PERCEPTIONS OF STAKEHOLDERS ON THE ROLE PERFORMANCE OF PRINCIPALS IN PUBLIC SECONDARY SCHOOLS OF ZAMFARA STATE, NIGERIA

By

AHMAD, LAWAL CHAFE

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM
AHMADU BELLO UNIVERSITY,
ZARIA–NIGERIA

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A THESIS SUBMITTED TO THE SCHOOL OF POST GRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA – NIGERIAIN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF MASTERS OF EDUCATION (M. ED) DEGREE IN EDUCATIONAL ADMINISTRATION AND PLANNING,EDUCATIONAL ADMINISTRATION AND PLANNING SECTION,DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM, AHMADU BELLO UNIVERSITY, ZARIA–NIGERIA

APRIL, 2014

DECLARATION

I declare that the thesis entitled "Perception of Stakeholders on the Role Performance of Principals of Public Secondary Schools in Zamfara State, Nigeria" has been written by me in the Educational Administration and Planning Section, Department of Educational Foundations and Curriculum, Faculty of Education, under the supervision of Dr. B.A. Maina and Dr. M. O. Dare.

The information obtained from series of literature has been duly acknowledged in the text and in a list of references provided. The study was not previously presented for the award of any other Degree or Diploma in any university in the country.

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Ahmad, Lawal Chafe Date

CERTIFICATION

This thesis entitled "Perception of Stakeholders on the Role Performance of Principals of Public Secondary Schools in Zamfara State, Nigeria" meets the regulations governing the award of the degree of Masters of Education (M. Ed) in Educational Administration and Planning of Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

Dr. B. A. Maina *Chairman, Supervisory Committee*	Signature	Date
Dr. M. O. Dare *Member, Supervisory Committee*	Signature	Date
Dr. B. A. Maina *(Head of Department)*	Signature	Date
Prof. Z. A Hassan *Dean, Postgraduate School*	Signature	Date

DEDICATION

This thesis is dedicated to my beloved parents and family.

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All thanks and praises are due to Allah (SWT), the omnipotent, the omniscience and the omnipresent.

I am grateful for the collective sacrifices and good will of so many personalities most especially my esteemed thesis Supervisors Dr. B. A. Maina and Dr. M. O. Darefor taking the pain in making constructive criticisms and corrections to the manuscripts where necessary; my lecturers, Dr. E. I. Makoju and Dr. A. A. Igunnu should not be left out of this acknowledgement for their guidance, and words of encouragement offered during the course of this educational pursuit.

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TABLE OF CONTENTS

Title page ---------- i
Declaration ---------- ii
Certification ---------- iii
Dedication ---------- iv
Acknowledgement ---------- v
Table of contents ---------- vi
List of tables ---------- viii
Abstract ---------- ix
Operational Definition of terms ---------- x
Abbreviations ---------- xii

CHAPTER ONE: **INTRODUCTION** ----------1
1.1 Background to the study ----------1
1.2 Statement of the problem ----------4
1.3 Objectives of the study ----------6
1.4 Research Questions ----------7
1.5 Hypotheses ----------7
1.6 Basic Assumptions ----------8
1.7 Significance of the study ----------8
1.8 Scope of the study ----------10

CHAPTER TWO: **REVIEW OF RELATED LITERATURE**----------12
2.1 Introduction----------12
2.2 Conceptual Framework ----------12
2.3 Principals' Role onCommunication ----------12
2.4 Principal's Role on Decision-Making ----------15
2.5 Principal's Role on Discipline ----------17
2.6Principal's Role on Inter-Personal Relationship ---------- 20
2.7Principal's Role School-Community Relationship ---------- 21
2.8 Principal's Role in Instructional Supervision---------- 24
2.9 Empirical Study ----------31

2.10 Summary ----------33

CHAPTER THREE: RESEARCH METHODOLOGY ----------34

3.1 Introduction ---------- 34

3.2 Research Design ---------- 34

3.3 Population ---------- 35

3.4 Sample and Sampling Procedure ---------- 36

3.5 Instrumentation---------- 38

3.6 Validity of the Instrument ---------- 39

3.7 Pilot Study ---------- 39

3.8 Reliability of the Instrument----------40

3.9Procedures for Data Collection ---------- 40

3.10 Methods for Data Analysis---------- 40

CHAPTER FOUR: PRESENTATION AND ANALYSIS OF DATA ---------- 42

4.1 Introduction ---------- 42

4.2 Analysis and Interpretation of Bio data ---------- 42

4.3 Analysis and Interpretation of Research Questions ---------- 45

4.4 Testing of Hypotheses ---------- 56

4.5Summary of Hypotheses Testing ---------- 62

4.6 Major Findings of the study ---------- 63

4.7 Discussion of Findings ---------- 64

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction ---------- 67

5.2 Summary ---------- 67

5.3 Conclusions ---------- 68

5.4 Recommendations ---------- 69

5.5 Suggestions for Further Study ---------- 70

REFERENCES ---------- 71

Appendices:(A) Study Questionnaire ---------- 76

(B) List of Schools used in the study ---------- 77

LIST OF TABLES

3.3.1Population of public secondary schools, principals, teachers and staff of the Ministry of Education in Zamfara State.

3.4.1 Population of the principals, teachers and staff of the Ministry of Education in Zamfara State used in the study.

3.4.2Sampled Population of principals, teachers and staff of the Ministry of Education inZamfara State used in the study.

4.2.1 Distribution of Respondents based on Designation

4.2.2 Distribution of Respondents based on Gender

4.2.3 Distribution of Respondents based on Age

4.2.4 Distribution of Respondents based on Educational Qualification

4.2.5 Distribution of Respondents based on Work Experience

4.3.1 Opinions of the Respondents on the Communication Skills of the Principal of Public Secondary Schools

4.3.2 Opinions of the Respondents on the Communication Skills of the Principal of Public Secondary Schools

4.3.3 Opinions of the Respondents on the Decision-Making Skills of the Principal of Public Secondary Schools

4.3.4 Opinions of the Respondents on the Discipline Skills of the Principal of Public Secondary Schools

4.3.5 Opinions of the Respondents on the Inter-personal Relationship Skills of the Principal of Public Secondary Schools

4.3.6 Opinions of the Respondents on the School-Community Relationship Skills of the Principal of Public Secondary Schools

4.4.1 Analysis of Variance showing no significant difference between the Opinions of the Respondents on the Communication Skills of the Principal of Public Secondary Schools

4.4.2 Analysis of Variance showing no significant difference between the Opinions of the Respondents on the Decision-Making Skills of the Principal of Public Secondary Schools

4.4.3 Analysis of Variance showing no significant difference between the Opinions of the Respondents on the Discipline Skills of the Principal of Public Secondary Schools

4.4.4 Analysis of Variance showing no significant difference between the Opinions of the Respondents on the Inter-personal Relationship Skills of the Principal of Public Secondary Schools

4.4.5 Analysis of Variance showing no significant difference between the Opinions of the Respondents on the School-Community Skills of the Principal of Public Secondary Schools

4.4.6 Analysis of Variance showing no significant difference between the Opinions of the Respondents on the Supervisory Skills of the Principal of Public Secondary Schools

ABSTRACT

Thisresearch titled "Perceptions of Stakeholders on the Role Performance of Principals of Public Secondary Schools in Zamfara State, Nigeria" is aimed at establishing variationsin the perceptions of stakeholders (principals, teachers and staff of the Ministry of Education) on the basis of selected demographic variables of the respondents. To achieve the objectives of the study, descriptive survey research method was used and all thesix (6) hypotheses were subjected to analysis of variance statistical analysis. The result of the test led to the acceptance of the hypotheses. The total sampled population of the study was 30 principals, 70 teachers and 15 staff of the Ministry of Education. Stratified Random Sampling and simple descriptive survey techniques were adopted for the study. The instrument used for the collection of data was questionnaire; content validity method was employed for the verification of the questionnaire. The data for the study was collected through visit to the sampled schools and inspectorate Divisions within the Zamfara State and was subjected to descriptive and inferential statistics of the ANOVA at 0.05 level of significance; simple percentages, item means and standard deviation, and the results were presented in a tabular form. Some of the findings include that the principals have effective communications skills in handling their schools as they use simple language in communicating with their teaching staff, principals use to involve teachers, parents and ministry of education officials in decision-making process of their schools, instructional supervision is maintained by the school principals. The researcher however, made some recommendationssuch as communication is the life wire of every organization and the principals should ensure that adequate and effective lines of communication are maintained at all times, rational decisions should also be taken in collaboration with the school community members and the host community people, discipline should also be maintained by both the students and teachers so as to keep to pace of good ad conducive teaching-learning atmosphere and suggestions were also proffered for further study.

OperationalDefinition of Terms

Communication: Interaction between one person and another and between one group and another or between one person and a group

Decision-Making: A process of deliberating on ideas, concepts, and thoughts that leads to a decision.

Discipline: Act of correcting or restraining one to obey rules and regulations of school.

Inter-Personal Relationship: Aprincipal'sway of interaction with parents, community members and external agencies which can benefit a principal in a variety of ways.

School-Community Relationship: A kind of relationship that exist between the school community members and that of the host community of the school.

Supervision: An act of overseeing the activities in an organization (i.e. a school) for the attainment of specified goals.

Abbreviations

ANCOPSS – All Nigeria Confederation of Principals of Secondary Schools

ANOVA – Analysis of Variance

DF – Degree of Freedom

DPRS – Department of Planning, Research & Statistics

ETF – Education Trust Fund

FGN – Federal Government of Nigeria

FME – Federal Ministry of Education

IDs – Inspectorate Divisions

JAMB – Joint Admissions and Matriculation Board

LGEAs – Local Government Education Authorities

MOE – Ministry of Education

MSTE – Ministry of Science & Technical Education

NABTEB – National Business and Technical Examination Board

OME – Officials of Ministry of Education

PSRS – Proportionate Stratified Random Sampling

PTA – Parents-Teachers Association

SPRT – Stratified Random Sampling Technique

SPSS – Statistical Package for Social Sciences

TRCN – Teachers' Registration Council of Nigeria

WAEC – West African Examinations Council

X-Crit. – Table value of Variables (x)

X-Cal. – Calculated value of variable (x)

ZEOs – Zonal Education Offices

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

Secondary school level is the bridge between the primary and tertiary levels of educational system. The importance of secondary education made the Federal Government to state the broad aims of secondary education as "*preparation for useful living within the society and for higher education* (NPE, 2004)". The underlined principle here is that the secondary schools should be able to provide quality secondary education to all those who can benefit from it.

It has been widely accepted that success or failure in management and policy implementation of any educational programme/scheme rests more squarely on the quality and commitment of teachers. Teachers constitute the core elements of the educational planning and implementation. "For them to be effective, they require proper training and orientation not only for the growth of the educational industry, but also their professional growth" (Obanya, 2000).

Communication is the most vital and fundamental instrument used by secondary school teachers in interaction and carrying out their management functions in order to attain educational goals of secondary schools all over the world and in Nigeria in particular. Dare (2006) affirmed that communication is the life wire of the public co-operations and schools, and when it is removed, activities will come to a standstill. In the same vein, Abubakar (2007) further elucidated that effective management of institutions for the attainment of educational goals at any educational level depends largely on the ability of the management and teachers to use communication process effectively in managing the affairs of the school.

However, it appears that the secondary schools are not living up to expectation in discharging their obligations. Omoregie (2005) lamented that products of today's secondary system can neither usefully live in the society nor move into higher

institutions without their parents' aid or forgery. They cannot think for themselves or respect the views and feelings of others. They love no iota of dignity of labour except for things that will give them quick money.

It must be stressed that education cannot be an instrument par excellence for achieving national development where the secondary education is not effectively managed to accomplish its aims and objectives. In the administration of secondary schools, the principal is central. He is the man at the helm of the affairs who receives all praises (in terms of success) and blames (in terms of failure). According to Ibukun (1999), the jobs of the school principal in Nigeria has progressively become more complex and highly hazardous. In order to cope with the ever-rising challenges of the system, the school principal must be ready to see himself as a change agent. According to Ajayi (2002) and Omoregei (2005), secondary education in Nigeria is riddled with crisis of various dimensions and magnitude all of which combined to suggest that the system is at crossroad. It is against this background that this thesis examined the principal's role in administration of secondary schools in Nigeria.

There is a general perception that standards of education in schools are falling. Efforts to improve the standard of education has been along the line of increments in teachers' salaries, high standard in the administration of schools to achieve efficiency and effectiveness, instruction and curriculum implementation to enhance the performance of teachers and students, increased inspection visits to schools by subject inspectors to ensure that educational goals are achieved (Omoregei, 2005).

In Nigeria today, there are many challenges facing our educational system. This is due mainly to changes in National Development Plans, especially in the area of education, the bedrock of other developments. The high rate of demand for education and schooling for all has resulted in great increase in students' population. As a result, the institutions have become more complex especially in structure and

composition. It has also, to some extent, created the need for effective and efficient administration and planning of our educational system and institutions of learning.

Secondary education in Nigeria is a big industry because from this particular institution the child now graduates to a higher or tertiary institution. That this statement is true has made the principal in the secondary level even more important to the community since it is now his responsibility to supply much of the middle level manpower need of the country. The business of making post-primary institutions fulfill their responsibility is entrusted on the chief executives of these institutions –the principals. The principal works with his teachers to prepare young Nigerians for useful living within the society and for higher education (NPE, 2004). The achievement of these goals is a shared responsibility of the principal and his teachers. The teachers under the principal must be willing to teach at all times while the principal must offer the necessary leadership.

This research work tries to identify the perceived views of stakeholders on the principals' role performance in public secondary school administration in terms of communication, decision-making, discipline, interpersonal relationship, school-community relationship and supervisory skills. The stakeholders to this research study include principals, teachers, and officials of the Ministry of Education.

1.2 Statement of the Problem

In the school system the problems of the school administrators are hydra-headed. It is a known fact that there is the need to re-assess strategies and methodologies for getting the job done. Self-analysis through feedback from the stakeholders becomes imperative.

There is expressed public concern particularly by the educational stakeholders (Principals, Teachers, staffof MOE) in Nigeria that education system in secondary schools is riddled with series of problems which include poor academic performance

of students, mass cheating in examinations and poor attitude of teachers to teaching. Unfortunately, these managerial problems go unabated in schools. School principals are blamed for non-performance of their duties and their failure to exhibit appropriate management skills to solve these perennial problems bedeviling the schools.

Ideally, the school principal should be committed, eschew the confidence reposed on him in his dealings with the stakeholders. He should also involve the community in interpreting school programmes for the community, determining community expectations of the school, communicate with parents through the media and in group conferences, arrange for parents to visit the school, work with Parent-Teachers Association (PTA) and related groups, interact with school critics, plan and coordinate the visits of school people to homes of students, initiate special publicity campaigns, support students publications, appraise school-community relations, work with industry and community image groups determine the community power structure, recruiting teachers with positive community ties, participate in civic activities outside of the school, and for the school head to succeed in his mission, he is supposed to coordinates community's efforts in pursuing the school's primary goals and such must demonstrate certain abilities in making relevant decisions.

