



Quality of Teacher Supervision of Students and Role of Performance of Management in State Universities in North Western Zone, Nigeria

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ABSTRACT

This study investigated the quality of teachers' supervision of students and role of performance of management in state universities in North Western Zone, Nigeria. The research design for this study is correlational type design, the population of this study comprises all academic staff and their management which amounted to 2,674 as total populations. The sample size selection of 333 out of 2,674 was based on the Research Advisors table for determining sample size, the research applied proportionate and random sampling for the study. Two sets of questionnaires were used for data collection. The two instruments were self-constructed questionnaires titled: Teacher Productivity Questionnaire (TPQ) and Role of Performance of Management Questionnaire (RPMQ). The questionnaires were submitted to the team of experts in educational management, from the Faculty of Education and Extension Services, Usmanu Danfodiyo University, Sokoto, to vet. Their corrections, comments, and observations made the instruments valid for the study. The reliability of the instruments was obtained using the test and re-test method and a reliability index of 0.86, 0.78, 0.75 were obtained respectively. The researcher employed descriptive and inferential statistics for data analysis. The mean score was used to analyze the research questions with a decision mean of 3.0 as a moderate extent of agreement. The regression Analysis method was used to analyze all the null hypotheses. The study discovered that the protection of teachers' right to a fair hearing is an indicator of Performance of Management in state universities. Therefore, the study recommended that University management should time to time be organizing seminars and workshop on supervision of student more especially at postgraduate level.

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INTRODUCTION

Quality of teacher supervision of students refers to the ability of the teacher to provide guidance on technicalities of writing thesis/Dissertation and project for students and have a record of graduating students on time. Academic supervision is defined by Glickman, (2007) as a series of happenings that help teachers improve the ability to manage the learning process to accomplish the learning outcome. Academic supervision is always

together with the performance appraisal of teachers in handling learning activities. PMPTK (2010) suggests that research supervision serves as a foundation of information for the professional development of teachers (Patris, 2016).

Supervision is considered any service offered to teachers that eventually results in improving, instruction and learning in the curriculum. So the focus is on teachers and support services for the improvement of teaching, the success of student learning, and curriculum

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development (Patris, 2016). McAlpine and McKinnon in Patris, (2016) discovered the supervisory relationships from the perspective of students' experiences with their supervisors over time using a longitudinal approach. The supervisees at different points in their progress were asked to fill up the weekly activity logs and were interviewed about their supervisory relationship.

It is often conjectured that role performance of management has the potential to enhance the quality of research supervision. Consequently, there is a growing body of scholarship pointing in this direction. According to Nwankwo (2012), a teacher is somebody whose interaction, relationship, consideration, and encouragement enable an individual or child to reach their full potential. Another element that can be used to measure the performance of the academic staff is the level of his/her research supervision of undergraduate and postgraduate students and also the quality of those students he/she produces when compared with others produced by other staff either within or outside the university.

This should not merely be able to pass tests or exams but developing fully in all areas as a whole person who reaches and surpasses his or her full potential and also develops a lifelong love for learning and discovery (Omebe, 2015). A teacher must, therefore, provide the opportunities which allow the learners to learn for themselves. Learners do not learn by being told; they learn by finding out for themselves. The learners here may be toddlers playing with water, or university students doing independent research. If teachers are not well supervised, effectiveness in instruction will be adversely affected and the instructional purposes may not be well realized.

This may also lead to low-quality instruction and invariably, teachers' lack of commitment to their job which results in ineffectiveness in schools. The University must encourage the activities of teachers (teaching, research/publications, and community service) towards the attainment or achieving the target goals of improving the academic achievement of students (Nwokocho and Hafsai, 2020). Teachers'

productivity could be measured in terms of the way and manner which they discharge their primary responsibilities in the university and community at large. Among the duties are; teaching, research, and community service. A significant point to have in mind is that productivity is a comparative concept, which cannot be said to add or reduce unless a comparison is made, either of variations from competitors or other standards at a certain point in time or of changes over time (Odey, & Sambe, 2018). Stubb, Pyhältö, and Lonka in Patris, (2016) examined the conceptions of doctoral students' perception in terms of how product-oriented versus process-oriented and person-centered versus community-centered were in the different phases of their research journey.

Teachers' productivity in the framework of this study covers the component variables of teachers' research output, teacher publications, teacher research supervision, teacher professional development, and pedagogical practices. Teachers' pedagogical practice refers to the statutory duties that are accomplished by teachers, such as preparation of scheme of work, writing of lesson notes, curriculum delivery, use of instructional materials, classroom management, record keeping, and evaluation of students and giving performance feedback on class activities, written and oral tests, examinations, homework and so on (Ayeni, & Fakunle, 2020). In the university setting, teacher productivity refers to the extent to which the university management and teachers make use of the available resources to achieve the target goals of the university.

