity and fail to actively engage students in the learning process. The focus may be on traditional textbooks or lecture-based approaches, limiting opportunities for hands-on activities, group discussions, or interactive learning experiences<sup>31,32</sup>.

In a democratic management style, principals recognize the importance of engaging and interactive instructional materials<sup>33</sup>. They encourage the use of materials that foster active student participation, critical thinking, and collaborative learning. These materials may include multimedia resources, simulations, project-based activities, and technology-enhanced tools that promote engagement and interactivity. Democratic principals actively involve teachers and students in the selection and design of instructional materials to ensure they meet the diverse needs and interests of learners<sup>34</sup>. On the other hand, laissez-faire management style allows teachers to have autonomy in selecting instructional materials that promote engagement and interactivity. Teachers may have the freedom to choose materials that incorporate various interactive elements, such as hands-on experiments, group projects, online discussions, or real-world applications. However, it is important for principals to provide guidance and resources to support teachers in selecting materials that effectively engage students and align with the curriculum objectives.

The management style of principals can influence the clarity and organization of instructional materials, which directly impact the ease of understanding, accessibility, and usability of the materials. For instance, in an autocratic management style, principals may prioritize instructional materials that align with their own preferences or instructional approach, potentially overlooking the need for clarity and organization. This approach may result in materials that lack clear explanations, logical sequencing, or a user-friendly layout<sup>25</sup>. Autocratic principals may make decisions about the organization and presentation of materials without considering the perspectives and needs of teachers and students, which can hinder comprehension and engagement.

A democratic management style promotes collaboration and shared decision-making, including the organization and presentation of instructional materials. Principals who adopt this style actively involve teachers in the design and evaluation of materials to ensure clarity and organization. They recognize the importance of providing materials that are structured in a coherent and logical manner, with clear objectives, instructions, and explanations. This collaborative approach fosters materials that are accessible and user-friendly, enhancing understanding and facilitating effective teaching and learning. In a laissez-faire management style, principals may delegate the responsibility of organizing instructional materials to teachers<sup>29</sup>. While this approach can allow for flexibility and personalization, it is crucial for principals to provide support and guidance to ensure that materials maintain clarity and organization. Principals can establish guidelines, offer resources, and facilitate professional development opportunities to assist teachers in structuring materials effectively and aligning them with the curriculum goals<sup>36</sup>.

Academic achievement refers to the level of success attained by students in their educational pursuits<sup>1</sup>. It is a measurable outcome that indicates the extent to which students have met specific learning objectives, demonstrated knowledge and skills, and performed

academically in various assessments, tests, examinations, or other indicators of academic progress. Academic achievement is often measured through quantitative assessments, such as standardized tests, quizzes, exams, and assignments, which provide an objective evaluation of students' understanding and mastery of the subject matter<sup>2</sup>. It can encompass different dimensions, including subject-specific knowledge, critical thinking skills, problem-solving abilities, and overall academic performance.

The measurement of academic achievement can vary across educational systems, institutions, and subject areas. It may involve grading systems, scoring rubrics, percentile ranks, or other methods of evaluating student performance and comparing it to predetermined standards or benchmarks. Academic achievement serves as a vital indicator of students' educational progress and can have implications for future educational opportunities, career pathways, and personal development<sup>31</sup>. It reflects the effectiveness of teaching and learning processes, the quality of educational resources and materials, and the level of support and engagement provided to students. It is important to note that academic achievement is not solely determined by intellectual ability or innate talent. Factors such as student motivation, study habits, parental support, teacher effectiveness, instructional methods, and the learning environment can all influence academic achievement<sup>37,38</sup>.

Civic education is one of the four compulsory subjects in the West African Senior School Certificate Examination. Civic education, also known as citizenship education or civics, is a crucial component of the educational curriculum aimed at preparing individuals to be informed, engaged, and responsible members of their communities and societies. It equips students with the knowledge, skills, and values needed to participate actively in democratic processes, contribute to the betterment of society, and uphold the principles of justice, equality, and civic responsibility.

Civic education is crucial for maintaining and strengthening democratic societies<sup>4</sup>. It empowers individuals to be active participants in their government, exercise their rights and responsibilities, and contribute to the shaping of public policies. Civic education cultivates a sense of belonging and shared identity, fostering a united and cohesive society that values diversity and respects differing viewpoints. Effective civic education is closely tied to the quality of instructional materials, teaching practices, and school leadership.

Civic education goes beyond the classroom to shape the foundation of a just and participatory society. It nurtures a sense of social responsibility and empowers individuals to advocate for positive change, challenge inequities, and contribute to the well-being of their communities<sup>39,40</sup>. By instilling democratic values and fostering a sense of agency, civic education plays a pivotal role in promoting a thriving civil society. Students learn about constitutional principles, individual freedoms, and the rule of law. They also explore the obligations that come with these rights, such as respecting others' rights, participating in community initiatives, and adhering to legal and ethical standards.

Critical media literacy is another crucial dimension of civic education. In an era of rapid information dissemination, students must learn how to navigate a complex media landscape, discern credible sources, and critically analyse information. Civic education extends its reach to fostering a sense of global citizenship. In an increasingly interconnected world, students are encouraged to recognize their role as members of both local and global communities. They explore global challenges such as climate change, human rights, and poverty, understanding that their actions can have far-reaching consequences beyond national borders.

In a rapidly changing world, civic education equips individuals with the skills and knowledge to navigate complex societal issues and actively participate in shaping their future<sup>42</sup>. It empowers them to critically assess information, collaborate across differences, and

advocate for justice and equality. Ultimately, civic education is a cornerstone of informed, engaged, and responsible citizenship that contributes to the betterment of society as a whole.

Research shows that students don't normally perform well in civic education as expected; probably this is as a result of principal leadership styles or unavailability of instructional materials or utilization of instructional materials in schools. It was observed that some public school students in Oyo State did not perform well in civic education, if this persists, then the future of this country is in jeopardy simply because, it is one of the subjects that taught students about norms and culture of our land and if this is happening in Oyo state, definitely it may be the same result from other states in the country.

## **1.2 Statement of the Problem**

Despite efforts to improve the quality of civic education in secondary schools in Oyo State, Nigeria, academic achievement in this subject remains a concern. Multiple factors can contribute to this issue, but two key determinants that require investigation are the management style of principals and the availability and utilization of instructional materials. Understanding the relationship between these factors and academic achievement in civic education is crucial for enhancing educational practices and promoting active citizenship among secondary school students in Oyo State. The management style adopted by principals can significantly impact various aspects of school functioning, including teaching and learning processes. Different management styles, such as autocratic, democratic, laissez-faire, and transformational, have varying effects on teacher-student interactions, instructional practices, and overall academic performance<sup>45</sup>. However, the specific influence of principal management styles on academic achievements in civic education in Oyo State remains unclear.

Instructional materials play a vital role in supporting teaching and learning processes. The availability and utilization of high-quality instructional materials that align with the curriculum objectives are crucial for enhancing students' understanding, engagement, and retention of civic education concepts<sup>46</sup>. However, the extent to which instructional materials are effectively utilized in civic education classrooms and their impact on students' academic achievements in Oyo State remain understudied. Understanding the relationship between instructional materials and academic achievements can inform strategies to improve the selection, development, and implementation of materials in civic education classrooms. Thus, the problem at hand is the need to investigate how principal management styles and the availability and utilization of instructional materials influence academic achievements in civic education among secondary school students in Oyo State, Nigeria.

### **1.3 Aim and Objectives of the Study**

The aim of this study was to investigate the impact of principal management style and the availability and utilization of instructional materials on academic achievements in civic education among secondary school students in Oyo State, Nigeria. The objectives were to;

- i. examine the different principal management styles prevalent in secondary schools in Oyo State;
- ii. investigate the availability and utilization of instructional materials in civic education classrooms in secondary schools in Oyo State;
- iii. examine the level of student academic achievements in civic education among secondary school in Oyo State, Nigeria;
- iv. ascertain the significant joint contribution of principal management styles (autocratic management style, democratic management style, laissez-faire management style), instructional materials (alignment with learning objectives, engagement, interactivity,

clarity, organization) on academic achievements in Civic Education among secondary school students in Oyo State, Nigeria;

- v. determine the significant relative influence of principal management styles (autocratic management style, democratic management style and laissez-faire management style) and instructional materials (Alignment with learning objectives, engagement, interactivity, clarity organization) on academic achievements in Civic Education among secondary school students in Oyo State, Nigeria.

#### **1.4 Research Questions**

Based on the stated objectives, the following research questions were answered in this study:

1. What are the management styles that principals adopt in public secondary schools in Oyo State, Nigeria?
2. What is the level of availability and utilization of instructional materials in civic education classrooms in secondary schools in Oyo State?
3. What is the level of student's academic achievement in civic education among secondary school in Oyo State, Nigeria?

#### **1.5 Hypotheses**

The hypotheses stated below were tested at 0.05 level of significance:

**H<sub>01</sub>:** There will be no significant joint contribution of principal management style (autocratic management style, democratic management style, laissez-faire management style) and instructional materials (alignment with learning objectives, engagement, interactivity, and clarity organization) on academic achievements in Civic Education among secondary school students in Oyo State, Nigeria.

**H<sub>02</sub>:** There will be no significant relative influence of principal management style (autocratic management style, democratic management style, laissez-faire

management style) and instructional materials (alignment with learning objectives, engagement and interactivity, clarity organization) on academic achievements in Civic Education among secondary school students in Oyo State, Nigeria.

## **1.6 Significant of the Study**

The significance of this study lies in its potential to contribute valuable insights and recommendations to educational stakeholders, policymakers, school administrators, teachers, and curriculum developers in Oyo State, Nigeria, and beyond. The findings of this study hold several key implications:

By examining the impact of principal management style and instructional materials on academic achievements in civic education, this study fills a crucial research gap in the Nigerian educational context. It sheds light on the specific factors that contribute to the current state of academic achievements in civic education, providing a deeper understanding of the role played by principals and instructional materials in shaping student outcomes. The findings can inform evidence-based decision-making and policy formulation to enhance the quality of civic education programs and improve student learning outcomes in Oyo State.

The study provides insights into the various management styles adopted by principals in secondary schools in Oyo State. Understanding the prevalence and distribution of different management styles can help school administrators and policymakers identify areas for improvement in school leadership practices. By highlighting the potential impact of different management styles on academic achievements, the study offers guidance on effective leadership strategies that can promote positive learning environments and support civic education initiatives. The study explores the current state of instructional materials in Oyo State, including their accessibility, relevance, and alignment with curriculum objectives. The

findings can inform efforts to improve the selection, development, and utilization of instructional materials, ensuring they are conducive to engaging and effective teaching and learning experiences. This can lead to enhanced student understanding, motivation, and academic achievements in civic education.

Moreover, the study engages principals, teachers, and students as key stakeholders, capturing their perspectives, experiences, and insights on the impact of principal management styles and instructional materials. By incorporating their voices, the study provides a comprehensive understanding of the challenges, barriers, and opportunities related to these factors. This participatory approach fosters a sense of ownership, encourages dialogue among stakeholders, and promotes collaboration in improving civic education practices and outcomes.

Furthermore, the findings of this study can have broader implications beyond Oyo State. They can serve as a reference for other regions in Nigeria and countries facing similar challenges in civic education. The insights gained from this research can contribute to evidence-based practices and policies at a national level, influencing curriculum development, teacher training programs, and school leadership practices in the broader context of civic education.

### **1.7 Scope of the Study**

The scope of this study focused on investigating the impact of principal management style and the availability and utilization of instructional materials on academic achievements in civic education among secondary school students in Oyo State, Nigeria. The study specifically targeted secondary schools within Oyo State, considering their diverse geographic locations, socioeconomic backgrounds, and academic performance levels. The study encompassed both public and private secondary schools in urban, suburban, and rural areas of Oyo State. It aimed to capture a representative sample of schools to ensure a

comprehensive understanding of the factors under investigation. The sample selection utilised a stratified random sampling technique, categorizing schools based on their geographic location, socioeconomic status, and academic performance.

The study focused specifically on civic education as the subject area of interest. It seeks to examine how principal management styles and instructional materials influence academic achievements in this particular subject. Civic education classrooms observed to assess the utilization of instructional materials and the instructional practices employed. The study employed a quantitative research method. Quantitative data were collected through surveys and standardized tests administered to students, teachers, and principals.

### **1.8 Limitations of the Study**

Firstly, the research's cross-sectional nature, as reflected in the presented tables, limits the ability to establish causal relationships among the variables. The data collected at a specific point in time provides a snapshot of the educational landscape, but it cannot capture the dynamic and evolving nature of educational processes. Longitudinal studies tracking changes over time would offer a more robust understanding of how leadership styles, instructional practices, and student outcomes interact and evolve.

Secondly, the study's generalizability may be limited due to its focus on a specific geographic region, Oyo State, Nigeria. The unique socio-cultural and educational context of this state may not fully represent the diversity of educational systems in other regions or countries. Consequently, caution should be exercised when applying the findings beyond the study's specific context. Future research could explore similar themes in different regions to enhance the external validity of the findings and provide a more comprehensive understanding of the factors influencing civic education in various educational settings.

## 1.9 Operational Definition of Terms

**Principal Management Style:** Refers to the approach or manner in which principals exercise leadership and management within a school setting. It encompasses the decision-making processes, communication styles, teacher empowerment strategies, and overall leadership practices adopted by principals.

**Autocratic:** Refers to when the principal involves in making decisions unilaterally and exercising centralized authority. The principals assert control over curricular and administrative matters, potentially impacting teacher autonomy and motivation.

**Democratic:** Refers to when the principal involve the teachers in sharing decision-making, collaboration, and participatory leadership. Here, principals involve teachers in policy formulation and encourage open communication, fostering a sense of ownership and commitment within the school community.

**Laissez Faire:** Refers to when the principal grants teachers significant autonomy in decision-making and instructional practices. While this approach can empower educators, it necessitates a strong sense of self-discipline and intrinsic motivation among teachers to ensure effective school functioning. Transformational management style centres on visionary leadership, inspiration, and cultivating a shared mission and values.

**Academic Achievement:** Refers to the measurable outcomes or levels of success attained by students in their academic pursuits, particularly in the context of civic education. It includes students' performance in assessments, tests, examinations, and other indicators of academic progress and attainment.

**Civic Education:** Refers to the educational discipline that aims to develop students' knowledge, skills, and attitudes necessary for active participation in democratic processes, understanding civic responsibilities, and promoting citizenship values. It covers topics such as democracy, human rights, governance, social issues, and community engagement.

**Instructional Materials:** Refers to the diverse range of resources, tools, and materials utilized in teaching and learning processes. This includes textbooks, workbooks, audio-visual aids, technological tools, digital resources, supplementary materials, and any other resources that support instructional activities in civic education.

**Secondary School:** Refers to the educational institutions that provide education to students in the secondary education level, typically between the ages of 11-16 or 11-18, depending on the educational system. Secondary schools are an intermediate level between primary and tertiary education and play a crucial role in preparing students for higher education or vocational pursuits.

**Principal:** Refers to the educational administrator who holds a leadership position in a secondary school. The principal is responsible for managing the overall operations of the school, providing instructional leadership, creating a conducive learning environment, and facilitating the professional growth of teachers and staff.

**Availability of Instructional Materials:** Refers to the presence and accessibility of instructional resources within the school environment. It indicates the extent to which instructional materials are physically present and readily available for teachers and students to use in their teaching and learning activities.

**Utilization of Instructional Materials:** Refers to the extent to which instructional materials are effectively used in teaching and learning processes. It encompasses how instructional materials are incorporated into lesson planning, classroom instruction, student engagement, and the extent to which they contribute to achieving desired learning outcomes.

**Academic Outcomes:** Refers to the measurable results or achievements attained by students in their academic endeavours. This includes their performance in assessments, tests, examinations, grades, and other indicators of academic progress and success.

**Secondary School Students:** Refers to students who are enrolled in secondary education, typically within the age range of 11-16 or 11-18, depending on the educational system. These students are pursuing education beyond the primary level and are in the intermediate stage of their educational journey.

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## Chapter Two

### Literature Review

This chapter offers a survey of the literature by different researchers on distinct ideas that helped readers grasp this particular study more fully. The following topics were covered in the chapter:

- **Conceptual Review**
  - Principal Management Style
  - Instructional Materials
  - Academic Achievement
  - Civic Education
  - Learning Environment
- **Theoretical Framework**
  - Transformational Leadership Theory
  - Social Learning Theory
  - Self-Determination Theory
- **Review of Empirical Studies**
  - Principal Management Style (Autocratic Management Style, Democratic Management Style and Laissez-Faire Management Style) and Students Academic Achievements in Secondary School
  - Instructional Materials (Alignment with Learning Objectives, Engagement and Interactivity and Clarity and Organization) and Students Academic Achievements in Secondary School
- **Conceptual Model**
- **Summary of Literature Reviewed**

## **2.1 Conceptual Review**

### **2.1.1 Concept of Principal Management Styles**

Principal management style refers to the leadership approach adopted by school principals in guiding and overseeing the operations of an educational institution<sup>1</sup>. It encompasses the strategies, behaviours, and attitudes through which principals interact with teachers, students, and stakeholders, shaping the overall school environment and influencing instructional practices<sup>2</sup>. Principals' management styles can vary along a continuum, including autocratic, democratic, laissez-faire, and transformational approaches<sup>3</sup>.

Autocratic management style involves principals making decisions unilaterally and exercising centralized authority<sup>4</sup>. In this approach, principals assert control over curricular and administrative matters, potentially impacting teacher autonomy and motivation. Conversely, the democratic management style emphasizes shared decision-making, collaboration, and participatory leadership<sup>5</sup>. Here, principals involve teachers in policy formulation and encourage open communication, fostering a sense of ownership and commitment within the school community<sup>6</sup>.

The laissez-faire management style grants teachers significant autonomy in decision-making and instructional practices<sup>7</sup>. While this approach can empower educators, it necessitates a strong sense of self-discipline and intrinsic motivation among teachers to ensure effective school functioning<sup>8</sup>. Transformational management style centers on visionary leadership, inspiration, and cultivating a shared mission and values<sup>9</sup>. Transformational principals inspire teachers to exceed expectations, nurture a culture of continuous improvement, and create a stimulating learning environment<sup>10</sup>.

The choice of principal management style holds implications for instructional practices and academic outcomes. Research suggests that a transformational leadership style is associated with improved student achievement and teacher satisfaction<sup>11</sup>. Conversely, autocratic leadership may hinder innovation and collaboration<sup>12</sup>. Democratic leadership, with

its emphasis on shared decision-making and participatory culture, has been linked to enhanced teacher morale, increased engagement, and positive school climate<sup>13</sup>.

The principal's management style plays a pivotal role in shaping the school environment, instructional practices, and academic achievements. The choice of style influences teacher motivation, student engagement, and overall school effectiveness. The interaction between management style and instructional materials underscores the need for a coherent leadership approach that aligns with the goals of the educational institution and supports the effective utilization of materials to enhance student learning outcomes.

The principal's management style holds significant implications for various aspects of school functioning and student outcomes. Autocratic management, characterized by centralized decision-making, can lead to efficient implementation of policies but might stifle teacher creativity and ownership<sup>14</sup>. In contrast, a democratic management style fosters a collaborative culture where teachers feel valued and empowered, potentially leading to improved job satisfaction and commitment<sup>15</sup>. A laissez-faire approach allows for teacher autonomy, but it requires a high degree of self-motivation and may result in inconsistency across classrooms<sup>16</sup>. Transformational leadership, with its focus on inspiring and motivating, can encourage teachers to go beyond routine instruction, resulting in innovative teaching practices and enhanced student engagement<sup>17</sup>.

The influence of principal management style extends to teacher professional development. Transformational leaders tend to provide support and opportunities for teacher growth, fostering a climate of continuous learning<sup>18</sup>. In contrast, autocratic or laissez-faire styles may hinder professional development efforts, affecting the quality of instruction and, consequently, student academic achievements<sup>19</sup>. Furthermore, the relationship between management style and instructional materials is intertwined with the overall school climate. A democratic management style, by involving teachers in decision-making, is likely to lead

to a more collaborative approach to curriculum development and instructional material selection<sup>20</sup>. This can result in materials that are tailored to students' needs and aligned with educational objectives.

The impact of principal management style on academic achievements is also mediated by the level of trust and communication between administrators and teachers. A transformational leadership style, characterized by open communication and shared vision, can foster a sense of trust and collective responsibility for student outcomes<sup>21</sup>. In contrast, an autocratic or laissez-faire style might lead to reduced communication and a lack of clarity regarding academic goals. The principal's management style significantly influences school culture, teacher practices, and ultimately, student academic achievements. A leadership approach that promotes collaboration, teacher empowerment, and a shared sense of purpose can contribute to a positive learning environment and improved educational outcomes. The interaction between management style and instructional materials underscores the need for strategic alignment to optimize student learning experiences and achievements.

#### **2.1.1.1 Forms of Principal Management Styles**

Principal management styles manifest in various forms, each characterized by distinct approaches to leadership and decision-making. These forms influence the school's culture, instructional practices, and ultimately, academic achievements<sup>22</sup>. Here are some prominent forms of principal management style:

- i. **Autocratic Management Style:** In this form, the principal exercises centralized decision-making authority and maintains a strong control over school operations. Decisions are made unilaterally, and little input is sought from teachers or staff<sup>23</sup>. While this style can facilitate efficient implementation of policies, it may limit teacher autonomy, creativity, and ownership in instructional practices.

- ii. **Democratic Management Style:** Principals adopting a democratic style prioritize shared decision-making and collaboration. They involve teachers, staff, and sometimes students in policy formulation and school-related decisions<sup>24</sup>. This participatory approach fosters a sense of ownership, teamwork, and commitment among stakeholders. It can lead to a positive school climate, increased teacher satisfaction, and better alignment of instructional practices with educational goals.
- iii. **Laissez-Faire Management Style:** This approach emphasizes teacher autonomy and empowerment. Principals adopting a laissez-faire style delegate authority to teachers, allowing them significant freedom in instructional methods and decision-making<sup>25</sup>. While it can encourage innovation and individuality, it requires self-motivated and disciplined teachers to ensure effective school functioning and consistent student experiences.
- iv. **Transformational Management Style:** Transformational leaders inspire and motivate teachers and staff by promoting a shared vision, encouraging creativity, and fostering a culture of continuous improvement<sup>26</sup>. They focus on professional growth, innovation, and collaborative problem-solving. This approach can lead to innovative instructional practices, increased teacher commitment, and positive student outcomes.
- v. **Transactional Management Style:** Principals following a transactional style use rewards and consequences to manage school operations<sup>27</sup>. They establish clear expectations and provide rewards for achieving set goals. While it can lead to efficient administration, it may not encourage intrinsic motivation or deeper engagement among teachers and students.
- vi. **Servant Leadership Style:** This approach centers on the principal's dedication to serving the needs of teachers, staff, and students. Servant leaders prioritize the well-being and growth of their team members, creating a supportive and empowering

environment. By focusing on the needs of others, servant leaders can enhance teacher morale, collaboration, and ultimately, student achievements.

- vii. **Instructional Leadership Style:** Principals adopting this style prioritize the improvement of teaching and learning processes. They actively engage in curriculum development, classroom observations, and instructional support for teachers. Instructional leaders focus on creating a conducive learning environment, selecting appropriate instructional materials, and fostering effective teaching practices<sup>28</sup>.

The choice of management style depends on the principal's values, the school's goals, and the needs of the students and community<sup>29</sup>. A thoughtful and flexible approach to management style can create a positive and effective learning environment that contributes to enhanced academic achievements among students.

#### **A. Autocratic Management Style**

The autocratic management style is characterized by a hierarchical and top-down approach to decision-making, where the principal holds significant authority and exercises control over school operations and policies<sup>30, 31, 32</sup>. In this style, the principal makes decisions unilaterally and often without seeking extensive input or collaboration from teachers, staff, or other stakeholders.

Key Features of Autocratic Management Style:

**Centralized Decision-Making:** The principal takes the primary responsibility for making important decisions related to curriculum, resource allocation, scheduling, and other aspects of school management. Decisions are made without extensive consultation or involvement from teachers or staff<sup>33</sup>.

**Limited Input:** Teachers and staff have limited opportunities to contribute their ideas, suggestions, or concerns regarding school policies and practices. The principal's decisions are typically implemented without seeking extensive feedback from those directly affected<sup>34</sup>.

**Clear Chain of Command:** There is a well-defined hierarchy, and decisions flow from the principal downward. Communication is often one-way, with directives and instructions coming from the principal to teachers and staff.

**Efficiency and Consistency:** The autocratic style can lead to efficient implementation of policies and procedures, as decisions are made quickly and consistently. This approach can ensure uniformity in school practices and minimize potential conflicts.

**Limited Teacher Autonomy:** Teachers may have limited discretion to make decisions about instructional methods, classroom activities, and curriculum content<sup>35</sup>. This can lead to a lack of creativity and innovation in teaching approaches.

**Potential for Resistance:** The autocratic style may lead to resistance or resentment among teachers and staff who feel excluded from decision-making processes. This can negatively impact morale and job satisfaction.

**Clarity of Expectations:** The autocratic style provides clear expectations and directions to teachers and staff, reducing ambiguity about roles and responsibilities.

### **Implications for Academic Achievements**

The autocratic management style can have both positive and negative implications for academic achievements. On the positive side, the efficient implementation of policies and consistent practices can create a stable learning environment<sup>34</sup>. However, the limited input from teachers and staff may hinder innovation and creativity in instructional approaches. The lack of teacher autonomy can also impact their motivation and engagement, potentially influencing the quality of classroom interactions and student learning experiences.

In some situations, such as addressing urgent issues or maintaining discipline, an autocratic approach might be necessary. However, a balance between centralized decision-making and opportunities for collaboration and input from teachers and staff is essential to

ensure a positive school climate, effective instructional practices, and optimal academic achievements<sup>36</sup>.

## **B. Democratic Management Style**

The democratic management style is characterized by a collaborative and participatory approach to decision-making, where the principal actively involves teachers, staff, and sometimes students in the process of shaping school policies and practices. This style emphasizes open communication, shared leadership, and a sense of ownership among all stakeholders<sup>37</sup>.

In a school with a democratic management style, decision-making is a collective effort. Principals seek input, feedback, and ideas from teachers and staff before making important decisions that impact the school community<sup>38</sup>. This inclusive approach fosters a sense of empowerment and shared responsibility, as teachers have a voice in shaping the direction of the school. Regular meetings, discussions, and forums are common in schools that embrace the democratic style, allowing for open dialogue and the exchange of diverse perspectives<sup>39, 40</sup>. The democratic management style also promotes a culture of transparency and accountability. Principals share information about the rationale behind decisions, ensuring that the reasoning is understood by all stakeholders<sup>41</sup>. This transparency helps build trust and reduces ambiguity, as teachers and staff are aware of the factors influencing the decision-making process. Furthermore, the democratic approach encourages collective problem-solving, where challenges are addressed through brainstorming and collaboration, leading to creative and innovative solutions.

Teachers in schools with a democratic management style often experience a higher level of job satisfaction and motivation. They feel valued and respected for their expertise, leading to increased commitment and engagement. Moreover, the involvement of teachers in decision-making enhances their understanding of the school's goals and objectives, resulting

in a more cohesive and united school community<sup>42</sup>. From an academic achievement perspective, the democratic management style can positively impact student outcomes. Teachers who feel empowered and involved in decision-making are more likely to be enthusiastic about their roles, which can translate into improved instructional practices and a dynamic learning environment<sup>43</sup>. The participatory approach also promotes a positive school climate, fostering a sense of belonging and shared responsibility among students, teachers, and staff.

The democratic management style places an emphasis on collaboration, transparency, and shared leadership. It cultivates a sense of community, motivates teachers, and enhances overall school functioning. The inclusive decision-making process creates a positive learning environment that can contribute to improved academic achievements and holistic student development.

### **C. Laissez-Faire Management Style**

The laissez-faire management style, also known as the hands-off approach, is characterized by a high degree of delegation and autonomy granted to teachers and staff<sup>44, 45</sup>. In this style, the principal takes a back seat in decision-making and allows educators to have significant freedom in shaping instructional practices and school operations. In a school with a laissez-faire management style, teachers are encouraged to take the initiative and exercise creativity in their classrooms. They have the freedom to design lessons, select instructional materials, and implement teaching methods according to their own preferences and professional judgment. The principal's role is less directive, focusing on providing support and resources rather than making day-to-day decisions.

This approach to management can empower teachers and promote a sense of ownership in their work. Educators have the opportunity to tailor their teaching to the unique needs of their students, experiment with innovative approaches, and contribute to a diverse

and dynamic learning environment<sup>46</sup>. The laissez-faire style can also be conducive to the development of a collaborative and supportive teacher community, as educators are encouraged to share ideas and learn from one another. While the laissez-faire style can foster creativity and innovation, it comes with potential challenges. The level of autonomy granted to teachers requires a high degree of self-motivation and self-discipline. Teachers must be capable of effectively managing their classrooms and making informed decisions that align with the school's goals<sup>47</sup>. In some cases, this style may lead to inconsistencies in instructional practices and a lack of coherence across classrooms.

From an academic achievement perspective, the laissez-faire management style can have mixed effects. On one hand, teachers who are empowered to take ownership of their teaching may create engaging and student-centered learning experiences that positively impact student outcomes<sup>48</sup>. On the other hand, the lack of centralized guidance and accountability might result in variations in teaching quality and student learning experiences<sup>49</sup>. Also, the laissez-faire management style encourages teacher autonomy, creativity, and collaboration. It can lead to innovative instructional practices and a supportive teacher community<sup>50</sup>. However, its success hinges on the intrinsic motivation and professionalism of teachers, and careful consideration is needed to strike a balance between autonomy and ensuring consistent educational standards and outcomes.

### **2.1.2 Concept of Instructional Materials**

Instructional materials refer to a diverse range of resources, tools, and aids that educators use to facilitate teaching and enhance students' learning experiences. These materials play a crucial role in conveying information, promoting engagement, and supporting the achievement of learning objectives in educational settings<sup>51</sup>. They can take various forms, both traditional and digital, and are designed to cater to different learning styles, abilities, and needs of students.

### Key Types of Instructional Materials<sup>52,53, 54, 55</sup>:

- i. **Textbooks and Workbooks:** Traditional textbooks and workbooks provide structured content and exercises that align with the curriculum. They serve as foundational resources for teachers and students, offering explanations, examples, and practice opportunities.
- ii. **Visual Aids:** Visual aids, such as charts, diagrams, graphs, and images, help clarify complex concepts and make abstract ideas more tangible. They appeal to visual learners and can enhance understanding and retention of information.
- iii. **Multimedia Resources:** Digital instructional materials, including videos, animations, audio clips, and interactive simulations, engage students through multimedia formats. These resources can bring abstract concepts to life and cater to various learning preferences.
- iv. **Manipulatives and Hands-On Materials:** Manipulatives, like counters, shapes, or models, encourage experiential learning and exploration. They are particularly effective in mathematics and science education, where hands-on experiences deepen understanding.
- v. **Online Platforms and Learning Management Systems:** Digital platforms and learning management systems provide a virtual space for accessing course materials, assignments, quizzes, and collaborative tools. They support blended and online learning environments.
- vi. **Educational Games and Simulations:** Games and simulations create immersive learning experiences that allow students to apply knowledge in practical contexts. These materials promote critical thinking and problem-solving skills.

- vii. **Printed and Electronic Journals:** For advanced learners or research-oriented subjects, academic journals and articles can serve as instructional materials. They expose students to current research and scholarly discussions.
- viii. **Realia and Authentic Materials:** Authentic materials from the real world, such as newspapers, brochures, or advertisements, expose students to genuine language use and cultural contexts, enhancing language acquisition.

### **The Selection and Design of Instructional Materials:**

Effective instructional materials are carefully selected, designed, and aligned with learning objectives. They should consider students' developmental levels, prior knowledge, and diverse learning styles. Well-designed materials promote active engagement, critical thinking, and problem-solving, enabling students to apply knowledge to real-world scenarios<sup>56</sup>. Furthermore, instructional materials should be culturally sensitive and inclusive, reflecting the diversity of the student population and fostering an inclusive learning environment<sup>57</sup>. They should also be regularly updated to reflect current information, technological advancements, and evolving pedagogical practices.

In the context of principal management styles, the choice and utilization of instructional materials can be influenced. For instance, a transformational leader may encourage teachers to incorporate a variety of innovative digital resources, while a democratic leader might involve teachers in the selection and adaptation of materials to align with student needs and interests. Instructional materials are essential tools for educators to facilitate effective teaching and meaningful learning experiences<sup>58, 59</sup>. Their thoughtful selection, design, and integration into instructional practices contribute significantly to student engagement, comprehension, and academic achievements<sup>60</sup>.

Instructional materials are the cornerstone of effective teaching and learning, serving as vehicles for conveying information, facilitating understanding, and fostering active

engagement among students<sup>61</sup>. These materials encompass a broad spectrum of resources and tools that educators strategically incorporate into their teaching methods to achieve specific learning objectives and outcomes. The diverse range of instructional materials available today reflects the evolving landscape of education, which includes traditional, digital, and innovative approaches<sup>62</sup>. One of the primary functions of instructional materials is to provide a structured framework for learning. Textbooks, for example, offer comprehensive content organized into chapters or units, guiding students through the curriculum systematically. Visual aids, on the other hand, capitalize on the power of imagery to simplify complex concepts, making them more accessible and comprehensible<sup>63</sup>. This visual representation can be particularly beneficial for students who struggle with abstract or text-heavy content.

Digital instructional materials have ushered in a new era of interactive and personalized learning. Educational software, apps, and online platforms enable educators to create dynamic and customizable learning experiences tailored to individual student needs<sup>64</sup>. Interactive simulations allow students to experiment and explore real-world scenarios, enhancing their critical thinking and problem-solving skills<sup>65</sup>. Moreover, the integration of multimedia resources, such as videos, podcasts, and animations, captures students' attention and caters to diverse learning preferences. Instructional materials also play a pivotal role in promoting active learning and student engagement. Hands-on materials, such as manipulatives, encourage tactile exploration and experiential learning, fostering a deeper understanding of abstract concepts. Educational games and simulations transform the learning process into an immersive experience, where students actively participate, make decisions, and witness the consequences of their actions<sup>66, 67</sup>.

The selection and implementation of instructional materials can be influenced by the leadership approach. A principal who embraces a democratic style might encourage teachers to collaborate on the creation and adaptation of materials, tailoring them to meet the unique

needs of their students<sup>68</sup>. A transformational leader might advocate for the integration of innovative digital resources to inspire creativity and critical thinking. Ultimately, the effective use of instructional materials hinges on their alignment with educational goals, curriculum standards, and the diverse characteristics of the student population. They should be designed to foster active engagement, critical thinking, and deeper understanding, transcending the role of passive content delivery. As education continues to evolve, the strategic utilization of instructional materials remains a cornerstone of effective teaching practices, enhancing students' learning experiences and contributing to their academic achievements.

Instructional materials serve as dynamic bridges between educators and learners, fostering meaningful interactions and knowledge transfer. These materials encompass a vast array of resources, encompassing not only traditional and digital tools but also the innovative integration of technology, cultural diversity, and learner-centered approaches<sup>69</sup>. One of the remarkable features of instructional materials is their adaptability to different learning styles and preferences. Students have unique ways of absorbing and processing information, and instructional materials cater to this diversity. Kinesthetic learners benefit from hands-on activities and manipulatives, while auditory learners thrive with audio resources like podcasts<sup>70</sup>. Visual learners engage deeply with diagrams and videos, and interactive learners flourish when presented with multimedia content<sup>71</sup>.

The advent of digital technology has revolutionized instructional materials, paving the way for personalized and differentiated learning experiences. Adaptive learning platforms analyze students' progress and adapt the content and difficulty level accordingly, ensuring that each student's learning journey is optimized. Online discussions, forums, and collaborative tools enable students to interact beyond the confines of the classroom, fostering a global perspective and critical digital literacy skills<sup>72</sup>. Culturally responsive instructional

materials acknowledge and celebrate the diverse backgrounds and experiences of students. By incorporating texts, images, and examples from various cultures, these materials create an inclusive learning environment where students feel represented and valued. This approach not only enhances cultural competence but also enriches students' overall learning experiences.

In the realm of principal management styles, the role of instructional materials is intrinsically tied to the leader's approach. A laissez-faire leader may empower teachers to curate and develop their own materials, tapping into their expertise and insights<sup>73</sup>. A transformational leader might champion the integration of emerging technologies, encouraging teachers to explore innovative tools that enhance engagement and critical thinking. Furthermore, the strategic deployment of instructional materials enhances students' 21st-century skills, such as digital literacy, problem-solving, and communication<sup>74,75</sup>. As students engage with diverse resources, they learn how to navigate vast information landscapes, critically evaluate sources, and effectively communicate their ideas, preparing them for success in an information-driven society.

In essence, instructional materials transcend the role of mere aids; they are dynamic facilitators of learning experiences that embrace students' individuality, technological advancements, cultural contexts, and the evolving landscape of education. When thoughtfully selected, designed, and integrated into pedagogical practices, instructional materials become catalysts for fostering curiosity, deepening understanding, and propelling academic achievements.

### **2.1.2.1 Alignment of Instructional Materials with Learning Objectives**

The alignment of instructional materials with learning objectives is a fundamental principle in education that ensures the coherence and effectiveness of the teaching and learning process. When instructional materials are thoughtfully designed and aligned with clear and specific learning objectives, students' understanding, engagement, and achievement

are optimized<sup>76</sup>. Effective alignment begins with a clear articulation of learning objectives, which outline what students are expected to know, understand, and be able to do by the end of a lesson, unit, or course. These objectives serve as guideposts for educators, providing a roadmap for instructional planning and assessment. When instructional materials are closely aligned with these objectives, they become a means to facilitate the attainment of desired learning outcomes.

The alignment process involves selecting or designing instructional materials that directly support the content and skills specified in the learning objectives. These materials may include textbooks, handouts, multimedia resources, online platforms, simulations, and more. The materials should provide relevant and meaningful content that allows students to engage with and apply the concepts, theories, and skills outlined in the objectives. Alignment also extends to the sequencing and organization of instructional materials<sup>77</sup>. The materials should be structured in a logical and coherent manner, guiding students through a progression of content that builds upon their prior knowledge and leads to deeper understanding. This sequencing ensures that students are introduced to foundational concepts before moving on to more complex ideas, promoting a scaffolded learning experience.

