

**PERCEPTIONS OF STAKEHOLDERS ON THE ROLE PERFORMANCES OF
PRINCIPALS IN THE ADMINISTRATION OF JUNIOR SECONDARY SCHOOLS IN
NORTH WEST GEO-POLITICAL ZONE, NIGERIA.**

BY

**SANI, Aliyu Masanawa, B.Ed (ABU), M.Ed (UDUS)
Ph.D/EDUC/12689/2011-2012**

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

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**A Ph.D THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATESTUDIES,
AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA IN PARTIAL FULFILLMENT OF
THE REQUIREMENT FOR THE AWARD OF DEGREE OF DOCTOR OF
PHILOSOPHY IN EDUCATIONAL ADMINISTRATION AND PLANNING.**

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM, AHMADU
BELLO UNIVERSITY, ZARIA**

August, 2016.

DECLARATION

I declare that this thesis entitled, “Perceptions of Stakeholders on the Role Performances of Principals in the Administration of junior Secondary Schools in North-West Geo-political Zone, Nigeria” has been conducted by me in the Department of Educational Foundations and Curriculum under the supervision of my supervisors, Prof. Bashir Maina, Dr. E. I. Makoju and Dr. A. A. Igunnu. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree or diploma at this or any other institution.

Sani, Aliyu Masanawa
Name of Student

Signature

Date

CERTIFICATION

This thesis entitled, **“Perceptions of Stakeholders on the Role Performances of Principals in the Administration of junior Secondary Schools in North-West Geo-Political Zone, Nigeria,”** by Aliyu Sani Masanawa meets the regulations governing the award of the degree of Doctor of Philosophy (Educational Administration and Planning) of the Ahmadu Bello University, Zaria, Nigeria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This thesis is dedicated to my parents, who gave birth to me, sent me to school and encouraged me to pursue and acquire education.

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In the name of Allah Most Gracious, Most Merciful. His peace and blessing be upon Prophet Muhammad (SAW). I wish to express my deep appreciation to the team of supervisors in the Department of Educational Foundations and Curriculum under the able leadership of Prof. B. A. Maina, for the kind of training given to me during the period of this study. I am grateful to two other supervisors, Dr. E. I. Makoju and Dr. A. A. Igunnu. I would also wish to acknowledge the contributions of my lecturers such as Dr. Mamman Musa, Prof. M. C. Ubah, Dr. A. M. Jumare, Dr. S. U. El-Yakubu, and Professor Tijjani Abubakar, Dean Faculty of Education and all staff of the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria.

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ABSTRACT

The study was on Perceptions of Stakeholders on the Role Performances of Principals in the Administration of Junior Secondary Schools in North-West Geo-Political Zone, Nigeria. The study formulated ten Hypotheses and ten research questions in line with the objectives of the study. Descriptive survey design was adopted and used to cover all the seven states that constituted North-West Geo-Political Zone. A total population of 25,078 made up of 1,080 inspectors, 1,683 principals and 22,315 teachers was used in the study. A sample of 291 inspectors, 322 principals and 378 teachers was arrived at using Research Advisors (2006) Sampling Table. Stratified sampling technique was used to select schools and respondents. After the distribution of the questionnaire, a total of 939 comprising 329 teachers, 320 principals and 290 inspectors was retrieved. A close ended questionnaire (five point Likert Scale) was used as instrument for data collection. The instrument was validated by my supervisors and other experts. A pilot study was conducted to determine the reliability coefficient of the instrument. Split half method was used to analyse the results revealing 0.86 reliability coefficient. The analysis showed high positive reliability of the instrument making it useful and reliable for the conduct of the research. The data were analysed using descriptive statistics and One Way Analysis of Variance (ANOVA), using 0.05 level of significance. Scheffe's Multiple Comparison was employed and used to establish incidences of extent of differences in opinions. The analysis indicated that two hypotheses on principals' roles on supervisory function and staff and students' welfare were retained, while eight hypotheses were rejected. The findings revealed that role performances were not achieved because principals lacked experience in decision making strategies, inability to involve stakeholders in securing and managing school resources, barring students in participating in extra-curricular activities, among others. The study concluded, based on the data analyzed and the major findings, that role performances of principals in junior secondary schools in North-West Geo-political zone were not attained to enhance schools' administration. Recommendations include encouraging high level of community involvement in secondary school administration in order to sustain cordial relationship between the school and community and developing and promoting extra-curricular activities in secondary schools. The implementation of the recommendations could result into better Junior Secondary School administration leading to better quality delivery in Nigeria. The study further suggested among others for a research on the perception of stakeholders on the performance of principals in the administration of senior secondary schools in North-West Zone.

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LIST OF ABBREVIATION

- NPE - National Policy on Education
- UBE - Universal Basic Education
- JSS - Junior Secondary School
- MOE - Ministry of Education
- SBMC - School Base Management Committee
- NCE - Nigeria Certificate in Education
- FME - Federal Ministry of Education
- NNPS - National Network of Partnership School
- B.Ed - Bachelor of Education
- B.A Ed. - Bachelor of Arts Education
- WAEC - West African Examination Council
- JAMB - Joint Admission and Matriculation Board
- VVF - Vesico Vaginal Fistula
- SRQ - Scale Response Questionnaire
- QEPROP - Questionnaire for Evaluating Principal Role Performance
- SPSS - Statistical Package for Social Sciences

OPERATIONAL DEFINITION OF TERMS

The following terms that feature in the study are given operational definitions:

- a) **Role Performances** - These are administrative behaviours, responsibilities of a school principal
- b) **Administration of Junior Secondary School** - This is coordination and utilization of school resources by principal
- c) **Supervision** - This is visiting and assisting teachers in classes by principal
- d) **Maintenance of Discipline** - This refers to child management
- e) **Maintenance of Communication** - This refers to establishing relationship with members of the school
- f) **Staff Development** - This refers to programmes that develop skills and capacities of staff
- g) **Delegation of Authority** - Transferring authority to a subordinate in School
- h) **Management of Extra – Curricular Activities** - Controlling and Utilization of these activities that fall outside normal school curriculum
- i) **Decision Making** - Closing between two or more courses of Action
- j) **Managing Resources** - Utilisation of school resources to achieve Objectives

- k) Provision of Welfare Services -** Services, benefits and facilities offered to teachers and students
- l) School – Community Relationship -** Involving the community in planning and evaluation of school activities
- m) Stakeholder -** Anyone interested in the welfare and success of school

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is a training that a society bequeaths to its members with the sole aim of providing them with values, traditions and beliefs they require to live effectively as acceptable members of the society (Macionis, 2006). The relevance of education in the overall development of societies, the world over, has been recognized by man for ages. The realization of this fact made man to wonder from place to place in quest for knowledge to solve his immediate social problems.

Education, whether formal or informal, is provided in institutions established by the society with the aim of attaining objectives set by the society. Saulawa (2006) asserts that informal education is the type of education given in the society in less formal centers with a view to building connection between people, morally, socially, intellectually and vocationally. The goal is principally intended to solve or satisfy the immediate basic needs of an individual or the society. The less developed institutions require lesser administrative skills or professional expertise to administer or provide basic needs.

The formal centres, however, represent more complex institutions with complex structures, administrative and leadership pattern intended to accomplish more predetermined objectives. These formal institutions are established by the society to attain overall political, social, economic and intellectual development of the society. They, therefore, require sound managerial capacity to attain effective and efficient administration to achieve their goals. The administrators of these formal institutions therefore, require certain characteristics of a profession to address themselves to the compelling needs of the society.

In Nigeria, the formal education system includes;

- a. 6 years of primary education
- b. 3 years of junior secondary education
- c. 3 years of senior secondary education
- d. 4 years of university education.

The secondary education is given in two phases, Junior and Senior Secondary Schools with each phase headed by an administrator, the principal. The Junior Secondary School which the Nigerian government made free, compulsory and universal is an integral component of the Universal Basic Education program of the Federal Government designed to provide free access to basic education to Nigerian children. At the head of every secondary

school in Nigeria is the principal who is the Chief Executive and responsible for the general administration of the school.

As the chief executive of the educational institution, the principal is seen as a resource manager, supervisor, chief instructor, accountability officer, security provider, welfare officer etc. He manages both human and material resources of the school, and as stated by Kelechukwu (2011) “presides over a complex network of interpersonal relationship to keep and maintain high quality of committed personnel through a complete network of interpersonal relationships”.

In trying to discharge his roles, the principal, in not only North West Geopolitical Zone of Nigeria but also in Nigeria in general, is fraught by a myriad of problems. The foremost of the problems is inadequate funding. Inadequate funding has been the major bane of Nigeria’s education system since the days of missionaries. It is one of the obstacles to effective management of secondary schools education in Nigeria. Coupled with this is surging enrolment figures of students accentuated by free education programmes (UBE) embarked upon by government which resulted in the establishment of more primary and secondary schools which Timilehin (2010) citing Jaiyebea and Atanda (2003) said have made education a thorny responsibility for the government to shoulder.

There is also the factor of frequent changes in policies. Changes in policy greatly affect the general management of education. Policy, according to Timilehin (2010) quoting Jaiyebea and Atanda (2003) represents definite courses of action proposed by the government in power or an executive authority and adopted as an expedient to the issues and problems of education. Nigerian education system has suffered quite a number of changes since independence, sometimes as a result of change in leadership. For example, before Universal Basic Education was launched in 1999 by President Obasanjo, Universal Primary Education scheme was tried in 1976 but could not succeed owing to many problems. In 1982, there was another educational programme, the 6-3-3-4 system of education. In 2005, National Educational Resources Centre, Abuja announced the cancellation of the programme and replaced it with 9-3-2-3 system (Adamu, 2011). This instability of education policy continues to create administrative confusion to school heads in Nigeria.

In North-West Geo-Political area, there is the disarticulation policy which most of the governments have not fully implemented. The disarticulation of secondary schools is a part of UBE implementation strategies which is an administrative strategy designed to achieve the goals of Universal Basic Education. In most of the states, the disarticulated schools continue to share structures with Senior Secondary Schools or directly controlled by Ministry of

Education instead of the State Basic Education Boards creating some administrative problems. There is lack of basic teaching facilities which make teachers to teach in most unconducive learning atmosphere. There is also the re-introduction of Teachers' Colleges in states like Katsina and Sokoto just recently. The re-introduction of teachers colleges may create a serious administrative problem in secondary schools since the National Policy on Education upholds Nigeria Certificate in Education as the minimum teaching qualification in Nigeria.

