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**STRUCTURAL EQUATION MODELLING OF RELATIONSHIPS  
OF PERSONNEL SERVICES AND PERCEIVED PRINCIPAL  
SUPERVISION WITH ACADEMIC ACHIEVEMENT IN  
SECONDARY SCHOOLS IN KWARA STATE, NIGERIA**

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**DOCTOR OF PHILOSOPHY  
UNIVERSITI UTARA MALAYSIA  
2017**



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## Abstrak

Prestasi pelajar yang rendah dalam peperiksaan di sekolah menengah menjadi satu kebimbangan yang serius bagi pihak yang berkepentingan dalam sektor pendidikan. Ini telah membuat mereka tertanya-tanya sama ada ketiadaan atau kekurangan kemudahan sekolah boleh dipertanggungjawabkan. Kajian terdahulu mengemukakan penemuan yang tidak konsisten pada satu atau dua dimensi (kesihatan dan perpustakaan) perkhidmatan personel pelajar yang mungkin dikaitkan dengan pencapaian akademik. Ini menunjukkan kurangnya perhatian terhadap aspek perkhidmatan yang lain. Penyeliaan yang berkesan telah dikenalpasti sebagai salah satu faktor yang mungkin mempengaruhi pencapaian akademik di sekolah. Maka terdapat keperluan untuk mengkaji sama ada terdapat faktor-faktor lain dalam sekolah yang mungkin menyumbang kepada pencapaian akademik yang rendah di kalangan pelajar. Oleh itu, kajian ini ingin menyelidik kesan penyeliaan pengetua terhadap hubungan antara perkhidmatan personel pelajar dan pencapaian akademik melalui pendekatan kaedah campuran. Pendekatan kuantitatif telah digunakan untuk kajian ini yang melibatkan seramai 379 responden (pelajar), manakala pendekatan kualitatif menggunakan kaedah temu bual mendalam (20 penyelia) bagi melengkapkan penemuan dalam dapatan kuantitatif. Data yang dikumpulkan dianalisa dengan menggunakan analisis deskriptif dan inferensi dalam data soal selidik, manakala data temu bual dianalisis mengikut tema. Keputusan menunjukkan bahawa empat daripada lima hipotesis langsung yang dibentuk untuk kajian ini adalah disokong. Secara khususnya, terdapat hubungan antara perpustakaan, bimbingan dan kaunseling, kurikulum, perkhidmatan kesihatan dengan pencapaian akademik. Manakala, hanya dua daripada lima penyeliaan pengetua mengantara hubungan ini. Penemuan temu bual mendedahkan bahawa penyediaan dan penyeliaan perkhidmatan ini adalah faktor penting yang mempengaruhi pencapaian akademik. Akhirnya, kajian ini menunjukkan bahawa penyeliaan pengetua adalah penting dan tidak boleh diketepikan memandangkan faktor ini adalah perlu untuk mencapai kejayaan akademik pelajar. Maka kajian ini menyumbang kepada badan pengetahuan secara praktikal, teori dan metodologi.

**Kata kunci:** Pemodelan persamaan berstruktur, penyeliaan pengetua, perkhidmatan personel pelajar, pencapaian akademik, sekolah menengah.

## Abstract

The low performance of students in senior secondary schools' examinations is a serious concern for stakeholders in the education sector. This made them wonder if lack or inadequate school facilities could be responsible for it. Previous studies have established inconsistent findings on one or two dimensions (health and library) of students' personnel services may be linked to this low academic achievement. This showed that there was less attention on other aspects of the services. Effective supervision has been identified as an important factor that could influence academic achievement in school. Therefore, there is a need to investigate whether there are other factors in school that may contribute to students' low academic performance. As such, this study attempts to examine the impact of principal's supervision on the relationship between students' personnel services and academic achievement via a mixed methods approach. A quantitative approach, where survey design with 379 respondents (students) were used for the study, while a qualitative approach using an in-depth interview (20 principals) was employed to complement the findings of the quantitative data. Data collected was analyzed using descriptive and inferential analysis in the questionnaire data, while the interview data was analyzed thematically. Results indicate that four out of the five direct hypotheses formulated for the study were supported. Specifically, there is a relationship between library, guidance and counselling, extracurricular, health services and academic achievement. On the other hand, only two out of five of principal's supervision moderates these relationships. The interview findings reveal that the provision and supervision of these services is an important factor that influences academic achievement. Finally, this study demonstrates that the importance of principal's supervision cannot be ignored, as it is an essential factor for achieving students' academic success. Thus, this study has contributed to the body of knowledge practically, theoretically, and methodologically.

**Keywords:** Structural equation modelling, principal supervision, students' personnel services, academic achievement, secondary school.

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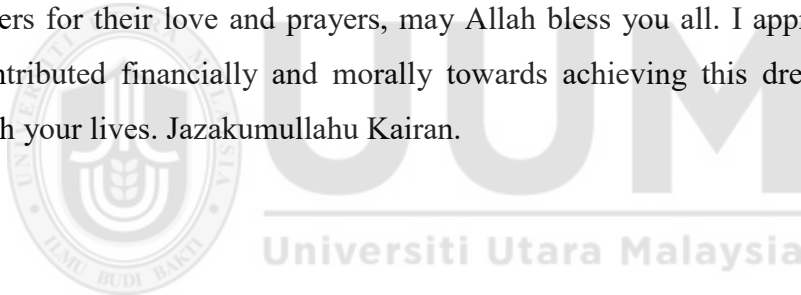
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## Table of Contents

Permission to Use .....	ii
Abstrak.....	iii
Abstract.....	iv
Acknowledgment.....	v
Table of Contents.....	vii
List of Tables .....	xv
List of Figures.....	xvii
List of Appendices.....	xix
List of Abbreviations .....	xx
<b>CHAPTER ONE INTRODUCTION .....</b>	<b>1</b>
1.1 Introduction.....	1
1.2 Background of Study .....	1
1.3 Problem Statement .....	8
1.4 Research Objectives.....	20
1.5 Research Questions.....	21
1.6 Research Hypotheses .....	21
1.7 Significance of the Study.....	23
1.7.1 Theoretical Contributions.....	23
1.7.2 Practical Contributions .....	25
1.7.3 Methodological Contributions.....	26
1.8 Scope of the Study .....	28
1.9 Operational Definitions of Terms .....	29
1.9.1 Students' Personnel Services .....	29
1.9.1.1 Library Services .....	30
1.9.1.2 Health Services.....	30
1.9.1.3 Guidance and Counseling Services .....	31
1.9.1.4 Extracurricular Services .....	31
1.9.1.5 Admission and Selection Service.....	32
1.9.2 Principal's Supervision .....	32
1.9.3 Academic Achievement.....	33

1.10 Conclusion .....	33
<b>CHAPTER TWO LITERATURE REVIEW .....</b>	<b>35</b>
2.1 Introduction.....	35
2.2 Students‘ Personnel Services .....	35
2.2.1 Concept of Students‘ Personnel Services.....	35
2.3 The History of Students‘ Personnel Services from Global Perspective .....	39
2.3.1 Brief History of Students‘ Personnel Services in Nigerian Context .....	45
2.4 Dimensions of Students‘ Personnel Services.....	46
2.4.1 Library Services .....	47
2.4.1.1 Meaning and Purpose of Library Services .....	47
2.4.1.2 The Nature of Library Services in School.....	49
2.4.1.3 Factors Affecting Library Services in Secondary Schools in Nigeria.....	52
2.4.1.4 Relationship between Library Services and Academic Achievement.....	54
2.4.2 Guidance and Counselling Services .....	60
2.4.2.1 Guidance and Counselling: An indispensable service in school...	60
2.4.2.2 Guidance and Counselling Programs in School .....	62
2.4.2.3 Types of Counselling .....	64
2.4.2.4 Factors Affecting the Provision of Guidance and Counselling Services in Secondary Schools in Nigeria.....	65
2.4.2.5 Relationship between Guidance and Counselling Services and Academic Achievement .....	66
2.4.3 Health Services.....	71
2.4.3.1 Nature of Health Services.....	71
2.4.3.2 Factors Affecting Provision of Health Services in Secondary Schools in Nigeria .....	75
2.4.3.3 Relationship between Health Service and Academic Achievement.....	76
2.4.4 Admission and Selection Service .....	80
2.4.4.1 Understanding the Meaning of Admission Service.....	80

2.4.4.2 Usefulness of Test Score in Selecting Applicants for Admission in School.....	82
2.4.4.3 Admission Strategies in School system .....	84
2.4.4.4 Factors Affecting the Provision of Admission Service in School in Nigeria.....	85
2.4.4.5 Relationship between Admission Service and Academic Achievement.....	85
2.4.5 Extracurricular Service.....	89
2.4.5.1 Meaning of Extracurricular Service .....	89
2.4.5.2 Purpose/functions of Extracurricular Services in School.....	91
2.4.5.3 Common Extracurricular Activities in School .....	92
2.4.5.4 Relationship between Extracurricular Service and Academic Achievement.....	93
2.5 Academic Achievement Defined .....	97
2.5.1 Parameters for Measuring Academic Achievement.....	98
2.5.2 The Moderating Effect of Principal's Supervision on the Relationship between Students' Personnel Services and Academic Achievement.....	105
2.6 Underpinning Theories of the Study.....	110
2.6.1 Meaning of Underpinning Theories .....	110
2.6.2 Students' Services Development Theory .....	111
2.6.3 Academic Performance Theory.....	113
2.6.4 Needs Theory .....	114
2.6.5 Principal Leadership Theory .....	117
2.6.6 Human Relations Theory .....	120
2.6.7 Social Exchange Theory.....	121
2.6.8 Agency Model Theory of Supervision .....	122
2.7 Literature Gaps.....	123
2.8 Theoretical/Conceptual framework of the Study.....	124
2.9 Hypotheses Development .....	126
2.9.1 Library Service and Academic Achievement.....	127
2.9.1.1 Guidance and Counseling Service and Academic Achievement.....	127