Furthermore, instructional materials should be designed to cater to different learning styles and abilities, accommodating diverse learners within the classroom. Visual, auditory, kinesthetic, and tactile learners should all find opportunities to engage with and comprehend the content<sup>78,79</sup>. Differentiated materials can include visuals, interactive elements, real-world examples, and hands-on activities, ensuring that all students have access to meaningful learning experiences. The assessment component is a crucial element of alignment. Instructional materials should provide opportunities for students to practice and apply what they have learned, allowing educators to assess their progress and adjust instruction as needed<sup>80</sup>. Assessments, whether formative or summative, should reflect the content and skills

outlined in the learning objectives and be designed to measure the desired outcomes accurately. It ensures that the content, skills, and assessments work in concert to support students' progress toward desired learning outcomes. Thoughtful alignment empowers educators to create engaging and meaningful learning experiences, while students benefit from a clear path to understanding and mastery of the subject matter<sup>81</sup>.

The alignment of instructional materials with learning objectives not only enhances the learning experience but also contributes to the overall effectiveness and efficiency of education<sup>82</sup>. This alignment creates a symbiotic relationship between what is being taught, how it is being taught, and how student learning is assessed. When instructional materials are well-aligned with learning objectives, several benefits emerge. First, students experience a sense of purpose and direction in their learning. They understand the relevance of the content and its connection to broader concepts and skills<sup>82,83</sup>. This clarity fosters motivation, as students can see the value in what they are studying and how it contributes to their academic and personal growth.

Alignment enhances the role of educators as facilitators of learning. With clear learning objectives as a guide, teachers can select or design instructional materials that engage students at various levels of cognitive complexity. They can choose materials that challenge students' thinking, encourage inquiry, and promote deeper understanding, ultimately fostering a more engaging and intellectually stimulating classroom environment. Moreover, alignment with learning objectives enhances the assessment process. When instructional materials closely mirror the content and skills outlined in the objectives, assessments become more authentic and reflective of real-world applications. This alignment allows for a more accurate measurement of students' mastery and a fairer evaluation of their achievements.

To achieve effective alignment, collaboration among educators, curriculum designers, and educational researchers is essential. Continuous evaluation and refinement of instructional materials based on student performance and feedback allow for ongoing improvement in achieving the desired learning outcomes<sup>84</sup>. It empowers students with a clear sense of direction, supports teachers in delivering impactful instruction, and ensures that assessments accurately measure student achievement. Through effective alignment, education becomes a holistic and meaningful endeavor that equips students with the knowledge, skills, and competencies needed to succeed in a complex and evolving world.

### **2.1.2.1 Engagement and Interactivity with Instructional Materials**

Engagement and interactivity are pivotal components of instructional materials that significantly influence students' learning experiences, motivation, and academic success<sup>85</sup>. When instructional materials are thoughtfully designed to promote engagement and foster interactive learning, students become active participants in their education, leading to deeper understanding and improved retention of content.

Engagement refers to the level of interest, attention, and involvement that student's exhibit during the learning process. Interactive instructional materials capture students' curiosity and maintain their focus by offering opportunities for active exploration, critical thinking, and problem-solving<sup>86</sup>. Well-designed materials incorporate elements that resonate with students' interests, challenge their thinking, and provide relevance to their lives, making learning more meaningful and enjoyable.

Interactivity, on the other hand, involves the extent to which instructional materials allow students to interact with the content, peers, and educators. Interactive materials enable students to manipulate and explore concepts, ask questions, seek clarification, and collaborate with others<sup>87</sup>. This interactivity transforms the learning experience from a passive consumption of information to an active and participatory endeavor, where students are

encouraged to construct knowledge and develop skills through hands-on activities. Interactive instructional materials take various form, including simulations, virtual labs, online discussions, multimedia presentations, and gamified elements<sup>88,89</sup>. These materials allow students to experiment, make choices, receive instant feedback, and observe cause-and-effect relationships, enhancing their comprehension and critical thinking abilities. Interactivity also encourages peer-to-peer collaboration, enabling students to learn from one another, share perspectives, and engage in meaningful discussions that deepen their understanding<sup>90</sup>.

Furthermore, engagement and interactivity foster a sense of ownership and autonomy in learning. Students feel empowered when they have control over their learning pace, the direction of their exploration, and the resources they use. Interactive materials provide opportunities for self-directed learning, enabling students to pursue areas of interest and challenge themselves based on their individual strengths and needs. Effective engagement and interactivity require alignment with learning objectives, careful consideration of students' developmental stages and learning preferences, and ongoing assessment of their effectiveness<sup>90</sup>. It is essential to strike a balance between promoting engagement and ensuring that the interactivity aligns with the desired learning outcomes. Educators play a crucial role in guiding and facilitating students' interactions with instructional materials, encouraging meaningful exploration, and fostering reflection on the learning process.

Incorporating engagement and interactivity into instructional materials transforms education from a passive transmission of information to an active and dynamic exchange of ideas. By embracing these principles, educators create a vibrant learning environment where students are motivated, curious, and equipped with the skills to navigate complex challenges and contribute meaningfully to their education and beyond.

Engagement and interactivity in instructional materials foster a dynamic and student-centered learning environment, driving educational outcomes beyond mere information

dissemination. When students are engaged and actively involved in the learning process, they become co-creators of knowledge and take on a more active role in shaping their educational journey<sup>91</sup>. Engagement is nurtured through instructional materials that tap into students' curiosity and personal interests. By incorporating real-world examples, relatable scenarios, and culturally relevant content, educators can bridge the gap between theoretical concepts and students' lived experiences. When students see the relevance of what they are learning to their daily lives, their motivation to explore, inquire, and delve deeper into the subject matter is heightened. Interactivity, in turn, empowers students to become explorers and investigators. Interactive instructional materials provide opportunities for hands-on experimentation, problem-solving, and decision-making<sup>92</sup>. These materials encourage students to hypothesize, test their ideas, and witness the consequences of their choices. As a result, students develop a stronger sense of agency and ownership over their learning outcomes.

Digital technology has opened new avenues for engagement and interactivity. Educational platforms, apps, and online resources offer a wide range of interactive tools, from virtual laboratories to multimedia presentations that simulate real-world situations and allow students to manipulate variables and observe outcomes. Gamification elements, such as challenges, rewards, and competition, can be integrated into instructional materials to enhance motivation and engagement<sup>93</sup>. Importantly, engagement and interactivity promote deeper cognitive processing. When students actively interact with content, their brains are more deeply engaged in processing and integrating information. This active processing enhances comprehension, critical thinking, and problem-solving skills. It also contributes to the creation of meaningful cognitive connections, making it more likely that students will remember and apply what they have learned. Furthermore, engagement and interactivity support different learning styles and preferences. Some students may excel in collaborative group discussions, while others may prefer individual exploration. Interactive instructional

materials can cater to these diverse learning needs by providing a range of activities and opportunities for students to engage in ways that resonate with them personally<sup>94,95,96</sup>.

Educators play a vital role in designing and facilitating engagement and interactivity. They create a framework for exploration, guide students' interactions with materials, and foster discussions that deepen understanding. Regular feedback and reflection sessions help students consolidate their learning and refine their thinking. Lastly, engagement and interactivity are not mere buzzwords but essential elements that transform education into a vibrant, participatory, and impactful experience. They inspire students to become active learners, critical thinkers, and problem solvers who are well-equipped to thrive in an ever-changing world. By harnessing the power of engagement and interactivity, educators ignite a passion for learning that extends far beyond the classroom<sup>97</sup>.

### **2.1.2.3 Clarity and Organization of Instructional Materials**

The clarity and organization of instructional materials are integral to effective teaching and learning. When instructional materials are well-structured and presented in a clear and organized manner, students' comprehension, engagement, and overall learning experience are greatly enhanced. Clarity ensures that students can easily grasp the content and concepts, while organization provides a logical framework for meaningful exploration and mastery<sup>98</sup>.

Clarity in instructional materials involves the use of clear and concise language that eliminates ambiguity and confusion<sup>99</sup>. Clear explanations, definitions, and examples help students understand complex ideas and connect new information to their existing knowledge. Visual aids, such as diagrams, charts, and illustrations, can further enhance clarity by providing visual representations of abstract concepts and relationships. Effective organization of instructional materials creates a coherent learning path that guides students through the content<sup>100</sup>. A well-organized structure presents information in a logical sequence, allowing

students to build a solid foundation before progressing to more advanced topics. A clear organization also facilitates students' ability to review and revisit specific concepts, reinforcing their understanding over time. The organization of instructional materials supports the development of higher-order thinking skills<sup>101</sup>. When materials are organized to present concepts in a progressive and interconnected manner, students can recognize patterns, make connections, and engage in critical analysis. This scaffolding of information empowers students to engage in deeper exploration and inquiry.

Consistency is another key aspect of clarity and organization. A consistent format, layout, and terminology throughout instructional materials create a sense of predictability and familiarity for students. This consistency reduces cognitive load and allows students to focus their mental energy on understanding the content rather than deciphering the presentation<sup>102</sup>. Effective use of headings, subheadings, and bullet points aids in organizing content into manageable sections, making it easier for students to navigate and absorb the material. Chunking information into bite-sized units helps prevent cognitive overload and enables students to process and retain information more effectively.

Digital technology offers opportunities to enhance clarity and organization through interactive features. Hyperlinks, navigation menus, and search functions enable students to access specific content quickly and efficiently. Interactive quizzes, self-assessments, and embedded multimedia elements can be strategically integrated to reinforce learning and provide immediate feedback. Educators play a critical role in ensuring clarity and organization<sup>103</sup>. They design instructional materials with the learner in mind, considering students' prior knowledge, learning styles, and cognitive development. Regular assessment of students' understanding and feedback on the clarity and organization of materials allow educators to make necessary adjustments and improvements.

### **Importance of Clarity and Organization in Instructional Materials**

**Cognitive Load Management:** Clear and well-organized instructional materials help manage cognitive load, which refers to the mental effort required to process and understand new information. When materials are organized in a coherent manner, students can focus on learning and comprehension rather than trying to decipher a confusing layout. This efficient use of cognitive resources allows students to engage more deeply with the content and make meaningful connections between concepts.

**Sequential Learning Progression:** Effective organization ensures a sequential learning progression, where each concept builds upon the previous one<sup>104</sup>. This scaffolding of information helps students grasp fundamental concepts before moving on to more complex topics. A clear learning trajectory allows students to see the logical sequence of ideas, facilitating smoother transitions and reducing the risk of misconceptions.

**Metacognition and Learning Strategies:** Well-structured instructional materials encourage metacognition, which is the ability to monitor and regulate one's own learning. When students can easily navigate materials, locate relevant sections, and revisit key concepts, they develop effective learning strategies. They become more adept at self-directed learning, setting goals, and assessing their own understanding.

**Inclusivity and Accessibility:** Clarity and organization are essential for creating inclusive learning environments<sup>105</sup>. Clear materials benefit all students, including those with diverse learning needs, by reducing barriers to comprehension. When instructional materials are well-organized, students with varying abilities can engage with the content on an equal footing, promoting equity and minimizing the need for additional adaptations.

**Retention and Transfer:** Well-structured materials enhance students' ability to retain and transfer knowledge. When concepts are presented in a logical sequence and connected through meaningful examples, students can more easily encode information into their long-

term memory. This organization also promotes the application of knowledge to real-world scenarios, facilitating the transfer of learning to different contexts.

**Active Engagement and Interaction:** Clarity and organization encourage active engagement and interaction with instructional materials. When students can easily navigate between sections, interact with multimedia elements, and access supplementary resources, they are more likely to invest time and effort into exploring the content. This interaction fosters curiosity, critical thinking, and a sense of discovery.

**Facilitation of Differentiated Instruction:** Clear and well-organized instructional materials support differentiated instruction by allowing educators to tailor their approach to meet the diverse needs of students. Educators can easily identify sections that require additional explanation or provide enrichment opportunities. This flexibility ensures that each student receives the appropriate level of support and challenge.

**Enhanced Communication:** Clarity and organization promote effective communication between educators and students<sup>106</sup>. When materials are presented in a coherent manner, students can follow instructions, assignments, and assessments more effectively. This reduces misunderstandings and creates a smoother communication flow that supports the learning process.

Incorporating principles of clarity and organization into instructional materials requires a deep understanding of pedagogical strategies, learning theories, and the unique characteristics of the learner population. Educators and instructional designers should continually assess the materials' effectiveness through student feedback and performance data, making iterative improvements to ensure optimal clarity and organization.

### **2.1.3 Academic Achievement**

Academic achievement refers to the level of success or proficiency that students attain in their educational pursuits, typically measured through various assessments, evaluations,

and standardized tests<sup>107</sup>. It encompasses the knowledge, skills, and competencies acquired by students in academic subjects, reflecting their mastery of curriculum content and their ability to apply what they have learned to real-world situations. Academic achievement is a multifaceted concept that extends beyond traditional assessments and test scores<sup>108</sup>. It encompasses not only the mastery of subject content but also the development of a wide range of competencies that contribute to a student's overall growth and success. Academic achievement is a reflection of a student's ability to think critically, solve complex problems, communicate effectively, collaborate with others, and adapt to changing circumstances<sup>109</sup>.

Beyond the classroom, academic achievement has far-reaching implications for personal and professional development. Students who achieve high levels of academic success are better prepared for higher education and future careers. They possess the intellectual curiosity, resilience, and adaptability needed to navigate an increasingly complex and interconnected world. In addition to cognitive and skill-based dimensions, academic achievement also has a profound impact on students' self-esteem and self-efficacy<sup>110</sup>. Successfully mastering challenging subjects and achieving academic goals can boost students' confidence, motivation, and belief in their ability to overcome obstacles. This positive self-perception contributes to a growth mindset, where students are more likely to embrace challenges and persist in the face of setbacks.

The role of instructional materials and teaching practices in shaping academic achievement cannot be overstated. Well-designed instructional materials that align with learning objectives and cater to diverse learning styles can enhance students' understanding and engagement. Furthermore, innovative teaching approaches that prioritize active learning, critical thinking, and real-world applications can inspire a deeper level of comprehension and knowledge retention. Principal management styles play a pivotal role in creating an environment conducive to academic achievement. Principals who foster a positive school

culture, encourage teacher collaboration, and provide professional development opportunities contribute to a vibrant learning community where both educators and students thrive<sup>111</sup>. Effective school leadership sets the tone for instructional excellence and creates a supportive ecosystem where academic achievement can flourish.

### **Key Dimensions of Academic Achievement**

- a. **Cognitive Proficiency:** Academic achievement involves the development of cognitive skills such as critical thinking, problem-solving, analysis, and synthesis. It signifies the depth of understanding and the ability to manipulate and apply information effectively.
- b. **Subject Mastery:** Students' academic achievement is evident in their mastery of subject-specific content, concepts, and principles. It reflects their comprehension of core ideas and their capacity to demonstrate this understanding in assessments and projects.
- c. **Application of Knowledge:** Beyond rote memorization, academic achievement encompasses the application of acquired knowledge and skills to solve complex problems, make informed decisions, and engage in meaningful tasks related to the subject matter.
- d. **Skill Development:** Academic achievement includes the acquisition of practical skills relevant to a particular subject area, which may range from laboratory techniques in science to artistic expression in the arts.
- e. **Learning Progression:** Academic achievement is often assessed in terms of a student's learning progression over time. It considers the growth and improvement in skills and knowledge from one educational level to the next.
- f. **Standardized Assessments:** Many educational systems use standardized tests and assessments to measure academic achievement. These tests provide a standardized

measure of student performance and are often used to compare students, schools, or educational systems.

### **The Role of Instructional Materials and Teaching Styles**

Instructional materials and teaching styles significantly influence academic achievement. Well-designed instructional materials that align with learning objectives and engage students can enhance comprehension and retention of subject matter. Effective teaching styles, such as interactive and student-centered approaches, can foster deeper understanding and critical thinking skills, contributing to higher levels of academic achievement.

Principal management styles also play a role. Principals who encourage collaborative decision-making, provide resources, and support professional development contribute to a positive school climate that enhances teaching quality, engagement, and ultimately, student academic achievement<sup>112</sup>. In essence, academic achievement reflects the culmination of a student's educational journey, encompassing their cognitive growth, skill development, and ability to apply knowledge. It is influenced by a combination of instructional materials, teaching methodologies, school leadership, and individual student effort, all working together to shape successful learning outcomes.

The acquisition of academic achievement is a continuous process that extends beyond the confines of the classroom. It involves active engagement in learning, the exploration of diverse perspectives, and the application of knowledge to real-world contexts. Students who achieve high levels of academic success often demonstrate a capacity for self-directed learning, curiosity, and a willingness to seek out opportunities for intellectual growth beyond formal instruction. Instructional materials and teaching practices play a pivotal role in shaping the trajectory of academic achievement<sup>113</sup>. Well-designed instructional materials that cater to different learning styles and abilities can enhance students' accessibility to content

and promote inclusivity. The integration of technology and multimedia resources allows for dynamic and interactive learning experiences that resonate with today's digitally native learners.

Effective teaching practices, such as student-centered approaches, inquiry-based learning, and project-based assessments, contribute to a deeper understanding of subject matter and the development of critical thinking skills. Educators who cultivate a growth mindset and create a supportive classroom environment empower students to take ownership of their learning journey, fostering intrinsic motivation and a sense of agency. Principal management styles also influence academic achievement at a systemic level<sup>114</sup>. Principals who prioritize teacher professional development, provide resources for innovative instructional strategies, and create a culture of collaboration contribute to a vibrant educational ecosystem where academic excellence is nurtured. Moreover, a visionary and transformative school leadership can inspire a shared commitment to continuous improvement and a culture of lifelong learning.

The societal impact of academic achievement is profound. Students who attain high levels of academic success are more likely to contribute positively to their communities, pursue higher education, and become informed and engaged citizens. Academic achievement is closely linked to social mobility, as it opens doors to opportunities that might otherwise be inaccessible.

#### **2.1.4 Civic Education**

Civic education, also known as citizenship education or civics, is a crucial component of the educational curriculum aimed at preparing individuals to be informed, engaged, and responsible members of their communities and societies. It equips students with the knowledge, skills, and values needed to participate actively in democratic processes,

contribute to the betterment of society, and uphold the principles of justice, equality, and civic responsibility.

### **Key Elements of Civic Education**

- a. **Civic Knowledge:** Civic education provides students with an understanding of the structure and functions of government, the rule of law, human rights, and the broader socio-political context. It imparts knowledge about the political system, historical events, and cultural influences that shape society.
- b. **Critical Thinking and Media Literacy:** Civic education encourages critical thinking skills that enable students to analyse information critically, distinguish between reliable and biased sources, and engage in informed decision-making. Media literacy is emphasized to navigate the complexities of modern information landscapes.
- c. **Active Citizenship:** Civic education fosters a sense of civic responsibility and encourages active participation in democratic processes. It teaches students about the importance of voting, advocacy, community service, and engaging in public discussions about societal issues.
- d. **Ethical Values and Social Responsibility:** The curriculum emphasizes ethical values such as respect, empathy, tolerance, and social justice. Civic education aims to develop a sense of social responsibility and a commitment to addressing societal challenges.
- e. **Conflict Resolution and Communication Skills:** Civic education equips students with skills in constructive communication, negotiation, and conflict resolution. These skills are essential for engaging in respectful debates and finding solutions to complex issues.
- f. **Global Awareness:** Civic education extends beyond national boundaries, fostering an understanding of global interdependence and interconnectedness. It encourages

students to be responsible global citizens who are aware of and engaged with international issues.

- g. **Community Engagement:** Civic education often includes practical experiences, such as volunteering, community projects, and participation in local governance. These activities provide students with opportunities to apply their learning in real-world contexts.

### **The Role of Civic Education in Society**

Civic education is crucial for maintaining and strengthening democratic societies<sup>115</sup>. It empowers individuals to be active participants in their government, exercise their rights and responsibilities, and contribute to the shaping of public policies. Civic education cultivates a sense of belonging and shared identity, fostering a united and cohesive society that values diversity and respects differing viewpoints. Effective civic education is closely tied to the quality of instructional materials, teaching practices, and school leadership. Engaging and interactive materials that address current issues and promote critical thinking are essential. Teaching methods that encourage open discussions, debates, and experiential learning create an environment where students actively engage with civic concepts and their real-world implications.

Principals who champion civic education contribute to fostering a generation of informed and engaged citizens<sup>116</sup>. They support educators in creating inclusive and participatory classroom environments, encourage collaboration with local communities, and emphasize the importance of civic education in the school's mission. Civic education is a cornerstone of democratic societies, equipping individuals with the knowledge, skills, and values needed for active and responsible citizenship. It empowers students to engage critically with the complexities of the world, contribute to positive social change, and uphold

democratic principles that are essential for the well-being of societies and the advancement of human rights.

Civic education goes beyond the classroom to shape the foundation of a just and participatory society. It nurtures a sense of social responsibility and empowers individuals to advocate for positive change, challenge inequities, and contribute to the well-being of their communities<sup>63,116</sup>. By instilling democratic values and fostering a sense of agency, civic education plays a pivotal role in promoting a thriving civil society. Students learn about constitutional principles, individual freedoms, and the rule of law. They also explore the obligations that come with these rights, such as respecting others' rights, participating in community initiatives, and adhering to legal and ethical standards.

Critical media literacy is another crucial dimension of civic education. In an era of rapid information dissemination, students must learn how to navigate a complex media landscape, discern credible sources, and critically analyse information. Media literacy empowers them to be informed consumers of news and information and equips them to engage in constructive public discourse. Civic education extends its reach to fostering a sense of global citizenship. In an increasingly interconnected world, students are encouraged to recognize their role as members of both local and global communities. They explore global challenges such as climate change, human rights, and poverty, understanding that their actions can have far-reaching consequences beyond national borders.

Participation in civic life is a hallmark of well-rounded citizenship. Civic education encourages students to engage in various forms of civic participation, including community service, volunteering, and involvement in local government<sup>117</sup>. By taking an active role in their communities, students learn to collaborate, advocate for change, and contribute meaningfully to societal progress. The effectiveness of civic education is closely tied to the commitment of educators, the quality of instructional materials, and the support of school

leadership. Educators who create inclusive and participatory classrooms and use real-world examples and case studies enhance the relevance and impact of civic education. Principals who prioritize civic education in their school's mission and foster a culture of open dialogue and respect contribute to a thriving civic learning environment.

In a rapidly changing world, civic education equips individuals with the skills and knowledge to navigate complex societal issues and actively participate in shaping their future<sup>118</sup>. It empowers them to critically assess information, collaborate across differences, and advocate for justice and equality. Ultimately, civic education is a cornerstone of informed, engaged, and responsible citizenship that contributes to the betterment of society as a whole.

#### **Multifaceted Aspects of Civic Education:**

- i. **Social Justice and Equity:** Civic education provides a platform for addressing social inequalities and promoting social justice. Students explore historical and contemporary issues related to race, gender, economic disparities, and human rights. They learn to recognize and challenge systemic injustices, fostering a commitment to creating inclusive and equitable communities.
- ii. **Civil Discourse and Debate:** In a diverse and interconnected world, the ability to engage in civil discourse and respectful debate is paramount. Civic education teaches students how to express their viewpoints, listen actively to others, and engage in constructive dialogue even when opinions differ. These skills are essential for maintaining democratic values and finding common ground.
- iii. **Public Policy and Advocacy:** Civic education empowers students to understand the mechanisms of public policy and governance. They learn how policies are formulated, implemented, and evaluated. This knowledge equips them to become informed advocates who can influence policy decisions and address societal challenges.

- iv. **Ethical Leadership:** Civic education instills ethical principles and leadership qualities that are vital for responsible citizenship. Students are encouraged to consider the ethical implications of their actions, make decisions based on moral values, and lead with integrity in their communities.
- v. **Civic Engagement through Technology:** In the digital age, civic education extends to online platforms and social media. Students learn how digital tools can be harnessed to raise awareness, organize movements, and engage in meaningful activism. They explore the opportunities and challenges of digital citizenship.
- vi. **Service Learning and Experiential Education:** Civic education often involves practical experiences such as service learning, community projects, and internships. These hands-on activities allow students to apply their knowledge and skills to real-world contexts, fostering a deeper connection between classroom learning and community engagement.
- vii. **Cultural Competence and Global Perspectives:** Recognizing the diversity of cultures and perspectives is central to civic education. Students learn to appreciate cultural differences, embrace global perspectives, and collaborate with individuals from various backgrounds to address common goals and challenges.

The success of civic education lies in its integration into the broader educational framework, its alignment with societal needs, and its responsiveness to evolving challenges. A comprehensive civic education program requires collaboration among educators, administrators, policymakers, and community leaders to create a learning environment that fosters active, informed, and engaged citizens<sup>119</sup>. As our global landscape continues to evolve, civic education remains a dynamic force for shaping the next generation of leaders who are committed to upholding democratic values, promoting social justice, and working collectively to create a more just, inclusive, and equitable world.

### 2.1.5 Learning Environment

A conducive learning environment is a critical factor in fostering effective teaching and meaningful learning experiences. It encompasses the physical, social, emotional, and psychological elements that contribute to a supportive and enriching atmosphere for students to engage with curriculum content, develop skills, and achieve academic success.

- i. **Physical Environment:** The physical surroundings play a significant role in creating a positive learning environment. Well-designed classrooms, appropriate seating arrangements, proper lighting, and access to learning resources contribute to a comfortable and engaging space. Technology integration, interactive displays, and access to instructional materials further enhance the physical environment.
- ii. **Safety and Well-being:** Students thrive in an environment where their safety and well-being are prioritized. A safe and inclusive space free from bullying, discrimination, and harassment is essential. Emphasizing emotional well-being through support systems, counselling services and mental health resources fosters a sense of belonging and promotes healthy learning.
- iii. **Positive Relationships:** Positive interactions between students, teachers, and peers contribute to a nurturing learning environment. Building strong teacher-student relationships based on trust, respect, and empathy creates an atmosphere where students feel valued and encouraged to participate actively. Collaboration and teamwork among peers enhance social skills and enrich the learning experience.
- iv. **Engaging Instructional Practices:** A conducive learning environment involves dynamic instructional practices that capture students' interest and maintain their engagement. Incorporating active learning strategies, hands-on activities, group discussions, and real-world applications stimulate curiosity and critical thinking, making learning more enjoyable and impactful.

- v. **Differentiated Instruction:** Recognizing and accommodating diverse learning styles and abilities is crucial. A flexible learning environment that allows for differentiated instruction ensures that each student's unique needs are addressed. This promotes inclusivity, prevents student disengagement, and enables all learners to succeed.
- vi. **Clear Expectations and Supportive Structure:** Clearly defined expectations, rules, and routines create a structured environment that fosters predictability and order. When students understand what is expected of them and how the learning process will unfold, they can focus their energy on the content and tasks at hand.
- vii. **Active Participation and Collaboration:** Encouraging active participation and collaboration empowers students to take ownership of their learning. Providing opportunities for students to express their thoughts, ask questions, and engage in peer interactions cultivates a sense of agency and fosters deeper understanding through dialogue and shared perspectives<sup>120</sup>.
- viii. **Innovative Learning Resources:** Access to a variety of learning resources, including digital tools, multimedia materials, and diverse texts, enriches the learning environment. Integrating technology, virtual simulations, and online platforms expands students' learning opportunities and prepares them for the digital age.
- ix. **Principal Leadership and Support:** Effective school leadership is instrumental in shaping the learning environment. Principals who promote a shared vision of excellence, provide professional development opportunities for teachers, and facilitate a collaborative culture contribute to a vibrant and thriving learning community.

## 2.2 Theoretical Review

Transformational Leadership Theory

Social Learning Theory

Self-Determination Theory

### 2.2.1 Transformational Leadership Theory

Transformational Leadership Theory is a prominent leadership framework that emphasizes the profound impact leaders can have on their followers and organizations by inspiring and motivating them to achieve exceptional levels of performance and personal growth<sup>121</sup>. Rooted in the works of James MacGregor Burns and further developed by Bernard M. Bass, this theory posits that transformational leaders go beyond transactional exchanges and transactional leadership styles, focusing instead on creating a shared vision, fostering positive relationships, and instilling a sense of purpose and collective identity among their followers<sup>122&123</sup>. Transformational leaders lead by example, demonstrating charisma, intellectual stimulation, individualized consideration, and inspirational motivation. They encourage their followers to transcend their self-interests and strive for higher ideals, driving innovation, creativity, and organizational excellence. Through their visionary and charismatic influence, transformational leaders empower individuals to develop their potential, embrace challenges, and become active agents of positive change within their teams and beyond. This theory underscores the transformative potential of leadership, not only in achieving organizational goals but also in cultivating a culture of collaboration, personal growth, and collective success.

Transformational Leadership Theory is a dynamic and influential framework that has garnered significant attention in the realm of leadership studies. At its core, this theory revolves around the idea that effective leaders have the capacity to inspire and transform their followers by elevating their aspirations, igniting their passions, and instilling a sense of purpose in their work. Unlike traditional transactional leadership, which focuses on routine exchanges and task-oriented supervision, transformational leadership transcends these boundaries to create a profound impact on individuals and organizations.

One of the key elements of transformational leadership is charismatic influence. Transformational leaders possess a charismatic aura that captivates and motivates their followers. Through compelling communication, they paint a vivid and compelling vision of the future, rallying their teams around a shared goal. This visionary outlook serves as a guiding light, providing a clear direction and inspiring a collective commitment to excellence<sup>124</sup>. Furthermore, transformational leaders engage in intellectual stimulation, challenging the status quo and encouraging their followers to think creatively and critically. By fostering an environment where new ideas are welcomed and explored, these leaders stimulate innovative thinking and problem-solving, which can lead to breakthroughs and advancements within the organization.

Individualized consideration is another pillar of transformational leadership. Leaders who practice individualized consideration demonstrate genuine care for the needs, concerns, and professional development of their followers. They take the time to understand the unique strengths and aspirations of each individual, providing tailored support and mentorship that not only enhances job satisfaction but also cultivates a sense of belonging and camaraderie. Perhaps the most distinctive aspect of transformational leadership is inspirational motivation. Through powerful storytelling and emotional resonance, transformational leaders fuel a deep-seated motivation within their followers. This motivation extends beyond mere extrinsic rewards; it taps into intrinsic desires for personal growth, meaning, and fulfillment. As a result, individuals under transformational leadership often display heightened levels of enthusiasm, dedication, and self-motivation<sup>125</sup>.

Transformational leaders also excel in promoting positive change and organizational development. By fostering a culture of continuous improvement and innovation, they create an environment where adaptation and growth are not only embraced but expected. This adaptability is crucial in today's rapidly changing business landscape, enabling organizations

to thrive in the face of challenges and uncertainties. In essence, transformational leadership is a powerful force that has the potential to reshape organizations and elevate individuals to unparalleled heights of achievement<sup>126</sup>. By inspiring and empowering their followers, transformational leaders create a ripple effect that extends far beyond the immediate scope of their influence, contributing to the development of resilient, innovative, and high-performing teams.

### **Assumptions of Transformational Leadership Theory**

Transformational Leadership Theory is built upon several key assumptions that form the foundation of its conceptual framework<sup>121,122,123,126</sup>:

**Inherent Potential for Growth:** The theory assumes that individuals have the inherent capacity for growth, development, and positive change. Transformational leaders believe in the untapped potential of their followers and are committed to nurturing and unlocking this potential through inspiration, guidance, and support.

**Shared Vision and Meaning:** Transformational leaders assume that a shared vision and a sense of collective purpose are essential for achieving exceptional performance. They believe that a compelling and aspirational vision can unite individuals, align their efforts, and create a strong sense of identity and belonging within the organization.

**Motivation Beyond Self-Interest:** The theory posits that individuals can be motivated by factors beyond immediate self-interest, such as personal growth, intrinsic satisfaction, and a desire to contribute to a larger cause. Transformational leaders assume that followers can be inspired to go above and beyond their basic job responsibilities when they are emotionally connected to a meaningful mission.

**Influence through Charisma and Inspiration:** Transformational Leadership Theory assumes that leaders who possess charismatic qualities and exhibit inspirational behaviors can profoundly influence their followers. Charisma, as a combination of personal magnetism,

confidence, and persuasive communication, is believed to evoke trust and admiration, enabling leaders to shape the attitudes and behaviours of their teams.

**Intellectual Stimulation for Innovation:** The theory assumes that intellectual stimulation fosters creativity, innovation, and critical thinking among followers. Transformational leaders encourage their teams to question assumptions, explore new perspectives, and engage in intellectual challenges. They create an environment where ideas are valued, leading to continuous learning and improvement.

**Individualized Support and Development:** Transformational leaders assume that each follower is a unique individual with distinct needs, strengths, and aspirations. They believe in providing individualized consideration and support to help followers reach their full potential. This personalized approach enhances job satisfaction, loyalty, and a sense of partnership.

**Positive Organizational Change:** Transformational Leadership Theory assumes that leaders who promote positive change within their organizations can create environments that are adaptable, responsive, and resilient. These leaders anticipate and embrace change as an opportunity for growth and improvement, rather than as a disruption.

**Long-Term Impact:** The theory suggests that transformational leadership has a lasting impact on both individuals and organizations. Followers who have experienced transformational leadership are expected to continue exhibiting high levels of motivation, initiative, and commitment even after the leader's influence has diminished.

These assumptions collectively shape the way transformational leaders approach their roles, interact with followers, and contribute to the overall development and success of their organizations. The theory's emphasis on personal growth, shared values, and visionary leadership reflects a belief in the potential for positive change at both the individual and collective levels.

## **Relevance of Transformational Leadership Theory to the Study**

The Transformational Leadership Theory holds significant relevance to the study. This theory provides a valuable lens through which to examine the potential impact of transformational leadership on academic achievements and the role of instructional materials within the educational context.

- a. **Enhanced Academic Performance:** The theory suggests that transformational leaders can inspire and motivate their followers, leading to higher levels of engagement and effort. In the context of secondary schools, transformational principals who exhibit charismatic influence and inspirational motivation may create an environment where both educators and students are motivated to excel. This heightened motivation could positively impact academic performance in civic education.
- b. **Shared Vision and Commitment:** Transformational leaders emphasize the importance of a shared vision and collective commitment. If principals exhibit transformational leadership qualities, they may foster a school culture that places a strong emphasis on academic excellence and civic education. This shared vision could lead to greater alignment between instructional goals, teaching methodologies, and student learning outcomes.
- c. **Innovative Instructional Approaches:** The theory's focus on intellectual stimulation and innovation aligns with the study's exploration of instructional materials. Transformational leaders encourage creative and critical thinking, which could extend to the selection and utilization of instructional materials. Principals who prioritize transformational leadership may be more inclined to adopt innovative materials that engage students and enhance their understanding of civic education concepts.

- d. **Individualized Consideration and Support:** Transformational leaders provide individualized consideration and support to their followers. This could manifest in principals' efforts to tailor instructional materials to meet the diverse learning needs of students. Materials that cater to different learning styles and abilities could contribute to improved academic achievements among students with varying levels of cognitive development.
- e. **Positive Learning Environment:** Transformational leadership fosters a positive and inclusive learning environment. Principals who exhibit transformational leadership behaviours may create a school atmosphere characterized by open communication, mutual respect, and a sense of belonging. Such an environment is conducive to effective teaching and learning, potentially enhancing students' engagement and academic achievements in civic education.
- f. **Long-Term Impact on Students:** The theory's assumption of long-term impact suggests that transformational leadership can have lasting effects on individuals. If secondary school principals employ transformational leadership strategies, students' experiences may extend beyond their immediate academic years. The inspiration and motivation instilled by transformational leaders could influence students' attitudes toward education and civic engagement throughout their lives.
- g. **Ethical and Moral Foundations:** Transformational leadership is deeply rooted in ethical and moral considerations. Principals who embrace this leadership style are likely to promote ethical behaviour, social responsibility, and a commitment to societal well-being. This emphasis on ethics and morality could resonate with the study's focus on civic education, as students are guided toward becoming responsible and engaged citizens.

## **Weaknesses of the Theory**

While the Transformational Leadership Theory offers valuable insights into leadership and its potential impact, it is important to acknowledge its limitations and weaknesses. These weaknesses provide a balanced perspective and encourage a critical evaluation of the theory's applicability and implications. The theory may present an idealized view of transformational leaders, portraying them as almost heroic figures capable of inspiring profound change. This perception might overlook the complexities and challenges that leaders face in real-world situations, potentially setting unrealistic expectations for leaders and leading to disappointment if such expectations are not met.

The theory does not provide an extensive analysis of how contextual factors, such as organizational culture, industry dynamics, or socio-cultural influences, may shape or constrain transformational leadership. The effectiveness of transformational leadership may vary across different settings, and the theory does not adequately address these variations. Identifying and measuring transformational leadership behaviours can be challenging. The theory's constructs, such as charisma and inspirational motivation, can be subjective and difficult to quantify accurately. This lack of concrete measurement tools can make it challenging to assess and compare the degree of transformational leadership across different leaders.

The theory's emphasis on charismatic influence and high levels of engagement may raise concerns about leader burnout. Transformational leaders may invest significant emotional energy in inspiring and motivating their followers, which could lead to exhaustion and potential long-term negative effects on their well-being. While the theory describes transformational leadership behaviours<sup>127</sup>.It offers limited prescriptive guidance on how to develop or enhance these behaviours. It does not provide a clear roadmap for leaders seeking

to cultivate transformational qualities, leaving room for interpretation and uncertainty in practice.

The charismatic influence of transformational leaders could be leveraged for both positive and negative purposes. While the theory emphasizes ethical considerations, there is a possibility that individuals with charismatic qualities could manipulate followers for personal gain or misguided objectives. The theory places a significant focus on the leader's influence, potentially downplaying the role of followers and the broader organizational context. Effective leadership is often a collaborative effort involving followers' active participation and organizational support, which may not be fully captured by the theory's emphasis on the leader's actions. Also, the theory's concepts and assumptions may be influenced by Western cultural norms and may not fully account for cultural variations in leadership styles and expectations<sup>128</sup>. Additionally, some critics argue that the theory's emphasis on charismatic and assertive behaviours may align more with traditional masculine leadership stereotypes.