However, as the chief executive of the secondary school, the principal has the power and capacity to stimulate and utilise the school resources at his disposal to work towards the attainment of the organizational objectives. Despite the problems and challenges facing secondary school administration in Nigeria, research has found out that the unique position principal holds as one person in a school who is responsible for and empowered to oversee the entire school, places him in a powerful position to coordinate the entire school operation and move it forward. This assertion is supported by Halinger (2004) in analysing school administration where he posits that the principals are the most influential school factor in students' achievement. This implies that the roles principals play in school administration have greater impact on the success of students in secondary schools more than that of any other person in the school. The principal has the ability to inspire other working staff in the school to perform. The school may fail woefully, even if it has all the resources, if the leadership is not ready to perform its fundamental roles.

To concur with this, the Ministry of Education of the respective states, as part of the Millennium Development Goals, frequently conduct workshops for principals and vice principals to develop and boost their administrative capacities. However, with the apparent cases of indiscipline, drug addiction, cultism, examination malpractice, reported cases of poor performance by examination bodies, which are a common phenomenon of most secondary schools in Nigeria, an investigation into the role performance of principals or task towards achieving the objectives of secondary school education may facilitate the understanding of the principal's administrative competencies. This treatise therefore, aims at examining the role performance of principals in Junior Secondary Schools in North-west Geopolitical Area with a view to usher proper secondary school administration.

The research is also aimed at looking at the components of school administration as regards role performance of principals. Waters (2011) is of the view that there are six distinctive educational stakeholders which include school board members, inspectors, administrators, teachers, parents and students that are closely involved in the overall

operations of school. These stakeholders work together in a participatory form of administration having a sense of ownership and, as Gamaje and Antonio (2014) observe, together extend stronger support to realize the goals of the school.

The roles, which are the task of the principal, are spelt in the Gullick-Urwick (1927) in Peretemode (1999) efficiency movement model that characterizes administrative roles in formal organization to achieve organizational goals. The researcher intends to assess the roles or tasks of principals in secondary schools with a view to attain effective administration of the institutions.

1.2 Statement of the Problem

Leadership is crucial in every organization to the attainment of its goal. It is most desirable in educational institutions where people who are its inputs are trained to acquire desirable cognitive, social and vocational skills they require in order to live peacefully as acceptable members of their respective societies. Educational administration involves harnessing of all existing resources in the school by the administrators and using them to achieve the goals and objectives of the school. According to the National Policy on Education (2004), the broad goals of secondary education shall be to prepare the child for useful living within the society and prepare him for higher education. These objectives require skilful leadership to attain.

Secondary education according to the National Policy on Education (2004), is the education children receive after primary education and before the tertiary stage. The school is headed by a principal who leads both the academic and non-academic in providing teaching and learning activities to students. Efficient principalship, which is tied to role performances like supervision, discipline, management of resources, delegation of authority among others in secondary schools is expected to produce good results which will lead to the attainment of the objectives as stipulated in the National Policy on Education.

However, in Nigeria today, the pathetic nature of performance of secondary school students at public examinations like the Senior School Certificate Examinations, the Joint Admission and Matriculation Examination, the introduction of entrance examination by universities and higher education institutions in Nigeria continue to suggest that secondary schools no longer work to attain their objectives as stipulated in the National Policy on Education. Additionally, the much hue and cry by parents and general public as reported by dailies in Nigeria on moral decadence associated with youth seem to suggest laxity in secondary school administration. There exist incidences of child rape, cultism, gansterism,

robbery, alcoholism, drug addiction, examination malpractice, mass academic failure, riot among secondary school students in Nigeria. These cases of indiscipline which have become characteristics of most Nigerian secondary schools continue to suggest that there are existing administrative problems in secondary schools which need to be studied with a view to proffering lasting solutions which will lead to attainment of educational objectives.

The principal, according to Agbasimalo (2009), is a supervisor whose duty is to oversee and direct the day-to-day activities of the workers, giving instructions on set task, coordinating the various departments and individuals and recommending courses of action to management. His roles include supervision and supporting staff, facilitating their development, maintaining positive relation with families and communities, managing school resources, implementing students' discipline procedures, delegation of authority, facilitating effective communication, provision of welfare for staff and students, decision making, supervising extra-curricular activities. These are regarded to be components of secondary school administration in line with Theory of Efficiency Movement. The theory as propounded by Grulick-Urwick (1927) in Peretemode (1999) describes the composition of formal organization that is deliberately established for the explicit purpose of achieving specific goal. A formal organization is described in terms of the tasks, position and activity relationship. The task is the work that must be performed to achieve its goals. The task can be broken down into sets capable of being handled by one individual. The tasks are the roles of the principal.

In view of the above, therefore, research on role performances of principals in Junior Secondary Schools in Nigeria has become absolutely necessary in order to establish the relationship between role performance of principals in achieving the goals and objectives of secondary school education. Based on the highlighted problems of secondary school administration, the study aims at evaluating the task of principals in Junior Secondary Schools towards achieving the goals of education. The research focuses on three components of secondary school administration as principal, teachers and inspectors who are closely involved in secondary school administration with a view to synchronizing their opinions and arrive at a better form of administration of secondary schools in the North West Geo-Political Zone.

1.3 Objectives of the Study

The study seeks to achieve the following objectives:

1. Examine the opinions of stakeholders on role performances of principals on supervision in Junior Secondary Schools in North-West Geo-political Zone, Nigeria;
2. Examine the opinions of stakeholders on role performances of principals on Maintenance of Discipline in Junior Secondary Schools in North-West Geo-Political Zone, Nigeria;
3. Identify the opinions of stakeholders on the role performances of principals on maintenance of communication in Junior Secondary Schools in North-West Geo-Political Zone, Nigeria;
4. Determine the opinions of stakeholders on role performances of principals on Staff Development in Junior Secondary School in North-West Geo-Political Zone, Nigeria;
5. Explore the opinions of stakeholders on the role performances of principals on Delegation of Authority in Junior Secondary Schools in North-west Geo-Political Zone, Nigeria;
6. Find out the opinions of stakeholders on the role performances of principals on Management of Extra-Curricular Activities in Junior Secondary Schools in North-West Geo-Political Zone, Nigeria;
7. Ascertain the opinions of respondents on the role performance of principals on School-Community Relationship in Junior Secondary Schools in North-West Geo-Political Zone, Nigeria;
8. Ascertain the opinions of stakeholders on the role performance of principals on Decision Making process in Junior Secondary Schools in North-West Geo-Political Zone, Nigeria;
9. Identify the opinions of stakeholders on the role performance of principals on Managing Resources in Junior Secondary Schools in North-West Geo-Political Zone, Nigeria; and
10. Examine the opinions of stakeholders on the role performance of principals on provision of Welfare Services for Staff and Students in Junior Secondary Schools in North-West Geo-Political Zone, Nigeria.

1.4 Research Questions

This research seeks to find answers to the following questions:

1. What are the opinions of stakeholders on supervisory role performances of principals in junior secondary schools in North-West Geo-Political Zone?
2. What are the opinions of stakeholders on role performance of principals on Maintenance of Students' Discipline procedures in Junior Secondary Schools in North-West Geo-Political Zone, Nigeria?
3. How do principals' role performances help on Maintenance of Communication in Junior Secondary Schools in North-West Geo-political Zone, Nigeria?
4. How do principals' role performances work to develop staff in junior secondary schools in North-West Geo-Political zone, Nigeria?
5. How has the role performance of principal on Delegation of Authority impacted on Junior Secondary Schools in North-West Geo-Political Zone, Nigeria?
6. How do principals' role performances help in the use of Extra-curricular Activities in Junior Secondary Schools in North-West Geo-Political Zone, Nigeria?
7. How do principals Maintain School-Community Relationship in Junior Secondary Schools in North-West Geo-Political Zone, Nigeria?
8. How do principals engage on decision making process to develop Junior Secondary Schools in North-West Geo-Political Zone, Nigeria?
9. How do principals manage school resources in Junior Secondary Schools in North-West Geo-Political Zone, Nigeria?
10. What roles do principals play on Staff and Students' Welfare in Junior Secondary Schools in North-West Geo-Political Zone, Nigeria?

1.5 Research Hypotheses

The hypotheses formulated for the study are:

- H₀₁: There is no significant difference in the opinions of principals, teachers and inspectors on the Supervisory Role Performances of principals in Junior Secondary Schools in North-West Geo-Political Zone, Nigeria.
- H₀₂: There is no significant difference in the opinions of principals, teachers and inspectors on principal role performance on Maintenance of Discipline in Junior Secondary Schools in North-West Geo-political Zone, Nigeria.

- H₀₃: There is no significant difference in the opinions of principals, teachers and inspectors on principal role performance on Maintenance of Communication in Junior Secondary Schools in North-West Geo-Political Zone, Nigeria.
- H₀₄: There is no significant difference in the opinions of principals, teachers and inspectors on principal role performance on Staff Development in Junior Secondary Schools in North-West Geo-Political Zone, Nigeria.
- H₀₅: There is no significant difference in the opinions of principals, teachers and inspectors on role performance of principal on Delegation of Authority in Junior Secondary Schools in North-West Geo-Political Zone, Nigeria.
- H₀₆: There is no significant difference in the opinions of principals, teachers and inspectors on principal role performance on Management of Extra-curricular Activities in Junior Secondary Schools in North-West Geo-Political Zone, Nigeria.
- H₀₇: There is no significant difference in the opinions of principals, teachers and inspectors on principal role performance on School-Community Relation in Junior Secondary Schools in North-West Geo-Political Zone to attain proper Junior Secondary School administration.
- H₀₈: There is no significant difference in the opinions of principals, teachers and inspectors on principal role performance on Decision Making Process in Junior Secondary Schools in North-West Geo-Political Zone, Nigeria.
- H₀₉: There is no significant difference in the opinions of principals, teachers and inspectors on principal role performance on Managing School Resources in Junior Secondary Schools in North-west Geo-Political Zone, Nigeria.
- H₀₁₀: There is no significant difference in the opinions of principals, teachers and inspectors on principal role performance on Provision of Welfare Services for staff and students in Junior Secondary Schools in North-West Geo-Political Zone, Nigeria.