2.9.2 Health Service and Academic Achievement .....	128
2.9.3 Admission Service and Academic Achievement .....	128
2.9.4 Extracurricular Service and Academic Achievement .....	129
2.9.5 Principal's Supervision as a Moderator between Students' Personnel Services and Academic Achievement.....	129
2.10 Chapter Summary .....	130
<b>CHAPTER THREE RESEARCH METHODOLOGY.....</b>	<b>132</b>
3.1 Introduction.....	132
3.2 Justification for Mixed Methods Approach .....	132
3.3 Quantitative Approach (Survey).....	135
3.3.1 Research Philosophy .....	135
3.3.2 Research design.....	136
3.3.3 Variables Measurement and Instrumentation.....	137
3.3.4 Students' Personnel Services .....	138
3.3.5 Moderating Variable.....	141
3.3.6 Dependent Variable.....	141
3.3.7 Population of study.....	142
3.3.7.1 Sample Size .....	144
3.3.7.2 Sampling Technique.....	146
3.3.8 Face and Content Validity.....	149
3.3.9 Pilot Study .....	149
3.3.10 Descriptive Statistics .....	153
3.3.11 Data Collection Procedure.....	154
3.3.12 Data Analysis .....	155
3.4 Qualitative Approach (In-depth Interview) .....	157
3.4.1 Research Design .....	157
3.4.2 Rationale for Qualitative Approach .....	157
3.4.3 Sample Design.....	157
3.4.4 Research Preparation Process.....	158
3.4.5 Pilot Study/Preliminary Findings .....	158
3.4.6 Ethical Consideration .....	160

3.4.7 Data Collection Procedure.....	161
3.4.8 Data Analysis .....	162
3.5 Summary .....	162
<b>CHAPTER FOUR ANALYSIS, FINDINGS AND PRESENTATION.....</b>	<b>163</b>
4.1 Quantitative Approach .....	163
4.2 Response Rate .....	163
4.3 Data Screening .....	164
4.3.1 Missing Values Analysis .....	165
4.3.2 Normality Test.....	166
4.3.3 Multicollinearity Test.....	167
4.4 Non-Response Bias .....	170
4.5 Common Method Variance Test.....	172
4.6 Profile of the Respondents .....	173
4.7 Descriptive Statistics for Latent Variables .....	175
4.8 Assessment of PLS-SEM Model Results.....	177
4.9 Assessment of Measurement Model .....	178
4.9.1 Individual Item Reliability .....	179
4.9.2 Internal Consistency Reliability .....	180
4.9.3 Convergent Validity .....	183
4.9.4 Discriminant Validity .....	184
4.10 Assessment of Significance of the Structural Model.....	187
4.10.1 Assessment of Variance Explained in the Endogenous Latent Variables.....	191
4.10.2 Assessment of Effect Size ( $f^2$ ) .....	192
4.10.3 Assessment of Predictive Relevance .....	193
4.10.4 Testing Moderating Effect .....	195
4.10.4.1 Determining the Strength of the Moderating Effects .....	199
4.11 Summary of Findings.....	200
4.12 Summary .....	201
4.13 Qualitative Approach .....	203
4.14 The Interview Protocol/Processes .....	203

4.15 Profile of the Informants .....	207
4.16 Academic Achievement .....	209
4.17 Theme One: Students' Personnel Services .....	210
4.17.1 Library Services .....	211
4.17.1.1 Meaning of Library Services .....	213
4.17.1.2 Nature of Library Services .....	216
4.17.1.3 Provision of Library Services .....	221
4.17.1.4 Importance of Library Services .....	223
4.17.2 Guidance and Counselling Services .....	227
4.17.2.1 Meaning of Guidance and Counselling Services .....	229
4.17.2.2 Nature of Guidance and Counselling Services .....	231
4.17.2.3 Provision of Guidance and Counselling Services .....	235
4.17.2.4 Importance of Guidance and Counselling Services .....	237
4.17.3 Health Services .....	240
4.17.3.1 Meaning of Health Services .....	241
4.17.3.2 Nature of Health services .....	244
4.17.3.3 Provision of Health Services .....	249
4.17.3.4 Importance of Health Services .....	251
4.17.4 Admission Services .....	255
4.17.4.1 Meaning of Admission Services .....	256
4.17.4.2 Nature of Admission Services .....	258
4.17.4.3 Provision of Admission Services .....	263
4.17.4.4 Importance of Admission Services .....	265
4.17.5 Extracurricular Services .....	269
4.17.5.1 Meaning of Extracurricular Services .....	270
4.17.5.2 Nature of Extracurricular Services .....	273
4.17.5.3 Provision of Extracurricular Services .....	277
4.17.5.4 Importance of Extracurricular Services .....	279
4.18 Theme Two: Perceptions on Supervision .....	283
4.18.1 Principal's Supervision .....	284
4.18.1.1 Meaning of Principal's Supervision .....	285
4.18.1.2 Role of Principal .....	289

4.18.1.3 Importance of Supervision .....	295
4.18.1.4 Students' Academic Achievement .....	298
4.18.2 Challenges of Supervision.....	301
4.18.2.1 Student Attitude.....	302
4.18.2.2 Staff Attitude .....	304
4.19 Chapter Summary .....	306
<b>CHAPTER FIVE SUMMARY, DISCUSSION RECOMMENDATIONS AND CONCLUSION .....</b>	<b>307</b>
5.1 Introduction.....	307
5.2 Summary of Findings of the Study .....	307
5.3 Discussion .....	310
5.2.1 Level of Students' Personnel Services and Principal's Supervision... 310	
5.2.1.1 Level of Students' Personnel Services .....	310
5.2.1.2 Level of Principal's Supervision .....	313
5.2.2 Relationship between Students' Personnel Services and Academic Achievement .....	314
5.2.3 Moderating Effect of Principal's Supervision.....	319
5.2.3.1 Moderating Effect of Principal's Supervision on the Relationship between Students' Personnel Services and Academic Achievement.....	320
5.2.4 Principal's Perception on Supervision, Students' Personnel Services and Academic Achievement .....	325
5.2.5 Theoretical Implications.....	327
5.2.5.1 Empirical Evidence from Students' Services Development Theory .....	328
5.2.5.2 Empirical Evidence from Viewpoint of Needs Theory.....	330
5.2.5.3 Empirical Evidence from Leadership and Agency Model Theories of Supervision.....	330
5.2.5.4 Significant Moderating Effects of Principal's Supervision.....	331
5.2.6 Methodological Contributions.....	332
5.2.7 Practical Contributions .....	334
5.3 Recommendations.....	336



5.4 Limitations .....	338
5.5 Suggestions for Future Studies .....	339
5.6 Conclusion .....	341
<b>REFERENCES.....</b>	<b>343</b>



## List of Tables

Table 2.1 Typical Extracurricular Activities in the School System .....	93
Table 2.2 Summaries of Relationship between Students' Personnel Services and Academic Achievement .....	104
Table 3.1 One of the Survey Items that Relates to Library Services.....	138
Table 3.2 One of the Survey Items that Relates to Guidance and Counseling Services .....	139
Table 3.3 One of the Survey Items that Relates to Health Services .....	140
Table 3.4 One of the Survey Items Relates to Admission Services.....	140
Table 3.5 One of the Survey Items that are Relates to Extracurricular Services.....	141
Table 3.6 One of the Survey Items that Relates to Principal's Supervision .....	141
Table 3.7 Total Number of Senior Secondary Schools Situated in Kwara State, Nigeria.....	142
Table 3.8 Disproportionate Quota Sampling of the Respondents.....	148
Table 3.9 Reliability and Validity of the Constructs .....	152
Table 3.10 Latent Variable Correlations.....	153
Table 4.1 Response Rate of the Questionnaire .....	164
Table 4.2 Total and Percentage of Missing Values .....	165
Table 4.3 Correlation Matrix of the Exogenous Latent Constructs.....	168
Table 4.4 Tolerance and Variance Inflation Factors (VIF).....	169
Table 4.5 Results of Independent-Samples T-test for Non-Response Bias .....	171
Table 4.6 Demographic Characteristics of the Respondents .....	174
Table 4.7 Descriptive Statistics for Latent Variables .....	176
Table 4.8 Loadings, Composite Reliability and Average Variance Extracted .....	181
Table 4.9 Square Root of Average Variance Extracted (AVE) and Latent Variable Correlations.....	185
Table 4.10 Cross Loadings .....	186
Table 4.11 Structural Model Assessment with Moderator (Full Model).....	190
Table 4.12 Variance Explained in the Endogenous Latent Variable.....	191
Table 4.13 Effect Sizes of the Latent Variables on Cohen's (1988) Recommendation .....	193

Table 4.14 Construct Cross-Validated Redundancy .....	195
Table 4.15 Strength of the Moderating Effects Based on Cohen's (1988) and Henseler and Fassott's (2010) Guidelines.....	200
Table 4.16 Summary of Hypotheses Testing.....	201
Table 4.17 Thematic Table of the Study.....	207
Table 4.18 Informants' Background Information .....	208



## List of Figures

Figure 1.1 Students' Academic Performance.....	8
Figure 2.1 Comprehensive Students' Personnel Services in School System Adapted from Lewis .....	37
Figure 2.2 Theoretical Framework of the Study.....	125
Figure 2.3 Conceptual Framework of the Study.....	126
Figure 3.1 The Sequential Mixed Methods Approach flow of the study.....	134
Figure 3.2 Map of Nigeria showing all the 36 states of the federation.....	143
Figure 3.3 Map of Kwara State showing the 16 Local Government Areas .....	143
Figure 4.1 A Two-Step Process of PLS Path Model Assessment.....	178
Figure 4.2 Measurement Model.....	179
Figure 4.3 Structural Model with Moderator (Full Model) .....	188
Figure 4.4 Interaction Effect of Guidance and Counselling Services and Principal's Supervision on Academic Achievement.....	197
Figure 4.5 Interaction Effect of Extracurricular Services and Principal's Supervision on Academic Achievement.....	199
Figure 4.6 Main themes and sub-themes of the study (Full Model) .....	210
Figure 4.7 Theme One: Students' Personnel Services.....	211
Figure 4.8 Thematic mapping of how library services influence academic achievement.....	213
Figure 4.9 Meaning of Library Services.....	216
Figure 4.10 Nature of Library Services.....	221
Figure 4.11 Provision of Library Services.....	223
Figure 4.12 Importance of Library Services.....	227
Figure 4.13 Thematic mapping of how guidance and counselling influence academic achievement.....	228
Figure 4.14 Meaning of Guidance and Counselling Services.....	231
Figure 4.15 Nature of Guidance and Counselling Services.....	235
Figure 4.16 Provision of Guidance and Counselling Services.....	237
Figure 4.17 Importance of Guidance and Counselling Services.....	240