### **2.2.2 Social Learning Theory**

Social Learning Theory, developed by Albert Bandura, is a widely recognized and influential psychological framework that explains how individuals learn and acquire new behaviours through observing, imitating, and interacting with their social environment<sup>129</sup>. This theory challenges the traditional behaviourist perspective by highlighting the crucial role of cognitive processes, observational learning, and the interplay between the individual, their behaviour, and the social context. At its core, Social Learning Theory posits that learning is not solely a product of direct reinforcement or punishment but is shaped by the observation of others and the cognitive processes that govern decision-making and behavior<sup>130</sup>.

Central to Social Learning Theory is the concept of modelling or observational learning. Individuals, especially in social settings, observe the actions, attitudes, and outcomes of others and use this information to guide their own behavior<sup>131,132</sup>. This process is

influenced by factors such as the perceived similarity of the model, the model's status and competence, and the consequences of the observed behaviour. Observational learning allows individuals to acquire new skills, attitudes, and behaviours without the need for direct personal experience. Cognitive processes play a significant role in Social Learning Theory. He introduced the idea of self-efficacy, which refers to an individual's belief in their ability to perform a specific task or behavior<sup>132</sup>. High self-efficacy enhances the likelihood that an individual will attempt and persist in learning and performing a behaviour, while low self-efficacy can lead to avoidance or reluctance. Self-efficacy beliefs are shaped by personal accomplishments, vicarious experiences (observing others' successes or failures), social persuasion, and physiological states.

The theory also emphasizes the importance of reciprocal determinism, which highlights the dynamic interplay between personal factors (such as cognitive processes), behaviours, and the environment<sup>133</sup>. People actively influence and are influenced by their surroundings, and this bidirectional relationship shapes the learning and development of behaviours over time. Social Learning Theory thus offers a holistic understanding of how individuals' thoughts, behaviours, and the social context interact to shape their learning experiences. Educators can apply the principles of this theory to enhance teaching methods and instructional materials. By incorporating role models and exemplars, educators can provide students with real-life models to observe and emulate, fostering the acquisition of desired academic behaviours and attitudes. Additionally, cultivating a positive and supportive classroom environment can boost students' self-efficacy beliefs, encouraging them to engage actively in the learning process and persevere through challenges. Through the lens of Social Learning Theory, educators can facilitate a more effective and enriching learning experience that goes beyond rote learning, promoting the development of critical thinking skills, civic engagement, and meaningful academic achievements.

One of the key tenets of Social Learning Theory is the notion of reinforcement and punishment, but with a twist<sup>134</sup>. While traditional behaviourism emphasizes the direct relationship between behaviour and its consequences, Bandura introduced the concept of vicarious reinforcement. This means that individuals can learn from observing the outcomes of others' actions. Through this process, individuals assess the rewards and punishments experienced by models (people whose behaviour they observe), and these observations influence their own choices and behaviours. Moreover, the theory proposes the significance of cognitive factors, such as attention, memory, and motivation, in the learning process. Attention refers to the individual's focus on the model's behaviour, memory involves the retention of the observed actions, and motivation drives the decision to replicate the behaviour based on the perceived benefits or consequences. This cognitive triad plays a crucial role in determining whether observed behaviours are successfully imitated.

Social Learning Theory also delves into the concept of self-regulation, which encompasses an individual's ability to set goals, monitor progress, and adjust behaviour based on feedback. He introduced the term "self-regulation" to highlight how individuals can regulate their own actions and thoughts to achieve desired outcomes<sup>133,135</sup>. This self-regulation is closely tied to the concept of self-control, where individuals manage their impulses and direct their behaviour toward long-term goals. In the context of education and academic achievements, Social Learning Theory offers valuable insights into how students acquire and apply knowledge. Educators can leverage this theory by creating environments that foster observational learning and provide positive models for academic success. Peer learning, group discussions, and collaborative projects can serve as platforms for students to observe and learn from one another. The theory also emphasizes the importance of providing constructive feedback and acknowledgment, as these social cues influence students' self-efficacy and motivation<sup>136,137</sup>.

Instructional materials play a crucial role within Social Learning Theory. Well-designed materials can serve as models that students observe, imitate, and learn from. By incorporating real-world examples, relatable scenarios, and successful role models within instructional materials, educators can enhance students' cognitive engagement, attention, and retention of academic content. Additionally, the theory's focus on self-regulation underscores the importance of cultivating students' metacognitive skills, enabling them to monitor their own learning progress, identify areas for improvement, and adjust their strategies accordingly<sup>137</sup>.

In conclusion, Social Learning Theory offers a comprehensive framework for understanding how individuals learn and acquire new behaviours through observation, imitation, and cognitive processes. Its relevance to education lies in its ability to guide educators in creating effective learning environments, designing impactful instructional materials, and promoting self-regulation among students. By incorporating the principles of Social Learning Theory, educators can foster meaningful academic achievements, critical thinking skills, and a deep passion for learning among secondary school students in the context of civic education.

### **Assumptions of Social Learning Theory**

Social Learning Theory, as proposed by Albert Bandura, is built upon several foundational assumptions that shape its understanding of human learning, behaviour, and development<sup>133,136,137,138</sup>:

- a. **Observational Learning:** The theory assumes that individuals can learn by observing the actions, behaviours, and outcomes of others. People are not limited to learning solely through their own direct experiences; they can acquire new knowledge and behaviours by watching and imitating the behaviours of models in their social environment.

- b. **Cognitive Mediation:** Social Learning Theory emphasizes the role of cognitive processes in learning. It assumes that cognitive factors, such as attention, memory, and motivation, mediate between stimuli and responses. Individuals actively process and interpret the information they observe and use cognitive processes to make decisions about whether to imitate behaviour.
- c. **Reciprocal Determinism:** The theory assumes that human behaviour is shaped by the continuous interaction between personal factors (such as cognitive processes, beliefs, and attitudes), behaviour, and the environment. This bidirectional relationship implies that individuals influence and are influenced by their surroundings, and these influences collectively contribute to learning and behaviour.
- d. **Self-Efficacy:** Social Learning Theory introduces the concept of self-efficacy, which refers to an individual's belief in their ability to execute specific actions to achieve desired outcomes. The theory assumes that higher levels of self-efficacy lead to increased motivation, effort, and persistence in learning and behaviour. Self-efficacy beliefs are influenced by personal experiences, vicarious experiences, social persuasion, and emotional states.
- e. **Vicarious Reinforcement and Punishment:** The theory assumes that individuals can learn from the consequences experienced by others. This concept of vicarious reinforcement and punishment implies that observing the rewards or punishments that models receive for their behaviours influences an individual's likelihood of engaging in similar behaviours.
- f. **Modelling and Imitation:** Social Learning Theory assumes that individuals are more likely to imitate behaviours that they perceive as similar to their own and those displayed by models with whom they identify or admire. The perceived similarity, competence, and status of models influence the likelihood of imitation.

- g. **Behavioural Change:** The theory posits that learning new behaviours does not necessarily lead to immediate changes in behaviour. While individuals may acquire new knowledge or behaviours through observation, actual behavioural change may require additional factors, such as reinforcement, practice, and self-regulation.

These assumptions collectively contribute to the understanding of how individuals learn from their social environment, make decisions based on cognitive processes, and shape their behaviour within the context of Social Learning Theory. The theory's emphasis on the interplay between observation, cognition, and the environment provides a comprehensive framework for explaining various aspects of human learning and behaviour.

### **Relevance of the Theory to the Study**

The Social Learning Theory, formulated by Albert Bandura, offers valuable insights into the ways in which students acquire knowledge, behaviours, and attitudes, particularly within the context of educational settings. The theory's emphasis on observational learning highlights the importance of role models and influential figures, such as school principals<sup>137</sup>. Students often observe and mimic the behaviours and attitudes displayed by their principals. A principal who exhibits transformational leadership qualities, such as effective communication, empathy, and ethical behaviour, can serve as a positive role model for both students and educators. Conversely, observing negative management behaviours could impact students' perceptions of authority and overall learning environment.

Social Learning Theory suggests that individuals imitate behaviours that are reinforced or rewarded. In the context of civic education, a principal who actively demonstrates and promotes civic values, community engagement, and social responsibility can influence students to adopt similar attitudes and behaviours. This can contribute to a heightened sense of civic duty, community involvement, and active citizenship among students. Also, the theory's concept of self-efficacy is highly relevant to academic

achievements<sup>139</sup>. A principal who fosters a culture of high expectations, provides constructive feedback, and supports students' belief in their own abilities can positively impact students' self-efficacy. Higher self-efficacy is associated with increased motivation, effort, and persistence in learning, which can ultimately lead to improved academic performance in civic education.

Social Learning Theory underscores the role of observational learning in the acquisition of new behaviours. Instructional materials that feature relatable and successful role models, showcase real-world civic actions, and present engaging scenarios can serve as effective tools for observational learning. Students can observe and learn from these materials, leading to a deeper understanding of civic concepts and potential positive behaviour changes<sup>140</sup>.

The theory's focus on observational learning extends to peer interactions. Collaborative activities, group discussions, and peer teaching can facilitate observational learning among students. A principal who encourages collaborative learning environments can promote positive interactions, the exchange of diverse perspectives, and the reinforcement of desired civic behaviours. Social Learning Theory's emphasis on cognitive processes highlights the importance of cognitive engagement in learning<sup>141</sup>. A principal who advocates for critical thinking, analysis of civic issues, and the application of knowledge to real-world contexts aligns with the theory's principles. Such an approach can enhance students' cognitive understanding of civic education topics and encourage active participation in civic discussions.

Incorporating the principles of Social Learning Theory into educational practices can contribute to a more holistic approach to fostering academic achievements and civic engagement among secondary school students. By considering the influence of observational learning, self-efficacy, and cognitive processes, educational stakeholders, including principals

and educators, can design strategies, materials, and environments that promote meaningful learning experiences in civic education.

### **Weaknesses of the Study**

While the theory recognizes the importance of cognitive processes, it does not provide a comprehensive explanation of how these processes work. It is less clear about how cognitive factors, such as attention, memory, and motivation, interact and influence each other in the learning process. Also, the theory's primary focus on observable behaviour and external reinforcement might downplay the role of internal mental processes, emotions, and thoughts that also contribute to learning and behaviour change.

The theory places relatively less emphasis on the potential role of biological factors, genetics, and neurological mechanisms in influencing learning and behaviour. It tends to overlook the complex interplay between biological and environmental influences. The theory does not fully account for the influence of innate predispositions or instincts that might drive certain behaviours. Some behaviour may not be solely learned through observation but could be influenced by inherent biological factors. While the theory effectively explains how new behaviours can be acquired through observation, it is less predictive when it comes to long-term behaviour changes or sustained behavioural patterns over time<sup>142</sup>.

The theory's application may vary across cultures and societies. It tends to emphasize universal processes of learning and imitation and might not fully address how cultural norms and values shape observational learning and behaviour. The theory does not delve into the potential influence of unconscious processes, emotions, or motivations on observational learning and behaviour. The theory might oversimplify the process of behaviour change by focusing primarily on external reinforcement and observational learning. It may not adequately address the complexities involved in lasting behavioural modifications, especially in cases where internal motivations and conflicting influences are at play.

The theory does not extensively address instances where individuals may imitate negative or undesirable behaviours they observe. It may not fully explain why individuals sometimes replicate behaviours that may lead to negative outcomes. Also, the theory does not fully account for individual differences in learning, such as cognitive abilities, personality traits, and learning styles. These factors can significantly influence how individuals perceive, process, and imitate observed behaviors<sup>143,144</sup>.

### 2.2.3 Self-Determination Theory (SDT)

Self-Determination Theory (SDT), developed by Deci and Ryan, is a prominent psychological framework that seeks to understand human motivation, behaviour, and well-being<sup>145,146</sup>. At its core, SDT emphasizes the importance of intrinsic motivation and the fulfilment of psychological needs in driving human actions. The theory posits that individuals have innate psychological needs for autonomy, competence, and relatedness, and when these needs are satisfied, they are more likely to engage in behaviours that lead to optimal functioning and well-being.

One of the central tenets of SDT is the distinction between intrinsic and extrinsic motivation. Intrinsic motivation refers to engaging in an activity for its inherent satisfaction and enjoyment, while extrinsic motivation involves engaging in an activity to attain external rewards or avoid punishment. SDT argues that intrinsic motivation is the most powerful and sustainable driver of behaviour, as it stems from individuals' genuine interest and satisfaction in the task itself.

The theory highlights three fundamental psychological needs<sup>147</sup>

**Autonomy:** The need for autonomy refers to the desire to have control over one's actions and make choices in accordance with one's values and interests. SDT suggests that individuals who feel autonomous are more likely to engage in behaviours willingly, experience a sense of ownership, and have a greater sense of well-being.

**Competence:** The need for competence pertains to the desire to feel effective, capable, and successful in one's actions. When individuals believe they can master challenges and develop skills, they are more likely to experience intrinsic motivation and a sense of accomplishment.

**Relatedness:** The need for relatedness involves the desire to feel connected, cared for, and valued by others. Social interactions, supportive relationships, and a sense of belonging are integral to fulfilling this need. When individuals feel a sense of connection, their motivation and well-being are positively influenced.

SDT also distinguishes between different types of extrinsic motivation, ranging from more autonomous forms (e.g., integrated regulation, where individuals align behaviours with personal values) to more controlled forms (e.g., external regulation, where behaviour is driven by external rewards or pressures). The theory suggests that the quality of motivation matters, with more autonomous forms leading to greater satisfaction and well-being. A teaching approach that supports students' autonomy, competence, and relatedness is likely to promote intrinsic motivation for learning. Principals and educators who create an environment where students have choices, feel competent in their abilities, and experience positive relationships are more likely to foster a deep and lasting engagement with the subject matter. This could result in improved academic achievements, critical thinking, and a lifelong love for civic education.

Self-Determination Theory (SDT) is a comprehensive framework that extends beyond motivation and has implications for various aspects of human development, behaviour, and well-being. It has gained prominence for its ability to explain not only why individuals engage in certain behaviours but also how these behaviours contribute to their overall psychological health and fulfilment. The theory suggests that when these needs are satisfied, individuals experience a sense of vitality and vitality, leading to positive outcomes such as improved performance, persistence, and overall life satisfaction. Moreover, SDT emphasizes

the dynamic interplay between intrinsic and extrinsic motivation. While intrinsic motivation arises from within and reflects genuine interest and enjoyment in an activity, extrinsic motivation is influenced by external factors. SDT introduces the concept of "internalization," whereby extrinsically motivated behaviours can become more autonomous and self-determined over time through a process of internalizing external factors into one's sense of self<sup>148&149</sup>.

The application of SDT to education has been particularly insightful. When educators and institutions create learning environments that nurture students' autonomy, competence, and relatedness, they are more likely to foster intrinsic motivation for learning. This can lead to a more enduring and meaningful engagement with academic subjects, including civic education, where students feel empowered to explore and critically analyse societal issues and responsibilities. Furthermore, SDT underscores the role of feedback and support in promoting optimal motivation and development. Constructive feedback that acknowledges students' efforts and progress, rather than focusing solely on outcomes, aligns with SDT's emphasis on competence and contributes to a sense of mastery and self-efficacy.

In the context of the study focused on academic achievements in civic education, SDT can shed light on the importance of creating an educational ecosystem that goes beyond rote learning. Principals who prioritize students' autonomy in how they approach civic education, ensure they feel competent in understanding complex civic concepts, and foster a sense of relatedness within the classroom community can facilitate a deeper and more meaningful connection to the subject matter<sup>150</sup>.

By integrating the principles of SDT into instructional materials and teaching methodologies, educators can design activities that tap into students' intrinsic motivation, promote active learning, and encourage critical thinking. This approach can potentially lead to enhanced academic achievements, a deeper understanding of civic responsibilities, and the

development of well-rounded, engaged citizens who are actively involved in their communities. Self-Determination Theory offers a comprehensive and nuanced perspective on human motivation, behaviour, and well-being. Its relevance to education lies in its ability to guide educators and administrators in creating learning environments that cultivate intrinsic motivation, autonomy, and a sense of competence and relatedness among students. By incorporating the principles of SDT, educators can foster a genuine passion for learning, critical thinking skills, and meaningful academic achievements in civic education<sup>151</sup>.

### **Assumptions of Self-Determination Theory (SDT)**

Self-Determination Theory (SDT) is based on a set of fundamental assumptions that provide the foundation for understanding human motivation, behaviour, and well-being<sup>152,153,154</sup>:

- a. **Universal Psychological Needs:** SDT assumes that all individuals, regardless of culture or context, possess three fundamental psychological needs: autonomy, competence, and relatedness. These needs are inherent and serve as essential motivators for human growth, development, and optimal functioning.
- b. **Innate Tendency toward Growth:** The theory assumes that humans have an inherent tendency to seek personal growth, development, and self-actualization. Individuals are naturally driven to engage in activities that help them develop their potential and thrive.
- c. **Differentiation of Motivation Types:** SDT differentiates between different types of motivation, ranging from intrinsic motivation (engaging in an activity for its inherent satisfaction) to various forms of extrinsic motivation (engaging for external rewards or pressures). It is assumed that the quality of motivation influences the extent to which behavior is self-determined.

- d. **Internalization and Integration:** SDT posits that individuals have the capacity to internalize external factors, incorporating them into their sense of self. External regulations can become more autonomous and self-determined through a process of internalization, which leads to behaviours being performed willingly and with a sense of personal choice.
- e. **Optimal Functioning and Well-Being:** The theory assumes that when the three psychological needs (autonomy, competence, and relatedness) are adequately satisfied, individuals experience optimal functioning and well-being. Satisfaction of these needs contributes to positive outcomes such as enhanced performance, greater persistence, and increased overall life satisfaction.
- f. **Social Context and Support:** SDT recognizes the impact of the social context on motivation and behaviour. Supportive social environments that acknowledge and nurture individuals' autonomy, competence, and relatedness facilitate the satisfaction of psychological needs and promote more self-determined behaviour.
- g. **Cultural Variability:** While emphasizing universal psychological needs, SDT also acknowledges cultural variability in how these needs are expressed and satisfied. The theory recognizes that different cultures and societies may prioritize and satisfy these needs in distinct ways.
- h. **Developmental Continuum:** SDT assumes that motivation and self-determination are developmental processes that evolve over time. Individuals can transition from more controlled forms of motivation to more autonomous forms as they internalize external factors and progress in their personal growth journey.
- i. **Optimal Challenges and Flow States:** SDT suggests that individuals thrive when they engage in activities that provide an optimal balance between challenge and skill, leading to a state of flow where they are fully immersed and absorbed in the activity.

These assumptions collectively contribute to the core principles of Self-Determination Theory and guide its application across various domains, including education, work, health, and personal development.

### **Relevance of Self-Determination Theory (SDT) to the Study**

Self-Determination Theory (SDT) holds significant relevance to the study and give insights into human motivation, behaviour, and well-being can provide valuable guidance for understanding and enhancing academic achievements in civic education within the secondary school context. SDT emphasizes the importance of autonomy in driving intrinsic motivation. Principals who adopt leadership styles that empower students, allowing them to make choices, express their opinions, and take ownership of their learning, are likely to promote autonomous motivation<sup>155</sup>. Autonomous learners are more likely to engage deeply with civic education materials, demonstrating a higher level of interest, curiosity, and perseverance in their studies. The theory's core concept of psychological needs (autonomy, competence, and relatedness) aligns with the goals of effective education. Principals and educators who create a learning environment that fosters these needs are more likely to promote positive learning experiences. For instance, providing opportunities for students to collaborate, fostering a sense of belonging, and acknowledging individual strengths can contribute to a sense of competence and relatedness.

SDT's focus on competence underscores the importance of designing instructional materials that challenge students appropriately. When materials are tailored to students' skill levels and provide opportunities for growth, students are more likely to engage with a sense of mastery. Principals and educators can ensure that instructional materials promote a balance between challenge and support, enhancing students' sense of competence and self-efficacy in civic education. SDT's emphasis on relatedness is relevant to the study's focus on civic education<sup>156</sup>. A principal who encourages a sense of community, open communication, and

positive relationships among students and educators can facilitate a supportive learning environment. This sense of relatedness can extend beyond the classroom, promoting active civic engagement and collaboration in addressing community issues.

SDT suggests that fostering intrinsic motivation leads to more meaningful and sustainable engagement in learning. Principals who prioritize creating a curriculum that connects civic education concepts to real-world issues, encourages critical thinking, and highlights the relevance of civic participation are likely to enhance students' intrinsic motivation. This, in turn, can positively impact their academic achievements. SDT's focus on promoting lifelong engagement and well-being is pertinent to the study's goal of achieving academic achievements in civic education<sup>153</sup>. A principal who nurtures students' intrinsic motivation and a sense of purpose in civic education contributes not only to immediate academic success but also to their long-term commitment to civic responsibilities and informed citizenship.

By integrating the principles of SDT into the educational context, principals, educators, and policymakers in Oyo State can create a learning environment that fosters intrinsic motivation, supports students' psychological needs, and promotes academic achievements in civic education. This can lead to well-rounded students who are not only academically successful but also active, engaged citizens with a deep understanding of their civic roles and responsibilities.

### **Weaknesses of the Theory**

SDT was initially developed in Western cultural contexts, and its assumptions and principles may not fully apply to all cultural groups around the world. The theory's emphasis on individual autonomy and self-determination may not align with collectivist cultures that prioritize group harmony and interdependence. While autonomy is a core component of SDT, the theory's emphasis on autonomy might not adequately capture the complexity of human

motivation in certain situations. In some cases, individuals may prioritize other needs, such as relatedness or security, over autonomy.

SDT presents a clear distinction between intrinsic and extrinsic motivation. However, real-life motivation is often more nuanced and multifaceted. Individuals may experience a combination of intrinsic and extrinsic motives that interact in complex ways. While SDT proposes three basic psychological needs (autonomy, competence, relatedness), it may not provide a comprehensive framework for understanding all aspects of human motivation and well-being. The specific ways in which these needs are satisfied or thwarted can vary greatly among individuals. SDT also acknowledges the role of the social context in influencing motivation, but it may not fully capture the impact of broader external factors such as socioeconomic status, cultural norms, and systemic inequalities, which can significantly shape individuals' opportunities and motivation.

The determination of whether psychological needs are satisfied can be subjective and may vary from person to person. What one individual considers satisfying in terms of autonomy, competence, or relatedness may differ from another individual's perspective. While SDT offers valuable insights, translating its principles into practical educational or organizational strategies can be challenging. Implementing autonomy-supportive practices and creating environments that satisfy psychological needs may require careful consideration and adaptation to specific contexts.

The theory does not extensively address how individual differences, such as personality traits, cognitive styles, and personal values, might interact with the basic psychological needs and influence motivation. SDT primarily focuses on positive motivation and the satisfaction of psychological needs<sup>157</sup>. It may not provide a comprehensive understanding of how negative emotions, fears, and aversions influence motivation and behaviour. While SDT connects motivation with well-being, the concept of well-being itself

is multifaceted and influenced by various factors beyond motivation, such as physical health, social relationships, and cultural norms.

## **2.3 Review of Empirical Studies**

### **2.3.1 Principal Management Style (Autocratic management style, democratic management style and laissez-faire management style) and Students Academic Achievements in Secondary School**

A study investigated principal leadership styles (Transformational, Transactional, Leader Member Exchange) and Teachers Academic Optimism as facilitators of Students academic success among secondary school students in Ejigbo local government area of Osun state. The research adopted a descriptive research design. Three hundred (300) copies of the questionnaire were distributed for administration, out of which 290 were returned, implies that 96.6% of the participants actually partook in the study. Three research questions were raised and answered. Data collected were analysed using of Pearson Product Moment Correlation (PPMC) and Regression analysis. The findings indicated that there was a significant relationship between principal leadership styles (transformational, transactional, leader member exchange), teachers academic optimism and academic success.; transformational ( $r = .730, p < 0.01$ ), transactional ( $r = .329, p < 0.01$ ), leader member exchange ( $r = .710, p < 0.01$ ), and teachers academic optimism ( $r = .613, p < 0.01$ ), This implies that all the independent variables (principal leadership styles and teachers academic optimism) played significant roles on the student academic success. Further result revealed that the value of  $R = .337$ ,  $R^2 = .114$ , while  $Adj. R^2 = .101$ . This implies that all the four factors combined together accounted for 10.1% variance in the prediction of student academic success. This implies that there was a significant contribution of principal leadership styles and teachers academic optimism to the student academic success among secondary schools students in Ejigbo area of Osun State. It is therefore recommended that, principals should increase their

use of transactional leadership style in their management of schools to boost their student's performance as well as their teachers' confidence which could lead to excellent academic success<sup>158</sup>.

A study determined the management competence of principals in improving the quality of education in SD Negeri 1 Epil, Lais District, Musi Banyuasin Regency. The research method is a qualitative descriptive. Sources of data in this study were teachers who assisted in the learning process at SD Negeri 1 Epil, Lais District, Musi Banyuasin Regency. Data collection techniques in this study include 1) interviews and 2) documentation. The data analysis used in this study were 1) data reduction, 2) display or presentation of data and 3) conclusions and data verification. The results showed that the management competence of the principal in improving the quality of education in Lais District was good. The study contributes to upgrade the principal's management competence in order to improve the quality of education<sup>159</sup>.

A study aims to determine and analyse the direct and indirect effects of instructional leadership, work climate and work motivation on commitment to organizational citizenship behaviour on teachers at MTsN in Hulu Sungai Selatan Regency. The research study is correlational research with path analysis. The population of this study was 350 teachers from 12 MTsN with a sample technique of 187 people. It used a proportional random sampling. Data was collected using instruments consisting of principals' instructional leadership instrument (28 items), work climate instrument (24 items), work motivation instrument (28 items) and Organizational Citizenship Behaviour instrument (18 items). The instruments were tested for validity and reliability and analysed using path analysis. The results showed that there were direct and indirect effects of instructional leadership, work climate and work motivation on teacher organizational citizenship behavior<sup>160</sup>.

A closely related study investigates the mediating role of organizational commitment on the relationship between principals' empowering leadership and teachers' job performance. To this end, it employed a cross-sectional design, one of the quantitative methods. Data were collected through the "Empowering Leadership Behaviours Scale", "Organizational Commitment Scale" and "Job Performance Scale". The sample consisted of 324 teachers working in different cities in Turkey. They were employed through convenience sampling and responded to the scales online. Predictive relationships between variables were revealed using a structural equation model. Before testing the structural model, the validity of the scales and measurement model was investigated. The findings indicated that validity and reliability of scales were ensured. On the other hand, the fit indices regarding the measurement model satisfied the cutoff values in the literature. Since the data did not satisfy the multivariate normal distribution assumption, bootstrapping was used. The findings indicated that empowering leadership is positively associated with teachers' job performance and organizational commitment. On the other hand, organizational commitment boosts job performance. Lastly, empowering school leadership enhances organizational commitment, which in turn teachers' job performance<sup>161</sup>.

A study also aims to determine the theoretical model of performance (fixed model) that can describe the structure of the causal relationship between the exogenous variable and the endogenous variable. The research was conducted in Medan City High School in 2017, with a total sample of 135 people. The research variable data selection uses a valid and reliable questionnaire based on the results of rational analysis (Expert Judgment) and instrument trials of 32 people from the study population. The data analysis technique used consisted of descriptive analysis, test requirements analysis, and path analysis with a significance level of  $\alpha$  of 0.05. The results of the analysis revealed  $H_0$  was rejected,  $H_a$  was accepted. So, there is a positive and significant direct influence of Leadership, Organizational

Culture, Work Motivation, and Job Satisfaction on the Performance of High School Heads in Medan City<sup>164</sup>.

A study identifies the relationship between teacher competence and 21st century skills. Besides, the study also examines the influence of each dimension on teacher competence that contributes to predictive factors in 21st century teachers' skills in teaching. A total of 242 secondary school teachers TS25 Cohort 1 North Zone of Peninsular Malaysia selected as study participants. The study also used quantitative approaches involving systematic random sampling. There are two instruments used in the study which are variables of teacher competence based on the Malaysian Teacher Standards by the Ministry of Education Malaysia (2009) and 21st century skills based on the 21st Century Knowledge and Skills in Teacher Educator framework by Partnership For 21st Century Skills (2010). The analysis of the study shows that there is a robust and positive relationship between professional competence and 21st century skills among teachers. The findings also predict that personal characteristics, pedagogy, professional, information and communication technology (ICT), as well as school management and development, are significant contributors to 21st century skills. The findings also show that the dimensions of teacher competence have the potential to help further develop the potential of teachers in line with 21st century learning (PAK-21) concepts<sup>165</sup>.

A study also identifies the influence of headmaster leadership on task load and teacher job satisfaction at SEIP. This quantitative study was conducted by distributing 400 sets of randomized questionnaires to SEIP teachers across Malaysia through google form. The data obtained were then analysed using Structural Equation Modelling (SEM) and AMOS software. The results show that there is a significant positive effect on the leadership of the headmaster and the task load of the teacher. Likewise, the construct of task load and teacher job satisfaction has a significant positive effect. However, for the construct of headmaster

leadership and teacher job satisfaction, there was no significant positive relationship. This finding is very important as a reference to the school administration re-evaluating their leadership so as not to burden SEIP teachers and to give them job satisfaction. In addition, the findings of this study can also serve as a guide for SEIP teachers to increase awareness of the importance of managing their tasks. This study also focused on education leadership in general and more specifically on special education leadership<sup>166</sup>.

Through the empirical methods of the study, inferences were made regarding the relationship between elementary school principals' transformational leadership and teachers' work motivation. In total, 550 questionnaires were distributed to 40 public elementary schools in New Taipei City, Taichung City, and Kaohsiung City in Northern, Western, and Southern Taiwan, respectively. Among them, 430 valid responses were recovered with an availability rate of 78.18%. Transformational leadership of elementary school principals and motivation of teachers showed a significantly positive correlation; dimensions of transformational leadership of elementary school principals had predictive power for the overall work motivation of teachers. In particular, the higher the intellectual stimulation and individualized consideration were, the better the work motivation of teachers was. Confirmatory factor analysis verified the factor structure of the scales. All factor loads exceeded 0.5, indicating a good model fit. Furthermore, common method variance analysis and processing measures were explored to enhance the reference value and significance of the research results<sup>167</sup>.

A study aims to determine and set the effective integration of the Cambridge Curriculum as an adaptive or supporting curriculum to the National Curriculum (K13) during the pandemic. The object is simplified into three junior high school subjects: mathematics, science, and English. The study applies a qualitative method by comparing and adopting the syllabus indicators of three subjects into the National Curriculum (K13) and adapted to online

learning. The result shows that integration suitability is compared and matched between the two curricula and is ready to be applied during the pandemic. The expected implication is that the Cambridge Curriculum can help schools around the world improve the quality of learning, especially during the pandemic<sup>168</sup>.

A study tries to study the supportive mechanisms of teachers' empowerment, which is developed by a school principal who acts as a leader, in order to cope with their multiple responsibilities, contributing, dynamically, to the success of the school organization's mission. The results of the study showed that a school leadership, which creates quality opportunities for teacher's empowerment, has a catalytic impact on their active engagement, joint commitment, cooperation, innovative and inquisitive attitude, job satisfaction, but also on the high achieving of their students, contributing, essentially, to the restructuring of the educational field<sup>169</sup>.

The goal of a study was to look at the impact of work motivation, leadership style, and competence on job satisfaction, as well as the effects of work motivation, leadership style, and competence on performance, job satisfaction's impact on performance, and the impact of work motivation, leadership style, and competence on performance via job satisfaction. The research takes place at LLDIKTI-IX. The study's population and sample size were 125 employees (complete sampling). The data from the questionnaire was analysed with the use of AMOS 18 and the Structural Equation Model. According to the findings, work motivation has a negative and significant impact on job satisfaction. Employee motivation in existence, connectedness, and growth is still low, but it is necessary to improve employee job satisfaction. Employee performance is influenced by competence in a positive but insignificant way. Employee competency is still a career development issue, with little attention paid to the role of innovation and technology in improving employee performance. Employee performance is influenced by competence through job satisfaction in a positive but

insignificant way. Employee job satisfaction is poor in enhancing their performance since applying competencies that have been directed thus far is still like meeting work needs<sup>170</sup>.

A study investigated the achievement of learners in the first four quintiles from one school district on the topic of probability. The study employed a quantitative research approach and used Bloom's taxonomy as the conceptual framework. A total of 490 Grade 12 learners from seven schools participated in the study. Results showed that learners in Quintile 4 had significantly higher achievement scores than learners in the lower quintiles at all levels of Bloom's taxonomy except synthesis. Counter intuitively, Quintile 1 students had higher achievement than those in Quintiles 2 and 3 at all cognitive levels of Bloom's taxonomy, with the exception of synthesis. The educational implications of the findings are discussed in relation to quintile ranking of schools and learner achievement<sup>171</sup>.

A study sought to evaluate the instructional strategies applied by Mathematics teachers in teaching Probability in secondary schools in Nairobi City County. The study was guided by the four (4) objectives; to identify the types of instructional strategies used by Mathematics teachers in teaching Probability; to investigate the extent to which instructional strategies used by Mathematics teachers enhance learners' performance in Probability; to assess learners' performance in Probability by gender; and to investigate the considerations that teachers make when selecting instructional strategies for teaching Probability. The study adopted the descriptive survey research design. Purposive and simple random sampling was employed to select the sample. The sample size was 140 Form three students. Key informants were 14 Mathematics teachers and seven heads of departments. The study instruments were: questionnaires, unstructured interviews for teachers, Observation checklist and a Probability achievement test for students. A pilot study was done in a school with similar characteristics as those in the sample. The results from the pilot study were used to determine the validity and reliability of the data collection instruments. The data from the pilot study was coded and

entered into the computer and reliability results with the help of the SPSS produced a coefficient of  $\alpha = 0.7767$ . The data collection was in two phases. In the first phase the researcher distributed questionnaires to the teachers. In the second phase the researcher observed the teachers in the classroom teaching Probability, conducted an interview with the Heads of Mathematics Departments and administered a test on Probability to learners.

Data from the actual study was analysed by use of both qualitative and quantitative methods. Quantitative data collected was analysed and presented in percentages, pie charts, and frequency distribution tables. The study findings indicated that Mathematics teachers use different instructional strategies while teaching Probability. The performance outcome from the test on Probability showed that different instructional strategies used by the teachers influence the students' performance in the Probability. The study concluded that teachers' instructional strategies determine learners' performance in Probability. The findings of the study indicated that Mathematics teachers have to choose their instructional strategies carefully while preparing to teach the Probability in order to enhance performance. The results of this study would be useful to Mathematics teachers, leaders in education, and curriculum developers<sup>168</sup>.

A closely related study analyze the effect of transformational, transactional, authentic and authoritarian leadership styles toward lecture performance in some private university in Tangerang. The study population are lecture of private university as many as 120 lectures from 14 of private university and data collection methods by giving an electronics questionnaire to the lectures of private university in Tangerang. The data analysis tool of this study uses SEM (Structural Equation Model) the LISREL program version 8.70. The results show that the transformational, transactional and authorial leadership style have positive and significant affected to lecture performance. Transformational leadership and authentic leadership has no significant effect to lecture performance<sup>169</sup>.

A study aimed to review teacher's leadership learning strategies in improving student learning outcomes since the government sent students home to slow the spread of the COVID-19 pandemic. The student's learning success during pandemic is closely related to understanding and implementing teacher leadership strategies in helping students learn from home. To support teachers in student learning success, we have reviewed literature, especially student learning during school closings. After data collection, we continued in-depth analysis and interpretation with a descriptive qualitative approach. Analysis and interpretation include the competencies to be achieved, learning motivation, teaching materials, mentoring methods, and success evaluation rubrics. After we connected all the elements above with teaching, pedagogy, and understanding of the realities of student learning during the pandemic, we finally succeeded in compiling a strategic formulation of the teacher leadership strategies as follows: 1) spatial learning practice, 2) retrospective approach, 3) practical elaborative learning, 4) collaborative learning, 5) interleaving approach, 6) concrete commitment, 7) multiple coding skills, 8) helpful resources, 9) digital competence, and 10) celebrating every success. These findings are they are valid and reliable. Therefore, the implication of these findings can be strategy for teachers to back up students learning from home today where teaching still remains in remotely settings<sup>170</sup>.

The results of the research on teaching foreign language to preventive medicine specialists (hygienists-epidemiologists) have been discussed. The results of scientific-methodological research and experimental works on the organization foreign language teaching through differentiated-continuous and professionally oriented principle and formation of professional communicative competence of medical students in foreign languages were presented. The experiments on developing professional communicative competence in a foreign language were carried out at Andijan state medical institute, Tashkent medical academy, Fergana branch of Tashkent medical academy. The factors

influencing on language learning, communicative skills and motivation of the students in Experiment and Control groups in medical higher school were assessed by students themselves and the results were analyzed<sup>171</sup>.

The objectives of a study were to examine the correlation between supervision of headmaster and teachers' work ethos, interpersonal communication and teachers' work ethos, and supervision of headmaster and interpersonal communication with teacher' work ethos. The research was used quantitative descriptive method by using multiple correlation. Data collected by questionnaire, and documentation. Data were analysed descriptively by using SPSS (version 16.0 for windows. From the research results can be seen that the value of t obtained or Sig. of supervision of headmaster was 0.006 whose value is less than  $= 0.05$ . It means that was significant correlation between supervision of headmaster (X1) and work spirit (Y). The value of t obtained or sig. t Interpersonal Communication (X2) was 0.023 whose value is smaller than the value  $= 0.05$ . This means that there is a significant correlation between Interpersonal Communication (X2) with work spirit (Y). The value of F obtained was 12,960. While the value of significant F is 0,000, where the value is less than the accuracy value  $= 0.1$  ( $P_v <$ ), it means that there is a significant correlation between Supervision of head master (X1), and Interpersonal Communication (X2) with work spirit (Y)<sup>172</sup>.

Another study aims to determine: a description of the principal's transformational leadership, teacher work motivation, teacher organizational commitment and teacher performance, Analysis of the direct relationship of transformational leadership and teacher work motivation, Analysis of the principal relationship of transformational leadership and teacher organizational commitment, Analysis of the relationship between principals' transformational leadership and teacher performance, Analysis of the direct relationship of work motivation with teacher performance, Analysis of the direct relationship of teacher

organizational commitment with teacher performance, Relationship analysis is not directly transformational leadership of principals with teacher performance through teacher work motivation variables, Analysis of indirect relationships of transformational leadership of principals with teacher performance through teacher organizational commitment. The study uses a quantitative approach.