Role performance of management, which has an important value in the management of universities, is a type of effectiveness that appears as a result of the administrator's approach, skills, honesty, justice, and attitude toward the attainment of university goals (Timucin, & Aytac, 2017). When we look at managerial effectiveness from the administrator's point of view, managerial effectiveness is seen as the productivity that is defined and must be achieved for a managerial position. University effectiveness refers to the degree to which the target goals of the university are successfully accomplished with

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minimal wastage of available resources (Sonnentag, Volmer, and Spsychala, 2010). The level of performance of teaching staff and non-teaching staff could determine the performance of the university and it could also determine the level at which the university target goals are achieved or accomplished.

Studies have shown that the staff personnel are the most important aspect of any organization whether in the public or private sector (Olowu & Adamolekun, in Nnamdi, 2011). The willingness of the university management to the welfare of the staff personnel goes a long way in enhancing the effectiveness of services rendered by the academic staff. The main thrust of this study is to investigate the protection of teachers' right to life, right to dignity of human person, right to personal liberty, right to fair hearing, right to freedom from discrimination, also the quality of teacher lesson delivery; quality of teacher assessment of student's performance; quality of teacher research publications; and; quality of teacher supervision of students all in relation to role performance of management. This is because the academic achievements of Universities depend on the performance of their teachers.

Okon (2020) conducted a study on School Variables and Teachers' Productivity in Secondary Schools in Akpabuyo Local Government Area, Cross River State, Nigeria. The research study examined the school climate and its influence on teachers' productivity in Secondary Schools in Akpabuyo Local Government Area of Cross River State, Nigeria. The researcher adopted a survey design for the study. A sample of 150 out of a population of 206 teachers was randomly selected for the study.

A 24-item questionnaire based on a 4-point Likert scale was constructed to elicit information for the study. The hypotheses formulated were tested at 0.05 alpha level and 147 degrees of freedom using one-way Analysis of Variance (ANOVA) statistics. The result showed that there is a significant influence of the motivation of teachers and a significant influence of the Principal's administrative style on teacher's productivity. It was recommended that the motivation of teachers should be given top priority

by the authorities concerned if teacher's productivity must improve. An effective principal's administrative style should also be encouraged for enhanced teacher productivity.

Choice and Nwagwu (2021) conducted a study on quality assurance for teachers' productivity in public secondary schools in Anambra State, Nigeria. Four research questions and four hypotheses guided the study. The hypotheses were tested at a 0.05 level of significance. The literature reviewed was conducted under a conceptual framework, theoretical framework, empirical studies, and summary of literature. The study covered 261 public secondary schools, within the six education zones in Anambra State. The population of the study comprised 5,541 principals and teachers. The sample for the study was 372 which included 30% of the samples (112) allotted to school principals while 70% of the samples (260) were allotted to classroom teachers.

The descriptive survey design was adopted for this study. A self-structured questionnaire titled 'Quality Assurance Questionnaire' (QAQ) and Teachers Productivity Questionnaire (TPQ) were used in the collection of data for the study. The validation of the instruments was carried out by three experts in the Department of Educational Foundations, two from Educational Management and one from Measurement and Evaluation who cross-checked the structure, language, consistency, and adequacy of the items.

Cronbach Alpha was used to test the instrument with an overall reliability index of .87 which was considered adequate for the study. The instruments were administered to the respondents with the aid of two research assistants who were briefed on how to administer and retrieve the instrument from the respondents. Data collected for the study were analyzed using mean and standard deviation statistics for the research questions, while hypotheses were tested with a t-test. The findings of the study showed that Principals and teachers do not statistically differ in their opinion on the influence of quality assurance on teachers' productivity. Based on these findings, it was recommended among others that there

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should be constant workshops for supervisors and that the government should provide the needed logistics for supervisors to enable efficient visitations to public schools.

STATEMENT OF THE PROBLEM

Teachers are expected to be one of the machineries to be used in achieving the university's goals as the level of their performance determines the level of role performance of management of the university. Bringing out the best in the teachers is one of the responsibilities of administrators in universities through giving them sponsors for further studies, conferences, workshops, publications fees, and research grants among others. Researcher observed that the quality of research and supervision is deteriorating on both side of supervisor and supervisee. However, this study intends to investigate the relationship between the quality of teacher supervision of student and role performance of management in state universities in North Western Zone, Nigeria.

Objectives of the Study

The main objective for this study is to find out the relationship between the quality of teacher supervision of students and role of performance of management in State Universities in north western zone, Nigeria. Other objectives include:

1. find out the level quality of teacher supervision of students in State

Universities in north western zone, Nigeria.

Research Questions

This study intends to answer the following research questions:

1. What is the extent of quality of teacher's research supervision of students in State Universities in north western zone, Nigeria?