Consequently, there seem to be poor perception about principals' role performance, including their managerial skills and its relationship with teachers' and students' performance. It is in view of this therefore, that this study was carried out to examine the role performance of the school principals in public secondary schools in Nigeria.

However, in doing so, the school head should keep at heart the fact that he is an authority under the school he administers. As such, whatever he does in relating with the local community people should be preceded by the blessings of the school community (staff and other personnel).

Inadequate school facilities in schools hinder secondary system as school facilities are the material resources that facilitate effective teaching and learning in schools. Jaiyeoba and Atanda (2005) posited that educational facilities are those things which enable a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided.

The state of infrastructural decay in many secondary schools in Nigeria is a manifestation of poor funding of the system. Ahmed (2003) revealed that in most of the nation's secondary schools, teaching and learning takes place under a most unconducive environment, lacking the basic materials and thus hindered the fulfilment of educational objectives.

Low staff morale is another factor that hinder secondary education in Nigeria. Teachers are the center-piece of any educational system. No educational system can rise above the quality of its teachers. Teachers whose morale is low are not likely to perform as expected in the school system. According to Ajayi and Oguntoye (2003), the numerous problems permeating as expected in the secondary system in Nigeria such as cultism, examination malpractice, drug abuse, indiscipline, persistent poor academic performance of students in public examinations and many more seem to suggest that teachers have not been performing their job as expected. Fadipe (2003) posited that teachers, apart from students, are the largest most crucial inputs of an educational system. They influence to a great extent the quality of the educational output. Teachers' irregular promotion, low pay package (when compared to other public workers), societal perception of the job and many more have dampened the morale of teachers. When teachers are not motivated, their level of job commitment may be low and the objectives of the school may not be accomplished.

1.3 Objectives of the study

The broad objective of this study is to examine the perceptions of stakeholders on the role performance of principals in public secondary schools in Zamfara State, Nigeria.

The specific objectives include to:

i. assess the perceptions of stakeholders on Communication Skills of Principals in public Secondary Schools in Zamfara State;

ii. evaluate the perceptions of stakeholders on Decision-Making Skills of principals in public secondary schools in Zamfara State;

iii. assess the perceptions of stakeholders on Discipline Skills of Principals in public Secondary Schools in Zamfara State;

iv. ascertain the perceptions of stakeholders on Interpersonal Relationship Skills of Principals in public Secondary Schools in Zamfara State; and

v. identify the perceptions of stakeholders on the School-Community Relations skills of principals in public secondary schools in Zamfara State.

vi. examine the perceptions of stakeholders on Supervisory Skills of principals in public secondary schools of Zamfara State.

1.4 Research Questions

Based on the formulated objectives, the following research questions were put into consideration:

1. What are the perceptions of stakeholders on communication skills of principals in public secondary schools in Zamfara State?

2. What are the perceptions of stakeholders on decision-making skills of principals in public secondary schools in Zamfara State?

3. What are the perceptions of stakeholders on discipline skills of

principals in public secondary schools in Zamfara State?

4. What are the perceptions of stakeholders on Interpersonal relationship skills of principals in public secondary schools in Zamfara State?
5. What are the perceptions of stakeholders on school-community relationshipskills of principals in public secondary schools in Zamfara State?
6. What are the perceptions of stakeholders on the Supervisory skills of principals in public secondary schools in Zamfara State?

1.5 Research Hypotheses

Based on theresearch questions the following hypotheses were formulated to guide the study:

Ho1: There is no significant difference in the perceptions of stakeholders on communication skills of principals in public secondary schools in Zamfara State.

Ho2: There is no significant difference inperceptions of stakeholders on decision-making skills of principals in public secondary schools in Zamfara State.

Ho3: There is no significant difference inperceptions of stakeholders on discipline skills of principals in public secondary schools in Zamfara State.

Ho4: There is no significant difference inperceptions of stakeholders on interpersonal relations skills of principals in public secondary schools in Zamfara State.

Ho5: There is no significant difference inperceptions of stakeholders on school-community relationskills of principals in public secondary schools in Zamfara State.

Ho6: There is no significant difference inperceptions of stakeholders on the supervisory skills of principals in public secondary schools in Zamfara State.

1.6 Basic Assumptions

The researcher assumed the following:

1. A good organizational communication is paramount in the management of public secondary schools.
2. Involvement of staff and the community leaders as well is important in decision-making process of school administration.
3. Discipline should be eschewed in secondary school students and teachers for effective teaching-learning.
4. Effective and efficient inter relationship between the principal and their teachers is of paramount importance in the administration of secondary schools.
5. Maintenance of healthy school-community relationship is of immense importance in the administration of our secondary schools so it should cordially supervised and maintained.
6. Lack of adequate and inefficient supervision by the school heads, Federal Ministries of Education (FME),States Ministries of Education (MOEs) and Local Government Education Authorities (LGEAs)

1.7 Significance of the Study

The study would serve as reference to students, parents, teachers, principals,Teachers' Registration Council of Nigeria (TRCN), Education Trust Fund (ETF), Federal Ministry of Education (FME), State Ministries of Education (MOEs) and Local Government Education Authorities (LGEAs)etc.throughout the federation.The information accrued would be instrumental in ensuring effective teaching andlearning in our secondary schools nationwide.The research will serve as a reference material to other researchers who maywant to replicate the study.

The findings from the study would add to the nation's stock of knowledge as far as the appointment of secondary school principals is concern.

The information obtained from the study would be useful not only to the FederalGovernment of Nigeria, but also to the stakeholders like NECO, WAEC, NABTEB, and NCCE.

The information obtained from the study would be of immense importance to the educational policy makers and teacher educators in ensuring the effective implementation of the current educational programs.The resultant information regarding the placement, appointment and ascertaining the role performance of the principals in secondary schools would be geared towards enhancing the proper appointment and placement of school principals of school heads in Nigeria.

The study would equally be important in improving competencies of teachers whichinvariably, positively enhanced student's learning, rationale for effective instructional services in schools.The research would be useful to the community as a guide in maintaining school-community relationships.

The study will help principals and teachers in identifying the pre-requisites necessary for the community-school relationships.

It will further help the educational planners, Inspectors in the Ministry of Education and school administrators to identify the importance of employing and/or selecting qualified and competent school heads and not relenting in creating rooms for in-service training for the teachers and school managers.

The study will however provide an insight to the common problems faced by teachers and principals during their schools management and therefore, help to create a favorable and healthy relationship between the school and the serving community.

The stakeholders who are responsible for the funding of secondary schools will benefit from the impact of adopting good school administration techniques in enhancing teaching and learning in secondary schools through proper record keeping.

1.8 Scope of the Study

The study was restricted to only the formal and/or conventional type of schooling and is limited to the middle level of education (i.e. secondary schools). Its respondents are be drawn from the public secondary schools in the four (4) Zonal Education Offices comprising fourteen (14) Divisional Inspectorate Offices of the Ministry of Education in Zamfara State. The selection was based on logistics problem.

Hence, the study was limited to the examination of principals' role performance (i.e. skills) in communication, decision-making, discipline, interpersonal relationship, school-community relationship, and supervisory in the administration of public secondary schools in the State.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapterpresented reviewsof the comprehensive literature related to this study.

2.2 ConceptualFramework

The literature of this research study have been formulated based on the following concepts:

- Principal's Role in Communication
- Principal's Role in Decision-Making
- Principal's Role in Discipline
- Principal's Role in Interpersonal Relationship
- Principal's Role in School-Community Relationship
- Principal's Role in Supervision of Instruction

2.3 The Principal's Role in Communication

Communication is the most vital and fundamental instrument used by secondary school teachers in interaction and carrying out their management functions in order to attain educational goals of secondary schools all over the world and in Nigeria in particular. Dare (2006) affirmed that communication is the life wire of the public co-operations and schools, and when it is removed, activities will come to a standstill. In the vein, Abubakar (2007) further elucidated that effective management of institutions for the attainment of educational goals at any educational level depends largely on the ability of the management and teachers to use communication process effectively in managing the affairs of the school.

Many scholars have different perspectives of communication. Ogunsaju (1990), Akrofi (1995) and Wikipedia (2009) highlighted various ways of

communication, some of which are verbal and non-verbal means such as body language (kinesics), sign language, gesture, facial expression, eye contact and also by writing. Communication requires that all the parties have an area of communicative commonality in an attempt to create shared understanding. This process involves a vast repertoire of skills in intra-personal and inter-personal processing, listening, observing, speaking, questioning, analyzing and evaluating which are commonly used in a secondary school set up. However, Abubakar (2007) opined that the daily interaction in a social setting of the school witnesses communication process either formally or informally in the conduct of in the conduct of teaching/learning and administrative responsibilities through discussions, speeches, exchange of opinions, orders, directives etc. All these are channels through which communication occurs. If these channels are utilized properly and effectively, the communication process enables efficient and successful achievement of the goals of educational institutions.

In view of the above, communication is indeed an important tool through which effective secondary school teachers utilize in order to manage and coordinate the diverse activities of the school processes, extra-curricular activities and other duties assigned to them. Good management therefore, recognizes the fact that it has to transmit effective communication skills and knowledge to teachers in the secondary school through teacher management functions such as planning, organizing, coordinating, controlling and evaluating.

Effective communication therefore, is the core of all activities in the management functions of public secondary schools teachers. Akpa (2003) postulated that for management, communication serves two key functions:

1. It provides a vehicle by which one can implement a plan of action coordinated towards a common goal.
2. It provides a means by which members of an organization can be motivated to execute plans willingly and enthusiastically.

This implies that without effective communication, impartation of knowledge and coordination of general management by secondary school teachers will be impeded. Consequently, effective communication in a secondary school is the means of coordinating the activities of the class and also keeping the school healthy. In this regard, ideas and information are shared; instructions are delivered and problems aired and addressed by the teacher. This process brings about a harmonious atmosphere in which meaningful class coordination and other outdoor activities are achieved. For effective communication to exist, it is pertinent that the communicator and receiver must be able to speak the same language that has the same meaning and interpretation. To this effect therefore, it is imperative that the medium of instruction used by teachers should be such that is comprehendible by the students. No matter how great and intelligent the ideas of teachers may be, it is practically useless until it transmitted accurately and it is relevantly understood by the students who are concerned with the information. Dare (2006) supported this when he posits that the listener requires a good mastery of the language used and also an understanding on the part of the communicator that his communicate is familiar with the language he is using. He stressed further the importance of being a good attentive listener whenever a message is being communicated. This is of immense importance because no matter how simple or clear teachers are in their teachings, if the students are inattentive, the information will be distorted. This will also result to students not comprehending the lessons. Teachers should enhance teaching-learning processes through proper planning and coordination of the instructions to be delivered. They should organize

and utilize appropriate instructional materials and supervise and mark students' written notes/assignments. They should encourage a participatory interaction with students by asking questions, involving them to express their opinions and make contribution during teaching-learning processes and other activities.

In his assertion, Fapojuwo (2002) added that, fluency is an important dimension of communication necessary for class coordination. Students' age, level and cultural background should be considered by the teacher for effective communication to take place. To this regard, Maina (2005) argued that in communication, language is influenced by age, education and cultural background of the sender and receiver. To this end, it becomes imperative in secondary school system for principals and teachers to take into cognizance the age, level and cultural background of the students when communicating to them. This is simply because the level of students' understanding depends on age, period of stay in the school and exposure.

2.4 The Principal's Role in Decision-Making

Olubadewo (1992) defineddecision-making as "*a choice between two or more alternatives. It is the process of thought and deliberation that leads to a decision"*. He also made mentioned that a good administration will always bear in mind that a tree does not make a forest. In making good and effective decisions, it is always advantageous to involve all representatives of all concerned. Even though, some of these groups are opinion leaders and consequently, they represent power structures in the community. It pays great dividend for the school head and his/her staff to be aware of all these groups they have to learn to work in cooperation with them and also through them for influencing people in the school community.

Consequently, an effective school organization depends upon knowledge of the people (community people), their customs, beliefs, values, what they what to

achieve, ideas, while this is necessary, the school head (principal) should also make sure that he/she constitutes a formidable power in the school, there is no reason to be afraid of the community. He and his staff need ideas about the community so that the principles of the school-community relationship may be based upon the reality of the situation in which they operate. Furthermore, different school communities have different relationship.Abdullahi (2006) categorized them as follows:

1. *The School as closed System*

   This is a non-cordial relation between school and the community. This type of relationship is very common in Africa the school and the community exist as separate entities, and they have different functions and so it's not the business of one to interfere with the affairs of the other. In this case, it is a privilege of school officials to run the school, while community members look on. The school also has a different perception of the community and vice-versa.

2. *Interpretation System of Relationship*

   This kind of relationship is also common in Africa. In this case, members of staff and school communicate with the public on some issues, such as school activities, programs, and aspirations, but still they do not seek to know about the communities they serve. The school claims to be infallible, and takes the advantage of this ignorance and does not attempt to change these uninformed attitudes of the people in the community. In such a situation, the community is left to interpret the information they received in any way they want i.e. positive or negative. For instance, parents in such communities may be seen carrying their wards and children to the school to be punished even though the offences were committed at homes.

3. *The Cooperation System of Relationship*

In this kind of relationship which was later begun in Africa, there is constant involvement of the community in the school affairs. This can be described as a Post- Independence invention in school organization in Africa. It is also one of the marks of the shift of emphasis from religious education to the secular type. The system however, is characterized by the flow of information from both the school and the community in a distortion-free atmosphere. In this case, members of the community develop a sense of identity with the school and they want to be influenced by it. The open climate of the school makes it the opposite of the closed system.

However, the African government, teachers and interested parties in education of the future generation will have to fight restlessly to establish this kind of relationship before the school can be said to have taken its proper place in the community.

2.5 Principal's Role in School Discipline

In their assertion, Derricks and Meador (2013) spent a large portion of their time dealing with school discipline and behaviour. While there is no way you can eliminate all your students' behaviour problems, there are steps you can take to ensure that your discipline programme is seen as effective and efficient. As an administrator, there are several things a principal can do to not only detour poor choices and bad student behaviour, but to promote a positive atmosphere with minimal disruptions in the learning process.

1. ***Create a plan for teachers to follow***: It is important that a principal let his teachers know what his/her expectations are as far as classroom management and student discipline. The teachers should know what kinds of discipline issues the principal expects them to handle in class and what

issues are expected of them to send to the principal's office. The teachers should also know what consequences are acceptable for them to hand out when dealing with smaller student discipline problems. If the principal require referral form the teachers should know he expect them to fill it out and what kinds of information he is looking for. A clear plan should be in place for how a major discipline issue that occurs in the classroom should be handled. If the teachers are on the same page as yours when it comes to school discipline, then the school will run smooth and efficient.