The research sample was 178 people. The instruments of data collection are questionnaires that have met the validity and reliability test requirements. Data analysis to test hypotheses using path analysis with multiple regression methods. The results of this study are: (1) Description of the principal's leadership, teacher's work motivation, teacher's organizational commitment is in a high classification, while the teacher's performance is in sufficient classification, (2) there is a direct relationship between transformational leadership and teacher motivation, (3) there is a direct relationship between principals transformational leadership and teacher organizational commitment, (4) there is a direct relationship between principals' transformational leadership and teacher performance, (5) there is a direct relationship between work motivation and teacher performance, (6) there is a direct relationship between teacher organizational commitment and teacher performance (7) there is an indirect relationship of principal transformational leadership with teacher performance through teacher work motivation variables, (8) there is an indirect relationship of principal transformational leadership with teacher performance through teacher organizational commitment<sup>173</sup>.

A study examined the significant influence of the principal's leadership, academic supervision, and professional competence toward teachers' performance. We researched high school in the sub rayon 06 of Banyuasin. This research belongs to quantitative partial and simultaneous correlational. The sample was 128 teachers from SMA Negeri 1 Muara Padang, SMA Muhammadiyah Muara Padang, SMA Negeri 1 Air Saleh, SMA Bhakti Bangsa Air

Saleh, and SMA Negeri 2 Muara Sugihan and we used questionnaire. We found that 1) there is significant influence between the principal's leadership and the teachers' performance; 2) there is significant influence between the academic supervision and the teachers' performance; 3) there is significant influence between the professional competence and the teachers' performance; and 4) there is a significant influence of principal's leadership, academic supervision, and professional competence simultaneously to teachers' performance<sup>174</sup>.

While some research has documented links between supervisors' leadership style and subordinates' motivation, little is known about what drives leadership behaviours in the first place. The study aimed to contribute to the scholarly literature on motivational antecedents of leadership by drawing on the self-determination theory (SDT) of motivation and the full range leadership theory. We traced work motivation throughout the leadership process, starting with supervisors' work motivations as potential antecedents of leadership styles and proceeding to how leadership styles associate with subordinates' work motivations. A 2-2-1 multilevel mediational model tested on 61 supervisors and their 244 subordinates showed that supervisors' autonomous work motivation was linked with subordinates' ratings of supervisors' transformational leadership which, in turn, was linked with subordinates' autonomous work motivation. Furthermore, supervisors' transactional leadership mediated the association between their controlled motivation and their subordinates'-controlled motivation, whereas supervisors' passive avoidant leadership mediated the link between their amotivation and their subordinates' amotivation. Our integration of the full spectrum of SDT's conceptualization of motivation with the full range of leadership theory provides insights into the motivational processes that naturally direct supervisors toward transformational, transactional, or passive-avoidant leadership styles and their consequent

reflection in subordinates' motivations. The work has both theoretical and practical implications<sup>175</sup>.

Another study obtained information about the implementation of academic supervision done by the headmaster in order to develop teachers' performance. This research used qualitative method. Data were collected through interview, observation and documentation. The subjects of this research were the headmaster and the teachers. The results showed that the implementation of the academic supervision was done on three steps were planning, implementation and evaluation. The teachers gave positive responses to the implementation of academic supervision<sup>176</sup>.

A study aimed to find out the correlations between in-service teachers' emotional, burnout and job satisfaction in Turkey. To this end, the Teacher Emotion Inventory (TEI), Job Satisfaction Questionnaire and Maslach Burnout Inventory were administered to 564 in-service teachers in a wide range of disciplines. According to confirmatory factor analysis, the five-factor model of TEI was successfully confirmed within the current study. In addition, joy and love dimensions exhibited positive correlations with job satisfaction. The love and fear dimensions significantly predicted job satisfaction with a medium effect. Love, sadness, and fear dimensions significantly predicted teachers' burnout with a medium effect<sup>177</sup>.

The academic performance of a student in a university is determined by a number of factors, both academic and non-academic. Student that previously excelled at the secondary school level may lose focus due to peer pressure and social lifestyle while those who previously struggled due to family distractions may be able to focus away from home, and as a result excel at the university. University admission in Nigeria is typically based on cognitive entry characteristics of a student which is mostly academic, and may not necessarily translate to excellence once in the university. In this study, the relationship between the cognitive admission entry requirements and the academic performance of students in their first year,

using their CGPA and class of degree was examined using six data mining algorithms in KNIME and Orange platforms. Maximum accuracies of 50.23% and 51.9% respectively were observed, and the results were verified using regression models, with R<sup>2</sup> values of 0.207 and 0.232 recorded which indicate that students' performance in their first year is not fully explained by cognitive entry requirements<sup>178</sup>.

A study examined stress in teacher education students and had three objectives: to describe different degrees of stress and coping styles; to study the relationship between stress, coping strategies and academic achievement; and to examine whether increased age can moderate the effects of stress on academic achievement in 334 university -students. There were three main findings: many students experienced stress and used avoidance coping strategies; the students who were under less stress and engaged less in cognitive avoidance and more in problem-focused coping were also the students who made more academic achievement; and students under more stress performed worse, but with age stress affected performance less. In teacher education students, it is important to recognize and address the harmful effects of stress on well-being and academic achievement, to avoid long-term problems in professional and personal life<sup>179</sup>.

Another study describes the competence level of beginner principals as instructional leaders in primary schools. The aspects measured are: (1) personal competence; (2) professional competence; and (3) social competence. The research approach used is quantitative. The instrument used was a questionnaire. The research sample was 34 beginner principals, from 3 regions namely Malang City, Kediri Regency, and Pamekasan Regency; East Java, Indonesia. The data obtained were analysed using descriptive analysis. Based on the results of data analysis, it was concluded that: (1) personal competencies faced by beginner principals; (2) professional competencies faced by beginner principals in; and (3) social competencies faced by beginner principals in the excellent category<sup>180</sup>.

Teaching, as a profession, has professional ethics arranged in the teacher's code of ethics. The code of ethics is a reference for teachers in carrying out their teaching assignments in class. Teachers' teaching performance is the teachers' achievements in planning, implementing, and evaluating learning activities. The study uses a quantitative approach. The variables studied were professional ethics (X) and teachers' teaching performance (Y). The instrument used to measure the two variables was a questionnaire. The research respondents were 20 teachers of Junior High School in An Nur Malang Regency, East Java, Indonesia. To test the research hypothesis Pearson Product Moment Correlation was used. Hypothesis test results concluded that: there is a positive relationship between professional ethics (X) and teaching performance (Y) at Junior High School in An Nur Malang Regency, East Java, Indonesia, with a correlation coefficient of 0.498<sup>178</sup>.

A study aims to know the implementation of school-based management in the eastern area of Indonesia. The researched areas consist of 10 provinces and 35 respondents (the principals of primary schools). The research sample was determined by using a stratified random sampling technique with representatives from regencies/cities in each province in the eastern area of Indonesia. The data analysis was done descriptively through collecting, arranging, organising, synthesising, presenting and analysing the numerical data. The research results showed that the most compelling indicators of the opportunity to implement school-based management in the eastern area of Indonesia are policy type, policy impact, transparency, task division, policy substance, school independence, the improvement of school quality, policy scope, policy implementation and teacher guiding. The indicators that should be improved are planning, program evaluation, reporting, time suitability, time benefits, utilisation, organising, procurement, people's participation, decision making, accountability and teacher quality. The indicators that should be restored due to their low quality are the assessment of teachers' performance, supervision, the number of teachers,

time efficiency, cost efficiency, time allocation, cost sources, cost types and cost-effectiveness<sup>179</sup>.

A research discusses the management of learning outcomes assessment in Mathematics based on junior high schools in Ho Chi Minh City. Results obtained by research methods: questionnaire survey method, in-depth interviews with 13 school managers principal, 13 leader teachers of Mathematics and 13 teachers of Mathematics in 13 districts of Ho Chi Minh City, Vietnam. The survey results show that the management of the formative assessment of high school math learning results is essential. To perform well the formative assessment of students, school managers principal must apply management functions in planning; organizing, deploying, and checking the implementation of learning outcomes assessment in Maths based on formative assessment. This survey on the current situation of management of math learning results to approach students at 26 junior high schools in Ho Chi Minh City. The actual survey of 26 school managers principal, 52 vice principals of 26 leader teachers and 216 teachers for the results of level 4 and level 3 is an important practical basis for proposing measures: strengthening management functions (planning, organization, leadership and inspection); focusing on fostering the theory for the teachers of Mathematics team on the objectives, content, methods, forms, and effective treatment of mathematical learning outcomes assessment in a formative assessment to improve the quality of education<sup>180</sup>.

A study investigated the structure and relationship of teachers' job satisfaction (N = 142,280) and principals' job satisfaction (N = 8,869). Results of structural equation modelling using multilevel bi-factor models provide strong evidence for the validity of a model including both specific (satisfaction with the profession versus the working environment) and general job satisfaction factors. This differential conception of job satisfaction was further tested by including the student variables disciplinary climate and

student achievement from linked TALIS 2013- PISA 2012 data. Only teacher job satisfaction factors (general and working environment) were related to the disciplinary climate perceived by students, whereas the working environment job satisfaction factor was related to student achievement for both teachers and principals. Controlling for socio-economic status reduced these estimates, but did not change the pattern of results<sup>181</sup>.

A study aims to investigate the impact of the common classical leadership styles (autocratic, democratic and laissez-faire) among faculty leaders at Egyptian governmental universities on their decision-making and problem-solving skills. Design/methodology/approach - This study uses quantitative research approach; data was collected using structured questionnaires and analysed using SPSS. The sample included 384 faculty members. Findings - Autocratic and democratic styles have a significant impact on decision-making and problem-solving skills. Laissez-faire style was found statistically insignificant on decision-making and problem-solving skills. Originality/value –The value of this study is that it provides insights on leadership styles and how they are perceived in governmental universities in Egypt. It enlightens the effective styles in terms of decision making and problem solving, therefore provides a framework for these universities. Leadership in higher education which is a vital issue today.research implications: The research implies that the autocratic faculty leader- deemed ineffective in modern leadership theories-, is significant in governmental universities in matters of decision-making and problem-solving. Concerning the laissez-faire faculty leader, finding indicates that, this style is insignificant in governmental universities in terms of decision-making and problem-solving, contrarily to common belief, it was found that laissez-faire leaders are not effective in public governance in Egypt. The bureaucratic system that is applied in governmental universities in Egypt, leads to the autocratic and democratic style being more effective than laissez-faire<sup>182</sup>.

An experimental study compared the impact of the innovative and non-innovative approach of leadership on learning English at the school level in Pakistan. The aim was to improve the quality of English teaching by providing innovative and practical strategies to English teachers to develop a necessary mindset to conceive their own practices with technology. Participants in the experimental group were instructed through innovative leadership, while those in the control group were only taught through non-innovative leadership. After completing the course, a two-independent sample t-test was conducted to assess leadership styles to change the nature of teaching English at the school level. The results were drawn through descriptive and inferential statistical analysis for comparing groups. Results indicated that innovative leadership allowed English language teachers to have empowerment by incorporating technology into teaching in the classroom and raised student's awareness towards using technology in their study, which is expected to be the reality in several developing countries such as Pakistan. A quasi-experimental quantitative study using a pretest-posttest design will also have recommendations for developing range of teaching skills such as interpretive presentations, communication skills and personal grooming techniques at the school level in the teaching scenarios<sup>183</sup>.

To ensure the quality of the pedagogical innovations employed, a study determined the students' evaluation of the faculty prepared instructional modules for the courses they enrolled in during the first and second semesters of Academic Year 2020-2021. Employing a descriptive-correlational research design, the study was participated by 644 students from three colleges who were then available during the data gathering. Data gathered through online surveys were then analysed using descriptive statistics and Spearman's rank correlation coefficient utilizing jamovi software. Results revealed that the faculty-prepared instructional modules were acceptable and satisfactory to the students. Besides, the students' evaluation of the instructional modules was positively related to their level of satisfaction.

Still, the students recommended that a review of the modules be done before sending the modules; a more extended time allotment is considered, and sufficient concrete examples are given in the modules. With this, the faculty concerned are encouraged to review the phases involved in the design, development, and distribution of the instructional modules to make them highly acceptable and very satisfactory to the students while maintaining the quality of both the content and aesthetics of the learning materials. Considering the study's limitations, further endeavours may be carried out to validate this pedagogical innovation<sup>184</sup>.

A study investigates the problem of developing guidelines, manuals for effective teaching aids in teaching a foreign language to students in order to form foreign language communicative competencies. Moreover, the article discusses the requirements that must be observed when creating effective teaching aids. On the example of the educational and methodological several manuals, the main principles and parameters that teachers should be taken into account in the process of writing teaching aids due to the transition to new educational standards. The educational and methodological manuals are the result of productive and systematic work, which required time, as well as the cooperation of teachers, methodologists and specialists in the field of information and communication technologies. In the article, the educational and methodological manual is of a complex nature, since it offers tasks for practicing and improving all types of speech activity: reading, listening, speaking and writing<sup>185</sup>.

Another relevant research produced the instructional materials for the logical thinking of mathematics ability based on Indonesian Realistic Mathematics Education for junior high school students for Grade 8, which is valid and practical. The research used a design research method with the type of development study conducted in two stages, namely preliminary design, and formative evaluation, including self-evaluation, prototyping (expert reviews, one-to-one, and small groups) field tests the research conducted at junior high school. For

research subjects, students of class VIII B of junior high school are 29 students. The techniques of data collection used are documentation, walkthrough, interviews, and test. The research data are quantitatively and qualitatively analysed. The results of data analysis known that the research produces the logical thinking of mathematics for instructional materials based on Indonesian Realistic Mathematics Education on the content of linear equations of two variables that are valid, practical, and have potential effects. In this case, mathematics instructional materials in students' worksheets based on Indonesian Realistic Mathematics Education have been content valid, constructive, and language from expert validation at the expert review stage. In contrast, the mathematics student worksheets based on Indonesian Realistic Mathematics Education have been practically obtained from revisions results of one-to-one and small group. Furthermore, the prototype of instructional materials in the form of student worksheets has potential effects to improve the logical thinking of mathematics ability for students<sup>186</sup>.

Another study investigated the effectiveness of multimedia learning packages in improving the attitudes of students toward learning Biology in secondary schools. The study employed a quantitative and qualitative research approach. The population for the study consisted of all students offering Biology as a subject in the senior secondary schools in Ibadan North Local Government Area of Nigeria, from where a sample of 80 students was randomly selected from three secondary schools and assigned to three groups (one control and two experimental groups). Two multimedia instructional learning packages (MILP) were designed for the study. The topic treated was Cell Division, and the study lasted for six weeks. The packages and all instruments used were validated for content and construct validity, and reliability test was also done. The results showed that multimedia instructional packages used in teaching and learning Biology in secondary schools enhanced better students' engagements and positive attitudes toward learning. It was concluded that students developed positive

attitudes toward learning Biology after using the packages and that multimedia instructional packages are an interesting and creative method of teaching, learning, and enhancing positive attitudes towards learning among secondary school students<sup>187</sup>.

The analysis of the data was carried out by using descriptive analysis, one-way ANOVA, Pearson correlation and multivariate regression analysis. The finding indicates that there is a significant positive relationship between pedagogic leadership styles and public school teachers' performance. Co-efficient were also statistically significant with a p-value < 0.05. It was also found that delegation of duties was positively correlated with lesson planning, a negative correlation with assessment of students, and a positive correlation with co-curricular activities at 0.05 level of significance. The findings revealed that the democratic style was the most practiced leadership style. The teachers' performance was found to be moderate. The study concludes that pedagogic leadership practices have significant effects on conflict management, decision-making, communication, and delegation of duties. Based on the findings by interview, it is recommended that the principals need a mixture of autocratic and democratic styles of pedagogic leadership. While impartiality in resolving conflict, shared decision-making maintains communication between teachers and principals, and fair distribution of duties can significantly enhance the performance of public school teachers<sup>188</sup>.

A study analysed principal's Leadership Style and Its Relevance to Teacher Performance. Various problems in the world of education regarding quality and education to improve teacher performance are influenced by the principal's leadership. This study analyses the principal's leadership style and its relevance to teacher performance. This type of research includes field research, including descriptive qualitative research. This study uses a qualitative approach. The method used to collect data is observation and interviews. The data analysis technique used is descriptive qualitative analysis. The research results on the effect of the principal's leadership style on teacher performance that the principal's leadership is

included in a potent category. The results of this study indicate that the leadership style applied by the agency is democratic. The hypothesis test shows that leadership style has a positive and significant effect on teacher performance. It explains that the more democratic the leadership style applied, the higher the teacher's performance. This leadership style is happy to accept suggestions, opinions, and criticism from subordinates. A leadership style that needs to be maintained in terms of involving teachers in decision-making and needs to improve aspects of leadership must pay attention to the interests of teachers and institutions<sup>189</sup>.

A study examined critical, reflective, creative thinking and their reflections on academic achievement. The present study was conducted with the aim of examining the structural relationship pattern among critical thinking, reflective thinking and creative thinking and their predictive power on academic achievement. To this end, a total of 227 students, 127 (56 %) male and 100 (44%) female, attending a state university preparatory class in İstanbul, Turkey, formed the study group. “The Critical Thinking Scale”, “The Reflective Thinking Scale” and “The Marmara Creative Thinking Dispositions Scale” were administered to the study group as data collection tools. To measure the academic achievement, the participants’ overall average of grades, set by the institution, during the fall term of 2019-2020 academic year was taken as a basis. The collected data were analysed by applying SEM through AMOS 16 software program. The findings from the data revealed that critical thinking, reflective thinking and creative thinking correlated with each other in a positive and significant way and these variables all predicted academic achievement positively and significantly<sup>190</sup>.

Another study explored relationship between principal leadership style and student achievement: A Comparative Study between Germany and China. This study explored the different clusters of leadership styles and the relationship between principal leadership style and student academic achievement in domains of mathematics, reading, science, and

collaborative problem-solving in Germany and China. We used PISA 2015 data covering 6,504 students and 256 school principals from German schools and 9,841 students and 268 school leaders from Chinese schools. Results identified three leadership styles in Germany, namely, transformational (23.4%), instructional (41.3%), and integrated (35.3%) leadership, and two leadership styles in China, namely, transformational (38.6%) and instructional (61.4%) principals. Principals with instructional and integrated leadership had higher student achievements in Germany, whereas only principals with transformational leadership had slightly higher student achievements in China. Moreover, three leadership styles in Germany and two in China showed their relationships with each domain of student achievement. In conclusion, principals in Germany and China had different priorities in leading schools. The differences that principal leadership made on student achievements highlighted the differences in principals' situational context and leading characteristics between Germany and China<sup>191</sup>.

A closely related study examined instructional leadership effects on teachers' work engagement, roles of school culture, empowerment, and job characteristics. In the study, the relations between the principal's instructional leadership, school culture, psychological empowerment, job characteristics, and teachers' work engagement was examined on a sample of 310 elementary school teachers. The results showed no direct effects of the principal's instructional leadership on work engagement; however, they proved the belief that the principal could have an indirect effect on teachers' work engagement through indirect variables: school culture, teacher empowerment, and job characteristics. The research method is structural equation modelling, for the purpose of which five research tools (the principal instructional management rating scale, the school culture survey, the job diagnostic survey, the psychological empowerment questionnaire, and the job engagement questionnaire) were used for data collection. The participants were selected through a stratified sampling method.

The reliability was assessed by cronbach's alpha. The results showed that the model fitted the data and that the relationship between instructional leadership and job engagement was established entirely through school culture, empowerment, and the job characteristics of teachers. The principals are recommended to apply the instructional leadership approach. By assisting teachers in collaboration, instilling collective leadership, and communicating a shared vision, the principals can contribute to developing a positive and participatory school culture<sup>192</sup>.

Another study determined linking positive emotions and academic performance: The mediated role of academic psychological capital and academic engagement. The present study examined the relationship between positive emotions and academic performance, and the mediated role played by academic psychological capital and academic engagement, in a sample of 497 Chilean high school students. Participants' ages ranged from 14 to 17 years old, with a mean of 15.71 (SD = 1.15). Findings supported our hypothesized model that academic psychological capital and academic engagement mediate the relationship between positive emotions and academic performance (GPA). The proposed model has theoretical implications for future research and practical implications for school settings. The promotion of positive emotions in students is a relevant challenge for principals, teachers, and parents in attempting to build academic psychological capital and academic engagement, which in turn may lead to higher academic performance<sup>193</sup>.

A study examined teacher stress and burnout in urban middle schools: Associations with job demands resources, and effective classroom practices. Stress and burnout are pervasive among public school teachers and amplified in urban schools, where job demands are often high and resources low. Relatively little is known about factors contributing to stress and burnout among urban school teachers specifically, or how these aspects of teacher occupational wellbeing relate to their use of effective classroom practices. Rather than

utilizing objective measures, extant research has relied heavily on teacher report of antecedents and consequences, in addition to self-reporting stress and burnout, which have also rarely been examined together in tandem. To address this and other gaps in the literature, the current study examined the interplay of job demands and resources, stress and burnout, and effective classroom practices (operationalized as warm-demanding teaching). Two discrete observational measures, in addition to teacher self-report, were collected from a sample of 255 teachers in 33 low-income, urban middle schools. Findings indicated that White teachers, female teachers, and teachers in low-income schools reported higher stress and burnout. Teachers reporting more self-efficacy, affiliation with colleagues, and student emphasis on their academics (i.e., more resources) reported lower stress and burnout; furthermore, adding resources to the model attenuated associations between student disruptive behaviours and stress and burnout. In turn, stress was associated with lower levels of observed demanding teaching (instructional dialogue); however, surprisingly, burnout was related to higher levels of observed teacher warmth (sensitivity). We discuss these findings in light of prior research and consider implications for future research and professional development for teachers<sup>194</sup>.

A study focused work-related stress and performance among primary school teachers. Stress influences teachers' performance and school effectiveness alike. The main objective of this study is to describe work-related stress and its eventual relationship with job performance of teachers working in primary schools of Boven Digoel district, Indonesia. To attain this objective, a survey study was employed by utilizing two survey questionnaires. Research data derived from a total of 352 primary school teachers who were incidentally established as samples. Data were statistically analysed using Pearson's correlation analysis. Result of data analysis shows a significant negative correlation between the work-related stress and job performance of teachers working in the primary schools of Boven Digoel district<sup>195</sup>.

A study developed and validated the relationships between self-regulated learning strategies, learning motivation and mathematics achievement. This study aimed at examining the relationships of self-regulated learning strategies with students' learning motivation and academic achievement in mathematics. The study employed a descriptive research design. The participants were 238 ninth grade students in the Sultanate of Oman. The Motivated Strategies for Learning Questionnaire was used to assess the participants' use of self-regulated learning strategies and motivation. Academic achievement was reflected by the total score obtained in mathematics. Results revealed statistically positive relationships of self-regulated learning with intrinsic motivation, extrinsic motivation, task value, control of learning beliefs, self-efficacy and academic achievement. Test anxiety was found to be negatively related to self-regulated learning. The study offers insights on how to develop effective instructional strategies to enhance students' self-regulated learning skills<sup>196</sup>.

To ensure the quality of the pedagogical innovations employed, a study determined the learning styles and teaching styles determine students' academic performances. Individuals learn in different ways using several learning styles, but lecturers may not always share material and learning experiences that match students' learning preferences. Mismatches between learning and teaching styles can lead to disappointment with students are taking, and lead to underperformance among them. The aim of this study is to identify the learning styles of the students enrolled in University Malaysia Pahang who were registered in Programming Technique course and to investigate the relationship between students' learning styles and teachers' teaching styles. Five lecturers and 251 students were involved in the study as participants and. Data from students were collected using Leonard, Enid's VAK Learning Style Survey. Meanwhile, the teaching styles of the lecturers were identified using Grasha and Reichmann's Teaching Style Survey. The findings revealed that majority of the student's preferred visual learning style. The result also shows that the lecturers' teaching

styles give an impact towards the students' academic performance. From this study, we can conclude that teaching styles have significant impacts on students' learning styles and academic performances<sup>197</sup>.

A study investigated leading and teaching with technology: School Principals' Perspective. Technology has changed the way people live, from use of the Internet to the way they communicate with text messages and e-mails. This change is also evident in the education system. This study traced how principals' leadership roles have changed in the school setting because digital natives and society, in general, have become technologically savvy. The findings for this study were generated from interviews and observations of high school principals. This qualitative research study revealed that administrators are apprehensive about social media in the classroom and that they need to become more familiar with it to better implement technology effectively in the classroom. To ease their apprehension, principals need to change their ways of thinking about social media's use. Professional development in technology skills needs to be more available and flexible for principals to become a more visionary technology leader in the 21st digital educational environment<sup>198</sup>.

Another relevant research produced relationship between school principals' leadership behaviours and teachers' job satisfaction: A Systematic Review. This systematic review aims to investigate the relationship between school principals' leadership behaviours and teachers' job satisfaction. With this purpose, studies that focused on this relationship in the literature were examined. Twenty-seven studies found in different databases (i.e. ERIC, WOS, SCOPUS and ULAKBİM) were included in the analysis. These studies mostly focused on the relationships between school principals' transformational and interaction leadership behaviours and teachers' job satisfaction. Additionally, job satisfaction was also studied in relation to servant leadership, ethical leadership, distributive leadership, individual- and task-

oriented leadership and school leadership behaviours. Based on the findings of the studies examined, school principals' transformation leadership behaviours were found to have stronger relationships with teachers' job satisfaction compared to interactional leadership behaviours and were an important predictor of job satisfaction. Negative relationships were revealed between laissez-faire leadership and job satisfaction. On the other hand, school principals' servant leadership and ethical leadership behaviours were found to be important variables in ensuring job satisfaction. Lastly, school principals' administrative behaviours that encourage participation and are flexible, sharing leadership at school, and exhibiting individual-oriented and supportive leadership behaviours were revealed to enhance teachers' job satisfaction<sup>199</sup>.

Another study evaluated the pedagogic leadership practices and public-school teachers' performance in secondary schools of District East Karachi. The study employed descriptive research design. The study was carried out with n =28 secondary schools of District East. A random sample of 283 individuals participated in the current study employing a simple random sampling technique. Questionnaire and interview were the main instruments of data collection. Principal's leadership practices and teachers' performance were independent and dependent variables. The questionnaires on conflict management, decision making, communication, and delegation of duties were used to describe the principal's pedagogic leadership practices. While lesson plan, assessing students, and involvement in co-curricular activities of teachers determined teacher's performance<sup>31</sup>.

A study investigated effect of e-leadership style, organizational commitment and service quality towards Indonesian School Performance. The purpose of this study was to analyse the influence of e-leadership, organizational commitment and service quality toward school performance. This research method is a quantitative method with data processing tools using the SmartPLS version 3.0 program. The research data were obtained from an online

electronic questionnaire distributed online using a snowball sampling system. The respondents of this study were 200 teachers at school in Banten. The results of data analysis show leadership, organizational commitment and service quality significantly influence school performance. The novelty of this study is the first leadership research model with e-leadership, organizational commitment and service quality variables on school performance<sup>200</sup>.

A study determined the management skills and styles of school principals during the COVID-19 Pandemic. The present study investigated a significant issue among a population with unique characteristics. This research and discussion centered on the challenges of running a school during the COVID-19 pandemic. The central question in this study was, how do school principals perceive their abilities and the skills required to run schools during the pandemic? In addition, this study aimed to assess the awareness of the teachers that were subordinate to these same school principals and the impact of their leadership style. The current study involved 151 teachers and 18 school principals from 18 governmental Bedouin schools in Israel. Structured questionnaires were used to collect data and measure the research variables. To analyse the data, indices and statistical tests were applied using SPSS software.

The main research findings indicated that the teachers perceived the leadership styles of their school principals as a formative and rewarding part of their personality and not as an evasive style. The principals reported a high level of availability and accessibility and appropriate communication levels with all of the relevant parties. Moreover, the principals reported their level of decision-making ability as high, their judgment calls as sound, and their organizational planning skills and knowledge-development abilities as excellent. Additionally, cultivating the organizational structure was a priority for the principals; they believed that they could develop a comfortable and supportive organizational atmosphere and

that this was the core of their work. The school principals perceived themselves as having the requisite skills, including a high level of ability and efficient team management. Self-confidence and a high level of competence helped the school principals cope with the challenges of the COVID-19 pandemic and traverse them safely<sup>201</sup>.

A closely related study investigates principal leadership and school performance: An Examination of Instructional Leadership and Organizational Management. Recent research work in school leadership highlighting the importance of principals' organizational management skills has prompted scholars to consider their importance in relation to instructional leadership skills. However, there is limited empirical work that directly compares these leadership skills and their importance for school outcomes. The results show that principals view themselves as either strong or weak on instructional leadership and organizational management skills simultaneously. We also find that learning gains vary significantly across the principal profiles<sup>202</sup>.

A study aims to determine and analyse indigent condition in education and low academic outcomes in public education system of Indonesia and Uzbekistan. Located in the heart of Central Asia, Uzbekistan pays out an enormous portion of its budget and attention to compulsory education in the area. Meanwhile, public education is afflicted by several issues apart from excellence both in the teaching and learning process. However, far in South-East Asia, Indonesia has made dramatic progress on expanding access to education over the last few decades but still, the pupil achievements remain low. The author tried to define the current circumstance of primary education and sought possible solutions for them. Through field surveys and data analysis methods used throughout the investigation. Found data shows that improper infrastructure of government expenditure on education, low salary, and limited quota in pedagogical universities lead to a shortage of teachers in rural areas. The government of Uzbekistan needs further educational reforms in the area of public education,

teacher training, and re-training programs, and increasing teachers' salaries, while the picture is quite dissimilar in Indonesia. School dropouts, shortage of well-qualified teachers, school fees challenge the national education system in the country<sup>203</sup>.

A study tried to study the high school students' experience of online learning during Covid-19: the influence of technology and pedagogy. The Covid-19 pandemic resulted in New Zealand schools closing and teaching occurring through digital media. This paper reports research which applied Kearney et al.'s (2012) framework as a lens to examine student experience of digital learning at home during Covid19. This framework provides three characteristics that influence learners' experience when using digital devices for learning: personalisation, authenticity and collaboration. High school students in their final two years of schooling (n=1975) responded to a questionnaire consisting of quantitative and qualitative questions with qualitative data analysed thematically and quantitative data with descriptive statistics. This study found aspects of Kearney et al.'s framework reflected in participants' experience and identified further important characteristics that influenced learning. Authenticity and collaboration facilitated learning, but participants valued supportive pedagogies and motivational strategies which enabled academic progress and enhanced wellbeing. Effective use of technology mediated supportive pedagogies and an alternative framework was developed to incorporate these additional findings<sup>204</sup>.

A study investigated the effect of innovative leadership prompted by technology on empowering English Language teachers in Pakistan. This experimental study intended to compare the impact of the innovative and non-innovative approach of leadership on learning English at the school level in Pakistan. The aim was to improve the quality of English teaching by providing innovative and practical strategies to English teachers to develop a necessary mindset to conceive their own practices with technology. Participants in the experimental group were instructed through innovative leadership, while those in the control

group were only taught through non-innovative leadership. After completing the course, a two-independent sample t-test was conducted to assess leadership styles to change the nature of teaching English at the school level. The results were drawn through descriptive and inferential statistical analysis for comparing groups. Results indicated that innovative leadership allowed English language teachers to have empowerment by incorporating technology into teaching in the classroom and raised student's awareness towards using technology in their study, which is expected to be the reality in several developing countries such as Pakistan. A quasi-experimental quantitative study using a pretest-posttest design will also have recommendations for developing range of teaching skills such as interpretive presentations, communication skills and personal grooming techniques at the school level in the teaching scenarios<sup>205</sup>.

A study sought to evaluate factors affecting students' learning performance through collaborative learning and engagement. In higher educational institutes, developing classrooms for active learning is becoming a part of comprehensive educational drive for students involving and engaging in learning. For this purpose, influence of social factors on collaborative learning and engagement has been investigated which will influence learning performance of students. The study looked at following areas: (a) the ability of social factors for developing collaborative learning and engagement and (b) whether collaborative learning and engagement mediate a link between social factors and student's learning performance. Constructivism theory has been utilized to observe the student's learning behaviour. Data have been collected through questionnaires from university students. Findings evaluated through structural equation modelling (SEM), shows that social factors, i.e. interaction with peers and teachers, social presence, and usage of social media positively impact active collaborative learning and student involvement, thus affecting their learning performance. The findings also provide evidence for double mediation used in this study. As online

learning is becoming more prevalent in education, it has been concluded that overall collaborative learning and engagement with influence of social factors improve activities of students learning; therefore, their usage should be stimulated in teaching and learning in higher educational institutions as it influences students' academic development<sup>206</sup>.

A closely related study analyse the integrated three theories to develop a model of factors affecting students' academic performance in higher education. This study aimed to alleviate the disparity in the literature regarding social media use for collaboration and communication and its influence on the performance of students at higher education. A questionnaire survey on constructivism theory, technology acceptance model, and communication theory were utilized as the key method for collecting data and was circulated among a total of 863 university students. The obtained outcomes of students' behavioural intention to utilize social media to collaborate learning and online communication indicates a positive effect on their academic works in higher education institutes, while male students were not completely satisfied with interaction with peers for collaboration learning. The study indicates that collaboration learning, as well as online communication over social media enhances, the students learning activities and enable to sharing knowledge, information, and discussions, and hence, we recommend students to utilize social media for education purpose and should have encouraged them through lecturers at higher level education institutions<sup>207</sup>.

A study examined the leadership as a critical responsibility that requires effective attention on the improvement of educational standard in Enugu education zone of Enugu state. The study was on Leadership as a critical responsibility that requires effective attention on the improvement of educational standard in Enugu Education Zone of Enugu State. The main purpose of this study was to study was to explore leadership as a tool for improvement of educational standard in Enugu Education Zone. Design of the study was descriptive survey.

The study was carried out in Enugu Education Zone of Enugu State. The population of the study comprises of the principals and teacher of Secondary Schools in Enugu Education Zone. The instrument for data collection was a questionnaire of Fifty (50) teachers and students who were randomly selected from five (5) secondary schools. The instrument was face validated. Test retest was used for the reliability of the study. Form the findings of the study it was concluded that Democratic leadership style is the least used leadership style by principals. In this style, there is high consultation before making decisions. Giving teachers autonomy in decision making about improving academic performance was less used. Teachers were in agreement with the principals on consultation before making decisions. It was also recommended that the directorate of quality assurance standards and Federal Ministry of Education can use the findings to formulate training programmes for principals of the public secondary schools. These programmes should be focused to use of transformational, democratic and transactional leadership styles to improve standard of education through principal leadership<sup>208</sup>.

Another study aims to determine a comparative study on democratic, autocratic and laissez-faire leadership styles of public and private school principals. The aim of this study is to explore to be compared the styles of the democratic, the autocratic and the laissez-faire leadership that are tried to be displayed by public and private school principals via teachers' views. The universe of the study consists of the teachers working in public and private schools in the central districts of Konya in the 2018- 2019 academic year. The data were obtained from 420 teachers randomly through a scale within the framework of the quantitative research approach. As a result of the analysis, it was found that there was a significant difference between the democratic, the autocratic and the laissez-faire leadership styles displayed by public and private school principals. In the democratic leadership style, the mean score reached by the principals working in private schools was higher than the

mean score of the principals working in the public sector. On the other hand, in the autocratic and the laissez-faire leadership styles, it was determined that the mean score of the principals working in public schools was higher than the mean score of the principals working in private schools. While the highest mean score belonged to the school principals working in public schools in the autocratic leadership style, it was concluded that the lowest point mean score belonged to the private school principals in the laissez-faire leadership style<sup>209</sup>.

Another study obtained information about the relationship between school administrators' leadership styles, school culture, and organizational image. In this study, the relationships between the leadership styles of school principals, school culture, and organizational image are examined according to the teachers' perceptions. The study is designed according to a relational survey model, and it consists of 370 teachers working in 20 schools in Selçuklu, Karatay, and Meram districts of Konya, Turkey. The leadership style scale of school principals (LSSSP), the scale for school culture (SSC), and the scale of the organizational image (SOI) were used as data collection tools. Pearson's correlation, regression, and path analysis were used for analysing data in addition to descriptive statistics. It was found that school principals manifest transformational leadership characteristics, the perception of school culture by the teachers is strong and the perception of the organizational image by the teachers is medium. It was also found that there are significant relationships between leadership styles, the school culture, and organizational image, along with the leadership style of school principals, which significantly predicted school culture, and school culture, which significantly predicted organizational image. School culture has a mediator effect on both leadership styles and the organizational image. This is due to the realization of the leadership styles that have an important role in developing an organizational image, through school culture. This research offers the presumptions that leadership manifested by the principal creates a positive effect on the members of the organization and contributes to

the formation of strong school culture, in addition to leadership and school culture making a positive contribution to the organizational image of the educational institution<sup>210</sup>.

A study aimed to investigate the role of principals' entrepreneurial attitude on their job performance (Case study: Schools of Damavand County). This study aimed to investigate the role of entrepreneurial attitude in the job performance of schools in Damavand County. The research method was applied and descriptive. The statistical population of this study consisted of all principals and deputies of (public) schools in Damavand County in the academic year 2018-19, which were equal to 218 people. The statistical sample size using Cochran's formula was estimated to be about 139 people selected through stratified random sampling. The tool questionnaire was used to collect the data. Data were analysed using SPSS software. Construct validity was used to evaluate the validity of the research questionnaire, and Cronbach's alpha coefficient was used to analyse its reliability. Findings showed a significant relationship between entrepreneurial attitude and job performance of school principals, and there was a significant relationship between the four dimensions of attitude and job performance. Also, the current situation of entrepreneurial attitude and job performance of Damavand County managers is desirable. The results obtained from the study's primary objective showed a positive and meaningful relationship between the entrepreneurial attitude and the professional performance of the managers of the city of Damavand. This means that the higher the entrepreneurial attitude of school principals, the higher their professional performance. Also, The regression analysis of the study showed that among the four dimensions of entrepreneurial attitude, the dimension of self-esteem was the strongest, and the dimension of success-oriented was the weakest predictor of job performance among principals and deputies of (public) schools in Damavand County. Finally, it can be said that by designing suitable training courses on entrepreneurial issues and the

entrepreneurial attitude, one can improve professional performance, in particular the success of managers<sup>211</sup>.