Research Hypothesis

Based on the research question developed, the following null hypothesis will be tested.

- H₀₁. There is no significant relationship between the quality of teachers' supervision of students and role of performance of management in State Universities in north western zone, Nigeria.

METHODOLOGY

This study was an explanatory correlational design. The explanatory design consists of a simple association or relation between or among the variables (Creswell, 2012). The population of this study comprised of all the teachers and their management staff in state universities in the North Western Zone, Nigeria. There were 2,392 teachers and 282 management staff with different qualifications and ranks which amounted to 2,674 as the total population of the study. The population distribution is presented in Table 1.

Table 1: Population of the Study

S/N	Name of the University	Teachers	Management	Total
1	Kaduna State University.	624	38	662
2	Kano State University of Science and Technology.	346	42	388
3	Kebbi State University of Science and Technology.	280	36	316
4	Sokoto State University.	234	34	268
5	Sule Lamido University, Jigawa State	167	31	198
6	Umar Musa Yar'adua University, Katsina	396	41	437
7	Yusuf Maitama University, Kano	240	37	277
8	Zamfara State University, Mafara	105	23	128
Total		2,392	282	2,674

Source: Academic Staff Union of Universities (ASUU) Sokoto and Kano Zones (2022)

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The sample size of this study was 333 participants. This was arrived at through multistage sampling techniques. First, the Research Advisors (2006) table for determining sample size was consulted in selecting the sample size of 2,674 populations. Secondly, a proportionate sampling technique was used in selecting samples from their respective institutions. Two sets of questionnaires were used for data collection from the academic staff and administrators of the universities under the study. The first instrument was self-designed questionnaires titled: Teacher Productivity Questionnaire (TPQ) which was used to collect data on quality of teacher supervision of student in state universities.

However, the second instrument was also a self-designed questionnaire titled: Role of Performance of Management Questionnaire (RPMQ). which was used to collect data on role performance of management in state universities. The instruments were validated by expert from Faculty of Education and Extension Services, Usmanu Danfodiyo University, Sokoto, and reliability of the instruments were established through test-retest method and reliability indexes of $r = 0.78$, and $r = 0.75$ were obtained respectively. The researcher and trained assistants personally administered the questionnaires to all the participants in their various institutions and offices during working hours.

The responses to the questionnaire were collected and processed. Three statistical tools were used in data analysis. First, descriptive

statistics were employed in analyzing the answered research questions. The weighted mean calculated was used to identify the extent of each variable under the research questions. The mean score was used to answered the responses of the participants to the questionnaire with the decision mean at 3.0 indicating a moderate extent of agreement. Any mean score below 3.0 was considered a low extent of agreement and was rejected. Secondly, inferential statistics was employed in analyzing all the null hypothesis.

Answering of the Research Question

This part answered question for the research. Mean scores were used in answering the research questions. In so doing, it is pertinent to note that the responses of 'Very High Extent were graded as 5 points, High Extent was graded as 4 points, Moderate Extent was graded as 3 points, Low Extent was graded as 2 points, and Very Low Extent was graded as 1 point and there were used in analyzing the responses. This is considering the fact that they statistically mean the same thing.

Research Question One

What is the quality of teacher's research supervision of students in State Universities in the North Western Zone?

The respondents' responses on research question seven was related to items 45-56 of section (D) of the teacher productivity questionnaire and all responses were collected, analyzed and presented in Table 2.

Table 2: Quality of Teacher's Research Supervision of Students in State Universities in North Western Zone of Nigeria.

S/N	Item Statement	Mean	Std.Dev	Decision
1	Teachers in my university help students assigned to them for supervision to formulate suitable and researchable topics	2.74	0.74	LE
2	Teachers assist students under their supervision with relevant materials to ease their research work	2.78	0.64	LE
3	Teachers promptly read and correct students' projects and give the supervisee feedback without delay	3.17	1.43	ME
4	Teachers ensure that projects written by their supervisees comply with departmental standards and postgraduate school format	3.14	1.52	ME

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S/N	Item Statement	Mean	Std.Dev	Decision
5	Teachers ensure that students' projects supervised by them are subjected to anti-plagiarism verification before final endorsement	3.67	1.55	ME
6	Teachers help to ensure that students they supervise submit soft-copy for publication online	2.94	1.31	LE
7	Teachers ensure that the final production of hard copies of students' projects are of higher quality	2.89	1.25	LE
8	Teachers visit all the students on teaching practice assigned to them for supervision	2.88	0.80	LE
9	Teachers check and correct student-teacher lesson plans and scheme of work during teaching practice supervision	2.89	0.97	LE
10	Teachers objectively assess students' practical teaching based on the approved teaching practice supervision format	3.06	0.87	ME
11	Teachers do pre-conference to guide supervisees before they enter the class and post-conference to point out the corrections after the lesson	2.98	0.65	LE
12	Teachers conduct professional and effective supervision of students during tests and examinations to prevent examination malpractice	2.74	0.74	LE
Weighted Mean ($\bar{x}$)		3.01	1.03	ME