2. ***Support the Teachers***: School classrooms will run much smoother if the teachers feel like that the principal have their back when they send to him a discipline referral. Establishing trust with the teachers enables better communication, so that the administrator can provide some constructive criticism with a teacher if it becomes necessary. The truth is that there are some teachers that abuse the discipline process sending every student who is even slightly out of line to the office. While these teachers are frustrating to deal with, the principal should still back them to some degree. The principal never want a students to feel like they can play the teacher against him or vice versa. If a situation occurs where the administrator feels like the teacher is sending too many referrals, then fall back on the relationship, he have with them, the principal should explain the pattern he is seeing, and go back over the plan that he expect his teachers to follow.
3. ***Be Consistent and Fair***:Theas an administrator should not expect every student, parent, or teacher to like him. He is in a position where it is virtually impossible not to ruffle teachers. The key is earning respect. Respect will go a long way in being a strong disciplinary. A lot of respect

will be earned if the administrator can prove to be both consistent and fair in his discipline decisions. For example, if a student commits a certain discipline infarction and the administrator give out a punishment, then that punishment should also be given to the next student who commits that infraction. The exception to this is if the student has had multiple infractions or is a consistent discipline problem, then the administrator may have to up the consequences accordingly.

4. ***Document****:* The single most important thing to do during the entirety of the discipline process is to document. Documentation should include information such as the students' name, who is referring, location, and actions taken.

   Documenting has several benefits. The documentation process provides protection for you and the teachers involved should a particular discipline case ever render legal action. By documenting every discipline case that comes the principal's way a pattern can be seen that form in the discipline process. Some of these patterns include which students are seen the most, which teachers refer the most students, and what time of day the majority of discipline referrals occur. With this information the school head can make changes and adjustments to try and correct problems the data shows you.

5. ***Be calm, but Stern***: An advantage at being a school administrator is that when a student is sent to you on a discipline referral, you are generally in a calm frame of mind. Teachers sometimes make rash decisions because the student has provoked them to the office allows a third party to deal with the situation. Sometimes this is necessary especially when a teacher recognizes that they may be too emotionally vested when dealing with a

student needs time to calm into your office. If you sense that they are tense or angry, give them a few minutes to calm down. They will be much easier to deal with after they are clam. It is equally important that you are stern. - Let them know that you are in charge and that it is your job to discipline them if they make a mistake. As an administrator you never want a reputation of being too soft. You want to be approachable, so do not be too hard-nosed. Be calm, but stern and your students will respect you as a disciplinarian.

2.6 Principal's Role in Inter-Personal Relationship

Having good relations with parents, community members and external agencies can benefit a principal in a variety of areas. If he has built trusting relationships with a parent whose child has a discipline issue, then it makes it easier to deal with the situation, if the parent supports the school and the principal's decision. The same holds true with the community. Building relationships with individuals and businesses in the community can help a school out tremendously. Benefits include donations, personal time, and overall positive support for the school. It is a vital part of any principal's job to nurture his relationships with parents and community members (Meador, 2009).

In his assertion, Serjiovani (2000), viewed that this role make it necessary that the principal must know the community, take an active part in the growth and improvement of the community and encourage the staff to do likewise. He also, should facilitate community participation in the life of the school and provide for interpretation of the school to the community.

He however, added that educational system as an open system and a social organization thrives on effective interrelationship within it and with its relevant publics. The school administrator endeavors to promote school-community relation

through the participation of the school in community activities and projects. This according to him could be achieved by means of organized visits to places of interest in the community. The administrator should maintain regular contact with some outside institutions, industries and educational bodies. The above roles revealed that the educational administrator is involved with the totality of the enterprises of education.

2.7 Principal'sRole in School-Community Relationship

School leaders know that building and sustaining good community relationships is important to the well-being and culture of their school. Building relationships prepares the ground for effective teaching and learning (Anonymous, 2013).

The school and community are both social systems, which is not restricted to a geographical area with reference to the school, the community may be synonymous with neighbourhood or catchment area of the school. A community may be a state, local school district or area served by an elementary or secondary school. Chibulka (1987) described a community as "a people obligued to one another not because of the place of birth, sex, race, religion, but people bound to one another and governed by shared taste, specific needs or common interest. Ayih (1988) pointed out certain characteristics by which some communities are known and grouped such as technical, political, religious, social and educational. Every school relies on itscommunity for virtually everything it requires: such things as teaching and non-teaching personnel, trainees, equipment, facilities and funding (Jaiyeoba and Atanda, 2003). The school exists between the school and its host community as neither can do without in isolation of the other. Jaiyeoba and Atanda (2003) observed that the school depends on the community for a number of things, such as water, land, skilled and unskilled labour, accommodation for staff, and sponsorship in times of financial need and for

the continued existence of the school. Philips (2003) also described community school relations as ways by which the school relates with the immediate and large communitieswhere the schools are located.

Oyedele (2000) further noted that through therelationships that exist between the schools and community, the school heads seek to learn about the progress, development, problems, purposes programmes and the needs of the schools where the community could be involved and assisted. Gusau (1995) also reportedthat school-community relations help in bridging the gap between the towns and gowns. He added that the importance of having community-school relationship so as to enhanceeffective goal's achievement of the schools. He added that the schools are established for the purpose of the immediate community. On the other hand, the community needs problems and progress towards the education of their children. Bello (2011) argued that open relationship between the school and community could bring about high opportunities that will allow community resources to be optimally utilized for the school improvement.

Jaiyeoba and Atanda (2003) see school-community relations as a two-way symbiotic arrangement through which the school and the community co-operate with each other for the realization ofgoals of the community and vice versa. Cranston (2009) remarked that school-community relations demands a two-way interpretative process between the society and its instrument, the school, a genuine cooperation in planning and working for schools with the community as wellas receiving ideals, a two-way flow of ideas for effective team work. The school depends on its community for customers as no school will function without the pupils or students.

School-community relations can therefore, be described as the degree of understanding and good will, which exist between the school and the community. The school is a social institution, which is designed to serve the needs of the society.

Hence, no school can operate in a vacuum without the society or the community it serves. All members of the school community are affected by what happened in the larger community. Babalola and Ayeni (2009) points out that since no government can solely solve the financial problems of the education sector, other philanthropists, private sector, Non-Governmental Organizations (NGOs) as well as external donors should do more in complimenting government's efforts in providing funding for the provision of infrastructure. When such funds are provided, members of the community come together through the Parents-Teachers Association (PTA) to ensure the judicious use of such funds. The community on its part, has a lot to gain from being involved in what happens in the school. It depends on the school for the provision of manpower needed for its continued existence as the trainees go back to the community when the school and the peoples' culture and norms are also transmitted through theschool. Thus, Agabi&Okorie (2002) asserted that there must be a harmony between what the school offers to the children and the need of the society.

The essential element in communication and school-community relations is relationship. The educational leader must establish a positive relationship among all keystakeholders. These key stakeholders consist of parents, trainees, teachers/staff, and community/business people. The principal may be an expert in curriculum development and finances; however, the major factor in job security is his/her ability to develop a positive relationship with both internal and external stakeholders (Augustine, 1997).

The school principal should base on his training interaction find out and articulate the perceived educational needs and expectations of the immediate community for the development of good human relations. The principal should maintain a good channel of communication with the Parents-Teachers Association

(PTA) for the purpose of new ideas, remaining sensitive to feeling of parents and acquainting parents and guardians with the problems of the school. It was observed that, most of our principals do not relate very well with both internal and external community in the course of carrying out their administrative functions.

2.8 Principal'sRole in Supervisory Inspection

Supervision of program, one of the aspects of school administration, is understandably a complex activity hence subject to various definitions. Put in his words, Nwaogu (1980) technically viewed supervision of instruction as the objective and identifiable professional service offered to teachers in the form of instructional aids, specific suggestions for the improvement of instruction and painstaking assistance from the stand point of activities directed towards teachers for stimulating professional skills and competencies in the teacher as a means of promoting instructional effectiveness. Dipaola and Hoy (2008) defined supervision as "the process of guiding, directing and controlling teaches so as to improve their quality of work".

Murphy and Amanda (2003) asserted that, there is no question over the supervision of instructional facilities which they say is the most important role a principal must play. School infrastructural facilities include classrooms, play grounds, laboratories, libraries, workshops, instructional equipment and school buses. These facilities are provided by the government and communities. Indeed school plant is viewed as a controlled environment that facilitates the teaching-learning process while it protects the physical wellbeing of students (Chirichello, 2003).

The principal can also enrich the classrooms in the simplest way using bulletin board with displays imaginatively put up to reinforce topics being taught at a particular time (Ayodele, 2002).

It is the responsibility of the school administrator to manage these facilities. That is taking care of the buildings and ensuring that the facilities are fully utilized. He does not enrich the classrooms only; the other environment must receive adequate attention too (Fafunwa, 1974).In a nutshell, it must be emphasized here that without good buildings and clean environment, the student's comfort will be affected and this can hinder the ability of the students to learn.

In his assertion, Wiles, (1997) postulated that the principal should understand his major role – effective teaching and learning. This then tells us that he is a master teacher, nor career bound, but a change agent. As a change agent, he must be current with the new trends in classroom activities, administration and supervision of instruction.

To be an effective leader in the area of and teaching and learning encounter, the principal must be hardworking, dedicated and must 'rule by examples'. If he is an absentee administrative head, the teachers would do whatever they like (Chan and Harbson, 2002).

To be able to supervise, the principal has to follow closely what the teachers do in relation to teaching and learning processes. He should take part in making the lesson plan of some senior teachers in his school, especially those he has selected to help in supervising the performance of other teachers. This would make him know whether the teachers keep this important record or not. Making these notes himself would help him to identify those who are current with the societal needs, aspirations and those who are recopying lesson notes written over a decade ago (Fischer, 2011).

Zepeda (2007)posited that many a times, teachers plead with the administrative head of the institutions to allow them to remain in a particular class year after year even when they have acquired higher degrees. The reason is that the teacher does not want to bother himself reading up to prepare his lesson notes. In a

situation as described above, there is no creativity and resourcefulness in classroom activities.

A good school they say is a reflection of a good administrator. If the school administrator is lousy, laissez-faire, lazy and indiscipline, the climate of the school will be unconducive to teaching and learning. Teachers quickly make sweeping statement like "children these days do not want to learn". This statement is not true. The proper thing to say is that what is happening in the schools is no longer challenging to the students, apparently because the heads of institutions and their teachers are no longer current and serious. So, the students do not any longer respect or appreciate such teachers. But where teachers show dedication to their duties, the students respect them (Wiles, 2007).

Head of our institutions should be alive to their responsibilities as instructional supervisors so as to raise the performance level of the children. A child is usually happy with his school if he enjoys the educational program made available to him. The person who can make this happen is the head of the institution (the principal) through good supervision.

For a school head to be successful in instructional supervision, he should imbibe methods of supervision like classroom visitation (observation), observation as a supervisory technique, demonstration technique, conference with teachers, and evaluation technique. The understanding of the above in the supervisor and supervisee will definitely improve the quality of educational output for the achievement of goals for which the school is established.

Jamentz (2002) noted that simply having a list of essential teaching skills is not enough "instructional leaders must internalize exemplars of effective classroom practice so that they can make accurate judgment about, and give useful feedback to the teachers with whom they work".

Among the factors responsible for the failure of the educational policies and programs is leadership that lack managerial and administrative skills required to succeed (Deborah, 2002). These skills can only be acquired through learning and experience.

School leaders are change agents. Systematic change is not well understood even by experts and school leaders have little training to prepare them for the challenge. For school administrator to succeed as a change agents additional training required (Hurley, 2001).

The above strategies of learning about, informing and improving school community are some of the ways for improving school-community relations. In understanding them, the principal will be publicizing his school, and projecting its public relations image.

There is no doubt that efforts aimed at promoting school-community relations will meet with difficulties. Consequently, the principal will be confronted with problems of local politics, hostile attitudes, indifference or lack of cooperation on the part of the teaching staff. It should also be clear to any principal that the problem of how to act responsively to the community carries with it a host of philosophical and strategic dilemmas. One of these is that the demands on the part of the school board may conflict with responsiveness to the community. Another is that the community may not always be of clear mind or of one mind about what it wants, or what it wants may contradict the professional vision of the principal. Perhaps the single greatest challenge in the principalship is to find a balance between these sometimes competing requirements and conflicting demands, to match a posture of responsiveness to the community with an inclination to pose new problems and engage the community in developing solution. It is juxtaposition of responsiveness and leadership that is at stake.

In school administration, certain leadership qualities are on trial namely the technical skills, traits of personality, ability to work with people, cooperate with people, and make them feel important.

To this end, one can ask some relevant questions. The questions are different but the answer to each is same.

1. Why do parents from various communities struggle to get their children admitted to the school managed by a particular principal but quickly withdraw them from another principal?
2. What makes one community withdraw support from a particular principal while another principal has a high public relation value and receives sustained support from the same community?
3. What is responsible for the type of cordial relations existing between one principal and his staff while there is apathy between another principal and his staff?
4. Why do the behavioral manifestations of students shift from acceptance to rejection, friendliness to hostility with various principals?
5. What makes one community demonstrate in favor of retaining their principal who has been transferred while the same community incubated the proposition and saw in the final removal of his predecessor?
6. Why is the PTA apathetic or dissatisfied with the schools it is supposed to serve?

The answer is good '*Leadership'*. This is because the role of the leader is to point to directions, inspire, to serve as a control agent or a catalyst. The leader is an innovator, a germinator of ideas able to see through the complex and confused situation, a protector of the institution's essential values from outside attack or one

who attracts the trust and support of the staff and the public. When he fails in all these, then one begins to experience withdrawals of community's support.

According to Wanzare et al., (2001), a good principal is a good leader and a good leader therefore, needs:

1. The ability to work with others especially in drawing support and cooperation.
2. The ability to think analytically and intuitively so as to discover what everyone has lost sight of.
3. The ability to persuade which mean that he must be an expert in human relations.
4. The ability to communicate effectively so that he translates his ideas into potent, vivid concepts that serve to inspire and guide.
5. The ability to operate in a political arena. He needs to master the internal policies of the school and extra-moral politics within the community or risk being marginalized, isolated, rendered ineffective or become the captive of a pressure group or still colorized by the prejudices of the community.
6. The ability to make decisions and not mar decisions. There is always a right moment or a wrong moment for making decisions. Decision making can be arrived in the belief that most problems will resolve themselves. While not recommending this as a general practice, it is important to recognize that there are times when the widest decision is no decision.
7. The adding to synthesis so that one is not trapped in details but is able to preserve a broad prospective and absorb enormous information while distilling its essence.
8. The ability to be tactful which makes one ever ready to see things from other peoples' point of view, showing consideration for the feelings of others, being honest without being brutal, fair but firm, thick-skinned without being

sensitive and using prudence of a criterion measure of what one says or does. By the use of tact, a principal will be a master of circumstance and will not be mastered by circumstance.