Figure 4.18 Thematic Mapping of How Health Services Influence Academic Achievement.....	241
Figure 4.19 Meaning of Health Services.....	244
Figure 4.20 Nature of Health Services.....	248
Figure 4.21 Provision of Health Services.....	251
Figure 4.22 Importance of Health Services.....	254
Figure 4.23 Thematic mapping of how the admission and selection services contribute to academic achievement.....	256
Figure 4.24 Meaning of Admission Services.....	258
Figure 4.25 Nature of Admission Services.....	263
Figure 4.26 Provision of Admission Services.....	265
Figure 4.27 Importance of Admission Services.....	268
Figure 4.28 Thematic mapping of how extracurricular activities influence the academic achievement .....	270
Figure 4.29 Meaning of Extracurricular Services.....	273
Figure 4.30 Nature of Extracurricular Services.....	277
Figure 4.31 Provision of Extracurricular Services.....	279
Figure 4.32 Importance of Extracurricular Services.....	282
Figure 4.33 Thematic mapping of principal's supervision .....	284
Figure 4.34 Principal's Supervision.....	285
Figure 4.35 Meaning of principal's supervision.....	289
Figure 4.36 Role of Principal... ..	295
Figure 4.37 Importance of Supervision.....	298
Figure 4.38 Students' Academic Achievement .....	301
Figure 4.39 Challenges of Supervision.....	302
Figure 4.40 Students' Attitude .....	304
Figure 4.41 Staff Attitude.....	305

## List of Appendices

Appendix A	Research Questionnaire .....	383
Appendix B	Interview Questions Schedule for Principals.....	394
Appendix C	Normality Test.....	397
Appendix D	Demographic of Respondents.....	398
Appendix E	Missing Values.....	399
Appendix F	Smart PLS Output Measurement Model.....	400
Appendix G	Blindfolding Procedure Output.....	401
Appendix H	List of Some Senior Secondary Schools in Kwara State .....	408
Appendix I	Summary of Nvivo Activities .....	411
Appendix J	Nvivo World Frequency .....	421
Appendix K	Word Frequency .....	422
Appendix L	Field-Work Pictures (Quantitative and Qualitative) .....	423



**UUM**  
Universiti Utara Malaysia

## List of Abbreviations

<b>AA</b>	Academic Achievement
<b>ACP</b>	Academic Performance
<b>AMOS</b>	Analysis of Moments Structure
<b>AS</b>	Admission Services
<b>AVE</b>	Average Variance Extracted
<b>B.ED</b>	Bachelor of Education
<b>CFA</b>	Confirmatory Factor Analysis
<b>CGP</b>	Cumulative Grade Point
<b>CMV</b>	Common Method Variance
<b>ES</b>	Extracurricular Services
<b>GoF</b>	Goodness of Fit
<b>GS</b>	Guidance and Counselling Services
<b>H</b>	Hypothesis
<b>HS</b>	Health Services
<b>ILA</b>	International Library Association
<b>JSS</b>	Junior Secondary School
<b>LS</b>	Library Services
<b>M.ED</b>	Master of Education
<b>NECO</b>	National Examinations Council
<b>NPE</b>	National Policy on Education
<b>PLS</b>	Partial Least Square
<b>PS</b>	Principal's Supervision
<b>SEM</b>	Structural Equation Modelling
<b>SPS</b>	Students' Personnel Services
<b>SPSS</b>	Statistical Package for Social Sciences
<b>SSCE</b>	Senior Secondary School Certificate Examinations
<b>VIF</b>	Variance Inflation Factors
<b>WAEC</b>	West African Examinations Council



# CHAPTER ONE

## INTRODUCTION

### 1.1 Introduction

The main aim of this chapter is to provide a basic introduction of the study as well as a brief overview of its contents. In view of this, the chapter is divided into seven sections. The first section provides the background of the study. Section two identifies the nature of the research problem, meanwhile, section three, four, five, and six outline the research questions, objectives of the study, and significance of the study respectively. Finally, the organization of the thesis is summarized in section seven.

### 1.2 Background of Study

Education, whose importance cannot be undermined, is globally seen as a powerful tool for developing individual for self-reliance. The manpower development of a nation depends on laying the solid education foundation (Asare & Nti, 2014). Education aims at socializing people in order to explore their talents for them to contribute their own quota to the society they belong to (David & Najwan, 2014). Yusuf (2012) views education as the development where by the adult members of the community help the younger ones to learn. According to Ayeni (2011), education is the process of cultural transmission and renewal; it is a three – way process of inheriting a culture, changing that culture for better, and passing it on to the younger generation. Aina, Ogundele and Olanipekun (2013) describes education as the process of cultural transmission and renewal. It is a bastion for the development of economic, political and social-cultural of individuals and nations. Apart from the fact

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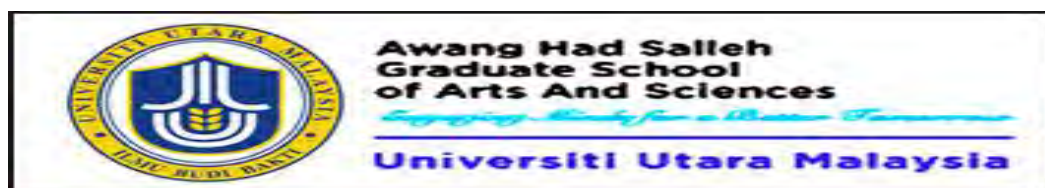
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## Appendix A

### Research Questionnaire



Dear Student:

This questionnaire is developed to elicit your opinion on **–The Moderating Effect of Principal’s Supervision on the Relationship between Students’ Personnel Services (Library Services, Guidance and Counselling Services, Health Services, Admission and Selection Services and Extracurricular Activities) and Academic Achievement in your school”**.

Please be sure that the information you provide is strictly confidential and will be used purely for academic purposes only. Your participation in this research is completed on a voluntary basis.

The completion and return of the attached questionnaire amount to your consent to be involved in the study. Kindly answer all the questions provided in the questionnaire and return it to the researcher.

Thank you.

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## PART A- Demographic Information

**Information:** Please read carefully and tick (✓) appropriately in the boxes provided.

Please note that the answers to be provided should reflect the reality in your school.

1. Gender: Male  Female

2. Age: 15-17  17 and above

3. Religion: Islam  Christianity  Others:.....

4. Class: Arts  Commercial  Science

5. Academic Performance: Please state the grade obtained in your examinations in the following subjects based on the scale:

0-39 (F9)      40-44 (E8)      45-49 (D7)      50-54 (C6)

55-59 (C5)      60-64 (C4)      65-69 (B3)      70-74 (B2)

75 and Above (A)

Mathematics

English

Economics

Biology

Agricultural Science

Geography

Civic Education

## PART: B

### Instructions

Please read the statements below and tick (✓) the appropriate answer based on the following Likert scales:

Code	Description	Symbol
1	Strongly Disagreed	SD
2	Disagreed	D
3	Agreed	A
4	Strongly Agreed	SA

### SECTION A: Students' Personnel Services

#### 1. Library Services

This section is based on the library services in your school.

No	Items	Strongly Disagreed	Disagreed	Agreed	Strongly Agreed
1	My school library is a place for students to have access to various resources to assist them in their study.				
2	My school has library period for all classes.				
3	The time allocated for library period in my school is not enough.				
4	My school library has books and educational materials for reference.				
5	Books and educational materials in my school library do not cover all the subjects.				

6	My school library is conducive for reading.				
7	My school librarian does not attend to me when I need assistance.				
8	Materials in my school library are properly organized on the shelves.				
9	In my school, the school principal and teachers promote the use of the library.				
10	In my school, students are taught on how to use the library.				
11	Students are not often taught on how to use the school library.				
12	I go to the library to read more on the subjects taught in class.				
13	I use the school library regularly				
14	I use the school library during school hours only				
15	The library helps me to acquire knowledge about authors and books.				
16	The school library helps me to develop good reading skills.				
17	The school library helps me to develop good learning skills.				
18	The school library helps me to develop information skills.				
19	The library helps me to do well in my study.				
20	Availability of the school library services is to ensure that the school achieve its goals.				



**2. Guidance and Counselling Services:** This section is based on guidance and counselling services in your school.

No	Items	Strongly Disagreed	Disagreed	Agreed	Strongly Agreed
1	Guidance and Counselling services are to assist me to adjust to my school environment.				
2	My school has a Guidance and Counselling unit which is designed to cater for my needs.				
3	There is a Counsellor in the Guidance and Counselling unit.				
4	The school counsellor does not normally attend to me when I need counselling services.				
5	The Guidance and Counselling room has tables, chairs, books and other materials on guidance and counselling.				
6	The Guidance and Counselling room is not conducive for counselling services.				
7	The Guidance and Counselling unit does not keep files of students who visit the unit for counselling.				
8	The Guidance and Counselling unit assists me on vocational services.				
9	The Guidance and Counselling unit assists me on my career path.				
10	The Guidance and Counselling unit does not assists me on information services.				
11	The Guidance and Counselling services boost my ability to make informed career decisions.				
12	The Guidance and Counselling services enhance my self-understanding.				
13	The Guidance and Counselling services help my personal growth and development.				
14	The Guidance and Counselling services help to solve my learning problems.				

15	The Guidance and Counselling services enhanced my overall development.				
16	I believe Guidance and Counselling services are important in a school.				