1.7 Significance of the Study

The study is significant in several ways. Most importantly it is expected to make significant contributions in educational development of the North-West Geopolitical Zone, Nigeria. The study is expected to come out with findings that will lead to a fuller implementation of Junior Secondary School education programme as well as achieving its goals of provision of basic education, not only in North-West Zone but in Nigeria as a whole.

The study will help educational administrators in Junior Secondary Schools to understand their leadership roles as well as the strategies to adopt and use in managing their

institutions. This is essential as it will lead to effective leadership which will lead to goal attainment. By using the results of this study, school administrations will realize the significance of harnessing school resources to achieve the goals of Universal Basic Education in North-West Geopolitical Zone.

It is equally expected that the study will help educational planners in Ministries of Education to come out with better strategies of selecting and posting educational administrators to schools in order to attain effective administration which will result to achieving the goals of education. It will also assist the various ministries of education and governments in North-west Geo-Political Zone to realize the significance of leadership in educational institution in order to evolve better ways of developing the capacities of principals in secondary schools to attain better administration.

It is equally hoped that the findings of this study will go a long way in helping parents realize the need to establish collaborative partnership with secondary school administrators in North-West Geopolitical Zone in order to achieve the goals of secondary school education. This could happen through understanding the need for a harmonies school-community relationship.

The findings of this study will be useful to teachers who are also most important component of school administration. The results of the study will depict important administrative efforts which are directed to teachers by school administration in order to develop their capacities.

The study will also be useful to students as part of schools recourses whose effective management will lead to better secondary school administration. Students will be made to realize that through effective role performance by principals, secondary schools will become important academic centres for learning, providing training for students resulting into overall behavior and moral development of students.

By analyzing the various principals' roles, the community will get to understand the different functions of principals in establishing school-community relationship. Communities will understand that schools are established to serve them and why it is necessary to build a strong tie between the school and the community for overall development.

By analyzing the various leadership roles of principals in Junior Secondary Schools, the study is expected to help principals realize their worth as chief executives of educational institutions, curriculum implementers, and the kind of contributions they are expected to offer in order to achieve the objectives of Junior Secondary School Education.

1.8 Scope of the Study

Nigeria is a country consisting of thirty six states and the Federal Capital Territory, Abuja. Its diversity and heterogeneity made administrators to divide it into six geopolitical zones, with each zone having similar historical and cultural characteristics. The study covered the North-west Geopolitical Zone consisting of Katsina, Kaduna, Kano, Kebbi, Zamfara, Sokoto and Jigawa states. It principally, focuses on the examination of the role performances of principals in the Junior Secondary Schools in the zone to achieve effective administration of Junior Secondary School education. The role performances the study evaluated include supervisory role, discipline, communication, staff development, delegation of authority, managing extra-curricular activities, school community relation, decision making, managing school resources and staff and students' welfare. The study is therefore limited to Junior Secondary Schools in the seven states, focusing on principals' role performances.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The main thrust of this review is to examine roles of principals in attaining better administration of secondary school education in North-West Geo-political Zone, Nigeria. This chapter, therefore, intends to review the existing literature on role performances of principals in secondary schools as education managers to achieve effective administration of their schools. The review discusses the existing related literature under the following headings:

- a) Conceptual Framework;
- b) Theoretical Background;
- c) School as a Social System;
- d) Human Relation Approach;
- e) Principals' Role Performances;
- f) Supervisory Role of Principal in secondary school;
- g) Maintenance of Discipline;
- h) Maintenance of Communication;
- i) Staff Development;
- j) Delegation of Authority;
- k) Management of Extra-Curricular Activities;
- l) Community Relation;
- m) Decision Making;
- n) Managing School Resources;
- o) Provision of welfare for Staff and Students;
- p) Leadership Qualities of Principal;
- q) Empirical Studies on Role Performance of Principals;
- r) Universal Basic Education;
- s) Junior Secondary School;
- t) Education in North-west Zone; and
- u) Conclusion.

2.2 Conceptual Background

The explanation covers the variables under study; principal, secondary school education, administration, evaluation and role performances. This is found essential because

the researcher intends to evaluate role performances of principals in secondary schools in Nigeria.

2.2.1 Principal

The term principal is variously defined by educationists. According to Vanderkelen (2012), a principal is a person responsible for the direction and supervision of all personnel who perform their respective functions within the secondary school. Ayeni (2012) defines principal as a school supervisor as well as an administrator who oversees the daily operation of a school. Ihuekwumere (2006) sees the principal as the chief executive officer, school administrator, instructional leader, personnel manager for both the pupils and staff in a secondary school.

For the purpose of this research, the term principal refers to the administrator of a secondary school, whether Senior Secondary School, junior, public or private. He is the chief executive officer of the secondary school, chief instructor, accountability officer, security provider, welfare officer etc. and as stated by Ozigi (1979) “he is the central figure in the school and the pivot on which all educational activities in the school revolve”. The principal is therefore central to the attainment of the objectives of Universal Basic Education.

2.2.2 Secondary School

Secondary school is called differently in different countries. It may be called high school, middle school, vocational school, six-form college, preparatory school and so on. The National Policy on Education (2004:18) regards secondary education as “the education children receive after primary education and before the tertiary stage”.

In Nigeria, secondary school education is given in six years duration, divided into Junior Secondary School and Senior Secondary School. Each stage, according to NPE, (2004) shall be of three years duration.

The broad goals of secondary education, as stated in the NPE (2004) shall be to prepare the individual for:

- a) Useful living within the society, and
- b) Higher education

The specific goals of secondary education as enshrined in the National Policy on Education (2004) shall be to:-

- a) *Provide all primary school levers with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background;*

- b) *Offer diversified curriculum to cater for the difference in talents, opportunities and future roles;*
- c) *Provide trained manpower in the applied science, technology and commerce at sub-professional grades;*
- d) *Develop and promote Nigerian languages, art and culture in the context of world's cultural heritage;*
- e) *Inspire students with a desire for self improvement and achievement of excellence;*
- f) *Foster national unity with emphasis on the common ties that unite us in our diversity;*
- g) *Raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens;*
- h) *Provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.*

The research, however, focuses on principals' role performances in the administration of the junior section of secondary school in North-West Geo-political Zone of Nigeria. Attempt will, therefore, be made to discuss how principals' role performances lead to the attainment of objectives of this stage of secondary school.

2.2.3 Evaluation

The explanation of the term evaluation becomes absolutely necessary since the researcher is interested in evaluating the role performances of principals in secondary schools with a view to determining whether the principals' performances in secondary schools in North-West Geo-political Zone have impacted positively on students' achievement.

According to Patton (1987) "evaluation is a process that critically examines a programme. It involves collecting and analyzing information about a programmes activities, characteristics, and outcomes". Its purpose is to make judgment about a programme to improve its effectiveness, and or inform programming decisions. The importance of evaluation include periodic assessment of activities to determine their effectiveness, helping an organization identify areas for improvement which ultimately leads to goals attainment and the results obtained from evaluation can lead to advancement of knowledge.

This being the case therefore, the study intends to evaluate the role performances of principals to determine their leadership impact in attaining the objectives of Universal Basic Education programme in North-West Geo-political Zone, Nigeria.

2.2.4 Administration

Administration is defined by Igwe (1985) as “the coordination of human and material resources towards the attainment of some predetermined objectives”. It is a way of working with people and materials to accomplish the purpose of an enterprise, or the art of mobilizing the effort of a number of people in an establishment towards the achievement of a common goal.

The term administration has always been confused with management, though they can be connotative of one and the same meaning. Olivia (2010) defines administration as the science of determining the policies and objectives of an organization or a firm, whereas management is the act of putting into practice the policies and objectives framed by the administration.

From this distinction, it can be inferred or deduced that administration concerns itself with determinative function whereas management is inclined to executive function. Management is executive in the sense that it executes the policies and objectives that are set by the administration. Although these two terms appear to be slightly different in every organization they seem to work in a complementary manner. For example, while administration frames objectives and policies of an organization, management ensures putting into practice these policies and objectives, while administration is determinative, management is executive.

Another distinction that exists between management and administration as claimed by Olivia (2010) is that while administrators are found in government, educational and religious bodies, managers are found in business firms only.

Since the main focus of this dissertation is secondary school administration, it is essential to define the concept educational administration. Igwe (1985) defines educational administration as the process of bringing men and materials together for effective and functional teaching and learning in schools for the attainment of the educational objectives of the society concerned. This therefore implies that in educational administration all the administrative efforts of an educational administrator in school center on enhancement of teaching and learning processes. Whether he is dealing with students and teachers in school, parents or ministry of education, Parent Teachers Association, School Based Management Committee, or Drama Club. All his efforts revolve around provision of favourable atmosphere for effective teaching and learning processes for the attainment of educational objectives.

2.2.5 School Supervision

According to Bello (2007) supervision is a process whereby an educational administrator or school head ensures that tasks are carried out by all the school personnel in such a way that the teaching-learning situation is enhanced. It is also seen as the process or act of seeing to it that the policies, principles, and methods established for achieving the objectives of education are properly and successfully carried out. The purpose of supervision is to make sure that teachers and other staff are doing what they are supposed to be doing.

2.2.6 Communication

According to Agbo (2008) communication is the process of passing information or message from one person to another. It is the process through which information, thought or feelings are exchanged between individuals through the use of symbols, signs or behavior. According to Abubakar (2007) effective management of instructions for the attainment of educational goals at any educational levels depends largely on the ability of the management to use communication process effectively in managing the affairs of the school.

2.2.7 Discipline

School discipline is the system of rules, punishments, and behavioral strategies appropriate to the regulation of students and maintenance of order in schools. According to Sanda (2007) quoting Ezeocha (1985), it is a systematic training through education, or a mode of life in accordance with rules of the society. Discipline is therefore a child management which is necessary in educational institution.

2.2.8 Staff Development

Staff development refers to the activities and programmes that help staff members learn about responsibilities, develop required skills and competencies necessary to accomplish instructional and organisational goals, purposes and grow personally and professionally to respond to challenges. According to Bello (2007) staff development is necessary in every organization for organizational development, decrease in anxiety and improvement of welfare of staff.