The principal needs the skill of tact because it will succeed where other abilities fail him. The difference between one principal and another is largely on how tactful one is in handling the peculiar types of problems created by the very nature of the types of community one is called to serve.

In conclusion, the principal is projected as one who is at the nerve centre of and the seat of accountability and promoting good relation between the school and the community. To this end, three strategies were proposed. The first, stressed on the ways and means of learning about the community, the second strategy emphasized the various channels of communicating the *mission* of the school so that the community may have a better *vision* of their commitment. As a third strategy, it offered some practical measures for moving the school closer to the community and for attracting the community into the school.

2. 9 **Empirical Studies**

There have been series of studies embarked by different researchers on supervision. However, the researcher could not find any that deal with the Principal's role performance in administering public secondary school in Zamfara State. Some studies carried out like that of Rodney and Ann (1985) on the effect of Principal on the instructional performance of schools revealed that principals exert a small, but important influence on school performance among other variables like facilities and social environment. They posit that leadership behaviour affects the overall performance of organizations. The work is also relevant to the study as it has shown that principal's role performance could produce high or low performance among staff and students. Bob (1990) examined what constitutes managerial competence in

secondary schools. His findings identified some criteria of managerial effectiveness that is universally applicable. Some of these are that the universally effective manager is one who show care, concern and consideration for staff; who is personally well organized, good at planning and organizing resources and exercising managerial control; he is one who shows concern for maintenance of performance standards by actively monitoring staff performance and by taking whatever action to ensure that they perform to standard while supporting and giving help when necessary; he gave guidance, encouragement and general support to staff as and when required. Amadi (1981) was on the supervisory need of principal as perceived by teachers, has revealed that teachers need supervisory assistance at that secondary school level. The study reveals that teachers encounter many problems in teaching which required supervisory assistance to solve these problems. Such problems include use of instructional materials, handling of students' control and discipline. This work is very relevant to the role performance of principals of public secondary schools as perceived by educational stakeholders.

On his work, Jimoh (1994) asserted that the principal's major role is that of instructional supervision which covers such responsibilities as staffing, curriculum development, instructional staff development and evaluation of overall school programme. Although the study did not focus on supervision by the principals, it is still useful to this study for it has highlighted the basic tasks of school administrators in public secondary school organization. It is also relevant to the study as it has shown that principal's role performance could produce high or low performances among staff and students.

2.10 **Summary**

This section dwells on the literature cited in relation to the basic objectives of the study. They include the communications skills of school principal, decision-making skills of school principal, discipline skills of school principal, inter-personal relationship skills of school principal, school-community relationship skills of school principal and supervisory inspection skills of school principal skills of school principal. Finally, an empirical study was reviewed based on the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapterdiscussesthe research methods and proceduresadopted for the conduct of this study. These include the research design, study population, sample and sampling techniques, the instrumentation, validity and reliability of the instrument, data collection methods,procedures of data analysisas well aspilot study.

3.2 Research Design

In research methodology, there is a range of research designs which differ in the extent of their precision, adequacy, purpose and setting (Bichi, 1997). This research study adoptedDescriptive Survey Research which according to Afolabi (1993), is a survey that involves gathering data about a target population from a sample and generalizing the findings obtained from the analysis of the sample to the entire population. A survey study is one in which a sample of the total population is studied (Nworgu, 1991).

This researchtherefore, adopted a simple survey approach because it is most appropriate for the study as it gives the researcher the flexibility to test hypotheses and predicts the possible outcome. In their assertion, Best & Khan (1986) postulated that this method enables the researcher to obtain the opinion of the representative sample from the target population in such a way that will permit inference to be made about the entire research population.

3.3 Population

Population is referred to as the universe of the entire group whose characteristics are to be examined. It could be infinitely large such as all children – past, present and future or finite such as primary six children attending a particular school. Ndagi (1984) and Bichi(2002) postulated that in research, the term

"population" is not restricted to human beings only, but may refer to events, things or ideas as well. The target population of this study comprises of all principals, teachers of public secondary schools and staff of the Ministry of Education in Zamfara State.

There are Four Zonal Education Offices (ZEOs) in the State namely: Gusau Education Zone; comprising of Inspectorate Divisions of Gusau, Tsafe, Bungudu and Maru; Kaura-Namoda Education Zone, comprising of Kaura-Namoda, Birnin-Magaji, Shinkafi and Zurmi Inspectorate Divisions; Talata-Mafara Zonal Office comprising Talata-Mafara, Maradun, and Bakura Inspectorate Divisions; and Anka Zonal Education Office which comprises Anka, Gummi and Bukkuyum Inspectorate Divisions respectively. The population equally comprises 205 schools with 205 principals, 6,652 teachers, and 49 officials in the Inspectorate Divisions of the Ministry of Education.

Table 3.1: **Population of Public Secondary Schools, Principals, Teachers and Officials from the Ministry of Education in Zamfara State**

Education Zones	Inspectorate Divisions	Schools	Principals	Teachers	OME
Gusau	Bungudu	13	13	502	22
	Gusau	38	38	801	
	Maru	14	14	562	
	Tsafe	17	17	751	
Kaura-Namoda	Kaura-Namoda	20	20	780	10
	Birnin–Magaji	10	10	276	
	Zurmi	9	9	488	
	Shinkafi	10	10	315	
Talata-Mafara	Talata-Mafara	18	18	627	14
	Bakura	9	9	375	
	Maradun	13	14	215	
Anka	Anka	13	13	-304	03
	Gummi	12	12	363	
	Bukkuyum	9	9	293	
Total	**14**	**205**	**205**	**6,652**	**49**

***Source**: DPRS, MOE, MST, Gusau (2013)*

3.4 Sample and Sampling Technique

Mingat and Tan (1988), viewed sample as a group of objectives selected from a population for the purpose of making generalization about the population from which the sample has been drawn.

In selecting the sample for this study, the 14 Inspectorate Divisions were firstsampled using the Cluster Sampling Technique.Cluster Sampling which is a technique in which the researcher divides his target population into cluster or zones (i.e. East, West, South, North), and further sampling takes place within these zones and it continues until individuals are sampled. For instance, within Zonal Education Offices, schools are sampled, and finally individuals are sampled within the schools" (Yabo, 2007). Five Inspectorate Divisions wereselected in accordance with Kreijcie&Mogan (1970) where they postulate that "as the population increases, the sample size increases at a diminishing rate".

To determine the sample size for the schools, principals, teachers and officials of the Ministry of Education, therefore, out of the 96 schools and principals in the Five Inspectorate Divisions, 30 were used as sample; out of the 3,263 teachers,70 were used; and 15were used out of 49 officials from the Ministry of Education as samples of the study.

Proportionate Stratified Random Sampling (PSRS) procedure was used to select the number of principals, teachers and officials of Ministry of Education from each of the Zonal Education Offices in the state.

Table 3.2: **Population Size of the Principals, Teachers and Officials of Ministry of Education used in the Study**

Education Zones	Inspectorate Divisions	Schools	Principals	Teachers	OME
Anka	Anka	13	13	304	3
Gusau	Gusau	38	38	801	22
	Tsafe	17	17	751	
Kaura-Namoda	Kaura-Namoda	20	20	780	10
Talata-Mafara	Talata-Mafara	18	18	627	14
Total	**5**	**96**	**96**	**3,263**	**49**

***Source**: DPRS, MOE, MST, Gusau (2013)*

Table 3.3: **Sampled Population of Public Secondary Schools, Principals, Teachers and Officials of Ministry of Education used in the Study**

Education Zones	Inspectorate Divisions	Schools	Principals	Teachers	OME
Anka	Anka	2	2	8	3
Gusau	Gusau	8	8	30	10
	Tsafe	2	2	11	5
Kaura-Namoda	Kaura-Namoda	2	2	9	4
Talata-Mafara	Talata-Mafara	2	2	12	7
Total	**5**	**30**	**30**	**70**	**25**

***Source**: DPRS, MOE, MST, Gusau (2013)*

3.5 Instrumentation

The instrument used for this study wassurvey questionnaire on the perceptions of stakeholders on the role performance of principals of public schools in ZamfaraState. The questionnaire was structured and designed by the researcher for the respondents in relation to the stated objectives, research questions and the hypotheses of the study. It is a close-ended type questionnaire. The questionnaire consists of sevenportionsdivided into sections A, B, C ……. G.

Section A, dealt with questions asked in order to obtain the demographic informationof the respondents which include their designation, gender, age, educational qualification, and years of work experience.

Sections B–G dealt with theperceptions of stakeholders on the following:

B –Communication Skills of Principals in public Secondary Schools.

C – Decision-Making Skills of Principals in publicSecondarySchools.

D –Discipline Skills of Principals in publicSecondary Schools.

E – Interpersonal Relationship Skills of Principals inpublicSecondary Schools.

F– School-Community Skills of Principals in publicSecondary Schools.

G– SupervisoryInspection Skills of Principals in publicSecondary Schools.

These sections were designed on a five-point Likertrating scale ofStrongly Agree (SA) = 5; Agree(A) = 4;Undecided (U)= 3; Agree (D) = 2, and Strongly Disagree (SD) = 1; and a Pilot Study was also presented.

3.6 Validity of the Instrument

Theconstruct and content validity methods were heavily relied upon in determining the validity of theresearch instrument which was self-designed. The instrument wasvalidated by expertsin Educational Administration and Planningin the Department of Educational Foundations and Curriculum,Ahmadu Bello University, Zaria.

This procedure is in line with Kerlinger (1973); Ojo (1999), who postulated that "validation by others is an effective method for content validation of research instrument".

3.7 Pilot Study

A pilot study was conducted to test the reliability of the instrument. The reliability of the instrument was determined through the use of Statistical Package for Social Sciences (SPSS).

A total of 35copies of structured questionnaire were distributed to five principals in five public secondary schools, 25 teachers, and five officials from the

Ministry of Education. The Crombach's Alpha Correlation Coefficient was adopted in testing the result. The reliability index was found to be 0.86.

3.8 Reliability of the Instrument

The reliability of the instrument was obtained after a pilot study. The test-retest method was employed. This was done by administering the instrument to a sample of five principals, five staff/officials of the Ministry of Education and 25 teachers drawn from five public secondary schools namely, Government Science Secondary School, Gusau, Government Girls' Arabic Secondary School, Gusau, Government Girls' Day Secondary School, Samaru–Gusau, Government Day Secondary School, Janyau, and Government Technical College, Gusau. After an interval of three weeks, the same instrument was re-administered to the same sample of twenty-five teachers from the five schools. The correlation index was found to be 0.86. Therefore, the instrument was considered to have satisfactory level for the study.

3.9 Procedure for Data Collection

The researcher distributed 120pieces of questionnaires personally to the respondents with the aid of an introduction letter collected from the Ministry of Education, Gusau. Assistance of many principals, teachers and officials of Ministry of Educationwassolicitedin filling the questionnaire.Only 115 pieces of questionnaires were retrieved on collection upon which the research study was built up.

3.10 Methods for Data Analysis

Data collected for this study weresubjected to statistical summary including frequency tables and simple percentages for each of the groups. Hypotheses were tested with the Analysis of Variance while three independent groups were applied. The hypotheses was tested at 0.05 level of significance.

From the responses of the questionnaire, a tally score sheet was prepared to obtain the frequency distribution of the various response categories. Values were attached to various response categories in the following pattern:

Strongly Agree(SA) = 5;Agree(A) = 4; Undecided (U) = 3; Disagree (D)= 2, and Strongly Disagree (SD) = 1.

Percentages, item means andstandard deviations were used to answer the six (6)research questions asked in this study for Decision Rule.

The Null Hypotheses (Ho) was adopted in testing the six hypotheses formulated for this study using Analysis of Variance (ANOVA) to verify the results of the hypotheses.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction

This chapter focused on the presentation, analysis and discussion of data collected from the respondents' opinion in the questionnaire administered. Mean, frequency, simple percentages, analysis of variance statistics was used to summarize, analyze and give a general description of the data obtained. The six hypotheses stated in chapter one was tested at the level of rejection of P>0.05.

4.2 Analyses and Interpretation of Biodata

In this section, the data collected through the questionnaires were clustered around the six (6) null hypotheses generated from the six (6) objectives of the study. The presentation is shown in table 4.2.1:

Table 4.2.1: **Distribution of Respondents based on Designation**

Designation	Frequency	Percentage (%)	Valid Percent (%)	Cumulative Percentage (%)
Principal	30	26.1	26.1	26.1
Teacher	70	60.9	60.9	87.0
MOE Staff	15	13.0	13.0	100.0
Total	115	100.0	100.0	

Data from table 4.2.1 revealed that 30 of the sampled respondents representing 26.1% are principals, 70 representing 60.9% are teachers and 15 of them rep-resenting 13% are staff of the Ministry of Education.

Table 4.2.2: **Distribution of Respondents based on Gender**

Gender	Frequency	Percentage (%)	Valid Percent (%)	Cumulative Percentage (%)
Male	62	53.9	53.9	53.9
Female	53	46.1	46.1	100.0
Total	115	100.0	100.0	

Details of table 4.2.2 showed that 62 of the sampled respondents are male representing 53.9% and female constitute the remaining 46.1% which are 53 in number. The information clearly shows that the dominance of male respondents both as principals, teachers and staff of Ministry of Education is a reflection of the p0pulation imbalance in the occupational distribution in favour of the male gender.

Table 4.2.3: **Distribution of Respondents based on Age**

Age (Yrs.)	Frequency	Percentage (%)	Valid Percent (%)	Cumulative Percentage (%)
20-25	14	12.2	12.2	12.2
26-30	29	25.2	25.2	37.4
31-35	32	27.8	27.8	65.2
36-40	19	16.5	16.5	81.7
40 and above	21	18.3	18.3	100.0
Total	115	100.0	100.0	

Sequel to the details presented in table 4.2.3, 14 of the respondents representing 12.2% had between 20-25 years of age, 29 (25.2%) are between the age bracket 26-30 years, 32 (27.8%) are between the ages of 31-35 years, 19 (16.5%) between the age range of 36-40 years and 21 representing 18.3% are over the ages range of 40 years. This proves that age is not a barrier to teaching profession in as much as there is a paper qualification and experience.

Table 4.2.4: **Distribution of Respondents based on Educational Qualification**

Educational Qualification	Frequency	Percentage (%)	Valid Percent (%)	Cumulative Percentage (%)
NCE	41	35.7	35.7	35.7
HND/PGDE	10	8.7	8.7	44.3
B.A/B. Sc.	18	15.7	15.7	60.0
B. Ed	23	20.0	20.0	80.0
M. Ed	23	20.3	20.3	100.0
Total	115	100.0	100.0	

Majority of the respondents as revealed by the data in table 4.2.4, are teachers with NCE certificates as they are 41 in number representing 35.7%of the total number of the respondents, followed by B. Ed/M. Ed holders as their numbers are 23 each representing 20.0% each, B. A/B. Sc. holders being 18 representing 15.7% and teachers with HND/PGDE are 10 representing 8.7%. This implies that greater number of the respondents 88 (76.5%) are qualified to teach and to provide the needed stuff to the study in question.