**3. Health Services:** This section is based on health services in your school.

No	Items	Strongly Disagreed	Disagreed	Agreed	Strongly Agreed
1	School health services are services provided to improve the health and well-being of students.				
2	My school has a health clinic to cater for my health needs.				
3	The health clinic has health personnel (doctor, nurses, etc.).				
4	There are not enough health clinic personnel in my school.				
5	The school health clinic is equipped with facilities, such as first aid box, chairs, table, bed-spaces and other health equipment.				
6	The school health clinic attends to students' health problems during school hours.				
7	The school health clinic attends to students' health problems after school hours.				
8	The school health clinic does not attend to students' health problems regularly.				
9	The school health clinic provides services, such as drugs and treatment for students when they fall sick.				

10	The school health clinic refers students with serious sickness to hospital for treatment.				
11	The school health clinic ensures that students are in good health for learning.				
12	Health clinic is important for the development of learning in my school.				
13	Health clinic services are a necessity in my school.				

4. **Admission and Selection Services:** This section is based on admission services in your school.

No	Items	Strongly Disagreed	Disagreed	Agreed	Strongly Agreed
1	The admission and selection services at my school provide services to those who apply for a place in this school.				
2	The admission and selection unit places an advertisement for admission as well as sells forms to those who want to apply for a place in this school.				
3	Advertisement for admissions is not often placed for easy access of applicants seeking admission in this school.				
4	The admission and selection unit collects and process application forms submitted by applicants.				
5	Pre-admission exercises, such as common entrance examination and interview are conducted for students before they get admitted in this school.				

6	I like the type of common entrance examination conducted for students before admission in this school.				
7	I like the type of interview conducted for students before admission in this school.				
8	The conduct of a common entrance examination and interview is to select qualified candidates seeking admission in this school.				
9	The purpose of the common entrance examination and interview is to ensure quality assurance in this school.				
10	The entrance examination and interview are to ensure students selected can cope academically when they get admitted into my school.				
11	The admission service helps to achieve the school goals and objectives.				
12	I believe admission service is essential in my school.				

**5. Extracurricular Activities:** This section is based on extracurricular services in your school

No	Items	Strongly Disagreed	Disagreed	Agreed	Strongly Agreed
1	My school allows students to take part in extracurricular activities.				
2	The extracurricular activities cover the activities for the training of mind and body.				
3	My school has committees who are responsible for the conduct of extracurricular activities for students.				
4	My school provides equipment and spaces for extracurricular activities (i.e. Table tennis, basketball, volleyball, football, lawn tennis and badminton).				
5	My school provides other extracurricular activities other than sports (i.e. social clubs, quiz competition and religious activities).				
6	Extracurricular activities in my school are not enough for students.				
7	I participate in extracurricular activities.				
8	I do not often participate in extracurricular activities.				
9	I only participate in one or some of the following extracurricular activities (i.e. football, volley ball, lawn tennis, badminton, etc.).				
10	I only participate in one or some of the following extracurricular activities (i.e. Social clubs, quiz competition and religious activities).				
11	The extracurricular activities provided in my school influence the level of maturation in students.				
12	Participation in extracurricular activities contributes to my social development.				

13	Participation in extracurricular activities contributes to my emotional development.				
14	Participation in extracurricular activities contributes to my physical development.				
15	Extracurricular activities enhance the leadership abilities in students.				
16	The extracurricular activities increase my academic achievement.				
17	Extracurricular activities are important in my school.				

**6. Principal's Supervision:** This section is based on principal's supervision of the school system.

No	Items	Strongly Disagreed	Disagreed	Agreed	Strongly Agreed
1	Principal's supervision is the process of guiding and directing school inputs in order to achieve school's aims and objectives.				
2	My school principal carries out supervision in school.				
3	My school principal seldom carries out supervision in my school.				
4	My school principal checks the school services (i.e. library and health clinic).				
5	My school principal checks the school services (i.e. Guidance and Counselling).				
6	My school principal checks the school services (i.e. extracurricular and admission).				
7	My school principal ensures that the school services are in good order.				
8	The Principal ensures that the school services help classroom learning.				
9	Principal's supervision is not always carried out in my school.				

10	The Principal ensures adequate keeping of school services.				
11	The Principal's supervision of the school services promotes efficiency and effectiveness in teaching.				
12	The Principal's supervision of the school services is important for the development of the school.				
13	The Principal's supervision of the school services leads to positive to academic performance in students.				
14	The school principal supervises the teaching and learning process in my school.				
15	Principal's supervision is essential in my school.				



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## **Appendix B**

### **Interview Questions Schedule for Principals**

The purpose of this interview session is to know the perception of principals towards student personnel services and academic performance as well as the moderating role of the principals in secondary schools in Kwara State, Nigeria.

The interview questions segments are scheduled as follows:

#### **Students' Personnel Services**

##### **(a) Guidance and Counselling Services**

Interview Questions on Guidance and Counselling Services:

1. What do you think guidance and counselling service refers to in school system?
2. Can you please explain the types of guidance and counselling services provided for students in your school?
3. Are the guidance and counselling services well provided for students in your school?
4. What is the importance of guidance and counselling services in the school system?
5. Do you believe that all schools should provide guidance and counselling services to their students?
  - a. If yes, why?

##### **(b) Library Services**

Interview Questions on Library Services:

1. What do you think library services refer to in your school system?
2. Can you please explain the types of library services provided for students in your school?
3. Are the library services well provided for students in your school?
4. What is the importance of library services in your school system?



5. Do you believe that all schools should provide library services to their students?
  - a. If yes, why?

### **(c) Health Services**

Interview Questions on health services:

1. What do you think health services refer to in your school system?
2. Can you please explain the types of health services provided for students in your school?
3. Does health services well provided for students in your school?
4. What is the importance of health services in the school system?
5. Do you believe that all schools should provide health services to their students?
  - a. If yes, why?

### **(d) Admission and Selection Services**

Interview Questions on Admission and Selection Services:

1. What do you think admission and selection services refer to in your school system?
2. Can you please explain the nature admission and selection services provided for students in your school?
3. What is the importance of admission and selection services in the school system?
4. Do you believe that all schools should provide admission services to their students?
  - a. If yes, why?

### **(e) Extracurricular Services**

Interview Questions on Extracurricular Services:

1. What do you think extracurricular services refer to in your school system?
2. Can you please explain the types of extracurricular services provided for students in your school?

3. Does extracurricular services well provided for students in your school?
4. What is the importance of extracurricular services in the school system?
5. Do you believe that all schools should provide extracurricular services to their students?
  - a. If yes, why?

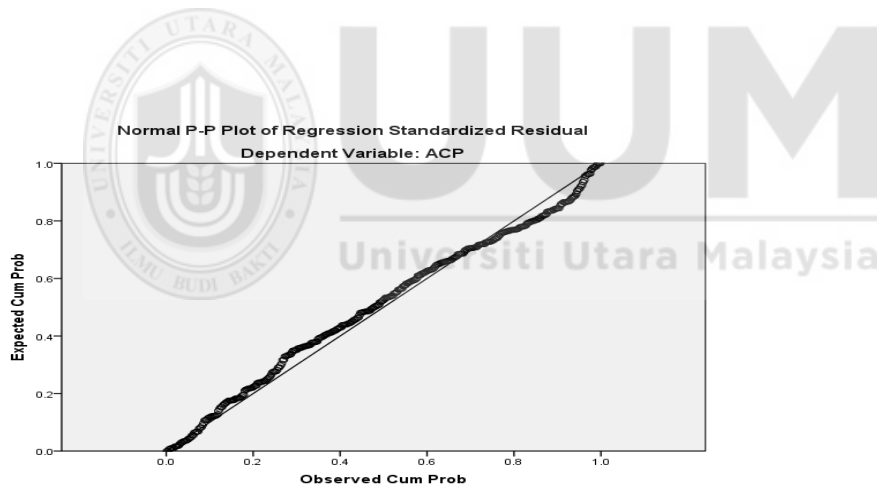
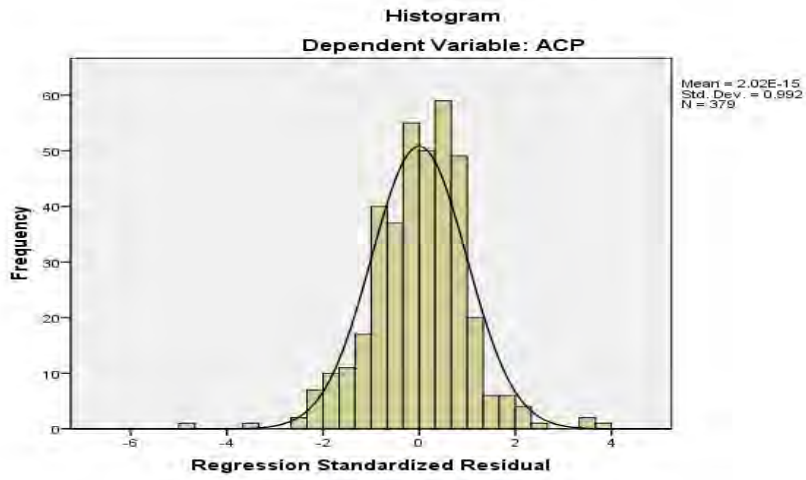
### **Principal Supervision**

1. What do you think principal supervision is all about?
2. Describe your role as principal in ensuring adequate supervision of student personnel services.
3. What is the importance of principal supervision in your school system?



# Appendix C

## Normality Test



## Appendix D

### Demographic of Respondents

#### GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	182	48.0	48.0	48.0
	2	197	52.0	52.0	100.0
	Total	379	100.0	100.0	

#### AGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	241	63.6	63.6	63.6
	2	138	36.4	36.4	100.0
	Total	379	100.0	100.0	

#### RELIGION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	181	47.8	47.8	47.8
	2	192	50.7	50.7	98.4
	3	6	1.6	1.6	100.0
	Total	379	100.0	100.0	

#### CLASS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	104	27.4	27.4	27.4
	2	136	35.9	35.9	63.3
	3	139	36.7	36.7	100.0
	Total	379	100.0	100.0	

## Appendix E

### Missing Values

#### Result Variables

	Result Variable	N Replaced Missing Values	Case Number of Non-Missing Values		N of Valid Cases	Creating Function
			First	Last		
1	LS3_1	1	1	379	379	MEDIAN( LS3,2)
2	LS7_1	1	1	379	379	MEDIAN( LS7,2)
3	LS11_1	1	1	379	379	MEDIAN( LS11,2)
4	HS4_1	1	1	379	379	MEDIAN( HS4,2)
5	PS4_1	1	1	379	379	MEDIAN( PS4,2)

## Appendix F

### Smart PLS Output Measurement Model

	<b>AVE</b>	<b>Composite Reliability</b>	<b>R Square</b>	<b>Cronbachs Alpha</b>	<b>Communality</b>	<b>Redundancy</b>
<b>AA</b>	0.531481	0.849995	0.618613	0.779772	0.531481	0.020944
<b>AS</b>	0.584834	0.805326		0.648261	0.584834	
<b>ES</b>	0.558771	0.834870		0.736510	0.558771	
<b>GS</b>	0.532010	0.888322		0.853559	0.532010	
<b>HS</b>	0.549095	0.829381		0.725416	0.549095	
<b>LS</b>	0.512728	0.940102		0.931717	0.512728	
<b>PS</b>	0.535391	0.926508		0.912365	0.535392	

## Appendix G

### Blindfolding Procedure Output

CV Red.