A study investigates the influence of the Principals' Decision Making Skills on Students' Academic Outcome in Public Teacher Training Colleges in Nyanza Region, Kenya. Teacher training college principals' administrative skills involves authority and responsibility in terms of deciding the way ahead and being held responsible for the success or failure of achieving the set objectives. The success or failure of principals can be judged on their leadership qualities. In a constantly changing social, economic, and technological environment, leadership is a more important attribute of management today than before. The purpose of this study was to assess the influence of the Principals decision making skills on students' academic outcome in public teachers training colleges in Nyanza Region, Kenya. The researcher used purposive sampling to select principals and BOM chairpersons while 30 Percent to select tutors and student leaders. Validity was done by using suggestions from supervisors before setting out to collect data. Reliability was done by using test re- test methods which yielded alpha of 0.67. Researcher used Questionnaires and interview schedules for data collection. Data was analysed and interpreted using descriptive statistical and inferential techniques using the Statistical packages of social sciences (SPSS) version 21. The researcher adhered to regulations and ethical considerations. The study found out that the principal decision making skill contributed to 63 percent of students' academic performance in public teachers training colleges in Nyanza Region. The study recommends that all principals must be well trained on decision making skill. The study recommended that all principals should periodically attend more decision making seminars in the region.

A study examined principals' leadership styles as determinants of teachers' job performance in public secondary schools in delta north senatorial district, delta state. The leadership style of principals was investigated as a driver of teacher job performance in

public secondary schools in Delta North senatorial district of Delta State. The study's participants were 12,200 teachers from Delta North senatorial district's 166 public secondary schools. A sample of 240 teachers was chosen from this cohort using simple random selection. The study used two tools to gather data: the Leadership Style Questionnaires (LSQ) and the Teacher Job Performance Questionnaire (TJPQ). The study was guided by two research questions and two hypotheses. At the 0.05 level of significance, the data was analysed using frequency and percentage for the research questions and the chi-square contingency table for the hypotheses. The democratic system was discovered to be effective and the most popular leadership style adopted by principals of public secondary schools in the district was style. In terms of teacher perceptions of work performance, there was no significant difference between male and female teachers. It was suggested that principals at these schools maintain a democratic leadership style. Autocratic and laissez-faire leadership styles should be avoided at all costs<sup>212</sup>.

Another study describes metacognitive awareness and academic motivation and their impact on academic achievement of Ajman University students. Metacognition is the ability of learners to take necessary steps to plan suitable strategies for solving the problems they face, to evaluate consequences and outcomes and to modify the approach as needed, based on the use of their prior knowledge. Metacognition helps learners to successfully achieve a personal goal by choosing the right cognitive tool for this purpose. The study, therefore, aims to explain the relationship and impact of metacognitive awareness and academic motivation on student's academic achievement. This descriptive and correlational study design has included 200 students (60 males) studying sociology in the College of Mass Communication and Humanities at Ajman University, UAE. Academic intrinsic motivations scale and the metacognitive awareness inventory were used as instruments. PLS-SEM was used to examine the relationship between metacognitive awareness and academic motivation, and their impact

on academic achievement. Females obtained significantly higher levels than males on the two scales of metacognitive awareness, as shown in metacognitive knowledge. Females reported a higher-level academic extrinsic motivation than males. There is a highly significant correlation between the students' academic achievement and academic motivation; academic achievement and academic intrinsic motivation; academic achievement and academic extrinsic motivation. Metacognitive awareness is a major contributor to success in learning and represents an excellent tool for the measurement of academic performance<sup>213</sup>.

A study aims to know the leadership styles, work engagement and outcomes among information and communications technology professionals: A cross-national study. The present study examined relationships among leadership styles, work engagement and work outcomes designated by task performance and innovative work behaviour among information and communication technology professionals in two countries: Ethiopia and South Korea. In total, 147 participants from Ethiopia and 291 from South Korea were made to fill in the self-reporting questionnaire intended to assess leadership styles, work engagement, task performance, and innovative work behaviour. To test the proposed hypotheses, multiple linear regression analysis was utilized. The results showed that transformational leadership style had a significant positive relationship with employees' work engagement and innovative work behavior, while transactional leadership style had a significant positive relationship with employees' task performance. However, laissez-faire leadership style had a significant negative relationship with task performance. Work engagement had significant positive relationships with the indicators of work outcomes. Besides, work engagement partially mediated the relationship between leadership styles and work outcomes. The observed associations and mediation were consistent across the two national samples considered, indicating the soundness of the assumptions across countries. The findings provide insights into how leadership styles correspond with employees' work outcomes<sup>214</sup>.

A research discusses the effectiveness of students' council leaders' involvement in management roles for enhancing students' discipline among different categories of public secondary schools in machakos county, Kenya. The purpose of study was to assess the effectiveness of students' council leaders in enhancing students discipline in public secondary schools in Machakos County. The following research question guided the study: How effective are the students' council leaders involvement in enhancing students' discipline among different categories of public secondary schools in Machakos County? The study was anchored in the Distributed Leadership Theory. Convergent Parallel Mixed Methods Design guided the study. A sample size of 382 students, 38 chairpersons of students' council, 350 teachers, 38 principals from 38 public secondary schools and one County Quality Assurance and Standards Officers was selected to participate in the study. Stratified random sampling and purposive homogenous sampling techniques were employed to select study participants. Questionnaires, semi-structured interview guide and document analysis guide were used to collect data. Research instruments were subjected to both content and face validity. Cronbach Alpha technique was used to determine the reliability of quantitative data on Likert scale items while that of qualitative items was determined in terms of their trustworthiness. Quantitative data was coded and then entered into Statistical Package for Social Sciences version 21 to generate frequencies and percentages that summarized data. Inferential statistics involving the use one way Analysis of Variance tested the hypothesis. A post hoc test using Tukey HSD was done in order to determine where significant mean differences in effectiveness of students' council in their roles existed, that is, between which school categories. Qualitative data was organized thematically and presented in narratives and direct quotes. Key findings showed that students' council leaders were effective in constantly reminding students to always observe discipline, coordination and supervising all curricular and co-curricular programs, providing counselling to students to help resolve unacceptable

behavior, meeting students regularly and encouraging free expression of students' views, ensuring proper use and maintenance of the equipment and physical facilities in the school. However, they were not effective in handling drug and substance abuse, facilitating problem solving, conflicts resolution and building consensus. The concluded in overall students' leaders were slightly effective in performing their roles in enhancing students' discipline. This study recommends that the principals take a lead in ensuring that once elected, the students' leaders are adequately inducted, trained regularly to acquire leadership skills and competences on their roles. This would enable them perform their roles effectively in enhancing students' discipline among different categories of public secondary schools in Kenya<sup>215</sup>.

A study investigated the role of teacher performance in school effectiveness. This research is based on the idea that teachers' performance at school level directly contributes to school effectiveness by achieving their educational objectives. In the research, relational survey model, which is one of the survey models, was used. 426 teachers (286 women and 140 men) participated in the study. Data were collected through School Effectiveness Scale (Hoy, 2014) and Teacher Performance Evaluation Scale (Özgenel, 2019). Data were having been analysed by t test, ANOVA, correlation and regression. According to the research findings, teachers' perceptions of school effectiveness do not show significant differences according to their gender and seniority; but according to their educational background and school level. School effectiveness perceptions of undergraduate teachers are higher than those of graduate teachers. Primary and secondary school teachers perceive their schools more effectively than high school teachers. While teachers' performances do not show significant differences according to their educational background and seniority; it shows according to their gender and school levels. The performance of female teachers is higher than male teachers. Primary and secondary school teachers' performances are higher than those of high

school teachers. Teachers' performance decreases as the school level progresses from primary, secondary and high school. A moderate and positive relationship was found between teachers' performances and school effectiveness ( $r=.358$ ;  $p<0.1$ ) and teachers' performances was explained 12% of the total variance in school effectiveness. In other words, teachers' performances positively affect the effectiveness of school. In the study, it was concluded that teachers' performance predicted school effectiveness and positively influenced. When it is recognized that building effective schools is a difficult process, teachers are expected to be involving and perform at a high level in order to overcome these challenges and achieve the school's basic objectives at the desired level. Therefore, it may be recommended to policy makers and school leaders that teachers determine their performance, receive feedback and establish a performance evaluation system with improvements as a result of the performance evaluation process<sup>216</sup>.

A study aims to investigate effect of learning management system on Student's performance in educational measurement and evaluation. This study determined the effect of Learning Management system (LMS) on students' performance in educational measurement and evaluation course. A non-equivalent group quasi experimental research design was adopted for the study, using a population of all the undergraduate students in Imo State University, Nigeria. A sample of 232 students was purposively selected comprising of 109 males and 123 females. An instrument titled "Measurement and evaluation Achievement Test (MEAT)" was used for data collection. The internal consistency reliability of the items of the MEAT was estimated to be 0.88 using KuderRichardson formula (K-R20) method, while the estimated temporal stability was obtained to be 0.89 using Pearson Product-moment correlation. The Data collected were analysed using mean and standard deviation to answer the research questions while analysis of co-variance (ANCOVA) was used to test the null hypotheses. The findings of the study revealed that students taught using LMS (Moodle)

performed better than those exposed to the CAI4ME Package. It was equally revealed that female students performed better than the males in both the two approaches although the male students recorded a higher gain score. Based on the findings, the researchers recommend that, LMS Packages such as Moodle should be learnt and used by lecturers of Educational Measurement and Evaluation<sup>217</sup>.

An experimental study universal school meals and associations with student participation, attendance, academic performance, diet quality, food security, and body mass index: a systematic review. The school environment plays an important role in children's diets and overall health, and policies for universal free school meals have the potential to contribute to positive child health outcomes. This systematic review evaluates studies examining the association between universal free school meals and students' school meal participation rates, diets, attendance, academic performance, and Body Mass Index (BMI), as well as school finances. The search was conducted in accordance with the Preferred Reporting Items for Systematic Review and Meta-Analyses (PRISMA). A search for studies published in economically developed countries published through December 2020 was performed in PubMed, Education Resources Information Center (ERIC), Thomson Reuters' Web of Science, and Academic Search Ultimate, followed by examining the references in the resultant literature. A total of 47 studies were identified and the Newcastle-Ottawa Scale (NOS) was applied to assess bias. Nearly all studies examining universal free school meals found positive associations with school meal participation. Most studies examining universal free school meals that included free lunch found positive associations with diet quality, food security, and academic performance; however, the findings of studies examining only universal free breakfast were mixed. Research findings were similarly mixed when examining attendance as an outcome. Concerns about adverse outcomes on student BMI were not supported by the literature; in fact, several studies detected a potentially protective effect

of universal free school meals on BMI. Research examining the impact of universal free meals on school finances was limited, but suggest that lower-income school districts in the U.S. may have positive financial outcomes from participation in universal free school meal provisions. Additionally, providing free meals to students may be associated with improved household incomes, particularly among lower-income families with children. Further research is needed to examine the financial implications of universal free meals for both school districts and families. Overall, universal free school meals may have multiple benefits for students and countries should consider universal free school meal provisions with strong nutrition guidelines<sup>218</sup>.

Another study evaluated the implementation of school-based management in improving quality of education in primary school. Quality education is an absolute requirement to achieve national development goals; thus, education will produce superior and competitive human resources. Many government efforts improve the quality of education, among others, with regional autonomy or decentralization, which produces school-based management in the world of education. School-Based Management enables schools to be more independent through the granting of authority (autonomy), greater flexibility for schools in managing resources, and encouraging the participation of school members and the community to improve the quality of education. This research aims to determine how to implement school-based management to improve the quality of education in elementary schools. This research uses a qualitative descriptive method with data collection through interviews and observation. The subjects in this study were principals, teachers, school committees, community leaders, and stakeholders. This data analysis used data reduction, data presentation, and data validation (concluding). The results of the research findings indicate that the implementation of school-based management in improving the quality of education in elementary schools has been going well; the activeness of the school committee

evidence this by providing suggestions/considerations, supporters, controllers, and mediators, the direct participation of parents in the planning and implementation of the program. In schools as well as management of curriculum and teaching programs, management of students, management of educators and education staff, and management of facilities and infrastructure are carried out well<sup>219</sup>.

A study analysed teacher's performance management and the role of principal's leadership, work environment and motivation in Tegal City, Indonesia. The objective of the study is to describe the influence of principals' leadership, work environment, and affiliation motivation on improving the performance of certified teachers at Private Vocational Schools in Tegal City, Indonesia. To achieve this objective, the current study carried out a research survey in Private Vocational Schools of Tegal City. Therefore, data collection was achieved by using survey questionnaire and respondents of the study was school teachers. Thus, the study used quantitative research approach with cross-sectional research design. Data were analyzed by using latest technique, namely; Structural Equation Modeling (SEM) based on Partial Least Square (PLS). The results of the study showed that the leadership of the principal, the work environment, and the motivation to affiliate were well perceived by the teachers. Both principal leadership and work environment had direct effects on improving the certified teacher's performance. The teacher's performance can be explained by independent head leadership and work environment variables, however, for independent variables namely; motivation to affiliate did not have enough significant influence. Hence, teacher's performance can be improved through the leadership of principals and a conducive work environment<sup>220</sup>.

A study examined the role of leadership in establishing a positive staff culture in a secondary school. The Australian case study explored the implementation of strategies to support the development of a positive school culture among whole school staff. A

participatory action research approach was used to involve leadership staff in the development of a mixed method assessment of the school organisation. Baseline data from the School Organisational Health Questionnaire (n = 28) and qualitative data from focus groups (n = 15) were collected and presented to the leadership team who identified four foci for the study: appraisal and recognition, participative decisionmaking, professional growth and supportive leadership. After a range of interventions, findings from both post-test surveys (n = 22) and qualitative data (n = 30) suggested a change in leadership style was a key factor of school cultural change across all factors. The case study highlights a number of visible strategies that were employed to increase morale and improve staff wellbeing<sup>221</sup>.

Another study explored teacher job satisfaction by principal support and teacher cooperation: Results from the Schools and Staffing Survey. Although turnover rates are alarmingly high for early career and veteran teachers, turnover rates are even higher for those who identify as a teacher of colour. To increase the retention of teachers, job satisfaction has become an important construct to analyse. Teacher cooperation and principal support within the school are two influential factors that directly relate to job satisfaction. Using the restricted 2011-2012 Schools and Staffing Survey, a nationally representative dataset, principal support, teacher cooperation, and their moderation effects were analysed in relation to teacher job satisfaction using a series of multilevel models. After controlling for teacher- and school-level characteristics, principal support and teacher cooperation were statistically significant predictors of job satisfaction for all teachers. The moderation effect between the two variables of interest and race were also statistically significant. These findings emphasize the need to maintain professional communities where teachers can interact and collaborate with the support of their school leaders<sup>222</sup>.

Another study determined the rethinking teacher retention in hard-to-staff schools. National, state, and local educational agencies identify teacher retention as an issue of

continuous importance and concern. This report addresses the issue of teacher retention through the lens of administrative effectiveness and involvement, as well as teachers' intrinsic motivations. Relevant findings include structural framing of the educational environment, student behaviors, school district demands for improvement, and teacher perspectives on administrative support. The report iterates that teacher retention does not have a one-size-fits-all solution, and that each school division and individual school must work purposefully to devise plans to retain its most effective teachers<sup>223</sup>.

A closely related study examined building bridges in higher education: Student-faculty relationship quality, student engagement, and student loyalty. This study's aim was to investigate a hypothesized model examining the associations between students' perceptions of the quality of their relationship with their educational faculty and staff (i.e., relationship quality) and students' involvement. The relationship quality measurement included students' experiences with all educational faculty and staff, with the aim of predicting student engagement and student loyalty. Based on data from 454 higher education students, findings indicate that affective commitment and affective conflict are important relationship quality dimensions that influence the student engagement dimensions of absorption, dedication, and vigor. The main conclusion is that a relationship management approach in higher education is fruitful to achieve positive academic outcomes such as student engagement and student loyalty.

Another relevant research produced quality management of teacher empowerment in Pekalongan Primary Islamic Schools. A school's quality is heavily determined by the competence of its teachers. In terms of Islamic schools where building Islamic character in students serves as the main objective, the teachers play even a greater role. This article discusses concepts related to the empowerment of Islamic primary schools in Pekalongan. Promoting quality services to the community, the schools develop a strategy to empower their

teachers. The research uses multiple case study whereby a variable-oriented approach is employed to develop a number of propositions upon which a cross-case analysis is constructed. This research article discusses theories related to human resource management, builds interconnection between the theories and the concept of teacher empowerment, and finally analyses some profound findings upon which the schools are considered successful in empowering their teachers. It underscores the role of -amongst which- a teachers forum in improving the teaching and learning quality in the schools<sup>224</sup>.

A study investigated leadership and leadership development in educational settings. Leadership gained a lot of attention during the past decades because of school principals' growing responsibilities and the accountability-driven context they work in. However, reviews providing a general overview of effective school leadership theories and effective professional development are rare. The present review was conducted to summarise the existing literature and discover lacunae in school leadership research in preschools, primary and secondary schools. 75 studies focusing on leadership theories, characteristics of effective school leadership and school leaders' professional development were included and analysed. The present article provides an overview of main leadership theories such as instructional leadership, situational leadership, transformational leadership, distributed leadership and Leadership for Learning. Second, the article focuses on the characteristics of effective school leadership and lastly, the review offers features of effective professional development activities for school principals<sup>75</sup>.

A study determined principals and stress: Few coping strategies for abundant stressors. Various job demands continue to be very stressing and exhausting for school administrators who have to work under unprecedented pressure. This qualitative study explores the various stressors school administrators experience and the coping strategies they utilize to manage their stress. Findings show that the various stressors experienced by the school administrators

do affect their job performance and their own wellbeing. Principals mentioned three main types of stressors related to work, relationships and time. They also experienced some unpleasant feelings in response to these stressors such as guilt, a sense of unfairness, loneliness, or disappointment. However, their coping strategies comprised of spending time with loved ones and having an outlet outside work. Implications for social emotional skills-based professional development programmes for school administrators are discussed<sup>225</sup>.

A study developed and validated leadership styles and psychological empowerment: a meta-analysis. Psychological empowerment has become a popular construct in organizational research and practice. Leadership ranks high among the best predictors of employees' psychological empowerment, yet little is known about which leadership styles prove more effective than others. This meta-analysis investigates the effects of four leadership styles on psychological empowerment. More specifically, we test whether empowering leadership evokes more psychological empowerment than transformational leadership, servant leadership, or transactional leadership. We found that empowering, transformational and servant leadership contribute almost equally to psychological empowerment. No relationship was found with transactional leadership. In an explorative manner, we tested the effects on the different dimensions of psychological empowerment. We found that the leadership styles had a weaker influence on the competence dimension of psychological empowerment. We also investigated the effects of several moderators on the relationships with psychological empowerment: country culture (power balanced freedom (PBF)), study design (cross-sectional vs. multi-wave studies) and publication status (published vs. unpublished). We found no moderating effects of culture, which indicates the universally empowering effects of the leadership styles. The relationships between leadership and empowerment were somewhat weaker when data were collected at different measurement points, and publication bias does not seem to be an issue in this research field<sup>226</sup>.

A study investigated vocational education in Indonesia: History, development, opportunities, and challenges. This study aims at comprehensively describing the ups and downs of vocational education in Indonesia, which includes its history, development, opportunities, and challenges. Researches in this field are rarely conducted, but necessary to be revealed in the midst of the incessant criticism. This study uses a qualitative approach with a cross-sectional design. However, due to the complexity of the variables and the difficulty in accessing sources in their original form (primary sources), this study utilizes policy documents and relevant research work. Data analysis has been added, including: inductive, deductive, and meta-analysis. Data were obtained from principals, students and teachers of vocational high schools (SMK). Furthermore, purposive sampling was selected to obtain data, giving a sample population consisting of 44 principals, 152 teachers, and 202 students. Purposive sampling was chosen due to its in-depth understanding on vocational education. However, not all principals and teachers in Indonesia are vocational based. Data were obtained from experts in the field of vocational education through interview, observation, documentation, and questionnaire guidelines compiled and validation. The results showed that vocational education in Indonesia has been in existence before the country gained independence, and after reform. However, before independence, the Netherlands organized Vocational Education, known as the Bandung Institute of Technology (ITB), which is still developing. Vocational education before independence was divided into 4 areas of expertise, namely feminine, engineering, agriculture and trade schools. After reform in 1998, the different schools were merged into one, namely vocational school (SMK) having 142 spectrums of skills. Furthermore, the development of vocational education was changed in 2008. The Indonesian government changed the ratio of senior high schools: vocational schools from 70%: 30% to 30%: 70%. The establishment of a new school was not balanced with a feasibility study, and this resulted in graduates finding it difficult to get a job. They

learned approaches which tended to be theoretical and less relevant in the labour market. In addition, 74% of students were bored during learning due to the numerous social lessons. Some of the challenges faced were the inadequate facilities, teachers and industry support. However, the clear regulation on the industry's role is one of the important solutions. Strong industry support can be applied and vocational graduates have the competence in accordance with the needs of the labour market<sup>227</sup>.

A closely related study investigated what affects work satisfaction and performance of Islamic University Lecturers during COVID-19 Pandemic. This study aim is to measure the effect of transformational or transactional leadership style on work satisfaction and work performance of Islamic university lecturers during COVID-19 Pandemic in Jakarta. Data collection was carried out through quantitative questionnaires with simple random sampling via electronic to Islamic university lecturers population in Jabodetabek during COVID-19 pandemic. The results of the questionnaire returned and valid were 120 samples. Data processing used the SEM method with SmartPLS 3.0 software. The results of this study concluded that transformational leadership has a positive and significant effect on Islamic university lecturers satisfaction, transactional leadership has no significant effect on Islamic university lecturers satisfaction. This new research proposes a model to build work satisfaction for Islamic university lecturers in Jakarta through improving the transformational leadership. The research implications are discussed in relation to Islamic University supervisors and principals, as well as policy makers at the government level<sup>228</sup>.

A study aims to determine and analyze the practice of headmasters' leadership and its effect on job satisfaction of special education integration program (PPKI) Teachers in Johor, Malaysia. Teachers in the special integration education program (PPKI) in Johor do not feel satisfaction in working, especially in the teaching and learning process for pupils with special needs. This problem exists due to various factors, such as the high burden of duties, the

special circumstances of students who are unable to manage themselves, the readiness of the teachers themselves and the leadership of the headmasters. From all the factors mentioned, the headmasters' leadership factor has a very significant influence in determining job satisfaction for teachers in PPKI. Therefore, this study was conducted to explore the elements of the headmasters' leadership construct that influences teachers' job satisfaction in the Special Education Integration Program (PPKI) in Johor, Malaysia. This study involved 11 respondents consisting of PPKI coordinators from each district in Johor, Malaysia. This study used the full qualitative approach by interview data collection. The result of the thematic analysis showed that there are five main leadership elements that have become the factors to job satisfaction among PPKI teachers in Johor namely leadership style, attitudes, knowledge, experience and also qualification. These five elements are recommended to the headmaster to be given attention in ensuring the satisfaction of PPKI teachers<sup>229</sup>.

A study determines teacher empowerment strategies, reasons for nonfulfillment and solution suggestions. The research was carried out to determine the empowerment strategies school principals should implement and the reasons for not being empowering. It was conducted with four elementary school teachers and four school principals in a city in the Aegean Region in the 2017-2018 academic year. In the study, descriptive phenomenology design, one of the qualitative research designs, was used. According to the results, it was revealed that the empowerment strategies to be implemented by school principals were classified under the categories of physical and psychological support, communication, school functioning, and teacher autonomy. The reasons for not making teacher empowerment by school principals were determined as personal, administrative, financial, and limited authority reasons. What the Ministry of National Education should do for teacher empowerment was revealed. They should adopt policies that support personal development and teacher autonomy, increase the authority of school principals, and make changes in the legislation.

Following the findings, various suggestions were made on such issues as increasing financial resources that hinder empowerment<sup>230</sup>.

A study identified school principals' sensemaking of their leadership role during reform implementation. In the face of the dynamic tension between internal goals and external reform demands, school principals' role has become increasingly more complex and their sense-making more crucial. Yet, research has paid little attention to the significant role principals perform as sense makers in local reform implementation processes. This study explores high school principals' perceptions and enactment of and for their role in the implementation of a national education reform. Through a sense-making lens, this qualitative study explores principals' considerations while they perceive and enact their role within a national reform. This study investigates data from interviews with 60 Israeli high school principals implementing the national reform in state (Jewish and Arab sectors) and religious-state schools from all school districts. Data analysis has yielded three major themes: (a) caring for teachers' needs; (b) preserving leadership discretion; and (c) adjusting to school reality. Results demonstrate the principal's role as an active sense-maker in times of education reforms. Exploring principals' perceptions within the framework of sense-making may contribute to the scholarship and to the practice of the complex leadership role in times of national reforms<sup>231</sup>.

Through the empirical methods of the study, inferences were made regarding school heads' authority, accountability, and empowerment as functions of school performance. The study generally aimed to determine the relationship between authority, accountability, and empowerment of school heads and the performance level of schools in Leyte Districts of Leyte Division during the school year 2020-2021. Utilizing the descriptive-correlational research design, this study elicited data from the 28 school heads across Leyte Districts I and II. Based on the findings of the study, most of the school heads in Leyte I and II Districts

were teacher-in-charge, completed academic requirements (CAR) in master's degree, have five years and below experience as school heads, and have attended training in the division level. Further, the school heads have a very satisfactory level of authority, an outstanding level of accountability, and an outstanding level of empowerment. It was also found that most of the schools in Leyte I and II Districts have better performance based on the assessment tool of the School Based Management (SBM) level of practice by the Department of Education. Nevertheless, it was found that there is no significant relationship between the profile of school heads and the school's performance level. Likewise, there is no significant relationship between the performance level of the school and the school heads' level of authority, accountability, and empowerment. On account of the results of the study, the school heads' level of authority was very satisfactory, while their levels of accountability and empowerment were outstanding. Hence, the researcher came up with a conclusion that the levels of authority, accountability, and empowerment of school heads did not affect the performance level of schools in Leyte Districts. It is thus recommended that the district heads may provide technical assistance to school heads on the appropriate approaches for higher school performance management (SBM) level<sup>232</sup>.

The goal of a study was to look at the applying the SOBC paradigm to explain how social media overload affects academic performance. Research suggests University students are more disposed than others to develop problematic social media use. Social media overload, the phenomenon where users are exposed to a massive amount of information and communication demands via social media that may require energy and cognitive processing beyond their capabilities, is the specific problem under investigation in this paper. Combining qualitative data with the situation–organism–behaviour–consequence paradigm, we develop a research model of the ethology of social media overload and its consequences for student performance in higher education. Using SEM-PLS techniques to analyse survey data from

182 students revealed a fear of missing out (the situation) is associated with feelings of overload (the organism), which in turn is linked to deficient self-regulation (the behaviour) and ultimately reduced performance (the consequence). Our study advances the understanding of problematic social media use among students by demonstrating the psychological and behavioural conditions which hinder academic performance. Interventions designed to address social media overload should target the performance antecedents identified in this study<sup>233</sup>.

A study investigated a population-level analysis of associations between school music participation and academic achievement. The present study employed population-level educational records from 4 public school student cohorts (n112,916; Grades 7–12) in British Columbia (Canada) to examine relationships between music education (any participation, type of participation, music achievement, and engagement level) and mathematics and science achievement in Grade 10 as well as English achievement in Grades 10 and 12, while controlling for language/cultural background, Grade 7 academic achievement, and neighbourhood socioeconomic status. Music participation was related to higher scores on all 4 subjects and these relationships were stronger for instrumental music than vocal music (Cohen's *d* range: .28 to .44 [small-medium effect sizes] and .05 to .13 [null-small effect sizes]). School music achievement positively related to scores on all subjects; such relationships were stronger for achievement in instrumental music compared with vocal music. Higher levels of music engagement (number of courses) was related to higher exam scores on all subjects; this pattern was more pronounced for very high engagement in instrumental music (*d* range: .37 to .55; medium effect sizes) compared with vocal music (*d* range: .11 to .26; small effect sizes). The effect sizes of these group differences are greater than the effect sizes corresponding to average annual gains of students' academic achievement during high school—in other words, highly engaged instrumental music

students were, on average, academically over 1 year ahead of their peers. The findings suggest that multiyear engagement in music, especially instrumental music, may benefit high school academic achievement. Findings and implications are discussed within the broader interdisciplinary literature on music learning<sup>234</sup>.

A study identified the education management research data analysis: comparison of results between lisrel, tetrad, gsca, amos, smartpls, warppls, and spss for small samples. The purpose of this study is to compare the results of quantitative research data processing in the field of education management using Lisrel, Tetrad, GSCA, Amos, SmartPLS, WarpPLS, and SPSS software for small samples or respondents. This research method is quantitative and research data analysis uses the four types of software to obtain a comparison of the results of the analysis. The analysis in this study focuses on the analysis of hypothesis testing and regression analysis. Regression analysis is used to measure how much influence the independent variable has on the dependent variable. The field of this research is education management and the research data uses quantitative data derived from questionnaire data for a small sample of 32 respondents with three research variables, namely the independent variable of transformational leadership and job satisfaction, while the dependent variable is teacher performance. Based on the results of the analysis using Lisrel, Tetrad, GSCA, Amos, SmartPLS, WarpPLS, and SPSS software, the results showed that for a small sample there was no significant difference in the significance value of p-value and t-value. There is also no significant difference in the determination value, and the correlation value in the resulting structural equation also has no significant difference in results, while for CB-SEM represented by Lisrel, Tetrad cannot process data with a small sample size<sup>235</sup>.

A study tried to study the education research quantitative analysis for little respondents: Comparing of Lisrel, Tetrad, GSCA, Amos, SmartPLS, WarpPLS, and SPSS. Many researchers are confused about which software to use because there is no research on

software comparisons for quantitative research data analysis. The purpose of this study is to compare the results of quantitative research data processing in the field of education management using Lisrel, Tetrad, GSCA, Amos, SmartPLS, WarpPLS, and SPSS software for small samples or respondents. This research method is quantitative and research data analysis uses the four types of software to obtain a comparison of the results of the analysis. The analysis in this study focuses on the analysis of hypothesis testing and regression analysis. Regression analysis is used to measure how much influence the independent variable has on the dependent variable. The field of this research is education management and the research data uses quantitative data derived from questionnaire data for a small sample of 40 respondents with three research variables, namely the independent variable of transformational leadership and job satisfaction, while the dependent variable is teacher performance. Based on the results of the analysis using Lisrel, Tetrad, GSCA, Amos, SmartPLS, WarpPLS, and SPSS software, the results showed that for a small sample there was no significant difference in the significance value of p-value and t-value. There is also no significant difference in the determination value, and the correlation value in the resulting structural equation also has no significant difference in results, while for CB-SEM represented by Lisrel, Tetrad cannot process data with a little respondent's size. The novelty of this research is the result of comparative analysis of Lisrel, Tetrad, GSCA, Amos, SmartPLS, WarpPLS, and SPSS<sup>236</sup>.

### **2.3.2 Instructional Materials (Alignment with learning objectives, Engagement and Interactivity and Clarity and Organization) and Students Academic Achievements in Secondary School**

A study analysed the effect of the fish diversity book in Kampar District on the learning motivation and obstacles of Kampar High School students through online learning during the COVID-19 period. The type of research is a quasi-experimental study with

research subjects in class XI SMA Kampar (Kampar High School). In its implementation, students were given a motivational questionnaire in the beginning, after that they were given the task of studying the types of fish in Kampar through the book files of fish diversity in Kampar District through online learning. After online learning, the post-test was given using a questionnaire evaluation of the motivation and online learning obstacles questionnaire. Parameters: learning motivation with five indicators, ten indicators of online obstacles. Motivation data collection using pre-test and post-test. Data is presented and analysed descriptively. The results obtained an average score of post-test student learning motivation (77.7) increased compared to before studying diversity book (65.9) with an N-gain index of 0.34, 74% of respondents said online learning was more effective, 50% of respondents stated the ordinary school is better than online learning. This study concluded implementation of fish species diversity books through online learning is effective in increasing student learning motivation, but it is less effective in motivating desires, appreciation, and not being attractive enough<sup>237</sup>.

A study examined the learning style preferences, study habits and level of academic achievement of students enrolled in applied science courses of one campus of a public higher education institution in the Philippines. The study employed descriptive correlational research design to a total of seventy-five respondents who were purposively sampled. Two sets of standardized instruments were utilized by the researcher. Results of the study revealed that the students of applied sciences courses preferred visual, group and kinesthetic as major learning styles while they manifest a moderate level of study habits. They also have a good level of academic achievement. Test of difference revealed that academic performance, father's occupation and type of high school graduated from spelled significant differences in their perceptual learning styles. They also spelled differences in their study habits when grouped according to academic standing in high school, writing skills, mothers' education,

and test anxiety. Finally, there were significant relationships between learning styles, study habits and academic performance of students in applied science courses<sup>94</sup>.

Another study explored the challenges encountered by teachers in implementing online distance learning in the Basic Education Department, specifically in the Junior and Senior High School, of Misamis University, Ozamiz City. The study utilized a qualitative approach using phenomenological design. The study included twenty (20) participants from the teachers handling online classes in the Junior and Senior High Schools, selected through purposive sampling. In-depth face-to-face interviews were used in gathering information from the teachers. The researcher employed the seven steps of Colaizzi's method of data analysis. Results revealed the following themes: (1) the need to motivate the students in learning the lessons; (2) the preparation of learning resources; (3) poor internet connection; and (4) constant communication with students and parents. Teachers may integrate activities that would keep the students engaged throughout the lesson. Back-up plans may be designed to address the challenge of internet connectivity which interfere the teaching-learning process<sup>238</sup>.

A closely related study examined the role of historical science in Social Studies learning materials for increasing values of student's nationalism. The results of this article aim to give meaning to the values of historical science material for the contribution of social studies, which contains the value of nationalism which plays a role in growing students' character. The research design used in this study is a literature study. Data search strategy by searching for books, e-books, and journals through Google Scholar. Search data on Google Scholar using keywords by searching for research journals published on the internet, journals, books, or e-books. This can be seen from the contribution of historical science, which contributes to social studies education which is historically related. The importance of studying social studies learning material that contains the concept of historical science,

indirectly students can understand the meaning of the value of nationalism in students at school so that various social studies teaching materials related to history have an essential role in the teaching and learning process and contain the meaning of the values that exist in historical science, namely the value of nationalism so that students can apply them in everyday life<sup>239</sup>.

Another study determines the direct effect of intrinsic and extrinsic motivation on learning behaviour; the direct effect of intrinsic and extrinsic motivation and learning behavioural on learning achievement; the indirect effect of intrinsic and extrinsic motivation from learned behaviour to learning achievement; and the influence of intrinsic and extrinsic motivation and learning behaviour on the learning achievement of the biology education department students of FKIP Undana. This is a correlation study, consisting of three independent variables and one dependent variable. Data collection was done by a questionnaire and a document of learning achievement. Data were analysed descriptively and inferentially with path analysis. The results show that intrinsic motivation has a direct effect on learning behaviour, and that both directly affect learning achievement; intrinsic and extrinsic motivation and learning behaviour jointly affect the learning achievement of the students of the biology education department<sup>240</sup>.

A study examined the significant influence of the principal's leadership, academic supervision, and professional competence toward teachers' performance. The research belongs to quantitative partial and simultaneous correlational. The sample was 128 teachers from SMA Negeri 1 Muara Padang, SMA Muhammadiyah Muara Padang, SMA Negeri 1 Air Saleh, SMA Bhakti Bangsa Air Saleh, and SMA Negeri 2 Muara Sugihan and we used questionnaire. We found that 1) there is significant influence between the principal's leadership and the teachers' performance; 2) there is significant influence between the academic supervision and the teachers' performance; 3) there is significant influence between

the professional competence and the teachers' performance; and 4) there is a significant influence of principal's leadership, academic supervision, and professional competence simultaneously to teachers' performance<sup>241</sup>.

A study test students' perceptions of using Evieta-based learning in Business English classes at the Vocational School - IPB University, Bogor. The study was prepared by lecturers as authors of the article for the multimedia learning system used. The data comes from questionnaires on how students perceive implemented learning using the Likert scale. The scoring system performed recommended and non-recommended points. The data were analysed descriptively using a scoring table from 1 to 100, which is intended to represent the students' views or opinions. The results of this study, which focus on study materials for the English Business class, show that there is a consensus among students that this learning-based learning is effective when applied and applied. The average perception score is 87, indicating six elements of the product (comfort, content, efficient use, language, clarity, and enjoyment)<sup>62</sup>.

A study focuses on teaching and learning mathematics by taking advantage of AR technology to visualize several problems and let users interact with its contents. In this perspective, the purpose of the study was to present an instructional approach by which competencies of seventy-eight ( $n=78$ ) trainee instructional media designers with a successful and appropriate integration of AR technology inside classroom contexts using HP Reveal and Blippar. In favour of designing and assessing AR applications for mathematics, the instructional media designers have shown satisfactory performance and user experience. Specifically, all AR applications seemed that enable the representation of intuitive learning scenarios and increased greatly users' interactive experience, thus encouraging their achievements and outcomes. The study contributes to the most relevant practices of teaching and learning for mathematics with the integration of AR applications which are developed by

trainee instructional media designers to support successfully the educational process with several examples to be visualized by merging physical (“target tracking”) with digital features and objects<sup>242</sup>.

The purpose of a study was to collect information about the preferences of critical vocational students in their reading interests and reading skills. It is very useful to foster interest in reading and online learning to increase cultural values and social literacy. The reading literacy development model used is the Plomp model: preliminary research, prototyping, and evaluation. The EVIETA application, which is online learning belonging to the Vocational School of IPB University, is expected to fulfil these goals. Educators are expected to use related applications in their learning and lead reading and writing movements in schools. The results of the validation of teaching materials show that the EVIETA IPB application is important and can be tested.