2.2.9 Delegation of Authority

Akrani (2010) defines Delegation of Authority as a transfer of certain responsibilities to subordinates and giving them the necessary authority to discharge the responsibility

properly. It is very common in every organization in schools the principal delegates some of the authority to vice principal and teachers.

2.2.10 Extra-Curricular Activities

According to Bello (2007) Extra-Curricular Activities are those activities that fall outside the realm of the normal curriculum of the school or college performed by students. They are generally voluntary, non paying and often involve students of the same age. They are important activities carried out in schools and colleges by students which must be controlled by school leadership.

2.2.11 School-Community Relationship

According to Bartner (1972) in Sanda (2007) School Community Relationship is a series of planned activities and media through which the school seeks to learn about the community, inform the community and interpret, when necessary, the purpose, programmes, problem and needs of the school and involve the community in planning and evaluating the school policies and progress. School community relationship is one of the roles of principal which must be undertaken to attain better school administration.

2.2.12 Decision Making

Decision Making is the process of making choices by setting goals, gathering information, and assessing alternative occupations. According to Eisenfor (2011) “it is a process of making choice from a number alternatives to achieve a desired result”. In every organization decision making is a daily activity of leadership. In schools and colleges schools head must imbibe the culture of decision making to arrive at better alternatives leading to good administration.

2.2.13 Resources Management

According to Durosaro (1998) in Abubakar (2007) School Resource Management is the process of planning, provision, constructing, utilizing and maintaining of school facilities to ensure goals attainment. Schools consist of a number of resources both human and non-human whose management by principals translate into better school administration. The task of principals involves identifying the available resources and using them efficiently to achieve school goals.

2.2.14 Welfare

Welfare refers to various services, benefits and facilities offered to employees by their employers in order to motivate them and encourage them to put in their best in the organization. Welfare according to Dolgoff (1990) means “all social intervention intended to enhance or maintain the social function of human beings”. Individuals in every organization require welfare to boost their capacity.

2.3 Theoretical Background

Administration and Management are areas which contain different management and administrative theories which can be applied in school administration to attain the goals and objectives of the school. However, the study intends to opt for System Theory and Human Relation Approach as frame works.

2.3.1 System Theory

A System, as a term, is defined severally. Ouwigbo and Michael (2004) posit that a System is the sum of total parts working independently and working together to achieve required results or outcomes based on needs. Turban and Mercedolh (1977) consider a System as a collection of people, resources, concepts and procedures intended to perform some identifiable functions or to serve a goal. According to Peretemode (1991) citing Choforas (1965) a System is a group of interdependent elements acting together to accomplish a predetermined purpose.

According to Madara (2008) a System has the following characteristics.

- a) An orderly way in which things are tied together (organization).
- b) There is a number of goals and objectives to be accomplished.
- c) A way in which things are tied together (integration).
- d) A way in which the components intend (interaction).
- e) A way in which the various components depend on each other.

Madara (2008) further states that a System contains the following elements; input, processor, output, control, feedbacks, boundary and environment.

2.3.2 Description of System Theory

System Theory considers an organization as a Social System in which survival depends on the system’s ability to maintain the relative consistency of its processes and the relationship within and outside the system. Owvigho and Macheal (2004) maintain that it

involves a model of energetic input – output system in which the energetic returns, that is the output is reactive to the system.

System Theory has also been regarded as an interdisciplinary study of the system in general, with the goal of elucidating principles that can be applied to all types of systems at all levels in all fields of research. This by implication, suggests that just as the concept of System, System Theory does not have a well established, precise meaning, but System Theory can be reasonably considered a specialization of system thinking, a generalization of system science and a system approach.

Historically, System Theory as an area of study specifically developed following, the world wars from the works of scholars like Bertalanffy, Rappart, Kenneth etc in the 1950s leading to an establishment of the society for general system research. This resulted from the influence of the early Greek philosophers like Plato, Aristotle on western science. This development further influenced other areas of social sciences.

According to Macheal (2004)The system theory as an interdisciplinary field is classified into:

- a) Social System Approach.
- b) Human Behaviour Approach.
- c) Social Technical System Approach.
- d) Decision Theory Approach.
- e) Management Science Approach.
- f) Contingency Approach.
- g) Operational Approach.

The theory classified further system as open or closed. According to Hann (2007) “a Closed System is one that does not rely on resources from the environment to survive”. In order to survive, a close system must have internal resources to transform into goods and services which are then consumed by members of the organization. Very few organizations meet the criteria of a Closed System.

An Open System on the other hand must continually seek resources from the environment in order to survive. An Open System obtains information, financial, material and human resources from the environment. The transformed resources must then be exported to the environment. Organizations characterized as open systems must purchase resources from outside suppliers and customers must be willing to purchase goods or services transformed by the production of the organization in order for the organization to survive (Hann, 2007).

A System also contains certain properties or elements which are of immense significance to its existence. According to Madara (2008) and Hann (2007) they include: control, boundary, feedback, output, environment, input and processor. Control entails the harmonization of the various organizational activities by the management to attain the goals of the organization. The procession is concerned with processing of inputs through sub systems into system output. It transforms or manipulates the input into result from the central processing unit.

Madara (2008) asserts that feedback measures performance by comparing the input and output. Negative feedback necessitates the need for action to reverse performance that is unsatisfactory. Positive feedback enhances performances since the results are in line with the anticipated results. The input consists of the elements that initiate an activity while the outputs are the ultimate result or product after processing.

Madara (2008) also claims that boundary determines the limitation of what defines what is within and without the system, while the environment is the surrounding of a given system.

2.3.3 School as a Social System

A System is defined as a group of interdependent elements acting together to accomplish a predetermined purpose (Choforas, 1965 in Peretemode, 1999). The School System Theory belongs to the Social System School of Thought in management which is sociologically oriented and emphasizes group and individual behaviour relationships and then looks at the way in which these behavioural patterns interlock within a micro social system.

Peretemode (1999) defines a Social System as a plurality of individual actors interacting with each other in a situation which has at least a physical or environmental aspect. Silver (1983) in Peretemode (1999) however sees it as a system in which the components are people and further gives the characteristics of a Social System as:

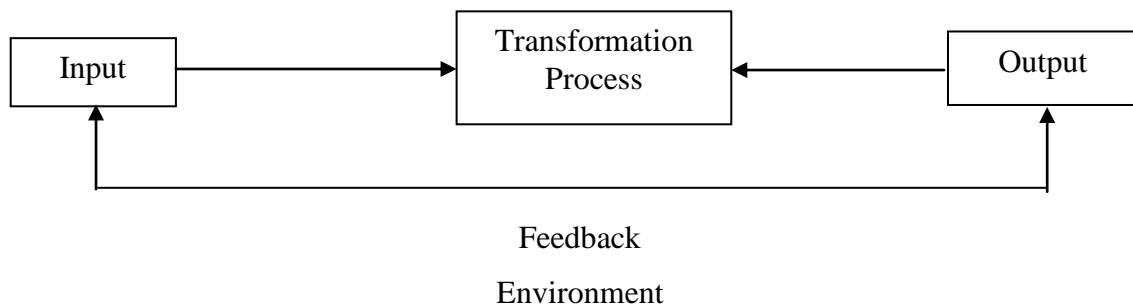
- a) It consists of a group of people;
- b) That these people are in purposive interactions;
- c) That those interactions are interdependent;
- d) That the pattern of interdependent interactions is formed into institutions, and
- e) That these institutions have identifiable geographical locations.

Schools are regarded to be Social Systems because they consist of persons working together in a coordinated manner to attain common goals. According to Nerlin (2009) in Hindenburg (2010), schools are regarded as Social Systems because:

- i. They consist of people;
- ii. They are goal directed;
- iii. They attain their goals through some form of coordinated effort;
- iv. They interact with their external environment.

Schools are however viewed to be Open Systems, not Closed Systems because they constantly interact with their environment. As an Open System, a school consists of five basic elements: input, a transformation process, output, feedback and the environment.

Table 2.1: System Composition Environment



Source: Lunenburg (2010) – **School as Open System**

a. Input

The School System uses four kinds of inputs or resources from the environment: human resources, financial resources, physical resources and information resources. Human resources include administrative and staff talents, labour and the like. Financial resources are the capital the school uses to finance both ongoing and long term projects. Physical resources include supplies, materials, facilities and equipment. Information resources are knowledge, curricula, data and other kinds of information utilized by the school district, (Nerlin, 2009) in Lunenburg (2010).

b. Transformation Process

The Transformation Process involves combining and coordinating the various resources by the school administrator to attain the goals – learning for all. The interaction between students and teachers is part of the transformation or learning process by which students become educated or enlightened capable of contributing their knowledge to the society. The processing stage also involves teaching and lectures, seminars, writing assignments, conducting trips, excursions, researches, discussions, participating in quiz competitions, debating and drama etc., (Nerlin, 2009) in Lunenburg (2010).

Lunenburg (2010) also maintains that the transformation process includes the internal operation of the organization and its system of operational management. Some components of the System of Operational Management include the technical competence of school administrators and other staff, their plans of operation, and their ability to cope. Tasks performed by the school administrators or principals in the school structure will in no doubt affect the school's output.

c. Outputs

Lunenburg (2010) is of the view that it is the principal's duty to secure and use input to the school, transform them, while considering external variables – to produce outputs. In a School Social System the outputs are measured through the attainment of the organizational goals or objectives and are represented by the products, results, outcomes, or accomplishment of the System. Although, the kinds of outputs will vary with a specific school, they usually include one or more of the following: growth and achievement levels of students and teachers, students dropout rate, employee performance and turnover, school community relations, and job satisfaction. The products of the school who are the output should reach the society as educated, cultured, refined, disciplined, employable and productive individuals whose performance will attract commendation from the society.

d. Feedback

Feedback as defined by Peretemode (1999) is the process through which the organization learns. It is regarded as the input from the environment to the system, telling it how it is doing as a result of its output to the environment. Feedback is crucial to the success of the school operations. Feedback can be positive or negative. Negative feedback can be used by the school administration to correct deficiencies in the transformation process or the input or both, which in turn will have an effect on the school future outputs. Positive feedback implies that the outputs are those expected. This can serve to reinforce the organization.

e. Environment

The environment surrounding the school includes the social, political and economic forces that continue to affect the school operation. Peretemode (1999) refers to it as “everything external to the System that has the potential to affect all or part of the school organization”. In the Nigerian context, the environment include the district or

community where the school is located, parents, old boys associations, non-governmental organization, opinion leaders etc. The social, political and economic contexts in which school principals work today are grossly influenced by pressure at local, state and federal levels. This therefore makes it imperative for school principals to develop internal mechanism that will help them to administer their schools while at the same time taking into consideration the external demands.