	<b>1-SSE/SSO</b>
<b>AA</b>	0.317761
<b>AS</b>	0.584337
<b>ES</b>	0.558508
<b>GS</b>	0.531987
<b>HS</b>	0.549621
<b>LS</b>	0.512510
<b>PS</b>	0.535430

**Indicator Cross validated Redundancy**

<b>Total</b>	<b>SSO</b>	<b>SSE</b>	<b>1-SSE/SSO</b>
<b>AA1</b>	379.000000	249.675422	0.341226
<b>AA2</b>	379.000000	280.799111	0.259105
<b>AA6</b>	379.000000	256.868015	0.322248
<b>AA7</b>	379.000000	228.918104	0.395994
<b>AA8</b>	379.000000	276.583064	0.270229
<b>AS1</b>	379.000000	76.929796	0.797019
<b>AS2</b>	379.000000	162.251611	0.571895

<b>AS4</b>	379.000000	233.427839	0.384095
<b>ES3</b>	379.000000	171.666985	0.547053
<b>ES4</b>	379.000000	174.395778	0.539853
<b>ES7</b>	379.000000	186.657721	0.507499
<b>ES9</b>	379.000000	136.581493	0.639627
<b>GS10</b>	379.000000	163.815954	0.567768
<b>GS14</b>	379.000000	189.991174	0.498704
<b>GS4</b>	379.000000	186.082821	0.509016
<b>GS5</b>	379.000000	172.977873	0.543594
<b>GS6</b>	379.000000	178.450350	0.529155
<b>GS7</b>	379.000000	178.758424	0.528342
<b>GS8</b>	379.000000	171.562670	0.547328
<b>HS4</b>	379.000000	197.972856	0.477644
<b>HS5</b>	379.000000	144.721789	0.618148
<b>HS6</b>	379.000000	172.978675	0.543592
<b>HS7</b>	379.000000	167.101462	0.559099
<b>LS10</b>	379.000000	158.325524	0.582255
<b>LS11</b>	379.000000	242.560958	0.359997
<b>LS12</b>	379.000000	143.264594	0.621993
<b>LS13</b>	379.000000	157.762483	0.583740
<b>LS15</b>	379.000000	135.475044	0.642546
<b>LS16</b>	379.000000	173.927995	0.541087
<b>LS17</b>	379.000000	197.004818	0.480198



<b>LS18</b>	379.000000	184.081490	0.514297
<b>LS19</b>	379.000000	175.284220	0.537509
<b>LS2</b>	379.000000	179.767926	0.525678
<b>LS20</b>	379.000000	217.912685	0.425032
<b>LS4</b>	379.000000	213.679674	0.436201
<b>LS6</b>	379.000000	214.517054	0.433992
<b>LS8</b>	379.000000	198.247617	0.476919
<b>LS9</b>	379.000000	179.570510	0.526199
<b>PS1</b>	379.000000	227.634599	0.399381
<b>PS11</b>	379.000000	115.074526	0.696373
<b>PS12</b>	379.000000	144.597601	0.618476
<b>PS13</b>	379.000000	181.930434	0.519972
<b>PS14</b>	379.000000	200.847958	0.470058
<b>PS15</b>	379.000000	178.230726	0.529734
<b>PS2</b>	379.000000	186.771646	0.507199
<b>PS3</b>	379.000000	198.101396	0.477305
<b>PS5</b>	379.000000	195.005752	0.485473
<b>PS8</b>	379.000000	155.400790	0.589972
<b>PS9</b>	379.000000	153.198573	0.595782

## CV Com

	<b>1-SSE/SSO</b>
<b>AA</b>	0.295591
<b>AS</b>	0.584337
<b>ES</b>	0.558508
<b>GS</b>	0.531987
<b>HS</b>	0.549621
<b>LS</b>	0.512510
<b>PS</b>	0.535430

## Construct Cross validated Commuality

<b>Total</b>	<b>SSO</b>	<b>SSE</b>	<b>1-SSE/SSO</b>
<b>AA</b>	1895.000000	1334.855136	0.295591
<b>AS</b>	1137.000000	472.609245	0.584337
<b>ES</b>	1516.000000	669.301976	0.558508
<b>GS</b>	2653.000000	1241.639266	0.531987
<b>HS</b>	1516.000000	682.774782	0.549621
<b>LS</b>	5685.000000	2771.382593	0.512510
<b>PS</b>	4169.000000	1936.794000	0.535430

### Indicator Cross validated Communality

Total	SSO	SSE	1-SSE/SSO
<b>AA1</b>	379.000000	267.750337	0.293535
<b>AA2</b>	379.000000	275.102611	0.274136
<b>AA6</b>	379.000000	275.007086	0.274388
<b>AA7</b>	379.000000	251.961974	0.335193
<b>AA8</b>	379.000000	265.033128	0.300704
<b>AS1</b>	379.000000	76.929796	0.797019
<b>AS2</b>	379.000000	162.251611	0.571895
<b>AS4</b>	379.000000	233.427839	0.384095
<b>ES3</b>	379.000000	171.666985	0.547053
<b>ES4</b>	379.000000	174.395778	0.539853
<b>ES7</b>	379.000000	186.657721	0.507499
<b>ES9</b>	379.000000	136.581493	0.639627
<b>GS10</b>	379.000000	163.815954	0.567768
<b>GS14</b>	379.000000	189.991174	0.498704
<b>GS4</b>	379.000000	186.082821	0.509016
<b>GS5</b>	379.000000	172.977873	0.543594
<b>GS6</b>	379.000000	178.450350	0.529155
<b>GS7</b>	379.000000	178.758424	0.528342
<b>GS8</b>	379.000000	171.562670	0.547328

<b>HS4</b>	379.000000	197.972856	0.477644
<b>HS5</b>	379.000000	144.721789	0.618148
<b>HS6</b>	379.000000	172.978675	0.543592
<b>HS7</b>	379.000000	167.101462	0.559099
<b>LS10</b>	379.000000	158.325524	0.582255
<b>LS11</b>	379.000000	242.560958	0.359997
<b>LS12</b>	379.000000	143.264594	0.621993
<b>LS13</b>	379.000000	157.762483	0.583740
<b>LS15</b>	379.000000	135.475044	0.642546
<b>LS16</b>	379.000000	173.927995	0.541087
<b>LS17</b>	379.000000	197.004818	0.480198
<b>LS18</b>	379.000000	184.081490	0.514297
<b>LS19</b>	379.000000	175.284220	0.537509
<b>LS2</b>	379.000000	179.767926	0.525678
<b>LS20</b>	379.000000	217.912685	0.425032
<b>LS4</b>	379.000000	213.679674	0.436201
<b>LS6</b>	379.000000	214.517054	0.433992
<b>LS8</b>	379.000000	198.247617	0.476919
<b>LS9</b>	379.000000	179.570510	0.526199
<b>PS1</b>	379.000000	227.634599	0.399381
<b>PS11</b>	379.000000	115.074526	0.696373
<b>PS12</b>	379.000000	144.597601	0.618476
<b>PS13</b>	379.000000	181.930434	0.519972

<b>PS14</b>	379.000000	200.847958	0.470058
<b>PS15</b>	379.000000	178.230726	0.529734
<b>PS2</b>	379.000000	186.771646	0.507199
<b>PS3</b>	379.000000	198.101396	0.477305
<b>PS5</b>	379.000000	195.005752	0.485473
<b>PS8</b>	379.000000	155.400790	0.589972
<b>PS9</b>	379.000000	153.198573	0.595782



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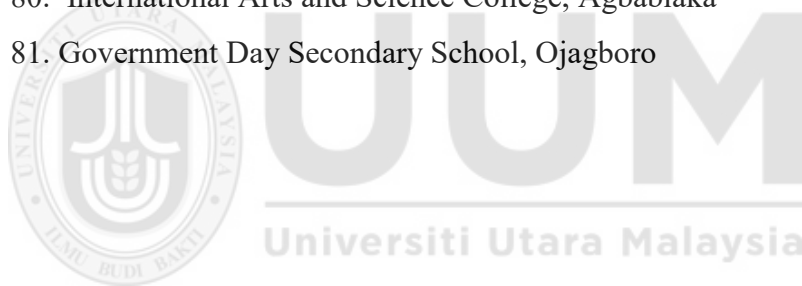
## **Appendix H**

### **List of Some Senior Secondary Schools in Kwara State**

1. Ansarul Islami Secondary School, Ilorin
2. Adesoye College, Offa
3. Ansarudeen College, Offa
4. Army Day Secondary School, Ilorin
5. Ajase-Ipo Comprehensive High School
6. Baboko Community Secondary School, Ilorin
7. Baptist Grammar School, Okuta
8. Bishop Smith Memorial College, Ilorin
9. Cherubim & Seraphim, Ilorin
10. Community High School, Esie
11. Government High School, Ilorin
12. Government Secondary School, Ilorin
13. Government Secondary School, Omu-Aran
14. Government Secondary School, Afon
15. Idofian Grammar School
16. Ijara-Isin High School
17. Ilorin Grammar School
18. Koro Grammar School School
19. Kwara State Polytechnic Secondary School
20. Kwara State College of Arabic Secondary School
21. Mount Carmel College Ilorin
22. Offa Grammar School, Offa
23. Okeya High School
24. Omupo Grammar School
25. Oyun Baptist High School
26. Queen Elizabeth School
27. ST. Anthony Secondary School
28. University of Ilorin Secondary School
29. United Secondary School
30. Barakat Community Secondary School
31. Ecwa Secondary School, Ganmo