A study explores students' perceptions and experiences of teacher-student interaction in TESOL classrooms within the context of universities in Kuwait. The research aims to understand the relationship between teacher-student interaction patterns and language learning outcomes. Employing a qualitative research design, data were collected through semi-structured interviews and student reflections to gain deeper insights into students' perspectives. Thematic analysis was employed to analyse the data and identify key themes. The findings reveal the importance of interactive and engaging classroom environments, highlighting the impact of teacher-student interaction on language proficiency development, speaking fluency, and overall learner engagement. Cultural factors, classroom dynamics, and instructional practices were identified as influential factors shaping the quality and effectiveness of teacher-student interaction. The study contributes to the existing literature by addressing gaps in understanding teacher-student interaction in TESOL classrooms, specifically within the Kuwaiti context. The findings provide valuable insights for

educational practitioners, curriculum developers, and policymakers, informing the design of instructional practices that optimize language learning outcomes through effective teacher-student interaction<sup>243</sup>.

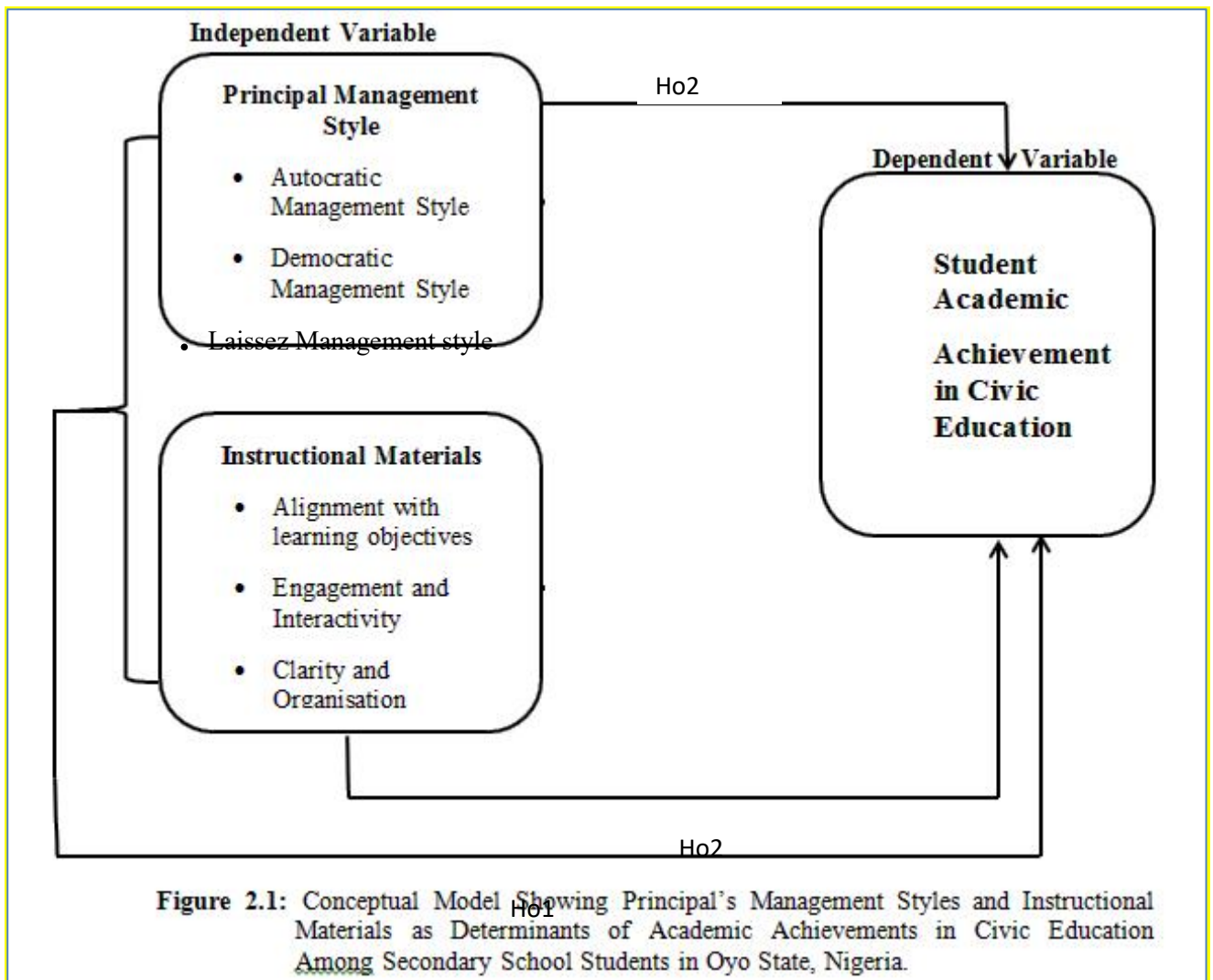
A study develops and validate the scale for measuring the extent of student engagement for online courses. The study draws a battery of variables from literature on student engagement. The study proposes a 6-construct based scale with 26 items. A total of 1602 university students completed the responses for the scale. All participants had a minimum of two months of experience for online courses for inclusion in survey. Firstly, exploratory factor analysis on the initial scale has been carried out and then confirmatory factor analysis has been carried out for testing the validity and reliability of the scale. After establishing the validity of the scale, a scale with six main constructs has been confirmed. The results indicated that skills, emotional, participation and performance engagement along with value to students are the main drivers of student engagement for online courses. The scale can provide an insight to educators about the main factors that can lead to enhanced levels of engagement while delivering courses online and improve the learning experience for students<sup>244</sup>.

## **2.4 Conceptual Model**

Conceptual model consists of concepts that are placed within a logical and sequential design. It is a model that explores the use of drawings and diagrams to explain the interrelationships between variables<sup>245</sup>. Figure 2.1 shows the conceptual model for the study:

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**Independent Variables**



**Source:** Researcher, 2023.

The diagram in figure 2.1 showed the joint contribution of the independent variables (principal management and instructional materials) on the dependent variable (Academic Achievements in Civic Education) for the study. Student academic achievements were studied in the areas of their performance in Civic Education. Principal management styles were examined in three areas: - Autocratic management style, Democratic management style and Laissez-faire management style, while instructional materials were examined using three indices: - Alignment with learning objectives, engagement and interactivity, and clarity and organisation. Demographic characteristics of principal and teachers such as age, gender,

educational status and marital status which have the capacity to influence the result of the study were considered.

## **2.5 Summary of Literature Reviewed**

The literature review explored several key themes relevant to the study on "Principal Management Style and Instructional Materials as Determinants of Academic Achievements in Civic Education Among Secondary School Students in Oyo State, Nigeria." These themes included Principal Management Styles, Instructional Materials, Academic Achievements, Civic Education, Learning Environment, Alignment of Instructional Materials with Learning Objectives, Engagement and Interactivity of Instructional Materials, Clarity and Organization of Instructional Materials, and three theoretical frameworks: Transformational Leadership Theory, Self-Determination Theory and Social Learning Theory. In the examination of Principal Management Styles, the review discussed various management styles, including Autocratic, Democratic, and Laissez-Faire styles, highlighting their characteristics, potential impacts on educational settings, and implications for academic achievements. The literature emphasized the role of principals as leaders who influence the overall school climate and students' learning experiences. Regarding Instructional Materials, the literature review emphasized their crucial role in effective teaching and learning. It highlighted the importance of well-designed materials in facilitating engagement, knowledge acquisition, and skills development among students. The review discussed factors influencing the selection and design of instructional materials, as well as the need for alignment with learning objectives.

The concept of Academic Achievements was explored, with a focus on its multifaceted nature and the various factors that contribute to students' success. The literature underlined the significance of both external factors (such as instructional quality) and internal factors (such as student motivation) in determining academic achievements. Civic Education was discussed in the context of its importance for developing informed and engaged citizens.

The review examined the goals of civic education, its impact on students' civic knowledge and behavior, and the potential role of principals and instructional materials in promoting effective civic education. The Learning Environment was considered as a critical factor influencing students' motivation, engagement, and learning outcomes. The literature discussed how a positive and supportive learning environment, influenced by principal management styles, can contribute to students' academic achievements. The Alignment of Instructional Materials with Learning Objectives was explored in relation to its impact on effective teaching and learning. The review highlighted the need for instructional materials to closely match learning objectives to ensure meaningful and relevant educational experiences. In summary, the literature review synthesized a comprehensive range of topics, providing insights into the role of principal management styles, instructional materials, and theoretical frameworks in shaping academic achievements in civic education among secondary school students in Oyo State, Nigeria. It highlighted the interconnectedness of these factors and their combined impact on students' learning experiences and outcomes.

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## **Chapter Three**

### **Methodology**

This chapter focused on the methodology of the research work. The chapter was organized under the following sub-headings: research design, population of the study, sample and sampling techniques, research instrument, validity of the instrument, reliability of the instrument, method of data collection and method of data analysis.

#### **3.1 Research Design**

This present study employed a descriptive research design of survey type as it sought to find out principal management style and instructional materials as determinants of academic achievements in Civic Education among secondary school students in Oyo State, Nigeria without manipulations of the “dependent” and “independent variable”. Descriptive research design was also considered necessary for this study because it simply describes the desired characteristics of the sample that is being studied without the variables of study influenced in any way<sup>1</sup>. A descriptive study also tries to generalize the findings from a representative sample to a larger target population<sup>2</sup>.

#### **3.2 Population of the Study**

The population of this study comprised all the principals, six hundred and twenty-five (625) and one thousand, two hundred and fifty Civic Education teachers (1250) in all the public secondary schools in Oyo State, Nigeria. As at the time of the study, there were a total of six hundred and twenty-five (625) public secondary schools in Oyo State<sup>3</sup>. The schools are distributed over the three (3) senatorial districts and their local government areas. The three existing senatorial districts are: Oyo central, Oyo North and Oyo South. Oyo central comprises of eleven (11) local government areas with a total number of two hundred and forty-four (244) schools. Oyo north comprises of thirteen (13) local government areas with a total of number of one hundred and seventy-one schools (171). Oyo south comprises of nine

(9) local government areas with a total number of two hundred and ten (210) schools. The distribution of schools by senatorial districts and local government areas is presented in the table 3.1

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**Table 3.1: Population of the Study (N= 14, 508 Teachers and 625 Principals)**

S/N	Senatorial District	Local Government Areas	Number of schools	Number of Civic Education Teachers	Number of Principals
1.	Oyo Central	Afijio	17	34	17
		Akinyele	36	72	36
		Egbeda	30	60	30
		Ogo Oluwa	13	26	13
		Surulere	23	46	23
		Lagelu	26	52	26
		Oluyole	29	58	29
		Ona Ara	33	66	33
		Oyo East	11	22	11
		Oyo West	11	22	11
		Atiba	15	30	15
		<b>Sub-total</b>	<b>244</b>	<b>488</b>	<b>244</b>
		Saki West	22	44	22
		Saki East	11	22	11
		Atisbo	12	24	12
		Irepo	6	12	6
		Olorunsogo	4	8	4
2.	Oyo North	Kajola	16	32	16
		Iwajowa	9	18	9
		Ogbomoso North	15	30	15
		Ogbomoso South	16	32	16
		Iseyin	23	46	23
		Oorelope	8	16	8
		Itesiwaju	11	22	11
		Orire	18	36	18
		<b>Sub total</b>	<b>171</b>	<b>342</b>	<b>171</b>
		Ibadan North	42	84	42
3.	Oyo South	Ibadan North West	13	26	13
		Ibadan South West	30	60	30
		Ibadan North East	34	68	34
		Ibadan South East	36	72	36
		Ibarapa East	11	22	11
		Ibarapa North	8	16	8
		Ibarapa Central	10	20	10
		Ido	26	52	26
<b>Sub total</b>	<b>210</b>	<b>420</b>	<b>210</b>		
<b>Grand Total</b>			<b>625</b>	<b>1250</b>	<b>625</b>

Source<sup>3</sup>

### 3.3 Sample and Sampling Technique

"Systematic sampling technique and total enumeration techniques" involving several sampling methods was used to select the sample size for the study. The first type of sampling method that was used was sample size and sampling technique". Systematic sampling (also known as interval sampling) relies on arranging the study population according to some ordering scheme (in this case based on senatorial districts and local government areas as shown in table 3.1 above) and then selecting elements at regular intervals through that ordered list. Systematic sampling involves a random start and then proceeds with the selection of every  $k^{\text{th}}$  element from then onwards. Student's academic achievement test questions were generated from WAEC questions and senior secondary school 2 students were used as respondents. In this case,

$$k = \frac{\text{Population size (N)}}{\text{Sample size (n)}}$$

To find an appropriate interval suppose population contains N number of elements and one needs a sample of n size. Then the researcher would divide N by n. The number obtained through this division, say k, is an appropriate interval size to produce a representative sample<sup>4</sup>. For instance, if a population consists of 250 elements and one needs a sample of 50 participants, then interval size will be 5, so he or she needs to select every fifth element starting from a random number. In this study, from the list of the thirty-three (33) local government areas (N), the researcher chose a sample size of sixteen (16) local government areas. Therefore, the interval (k) was calculated as

$$k = \frac{33}{16} = 2$$

So, the researcher systematically chose a sample number of sixteen (16) local government areas on the list (table 3.1) on the interval (k) of every two (2) local government areas starting from a random number of two (2) i.e., the second local government area on the

list. The selected number of local government areas (with their number of public schools) based on the systematic random sampling method is shown in table 3.2.

**Table 3.2: Sampled Local Government Areas for the Study (n = 16)**

S/N	Senatorial District	Local Government Areas	Number of schools	Number of Civic Education Teachers	Number of Principals
1.	Oyo Central	Akinyele	36	72	36
		Ogo Oluwa	13	26	13
		Lagelu	26	52	26
		Ona Ara	33	66	33
		Oyo West	11	22	11
		<b>Sub-total</b>	<b>119</b>	<b>238</b>	<b>119</b>
2.	Oyo North	Saki West	22	44	22
		Atisbo	12	24	12
		Olorunsogo	4	8	4
		Iwajowa	9	18	9
		Ogbomoso South	16	32	16
		<b>Sub total</b>	<b>89</b>	<b>178</b>	<b>89</b>
3.	Oyo South	Oorelope	8	16	8
		Orire	18	36	18
		Ibadan North West	13	26	13
		Ibadan North East	34	68	34
		<b>Sub total</b>	<b>68</b>	<b>136</b>	<b>68</b>
<b>Grand Total</b>			<b>276</b>	<b>552</b>	<b>276</b>

Source<sup>3</sup>

Table 3.2 shows a selected number of sixteen (16) local government areas from a total number of thirty-three (33) local government areas by "systematic random sampling technique". The number of public secondary schools, Civic Education teachers and principals are 276, 552 and 276 respectively.

The second type of sampling technique that was used is the "total enumeration technique". This sampling technique is a type where all the population is used as sample for research. In this case, all the two hundred and seventy-six (276) public secondary schools and

five hundred and fifty-two (552) Civic Education teachers were used as sampled number of schools and teachers.

Lastly, the "total enumeration technique" was also used to select all the principals in the selected public secondary schools in the chosen local government areas as sample for the study. This sampling technique type is chosen because the number of principals is an acceptable fraction for the population of the study. The sample number of principals for the study was therefore two hundred and seventy-six as shown in table 3.3:

**Table 3.3: Sampled Number of Principals for the Study using Total enumeration technique (n = 276)**

S/N	Senatorial District	Local Government Areas	Number of schools	Number of Principals
1.	Oyo Central	Akinyele	36	36
		Ogo Oluwa	13	13
		Lagelu	26	26
		Ona Ara	33	33
		Oyo West	11	11
		<b>Sub-total</b>	<b>119</b>	<b>119</b>
2.	Oyo North	Saki West	22	22
		Atisbo	12	12
		Olorunsogo	4	4
		Iwajowa	9	9
		Ogbomoso South	16	16
		<b>Sub total</b>	<b>89</b>	<b>89</b>
3.	Oyo South	Oorelope	8	8
		Orire	18	18
		Ibadan North West	13	13
		Ibadan North East	34	34
		<b>Sub total</b>	<b>68</b>	<b>68</b>
<b>Grand Total</b>			<b>276</b>	<b>276</b>

Source<sup>3</sup>

The summary of the samples and sample size for the study is presented in table 3.4

### **3.4 Research Instruments**

The instruments that were used for data collection for the research are self-constructed questionnaires titled “Principals' Management Styles Questionnaire (PMSQ)”, “Instructional Materials Questionnaire (IMQ)”, and “Student Academic Achievement Test (SAACET)”.

#### **3.4.1 Principals' Management Styles Questionnaire (PMSQ)**

This questionnaire was divided into two (2) sections.

**Section A** was designed to obtain demographic information of the respondents (teachers). This dealt with the gender, age, marital status, position, department or field, highest qualification and year of teaching experience of the respondent.

**Section B** dealt with the management styles adopted by the principals. It consisted of twenty-four (24) structured items. Eight items for autocratic management style, eight items for democratic management style and eight items for laissez-faire management style. This section answered the research question one for the study. The rating technique was based on the five-pointlikert type as follows:

Always (A) – 5 points

Mostly (M) – 4 points

Often (O) – 3 points

Occasionally (OC) – 2points

Never (N) – 0 point

#### **3.4.2 Instructional Materials Questionnaire (IMQ)**

This questionnaire was divided into two (2) sections.

**Section A** consisted of demographic information of the respondents (principals) such as gender, age, marital status, years of teaching experience and highest educational qualifications.

**Section B** dealt with the availability and utilisation of instructional materials in civic education classrooms. It consisted of twenty-two (22) structured items. Nine items were used to measure their alignment with learning objectives, another seven items were used to measure their engagement and interactivity, and six items were used to measure their clarity and organisation to teaching of Civic Education. This section answered the research question two of the study. The rating technique for section was based on the following:

Highly (H)= 4 points

Moderate (M) = 3 points

Low (L) = 2 points

Very Low (VL) = 1 point

### **3.4.3 Student Academic Achievement in Civic Education Test (SAACET)**

Student academic achievement in Civic Education test consist of 50 standard multiple choice items questions with options A, B, C, D and E. This test is adopted from official government examination body (WAEC). Proportive sampling technique was used to select the number of students in each school. The question was answered by six SSS 2 students in each school that are offering Civic Education. This test was used to answer research question three of the study. 1,656 students answer the questions.

### **3.5 Validation of the Instruments**

To determine whether operationalization of a construct actually measures what it tends to measure, the study instruments were validated based on face and content validity<sup>5</sup>. The supervisor and other specialists were shown the questionnaires in order to ascertain the instrument's face and content validity in educational management. The experts examined if

the instruments were appropriate for measuring what they were intended to measure and checked to make sure the instruments contained the proper items that might genuinely elicit the desired responses on principals' management styles and instructional materials as determinants of academic achievements in civic education among secondary school students in Oyo state, Nigeria. Based on their suggestions, modifications, and comments, necessary repairs and reorganization were done.

### 3.6 Reliability of the Instruments

The reliability of the instruments was determined using test-retest method. The instruments were distributed to twenty-five (25) teachers and principals in public secondary schools which were excluded from the main study. The questionnaires were collected and another set of same questionnaires were given out to the same respondents after two weeks. The scores from the two sets of responses were correlated using Pearson Product Moment Correlation to determine the level of reliability. The Pearson Product Moment Correlation (r) formula that was used is shown below:

$$r = \frac{\sum XY - \frac{(\sum X)(\sum Y)}{n}}{\sqrt{[\sum X^2 - \frac{(\sum X)^2}{n}][\sum Y^2 - \frac{(\sum Y)^2}{n}]}} \dots\dots\dots \text{(formula 2)}$$

Test-retest results of 0.87 and 0.83 (rounded) were obtained for "Principals' Management Styles Questionnaire (PMSQ)" and "Instructional Materials Questionnaire (IMQ)" respectively. The coefficients (r) of the relationship were interpreted using the psychometric test for evaluating the magnitude of a correlation. According to the psychometric test, the correlation coefficient values of 0.874 and 0.833 (rounded) for both the "Principals' Management Styles Questionnaire (PMSQ)" and "Instructional

Materials Questionnaire (IMQ)" respectively were considered high which made them good for usage in the final study.

### **3.7 Administration and Methods of Collection of the Research Instrument**

The researcher individually wrote an introduction letter to the schools to heads, approached them and the time to spend to administer the devices with the assistance of four qualified research assistants. This made it easier to retrieve the questionnaires, which helped. The respondents at the chosen public secondary schools were personally interact with by the researcher and trained research assistants, which improved their comprehension of the instrument's items. After completion, copies of the questionnaires were obtained from the respondents.

### **3.8 Method of Data Analysis**

The data collected were analysed using descriptive statistical techniques like frequencies and percentage counts for demographic data, mean and standard deviation for the research questions and inferential statistics such as Multiple Regression Analysis for the hypotheses at 5% (0.05) level of significance.

## Endnotes

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## Chapter Four

### Results and Discussion of Findings

This chapter presents the results and discussion of findings which was based on the data collection and analysis with respect to the objectives (research questions and hypotheses) of the study. This chapter first shows the instruments' response rate followed by the presentation and interpretation of data (demographic characteristics of respondents, research questions and hypotheses) and then the discussion of findings.

#### 4.1.1 Instrument Response Rate

**Table 4.1: Instrument Response Rate**

S/N	Research Instruments	Amount Administered	Amount Retrieved	Amount Validated	Rate of Response
1	Principals' Management Styles Questionnaire (PMSQ)	552	548	548	99.28%
2	Instructional Management Questionnaire (IMQ)	276	274	274	99.28%
3	Students Academic Achievement Test	1656	1654	1651	99.67%

**Source:** Fieldwork, 2023

Table 4.1 presents the amount of research instruments that were administered, collected (retrieved) and validated including the rate of responses. Three instruments named - Principals' Management Styles Questionnaire (PMSQ), Instructional Management Questionnaire (IMQ) and Students Academic Achievement Test were administered in order to collect data for the study. Principals' Management Styles Questionnaire (PMSQ) which was administered to public secondary school civic education teachers were produced into 552 copies and distributed to the sampled respondents in the sampled schools. About 548 were retrieved of which all of them were rendered valid and useful for analysis. This gave a huge response rate of 99.28%. However, Instructional Management Questionnaire (IMQ) which was administered to school principals were produced into 276 copies and distributed to the sampled respondents in the sampled schools. All the instruments were retrieved of which 274

were rendered valid and useful for analysis. This gave a response rate of 99.28%. Students Academic Achievement Test comprised 50 Standard WAEC questions were produced into 1,656 copies which was administered to Six Students in each of the selected Secondary Schools. About 1,654 were retrieved of which 1,651 were rendered valid and useful for analysis. This gave aenormous response of 99.67 %.

#### 4.1.2. Demographic Data of Respondents

**Table 4.2.1: Frequency Distribution of Principals' Demography (n =274)**

Demographic Variable		Frequency (n)	Percentage (%)
<b>Gender</b>	Male	106	38.7
	Female	168	61.3
	<b>Total</b>	<b>274</b>	<b>100</b>
<b>Age</b>	18-38 years	0	0.0
	39-59 years	51	18.6
	60 years and above	223	81.4
	<b>Total</b>	<b>274</b>	<b>100</b>
<b>Marital Status</b>	Single	0	0.0
	Married	271	98.9
	Divorced	1	0.4
	Separated	2	0.7
	<b>Total</b>	<b>274</b>	<b>100</b>
<b>Highest Educational Qualifications</b>	Bachelor's degree	209	76.3
	Master's degree	63	23.0
	MPhil or PhD	2	0.7
	degree		
	Others	0	0.0
<b>Total</b>	<b>274</b>	<b>100</b>	
<b>Years of Teaching Experience</b>	6-10 years	0	0.0
	11-15 years	0	0.0
	16 years and above	274	100.0
	<b>Total</b>	<b>274</b>	<b>100</b>

**Source:** Fieldwork, 2023

Table 4.2.1 presents a comprehensive frequency distribution of the demographic characteristics of principals in public secondary schools in Oyo State, which consists of 274 respondents. The first demographic variable examined is gender, revealing that the majority of principals are female, constituting 61.3% of the total sample, while males account for

38.7%. This suggests a notable gender disparity, with female principals being more prevalent in the dataset. The second demographic variable, age, indicates that a significant proportion of principals fall into the 60 years and above category, comprising 81.4% of the total sample. Only 18.6% of principals are in the 39-59 years age group, and there is no representation for individuals aged 18-38 years. This distribution suggests a predominantly mature age profile among the sampled principals, with a majority being in the senior age bracket. Marital status is the third demographic variable, revealing that the overwhelming majority of principals are married, constituting 98.9% of the sample. The small percentage of divorced and separated individuals (0.4% and 0.7%, respectively) indicates a relatively stable marital status among the principals in the dataset. The fourth variable, highest educational qualifications, demonstrates that a significant proportion of principals hold a Bachelor's degree (76.3%), while 23.0% possess a Master's degree. The representation of individuals with an MPhil or PhD degree is minimal, accounting for only 0.7% of the sample. This suggests that the majority of principals in the dataset have attained at least a Bachelor's or Master's degree. Finally, the fifth demographic variable is years of teaching experience. The table indicates that an overwhelming majority of principals have 16 years of teaching experience and above, constituting 100% of the sample in this category. There is no representation for principals with 6-10 or 11-15 years of teaching experience. This distribution suggests that the majority of principals in the sample are seasoned educators with extensive teaching backgrounds.

**Table 4.2.2: Frequency Distribution of Demography of Civic Education Teachers (n =548) f**

Demographic Variable		Frequency (n)	Percentage (%)
<b>Gender</b>	Male	296	54.0
	Female	252	46.0
	<b>Total</b>	<b>548</b>	<b>100</b>
<b>Age</b>	18-38 years	212	38.7
	39-59 years	316	57.7
	60 years and above	20	3.6
	<b>Total</b>	<b>548</b>	<b>100</b>
<b>Marital Status</b>	Single	21	3.8
	Married	526	96.0
	Divorced	0	0.0
	Separated	1	.2
	<b>Total</b>	<b>548</b>	<b>100</b>
<b>Highest Educational Qualifications</b>	Bachelor's degree	423	77.2
	Master's degree	27	4.9
	Mphil or PhD	3	.5
	Degree	0	0.0
	Others	95	17.3
	<b>Total</b>	<b>548</b>	<b>100</b>
<b>Position</b>	Class Teacher	505	92.2
	Head Teacher	43	7.8
	<b>Total</b>	<b>548</b>	<b>100</b>
<b>Department or Field</b>	Science	0	0.0
	Social Science	235	42.9
	Arts	313	57.1
	<b>Total</b>	<b>548</b>	<b>100</b>
<b>Years of Teaching Experience</b>	1-5 years	178	32.5
	6-10 years	174	31.8
	11-15 years	101	18.4
	16 years and above	95	17.3
	<b>Total</b>	<b>548</b>	<b>100</b>

**Source:** Fieldwork, 2023

Table 4.2.2 presents a detailed frequency distribution of the demographic characteristics of Civic Education teachers in the provided sample, comprising 548 individuals. The first demographic variable, gender, indicates a relatively balanced distribution, with 54.0% of teachers being male and 46.0% female. This suggests a relatively equitable representation of both genders in the dataset. The second demographic variable, age, reveals a diverse age profile among Civic Education teachers. The majority fall within the 39-

59 years age group, constituting 57.7% of the total sample. Additionally, 38.7% of teachers are aged 18-38 years, while a smaller percentage, 3.6%, are 60 years and above. This distribution suggests a mix of both younger and more experienced individuals within the teaching profession. Marital status, indicates that the overwhelming majority of Civic Education teachers are married, comprising 96.0% of the sample. Only a small percentage, 3.8%, is single, and there is minimal representation for separated and divorced individuals. This suggests a predominantly married status among Civic Education teachers in the dataset. Highest educational qualifications, demonstrates that a significant proportion of teachers hold a Bachelor's degree (77.2%), while 4.9% possess a Master's degree and 0.5% have an MPhil or PhD degree. A notable 17.3% fall under the category of "Others," which may include individuals with diverse educational backgrounds. This diversity suggests a range of educational qualifications among Civic Education teachers. Also, position, indicates that the majority of teachers serve as Class Teachers, constituting 92.2% of the sample. A smaller percentage, 7.8%, holds the position of Head Teacher. This distribution suggests a predominant concentration of teachers in regular classroom roles. The department or field of specialisation, reveals that Civic Education teachers predominantly belong to the Arts department, constituting 57.1% of the total sample. Social Science follows closely, with 42.9%, while there is no representation from the Science department. This distribution highlights the concentration of Civic Education teachers in the Arts and Social Science fields. Finally, years of teaching experience, indicates a relatively balanced distribution across different experience levels. Teachers with 1-5 years of experience constitute 32.5%, those with 6-10 years represent 31.8%, individuals with 11-15 years account for 18.4%, and teachers with 16 years and above make up 17.3% of the sample. This suggests a mix of early-career and more experienced teachers within the Civic Education profession.

### 4.1.3 Presentation of Research Questions

**Research Question One:** What are the management styles that principals adopt in public secondary schools in Oyo State, Nigeria?

**Table 4.3.1:** Autocratic Management Style adopted by Principals in Public Secondary Schools in Oyo State, Nigeria

S/ N	Items	N	5 Alway s	4 Mostl y	3 Often	2 Occa s.	1 Neve r	$\bar{x}$	SD
1	make quick decisions and ensure timely resolution of issues.	548	423 77.2%	75 13.7%	46 18.0%	3 0.5%	1 0.2%	4.96	0.67
2	Have strong leadership and provides a clear direction for the school.	548	511 93.2%	29 5.3%	6 1.1%	0 0.0%	2 0.4%	4.91	0.38
3	foster a sense of purpose among staff and students.	548	513 93.6%	26 4.7%	7 1.3%	0 0.0%	2 0.4%	4.91	0.39
4	maintains consistent rules and regulations.	548	468 85.4%	60 10.9%	12 2.2%	2 0.4%	6 1.1%	4.79	0.60
5	promotes a disciplined and structured learning environment.	548	401 73.2%	87 15.9%	27 4.9%	28 5.1%	5 0.9%	4.55	0.87
6	Takes ultimate responsibility for the school's performance.	548	457 83.4%	69 12.6%	13 2.4%	2 0.4%	7 1.3%	4.76	0.64
7	encourages staff to take ownership of their roles.	548	385 70.3%	0 0.0%	32 5.8%	70 12.8%	61 11.1%	4.05	1.51
8	firm decisions help the school stay competitive and responsive to emerging challenges.	548	512 93.4%	20 3.6%	5 0.9%	5 0.9%	6 1.1%	4.87	0.56

**Weighted Mean Score ( $\bar{x}$ )= 4.69 (0.70); General Decision = Very High**

**Source:** Fieldwork, 2023

**KEY:** *Occas.* = *Occasionally*; *SD* = *Standard Deviation*

**Threshold:** If the mean is 0.000-1.999 = very low; 2.000-2.499 = Low 2.500-3.499 = moderate; 3.500 to 4.499 = High and 4.500-5.000 = Very High

Table 4.3.1 provides insights into the adoption of autocratic management styles by principals in public secondary schools in Oyo State, Nigeria. The table includes various items

related to autocratic leadership behaviors, along with the frequency of responses and statistical measures. The respondents, which total 548, were asked to indicate the frequency with which their principals exhibit certain autocratic management behaviors, ranging from "Always" to "Never." The results reveal a consistent trend of high frequencies in the "Always" category for most items, indicating a predominant adoption of autocratic management styles by the principals. Specifically, principals are reported to make quick decisions and ensure timely issue resolution (77.2% "Always"), provide strong leadership and a clear direction for the school (93.2% "Always"), foster a sense of purpose among staff and students (93.6% "Always"), maintain consistent rules and regulations (85.4% "Always"), promote a disciplined and structured learning environment (73.2% "Always"), and take ultimate responsibility for the school's performance (83.4% "Always"). The overall weighted mean score of 4.69 (with a standard deviation of 0.70) suggests a high level of consistency in the responses, and the general decision is interpreted as "Always," indicating an excellent level of adherence to autocratic management styles by the principals in public secondary schools in Oyo State. The consistently high percentages in the "Always" category across various management behaviors suggest a strong prevalence of autocratic leadership in the sampled schools, as reflected in the weighted mean score and the general decision of "Always (Excellent).

**Table 4.3.2: Democratic Management Style adopted by Principals in Public Secondary Schools in Oyo State, Nigeria**

S/N	Items	N	Always	Mostly	Often	Occas.	Never	$\bar{x}$	SD	
1	fosters an inclusive environment where input from teachers, staff, and even students is valued.	548	454 82.8%	46 8.4%	28 5.1%	17 3.1%	3 0.5%	4.70	0.75	
2	empowers the teachers and staff to take ownership of their roles and responsibilities.	548	510 93.1%	17 3.1%	9 1.6%	5 0.9%	7 1.3%	4.86	0.60	
3	encourages creative thinking and innovation.	548	399 72.8%	101 18.4%	22 4.0%	12 2.2%	14 2.6%	4.57	0.87	
4	Allows teachers and staff to feel more comfortable sharing their ideas, leading to the implementation of fresh and effective teaching methods	548	458 83.6%	75 13.7%	11 2.0%	2 0.4%	2 0.4%	4.80	0.52	
5	promotes a positive school culture based on trust, respect, and cooperation.	548	279 50.9%	163 29.7%	89 16.2%	13 2.4%	4 0.7%	4.28	0.87	
6	contributes to a supportive teaching and learning atmosphere.	548	125 22.8%	364 66.4%	28 5.1%	18 3.3%	13 2.4%	4.04	0.79	
7	offers the teachers and staff opportunities to voice their opinions, offer suggestions, and engage in discussions about school policies and practices.	548	313 57.1%	106 19.3%	86 15.7%	32 5.8%	11 2.0%	4.24	1.04	
8	supports teachers' professional growth and development.	548	100 18.2%	231 42.2%	59 10.8%	81 14.8%	77 14.1%	3.36	1.32	
			<b>Weighted Mean Score (<math>\bar{x}</math>)= 4.36 (0.85);</b>					<b>General Decision = High</b>		

**Source:** Fieldwork, 2023

**KEY:** *Occas.* = *Occasionally*; *SD* = *Standard Deviation*

**Threshold:** If the mean is 0.000-1.999 = *Very Low*; 2.000-2.499 = *Low*; 2.500-3.499 = *Moderate*; 3.500 to 4.499 = *High* and 4.500-5.000 = *Very High*

Table 4.3.2 provides an in-depth analysis of the democratic management styles adopted by principals in public secondary schools in Oyo State, Nigeria. The table includes various items related to democratic leadership behaviors, and respondents (totaling 548) were asked to indicate the frequency with which their principals exhibit these behaviours, ranging from "Always" to "Never." The results indicate a mixed pattern in the adoption of democratic

management styles by principals. The items "fosters an inclusive environment where input from teachers, staff, and even students is valued," "empowers teachers and staff to take ownership of their roles and responsibilities," and "allows teachers and staff to feel more comfortable sharing their ideas, leading to the implementation of fresh and effective teaching methods" received high percentages, with scores of 82.8%, 93.1%, and 83.6%, respectively. These findings suggest a strong commitment to democratic principles in these specific areas. However, other items, such as "promotes a positive school culture based on trust, respect, and cooperation" and "contributes to a supportive teaching and learning atmosphere," received higher percentages, indicating a high level but not universal adoption of democratic practices in these aspects. The overall weighted mean score of 4.36 (with a standard deviation of 0.85) suggests a generally positive perception of the principals' democratic management styles, and the general decision is interpreted as high. This implies that, on average, principals schools in Oyo State exhibit democratic behaviors, with some areas showing stronger adherence than others. The table provides valuable insights into the nuanced nature of democratic leadership in the sampled schools, highlighting both strengths and areas for potential improvement.

**Table 4.3.3:** Laissez-faire Management Style adopted by Principals in Public Secondary Schools in Oyo State, Nigeria

S/N	Items	N	Always	Mostly	Often	Occas.	Never	$\bar{x}$	SD
1	empowers teachers and staff to explore creative teaching methods and innovative approaches.	548	253 46.2%	197 35.9%	62 11.3%	19 3.5%	17 3.1%	4.19	0.98
2	encourages experimentation, leading to the development of unique and effective educational strategies.	548	278 50.7%	132 24.1%	97 17.7%	23 4.2%	18 3.3%	4.15	1.06
3	allows individuals to take ownership of their tasks and fostering leadership skills among teachers and staff.	548	321 58.6%	152 27.7%	53 9.7%	16 2.9%	6 1.1%	4.40	0.86
4	gives the teachers the opportunity to step into leadership roles, enhancing their confidence and overall professional growth.	548	416 75.9%	78 14.2%	31 5.7%	19 3.5%	4 0.7%	4.61	0.80
5	enables teachers to adapt their teaching methods to suit individual student needs.	548	337 61.5%	114 20.8%	62 11.3%	23 4.2%	12 2.2%	4.35	0.99
6	creates a dynamic learning environment that caters to diverse learning styles and paces.	548	431 78.6%	-	106 19.3%	8 1.5%	3 0.5%	4.55	0.89
7	encourages individuals to take responsibility for their roles and outcomes.	548	313 57.1%	171 31.2%	37 6.8%	18 3.3%	9 1.6%	4.39	0.88
8	emphasizes as teachers and staff are directly responsible for the success of their initiatives.	548	232 42.3%	194 35.4%	62 11.3%	32 5.8%	28 5.1%	4.04	1.11

**Weighted Mean Score ( $\bar{x}$ )= 4.34 (0.94); General Decision = High**

**Source:** Fieldwork, 2023

**KEY:** *Occas.* = *Occasionally*; *SD* = *Standard Deviation*

**Threshold:** If the mean is 0.000-1.999 = *Very Low*; 2.000-2.499 = *Low*; 2.500-3.499 = *Moderate*; 3.500 to 4.499 = *High* and 4.500-5.000 = *Very High*

Table 4.3.3 offers a detailed examination of the laissez-faire management styles adopted by principals in public secondary schools in Oyo State, Nigeria. The table includes various items related to laissez-faire leadership behaviors, and respondents (totaling 548) were asked to indicate the frequency with which their principals exhibit these behaviors,

ranging from "Always" to "Never." The results suggest a predominantly positive perception of the laissez-faire management style among the principals. Items such as "empowers teachers and staff to explore creative teaching methods and innovative approaches," "encourages experimentation, leading to the development of unique and effective educational strategies," and "allows individuals to take ownership of their tasks and fosters leadership skills among teachers and staff" received higher percentages indicating a good adoption of laissez-faire principles in these aspects. Additionally, the item "gives teachers the opportunity to step into leadership roles, enhancing their confidence and overall professional growth" received a high percentage, suggesting a strong commitment to empowering teachers through leadership opportunities. The overall weighted mean score of 4.34 (with a standard deviation of 0.94) suggests a generally positive perception of the laissez-faire management style among the sampled respondents. The general decision is interpreted as high level indicating that, principals in public secondary schools in Oyo State exhibit laissez-faire behaviors, with a focus on empowering and fostering the professional growth of teachers and staff. The table provides valuable insights into the nuanced nature of laissez-faire leadership in the sampled schools, highlighting both strengths and areas for potential enhancement.