2.3.4 System Theory and School Administration

System Theory which is used here considers school as a System operating within an environment with the school head (or principal) using/applying the theory to attain the goals of the school organization. It involves identification of objectives of the school, selecting the appropriate means of achieving them, devising action programme, assessing their impact and revising the process in the light of experience (Finlay, 2010). The principals require as a matter of necessity this knowledge for their basic function of educational management.

In the light of the role performance of principals, knowledge of System Theory gives the administrator of an institution an insight into the importance of involving the community in the general management of the school. Finlay (2010) claims that involving community by the school head helps him to gain purposive and evaluative feedback about the system. The feedback especially negative, or critical feedback rather than positive or re-enforcing, is seen to be necessary for open system survival. In schools, internal feedback is needed between administration and teachers as well as external feedback between the school and the community.

Another significance of System Theory to educational or institutional administration has to do with the identification of objective for which the school is established. The objectives are regarded as school boundary within which the school is expected to operate. Objective consideration is necessary to the principal in formulating system strategy and action attracting energy and resources, maintaining them and rejuvenating them (Finlay, 2010). This sets appropriate boundaries for action and helps the system to avoid pitfalls and impediments in past actions.

Finlay (2010) also holds that System Theory leads educational managers to a realization of the importance of choosing to grow by maximizing the schools relationship with its environment to obtain the resources for change or for dynamic evolution of the school organization.

Through System Theory, school administrator is helped in selecting new or replacement of members (input) or orient the new administrators to the system (processing) thereby making the new members of staff affect the entire organization resulting to goals or objective attainment of the system.

The school administrative system is also a sub-system that works in a super system. Knowledge of System therefore, helps principals to realize that administrators cannot function in isolation rather they are functionally related and necessarily contributory to a larger system. This knowledge helps them to perform their roles effectively.

School principal must be concerned with more than the processing of work as the sole outcomes of school system activities. The System therefore, is essential in making educational managers realize other categories of the System outcomes: integration, health and feedback. The systems or organizations that realize this will maximize their contributions to students and environments.

System Theory also allows school administrators to engage in output identification. This is not only essential but necessary as it facilitates the determination of the resources needed by the organization resulting to the full and maximum utilization of them. As the school administrator, the principal represents a crucial component of the school system (Kelechukwu, 2011). This means that if he does his job as expected in the system, it may result to the achievement of secondary school objectives as enshrined in the National Policy on Education (2004).

2.4 The Human Relations Approach

The researcher intends to also consider the application of Human Relations Theory, as the second theory that principals can use to administer effectively secondary schools in the North-West Geo-political area. The use of this Theory is based on the belief that productivity of workers and goal attainment of organizations are to a large extent hinged on workers satisfaction.

2.4.1 Human Relation Approach

This Theory according to Peretemode (1999), and Pearson (1991) emerged from a discovery by Elton Mayo and his team of researchers in an industrial engineering project. The result of the Theory postulates that productivity of workers depends heavily upon the satisfaction of the employees in their work situation. The researchers discovered that logical factors were far less important than emotional factors in determining productivity efficiently.

Furthermore, of the human factors influencing employee behaviour, the most powerful were those emanating from the workers participation in social groups. Thus, Mayo and his team concluded that work arrangement, in addition to meeting the objective requirement of production must at the same time satisfy the employee's subjective requirements of social satisfaction at his work place (Peretemode, 1999).

In short, Human Relation Theory, rather than viewing the workers as mere cogs in the wheel of an organization, asserts that the organization will prosper as it helps the employee prosper. According to Boscom (2013) some positive management actions that lead to employee motivation and improved performance are:

1. *Treating employees as if work is natural as play or rest, just as motivational theory states;*
2. *Sharing the big-picture objectives toward which their work is aimed;*
3. *Empowering them to innovate and make as many independent decisions as they can handle;*
4. *Training and developing them, increasing freedom and responsibilities as their capabilities grow;*
5. *Providing appropriate recognition and rewards when they achieve company goals; and*
6. *Using any other helpful theories of human relations that will keep them motivated toward excellence.*

2.4.2 Human Relation Theory and Secondary School Administration

The Human Approach to educational administration steers management's focus towards an employee's enthusiasm, morale and contentment rather than just productivity alone. The principal, in a school realizes the need to consider the worth of his workers alone rather than organizational goals. This is necessary because organizational goals cannot be attained if workers are disenchanted with the leadership of the organization.

A school in which the principal adopts human relation perspective is one in which the entire staff feel they are able to work freely as a team without coercion and manipulation from the administrators. The human relation approach creates an environment in which school management does not hover over teachers or non-teaching staff, superficially monitor work, or deliver commands in a hostile or threatening manner.

The school with Human Relation Approach facilitates an atmosphere in which relational aspects such as developing and maintaining positive relationship are considered as

premium by the principal. Indeed, the school environment is one of high teachers' morale as staff members are enthusiastic about coming to work every day and genuinely excited to be part of the school system. In this atmosphere, the principal sets a tone of encouragement and embraces the concept of employees as important individuals who are capable of influencing the school in a positive manner through their own skills.

The school is a Social System with sub-systems that function together in an interdependence form to achieve the overall organizational goal. There is the spirit of unity and interdependence among the sub-systems existing within the supra-system with a common goal. The Human Relation Approach creates the need to work in unison to achieve the predetermined organizational goal. Newman (1977) points out that success in life depends upon the support and help of other people as no one makes it alone. This is necessary because cooperation is essential in every organization if objectives are to be attained.

2.5 Principals' Role Performance

The principal is notably the head of an educational institution, a secondary school, public or private. He is the chief executive of the educational institution, a resource manager, supervisor, chief instructor, accountability officer, security provider, welfare officer etc. He has a duty to manage both human and material resources of the school. Kelechukwu (2011) states that the principal presides over a complex network of interpersonal relationship to keep and maintain high quality of committed personnel through a complete network of interpersonal relationship.

As the leader of an educational institution, its success or otherwise depends to a large extent on the quality of its leadership. The National Policy on Education (2004) in support of this claim states that:

“The success of any system of education is hinged on proper planning, efficient administration and adequate financing. Administration is a function of organization and structure, proprietorship and control, inspection and supervision.”

This, by implication, implies that administration is fundamental to the growth and development of any educational institution. The principal, as the leader of a school, is essential and central in the realization of the objective of the school. Deservine (2012) and Johnson (2012) have written to indicate the might and relevance of the principal in the school improvement and attainment of the school objectives. For example, Johnson (2012) holds that a principal's leadership is just as integral to a school's success as a chief executive is to a

business. Polis (2012) in Deservine (2012) has also claimed that besides teachers, principals are the most important school factor affecting students' achievement.

The principal's leadership skills in a secondary school are observed through a chain of leadership roles. These roles are many and varied. Different writers have divergent views in what constitute principal's roles performances. The differences in their conceptions may probably stem from their differences in their orientations, culture, educational objectives, philosophy, values, background and development. For example, the Inter School Leaders Licensure Consortium (ISLLC, 2008) has provided six domains for principal professional practice to include:

- i. Setting a widely shared vision for learning;*
- ii. Developing a school culture and instructional programme conducive for student*
- iii. Learning and staff professional growth;*
- iv. Ensuring effective management of the organization, operation and resources for a safe, efficient and effective learning environment;*
- v. Collaborating with faculty and community members responding to diverse community interest and needs, and mobilizing community resources;*
- vi. Acting with integrity, fairness and in an ethical manner, and*
- vii. Understanding, responding to, and influencing the political, social, legal and cultural context.*

The Inter School Leaders Licensure Consortium (ISLLC, 2008), also suggests that the principal must work within a well-formed ethical code to oversee instructional quality; develop teacher talents, establish a learning culture in schools, and work within and beyond the school to secure financial, human and political capital to maintain and advance organizational operation.

An examination of the role performances as given by the Educational Leadership Policy Standard will reveal that the performances revolve around curriculum development, resource management, establishing school-community relationship, maintenance of discipline and provision of conducive atmosphere for learning. In view of this Carlson (2012) observes the roles to include:

- a) Various aspects of strategic leadership – people, school, education;*
- b) Various aspects of management - facilities, budgeting, staffing, accountability;*
- c) Leading cultural change;*

- d) *Knowledge of state, national and international educational development issues beyond education system;*
- e) *Capacity to manage and develop*
- f) *Capacity to make, manage and lead through uncertainty;*
- g) *Interpersonal, people skills, communication collaboration, consultation, negotiation, persuasion, conflict management; and*
- h) *Capacity to empower and delegate effectively leading to multiple leadership roles.*

These roles as stated by Carlson (2012) consist of a number of complex roles which the principal is expected to possess. They contain in them knowledge about financial management, budgeting etc. Principal requires extra-ordinary skills, professional training, sound knowledge of both national and international issues. This therefore, implies that a principal must be superficially trained, must have a training in educational administration and planning to allow him perform his duties effectively.

In stating roles of a principal in secondary school, Ozigi (1997) is of the view that the roles should include: “head teacher of the school, father, adviser, chief administrator, public relation officer, curriculum director, innovator, policy maker, organizer, communicator, school authority educator, perfectionist and philosopher”. Ezeocha (1992) however sees the functions as supervision of instruction, curriculum development, evaluation, school community relations and management of school finance, staff and students personnel administration.

Iheukwumere (2006) considers the principal as an administrator who performs administrative duties. He sees the principal as the chief executive officer, school administrator, instructional leader, the personnel manager for both the pupils and staff. He also asserts that the principal is both financial and physical facility manager. He however advises that the principal is expected to maintain good relationship with the immediate community. Iheukwumere quoting Carlson (1983) summarizes the administrative roles of the principal as:

- i. Pupils personnel development
- ii. Staff personnel development
- iii. Instruction and curriculum development
- iv. School finance and business management
- v. School plant and other general tasks.