32. Federal Staff Secondary School, Ilorin
33. Government Day Secondary School, Adeita
34. Government Day Secondary School, Adewole
35. Government Day Secondary School, Shao
36. Government Girls Day Secondary School, Pakata
37. Mandate Secondary School
38. Model Secondary School, Ilorin
39. Omege College, Shao
40. St Joseph Centenary College, Ilorin
41. Waziri Secondary School, Ilorin
42. Roemichs International School
43. Rehoboth College
44. Iqra College
45. Sapati International School
46. Emmanuel Baptist College
47. David Akintola College
48. Government Secondary School, Kaiama
49. Baptist Grammar School, Okuta
50. Erinle-Ile Secondary School
51. Ira Grammar School, Ira
52. Esie-Iludun Grammar school
53. United Community Secondary School
54. Ijara-Isin High School
55. Oke-Ode Grammar School, Oke-Ode
56. Okeya High School
57. Community Secondary School, Ogele
58. Olalomi Comprehensive High School
59. Adesoye College, Offa
60. Alade College
61. Federal Government's Girls College, Omu-Aran
62. Ipee Baptist Grammar School, Ipee
63. Nawairudeen Grammar School.
64. Okin High School, Offa
65. Olalomi Comprehensive High School

66. Tahoeed Secondary School, Ilorin
67. Government Day Secondary School, Amule
68. Ilorin Comprehensive High School
69. Government Girls Day Secondary School, Okesuna
70. Federal Government College, Ilorin
71. Government Technical College, Ilorin
72. Socrates College
73. Agbeyangi Community Secondary School
74. Community Secondary School, Ile-Apa
75. Kwara State Polytechnic Secondary School, Ilorin
76. Government Day Secondary School, Tanke
77. Government Day Secondary School, Fate
78. Government Secondary School, Bala
79. Kinsey Academy
80. International Arts and Science College, Agbabiaka
81. Government Day Secondary School, Ojagboro





## Appendix I

### Summary of Nvivo Activities

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Project Summary (Nvivo Analysis)

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PhD Thesis Analysis (Qualitative Approach)

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20/01/2016 17:27

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Hierarchical Name	Item Type	Created By	Created On	Modified By	Modified On
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C:\Users\Yusuf Suleiman\Documents

**Created By:** Yusuf Suleiman

**Created On:** 27/12/2015 17:47

**Last Modified By:** Yusuf Suleiman

**20/01/2016 08:20**

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#### Externals

##### Extracts

Extracts\Coding Summary By Node Extract	Extract	Yusuf Suleiman	27/12/2015 17:47	Yusuf Suleiman	27/12/2015 17:47
Extracts\Coding Summary By Source Extract	Extract	Yusuf Suleiman	27/12/2015 17:47	Yusuf Suleiman	27/12/2015 17:47
Extracts\Node Classification	Extract	Yusuf Suleiman	27/12/2015 17:47	Yusuf Suleiman	27/12/2015 17:47
Extracts\Node Structure Extract	Extract	Yusuf Suleiman	27/12/2015 17:47	Yusuf Suleiman	27/12/2015 17:47
Extracts\Node Summary Extract	Extract	Yusuf Suleiman	27/12/2015 17:47	Yusuf Suleiman	27/12/2015 17:47
Extracts\Project Summary Extract	Extract	Yusuf Suleiman	27/12/2015 17:47	Yusuf Suleiman	27/12/2015 17:47
Extracts\Source Classification	Extract	Yusuf Suleiman	27/12/2015 17:47	Yusuf Suleiman	27/12/2015 17:47
Extracts\Source Summary Extract	Extract	Yusuf Suleiman	27/12/2015 17:47	Yusuf Suleiman	27/12/2015 17:47

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#### Framework Matrices

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**Internals**

Internals\Inf. 1	Document	Yusuf Suleiman	27/12/2015 18:50	Yusuf Suleiman	29/12/2015 18:26
Internals\Inf. 10	Document	Yusuf Suleiman	27/12/2015 18:57	Yusuf Suleiman	29/12/2015 09:24
Internals\Inf. 11	Document	Yusuf Suleiman	27/12/2015 18:59	Yusuf Suleiman	29/12/2015 10:19
Internals\Inf. 12	Document	Yusuf Suleiman	27/12/2015 19:00	Yusuf Suleiman	29/12/2015 10:07
Internals\Inf. 13	Document	Yusuf Suleiman	27/12/2015 19:01	Yusuf Suleiman	29/12/2015 10:19
Internals\Inf. 14	Document	Yusuf Suleiman	27/12/2015 19:01	Yusuf Suleiman	29/12/2015 16:37

Reports\Project Summary Report

Page 1 of 6

20/01/2016 17:27

Hierarchical Name	Item Type	Created By Username	Created On	Modified By Username	Modified On
Internals\Inf. 15	Document	Yusuf Suleiman	27/12/2015 19:02	Yusuf Suleiman	29/12/2015 23:27
Internals\Inf. 16	Document	Yusuf Suleiman	27/12/2015 19:03	Yusuf Suleiman	29/12/2015 17:12
Internals\Inf. 17	Document	Yusuf Suleiman	27/12/2015 19:03	Yusuf Suleiman	29/12/2015 17:46
Internals\Inf. 18	Document	Yusuf Suleiman	27/12/2015 19:04	Yusuf Suleiman	29/12/2015 23:32
Internals\Inf. 19	Document	Yusuf Suleiman	27/12/2015 19:05	Yusuf Suleiman	29/12/2015 18:13
Internals\Inf. 2	Document	Yusuf Suleiman	27/12/2015 18:51	Yusuf Suleiman	28/12/2015 18:54
Internals\Inf. 20	Document	Yusuf Suleiman	29/12/2015 18:30	Yusuf Suleiman	29/12/2015 18:51
Internals\Inf. 3	Document	Yusuf Suleiman	27/12/2015 18:53	Yusuf Suleiman	28/12/2015 19:08
Internals\Inf. 4	Document	Yusuf Suleiman	27/12/2015 18:54	Yusuf Suleiman	28/12/2015 19:22
Internals\Inf. 5	Document	Yusuf Suleiman	27/12/2015 18:54	Yusuf Suleiman	28/12/2015 19:43
Internals\Inf. 6	Document	Yusuf Suleiman	27/12/2015 18:55	Yusuf Suleiman	29/12/2015 18:29
Internals\Inf. 7	Document	Yusuf Suleiman	27/12/2015 18:55	Yusuf Suleiman	29/12/2015 07:38
Internals\Inf. 8	Document	Yusuf Suleiman	27/12/2015 18:56	Yusuf Suleiman	29/12/2015 07:50
Internals\Inf. 9	Document	Yusuf Suleiman	27/12/2015 18:56	Yusuf Suleiman	30/12/2015 01:47

**Memos**

<b>Models</b>					
Models\Admission Services	Model	Yusuf Suleiman	30/12/2015 18:14	Yusuf Suleiman	07/01/2016 16:25
Models\All Themes Model	Model	Yusuf Suleiman	30/12/2015 14:36	Yusuf Suleiman	30/12/2015 15:09
Models\Challenges of Supervision	Model	Yusuf Suleiman	02/01/2016 16:17	Yusuf Suleiman	20/01/2016 07:53
Models\Extracurricular Services	Model	Yusuf Suleiman	30/12/2015 17:57	Yusuf Suleiman	31/12/2015 17:41
Models\Guidance and Counselling Services	Model	Yusuf Suleiman	30/12/2015 17:40	Yusuf Suleiman	31/12/2015 17:27
Models\Health Services	Model	Yusuf Suleiman	30/12/2015 17:47	Yusuf Suleiman	12/01/2016 10:32
Models\Importance of Admission Services	Model	Yusuf Suleiman	02/01/2016 08:09	Yusuf Suleiman	09/01/2016 03:11
Models\Importance of Extracurricular Services	Model	Yusuf Suleiman	02/01/2016 10:00	Yusuf Suleiman	16/01/2016 07:29
Models\Importance of Guidance and Counselling Services	Model	Yusuf Suleiman	01/01/2016 15:53	Yusuf Suleiman	10/01/2016 21:09
Models\Importance of Health Services	Model	Yusuf Suleiman	02/01/2016 05:35	Yusuf Suleiman	14/01/2016 04:39
Models\Importance of Library Services	Model	Yusuf Suleiman	02/01/2016 03:11	Yusuf Suleiman	17/01/2016 19:46
Models\Importance of Supervision	Model	Yusuf Suleiman	02/01/2016 18:24	Yusuf Suleiman	19/01/2016 17:05
Models\Library Services	Model	Yusuf Suleiman	30/12/2015 18:06	Yusuf Suleiman	16/01/2016 17:12
Models\Meaning of Admission Services	Model	Yusuf Suleiman	02/01/2016 08:07	Yusuf Suleiman	07/01/2016 16:53
Models\Meaning of Extracurricular Services	Model	Yusuf Suleiman	02/01/2016 09:58	Yusuf Suleiman	14/01/2016 18:24
Models\Meaning of Guidance and Counselling	Model	Yusuf Suleiman	30/12/2015 18:19	Yusuf Suleiman	09/01/2016 20:14

Models\\Meaning of Health Services	Model	Yusuf Suleiman	02/01/2016 05:34	Yusuf Suleiman	12/01/2016 11:26
Models\\Meaning of Library Services	Model	Yusuf Suleiman	02/01/2016 03:09	Yusuf Suleiman	16/01/2016 18:03
Models\\Meaning of Principal Supervision	Model	Yusuf Suleiman	02/01/2016 18:24	Yusuf Suleiman	18/01/2016 17:52
Reports\\Project Summary Report			Page 2 of 6		
20/01/2016 17:27					