**Table 4.3.4**  
**Most Adopted Management Style of School Principals**

S/N	Management Style		Decision
1	Autocratic management Style	4.69	Very High
2	Democratic Management Style	4.36	High
3	Laissez faire Management stle	4.34	High
<b>Weighted Mean Score</b>		<b>4.45</b>	

**According to the Decision, 4.69 is very high. The most adopted managerial style is autocratic management style.**

**Source:** Fieldwork, 2023

**Research Question Two:** What is the utilization level of the available instructional materials in civic education classrooms in secondary schools in Oyo State?

**Table 4.4.1: Utilization of Instructional Materials in Civic Education Classrooms in Secondary Schools in Oyo State**

S/N	Items	N	4	3	2	1	$\bar{x}$	SD
			Highly Utilized	Moderate Utilized	Low Utilized	Very Low Utilized		
1	Textbooks	274	268 97.8%	6 2.2%	0 00	0 00	3.98	0.15
2	Interactive Websites	274	195 71.2%	12 4.4%	48 17.5%	19 6.9%	3.40	1.00
3	Educational Videos	274	113 41.2%	84 30.7%	60 21.9%	17 6.2%	3.07	0.94
4	Real-life case studies and scenarios.	274	191 69.7%	56 20.4%	7 2.6%	20 7.3%	3.53	0.86
5	Current Events Articles.	274	212 77.4%	37 13.5%	16 5.8%	9 3.3%	3.65	0.74
6	Primary Source Documents.	274	178 65.0%	51 18.6%	27 9.9%	18 6.6%	3.42	0.92
7	Role-Playing Activities.	274	228 83.2%	20 7.3%	14 5.1%	12 4.4%	3.69	0.76
8	Discussion Forums	274	218 79.6%	32 11.7%	16 5.8%	8 2.9%	3.68	0.72
9	Graphic Novels	274	172 62.8%	75 27.4%	16 5.8%	11 4.0%	3.49	0.78
10	Interactive Simulations	274	212 77.4%	39 14.2%	19 6.9%	4 1.5%	3.68	0.67
11	Audio Podcasts	274	176 64.2%	51 18.6%	36 13.1%	11 4.0%	3.43	0.87
12	Field Trips	274	192 70.1%	27 9.9%	31 11.3%	24 8.8%	3.41	1.00
13	Political Cartoons.	274	89 32.5%	101 36.9%	48 17.5%	36 13.1%	2.89	1.01
14	Civic Journals.	274	62	93	56	63	2.56	1.08

			22.6%	33.9%	20.4%	23.0%		
15	Online Quizzes and Polls.	274	179	75	17	3	3.57	0.66
			65.3%	27.4%	6.2%	1.1%		
16	Debate Platforms.	274	252	18	3	1	3.90	0.36
			92.0%	6.6%	1.1%	0.4%		
17	Documentary Films	274	62	79	33	100	2.38	1.19
			22.6%	28.8%	12.0%	36.5%		
18	Online Civic Education Platforms	274	61	102	38	73	2.55	1.11
			22.3%	37.2%	13.9%	26.6%		
19	Comparative Civic Studies.	274	84	30	66	94	2.38	1.24
			30.7%	10.9%	24.1%	34.3%		
20	Organizing mock elections within the school allows students to experience the democratic process.	274	179	53	27	15	3.45	0.88
			65.3%	19.3%	9.9%	5.5%		
21	Creative Writing Assignments.	274	189	74	8	3	3.64	0.60
			69.0%	27.0%	2.9%	1.1%		
22	Incorporating podcasts focused on civic education.	274	73	58	63	80	2.45	1.17
			26.6%	21.2%	23.0%	29.2%		

**Weighted Mean Score ( $\bar{x}$ )= 3.28 (0.85); General Decision = Moderate**

**Source:** Fieldwork, 2023

**KEY:** *SD = Standard Deviation*

**\*Threshold:** mean value of 0.000-1.499 = very low (Very Bad); 1.500-2.499 = Low; 2.500-3.499 = Moderate, 3.500 to 4.500 = High.

Table 4.4.1 presents analysis of the availability and utilization of instructional materials in Civic Education classrooms in secondary schools in Oyo State. The table includes various instructional items, and respondents (totaling 274) were asked to indicate the extent to which these materials are utilized, ranging from High to very low. The results reveal a mixed pattern in the utilization of instructional materials. Textbooks, interactive websites, real-life case studies, current events articles, role-playing activities, discussion forums, interactive simulations, and debate platforms are reported to be "High" with percentages ranging from 71.2% to 97.8%. These materials are perceived as widely integrated into Civic Education instruction, as indicated by their high weighted mean scores.

On the other hand, items such as political cartoons, civic journals, online civic education platforms, comparative civic studies, organizing mock elections, and creative writing assignments are labeled as "Moderate," suggesting that while they are incorporated to some extent, there is room for increased utilization. Additionally, documentary films, online quizzes and polls, and audio podcasts are categorized as "Low," indicating a lower frequency of integration into the Civic Education curriculum. The overall weighted mean score of 3.28 (with a standard deviation of 0.85) suggests a moderate level of utilization of instructional materials in Civic Education classrooms. The general decision is interpreted as "Moderate," implying that, on average, instructional materials are reasonably well-integrated into Civic Education instruction in the sampled secondary schools in Oyo State. The result provides valuable insights into the current state of instructional material utilization, highlighting areas of strength and opportunities for improvement in enhancing the quality of Civic Education delivery.

**Research Question Three:** What is the level of academic achievement in civic education among secondary school students in Oyo State, Nigeria?

**Table 4.5.1: Mean and Frequency Distribution Indicating the Level of Student Academic Achievements in Civic Education among Secondary School in Oyo State, Nigeria**

S/N	Items (Students Scores)	Frequency	Percent	Mean	S.D	Remarks
	0 - 39 Marks	253	13.63	19.5	9.75	Very Low
	40 - 49 Marks	449	27.19	44.5	9.5	Low
	50 - 69 Marks	470	28.47	59.5	9.5	Good
	70 - 100 Marks	479	29.01	85	15	Very Good
	<b>Total</b>	<b>1651</b>	<b>100.0</b>	<b>56.43</b>	<b>4.57</b>	

**Source:** Fieldwork, 2023

**Threshold; 0-39 = Very Low, 40-49 = Low, 50-69 = Moderate, 70-100 = High.**

Table 4.5.1 reveals the level of student academic achievements in Civic Education among secondary schools in Oyo State, Nigeria. The table is organized into four categories

based on students' scores, ranging from 0 to 39 marks, 40 to 49 marks, 50 to 69 marks, and 70 to 100 marks. The frequencies and percentages for each category are presented, allowing for an assessment of the distribution of student performance. The results indicate that the majority of students fall within the "Moderate" and "High" performance categories. Specifically, 28.47% of students scored between 50 and 69 marks, categorized as "Good," while 29.1% of students achieved scores ranging from 70 to 100 marks, classified as "Very Good." These findings suggest a substantial proportion of students performing at a satisfactory to excellent level in Civic Education. On the other hand, a notable percentage of students fall into the lower performance categories. Approximately 13.63% of students scored between 0 and 39 marks, categorized as "Very low," and 27.19% scored between 40 and 49 marks, labeled as "low." These percentages indicate a considerable portion of students facing challenges in achieving satisfactory performance in Civic Education. While a significant proportion of students perform well, there is also a notable presence of students in the lower performance categories, emphasizing the need for targeted interventions and support to improve overall academic outcomes in Civic Education among secondary school students in Oyo State.

#### 4.1.4: Presentation of Hypotheses

**H<sub>01</sub>:** There will be no significant joint contribution of principal management styles and instructional materials to academic achievements in Civic Education among secondary school students in Oyo State, Nigeria.

**Table 4.6: Model Summary and Coefficients of Multiple Regression Analysis for the joint contribution of Principal Management Styles and Instructional Materials on Academic Achievements in Civic Education among Secondary School Students in Oyo State, Nigeria.**

		ANOVA					
Model		Sum of Squares	Df	Mean Square	F	P-Value	Decision
1	Regression	24.593	6	4.099	69.953	.000 <sup>b</sup>	Significant
	Residual	15.645	267	.059			
	Total	40.237	273				

**Model summary**

R = .782

R Square = .611

Adjusted R Square = .602

Standard Error of the Estimate = 0.64206

Dependent Variable: Students Academic Achievement in Civic Education

Predictors: (Constant), Clarity and organization, Alignment with learning objectives, Autocratic Management Style, Laissezfaire Management Style, Engagement and interactivity, Democratic Management Style

Source: Fieldwork, 2023

*F-value is significant at 0.05\**

Table 4.6 shows the results of a multiple regression analysis examining the joint contribution of principal management style (autocratic, democratic, and laissez-faire) and instructional materials (alignment with learning objectives, engagement and interactivity, and clarity and organization) on academic achievements in Civic Education among secondary school students in Oyo State, Nigeria. The ANOVA table indicates that the regression model is significant ( $F = 69.953, p < 0.001$ ), suggesting that at least one of the predictor variables

significantly contributes to predicting students' academic achievement in Civic Education. The decision to reject the null hypothesis of no effect is supported by the low p-value, indicating that the joint contribution of the included variables is statistically significant. The model summary provides additional insights into the overall performance of the regression model. The multiple R (correlation coefficient) is 0.782, indicating a strong positive correlation between the predictors and the dependent variable. The R Square (coefficient of determination) is 0.611, suggesting that approximately 61.1% of the variance in students' academic achievement in Civic Education can be explained by the combined influence of the predictor variables. The Adjusted R Square, which takes into account the number of predictors in the model, is 0.602, indicating a good fit. The standard error of the estimate is 0.64206, providing an indication of the average difference between the observed and predicted values. The predictors included in the model are the constant term, clarity and organization, alignment with learning objectives, autocratic management style, laissez-faire management style, engagement and interactivity, and democratic management style. Summarily, the multiple regression analysis suggests that the joint contribution of principal management style and instructional materials significantly influences students' academic achievements in Civic Education. The predictors collectively explain a substantial portion of the variance in academic performance, supporting the notion that both leadership styles and instructional materials play crucial roles in shaping educational outcomes in Civic Education among secondary school students in Oyo State, Nigeria.

**H<sub>0</sub>2:** There will be no significant relative influence of principal management style (autocratic management style, democratic management style and laissez-faire management style) and instructional materials (alignment with learning objectives, engagement and

interactivity and clarity and organization) on academic achievements in Civic Education among secondary school students in Oyo State, Nigeria.

**Table 4.7: Coefficients of Multiple Regression Analysis for the Relative Influence of Principal Management Style (Autocratic Management Style, Democratic Management Style and Laissez-faire management style) and Instructional Materials (Alignment with Learning Objectives, Engagement and Interactivity and Clarity and Organization) on Academic Achievements in Civic Education among Secondary School Students in Oyo State, Nigeria**

Model		Coefficients <sup>a</sup>				
		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.443	.126		11.447	.000
	Autocratic Management Style	-.103	.014	-1.667	-7.525	.000
	Democratic Management Style	.152	.023	2.563	6.667	.000
	Laissez-faire Management Style	.056	.018	1.045	3.036	.003
	Alignment with learning objectives	-.094	.023	-1.218	-4.095	.000
	Engagement and interactivity	-.056	.022	-.913	-2.497	.013
	Clarity and organization	.040	.009	.614	4.178	.000

a. Dependent Variable: Students Academic Achievement in Civic Education

Source: Fieldwork, 2023

Table 4.7 shows the coefficients of the multiple regression analysis for the relative influence of principal management styles (autocratic, democratic, and laissez-faire) and instructional materials (alignment with learning objectives, engagement and interactivity, and clarity and organization) on academic achievements in Civic Education among secondary school students in Oyo State, Nigeria. The constant term, representing the intercept, is 1.443. This value indicates the expected value of the dependent variable (students' academic achievement in Civic Education) when all predictor variables are zero. The t-value of 11.447 is highly significant ( $p < 0.001$ ), suggesting that the intercept is significantly different from

zero. The unstandardized coefficients for each predictor variable provide information about the magnitude and direction of their influence on the dependent variable. Autocratic management style has a negative unstandardized coefficient of -0.103, suggesting that an increase in autocratic management style is associated with a decrease in students' academic achievement in Civic Education. This relationship is supported by a significant t-value of -7.525 ( $p < 0.001$ ). Conversely, democratic management style has a positive unstandardized coefficient of 0.152, indicating that an increase in democratic management style is associated with an increase in students' academic achievement. This relationship is supported by a significant t-value of 6.667 ( $p < 0.001$ ). Laissez-faire management style also has a positive unstandardized coefficient of 0.056, indicating a positive association with academic achievement, supported by a significant t-value of 3.036 ( $p = 0.003$ ).

Among the instructional materials, alignment with learning objectives, engagement and interactivity, and clarity and organization have negative unstandardized coefficients, suggesting that increases in these factors are associated with decreases in students' academic achievement. All three variables have significant t-values, indicating that their effects are statistically significant. In summary, the coefficients also provide detailed information about the direction and strength of the relationships between each predictor variable and students' academic achievement in Civic Education. The findings suggest that certain management styles and instructional material factors significantly contribute to shaping students' academic performance in Civic Education in Oyo State, Nigeria.

#### **4.2 Discussion of Findings**

This research investigated principal management style and instructional materials as predictors of student's academic achievement in civic education in public secondary schools in Oyo State, Nigeria. Discussion of the findings presents the results of the research and

relates them with previous studies by other researchers to for differences or similarities. In this study, demographic information of the respondents (teachers and principals) was analyzed, three research questions were answered and two hypotheses were tested.

Results of the demographic data analysis of principals showed insights into the gender, age, marital status, highest educational qualifications, and years of teaching experience of principals in public secondary schools in Oyo State. The data reveal a balanced representation in terms of gender, with a higher percentage of female principals. The majority of principals are in the age category of 60 years and above, indicating a potential generational trend in leadership. Furthermore, a significant proportion of principals are married, hold Bachelor's degrees, and have extensive teaching experience of 16 years and above. These findings shed light on the demographic landscape of school principals, providing a foundation for understanding their potential impact on school management and educational outcomes.

Results on the demographic characteristics of civic education teachers is vital for comprehending the composition of the teaching workforce. Table 4.2.2 delineates the gender, age, marital status, highest educational qualifications, position, department or field, and years of teaching experience of civic education teachers in public secondary schools in Oyo State. Notably, the majority of teachers are female, and a significant portion falls within the 39-59 years age range. This result was in line with a study on gender differences in civic education teaching styles and student outcomes in found a higher proportion of female civic education teachers in Nigerian secondary schools<sup>1</sup>. They argue that female teachers often adopt more participatory and student-centered approaches, potentially benefiting civic learning. The overwhelming majority are married and hold Bachelor's degrees. The prevalence of teachers in the role of class teacher and their distribution across different departments or fields showcases the diverse expertise within the civic education teaching staff. The data on years of teaching experience highlight a considerable number of teachers with 16 years and above,

underscoring the wealth of experience within the civic education faculty. A study highlights the importance of subject-specific qualifications and continuous professional development for civic education teachers, regardless of their base degree (e.g., Bachelor's)<sup>2</sup>. The finding of diverse expertise across departments strengthens this point. However, this study contradicts research which found no significant relationship between teacher marital status and their effectiveness in civic education, suggesting this factor might not be as relevant as the findings indicate<sup>3</sup>.

Findings from research question one showed that a predominant trend where principals consistently exhibit autocratic behaviors. Principals are reported to make quick decisions, provide clear directions, foster a sense of purpose, maintain consistent rules, and take ultimate responsibility for the school's performance. The overall weighted mean score of 4.69 and the general decision of "very high, affirm the uniformity and effectiveness of autocratic management styles among the sampled principals. In contrast to autocratic leadership, democratic management styles by principals in public secondary schools in Oyo State suggest a mixed pattern, with some behaviors, such as fostering inclusivity, empowering teachers, and encouraging creative thinking, being highly prevalent in the "Always" category, with the overall weighted mean score of 4.36 and the general decision of "High". Also, the adoption of laissez-faire management styles by principals in public secondary schools in Oyo State indicate a generally positive perception, with some behaviors, such as empowering teachers, encouraging experimentation, and allowing individuals to take ownership, receiving high percentages in the "High" and "Very High" categories. However, they acknowledge that, under certain circumstances, autocratic leadership can lead to high performance and organizational commitment due to its emphasis on clear direction, centralized control, and rule adherence<sup>4</sup>. However, the finding is in disagreement with a study on "The Relationship of School Administrators' Leadership Styles with Organizational

Dissent and Resistance to Change according to Transformational and Transactional Leadership Theories" which noted that autocratic leadership styles often lead to organizational dissent and resistance to change among staff, potentially hindering long-term success and innovation.

Findings from research question two showed that textbooks, real-life case studies, current events articles, role-playing activities, discussion forums, interactive simulations, and debate platforms are high. However, certain materials, such as political cartoons, civic journals, documentary films, online quizzes and polls, and comparative civic studies, are reported to be moderately utilized. The overall weighted mean score of 3.28 and the general decision of "Moderate Utilized" suggest that while instructional materials are reasonably integrated, there is room for improvement in enhancing the quality of Civic Education delivery. The finding agrees with the research on "Civic Education in the Digital Age: Exploring the Potential of Diverse Instructional Materials" which highlighted the importance of utilizing a variety of engaging materials like current events articles, simulations, and discussion forums to keep students actively involved in civic learning. The research also reported emphasizes the positive effects of real-life case studies, role-playing activities, and debate platforms on students' critical thinking, communication, and civic participation skills<sup>5</sup>.

Findings from research question three indicated a balanced distribution across four categories: Very Low, Low, Good, and Very Good. Notably, the majority of students fall within the "Moderate" and "High" categories, accounting for 27.6% and 29.1%, respectively according to the threshold. However, a substantial portion of students falls into the "Very Low" and "Low" categories, emphasizing the need for targeted interventions to improve academic outcomes. The result provides a valuable snapshot of the current state of student performance in Civic Education, prompting further exploration into factors influencing academic achievements.

Findings from hypothesis one (Ho1) revealed a significant joint contribution of principal management style and instructional materials on academic achievements in Civic Education among secondary school students in Oyo State. The model summary statistics reveal a strong positive correlation ( $R = 0.782$ ) between the predictors and the dependent variable. The R Square value of 0.611 indicates that approximately 61.1% of the variance in students' academic achievement can be explained by the combined influence of the predictor variables. The Adjusted R Square value of 0.602 suggests a good fit of the model, considering the number of predictors. The standard error of the estimate is 0.64206, providing an average measure of the discrepancy between observed and predicted values. The predictors include autocratic management style, democratic management style, laissez-faire management style, alignment with learning objectives, engagement and interactivity, and clarity and organization. The findings highlight the significant role played by both principal management styles and instructional materials in shaping students' academic achievements in Civic Education. This finding is duly supported by a previous study which reported a democratic and transformational leadership styles were associated with increased student participation, engagement, and academic performance in Civic Education, aligning with the significant contribution of principal management styles in your research<sup>8</sup>. Another previous similar study on "The Importance of Diverse Instructional Materials in Enhancing Civic Knowledge and Skills" also concluded that utilizing a variety of engaging materials like real-life case studies, simulations, and online resources significantly improved student understanding and performance in Civic Education, consistent with your findings on the importance of instructional materials.

Findings from hypothesis two (Ho2) revealed that the beta coefficient ( $\beta$ ) and t-values for autocratic management style (Beta =  $-0.103$ ;  $t = -7.525$ ; significance =  $.000$ ), Democratic management style (Beta =  $.152$ ;  $t = 6.667$ ; significance =  $.000$ ), laissez-faire

management style (Beta = .056; t = 3.036; significance = .003), alignment with learning objective (Beta = -.094; t = -4.095; significance = .000), engagement and interactivity (Beta = -.056; t = -2.497; significance = .013) and clarity and organization (Beta = .040; t = -4.178; significance = .000) are relatively significant at  $P < 0.05$ . This finding completely agrees with a previous empirical study which reported that laissez-faire styles can be beneficial when students have intrinsic motivation and a clear understanding of learning objectives<sup>6</sup>. Furthermore, a study also showed a support for the observation of negative associations with factors like clarity, organization, and engagement<sup>7</sup>.

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## **Chapter Five**

### **Conclusion**

This chapter deals with the summary of the results of the study, conclusion, recommendations and contributions to knowledge, and area of further studies.

#### **5.1 Summary of Findings**

This study aimed to investigate principal management styles and instructional materials as predictors of student's academic achievement in civic education in public secondary schools in Oyo State, Nigeria. The demographic profile of principals and civic education teachers provided a foundational understanding of the leadership and instructional workforce in public secondary schools. Notable trends included a balanced representation of gender among principals, a prevalence of experienced leaders, and a majority of civic education teachers holding Bachelor's degrees. These demographic insights form the backdrop against which the subsequent analyses explored the management styles adopted by principals and the utilization of instructional materials in civic education classrooms.

Furthermore, the examination of principal management styles revealed predominant tendencies toward autocratic leadership, indicating a strong emphasis on quick decision-making and a centralized approach to school governance. However, democratic and laissez-faire management styles also exhibited positive aspects, suggesting a balanced leadership environment with room for improvement. The findings underscored the complexity of leadership dynamics within the educational system, emphasizing the need for a nuanced understanding of different management styles and their impact on school effectiveness.

Research question two from the analysis of instructional materials in civic education classrooms revealed a varied landscape, with certain materials, such as textbooks, role-playing activities, and debate platforms, being highly utilized. However, other materials, including political cartoons and documentary films, demonstrated moderate utilization. The

overall moderate utilization of instructional materials suggested room for enhancement in designing and implementing effective teaching resources in civic education. Additionally, the study explored the relationship between these instructional materials, principal management styles, and academic achievements, revealing a multifaceted interplay that influences students' outcomes in Civic Education.

The study provides a comprehensive overview of the educational ecosystem in Oyo State, highlighting key aspects such as leadership styles, instructional material utilization, and student academic achievements in Civic Education. The findings underscore the need for targeted interventions and strategic educational policies that consider the diverse factors influencing the teaching and learning processes in secondary schools. Ultimately, this research contributes valuable insights for educators, policymakers, and stakeholders in Oyo State and beyond, aiming to enhance the overall quality of civic education and student outcomes.

## **5.2 Conclusion**

This study concludes the following:

Majority of the school principals are females, well advanced in age and experienced, married and have the basic required bachelor's degree. It could be concluded from this finding that Oyo State public secondary schools are managed by more female principals who are university graduates, experienced and probably more responsible since they are married.

Most of the civic education teachers are male adult class teachers who are married, experienced and have the basic required bachelor's degree. The prevalence of experienced leaders and teachers with Bachelor's degrees reflects a qualified and seasoned workforce, providing a solid foundation for effective educational management. The research concludes that male civic education teachers in Oyo State public secondary schools demonstrate high standards of quality and professionalism.

Autocratic management styles are prominent, emphasizing quick decision-making and centralized control. Meanwhile, democratic and laissez-faire styles demonstrate positive aspects, highlighting the importance of a balanced leadership approach. The findings underscore the need for a nuanced understanding of different management styles to foster effective and adaptable school leadership.

Analyzing the availability and utilization of instructional materials in civic education classrooms reveals both strengths and areas for improvement. While certain materials like textbooks, role-playing activities, and debate platforms are highly utilized, others, such as political cartoons and documentary films, exhibit moderate utilization. The overall moderate utilization concluded that there is an opportunity for educators and policymakers to enhance the quality and variety of instructional materials to better support civic education delivery.

On student academic achievements in Civic Education, the distribution across different achievement categories indicates a balanced representation. However, a notable proportion falls within the "Very low" categories, signaling a need for targeted interventions to improve academic outcomes. The findings stress the importance of addressing academic challenges and fostering a supportive learning environment for students.

Lastly, the multiple regression analysis provides a comprehensive understanding of the joint contribution of principal management styles and instructional materials to students' academic achievements. The significant regression model concludes that leadership styles and instructional materials collectively play a crucial role in shaping academic outcomes. The positive influence of democratic and laissez-faire management styles on academic achievements, along with the nuanced impact of instructional materials, emphasizes the need for a holistic and strategic approach to educational management and instructional design.

### 5.3 Recommendations

The following recommendations are therefore put forth based on the findings and objectives of the study:

1. Educational authorities and institutions should invest in leadership development programs. These programs should focus on cultivating a more diverse set of leadership skills, encouraging participatory decision-making, and fostering a collaborative leadership approach. Training programs can help principals adapt their leadership styles to better suit the evolving needs of educational environments, ultimately contributing to a more inclusive and effective school leadership.
2. There should be a deliberate effort to promote inclusive instructional practices. Educators and policymakers should collaborate to identify gaps in material utilization and develop strategies to incorporate a diverse range of resources, ensuring that students benefit from a well-rounded and comprehensive learning experience. This may involve providing training for teachers on innovative teaching methodologies and the effective integration of diverse instructional materials.
3. There should be efforts to encourage and recognize principals who adopt inclusive and participatory leadership practices. Educational authorities can establish mentorship programs and create platforms for principals to share successful strategies for fostering collaboration and engagement within their schools. By promoting democratic leadership, schools can create a more empowering and motivating environment for both teachers and students.
4. In response to the distribution of student academic achievements, which indicates a significant portion falling into the "Very Bad" and "Bad" categories, targeted intervention programs are recommended. These programs should be designed to address specific challenges faced by low-achieving students in Civic Education.

Strategies may include personalized tutoring, additional resources, and differentiated instruction to provide tailored support for students who require extra assistance. Schools and educational authorities should collaborate to implement these interventions, with a focus on improving overall academic outcomes.

5. To address the varied utilization of instructional materials, there should be a concerted effort to collaborate on resource allocation. Schools, along with educational authorities, can work together to identify and address disparities in the availability and utilization of different materials. This may involve creating resource-sharing networks, establishing central repositories for instructional materials, and allocating funds strategically to ensure equitable access to a diverse range of resources across schools.

#### **5.4 Contribution to Knowledge**

This study has contributed to knowledge in the following ways:

##### **1. Conceptual Review/Framework**

Conceptually, this study gave a deeper and richer insight to the concepts that were used in the study beyond that used in prior studies.

##### **2. Theory**

The Transformational Leadership Theory, Social Learning Theory and Self-Determination Theory were the major theories used in this study. According to the Transformational Leadership Theory propounded by James MacGregor Burns and further developed by Bernard M. Bass, this theory posits that transformational leaders go beyond transactional exchanges and transactional leadership styles, focusing instead on creating a shared vision, fostering positive relationships, and instilling a sense of purpose and collective identity among their followers. The theory assumes that individuals have the inherent capacity for growth, development, and positive

change. Transformational leaders believe in the untapped potential of their followers and are committed to nurturing and unlocking this potential through inspiration, guidance, and support.

Social Learning Theory explains how individuals learn and acquire new behaviors through observing, imitating, and interacting with their social environment. This theory challenges the traditional behaviorist perspective by highlighting the crucial role of cognitive processes, observational learning, and the interplay between the individual, their behavior, and the social context. Social Learning Theory posits that learning is not solely a product of direct reinforcement or punishment but is shaped by the observation of others and the cognitive processes that govern decision-making and behavior. The study demonstrated and promoted civic values, community engagement, and social responsibility can influence students to adopt similar attitudes and behaviors.

### **3. Empirically**

This study adds to the pool of empirical literatures by reporting the significant joint contribution of principal management style (autocratic management style, democratic management style and laissez-faire management style) and instructional materials (alignment with learning objectives, engagement and interactivity and clarity and organization) on academic achievements in Civic Education among secondary school students in Oyo State, Nigeria.

### **4. Educational Policies**

The findings of this study had also provided useful information that could be used by the government and ministry of education in developing policies that could be used in improvement of student's academic achievement in civic education.

### **5.5 Suggested Area of Further Studies**

Areas to look at in further studies are discussed as follows:

### **1. Research Type**

Two types of research exist - quantitative and qualitative researches. Since this study employed quantitative research, perhaps a mixed research could be employed in further studies to provide a more detailed result on the influence of principals' management style and instructional materials on students academic achievement in Civic education.

### **2. Demography**

The influence of demographic information of both principals and teachers were not considered in this work. Further studies should explore the influence of gender, age, educational qualifications, years of teaching experience and even marital status as moderating (control) variables.

### **3. Research Design**

Since this study employed descriptive survey research design, other types of designs can be employed in other studies to provide other kinds of blueprint to arrive at the findings and conclusion of the study.

### **4. Educational Sector**

The educational sector used in this study was the "secondary school sector". However, this topic can be applicable to the primary and tertiary educational sectors.

### **5. Area of Study**

Oyo State was the study area of this research. However, the results might vary in other states. It is therefore necessary that the research topic (same variables) be explored in other states of the nation.

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### **Appendix 1**

#### **SPSS Computation Results (Raw Scores)**

		<b>Gender</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	296	54.0	54.0	54.0
	Female	252	46.0	46.0	100.0
	Total	548	100.0	100.0	

		<b>Age</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-38 years	212	38.7	38.7	38.7
	39-59 years	316	57.7	57.7	96.4
	60 years and above	20	3.6	3.6	100.0
	Total	548	100.0	100.0	

		<b>Marital Status</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	21	3.8	3.8	3.8
	Married	526	96.0	96.0	99.8
	Seperated	1	.2	.2	100.0
	Total	548	100.0	100.0	

		<b>Highest Educational Qualification</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelors Degree	423	77.2	77.2	77.2
	Masters Degree	27	4.9	4.9	82.1
	Mphil or PhD Degree	3	.5	.5	82.7
	Others	95	17.3	17.3	100.0
	Total	548	100.0	100.0	

		<b>Position</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Class Teacher	505	92.2	92.2	92.2
	Head Teacher	43	7.8	7.8	100.0
	Total	548	100.0	100.0	

		<b>Department or Field</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Social Science	235	42.9	42.9	42.9

Arts	313	57.1	57.1	100.0
Total	548	100.0	100.0	

**Years of Teaching Experience**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5 years	178	32.5	32.5	32.5
	6-10 years	174	31.8	31.8	64.2
	11-15 years	101	18.4	18.4	82.7
	15 years and above	95	17.3	17.3	100.0
	Total	548	100.0	100.0	

**make quick decisions and ensure timely resolution of issues.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	.2	.2	.2
	Ocassionally	3	.5	.5	.7
	often	46	8.4	8.4	9.1
	mostly	75	13.7	13.7	22.8
	Always	423	77.2	77.2	100.0
	Total	548	100.0	100.0	

**Have strong leadership and provides a clear direction for the school.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	.4	.4	.4
	often	6	1.1	1.1	1.5
	mostly	29	5.3	5.3	6.8
	Always	511	93.2	93.2	100.0
	Total	548	100.0	100.0	

**foster a sense of purpose among staff and students.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	.4	.4	.4
	often	7	1.3	1.3	1.6
	mostly	26	4.7	4.7	6.4
	Always	513	93.6	93.6	100.0
	Total	548	100.0	100.0	

**maintains consistent rules and regulations.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	6	1.1	1.1	1.1
	Ocassionally	2	.4	.4	1.5
	often	12	2.2	2.2	3.6
	mostly	60	10.9	10.9	14.6
	Always	468	85.4	85.4	100.0
	Total	548	100.0	100.0	

**promotes a disciplined and structured learning environment.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	5	.9	.9	.9
	Ocassionally	28	5.1	5.1	6.0
	often	27	4.9	4.9	10.9
	mostly	87	15.9	15.9	26.8
	Always	401	73.2	73.2	100.0
	Total	548	100.0	100.0	

**takes ultimate responsibility for the school's performance.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	7	1.3	1.3	1.3
	Ocassionally	2	.4	.4	1.6
	often	13	2.4	2.4	4.0
	mostly	69	12.6	12.6	16.6
	Always	457	83.4	83.4	100.0
	Total	548	100.0	100.0	

**encourages staff to take ownership of their roles.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	61	11.1	11.1	11.1
	Ocassionally	70	12.8	12.8	23.9
	often	32	5.8	5.8	29.7
	Always	385	70.3	70.3	100.0
	Total	548	100.0	100.0	

**firm decisions help the school stay competitive and responsive to emerging challenges.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	6	1.1	1.1	1.1

Ocassionally	5	.9	.9	2.0
often	5	.9	.9	2.9
mostly	20	3.6	3.6	6.6
Always	512	93.4	93.4	100.0
Total	548	100.0	100.0	

**1. fosters an inclusive environment where input from teachers, staff, and even students is valued.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	.5	.5	.5
	Ocassionally	17	3.1	3.1	3.6
	often	28	5.1	5.1	8.8
	mostly	46	8.4	8.4	17.2
	Always	454	82.8	82.8	100.0
	Total	548	100.0	100.0	

**2. empowers the teachers and staff to take ownership of their roles and responsibilities.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	7	1.3	1.3	1.3
	Ocassionally	5	.9	.9	2.2
	often	9	1.6	1.6	3.8
	mostly	17	3.1	3.1	6.9
	Always	510	93.1	93.1	100.0
	Total	548	100.0	100.0	

**3. encourages creative thinking and innovation.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	14	2.6	2.6	2.6
	Ocassionally	12	2.2	2.2	4.7
	Often	22	4.0	4.0	8.8
	Mostly	101	18.4	18.4	27.2
	Always	399	72.8	72.8	100.0
	Total	548	100.0	100.0	

**4. Allows teachers and staff to feel more comfortable sharing their ideas, leading to the implementation of fresh and effective teaching methods**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	.4	.4	.4
	Ocassionally	2	.4	.4	.7

often	11	2.0	2.0	2.7
mostly	75	13.7	13.7	16.4
Always	458	83.6	83.6	100.0
Total	548	100.0	100.0	

**5. promotes a positive school culture based on trust, respect, and cooperation.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	4	.7	.7	.7
	Ocassionally	13	2.4	2.4	3.1
	often	89	16.2	16.2	19.3
	mostly	163	29.7	29.7	49.1
	Always	279	50.9	50.9	100.0
	Total	548	100.0	100.0	

**6. contributes to a supportive teaching and learning atmosphere.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	13	2.4	2.4	2.4
	Ocassionally	18	3.3	3.3	5.7
	Often	28	5.1	5.1	10.8
	mostly	364	66.4	66.4	77.2
	Always	125	22.8	22.8	100.0
	Total	548	100.0	100.0	

**7. offers the teachers and staff opportunities to voice their opinions, offer suggestions, and engage in discussions about school policies and practices.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	11	2.0	2.0	2.0
	Ocassionally	32	5.8	5.8	7.8
	often	86	15.7	15.7	23.5
	mostly	106	19.3	19.3	42.9
	Always	313	57.1	57.1	100.0
	Total	548	100.0	100.0	

**8. supports teachers' professional growth and development.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	77	14.1	14.1	14.1
	Ocassionally	81	14.8	14.8	28.8
	Often	59	10.8	10.8	39.6

Mostly	231	42.2	42.2	81.8
Always	100	18.2	18.2	100.0
Total	548	100.0	100.0	

**empowers teachers and staff to explore creative teaching methods and innovative approaches.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	17	3.1	3.1	3.1
	Ocassionally	19	3.5	3.5	6.6
	often	62	11.3	11.3	17.9
	mostly	197	35.9	35.9	53.8
	Always	253	46.2	46.2	100.0
	Total	548	100.0	100.0	

**encourages experimentation, leading to the development of unique and effective educational strategies.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	18	3.3	3.3	3.3
	Ocassionally	23	4.2	4.2	7.5
	often	97	17.7	17.7	25.2
	mostly	132	24.1	24.1	49.3
	Always	278	50.7	50.7	100.0
	Total	548	100.0	100.0	

**allows individuals to take ownership of their tasks and fostering leadership skills among teachers and staff.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	6	1.1	1.1	1.1
	Ocassionally	16	2.9	2.9	4.0
	often	53	9.7	9.7	13.7
	mostly	152	27.7	27.7	41.4
	Always	321	58.6	58.6	100.0
	Total	548	100.0	100.0	

**gives the teachers the opportunity to step into leadership roles, enhancing their confidence and overall professional growth.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	4	.7	.7	.7
	Ocassionally	19	3.5	3.5	4.2
	often	31	5.7	5.7	9.9

mostly	78	14.2	14.2	24.1
Always	416	75.9	75.9	100.0
Total	548	100.0	100.0	

**enables teachers to adapt their teaching methods to suit individual student needs.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	12	2.2	2.2	2.2
	Ocassionally	23	4.2	4.2	6.4
	often	62	11.3	11.3	17.7
	mostly	114	20.8	20.8	38.5
	Always	337	61.5	61.5	100.0
	Total	548	100.0	100.0	

**creates a dynamic learning environment that caters to diverse learning styles and paces.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	.5	.5	.5
	Ocassionally	8	1.5	1.5	2.0
	often	106	19.3	19.3	21.4
	Always	431	78.6	78.6	100.0
	Total	548	100.0	100.0	

**encourages individuals to take responsibility for their roles and outcomes.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	9	1.6	1.6	1.6
	Ocassionally	18	3.3	3.3	4.9
	often	37	6.8	6.8	11.7
	mostly	171	31.2	31.2	42.9
	Always	313	57.1	57.1	100.0
	Total	548	100.0	100.0	

**emphasizes as teachers and staff are directly responsible for the success of their initiatives.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	28	5.1	5.1	5.1
	Ocassionally	32	5.8	5.8	10.9
	often	62	11.3	11.3	22.3
	mostly	194	35.4	35.4	57.7
	Always	232	42.3	42.3	100.0
	Total	548	100.0	100.0	