As chief executive of his institution, the principal's role performances in his institution demand provision of an enabling atmosphere that will lead to the attainment of institutional objectives. His roles include management and instructional leadership. According to Stronge (1998) as cited by Ugboko and Adediwura (2012) school principals spend 62.2% of their time on managerial issues and 11% on instructional leadership issues. This means that a great number of principals spend most of their time in their offices rather than in the classes to facilitate proper curriculum delivery.

From the foregoing, it is justified by scholars that role performances of principal in secondary schools are many and varied. Literature has identified variations that exist in their opinions. In the light of this therefore, the review intends to consider the role performances of principals to include:

- i. Supervisory role;
- ii. Maintaining students' discipline;
- iii. Maintaining communication;
- iv. Staff development;
- v. Delegation of authority;
- vi. Managing Extra-curricular activities;
- vii. Maintaining community relations;
- viii. Decision making;
- ix. Managing resources and
- x. Staff's and students' welfare.

2.6 Supervisory Functions of a Principal

Supervision is defined by Kerry and Burke (1989) as "instructional leadership that relates perspectives to behaviour, clarifies purposes, contributes to and support organizational actions, coordinates interaction, provides for maintenance and improvement of the instructional programmes and assesses goal achievement". It is also defined by the Good's Dictionary of Education (1971) as "all efforts of the teachers and other educational workers in the improvement of instruction".

In view of the above definitions, a principal provides instructional leadership as the chief supervisor of the school whose duty revolves around provision of instructional leadership to achieve the objectives of the school. Sell (2005) in Ayeni (2012) refers to principal as a school supervisor as well as an administrator who oversees the daily operation of school as well as leads the organizational training activities. As a school supervisor, the

principal is therefore responsible for making sure that teachers are equipped to train students in all curriculum offering in the school. The principal selects teachers, leads meeting to answer questions about school procedures, and handles regular teachers' evaluations. The principal, also helps teachers to select training materials and visits teachers' classrooms to assess their teaching abilities. These activities are expected to be carried out by the principal weekly and monthly towards realizing the goals and objectives of the school.

Belts (2006) posits that in many educational systems, principals are charged with the role of supervising teachers. He equally asserts that supervision has become one of the most central roles of a principal. This, therefore entails that supervision is one of the principal roles of school heads in educational institutions. Federal Ministry of Education (2010) observes:

“Many head teachers do not often see themselves in the supervisory role of promoting the quality of teaching and learning in schools rather they see their main roles to be those of teachers, administrators and managers of personnel and finances, counsellors and disciplinarians for students liaison with parents and school boards, Ministry of Education and supervision of academic areas of the institution”.

The aim of every supervisory activity in school administration is general improvement of teaching and learning in order to attain the goals and objectives of an educational system. The principal, who is the school head, is therefore in better position to work to achieve the objectives of the school.

The importance of supervision in a school administration by the principal cannot be overemphasized. Ayeni (2012) observes that “of all the major tasks of the school principal, none is sensitive and challenging as the one relating to supervisory role and it is expected to be given the deserved attention”.

The aim of supervision as stated by Federal Ministry of Education (2010) “is monitoring of the performances of school staff, noting the merits and demerits and using befitting and amicable techniques to ameliorate the flows while still improving on the merits thereby increasing the standard of schools and achieving educational goals”. This therefore implies experience and expertise in handling academic activities. The school head must be versatile in curriculum pedagogy, instructional delivery, development of teaching aids, evaluation techniques, and construction of behavioural objectives to achieve the targets of the lesson.

According to Sell (2005), supervisory role of the principal is a recent development in academic roles of the principal. He opines that until recently, principals were more concerned with managerial roles in offices. He states thus:

“The principal of the 21st century has embraced a new role: educational leader with the growth and achievement of children as the focal point of all practices and decisions, the principal roles almost exclusively on the school teachers. Teachers, the principal’s most valuable assets require and deserve more than management, they need strong relationship, individual attention, constant support, fair treatment and accurate feedback. In short, their active supervision is based on entirely upon their own and their collective improvement.”

Effective supervision, which the principal provides, helps to develop teachers’ potentialities, improve their expertise and professional growth. It also establishes an atmosphere of friendship, spirit of cooperation and collective approach in decision making. The teachers see the principal, not just as a leader but one who is concerned with their overall growth.

2.6.1 The Purpose of School Supervision

The Federal Ministry of Education (2010) on inspection and supervision has provided nine purposes of school supervision to include:

- a) *Deciding the nature and content of the curriculum.*
- b) *Selecting the organizational pattern and materials that will enhance educational growth.*
- c) *Improvement of teacher effectiveness.*
- d) *Ensuring that teachers are performing their duties as scheduled.*
- e) *Improvement of the incompetent teachers.*
- f) *Providing a guide for staff development.*
- g) *Determining the effectiveness of teacher’s classroom management.*
- h) *Determining the tone of the school.*
- i) *Determining special abilities possessed by teachers and deciding who to be transferred, retained, promoted or disengaged.*

Apart from these, it establishes relationship between school heads and teachers through building an atmosphere of trust and friendship. Supervision also helps to create a

spirit of collectivity in decision making to achieve the objectives of the school. The teacher sees himself not as an individual but a member of a system whose effort can lead to organizational goal attainment.

In performing the role of a supervisor in the school, the principal is expected to move round the school paying particular attention to what is going on in both the classes and outside. According to FME (2010), the head teacher should:

- i. *Visit teachers in their classes regularly and discuss his observation with them;*
- ii. *Help both new and experienced teachers with planning their schemes of work and lessons and counsel them regularly;*
- iii. *Have authority and use it with the teachers, to set school level objectives, and to determine the school activities to achieve those objectives;*
- iv. *Collect teachers' lesson plans regularly and comment on them;*
- v. *Be accessible to both teachers and students and listen to their concerns and interact informally with them;*
- vi. *Trust their teachers and delegate authority to them; and*
- vii. *Check regularly on the safety and welfare of teachers and students and take care of problems as they arise.*

The principals should understand that the approach they use in the supervision could lead to the success or failure of the entire education system. They should realize that even the National Policy on Education (2004:55) has recognized the relevance of supervision, where it states, thus:

“The success of any system of education is hinged on proper planning, efficient administration and adequate financing. Administration is a function of organization and structure, proprietorship and control, inspection and supervision.”

To a beginning teacher, the principal in his supervisory function must be prepared to use a collaborative approach, provide direct information and exert direct control. In order to move towards non-directive supervision, the principal needs to choose supervisory behaviour that are appropriate especially for new teachers. The Assist Beginning Teachers have developed a supervisory tool which provides a list of supervisory behaviour and description of what these behaviours can look like in practice. The list includes non-directive actions, collaborative behaviours and directive and controlling actions. The approach/tool can be

used to help supervisors, team leaders, heads of departments and school administrators. It is also intended to remind teachers and principals that supervision is a developmental function.

Table 2.2: Supervisory Approach

Supervisory approach	Practice
Listening	Give eye contact to speaker and show body language.
Clarifying	Ask questions of the speaker.
Encouraging	Provide feedback and acknowledgment, responses that help the speaker continue.
Reflecting	Summarize and paraphrase the speakers message.
Presenting	Present one's own ideas on the issue.
Problem solving	Take initiatives after a preliminary discussion.
Negotiating	Discussion moves from a probable to probable solution by exploring the consequences of each proposed action.
Directing	Establish choices
Standardizing	Expected criteria and time for the decision to be implemented are established.
Re-enforcing	The directive is strengthened and the criteria to be met are understood.

Source: Glickman (1981) in Assist Beginning Teachers

The above Supervisory Approach Table depicts a list of actions and behaviours which a supervisor can manifest in the course of instructional leadership to achieve a behaviour or result from his clients.

In a study conducted by Ayeni (2012) in secondary schools in Ondo State, Nigeria, he claims that most principals deserve attention to monitoring of teachers' attendance, preparation of lesson notes and adequacy of diaries of work, while tasks such as the provision of instructional materials, reference books, feedback and review of activities with stakeholders were least performed by many principals in secondary schools. The principals tend to concentrate on aspects of school supervision and leaving other significant areas of supervision.

In summary, supervisory role of the principal in secondary school is regarded as one of his foremost responsibilities in the educational institutions. Proper supervision by principals results to:

- i. Excellent achievement by pupils in examination;
- ii. Discipline;
- iii. Healthy school climate, and
- iv. Achievement of the objectives of school.

Principals should, therefore imbibe a good supervisory culture in their institutions to attain objectives of education.

2.7 Maintenance of Students' Discipline

The principal, being the academic and administrative head of a school, performs multifarious role in leading the school. Discipline is an important component of school administration which school heads struggle to manage. No organization can prosper if discipline is not enshrined, so also undisciplined school is bound to fail. Discipline helps to provide and facilitate effective atmosphere of relationship between school administrators, teachers and students.

Discipline involves enforcement of some rules and regulations. No organization can succeed without rules and regulations hence, the need for adequate discipline of students and teachers as administrative responsibility attached to his position as a leader (Adaramaja, 2013). Although, discipline cannot be enforced by the school head alone, the principal in the secondary school can provide a facilitating atmosphere for identifying the causes of indiscipline. The school staff in collaboration with the principal can work to trace the causes of indiscipline. Once the cause is established and eliminated, indiscipline will reduce (Adaramaja, 2013).

The principal has a duty to identify the causes of indiscipline and work to eliminate them by taking drastic steps to provide workable solutions to the problems. For example, if the indiscipline problem stems from poor attendance to lessons by teachers, the problem can be solved by calling teachers to order by the principal.

Discipline is a product of leadership and disciplinary problems are traceable to the problem of leadership (Adaramaja, 2013). This therefore implies that good leadership breeds good disciplinary behaviour among members of an organization and vice versa. It is therefore the role of the principal in secondary school to enforce discipline among staff and students in school.

2.7.1 The Concept of Discipline

Discipline is defined by Adesina (1981) as the readiness or ability to respect authority and observe conventional or established laws of the society or any other organization. Gnagey (1974) describes discipline to include all techniques a teacher uses to increase the proportion of school appropriate behaviour. Discipline could be seen as behaviour exhibited by members of an organization which is in congruence with the established rules and regulations of the organization. It is that acceptable behaviour which does not infringe in any way with the general codes of an organization.