Table 4.2.5: **Distribution of Respondents based on Work Experience**

Work Experience (Yrs)	Frequency	Percentage (%)	Valid Percent (%)	Cumulative Percentage (%)
1-3	14	12.2	12.2	12.2
4-6	31	27.0	27.0	39.1
7-9	24	20.9	20.9	20.9s
10-12	29	25.2	25.2	25.2
Over 12	17	14.8	14.8	14.8
Total	115	100.0	100.0	100.0

The experience of respondents to the research questionnairein table 4.2.5 ranges from 1 to more than 12 years in teaching profession. Majority of them (31) have work experience of 4 years and above and they constitute 27% of the overall total of the respondents to the questionnaires. Next to this group are 29 teachers representing 25.2% with 10-12 years in teaching, followed by 24 teachers representing 20.9% with 7-9 years in the profession, then 17 (14.8%) with more than 12 years in teaching and lastly, 14 respondents are newly employed constituting

12.2%with less than 3 years in the teaching profession. This reveals that teaching profession is for able-bodied personalities.

4.3 Analysis and Interpretation of Research Questions

Respondents' answers to the six research questions of the study were analyzed in tables 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.3.5 and 4.3.6.In the course of the analyses, opinionsof teachers, principals and staff of Ministry were taken care of.

To assess the perceptions of the respondents on the assessment of items, percentages are enclosed in brackets along the observed frequencies of the items responses.

Table 4.3.1: **Perceptions of Respondents on the Communication Skills of Principalsin Public Secondary Schools**

S/N	Item statement	Respondent	Responses					Mean	Std. Dev.
	Communication Skills of Principals		**SA**	**A**	**U**	**D**	**SD**		
6	Principal have effective communication system in place in my school.	**Principals**	11 (9.57)	12 (10.43)	2 (1.74)	0.13 (1.74)	0.30 (2.61)	5.218	1.1769
		Teachers	32 (27.83)	33 (28.87)	1 (0.87)	2 (1.74)	2 (1.74)	12.176	.8748
		MOE Staff	5 (4.35)	5 (4.35)	0	3 (2.61)	2 (1.74)	2.610	1.0556
7	Principaluse to keep records of minutes of meetings and send proceedings to staff.	**Principals**	11 (9.57)	14 (12.17)	0	3 (2.61)	2 (1.74)	5.218	1.0148
		Teachers	24 (20.87)	25 (21.74)	7 (6.09)	7 (6.09)	7 (6.09)	12.176	.9215
		MOE Staff	6 (5.22)	2 (1.74)	1 (0.87)	3 (2.61)	3 (2.61)	2.610	1.0328
8	Notice of meetings is sent to the parents ahead of meetings.	**Principal**	8 (6.96)	5 (4.35)	7 (6.09)	3 (2.61)	2 (1.74	5.220	1.1059
		Teachers	11 (9.57)	17 (14.78)	11 (9.57)	16 (13.91)	15 (13.04)	12.174	.6966
		MOE Staff	5 (4.35)	8 (6.96)	0	0	2 (1.74)	2.610	.6172
9	Principal uses simple language in communicating with all members of the school.	**Principals**	14 (12.17)	12 (10.43)	1 (0.87)	2 (1.74)	1 (0.87)	5.216	.9595
		Teachers	33 (28.87)	33 (28.87)	4 (3.48)	0	0	12.176	.8171
		MOE Staff	4 (3.48)	10 (8.70)	1 (0.87)	0	8 (6.96)	2.610	1.1212
10	Problems relating to educational issues are promptly communicated by the principal.	**Principals**	9 (7.83)	10 (8.70)	5 (4.35)	3 (2.61)	3 (2.61)	5.742	1.1427
		Teachers	20 (17.39)	40 (34.78)	5 (4.35)	3 (2.61)	2 (1.74)	12.174	1.0617
		MOE Staff	4	5	3	0	3	2.610	1.2228

			(3.48)	(4.35)	(2.61)		(2.61)		
11	Principal use to pass information relating to decision-making in advance to all concerned before the day of the meeting.	**Principals**	9 (7.83)	8 (6.96)	3 (2.61)	7 (6.09)	3 (2.61)	5.742	1.2954
		Teachers	15 (13.04)	28 (24.35)	6 (5.22)	3 (2.61)	18 (15.65)	12.174	1.4131
		MOE Staff	2 (1.74)	4 (3.48)	3 (2.61)	0	3 (2.61)	2.610	1.2984
12	Ineffective communication by the school principal leads to breakdown in communication.	**Principals**	12 (10.43)	12 (10.43)	2 (1.74)	3 (2.61)	1 (0.87)	5.216	1.3374
		Teachers	22 (19.13)	22 (19.13)	7 (6.09)	5 (4.35)	12 (10.43)	11.826	1.3366
		MOE Staff	4 (3.48)	8 (6.96)	0	0	3 (2.61)	2.610	1.3202
13	Communication is effective in school, if principal do hold regular internal meetings and supervision in their schools.	**Principals**	4 (3.48)	6 (5.22)	3 (2.61)	5 (4.35)	12 (10.43)	5.218	1.1861
		Teachers	9 (7.83)	16 (13.91)	6 (5.22)	19 (16.52)	20 (17.39)	12.174	1.1375
		MOE Staff	5 (4.35)	5 (4.35)	1 (0.87)	0	4 (3.48)	2.610	1.1255
14	Students and community members receive information from the principal through letters.	**Principals**	2 (1.74)	9 (7.83)	2 (1.74)	6 (5.22)	11 (9.57)	5.220	1.1121
		Teachers	8 (6.96)	14 (12.17)	11 (9.57)	17 (14.78)	20 (17.39)	12.174	.9096
		MOE Staff	0	7 (6.09)	1 (0.87)	1 (0.87)	6 (5.22)	2.606	.9904
15	Official matters are communicated to MOE in writing.	**Principals**	12 (10.43)	8 (6.96)	3 (2.61)	2 (1.74)	5 (4.35)	5.212	.9444
		Teachers	25 (21.74)	36 (31.30)	6 (5.22)	2 (1.74)	1 (0.87)	12.174	.9546
		MOE Staff	8 (6.96)	4 (3.48)	1 (0.87)	0	2 (1.74)	2.610	.5506

Table 4.3.1 showed the views of the respondents as regards to their level of agreement on communication skills of principals of public secondary school. Considering Item 1 one of the questionnaire, 12 principals constituting 10.43 percent, 33 teachers (28.87 %) and 5 staff of the Ministry of Education which form the majority agree that principals have effective communication system in place. On the principal's use of simple language in communication with all members of the school community, 14 principals (12.17 %) strongly agree while 33 teachers (28.87 %) and 10 staff of the Ministry of Education (8.70 %) are on the affirmative. Ineffective communication by the school principal leads to breakdown in communication is said to be true as the respondents principals 12 (10.43%), teachers 22 (19.13%) and staff of the Ministry of Education 8 (6.96%) being the majority in that category agree. The

perception that Communication becomes ineffective as the principals do not hold regular meetings and supervision in their schools is strongly supported by majority of the principals 12 (10.43 %), 20 (17.39 %) and 4 (3.48%) of the staff of the Ministry of Education. Responding to communicating official matters of the school to the Ministry of Education, 12 (10.43 %) principals, 36 (31.30%) and 8 (6.96%) staff of the Ministry of Education agreed.

Table 4.3.2**: Perceptions of Respondents on the Decision-Making Skills of Principals in Public Secondary Schools**

S/N	Item statement	Respondent	Responses					Mean	S.D
	Decision-Making Skills of Principals		**SA**	**A**	**U**	**D**	**SD**		
16	Principal use to include teachers in the decision-making process of the school.	**Principals**	7 (6.09)	9 (7.83)	5 (4.35)	3 (2.61)	5 (4.35)	5.220	1.4368
		Teachers	26 (22.61)	35 (30.43)	0	6 (5.22)	3 (2.61)	12.174	1.4013
		MOE Staff	2 (1.74)	12 (10.43)	1 (0.87)	0	0	2.608	1.2799
17	Most of decisions reached during staff meetings not usually implemented.	**Principals**	4 (3.48)	9 (7.83)	4 (3.48)	7 (6.09)	6 (5.22)	5.220	1.2690
		Teachers	12 (10.43)	29 (25.22)	6 (5.22)	19 (16.52)	20 (17.39)	12.174	1.4212
		MOE Staff	7 (6.09)	12 (10.43)	6 (5.22)	1 (0.87)	2 (1.74)	3.826	1.3345
18	Principal is partial in involving staff members in decision-making.	**Principals**	9 (7.83)	12 (10.43)	6 (5.22)	1 (0.87)	2 (1.74)	5.218	1.3515
		Teachers	11 (9.57)	30 (26.09)	5 (4.35)	10 (8.70)	14 (12.17)	12.176	1.3487
		MOE Staff	2 (1.74)	4 (3.48)	3 (2.61)	1 (0.87)	2 (1.74)	2.610	1.3345
19	Principal is autocratic in decision-making process of the school.	**Principals**	4 (3.48)	7 (6.09)	5 (4.35)	7 (6.09)	7 (6.09)	5.220	1.3578
		Teachers	16 (13.91)	21 (18.26)	4 (3.48)	13 (11.30)	16 (13.91)	12.172	1.3992
		MOE Staff	3 (2.61)	7 (6.09)	0	0	5 (4.35)	2.610	1.3870
20	Principal do create conducive atmosphere for staff to participate in the decision-making process in school.	**Principals**	3 (2.61)	9 (7.83)	3 (2.61)	9 (7.83)	6 (5.22)	5.220	1.3412
		Teachers	11 (9.57)	17 (14.78)	4 (3.48)	15 (13.04)	23 (20.00)	12.174	1.3581
		MOE Staff	3 (2.61)	7 (6.09)	0	0	5 (4.35)	2.610	1.3732
21	Parents, MOE officials and Board members are involved in decision-making process in schools.	**Principals**	5 (4.35)	15 (13.04)	5 (4.35)	3 (2.61)	2 (1.74)	5.218	.9154
		Teachers	10 (8.70)	37 (32.17)	6 (5.22)	10 (8.70)	7 (6.09)	12.176	1.3681
		MOE Staff	3 (2.61)	4 (3.48)	2 (1.74)	0	6 (5.22)	2.610	1.3870
22	Members of the local community take part	**Principals**	1 (0.87)	14 (12.17)	3 (2.61)	7 (6.09)	5 (4.35)	5.218	.9714

	in decision-making process on activities that relate to school-community relationship.	**Teachers**	14 (12.17)	15 (13.04)	11 (9.57)	8 (6.96)	9 (7.83)	9.914	1.2128
		MOE Staff	4 (3.48)	3 (2.61)	0	2 (1.74)	6 (5.22)	2.610	1.0000
23	My principal lack certain qualities in making relevant decisions.	**Principals**	3 (2.61)	10 (8.70)	9 (7.83)	3 (2.61)	5 (4.35)	5.220	1.3322
		Teachers	20 (17.39)	27 (23.48)	6 (5.22)	8 (6.96)	9 (7.83)	12.176	1.1440
		MOE Staff	1 (0.87)	10 (8.70)	2 (1.74)	0	2 (1.74)	2.610	1.3523
24	In educating the students, principal usually call for collaborative efforts of the teachers and parents/guardians.	**Principals**	9 (7.83)	11 (9.57)	2 (1.74)	3 (2.61)	5 (4.35)	5.220	1.1725
		Teachers	24 (20.87)	29 (25.22)	6 (5.22)	4 (3.48)	7 (6.09)	12.176	1.1781
		MOE Staff	4 (3.48)	7 (6.09)	4 (3.48)	0	0	2.610	1.1751
25	Principal useto consult members of the Advisory Board before implementing any decision.	**Principals**	8 (6.96)	10 (8.70)	3 (2.61)	4 (3.48)	5 (4.35)	5.220	1.2959
		Teachers	14 (12.17)	20 (17.39)	12 (10.43)	16 (13.91)	8 (6.96)	12.172	1.3356
		MOE Staff	0	10 (8.70)	0	1 (0.87)	4 (3.48)	2.610	1.5887

Responding to opinions on discipline skills in table 4.3.2, majority of the respondents principals 9 (7.83%), teachers 35 (30.43%) and 12 (10.43%) staff of the Ministry of Education agree on the opinion that principals usually include teachers in the decision-making process of the school. 7 (6.09%) principals, 21 (18.26%) teachers and 7 (6.09%) staff of the Ministry of Education agreed on the autocracy of principals in decision-making.

However, 10 (8.70%) principals, 27 (23.48%) teachers and 10 (8.70%) staff of the Ministry of Education attested that most principals' lack of certain qualities in making relevant decision. On community membership participation in the decision-making process, it was agreed by 14 (12.17%) principals, 15 (13.04%) teachers while majority of the responding staff of the Ministry of Education 6 (5.22%) stated their disbelief in this opinion. In the same vein, 9 (7.83%) principals, 29 (25.22%) teachers and 12 (10.43%) staff of the Ministry of Education agreed on the opinion that most of the decisions reached during staff meetings are not usually implemented.