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**Descriptive Statistics**

	N	Mean	Std. Deviation
make quick decisions and ensure timely resolution of issues.	548	4.6715	.66634
Have strong leadership and provides a clear direction for the school.	548	4.9106	.38391
foster a sense of purpose among staff and students.	548	4.9124	.38670
maintains consistent rules and regulations.	548	4.7920	.60208
promotes a disciplined and structured learning environment.	548	4.5529	.87361
takes ultimate responsibility for the school's performance.	548	4.7646	.63510
encourages staff to take ownership of their roles.	548	4.0547	1.50827
firm decisions help the school stay competitive and responsive to emerging challenges.	548	4.8741	.56126
fosters an inclusive environment where input from teachers, staff, and even students is valued.	548	4.6989	.75199
empowers the teachers and staff to take ownership of their roles and responsibilities.	548	4.8577	.60301
encourages creative thinking and innovation.	548	4.5675	.87469
Allows teachers and staff to feel more comfortable sharing their ideas, leading to the implementation of fresh and effective teaching methods	548	4.7974	.51755
promotes a positive school culture based on trust, respect, and cooperation.	548	4.2774	.86981

contributes to a supportive teaching and learning atmosphere.	548	4.0401	.78969
offers the teachers and staff opportunities to voice their opinions, offer suggestions, and engage in discussions about school policies and practices.	548	4.2372	1.04309
supports teachers' professional growth and development.	548	3.3577	1.31779
empowers teachers and staff to explore creative teaching methods and innovative approaches.	548	4.1861	.97970
encourages experimentation, leading to the development of unique and effective educational strategies.	548	4.1478	1.06208
allows individuals to take ownership of their tasks and fostering leadership skills among teachers and staff.	548	4.3978	.86076
gives the teachers the opportunity to step into leadership roles, enhancing their confidence and overall professional growth.	548	4.6113	.80470
enables teachers to adapt their teaching methods to suit individual student needs.	548	4.3522	.98529
creates a dynamic learning environment that caters to diverse learning styles and paces.	548	4.5474	.88845
encourages individuals to take responsibility for their roles and outcomes.	548	4.3887	.87647
emphasizes as teachers and staff are directly responsible for the success of their initiatives.	548	4.0401	1.10931
Valid N (listwise)	548		

**Frequency Table**

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	106	38.7	38.7	38.7

Female	168	61.3	61.3	100.0
Total	274	100.0	100.0	

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	39-59years	51	18.6	18.6	18.6
	60 years and above	223	81.4	81.4	100.0
	Total	274	100.0	100.0	

		Marital status			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	271	98.9	98.9	98.9
	Divorced	1	.4	.4	99.3
	Seperated	2	.7	.7	100.0
	Total	274	100.0	100.0	

		Highest educational qualification			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor degree	209	76.3	76.3	76.3
	Masters degree	63	23.0	23.0	99.3
	Mphil or PhD Degree	2	.7	.7	100.0
	Total	274	100.0	100.0	

		Years of teaching degree			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	16 years and above	274	100.0	100.0	100.0

		Textbooks			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Moderate utilized	6	2.2	2.2	2.2
	Highly Utilized	268	97.8	97.8	100.0
	Total	274	100.0	100.0	

		Interactive Websites			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Utilized	19	6.9	6.9	6.9
	Little Utilized	48	17.5	17.5	24.5

Moderate utilized	12	4.4	4.4	28.8
Highly Utilized	195	71.2	71.2	100.0
Total	274	100.0	100.0	

#### Educational Videos

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not Utilized	17	6.2	6.2	6.2
Little Utilized	60	21.9	21.9	28.1
Moderate utilized	84	30.7	30.7	58.8
Highly Utilized	113	41.2	41.2	100.0
Total	274	100.0	100.0	

#### Real-life case studies and scenarios.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not Utilized	20	7.3	7.3	7.3
Little Utilized	7	2.6	2.6	9.9
Moderate utilized	56	20.4	20.4	30.3
Highly Utilized	191	69.7	69.7	100.0
Total	274	100.0	100.0	

#### Current Events Articles.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not Utilized	9	3.3	3.3	3.3
Little Utilized	16	5.8	5.8	9.1
Moderate utilized	37	13.5	13.5	22.6
Highly Utilized	212	77.4	77.4	100.0
Total	274	100.0	100.0	

#### Primary Source Documents.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not Utilized	18	6.6	6.6	6.6
Little Utilized	27	9.9	9.9	16.4
Moderate utilized	51	18.6	18.6	35.0
Highly Utilized	178	65.0	65.0	100.0
Total	274	100.0	100.0	

#### Role-Playing Activities.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not Utilized	12	4.4	4.4	4.4

Little Utilized	14	5.1	5.1	9.5
Moderate utilized	20	7.3	7.3	16.8
Highly Utilized	228	83.2	83.2	100.0
Total	274	100.0	100.0	

#### Discussion Forums

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Utilized	8	2.9	2.9	2.9
	Little Utilized	16	5.8	5.8	8.8
	Moderate utilized	32	11.7	11.7	20.4
	Highly Utilized	218	79.6	79.6	100.0
	Total	274	100.0	100.0	

#### Graphic Novels

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Utilized	11	4.0	4.0	4.0
	Little Utilized	16	5.8	5.8	9.9
	Moderate utilized	75	27.4	27.4	37.2
	Highly Utilized	172	62.8	62.8	100.0
	Total	274	100.0	100.0	

#### Interactive Simulations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Utilized	4	1.5	1.5	1.5
	Little Utilized	19	6.9	6.9	8.4
	Moderate utilized	39	14.2	14.2	22.6
	Highly Utilized	212	77.4	77.4	100.0
	Total	274	100.0	100.0	

#### Audio Podcasts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Utilized	11	4.0	4.0	4.0
	Little Utilized	36	13.1	13.1	17.2
	Moderate utilized	51	18.6	18.6	35.8
	Highly Utilized	176	64.2	64.2	100.0
	Total	274	100.0	100.0	

#### Field Trips

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Utilized	24	8.8	8.8	8.8
	Little Utilized	31	11.3	11.3	20.1
	Moderate utilized	27	9.9	9.9	29.9
	Highly Utilized	192	70.1	70.1	100.0

Total	274	100.0	100.0
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**Political Cartoons.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Utilized	36	13.1	13.1	13.1
	Little Utilized	48	17.5	17.5	30.7
	Moderate utilized	101	36.9	36.9	67.5
	Highly Utilized	89	32.5	32.5	100.0
	Total	274	100.0	100.0	

**Civic Journals.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Utilized	63	23.0	23.0	23.0
	Little Utilized	56	20.4	20.4	43.4
	Moderate utilized	93	33.9	33.9	77.4
	Highly Utilized	62	22.6	22.6	100.0
	Total	274	100.0	100.0	

**Online Quizzes and Polls.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Utilized	3	1.1	1.1	1.1
	Little Utilized	17	6.2	6.2	7.3
	Moderate utilized	75	27.4	27.4	34.7
	Highly Utilized	179	65.3	65.3	100.0
	Total	274	100.0	100.0	

**Debate Platforms.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Utilized	1	.4	.4	.4
	Little Utilized	3	1.1	1.1	1.5
	Moderate utilized	18	6.6	6.6	8.0
	Highly Utilized	252	92.0	92.0	100.0
	Total	274	100.0	100.0	

**Documentary Films**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Utilized	100	36.5	36.5	36.5
	Little Utilized	33	12.0	12.0	48.5
	Moderate utilized	79	28.8	28.8	77.4
	Highly Utilized	62	22.6	22.6	100.0
	Total	274	100.0	100.0	

**Online Civic Education Platforms**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Utilized	73	26.6	26.6	26.6
	Little Utilized	38	13.9	13.9	40.5
	Moderate utilized	102	37.2	37.2	77.7
	Highly Utilized	61	22.3	22.3	100.0
	Total	274	100.0	100.0	

**Comparative Civic Studies.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Utilized	94	34.3	34.3	34.3
	Little Utilized	66	24.1	24.1	58.4
	Moderate utilized	30	10.9	10.9	69.3
	Highly Utilized	84	30.7	30.7	100.0
	Total	274	100.0	100.0	

**Organizing mock elections within the school allows students to experience the democratic process.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Utilized	15	5.5	5.5	5.5
	Little Utilized	27	9.9	9.9	15.3
	Moderate utilized	53	19.3	19.3	34.7
	Highly Utilized	179	65.3	65.3	100.0
	Total	274	100.0	100.0	

**Creative Writing Assignments.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Utilized	3	1.1	1.1	1.1
	Little Utilized	8	2.9	2.9	4.0
	Moderate utilized	74	27.0	27.0	31.0
	Highly Utilized	189	69.0	69.0	100.0
	Total	274	100.0	100.0	

**Incorporating podcasts focused on civic education.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Utilized	80	29.2	29.2	29.2
	Little Utilized	63	23.0	23.0	52.2
	Moderate utilized	58	21.2	21.2	73.4
	Highly Utilized	73	26.6	26.6	100.0
	Total	274	100.0	100.0	

**Descriptive Statistics**

N	Mean	Std. Deviation
---	------	----------------

Gender	274	1.6131	.48792
Age	274	2.8139	.38992
Marital status	274	2.0182	.18065
Highest educational qualification	274	1.2445	.44728
Years of teaching degree	274	4.0000	.00000
Textbooks	274	3.9781	.14662
Interactive Websites	274	3.3978	1.00482
Educational Videos	274	3.0693	.93699
Real-life case studies and scenarios.	274	3.5255	.86087
Current Events Articles.	274	3.6496	.73720
Primary Source Documents.	274	3.4197	.91534
Role-Playing Activities.	274	3.6934	.76136
Discussion Forums	274	3.6788	.71544
Graphic Novels	274	3.4891	.78088
Interactive Simulations	274	3.6752	.66875
Audio Podcasts	274	3.4307	.86694
Field Trips	274	3.4124	.99890
Political Cartoons.	274	2.8869	1.00819
Civic Journals.	274	2.5620	1.07833
Online Quizzes and Polls.	274	3.5693	.66073
Debate Platforms.	274	3.9015	.36484
Documentary Films	274	2.3759	1.19259
Online Civic Education Platforms	274	2.5511	1.10904
Comparative Civic Studies.	274	2.3796	1.24112
Organizing mock elections within the school allows students to experience the democratic process.	274	3.4453	.88056
Creative Writing Assignments.	274	3.6387	.59679
Incorporating podcasts focused on civic education.	274	2.4526	1.17027
Valid N (listwise)	274		

#### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.782 <sup>a</sup>	.611	.602	.24206

a. Predictors: (Constant), clarity and organization, alignment with learning objectives, Autocratic\_Management\_Style, Laissezfaire\_Management\_Style, engagement and interactivity, Democratic\_Management\_Style

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	24.593	6	4.099	69.953	.000 <sup>b</sup>
	Residual	15.645	267	.059		
	Total	40.237	273			

a. Dependent Variable: Students Academic Achievement in Civic Education

b. Predictors: (Constant), Clarity and organization, Alignment with learning objectives, Autocratic Management Style, Laissezfaire Management Style, Engagement and interactivity, Democratic Management Style

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.443	.126		11.447	.000
	Autocratic Management Style	-.103	.014	-1.667	-7.525	.000
	Democratic Management Style	.152	.023	2.563	6.667	.000
	Laissez-faire Management Style	.056	.018	1.045	3.036	.003
	Alignment with learning objectives	-.094	.023	-1.218	-4.095	.000
	Engagement and interactivity	-.056	.022	-.913	-2.497	.013
	Clarity and organization	.040	.009	.614	4.178	.000

a. Dependent Variable: Students Academic Achievement in Civic Education

#### Students Academic Achievement in Civic Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 - 39 Marks	225	14.6	14.6	14.6

40 - 49 Marks	442	28.7	28.7	43.3
50 - 69 Marks	425	27.6	27.6	70.9
70 - 100 Marks	448	29.1	29.1	100.0
Total	1540	100.0	100.0	

Lead City University Ibadan DO NOT COPY

**Research Questionnaire I**  
**Principals' Management Styles Questionnaire (PMSQ)**

Dept. of Arts and Social Science Education, Faculty of Arts and Education, Lead City  
University, Ibadan, Oyo State.

**Dear Sir or Ma,**

**Request to Participate in a Research**

I am a Doctorate Degree Student in the Department of Educational Management and I am carrying out a research study on how management styles and instructional materials affect academic achievement in Civic Education. Your responses and cooperation are highly needed. Confidentiality to your responses will strictly be adhered to. Your cooperation is highly solicited.

**Yours Faithfully,**

**The Researcher**

**Section A: Demographic Information of Teachers**

**Instruction: Please indicate your opinion about the following statements by checking the scale below. Place an ('X') mark in the box of your answer.**

1. **Gender:** Male ( ) Female ( )
2. **Age:** 18-38 years ( ) 39-59 years ( ) 60 years and above ( )
3. **Marital Status:** Single ( ) Married ( ) Divorced ( ) Separated ( )
4. **Highest Educational Qualifications:** Bachelors degree ( ) Masters Degree ( )  
Mphil or PhD Degree ( ) Others (please specify) \_\_\_\_\_
5. **Position:** Class Teacher ( ) Head Teacher ( )
6. **Department or Field:** Science ( ) Social Science ( ) Arts ( )
7. **Years of Teaching Experience:** 1-5 years ( ) 6-10 years ( ) 10-15 years ( ) 15 years and above ( )

**Section B: Management Styles that Principals Adopt** (to be answered by the teachers to avoid biasness in responses)

Instruction: Kindly indicate the level of adopt of principal with each of these statements. Put an ('X') mark in the box of your answer.

**Key: Always (A) – 5 points, Mostly (M) – 4 points, Often (O) – 3 points, Occasionally (OC) – 2points and Never (N) – 1 point**

		5	4	3	2	1
S/N	Items ("My Principal)	A	M	O	OC	N
<b>Autocratic Management Style</b>						
1.	make quick decisions and ensure timely resolution of issues.					
2.	Have strong leadership and provides a clear direction for the school.					
3.	foster a sense of purpose among staff and students.					
4.	maintains consistent rules and regulations.					
5.	promotes a disciplined and structured learning environment.					
6.	takes ultimate responsibility for the school's performance.					
7.	encourages staff to take ownership of their roles.					
8	firm decisions help the school stay competitive and responsive to emerging challenges.					
<b>Democratic Management Style</b>						
9	fosters an inclusive environment where input from teachers, staff, and even students is valued.					
10	empowers the teachers and staff to take ownership of their roles and responsibilities.					
11.	encourages creative thinking and innovation.					
12.	Allows teachers and staff to feel more comfortable sharing their ideas, leading to the implementation of fresh and effective teaching methods					
13.	promotes a positive school culture based on trust, respect, and cooperation.					
14.	contributes to a supportive teaching and learning atmosphere.					
15.	offers the teachers and staff opportunities to voice their opinions, offer suggestions, and engage in discussions about school policies and practices.					
16.	supports teachers' professional growth and development.					
<b>Laissez-faire Management Style</b>						
17.	empowers teachers and staff to explore creative teaching methods and innovative approaches.					
18	encourages experimentation, leading to the development of unique and effective educational strategies.					

19	allows individuals to take ownership of their tasks and fostering leadership skills among teachers and staff.					
20	gives the teachers the opportunity to step into leadership roles, enhancing their confidence and overall professional growth.					
21	enables teachers to adapt their teaching methods to suit individual student needs.					
22	creates a dynamic learning environment that caters to diverse learning styles and paces.					
23	encourages individuals to take responsibility for their roles and outcomes.					
24	emphasizes as teachers and staff are directly responsible for the success of their initiatives.					

**Threshold:** If the mean is 0.000-1.999 = Not at all; 2.000-2.499 = Occasionally; 2.500-3.499 = Often; 3.500 to 4.499 = Mostly and 4.500-5.000 = Alway

Lead City University Ibadan DO NOT COPY

**Research Questionnaire II**  
**Instructional Materials Questionnaire (IMQ)**

Dept of Arts and Social Science Education, Faculty of Arts and Education, Lead City  
University, Ibadan, Oyo State.

**Dear Sir or Ma,**

**Request to participate in a Research**

I am a Doctorate Degree Student in the Department of Educational management and I am carrying out a research study on how management styles and instructional materials affects academic achievement in Civic Education. Your responses and cooperation are highly needed. Confidentiality to your responses will strictly be adhered to. Your cooperation is highly solicited.

**Yours Faithfully,**

**The Researcher**

**Section A: Demographic Information of Principals**

**Instruction: Please indicate your opinion about the following statements by checking the scale below. Place an ('X') mark in the box of your answer.**

1. **Gender:** Male (  ) Female (  )
2. **Age:** 18-38 years (  ) 39-59 years (  ) 60 years and above (  )
3. **Marital Status:** Single (  ) Married (  ) Divorced (  ) Separated (  )
4. **Highest Educational Qualifications:** Bachelors degree (  ) Masters Degree (  )  
Mphil or PhD Degree (  ) Others (please specify) \_\_\_\_\_
5. **Years of Teaching Experience:** 1-5 years (  ) 6-10 years (  ) 10-15 years  
15 years and above

**Section B: Availability and Utilization of Instructional Materials by the Teachers (to be answered by the teachers' principals or school heads so as to avoid biasness in responses)**

**Instruction: Kindly indicate the availability and utilization of instructional materials by the teachers with each of these statements. Please answer these questions by putting an ('X') mark in the appropriate box for each item.**

**Key –**Highly Utilized (HU) =4, Moderately Utilized (MU) =3, Little bit Utilized (LU)=2 and Not Utilized (NU) =1.

		<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>S/N</b>	<b>Item</b>	<b>HU</b>	<b>MU</b>	<b>LU</b>	<b>NU</b>
1.	Textbooks				
2.	Interactive Websites				
3.	Educational Videos				
4.	Real-life case studies and scenarios.				
5.	Current Events Articles.				
6.	Primary Source Documents.				
7.	Role-Playing Activities.				
8	Discussion Forums				
9	Graphic Novels				
10	Interactive Simulations				
11.	Audio Podcasts				
12.	Field Trips				
13.	Political Cartoons.				
14.	Civic Journals.				
15.	Online Quizzes and Polls.				
16.	Debate Platforms.				
17	Documentary Films				
18.	Online Civic Education Platforms				
19.	Comparative Civic Studies.				
20.	Organizing mock elections within the school allows students to experience the democratic process.				
21.	Creative Writing Assignments.				
22.	Incorporating podcasts focused on civic education.				

### **Student Academic Achievement in Civic Education Test (SAACET)**

1. A prerequisite for orderliness is

- A. humility
  - B. morality
  - C. hardwork
  - D. politeness
  - E. laziness
2. National symbols are also referred to as symbols of national
- A.co-operation
  - B.identity
  - C.unity
  - D. development
  - E. orientation
3. Law of libel and defamation of character violates right to freedom of
- A. fair hearing
  - B. religion
  - C. expression
  - D. association
  - E. speech
4. Who among the following is not a foremost Nigerian nationalist?
- A. Sir Abubakar Tafawa Balewa
  - B. Dr. Nnamdi Azikwe
  - C. General Yakubu Gowon
  - D. Chief Obafemi Awolowo
  - E. Herbert Macaulay
5. The major reason for the enactment of traffic regulations is to
- A. Make sure people travel for business purpose.
  - B. Arrest traffic offenders and violators.
  - C. Ensure safety and allow easy flow of traffic
  - D. Ensure the sustenance and longevity of the roads
  - E. Ensure hard-work of the road users
6. The basic responsibility of parents is
- A. Providing necessities of life for the children.
  - B. Buying expensive gifts for the children.
  - C. Sending the children abroad for quality education.
  - D. visiting site of attraction with the children
  - E. building expensive houses for the children

7. The attitude that prevents peaceful resolution of inter-communal conflict is
- A. conciliation
  - B. resentment
  - C. dialogue
  - D. mediation
  - E. conflict

Use the passage below to answer the question.

It is a common practice for the youths of Upe village to meet every last Saturday of the month to build a proposed structure. Through this practice, they have successfully built a monumental market complex which attracts people from neighboring villages.

8. The zeal shown by the youth of Upe village is manifestation of
- A. community service
  - B. political participation
  - C. national development
  - D. town planning
  - E. village meeting

Use the passage below to answer the question.

It is a common practice for the youths of Upe village to meet every last Saturday of the month to build a proposed structure. Through this practice, they have successfully built a monumental market complex which attracts people from neighbouring villages.

9. The youth who took part in the various building projects in Upe village are said to be
- A. reliable
  - B. self-reliant
  - C. hardworking
  - D. selfless
  - E. lazy
10. Which of the following sets of agencies are responsible for checking road worthiness of vehicles?
- A. The Federal Road Safety Corps and Vehicle Inspection Office
  - B. The Police and National Security and Civil Defence Corps
  - C. Federal Road Safety Corps and the Nigerian Army
  - D. The Nigerian Army and Vehicle Inspection Office
  - E. The Nigeria air force
11. Which of the following may not be vested with a constitution authority?
- A. family
  - B. mob

- C. school
- D. the state
- E. local governments

12. An individual who finds it difficult to do without in-take of prohibited substances is

- A. a human trafficker
- B. an armed robber
- C. a drug addict
- D. a kidnapper
- E. a smuggler

13. Which of the following is not a method of recruiting victims for human trafficking?

- A. deceit
- B. threat
- C. application
- D. abduction
- E. force and coercion

14. The law protecting certain individuals from being prosecuted is called

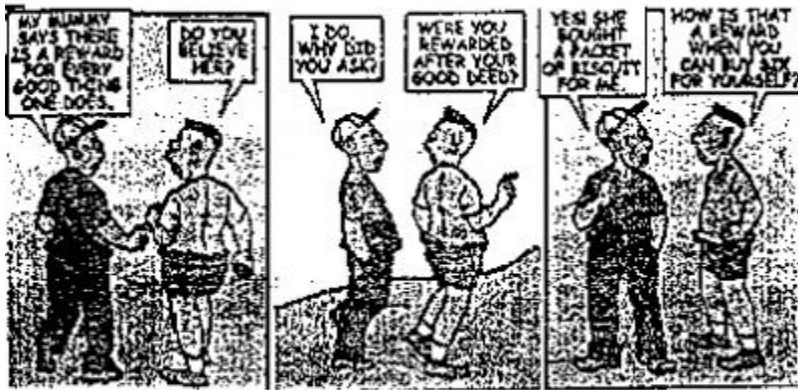
- A. Penal code.
- B. Constitutional protection.
- C. Immunity clause.
- D. Legal rights
- E. Illegal right



Use the image to answer the question.

15. We can conclude that the mother of the boy putting on a face cap in the cartoon in the image is a

- A. religious mother
- B. responsible parent
- C. wealthy person
- D. child activist
- E. Stubborn mother



Use the image to answer the question.

16. The effect of the interaction as captured in the cartoon, in the Fig. in relation to Civic Education is

- A. mass mobilization
- B. pressure group
- C. peer pressure
- D. popular participation
- E. Community development



Use the image to answer the question.

17. We can make inference from the response of the boy wearing short pants in the cartoon, in the image that he

- A. needs the knowledge of Civic Education.
- B. became industrious through empowerment.
- C. gets financial support from his family.
- D. lacks moral care of a responsible parent.
- E. needs the knowledge of communication.

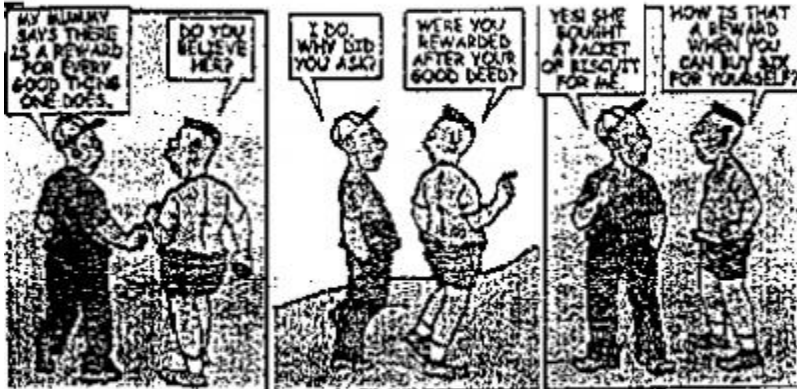
18. The head of the judicial arm of government in Nigeria is the

- A. Chief justice
- B. Supreme leader
- C. Chief of staff
- D. Chief Magistrate

E. President

19. The composition of National Assembly of the Federal Republic of Nigeria could be termed

- A. unicameral
- B. collegial
- C. bicameral
- D. hierarchical
- E. Union camera



Use the image to answer the question.

20. Which of the following is not an advisable way through which the orientation of the boy wearing short pants in the cartoon, in the image can be corrected?

- A. Subjecting him to harsh punitive measures.
- B. Impacting an effective Civic Education in him.
- C. He needs morally upright and responsible parenting.
- D. An effective guidance and counselling section
- E.. He needs a guidance

21. Limitation to the right of life can be found in the case of

- A. an imprisoned person
- B. a kidnapped person
- C. a condemned person
- D. a trafficked person
- E. A sturbon person

22. In which of the following do citizens have equal rights? Right to

- A. freedom of movement
- B. freedom from discrimination
- C. free education
- D. form or join any political party
- E. Freedom of party

23. Interest and willingness to participate in the affairs of a nation are forms of
- A. Popular Participation
  - B. National Consciousness
  - C. Political Apathy
  - D. Citizenship Education
  - E. Fundamental human
24. The societal norms that represents the overall attitude of the people in a society is called
- A. Group values.
  - B. general values.
  - C. Religious values.
  - D. personal values
  - E. Political value
- My stiffest earthly assignment is ended and major life's work is done. My country is now free... - Dr. Nnamdi Azikiwe
25. The speaker quoted above must have fought hard for national
- A. prosperity
  - B. recognition
  - C. development
  - D. independence
  - E. Religion
26. Irresponsible parenting has the tendency of
- A. encouraging egoistic tendencies
  - B. preserving of culture
  - C. promoting of positive values
  - C. promoting peaceful co-existence
  - E. Promoting peaceful demonstration
27. Which of the following is a cause of political apathy in Nigeria?
- A. Adequate citizenship education
  - B. A free and fair election
  - B. Biased electoral umpires
  - D. Adequate political awareness
  - E. Citizens is cooperation
28. Representation of Nigerians in the senate is
- A. Proportional
  - B. collegial
  - C. equal
  - D. unequal
  - E. Un proportional

29. Identify the odd one from the list below in relation to citizenship obligations
- A. Payment of tax
  - B. Right to personal liberty
  - C. Protection of public utilities
  - D. Obedience to the Law
  - E. Right to life
30. According to the 1999 constitution as amended, sovereignty belongs to the
- A. President who is also the Commander-in-Chief of the Armed Forces.
  - B. People from whom government derives its power and authority.
  - C. National Assembly which has power to make laws and amend the constitution.
  - D. judiciary which interprets the laws of the state
  - E. Governor who is the commander in chief of the state
31. Article 1 of the Universal Declaration of Human Rights (UDHR) states that all human beings
- A. have freedom of movement
  - B. are born free and equal
  - C. should be free from torture
  - D. have the right to recognition
  - E. Freedom of speech.
32. Use the quotation below to answer the question.
- "If you cannot beat them, join them". The statement is an indication of a society that is---
- A. ethically upright
  - B. morally degenerated
  - C. politically disintegrated
  - D. socially regenerated
  - E. Physically degenerated.
33. Use the quotation below to answer the question.
- "If you cannot beat them, join them"
- Through which of the following means can the effect of the above quotation on the society be rectified?
- A. Compulsory communal service
  - B. Strengthening of the constitution
  - C. Reorientation of values
  - D. Distribution of relief materials during emergency
  - E. Recognition of the constitution.
34. Interpersonal relationship is promoted through the following ways except

- A. confrontation
- B. healthy competition
- C. co-operation
- D. communal living
- E. Citizens recognition

35. An activity meant to promote and protect the interest of a country is

- A. unitarianism
- B. communism
- C. communalism
- D. nationalism
- E. Unionism

36. Democracy is important because it

- A. accommodates popular participation.
- B. accommodates political apathy.
- C. encourages operational bureaucracy.
- D. breeds ethnic competition and rivalry
- E. Encourages division

37. Which of the following criminal act is most commonly perpetrated by cult members?

- A. Prostitution
- B. Money Laundering
- C. Corruption
- D. Violence
- E. Arm robbery

Use the dialogue below to answer the question.

Tim: Jim, let's go to the hospital and confirm our HIV status.

Jim: Really? Does my face resemble that of someone with HIV ? After all, I am too poor to engage in illicit sex, drug abuse nor keep numerous partners like you do.

Tim: It is more than what you think, Jim. You suffer other noticeable symptoms which makes me suspicious of your status.

Jim: Okay, just to satisfy your curiosity, let's go.

38. From the above dialogue, noticeable symptoms Tim must have observed about Jim include the following except

- A. profuse night sweats.
- B. Persistent diarrhoea.
- C. increase in appetite
- D. usual fatigue
- E. Sleeplessness

Use the dialogue below to answer the question.

Tim: Jim, let's go to the hospital and confirm our HIV status.

Jim: Really? Does my face resemble that of someone with HIV ? After all, I am too poor to engage in illicit sex, drug abuse nor keep numerous partners like you do.

Tim: It is more than what you think, Jim. You suffer other noticeable symptoms which makes me suspicious of your status.

Jim: Okay, just to satisfy your curiosity, let's go.

39. Individual like Jim in the story above who believe HIV carriers are selective, can get enlightenment through

- A. Effective fasting and prayer.
- B. youth empowerment programme.
- C. Sex and civic education.
- D. popular participation
- E. Open crusade

40. Which of the following is not a function of the judicial arm of government?

- A. Interpretation of the law
- B. Judicial review
- C. Checking of arbitrariness
- D. Initiation of bills
- E. Select

41. The officials of the administrative agency of the state that are most active in governance belongs to the

- A. Legislative organ
- B. Judicial organ
- C. Executive organ
- D. Civil societies
- E. Protection of right

42. One major reason some Nigerian youths join cult groups is

- A. inadequate religious and moral instruction
- B. poor welfare programme for students.
- C. Inadequate support from guardians and parents.
- D. prevalence of corruption among political elites
- E. Community leaders

43. All the following are aims of youth empowerment scheme except

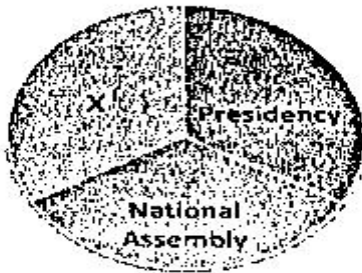
- A. Reduction of youth delinquency
- B. Promotion of self-reliance
- C. Maximization of profit
- D. Building of self-esteem
- E. Improve protective factor

44. A situation where only 35% of 80 million registered voters participated in a general election, is an indication of political

- A. instability
- B. exclusiveness
- C. apathy
- D. socialization
- E. Stability

45. The organizations working against dictatorship and mounting of campaigns for effective civil rule are called

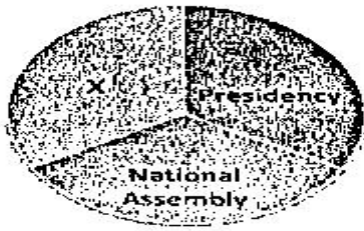
- A. professional bodies.
- B. religious institutions
- C. civil societies
- D. political parties
- E. Democracy



Use the diagram above to answer the question

46. In the democratic government structure, the portion marked x in the diagram is occupied by

- A. press
- B. judiciary
- C. civil societies
- D. political parties
- E. National development



Use the diagram above to answer the question

47. The major function of the activity of the occupiers of the marked x in the diagram is to
- interpret laws.
  - execute policies.
  - make bye laws
  - formulate policies
  - interpret Election
48. Which of the following is not is not a problem of civil society?
- Leadership struggle
  - Poor funding
  - Planning to capture political power
  - Embezzlement of funds
  - Religious tradition
49. One of the major complaint against the public service is
- Inefficiency
  - Victimization
  - Discrimination
  - Election rigging
  - Injustice
50. From which of the following sources are constitutional provisions not derived?
- Statutory sources
  - Customary sources
  - Judicial Precedence
  - Story book
  - Primary election

### Appendix III

#### Pictures of Researcher during administration of the Instruments



Students responding to research instrument



**Researcher with the respondents (teachers) in the course of administering research instrument**



**Civic Education Students (Respondents) display after the completion of the achievement tests**



**Research Assistant passing instructions to Civic Education Students on the conduct of achievement test**



**Researcher invigilating Civic Education Students during achievement test conduct**

## Bio-data

### A. Personal Data

**Name:** Esther Titilayo OGIDIOLU (Mrs.)

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**E-mail Address:** [estherogidiolu@gmail.com](mailto:estherogidiolu@gmail.com)

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### Date and Place of Birth, Town and State of Origin

Date of Birth: 18<sup>th</sup> February, 1974

Town: Omuo-Ekiti; State of Origin: Ekiti State.

**Nationality:** Nigerian

**Religion and Denomination:** Christianity/ Anglican Communion

**Marital Status:** Married

### Name and Address of Next of Kin:

Ven. Dr. Ayodeji Olanrewaju OGIDIOLU

Department of Religious Studies, Faculty of Humanities, Ajayi Crowther University, Oyo

### B. Educational Background, Institutions Attended with Dates:

- |       |   |              |
|-------|---|--------------|
| i.    | Lead City University, Ibadan (In View)                        | 2021 to date |
| ii.   | National Open University (Offa Study Centre)                  | 2015 to 2017 |
| iii.  | Crown Polytechnic, Ilawe Road, Odo. Ado-Ekiti                 | 2009 to 2011 |
| iv.   | EMGLAD Computer Training Center, Offa Kwara State             | 2007 to 2008 |
| v.    | University of Ado Ekiti                                       | 2000 to 2006 |
| vi.   | National Teachers' Institute, Kaduna (Ado Ekiti Study Centre) | 1992 to 1995 |
| vii.  | Akinluse Comprehensive High School, Ise-Ekiti                 | 1994 to 1995 |
| viii. | St. Banabas Primary School, Ise-Ekiti                         | 1980 to 1985 |

### C. Academic/Professional Qualifications:

Ph.D in Educational Management	In view,
M.Ed in Educational Administration and Planning	2017
Advance Diploma in Social Works Administration	2011
Computer Training Certificate	2008
B.Ed in Adult Education	2006
Teachers' Grade Two Certificate	1995
West African Examination Council	1995

Primary Six Certificate

1985

**D. Work Experience:**

**i. WORK EXPERIENCE WITH DATES:**

1. Ajayi Crowther University, Oyo.

**Position: Assistant Lecturer**

**2024**

2. College of Education (Special), Oyo

**Position: Part time lecturer**

**2023**

3. Ajayi Crowther University Staff School, Ajayi Crowther University, Oyo.

**Position: HeadTeacher/Supervisor**

**2018 till date**

4. Saliu Adeoti Memorial Comprehensive High School, Otun Ekiti

**Position: Social Studies/Civic Education Teacher**

**2016-2018**

5. Ikosun Comprehensive High School, Ikosu Ekiti

**Position: Civic Education Teacher**

**2015 – 2016**

6. Moba Local Government, Otun Ekiti

**Position: Senior Community Development Inspector**

**2012 – 2014**

7. Trinity Nursery/Primary School, Offa, Kwara State.

**Position: Founder and Administrator**

**2011 -2017**

8. Ado Ekiti Local Government

**Position: Community Development Assistant**

**1999 – 2012**

9. Local Government Nursery & Primary School, Ise –Ekiti

**Position: Class Teacher**

**1995-1999**

10. Emure/Ise Orun Local Government, Ise-Ekiti

**Position: Clerical Assistant**

**1992-1995**

**E. Awards and Fellowship:**

- i. Award of Recognition of Invaluable and Selfless Service for the Restoration, Sustenance and Development of Offa Diocese on the 14<sup>th</sup> July, 2019.

**F. Membership of Academic Professional Bodies**

- i. Teachers Registration Council of Nigeria (TRCN)

**G. Publications**

**Thesis**

1. Esther Titilayo OGIDIOLU, ‘Principal Management Style and Instructional Materials as Determinants of Academic Achievements in Civic Education Among Secondary School Students in Oyo State, Nigeria, Ph.d in View 2021/2022 Session, Department

of Educational Management, Faculty of Arts and Education, Lead City University, Ibadan, Oyo State.

### Books

1. Esther Titilayo OGIDIOLU, "Christian Soteriology: Input of Chicago Quadrilateral for Salvation and Implication of Wrong Education in Modern Heresies: Educationist Appraisal", in, Abolaji Mustapha, *Christian Soteriology Human Soul and Eternity Challenges of Modern Heresies*, A Festschrift Celebrating 70 years of life and Works of Josephine OlaTomi Soboyejo, 2023, 189-201.
2. Esther Titilayo OGIDIOLU, "Counselling for Religious and Ethnic Tolerance in Nigeria", in Oyeyemi Oshin and et al, *Reinvigorating Nigerian Universities for Sustainable Development* a Festschrift for Rt. Revd. Prof. Dapo Asaju, Ajayi Crowther University, Oyo, 2020, 257-264
3. Esther Titilayo OGIDIOLU, "Maintaining the relevance of Christianity in Nigeria: Clarion call of an Educationist", in Rotimi Omotoye, Job Okunoye and Moses Adetumbi, Ajayi Crowther University Journal of Religious (ACUJOREL), Submitted for Publication at Department of Religious Studies, Faculty of Humanities, Ajayi Crowther University, Oyo.

### Journals

1. Esther Titilayo OGIDIOLU, "Factors Militating against Effective Management of School Records by Secondary School Principals, Oyo, Oyo State, Nigeria", in, Ronke Ogunmakin, Faculty of Education Journal, Faculty of Education, Ajayi Crowther University, Oyo, (Submitted for publication).
2. Esther Titilayo OGIDIOLU, 'Maintaining the Relevance of Christinity in Nigeria; Clarion call of an Educationist in Ajayi Crowther University Journal of Religious Studies.(ACUJORRELS) 2023.

1. Notable scholarly or professional Accomplishments: **Nil**
2. Major Conferences/Workshops Attended: **Nil**

### Referees

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Prof. Ronke Ogunmakin  
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Ajayi Crowther University, Oyo

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Signature

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Date

### **The University Compliance Certification**

This is to certify that the thesis by Esther Titilayo OGIDIOLU, with the matric number LCU/PG/002538 in the Department of Arts and Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State is in full compliance with the approved University Format and Style.

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Signature

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Date

Lead City University Ibadan DO NOT COPY