All the definitions given above revolve round the fact that discipline means acceptable behaviour of the organization. As organizations vary, so are the codes and conducts regulating individual actions in the organizations. The individual actions are always guided by the acts of the leadership. A leadership that is purposeful, honest and trustworthy will always breed disciplined followers.

2.7.2 Causes of Indiscipline in School

Adesina (1981) has provided five major factors that are responsible for the breakdown of discipline in school to include:

1. School management increment.

- a) *Lack of facilities.*
- b) *Lack of encouragement.*
- c) *Restricted powers to principals.*
- d) *Lack of sufficient moral and religious instruction.*
- e) *Automatic promotion.*

2. School administration

- a) *Failure by the principal to promote cordial working relationship with the teachers.*
- b) *Lack of proper communication among principals, teachers and students.*
- c) *Lack of firmness, integrity and fairness on the part of principals.*

3. Teachers

- a) *Insubordination of teachers to the principals.*
- b) *Lack of sincerity and devotion to duty.*
- c) *Moral laxity of teachers.*
- d) *Incompetent teachers.*
- e) *Undue familiarity of some teachers with the students.*

4. Students

- a) *Poor attitude to learning.*
- b) *Poor home training.*
- c) *Unrealistic expectation.*
- d) *Abuse of seniority.*
- e) *Immoral behaviours.*

5. Society and parents

- a) *Apathy*
- b) *Corruption*
- c) *Interference with school administration.*
- d) *Failure of parent to provide necessary equipment.*
- e) *Undue publicity of sensational news by mass media.*

2.7.3 Role of Principal in Maintenance of Discipline and Reducing Acts of Indiscipline

Oyedeji (1990) states that “discipline is a product of leadership and therefore, it is the responsibility of the head teacher to maintain it”. However, Adaramaja (2013) opines that “the task of discipline should be seen as a joint responsibility of all those concern with education process such as the school head, vice principal, teachers, matrons, parents, administrators and pupils themselves. The role of the principal is to maintain overall discipline and he is held responsible for indiscipline”.

As a leader of a school, the principal has a duty to administer discipline among his teachers and students. Any disciplinary problem exhibited by any student or subordinate officers will be linked to the school administration. Even though parents play an important role in the behaviour of their children at school, the school only serves to complement the behaviour of students. In some cases, certain behaviours exhibited by students have direct bearing on the kind of home training they received.

2.8 Communication in School

Communication is defined by Agbo (2008) as “the process of group, receiving and understanding messages. It involves exchanging ideas, skills, emotion, understanding, expressing oneself, talking, using body language, facial expression and a host of other behaviour”.

Communication is both fundamental and crucial in human relationship and existence on earth. It takes place everywhere, all the time. We spend a great deal of our time communicating. Oganmilade (1984) in Agbo (2008) states that the degree to which one has

been developed in his communication ability or skill is the degree to which he has been able to exploit his potentials.

Communication takes place at individuals and organizational levels. At individual level, it involves two or more persons relating together to arrive at a decision. However, communication at organizational level encompasses all the means, both formal and informal, by which information is passed up, down and across the network of managers and employees in an organization. The school as a social organization has an organizational structure through which effective communication can be maintained.

2.8.1 Communication Process

According to Agbo (2008) communication between sender and receiver involves six steps, irrespective of how the message is sent:

- Step I: This is senders thought i.e his aim or reason.
- Step II: This is encoding of the encoded message
- Step III: This is transmission of the encoded message
- Step IV: This is receiving the message by listeners
- Step V: This is decoding of the message sent
- Step VI: This involves action or behavioural change on the part of the listener

These steps are very important in effective communication. The school administrator needs to understand them in order to be able to establish effective communication process.

2.8.2 Direction of Communication

In every communication, there is a flow or direction or routes. Principal needs to understand the direction and routes of a communication process. Basically, communication has three routes:

- A. Downward:** This is when communication starts from the highest office to the lowest.
- B. Upward:** This is when communication starts from the bottom and moves up to the highest authority.
- C. Horizontal:** This is where message or communication revolves around with a ladder. Administrators need to understand this in order to know the sources of messages.

2.8.3 Barriers to Effective Communication

Effective communication is a key to maintaining good relationship. Barbara (2013) defines effective communication to mean “when a message sent by the sender is received in the raw form and the required feedback is given by the receiver”. However, there are some barriers which render communication ineffective. Barbara (2013) claims they include:

- i. Physical barriers:** Like noise, distance, and disturbance.
- ii. Personal barriers:** Emotions, perception, language, status etc.
- iii. Semantic barriers:** i.e limitation of symbolic system

Principal should understand these problems and avoid them when communicating to attain effective communication.

2.8.4 Principal and Maintenance of Communication in School

In every organization, effective communication is central to the attainment of goals and objectives for which the organization is established. In education, Rowick (199) holds that “communication is at the heart of education”. In secondary schools, principals communicate with teachers, teachers communicate with students and students communicate with each other. As the heart of the school, the principal must explore better communication strategies to facilitate effective administration of school.

Wentz (1998) in Rowick (1991) observes that effective communication involves more than speaking. People communicate by writing, listening, and using non-verbal signals to get their message across. What people don’t say while speaking could be just as important as what they say, and how our body language supports or refutes what we are saying could mean the difference between communicating and just speaking. According to Laud (1998) in Rowick (1999) administrators spend majority of their days communicating. How they relate with other officers in the school can pave the way for effective communication in the school.

Rowick (1999) has proposed the following strategies which he feels can be effective ways of maintaining effective communication by school administrators.

a) Keeping the lines of communication open in a school setting.

This he suggests can be attained through spending time with people getting to know them, listening to what they have to say and considering their feelings and goals before coming to any conclusion.

b) Asking for verbal feedback.

Administrators should ask for verbal feedback. Although as claimed by Rowick (1999) verbal feedback may be difficult “since the feedback can be viewed as an

attack on him personally”. However, without feedback, the principal may not know how his administration is viewed by other administrators in school. The principal should allow people to respond verbally on any administrative decision that is taken in the school. This is useful as it will provide him with a better opportunity to evaluate his administrative skills.

c) Administrators should learn to listen and guide instead of just directing.

Laud (1998) in Rowick (1999) says more than $\frac{3}{4}$ of an administrator’s day is spent communicating, and it is essential that administrators learn how to talk with staff members. Administrators should always learn to listen carefully when teachers, heads of department and other unit heads talk. When people ask questions they require guidance not direction. Direction as claimed by Rowick (1999) creates inferiority complex among teachers and other school administrators. It is therefore essential for administrators to listen to questions carefully and help people arrive at solutions by themselves.

d) Developing positive attitude

Maintaining positive attitude when speaking with others in the school environment is one of the most effective communication strategies. Administrators who develop and portray a positive attitude in dealing with people and situations set the stage for building a positive environment. Rowick (1999) observes that administrators “do not overlook all the good accomplished to concentrate on a single negative incident”. This single attitude helps to establish a good working relationship between administrators and their subordinates. O’ Neel (998) in Rowick (1999) also observes that “attitude and communication are linked, and the connection provides ideas for learning how to improve both such as role playing, case studies, and modeling”. This indicates that positive attitude of school administrators is a key to effective communication.

e) Controlling of emotion and feelings.

Another important communication strategy which school administrators should imbibe is learning how to control emotions and feelings. Rowick (1999) quoting Garmston and Wellman (1998) calls this concept “suspension”. He states that suspension leads to putting feelings and emotions on what he calls “back burner” and therefore allowing individual to concentrate and listen carefully thinking about what is being said and trying to avoid personal conflict. Anger, emotions and feelings create anxiety and restrict listening and concentration. This could greatly hamper

effective communication to take place. School administrators should endeavour to avoid being emotional. They should suspend their feelings and emotions and concentrate on the communication.

f) Communication Channel:

Administrators should also be aware of communication channels within schools and different methods of communicating. Every organization has both formal and informal lines of communication including schools. In schools, there exists a chain of command from the highest and lowest authority through which messages are sent. Rowick (1999) considers this to be 'unwise and unrealistic'. He observes that good administrators will use the most effective and efficient line of communication depending on the situation at hand.

In school administration, there could be other ways and chains of disseminating messages through other people which could be effective more than through heads of departments, preparing memo etc. Today schools are networked and technology is advancing rapidly facilitating effective information delivery. Administrators need to be familiar with many different types of technology available for use in communication. These include e-mail, fax machine, text messages etc.

2.9 Staff Development

Staff Development is one of the basic roles of principals in secondary schools to embark on staff development. The principal, being the leader, an educator and a manager is a major factor in the outcome of his school. For a principal to be able to attain the objective of his school, he requires the support of competent subordinates to assist him discharge his fundamental assignment.

Additionally, Nigerian education system is continuously being re-structured to conform with domestic and international needs. Staff require capacity building to expose them with better teaching rubrics and strategies to attain a better delivery. Staff Development is synonymous to human resource management. It is defined by Dutta (2014) as the process, programmes and actions through which every organization develops, enhances and improves the skills, competences and overall performances of its employees and workers.

According to Johnson (2014) in Asaya (2011) Staff Development may take place any time as full time or part time study during the potentially continuous professional life of the administrators. This implies that staff development begins from the time a worker is engaged and continues up to the time he leaves his office.

2.9.1 Importance of Staff Development

Asaya (2011) has stated the importance of Staff Development as it relates to principal as follows:

- i) It enables principals to obtain high academic and professional qualification in order to improve on their positions in the school organizational hierarchy.
- ii) Helps principals acquire academic and professional knowledge that will help them meet up with the present and future challenges of their primary function.
- iii) Helps principals acquire more conceptual and technical knowledge, skills and competencies in their system of administration in order to improve their efficiency in classroom instruction.
- iv) Helps principals to keep in touch with their counterparts and new development within and outside the country for their professional growth.
- v) Helps to improve the social and academic status of the principal in the country.
- vi) Reduces incidences of turnovers since principals with high professional qualifications tend to stay longer in the teaching professions.
- vii) Helps meet up with the new changes in the school system, school structure, and staffing positions.