Hierarchical Name	Item Type	Created By	Created On	Modified By	Modified On
Models\\Nature of Admission Services	Model	Yusuf Suleiman	02/01/2016 08:07	Yusuf Suleiman	07/01/2016 18:37
Models\\Nature of Extracurricular Services	Model	Yusuf Suleiman	02/01/2016 09:59	Yusuf Suleiman	14/01/2016 20:54
Models\\Nature of Guidance and Counselling Services	Model	Yusuf Suleiman	01/01/2016 15:44	Yusuf Suleiman	10/01/2016 08:47
Models\\Nature of Health Services	Model	Yusuf Suleiman	02/01/2016 05:34	Yusuf Suleiman	12/01/2016 16:11
Models\\Nature of Library Services	Model	Yusuf Suleiman	02/01/2016 03:10	Yusuf Suleiman	17/01/2016 07:46
Models\\Principal Supervision	Model	Yusuf Suleiman	02/01/2016 16:23	Yusuf Suleiman	18/01/2016 15:54
Models\\Provision of Admission Services	Model	Yusuf Suleiman	02/01/2016 08:08	Yusuf Suleiman	08/01/2016 16:24
Models\\Provision of Extracurricular Services	Model	Yusuf Suleiman	02/01/2016 09:59	Yusuf Suleiman	15/01/2016 14:40
Models\\Provision of Guidance and Counselling Services	Model	Yusuf Suleiman	01/01/2016 15:51	Yusuf Suleiman	10/01/2016 17:52
Models\\Provision of Health Services	Model	Yusuf Suleiman	02/01/2016 05:35	Yusuf Suleiman	12/01/2016 18:52

Models\\Provision of Library Services	Model	Yusuf Suleiman	02/01/2016 03:11	Yusuf Suleiman	17/01/2016 18:08
Models\\Role of Principal	Model	Yusuf Suleiman	02/01/2016 18:24	Yusuf Suleiman	19/01/2016 09:26
Models\\Staff Attitude	Model	Yusuf Suleiman	02/01/2016 16:28	Yusuf Suleiman	20/01/2016 08:07
Models\\Student Attitude	Model	Yusuf Suleiman	02/01/2016 16:29	Yusuf Suleiman	20/01/2016 08:03
Models\\Students' Academic Achievement	Model	Yusuf Suleiman	02/01/2016 18:25	Yusuf Suleiman	19/01/2016 19:49
Models\\Theme One Perceptions on Students' Personnel Services	Model	Yusuf Suleiman	30/12/2015 15:12	Yusuf Suleiman	06/01/2016 06:56
Models\\Theme Two Perceptions on Supervision	Model	Yusuf Suleiman	02/01/2016 15:51	Yusuf Suleiman	18/01/2016 14:35

### Node Classifications

### Node Matrices

### Nodes

Nodes\\Theme one Perceptions on Students' Personnel Services	Node	Yusuf Suleiman	27/12/2015 19:27	Yusuf Suleiman	27/12/2015 19:27
Nodes\\Theme one Perceptions on Students' Personnel Services\\Admission and Selection Services	Node	Yusuf Suleiman	27/12/2015 19:41	Yusuf Suleiman	27/12/2015 19:41
Nodes\\Theme one Perceptions on Students' Personnel Services\\Admission and Selection Services\\Importance of Admission Services	Node	Yusuf Suleiman	27/12/2015 19:43	Yusuf Suleiman	29/12/2015 18:39

Nodes\\Theme one Perceptions on Students' Personnel Services\\Admission and Selection Services\\Meaning of Admission Services	Node	Yusuf Suleiman	27/12/201 5 19:42	Yusuf Suleiman	29/12/20 15 18:38
Reports\\Project Summary Report			Page 3 of 6		
20/01/2016 17:27					

Hierarchical Name	Item Type	Created By Userna	Created On	Modified By Username	Modified On
Nodes\\Theme one Perceptions on Students' Personnel Services\\Admission and Selection Services\\Nature of Admission Services	Node	Yusuf Suleiman	27/12/201 5 19:42	Yusuf Suleiman	29/12/201 5 18:39
Nodes\\Theme one Perceptions on Students' Personnel Services\\Admission and Selection Services\\Provision of Admission Services	Node	Yusuf Suleiman	27/12/201 5 19:43	Yusuf Suleiman	29/12/201 5 18:39
Nodes\\Theme one Perceptions on Students' Personnel Services\\Extracurricular Services	Node	Yusuf Suleiman	27/12/201 5 19:44	Yusuf Suleiman	27/12/201 5 19:44
Nodes\\Theme one Perceptions on Students' Personnel Services\\Extracurricular Services\\Impoortance of Extracurricular Services	Node	Yusuf Suleiman	27/12/201 5 19:46	Yusuf Suleiman	29/12/201 5 18:43
Nodes\\Theme one Perceptions on Students' Personnel Services\\Extracurricular Services\\Meaning of Extracurricular Services	Node	Yusuf Suleiman	27/12/201 5 19:45	Yusuf Suleiman	29/12/201 5 18:43

Nodes\\Theme one Perceptions on Students' Personnel Services\\Extracurricular Services\\Nature of Extracurricular Services	Node	Yusuf Suleiman	27/12/201 5 19:45	Yusuf Suleiman	29/12/201 5 18:42
Nodes\\Theme one Perceptions on Students' Personnel Services\\Extracurricular Services\\Provision of Extracurricular Services	Node	Yusuf Suleiman	27/12/201 5 19:45	Yusuf Suleiman	29/12/201 5 18:43
Nodes\\Theme one Perceptions on Students' Personnel Services\\Guidance and Counselling Services	Node	Yusuf Suleiman	27/12/201 5 19:29	Yusuf Suleiman	27/12/201 5 19:29
Nodes\\Theme one Perceptions on Students' Personnel Services\\Guidance and Counselling Services\\Importance of Guidance and Counselling	Node	Yusuf Suleiman	27/12/201 5 19:34	Yusuf Suleiman	29/12/201 5 18:35
Nodes\\Theme one Perceptions on Students' Personnel Services\\Guidance and Counselling Services\\Meaning of	Node	Yusuf Suleiman	27/12/201 5 19:30	Yusuf Suleiman	29/12/201 5 18:34
Nodes\\Theme one Perceptions on Students' Personnel Services\\Guidance and Counselling Services\\Nature of Guidance and Counselling	Node	Yusuf Suleiman	27/12/201 5 19:31	Yusuf Suleiman	29/12/201 5 18:35
Nodes\\Theme one Perceptions on Students' Personnel Services\\Guidance and Counselling Services\\Provision of Guidance and Counselling	Node	Yusuf Suleiman	27/12/201 5 19:31	Yusuf Suleiman	29/12/201 5 18:35

Nodes\\Theme one Perceptions on Students' Personnel Services\\Health Services	Node	Yusuf Suleiman	27/12/201 5 19:37	Yusuf Suleiman	27/12/201 5 19:37
Nodes\\Theme one Perceptions on Students' Personnel Services\\Health Services\\Importance of Health Services	Node	Yusuf Suleiman	27/12/201 5 19:40	Yusuf Suleiman	29/12/201 5 18:38
Nodes\\Theme one Perceptions on Students' Personnel Services\\Health Services\\Meaning of Health Services	Node	Yusuf Suleiman	27/12/201 5 19:38	Yusuf Suleiman	29/12/201 5 18:37
Nodes\\Theme one Perceptions on Students' Personnel Services\\Health Services\\Nature of Health Services	Node	Yusuf Suleiman	27/12/201 5 19:39	Yusuf Suleiman	29/12/201 5 18:37

**Reports\\Project Summary Report**

**Page 4 of 6**

**20/01/2016 17:27**

<b>Hierarchical Name</b>	<b>Item Type</b>	<b>Created By Username</b>	<b>Created On</b>	<b>Modified By Username</b>	<b>Modified On</b>
Nodes\\Theme one Perceptions on Students' Personnel Services\\Health Services\\Provision of Health Services	Node	Yusuf Suleiman	27/12/20 15 19:40	Yusuf Suleiman	29/12/201 5 18:38
Nodes\\Theme one Perceptions on Students' Personnel Services\\Library Services	Node	Yusuf Suleiman	27/12/20 15 19:34	Yusuf Suleiman	29/12/201 5 09:28
Nodes\\Theme one Perceptions on Students' Personnel Services\\Library Services\\Importance of Library Services	Node	Yusuf Suleiman	27/12/20 15 19:37	Yusuf Suleiman	29/12/201 5 18:37
Nodes\\Theme one Perceptions on Students' Personnel Services\\Library Services\\Meaning of Library Services	Node	Yusuf Suleiman	27/12/20 15 19:35	Yusuf Suleiman	29/12/201 5 18:36
Nodes\\Theme one Perceptions on Students' Personnel Services\\Library Services	Node	Yusuf Suleiman	27/12/20 15 19:36	Yusuf Suleiman	29/12/201 5 18:36



Services\Nature of Library Services						
Nodes\\Theme one Perceptions on Students' Personnel Services\Library Services\Provision of Library Services	Node	Yusuf Suleiman	27/12/20 15 19:36	Yusuf Suleiman	29/12/201 5 18:37	
Nodes\\Theme Two Perceptions on Supervision	Node	Yusuf Suleiman	27/12/20 15 19:47	Yusuf Suleiman	30/12/201 5 15:08	
Nodes\\Theme Two Perceptions on Supervision\Challenges of Supervision	Node	Yusuf Suleiman	27/12/20 15 20:03	Yusuf Suleiman	27/12/201 5 20:03	
Nodes\\Theme Two Perceptions on Supervision\Challenges of Supervision\Staff Attitude	Node	Yusuf Suleiman	27/12/20 15 20:04	Yusuf Suleiman	30/12/201 5 01:47	
Nodes\\Theme Two Perceptions on Supervision\Challenges of Supervision\Student Attitude	Node	Yusuf Suleiman	29/12/20 15 18:17	Yusuf Suleiman	30/12/201 5 01:47	
Nodes\\Theme Two Perceptions on Supervision\Principal Supervision	Node	Yusuf Suleiman	27/12/20 15 19:57	Yusuf Suleiman	27/12/201 5 19:57	
Nodes\\Theme Two Perceptions on Supervision\Principal Supervision\Importance of Supervision	Node	Yusuf Suleiman	27/12/20 15 20:02	Yusuf Suleiman	30/12/201 5 01:47	
Nodes\\Theme Two Perceptions on Supervision\Principal Supervision\Meaning of Principal Supervision	Node	Yusuf Suleiman	27/12/20 15 19:58	Yusuf Suleiman	30/12/201 5 01:47	
Nodes\\Theme Two Perceptions on Supervision\Principal Supervision\Role of Principal	Node	Yusuf Suleiman	27/12/20 15 20:01	Yusuf Suleiman	30/12/201 5 01:47	
Nodes\\Theme Two Perceptions on Supervision\Principal Supervision\Students' Academic Achievement	Node	Yusuf Suleiman	27/12/20 15 20:02	Yusuf Suleiman	19/01/201 6 19:47	
<b>Queries</b>						