Table 4.2.3: **Perceptions of Respondents on the Discipline Skills of Principals in Public Secondary Schools**

S/N	Item statement	Respondents	Responses					Mean	S.D
	Discipline Skills of Principals		**SA**	**A**	**U**	**D**	**SD**		
26	Principalis a role models himself in the area of discipline.	**Principal**s	19 (16.52)	8 (6.96)	0	3 (2.61)	0	5.218	1.2617
		Teachers	28 (24.35)	32 (27.83)	11 (9.57)	6 (5.22)	2 (1.74)	12.174	1.2544
		MOE Staff	5 (4.35)	9 (7.83)	0	0	1 (0.87)	2.610	1.4376
27	Staff commitment to job may be low and the objectives of the school may not be accomplished as the principal do not take proactive measures.	**Principal**s	15 (13.04)	10 (8.70)	3 (2.61)	2 (1.74)	0	5.218	1.0854
		Teachers	29 (25.22)	32 (27.3)	1 (0.87)	6 (5.22)	2 (1.74)	12.176	.1541
		MOE Staff	8 (6.96)	5 (4.35)	2 (1.74)	0	0	2.610	1.4573
28	My principalformulation rules and regulations governing school discipline himself.	**Principal**s	12 (10.43)	14 (12.7)	0	0	4 (3.48)	5.216	1.0199
		Teachers	23 (20.00)	37 (32.7)	3 (2.61)	1 (0.87)	6 (5.22)	12.174	1.2548
		MOE Staff	2 (1.74)	7 (6.09)	2 (1.74)	1 (0.87)	3 (2.61)	2.262	1.2460
29	Teachers are well disciplined and are respected by the students.	**Principal**s	13 (11.30)	9 (7.83)	2 (1.74)	1 (0.87)	5 (4.35)	5.218	1.1861
		Teachers	25 (21.74)	31 (26.6)	4 (3.48)	5 (4.35)	5 (4.35)	12.174	1.2008
		MOE Staff	5 (4.35)	7 (6.09)	0	1 (0.87)	2 (1.74)	2.610	1.3345
30	Misbehaved students are punished appropriately without fear of parental influence.	**Principal**s	12 (10.43)	12 (10.3)	1 (0.87)	2 (1.74)	3 (2.61)	5.216	1.0876
		Teachers	40 (34.78)	23 (20.0)	2 (1.74)	9 (7.83)	6 (5.22)	32.914	1.1957
		MOE Staff	2 (1.74)	12 (10.43)	0	1 (0.87)	0	2.608	1.3202
31	Teachers found wanting are disciplined according to laid down rules and regulations of the school.	**Principals**	3 (2.61)	17 (14.78)	2 (1.74)	3 (2.61)	5 (4.35)	5.218	1.0417
		Teachers	23 (20.00)	31 (26.96)	6 (5.22)	4 (3.48)	6 (5.22)	12.776	1.1056
		MOE Staff	2 (1.74)	6 (5.22)	0	1 (0.87)	2 (1.74)	2.610	1.3345
32	Principalis selective in reporting errand and indiscipline cases to the Ministry of Education when it involves his loved staff members.	**Principals**	2 (1.74)	9 (7.83)	3 (2.61)	4 (3.48)	12 (10.43)	5.218	1.2115
		Teachers	11 (9.57)	26 (22.61)	11 (9.57)	10 (8.70)	12 (10.43)	12.176	1.2104
		MOE Staff	6 (5.22)	6 (5.22)	0	1 (0.87)	2 (1.74)	2.610	1.2650
33	Parent-Teachers Association (PTA) is neglected in handling issues that relate to students' discipline.	**Principals**	7 (6.09)	9 (7.83)	4 (3.48)	6 (5.22)	7 (6.09)	5.742	1.2690
		Teachers	16 (13.91)	28 (24.35)	8 (6.96)	4 (3.48)	4 (3.48)	10.436	1.2104
		MOE Staff	2 (1.74)	9 (7.83)	1 (0.87)	1 (0.87)	2 (1.74)	2.958	1.5338
34	There exists a disciplinary committee in the school that decides on how discipline should be maintained.	**Principals**	11 (9.57)	14 (12.17)	1 (0.87)	1 (0.87)	3 (2.61)	5.218	1.4464
		Teachers	38 (32.04)	26 (22.61)	3 (2.61)	3 (2.61)	0	11.652	1.2851
		MOE Staff	3 (2.61)	11 (9.57)	0	0	1 (0.87)	2.610	1.4376

35	The principalis disciplined as such he is respected by the teachers, the students and the community.	**Principals**	3 (2.61)	3 (2.61)	7 (6.09)	8 (6.96)	9 (7.83)	5.220	1.2521
		Teachers	7 (6.09)	20 (17.39)	10 8.70	13 (11.30)	15 (13.04)	11.284	1.2893
		MOE Staff	2 (1.74)	3 (2.61)	0	2 (1.74)	8 (6.96)	2.610	1.3020

From the table 4.33, is on discipline skills of the school principals in which as 9 (7.83%) responding staff of the Ministry of Education disagree with the fact that principals are role themselves models in the area of discipline, 19 (16.52%) principals and 32 (27.83%) teachers agrees with the opinion. Parent-Teachers' Association is neglected in handling issues that relate to students' discipline. On this demand therefore, it was agreed by majority of the respondents which include principals 9 (7.83%), 28 (24.35) teachers and 9 (7.83%) staff of the Ministry of Education agreed on the opinion. Responding on the principals' discipline skills, majority of the responding principals 9 (7.83%) and staff of the Ministry of Education agreed on the opinion that school principals are not discipline within themselves whereas majority of the responding teachers 20 (17.39%) agree with the perception. On the 32nd item of the questionnaire, it was revealed that teachers found wanting are disciplined according to the laid down rules and regulations of the school. This is simply because it was evidently clear where majority of the respondents 17 (14.78%) principals, 31 (26.96%) teachers and 7 (6.09%) staff of the Ministry of Education agreed with this fact.

It was however clear form the data that misbehaved students are punished appropriately without fear of parental influence. To buttress this fact, the research reveals that 12 (10.43%) principals, 23 (23.00%) teachers and 12 (10.43%) staff of the Ministry of Education affirmed to the opinion.

Table 4.3.4: **Perceptions of Respondents on the Interpersonal Relationship Skills of Principals in Public Secondary Schools**

S/N	Item statement	Respondents	Responses					Mean	S.D
	Interpersonal Relationship Skills of Principals		**SA**	**A**	**U**	**D**	**SD**		
36	There is harmonious working relationship between the principals and teachers.	**Principals**	12 (10.43)	13 (11.30)	1 (0.87)	0	4 (3.48)	5.216	1.1985
		Teachers	25 (21.74)	32 (27.83)	2 (1.74)	9 (7.83)	2 (1.74)	12.176	1.2737
		MOE Staff	5 (4.35)	6 (5.22)	0	1 (0.87)	3 (2.61)	2.610	1.4075
37	There is good interaction among teachers.	**Principals**	8 (6.96)	16 (13.91)	1 (0.87)	1 (0.87)	4 (3.48)	5.218	1.4794
		Teachers	34 (29.57)	27 (23.48)	2 (1.74)	1 (0.87)	6 (5.22)	12.176	1.3742
		MOE Staff	2 (1.74)	11 (9.57)	0	0	2 (1.74)	2.610	1.3973
38	There is good interaction between teachers and students.	**Principals**	9 (7.83)	18 (15.65)	1 (0.87)	2 (1.74)	0	5.218	1.1943
		Teachers	32 (27.83)	33 (28.70)	3 (2.61)	5 (4.35)	0	12.696	1.2074
		MOE Staff	4 (3.48)	7 (6.09)	1 (0.87)	0	2 (1.74)	2.610	1.2421
39	My principalis approachable at all times in the school.	**Principals**	16 (13.91)	11 (9.57)	2 (1.74)	0	1 (0.87)	5.218	1.1547
		Teachers	25 (21.74)	30 (26.09)	15 (13.04)	0	0	12.174	1.3877
		MOE Staff	2 (1.74)	10 (8.70)	0	2 (1.74)	1 (0.87)	2.610	1.1629
40	School management relates well with students' parents.	**Principals**	11 (9.57)	9 (7.83)	4 (3.48)	4 (3.48)	2 (1.74)	5.220	1.4641
		Teachers	22 (19.13)	36 (31.30)	5 (4.35)	2 (1.74)	0	11.302	1.4450
		MOE Staff	4 (3.48)	8 (6.96)	0	1 (0.87)	2 (1.74)	2.610	1.4041
41	Teachers relate well with the students.	**Principals**	8 (6.96)	15 (13.04)	3 (2.61)	1 (0.87)	3 (2.61)	5.218	1.8284
		Teachers	24 (20.87)	34 (29.57)	3 (2.61)	2 (1.74)	7 (6.09)	12.176	1.4954
		MOE Staff	8 (6.96)	5 (4.35)	1 (0.87)	0	1 (0.87)	2.610	1.5213
42	Members of school interact well with the local community.	**Principals**	4 (3.48)	13	2 (1.74)	5 (4.35)	6 (5.22)	5.218	1.4260
		Teachers	26 (22.61)	31 (26.96)	4 (3.48)	3 (2.61)	6 (5.22)	12.776	1.4320
		MOE Staff	0	12 (10.43)	1 (0.87)	1 (0.87)	1 (0.87)	2.608	1.4041
43	Principal relates well with the students.	**Principals**	7 (6.09)	12 (10.43)	6 (5.22)	1 (0.87)	4 (3.48)	5.218	1.4260
		Teachers	21 (18.26)	40 (34.78)	7 (6.09)	1 (0.87)	1 (0.87)	12.174	1.3257
		MOE Staff	4 (3.48)	9 (7.83)	2 (1.74)	0	0	2.610	1.3093
44	Principal with high public relation values receive sustained support from the community.	**Principals**	10 (8.70)	13 (11.30)	4 (3.48)	3 (2.61)	0	5.218	1.3933
		Teachers	21 (18.26)	19 (16.52)	20 (17.3	8 (6.96)	2 (1.74)	12.174	1.4028

					9)				
		MOE Staff	6 (5.22)	6 (5.22)	1 (0.87)	0	2 (1.74)	2.610	1.3452
45	Sour relationship between principal, staff and students disrupt academic work.	**Principals**	14 (12.17)	8 (6.96)	0	2 (1.74)	6 (5.22)	5.218	1.2172
		Teachers	31 (26.96)	23 (20.00)	3 (2.61)	6 (5.22)	7 (6.09)	12.176	1.3823
		MOE Staff	5 (4.35)	7 (6.09)	0	0	3 (2.61)	2.610	1.3202

Table 4.3.4 revealed respondents' perceptions on the inter-personal relationship of principals of public secondary school. On the 1st item of the questionnaire, 13 (6.09%) principals, 32 (27.83%) teachers and 6 (5.22%) staff of the Ministry of Education principals, 25 (21.74%) teachers and 6 (6.09%) staff of the Ministry of Education agreed harmonious working relationship exists between the principals and teachers while 12 (10.43%) principals, 25 (21.74%) teachers and 5 (4.35%) staff of the Ministry of Education also strongly agree. This shows that the opinion is on affirmative. On relationship between students and teachers, it was revealed by the data that it is very cordial as it is shown that 16 (13.91%) principals, 27 (23.48%) teachers and 11 (9.57%) staff of the Ministry of Education principals agree with the statement. Relationship between parents and school management is also cordial as the table proves that 11 (9.57%) principals answered strongly agree, 36 (31.30%) teachers and 6 (5.22%) staff of the Ministry of Education answered agree.It was also shown from the table that principals with high public relation values receive sustained support from the host community. This very true since majority of the respondents being 13 principals constituting 11.30%, 21 teachers (18.26%) and 6 (5.22%) staff of the Ministry of Education answered strongly agree while at the same time 10(8.70%), 19(16.52%) teachers and 6 (5.22%) staff of the Ministry of Education answered agree.

Table 4.3.5: **Perceptions of Respondents on the School-Community Relations Skills of Principals in Public Secondary Schools**

S/N	Item statement	Respondent	Responses					Mean	S.D
	School-Community Relationship Skills of Principals		**SA**	**A**	**U**	**D**	**SD**		
46	Principaluse to invite community people in school issues.	**Principals**	5 (4.35)	11 (9.57)	2 (1.74)	6 (5.22)	6 (5.22)	5.220	1.0955
		Teachers	15 (13.04)	29 (25.22)	6 (5.22)	6 (5.22)	14 (12.17)	12.174	1.0377
		MOE Staff	5 (4.35)	2 (1.74)	2 (1.74)	2 (1.74)	4 (3.48)	2.610	1.3020
47	Principalis committed to serving their host communities.	**Principals**	10 (8.70)	10 (8.70)	2 (1.74)	8 (6.96)	0	5.220	1.0554
		Teachers	7 (6.09)	19 (16.52)	5 (4.35)	15 (13.04)	24 (20.87)	12.172	.8327
		MOE Staff	1 (0.87)	2 (1.74)	4 (3.48)	2 (1.74)	6 (5.22)	2.610	1.2228
48	School-community relationship is not usually appraised by principals.	**Principals**	3 (2.61)	6 (5.22)	8 (6.96)	7 (6.09)	6 (5.22)	5.220	1.1963
		Teachers	4 (3.48)	23 (20.00)	11 (9.57)	21 (18.26)	11 (9.57)	12.176	1.0150
		MOE Staff	2 (1.74)	2 (1.74)	6 (5.22)	0	5 (4.35)	2.610	1.0823
49	Principal do participate in civic activities outside of the school.	**Principals**	4 (3.48)	13 (11.30)	3 (2.61)	5 (4.35)	5 (4.35)	5.218	1.4260
		Teachers	16 (13.91)	26 (22.61)	16 (13.91)	10 (8.70)	4 (3.48)	12.552	1.3424
		MOE Staff	2 (1.74)	5 (4.35)	4 (3.48)	1 (0.87)	3 (2.61)	2.610	1.4075
50	My principal do not avoid the PTAand related group's participation in the school-community relationship.	**Principals**	4 (3.48)	13 (11.30)	3 (2.61)	5 (4.35)	5 (4.35)	5.218	1.2229
		Teachers	8 (6.96)	35 (30.43)	7 (6.09)	13 (11.30)	7 (6.09)	12.174	1.3410
		MOE Staff	4 (3.48)	4 (3.48)	2 (1.74)	0	5 (4.35)	1.044	1.2799
51	Most principals are not democratic with the local community members.	**Principals**	4 (3.48)	12 (10.43)	3 (2.61)	5 (4.35)	6 (5.22)	5.218	1.2034
		Teachers	5 (4.35)	23 (20.00)	4 (3.48)	18 (15.65)	20 (17.39)	12.174	1.4550
		MOE Staff	2 (1.74)	7 (6.09)	1 (0.87)	1 (0.87)	1 (0.87)	2.610	1.5492
52	My school principal do publicize their school to project its public relations image.	**Principals**	4 (3.48)	7 (6.09)	7 (6.09)	4 (3.48)	8 (6.96)	5.220	.9279
		Teachers	6 (5.22)	26 (22.61)	14 (12.17)	11 (9.57)	13 (11.30)	12.174	1.0135
		MOE Staff	2 (1.74)	7 (6.09)	1 (0.87)	2 (1.74)	3 (2.61)	2.610	1.5523
53	Internal programmes of the schools are not usually communicated by the principals.	**Principals**	4 (3.48)	3 (2.61)	4 (3.48)	8 (6.96)	11 (9.57)	5.220	1.1043
		Teachers	4 (3.48)	28 (24.35)	13 (11.30)	3 (2.61)	20 (17.39)	11.928	1.3424
		MOE Staff	2 (1.74)	3 (2.61)	2 (1.74)	2 (1.74)	6 (5.22)	2.610	1.5796
54	External programmes are not usually communicated to the staff and students in the school e.g. community	**Principals**	7 (6.09)	8 (6.96)	4 (3.48)	4 (3.48)	7 (6.09)	5.220	1.2299
		Teachers	7 (6.09)	32 (27.83)	3 (2.61)	14 (12.17)	14 (12.17)	12.174	1.3783

	meetings holding in the schools.	**MOE Staff**	3 (2.61)	4 (3.48)	0	1 (0.87)	7 (6.09)	2.610	1.4736
55	My principal do not participate in the civic activities outside the school (i.e. in the community).	**Principals**	4 (3.48)	9 (7.83)	3 (2.61)	5 (4.35)	9 (7.83)	5.218	1.1666
		Teachers	3 (2.61)	28 (24.35)	11 (9.57)	13 (11.30)	15 (13.04)	12.174	1.4758
		MOE Staff	3 (2.61)	4 (3.48)	3 (2.61)	1 (0.87)	4 (3.48)	2.610	.9612

From the table 4.3.5, it revealed that principals do usually invite community people in school issues. This clearly indicated in item 1 of this questionnaire on school-community relationship. The data shows data 11 (9.57%) principals and 29 (25.22%) agree with the statement while 5 (4.35%) staff of the Ministry of Education strongly agreed with the statement. School principals do not participate in civic activities in the community as 13 (11.30%) principals and 34 (30.43%) teachers affirms their agreement to the questionnaire item while only 4 (3.48%) staff of the Ministry of Education disagree with the statement. However, there is a perception of respondents which shows that external programmes of the schools are usually communicated to the staff and students in the school. This is so because, 32 (27.83%) teachers (the majority) being the residents of these schools attest to that while only 8 (6.96%) principals and 7 (6.09%) staff of the Ministry of Education disagree with the opinion.