Source: Field Work (2023), N=333, Cut off Mean=3.00

The responses in Table 2 reveal that the respondents indicated strong confirmation that there is a high extent in quality of teacher's research supervision of students. This is evident by a confirmed response of items one and two of the table which indicated low extent with 2.74 and 2.78 respectively. However, items three and four of the table indicated a moderate extent with 3.17 and 3.14 respectively. Item five of the table shows that teachers ensure that students' projects supervised by them are subjected to anti-plagiarism verification before final endorsement is at 3.67 mean score which is a moderate extent.

Items six, seven, eight, nine, ten, eleven, and twelve indicated low extents of agreement with 2.94, 2.89, 2.88, and 2.89 respectively. Item ten of the table shows that teachers objectively assess students' practical teaching based on the approved teaching practice supervision format at 3.06 which is a moderate extent. However, items eleven and twelve of the

table indicated low extent with 2.98 and 2.74 respectively. This indicates that teacher's research supervision of students in state Universities in North west zone is of moderate quality.

Hypothesis Testing

The results of the analysis of the null hypothesis are presented below.

Hypothesis Nine (H_{01})

There is no significant relationship between the quality of teachers' supervision of students and role of performance of management in State Universities in North Western Zone, Nigeria.

This hypothesis was tested by subjecting the quality of teachers' supervision of students and role of performance of management scores to a Pearson r-test analysis as shown in Table 3.

Table 3: Relationship between Quality of Teachers' Supervision of Students and Role of Performance of Management.

Variables	N	Mean	Std. Deviation	r-Cal	p-Value	Decision
Supervision of Students	333	43.94	8.435	0.405	0.000	

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Variables	N	Mean	Std. Deviation	r-Cal	p-Value	Decision
Role Performance of Management	333	73.68	11.724			Hypothesis Rejected

Source: Field Work, (2023)

From the result of Table 3, the quality of teachers' supervision of students and role of performance of management were positively related and significant, $r(331) = 0.405$, $p = 0.000$. This indicates a significant relationship between the quality of teachers' supervision of students and role of performance of management because the p -value is less than the 0.05 level of significance. Therefore, H_{09} which states that there is no significant relationship between the quality of teacher's supervision of students and role of performance of management was rejected. The study revealed that the quality of teachers' supervision of students is an indication of role of performance of management in state universities in North western zone, Nigeria.

Summary of Findings

Based on the data analysis the following findings were made: There is a significant relationship between the quality of teacher's supervision of students and role of performance of management in State Universities North Western Zone, Nigeria ($p = 0.000$). Also, the study indicated that the quality of teachers' supervision of students is an indication of role of performance of management in state universities Northwestern Zone, Nigeria.

DISCUSSION OF THE FINDINGS

This section intends to discuss the findings of this study in relation to the findings of previous studies one after the other as follows: The first findings revealed that the quality of teachers' supervision of students is an indication of role of performance of management in state universities in North western zone, Nigeria. This is in line with McAlpine and McKinnon in Bassey, Ubi, and Eyong (2021) who discovered that the supervisory relationships from the perspective of students' experiences with their supervisors over time are positive. However, the finding is

supported by Nwankwo (2012) who reported that one of the elements that can be used to measure the performance of the academic staff is the level of his/her research supervision of undergraduate and postgraduate students and the quality of those students he/she produce when compared with other set produced by other staff either within or outside the university.

Consequently, the finding is in line with Bassey, Ubi, and Eyong, (2021) who revealed that effective time management correlated positively and significantly with teachers' job productivity. Where the teachers are effectively supervised, there is bound to be improved performance. Consequently, the finding supported by Okaforcha, and Nwagwu, (2021) reported that positive responses from the secondary school teachers showed that inspection influenced teachers' productivity in public secondary schools in Anambra state to a high extent. In consonance with the findings of this study, Osika (2002) asserts that teachers tend to be committed to their duties if principals visit classrooms regularly. However, the finding agreed with Ekpo and Eze (2015) who opine that a principal supervisory technique of visiting the classroom on a regular basis to observe not only how teachers teach but also the total learning situation and teacher-student relationship enhances teacher Job performance.

RECOMMENDATIONS

The study made the following recommendations which include:

1. University management should set a template for the student's graduation and it should be supervised by the head of the department and lecturers in the Faculties of Education should be assigned less number of students to supervise to improve quality assurance. For instance, the number of student-teachers assigned to a supervisor

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- should be reduced to a manageable size to ensure thorough supervision.
2. University management should understand that it is only when teachers' rights are protected should they be productive and this may result in the achievement of the university's educational goals both nationally and internationally.

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