**Relationship Types**

Relationship Types\Associated	Relationship Type	Yusuf Suleiman	27/12/2015 17:47	Yusuf Suleiman	27/12/2015 17:47
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**Relationships**

Relationships\Inf. (Associated)	Relationship	Yusuf Suleiman	19/01/2016 17:44	Yusuf Suleiman	19/01/2016 17:44
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Reports\Project Summary Report

Page 5 of 6

20/01/2016 17:27

Hierarchical Name	Item Type	Created By Username	Created On	Modified By Username	Modified On
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**Reports**

Reports\Coding Summary By Node Report	Report	Yusuf Suleiman	27/12/2015 17:47	Yusuf Suleiman	27/12/2015 17:47
Reports\Coding Summary By Source Report	Report	Yusuf Suleiman	27/12/2015 17:47	Yusuf Suleiman	27/12/2015 17:47
Reports\Node Classification Summary Report	Report	Yusuf Suleiman	27/12/2015 17:47	Yusuf Suleiman	27/12/2015 17:47
Reports\Node Structure Report	Report	Yusuf Suleiman	27/12/2015 17:47	Yusuf Suleiman	27/12/2015 17:47
Reports\Node Summary Report	Report	Yusuf Suleiman	27/12/2015 17:47	Yusuf Suleiman	27/12/2015 17:47
Reports\Project Summary Report	Report	Yusuf Suleiman	27/12/2015 17:47	Yusuf Suleiman	27/12/2015 17:47
Reports\Source Classification Summary Report	Report	Yusuf Suleiman	27/12/2015 17:47	Yusuf Suleiman	27/12/2015 17:47
Reports\Source Summary Report	Report	Yusuf Suleiman	27/12/2015 17:47	Yusuf Suleiman	27/12/2015 17:47

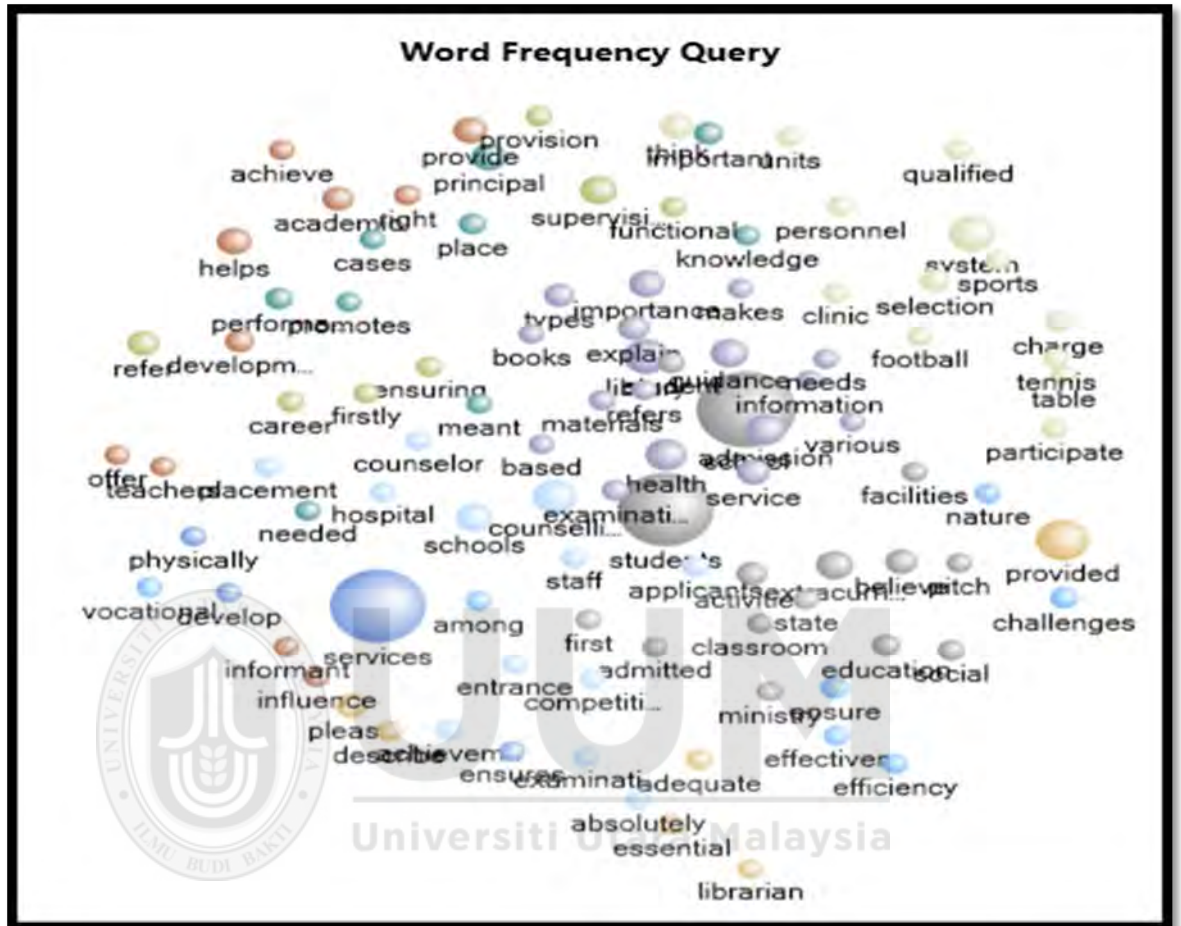
**Results****Search Folders**

Search	Search	Yusuf	27/12/2015	Yusuf	27/12/2015 17:47
Search	Search	Yusuf	27/12/2015	Yusuf	27/12/2015 17:47
Search Folders\All Sources Not	Search Folder	Yusuf Suleiman	27/12/2015 17:47	Yusuf Suleiman	27/12/2015 17:47

**Sets****Source Classifications****Summaries**

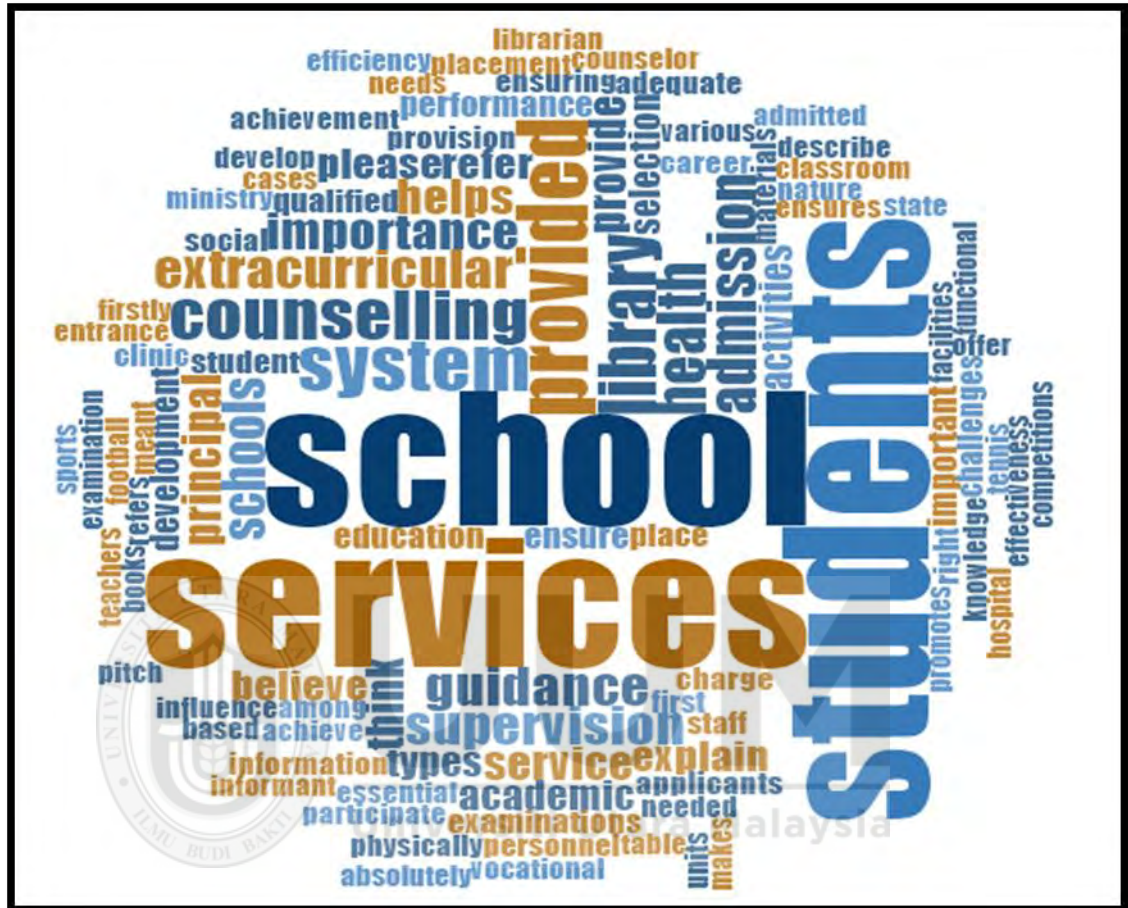
# Appendix J

## Nvivo World Frequency



# Appendix K

## Word Frequency



## Appendix L

### Field-Work Pictures (Quantitative and Qualitative)