Table 4.3.6: **Perceptions of Respondents on the Supervisory Skills of Principals in Public Secondary Schools**

S/N	Item statement	Respondents	Responses					Mean	S.D
	Supervisory Inspection Skills of Principals		**SA**	**A**	**U**	**D**	**SD**		
56	Principal carry out instructional supervision exercise regularly in my school.	**Principals**	14 (12.17)	8 (6.96)	3 (2.61)	3 (2.61)	2 (1.74)	5.218	1.1043
		Teachers	30 (26.09)	34 (29.57)	0	0	6 (5.22)	12.17 6	1.1164
		MOE Staff	3 (2.61)	6 (5.22)	2 (1.74)	1 (0.87)	3 (2.61)	2.610	1.3020
57	Principalregularly supervise the staff before reporting to the MOE.	**Principals**	4 (3.48)	19 (16.52)	2 (1.74)	3 (2.61)	2 (1.74)	5.218	1.0063
		Teachers	17 (14.78)	40 (34.78)	3 (2.61)	4 (3.48)	6 (5.22)	12.17 4	.9853
		MOE Staff	0	13 (11.30)	0	0	2 (1.74)	2.588	1.2228
58	Schools are not run effectively by principal as he/she fail to inspect his/her teachers during class sessions.	**Principals**	5 (4.35)	14 (12.17)	1 (0.87)	4 (3.48)	6 (5.22)	5.218	1.1963
		Teachers	22 (19.13)	29 (25.22)	8 (6.96)	3 (2.61)	8 (6.96)	12.17 6	1.0397
		MOE Staff	5 (4.35)	7 (6.09)	0	0	3 (2.61)	2.610	1.0823
59	Principals do not carry out regular supervision in their schools.	**Principals**	5 (4.35)	7 (6.09)	8 (6.96)	3 (2.61)	7 (6.09)	5.216	1.4260
		Teachers	9 (7.83)	21 (18.26)	6 (5.22)	18 (15.6 5)	10 (8.70)	11.13 2	1.4233
		MOE Staff	3 (2.61)	9 (7.83)	0	3 (2.61)	0	2.610	1.4075
60	My principal is appointed on political grounds and therefore, cannot supervise effectively.	**Principals**	9 (7.83)	8 (6.96)	5 (4.35)	6 (5.22)	2 (1.74)	5.218	1.2243
		Teachers	15 (13.04)	28 (24.35)	6 (5.22)	10 (8.70)	11 (9.57)	12.17 6	1.2909
		MOE Staff	5 (4.35)	9 (7.83)	0	0	1 (0.87)	2.610	1.2799
61	Principal do not give orientation to new staff posted in the school.	**Principals**	7 (6.09)	9 (7.83)	4 (3.48)	3 (2.61)	7 (6.09)	5.220	1.0807
		Teachers	13 (11.30)	29 (25.22)	7 (6.09)	15 (13.0 4)	6 (5.22)	12.17 4	1.1908
		MOE Staff	3 (2.61)	10 (8.70)	1 (0.87)	0	1 (0.87)	2.610	1.5492
62	Principal do not help his teachers in preparing and correcting their lesson plans and lesson notes.	**Principals**	4 (3.48)	8 (6.96)	6 (5.22)	7 (6.09)	5 (4.35)	5.220	.9994
		Teachers	16 (13.91)	24 (20.87)	0	13 (11.3 0)	17 (14.7 8)	12.17 2	1.1587
		MOE Staff	2 (1.74)	9 (7.83)	0	0	4 (3.48)	2.610	1.5523
63	Teachers' use of instructional materials is cared for by principal.	**Principals**	5 (4.35)	10 (8.70)	6 (5.22)	4 (3.48)	5 (4.35)	5.218	1.2172
		Teachers	16 (13.91)	21 (18.26)	10 (8.70)	15 (13.0 4)	8 (6.96)	12.17 4	1.4857
		MOE Staff	1 (0.87)	10 (8.70)	0	1 (0.87)	3 (2.61)	2.610	1.5796
64	Principal do not help their	**Principals**	7 (6.09)	10 (8.70)	3 (2.61)	2 (1.74)	8 (6.96)	5.220	1.2299

	teachers to improve themselves by supporting them to go for in-service training.	**Teachers**	15 (13.04)	16 (13.91)	13 (11.30)	10 (8.70)	16 (13.91)	12.172	1.3783
		MOE Staff	4 3.48)	7 (6.09)	0	0	4 (3.48)	2.610	1.4736
65	Principal do not organize local seminars to improve the quality of their teachers.	**Principals**	6 (5.22)	13 (11.0)	3 (2.61)	3 (2.61)	5 (4.35)	5.218	1.2452
		Teachers	24 (20.7)	34 (29.7)	7 (6.09)	3 (2.61)	2 (1.74)	12.176	1.0440
		MOE Staff	3 (2.61)	8 (6.96)	2 (1.74)	0	2 (1.74)	2.610	1.5338

From the table 4.3.6, the data revealed that supervisory skills of school principals are of paramount importance. This clearly crystal in that majority of the respondents on this item of the questionnaire 14 (12.17%) principals and 30 (26.01%) answered strongly agree; 34 (29.57%) teachers, 8 (6.96%) principals, and majority of the staff of Ministry of Education 6 (5.22%) agreed that school principals carryout instructional supervision exercise regularly in their schools. On lesson plan and lesson notes preparation, majority of the 10 (8.70%) principals and 10 (8.70%) staff of the ministry of education only agreed that most principals do not help their teachers to prepare their lesson notes and plan before going to classrooms while the bulk of teachers 16 (13.91%) strongly agree with the opinion that the principals do supervise their teachers' lesson plans and lesson notes. It was however, agreed stro-ngly by the respondents that the principals, teachers and the staff of the Ministry of Education that principals do not help their teachers to improve themselves through in-service training, workshops, seminars etc.

4.4 Testing of Hypotheses

The researcher formulated six hypotheses in a null form for the study. These were intended to objectively determine the opinions of the respondents on the managerial skill of principals of public secondary school in Zamfara State. The statistical method adopted was the Analysis of Variance at 0.05 level of significance. Decision was taken to compare the calculated f-ratio and the critical value. Thus all

the null hypotheses were retained ascritical value X-Crit.<f-ratio or P>05 (Probability greater than the level of significance). The null hypotheses is rejected when X-Cal >X-Crit.(X-Cal greater than X-Crit.or P < 0.05 (Probability less than level of significance).

Hypothesis 1:

There is no significant difference between the opinions of Teachers, Principals and Ministry of Education staff on Decision-Making Skills of Principals.

Table 4.4.1: **Summary ofAnalysis of Variance showing no significant difference between the opinions of Teachers, Principals and Ministry of Education staff on Decision-MakingSkills of Principals.**

Variable	Sum of Squares	df	Mean Square	f-ratio	Prob.	Critical Value
Between Groups	33.636	2	16.818	.565	.570	3.98
Within Groups	3333.286	112	29.761			
Total	3366.922	114				

Table 4.4.1showed the calculated f-ratio value (.565) at 112 df 2 and the level of significance P (.570) is greater than 0.05. The critical value (3.98) is greater than f-ratio value (.565) and observed level of significance P (.570) is greater than 0.05. This means that there is no significant difference between the opinions of teachers, principals and Ministry of Education Officers on Communication Skills of principal therefore, the null hypothesis is retained.

Hypothesis 2:

There is no significant difference between the opinions of Teachers, Principals and Ministry of Education Officers on Decision-Making Skills of Principals.

Table 4.2.13: **Summary ofAnalysis of Variance showing no significant difference between the opinions of Teachers, Principals and Ministry of Education Officers on Decision-Making Skills of Principals.**

Variable	Sum of Squares	df	Mean Square	f-ratio	Prob.	Critical Value
Between Groups	43.776	2	21.888	.717	.490	3.98
Within Groups	3418.171	112	30.519			
Total	3461.948	114				

Table 4.4.2revealed that calculated f-ratio value (.717) at 112 degree offreedom 2 and the level of significance P (.490) is greater than 0.05. Thecritical value (3.98) is greater than f-ratio value (.717) and observed level of significance P (.490) is greater than 0.05. This implies that there is no significant difference between the opinions of Teachers, Principals and Ministry of Education Officers on Decision-Making Skills of Principals.

Hypothesis 3:
There is no significant difference between the opinions of Teachers, Principals and Ministry of Education Officers on Discipline Skills of Principals.

Table 4.4.3: **Summary ofAnalysis of Variance showing no significant difference between the opinions of Teachers, Principals and Ministry of Education Officers on Discipline Skills of Principals.**

Variable	Sum of Squares	df	Mean Square	f-ratio	Prob.	Critical Value
Between Groups	59.236	2	29.618	1.335	.267	3.98
Within Groups	2484.886	112	22.186			
Total	2544.122	114				

Table 4.4.3provedthat the calculated f-ratio value (1.335) at 112 degree of freedom 2 and the level of significance 0.05. The critical value (3.98) is greater than f-ratio value (1.335)and observed level of significance P (.267) is greater than 0.05. This implies that there is no significant difference between the opinions of Teachers,

Principals and Ministry of Education Officers on Discipline Skills of Principals. Therefore, the null hypothesis is retained.

Hypothesis 4:
There is no significant difference between the opinions of Teachers, Principals and Ministry of Education Officers on Inter-personal Relationship Skills of Principals.

Table 4.4.4: **Summary ofAnalysis of Variance showing no significant difference between the opinions of Teachers, Principals and Ministry of Education Officers on Inter-personal Relationship Skills of Principals.**

Variable	Sum of Squares	df	Mean ratio	f -ratio	Prob.	Critical Value
Between groups	105.345	2	52.672	1.474	.233	3.98
Within groups	4002.186	112	35.734			
Total	4107.530	114				

Table 4.4.4showedthat the calculated f-ratio value (1.474) at 112 degree of freedom 2 and the level of significance 0.05. The critical value (3.98) is greater than f-ratio value (1.474) and observed level of significance P (.233) is greater than 0.05. This means that there is no significant difference between the opinions of Teachers, Principals and Ministry of Education Officials on Interpersonal Relationship Skills of Principals. Therefore, the null hypothesis is retained.

Hypothesis 5:
There is no significant difference between the opinions of Teachers, Principals and Ministry of Education Officers on School-Community Relationship Skills of Principals.

Table 4.4.5: **Summary ofAnalysis of Variance showing no significant difference between the Opinions of Teachers, Principals and Ministry of Education Officers on School-Community Relationship Skills of Principals.**

Variable	Sum of Squares	df	Mean Square	f -ratio	Prob.	Critical Value
Between Groups	4.053	2	2.026	.033	.968	3.98
Within Groups	6924.643	112	61.827			
Total	6928.696	114				

Table 4.4.5showedthat the calculated f-ratio value (.033) at 112 degree of freedom 2 and the level of significance 0.05. The critical value (3.98) is greater than f-ratio value (.0033) and observed level of significance P (.968) is greater than 0.05. This means that there is no significant difference between the opinions of Teachers, Principals and Ministry of Education Officers on Interpersonal Relationship Skills of Principals. Therefore, the null hypothesis is retained.

Hypothesis 6:
There is no significant difference between the opinions of Teachers, Principals and Ministry of Education Officers on Supervisory Skills of Principals.

Table 4.4.6: **Summary of Analysis of Variance showing no significant difference between the opinions of Teachers, Principals and Ministry of Education Staff on Supervisory Skills of Principals.**

Variable	Sum of Squares	df	Mean Square	f s-ratio	Prob.	Critical Value
Between Groups	85.094	2	42.547	.847	.431	3.98
Within Groups	5626.07	112	50.233			
Total	5711.165	114				

Table 4.4.6 revealedthat the calculated f-ratio value (.874) at 112 degree of freedom 2 and the level of significance 0.05. The critical value (3.98) is greater than f-ratio value (.874) and observed level of significance P (.431) is greater than 0.05. This means that there is no significant difference between the opinions of Teachers,

Principals and Ministry of Education Officers on Supervisory Skills of Principals. Therefore, the null hypothesis is retained.

4.5 Summary of Hypotheses Testing

Ho	Hypothesis Statements	Statistical Test	Results	Level of Significance	Conclusion
I	There is no significant difference between the perceptions of teachers, principals and Ministry of Education on communications skills of principals	ANOVA	Prob.value is .570	0.05	Retained
II	There is no significant difference between the perceptions of teachers, principals and Ministry of Education on decision-making skills of principals	ANOVA	Prob.value is .490	0.05	Retained
III	There is no significant difference between the perceptions of teachers, principals and Ministry of Education on the discipline skills of principals	ANOVA	Prob.value is .267	0.05	Retained
IV	There is no significant difference between the perceptions of teachers, principals and Ministry of Education on the interpersonal relationship skills of principals	ANOVA	Prob.value is .233	0.05	Retained
V	There is no significant difference between the perceptions of teachers, principals and Ministry of Education on the school-community relations skills of principals	ANOVA	Prob.value is .968	0.05	Retained
VI	There is no significant difference between the perceptions of teachers, principals and Ministry of Education on the supervisory skills of principals	ANOVA	Prob.value is .431	0.05	Retained

4.6 Major Findings of the Study

This section presents the major findings of the study. The study established that:

1. Principals have effective communication skills in handling the affairs of their schools. They used simple language in communicating with their staff members about the development in the school. They also

communicated problems relating to educational activities promptly to the host community of the school.

2. Principals involved teachers in the decision-making process of the school. They also involved PTA membership, MOE officials and Board members in decision-making process, but some school principals do not take any anybody's opinion, they are masters of their own.
3. In school setting, rules and regulations were formulated to govern and control the conduct of staff and students' discipline. The principals are role models themselves in the area of discipline as they disciplined wanting teachers according to the stipulated rules and regulations of the school.
4. The principals were approachable at all times in the school which enhances harmonious working relationship exists between the principals and the teachers, between principals and the non-teaching staff and between the principals and the students as well. This cordial relationship extended to the host community members, which creates a good rapport between the school community and the host community.
5. School principals were committed to serving the host communities of their schools as most principals used to involve students' parents (the PTA) in matters relating to school-community activities. As such, internal programmes of the school are intimated to the community members through regular meetings and activities like MSS, quizzes and speech and prize given day etc.
6. On the issue of instructional supervision, school principals used to carryout internal classroom visitations regularly in order to find out where their teachers are lacking with the aim of boosting their morale and competence. They encouraged the newly appointed and posted teachers to

their schools checking and correcting their lesson plans and lesson notes. The school principals as well, do organize a mini seminar in their schools to rob minds together with the old and new teachers on grey areas in order to decide on the way forward.

4.7 Discussion of Major Findings

The analysis of the data collected for this study provided a base line into the main objectives of the study, which was to ascertain the perceptions of stakeholders on the role performance of principals of public secondary school in Zamfara State, Nigeria. The study comprised of a sample of 115 respondents which include 30 principals, 70 teachers and 15 staff of Ministry of Education respectively. Responses were analyzed in six sections. The sections perused on findings that did not conform with opinions of some authorsas earlier acknowledged in cited in literature review.

A great number of the respondents affirmed that school principals maintain an effective line of communication with staff at all times. Communication is the life wire of the public co-operation and schools, and when itis removed, activities will come to a standstill (Dare, 2006). Abubakar (2007) went further to elucidate that effective management of institutions for the attainment of educational goals at anyeducational level depends largely on the ability of the management and teachers to use communication process effectively in managing the affairs of the school.

It is on this basis that Nwachukwu (1988) postulated that for principal's communication to be successful in his management of public schools, he should provide adequate feedback and be a good listener, use simple language in communication, avoid long, technical and complicated words.

On decision-making skills of the principal, majority of the respondents agree that principals do not work singlehandedly in making decisions, but rather in

collaboration with all concerned in the affairs. Olubadewo (1992), admitted that decision-making is a choice between two or more alternatives. It is in the process of thought and deliberation that leads to a decision. He added that a good administrator will always bear in mind that a tree does not make a forest. In making good and effective decision, it is always advantageous to involve all representatives of all concerned.

Discipline as perceived by the majority of the respondents they attest to the fact that principal of a school is a role model in field of discipline as he sets the face for others to emulate. A large part of any school principal's job is to handle discipline. The first step of having effective student discipline is to make sure that his teachers know what he is expecting when it comes to student discipline. Once they understand how he wants them to handle it, his job becomes easier. The discipline issue a principal deals with will mostly come from teacher referrals. To this regard, Meador (2009)asserted that a good principal will listen to all sides of an issue without jumping into conclusions collecting as much as evidences as he can. A principal's role in student discipline is much like that of a judge and a jury. He decides whether the student is guilty of a disciplinary infraction and what penalty should be enforced. He added that an effective principal always documents discipline issues, makes fair decisions, and informs parents when necessary.

On inter-personal relationship, the respondents, agree that principal with high public relation values receives sustained support from the community. This is very true when Meador (2009)statedthat having good relations with parents, community members and external agencies can benefit a principal in a variety of areas. If he has built trusting relationships with a parent whose child has a discipline issue, then it makes it easier to deal with the situation, if the parent supports the school and the

principal's decision. The same holds true with the community. He added that Building relationships with individuals and business in the community can help a school out tremendously. Benefits include donations, personal time, and overall positive support for the school. It is a vital part of any principal's job on nurture his relationships with parents and community members.

On the impact of principal's instructional supervisory role, is the thrust of all established schools. The importance of today's educational system cannot be over emphasized (Abama, 2002). Training and development is the process whereby employees receive adequate training to improve their skills, knowledge, attitudes, potentials and responsibilities to enable them perform well on their job. Edem (2007) posited that it is the responsibility of the principals to provide in-service and other training needs for members of his/her staff.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter deals with the summary, conclusion, recommendations and suggestions for further studies and is presented as follows:

5.2 Summary

The study was designed to find out the perceptions of stakeholders on the role performance of principals of public secondary school in Zamfara State.

The introductory aspect focuses on background to the study, statement of the problem, objectives, research questions, hypotheses and scope of the study.

Related literature on the issues raised in the objectives such as communication skills, decision-making skills, discipline skills, interpersonal skills, school-community relations skills and supervisory skills of principals were reviewed.

Methodology used involved descriptive survey. The instrument for data collection was structured questionnaire. The instrument was validated by the lecturers in Educational Administration and Planning Section of Department of Foundations. The finaldraft was approved by the project supervisors. Pilot study was conducted and the reliability coefficient obtained was 0.86.

Frequency counts of the opinions of respondents were obtained using simple percentage while Analysis of Variance was employed to test the study hypotheses at 0.05 levelof significance. The resultsproved that the critical values are greater than the f-ratios and observed levels of significance (P)are greater than 0.05

All hypotheses of the study were retained as the study therefore, shows no significant relationship between principal's role performance and perceptions of the respondents in communication, decision-making, discipline, inter-personal

relationship, school-community relationship and instructional supervisory skills of the principals.

5.3 Conclusions

Based on the findings of the study the following conclusions were drawn:

1. Principals used simple language to communicate to staff and other members of the school community.
2. Principals involved all members of the school community in decision-making process.
3. Rules and regulations were formulated by the principals to maintain discipline in the school.
4. The principals were approachable and this created harmonious working relationships.
5. Members of the school community were involvedon school activities such as in school sport competition, debates and speech and prize giving day.
6. School principals carried out instructional supervision regularly through classroom visitations.

5.4 Recommendations

Based on the outcome of the data analysis, the researcher comes out with the following recommendations to improving the principal's managerial skills in handling public secondary schools in Nigeria.

1. Communication is the life wire of every organization and the principals should ensure that adequate and effective lines of communication are maintained at all times.
2. Rational decisions should also be taken in collaboration with the school community members and the host community people.

3. Discipline should also be maintained by both the students and teachers so as to keep to pace of good ad conducive teaching-learning atmosphere.
4. Harmonious interpersonal relationship should be a yard stick to enhancing performance in our secondary schools. This should be encouraged through maintaining a good rapport between the principals and their teachers. Principals should always consider their colleagues (teachers) when it comes to personal interaction; they should not always see themselves as superior.
5. School-community relationship should be taken with keen consideration as it expands the relationship between school and the host community. As no school lives in isolation of community and vice versa
6. Supervision of instruction is of paramount importance as it cement the gap created by errand teachers that do not regularly meet up their responsibilities. The principals should maintain classroom visitation at all times unknown to the teachers.The three tiers of governments should embark on serious supervision to secondary schools to encourage the warring teachers and principals that leave on lips and eye services towards their teaching job. However, the principals should be given a task to accomplish i.e. lessons to handle. So that the newly recruited teachers will be motivated by them through making of the lesson plan and lesson notes.

5.5 **Suggestions for further Study**

The researcher hereby suggests that similar studies be embarked upon in other levels of educational system in Nigeria.in order for the society to have a comparable and sanitized action to be taken by the Federal Government, States Ministries of Education, Local Education Authorities, other educational stakeholders like

examination bodies (i.e. WAEC, NECO, NABTEB, JAMB, etc.) and by the school proprietors of private schools in the country.

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APPENDIX A

Dept. of Educational Foundations and Curriculum,
Faculty of Education,
Ahmadu Bello University,
Zaria.
5th June, 2014.

Dear Sir/Madam,

QUESTIONNAIRE ON THE PERCEPTIONS OF STAKEHOLDERS ON THE ROLE PERFORMANCE OF PRINCIPAL IN PUBLIC SECONDARY SCHOOLS OF ZAMFARA STATE, NIGERIA

I wish to solicit your assistance in collecting necessary data on Perception of Stakeholders on the Role Performance of Principals inPublic Secondary Schools ofZamfara State, Nigeria. This research work is purely an academic exercise and the information obtained in this questionnaire will be treated with utmost confidentiality.

Your unalloyed responses will help in giving a baseline study and will also help in planning towards improving the performance of Principals of Secondary Schools in Zamfara State.

Thank you.

Yours faithfully,

AHMAD, CHAFE LAWAL

SECTION A

DEMOGRAPHIC INFORMATION OF THE RESPONDENTS

(Tick the column that appeals to your opinion)

1.Designation:

1. Principal ( )
2. Teacher ( )
3. MOE Staff ( )

2.**Gender**:

1. Male ( )
2. Female ( )

3.**Age**:

1. 20 – 25 yrs. ( )
2. 26 – 30 yrs. ( )
3. 31 – 35 yrs. ( )
4. 36 – 40 yrs. ( )
5. Over 40 yrs. ( )

4.**Educational Qualification**:

1. NCE ( )
2. HND ( )
3. B.A/B. Sc. ( )
4. B. Ed ( )
5. M. Ed ( )

5.**Work Experience**:

1. 1 – 3 yrs. ( )
2. 4 – 6 yrs. ( )
3. 7 – 9 yrs. ( )
4. 10 12 yrs. ( )
5. Over 12 yrs. (Specify) ……...

……

……

……

……

SECTION B

Tick ( ) in the appropriate column that relates to your opinion in sections B, C, D, E, F, G

S/N	Item Statement COMMUNICATION SKILLS OF PRINCIPALS	Strongly Agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)
6	Principal have effective communication skill in place skill in my school					
7	Principal keep records of minutes of meetings and send proceedings to staff.					
8	Notice of meetings is sent to the parents ahead of meetings.					
9	Principal use simple language in communicating with all members of the school.					
10	Problems relating to educational activities are promptly communicated by the principal.					
11	Principal use to pass information relating to decision-making in advance to all concerned before the day of the meeting.					
12	Ineffective communication by the school principal leads to breakdown in communication.					
13	Communication is effective in school, if principal do hold regular internal meetings and supervision in my school.					
14	Students and community members receive information from their principal through letters.					
15	Official matters are communicated to MOE in writing.					

SECTION C

S/N	Item Statement DECISION-MAKING SKILLS OF PRINCIPALS	Strongly Agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)
16	Principal usually include teachers in the decision-making process of the school.					
17	Most of decisions reached during staff meetings not usually implemented.					
18	Principal is partial in involving staff members in decision-making.					
19	Principal is autocratic in decision-making process in the school.					
20	Principal creates conducive atmosphere for staff to participate in the decision-making process in school.					
21	Parents, MOE officials and Board members are involved in decision-making process in schools.					
22	Members of the local community take part in decision making process on issues that relate to school-community relationship.					
23	My principal lacks certain qualities in making relevant decisions.					
24	In educating the students, principaluse to call for collaborative efforts of the teachers and parents/guardians.					
25	Principal use to consult members of the Advisory Board before implementing any decision in my school.					

SECTION D

S/N	Item Statement DISCIPLINE SKILLS OF PRINCIPALS	Strongly Agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)
26	My principal is a role model himself in the area of discipline.					
27	Staff commitment to job may be low and the objectives of the school may not be accomplished, if principal do not take appropriate measures on indiscipline behaviours.					
28	My principalformulatesrules and regulations governing school discipline himself.					
29	Teachers are well disciplined and are respected by the students.					
30	Misbehaved students are punished appropriately without fear of parental influence.					
31	Teachers found wanting are disciplined according to laid down rules and regulations of the school.					
32	Principalis very selective in reporting errand and indiscipline cases to the Ministry of Education when it involves his loved staff members.					
33	Parent Teachers Association (PTA) is neglected in handling activities that relate to students' discipline.					
34	Principal establishes a disciplinary committee in the school that decides on how discipline should be maintained.					
35	The principal is not disciplined and such isnot respected by the teachers, the students and the community.					

SECTION E

S/N	Item Statement INTERPERSONAL RELATIONSHIP SKILLS OF PRINCIPALS	Strongly Agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)
36	There is harmonious working relationship between the principal and teachers in my school.					
37	There is good interaction among teachers.					
38	There is good interaction between teachers and students.					
39	Principalis approachable at all times in the school.					
40	School management relates well with students' parents.					
41	Teachers relate well with the students.					
42	Members of school relate well with the local community.					
43	Principal relate well with the students in my school.					
44	Principal with high public relation values receives sustained support from the community.					
45	Sour relationship between principal, staff and students disrupt academic work.					

SECTION F

S/N	Item Statement SCHOOL-COMMUNITY RELATIONSHIP SKILLS OF PRINCIPALS	Strongly Agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)
46	Principaluse to invite community people in the school activities.					
47	Principalis not committed to serving the host community.					
48	School-community relationship were not usually appraised by principal.					
49	Principals do not participate in civic activities outside of the school.					
50	Principaluse to negate PTA and related groups from participating in the school activities.					
51	Principal is not democratic with the local community people.					
52	My school principaluse to publicize the schoolto project its public relations image.					
53	Internal programmes of the schools are not usually communicated by the principal.					
54	External programmes are not usually communicated to the staff and students in the school e.g. community meetings holding in the schools.					
55	My school principal do not participate in the civic activities outside the school (i.e. in the community).					

SECTION G

S/N	Item Statement SUPERVISORY SKILLS OF PRINCIPALS	Strongly Agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)
56	School principal carry out instructional supervision exercise regularly in my school.					
57	Principal regularly superviseshis staff in the school.					
58	Schools are not run effectively by principal as they fail to inspect their teachers during class sessions.					
59	Principals do not carry out regular supervision in their schools.					
60	Most school principals are appointed on political grounds and therefore, cannot supervise effectively.					
61	Principal do not give orientation to new staff in my school.					
62	Principal do not help the teachers in preparing and correcting their lesson plans and lesson notes.					
63	Principal do not care for teachers' use of instructional materials in my school.					
64	Principal use to help the teachers to improve themselves by supporting them to go for in-service training.					
65	Principaldoes have power to organize local seminars to improve the quality of his teachers.					

APPENDIX B

LIST OF SAMPLED SCHOOLS USED IN THE SCHOOL

1. Government Secondary School, Anka
2. Government Girls' Day Secondary School, Anka
3. Government Science Secondary School, Gusau
4. Government Girls' Arabic Secondary School, Gusau
5. Government Girls' Day Secondary School, Samaru–Gusau
6. Government Day Secondary School, Janyau
7. Government Technical College, Gusau.
8. Government Secondary School, Tsafe
9. Government Day Secondary School, Tsafe
10. Government Technical College, Kaura-Namoda
11. Namoda Day Secondary School, Kaura-Namoda
12. Government Girls' College, Talata-Mafara
13. Agwaragi Day Secondary School, Talata-Mafara