2.9.2 Staff Development Programmes

Staff Development training is a process of continuous training for staff to update their skills, knowledge and professional capacities. Asaya (2011) has listed them as follows:

- a) **Induction or orientation:** This is done for a new staff, transferred or old staff depending on the purpose of the programme. It is also done for a new principal aimed at assisting him to understand the school environment.
- b) **Workshop:** A workshop is a planned session for discussion or practical work on a particular subject matter. It could also be a forum for discussion and demonstration of a new strategy or techniques of teaching.
- c) **Conferences:** Conferences are annual or bi-annual professional and academic activities where scholarly papers are presented by participant or experts from various educational institutions in the country. Conference papers are developed on agreed themes which help to develop the capacities of participants, knowledge, skills, teaching experiences, administrative techniques etc.

- d) **Seminars:** These are activities organized for professionals or personnel in organizations to keep them adequately informed of certain educational issues or development that are vital to their professions.
- e) **Distance learning programme:** This programme is organized during long vocations when principal, teachers have time to attend lectures without leaving their primary assignment.
- f) **Staff meeting:** Staff meeting is an important avenue of acquiring staff with administrative procedures and general development in school.
- g) **Committee work:** This is where a total of five or seven members work on a problem that would be impossible for the whole staff to tackle at the same time.

2.9.3 Developing Efficient Personnel

- i. Principal should consult and involve his staff on matters relating to decision making.
- ii. He needs to communicate in advance, all important matters and decisions that affect staff.
- iii. He should make provision for individual staff growth and development.
- iv. He should create a high sense of morality and professional commitment. He should delegate responsibility with enough authority.
- v. He should avoid nepotism and favouritism in all its ramification.
- vi. He should always keep confidential matters about staff secret.
- vii. He should design maturity strategies for teachers on equal growth.
- viii. Integrate school needs with individual staff need.

2.10 Delegation of Authority

Delegation of Authority is an important component of every organization. It is inevitable in every social organization. It means assigning of certain responsibilities along with the necessary authority by a superior to his subordinate officers. Delegation, however does not mean surrender of authority by the higher level officer but means transfer of certain responsibilities to subordinates and giving them the necessary authority which is necessary to discharge the responsibility properly.

In delegation, an attempt is being made to have meaningful participation and cooperation from the subordinate for achieving certain well defined results. Due to delegation the routine responsibilities of the superior are reduced. As a result he concentrates on more urgent and important matters. Secondly, due to delegation, subordinate becomes

responsible for certain function transferred to him. Delegation is a tool which a superior officer uses for sharing his work with subordinate and thereby raising his efficiency.

2.10.1 Delegation of Authority in School Management

The concept of Delegation of Authority is defined by Acharya (2012) as the process of dividing work among subordinates. Maner (2010) states that delegation takes place when one person gives another the right to perform work on his behalf and in his name and the second person accepts a corresponding duty or obligation to do that is required of him.

According to Allen (2010) delegation is the dynamics of management, it is the process a manager follows in dividing the work assigned to him so that he performs that part which only he because of his unique organizational placement can perform effectively. Delegation of Authority is therefore, an attempt by a superior officer to entrust a certain responsibility to his junior officers with a view to engaging them in the general activities of the organization so that everybody becomes responsible in the organization.

2.10.2 Objectives of Delegation of Authority

Akrani (2010) has enumerated objectives of delegation of authority as follows:

- a) To reduce excessive burden on the superior.
- b) To provide opportunities of growth and self development to junior officers.
- c) To create a team of experience matured managers for the organization.
- d) To improve industrial as well as overall efficiency of the organization.

2.10.3 Importance of Delegation of Authority

Akrani (2010) has outlined some importance of Delegation of Authority which every manager and administrator needs to consider. The advantages include:

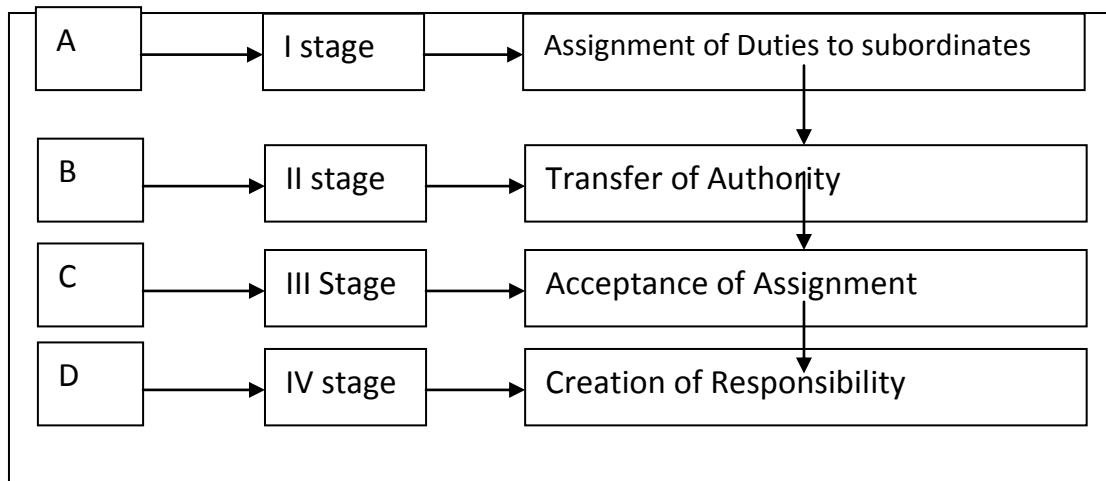
- 1. Relieving administrator for more challenging jobs:** Delegation makes it possible for managers to distribute their workloads to others, making them to concentrate on higher functions of administration.
- 2. Heads of motivation of staff:** Subordinates are encouraged to give in their best at work when they are delegated by superior officers to perform certain tasks, making them have interest in their work careful and initiative.
- 3. Delegation facilitates efficiency and quick actions:** It saves time enabling subordinates to deal with problems promptly.
- 4. Improves employee morale:** Delegation raises the morale of subordinates as they are given duty and authority. This makes them feel they are responsible employees.

5. **It develops team spirit:** As a result of delegation, effective communication between subordinates and superior results. Subordinates are answerable to superiors while superiors are responsible for the performance of subordinates.
6. **Cordial relationship between members of an organization is maintained:** There is trust between subordinates and superior resulting to a climate of confidence and trust.
7. **It facilitates development of employees:** Delegation of Authority provides an opportunity for training of subordinates, making them learn basic organizational functions.

2.10.4 Process of Delegation of Authority

Akrani (2010) in Kajian City Journal (2010) gives a list of stages of the delegation process. According to him, delegation process involves four distinct stages. The process of delegation moves through these styles:

Table 2.3: Process of Delegation of Authority



A. Delegation of duties to subordinates

Before delegating, the delegator has to decide precisely the duties which are to be

Source: Akrani (2010) Delegation of ates. The authority is delegated accordingly and the subordinate is told what to do, what is expected from him. The usual practice is to list the functions to be performed by the subordinates. If necessary, target to be achieved by the subordinates are also spelt out. Subordinates may be assigned task either in terms of activities or results.

B. Transfer of authority to perform the duty

In the second stage of delegation process, the authority is granted by the delegator to his subordinates. Authority must be delegated strictly to perform the assigned duty.

C. Acceptance of the assignment

In this stage the subordinate delegate has to accept or reject the task assigned to him in the first place along with the authority given in the second stage. If the delegate refuses, the delegator has to make fresh plan of delegation or may consider another subordinate who is capable and is willing to accept the assignment.

D. Creation of responsibility

At this stage the delegate performs duties assigned to him in a satisfactory manner by using the authority given. When a subordinate accepts task and authority given, an obligation is created. He has to perform the task by using the authority given to him and is also responsible for completing the assigned work.

2.10.5 Delegation in School Management

The school is an organization with a structure, consisting of a number of units and sub-units working together to achieve a pre-determined objective. Akinsolu (2010) says that the concept of delegation is acceptable to school system as it is to other types of organizations. According to him:

“The Vice Chancellor, provost, principal and headmaster are the chief executives of educational institutions to whom task of directing, managing and coordinating and supervising the school activities have been assigned. The complexity of the task warrant the need to delegate some tasks and duties to subordinates.”

In a school organization, the complexity of the school as well as general activities going on demand delegation of authority if objectives of the school are to be achieved. Akinsolo (2010) classifies some of the activities which the principal can delegate into two: academic and welfare services. The academic services are given to include checking and correcting unit lesson plans and lesson notes, the planning of supervision of instruction etc. The welfare activities include hostel allocation, transport services, cafeteria, toilet facilities, electricity, water supply and so on. The principal must delegate these activities to subordinates so that academic activities can take place in the school smoothly.

2.10.6 How to Delegate Responsibility in School

Delegation of duty is an important component of school administration which can lead to the attainment of the objectives of school if it is done effectively. Akinsolu (2010) has enumerated certain processes to consider in delegating responsibility to include:

1. The principals should put in writing the duties to be delegated and instruction for carrying them out. These should be given to each officer concerned.
2. Consider the following before delegating duties to a staff:
 - i. Educational qualification of the staff;
 - ii. Experience of the staff;
 - iii. Suitability for the post;
 - iv. Interest for the post;
 - v. Enthusiasm;
 - vi. Public relation image; and
 - vii. initiative
3. Do not delegate responsibility to an unwilling or inefficient person.
4. Go round to see things for yourself on a regular basis.
5. There should be periodic report.
6. The principal should hold meeting with the staff to whom he has delegated authority.

2.11 Extra-Curricular Activities

Extra-curricular activities are defined by Ahmad (2011) as programmes or out of class activities, supervised and/or financed by the school, which provides curriculum related learning and character building experiences. Also called Co-curricular activities, they are voluntary, not part of the regular school curriculum, not graded and do not earn credits.

Co-curricular activities means activities conducted on or off school premises by clubs, associations, and organizations sponsored by school management. They include associations like drama clubs, cultural grouping, debating clubs, quiz groups etc. These activities help to develop various facets of the personality development of the students. For cultural development of the child, there is a need of emotional, physical, spiritual and moral development that are complemented and supplemented by extra-curricular activities.

Co-curricular activities are many and varied. According to Gyanum (2014), they include:

Sports	Essay writing competition	album making
Musical activities	art craft clay modelling	
Debate	recitation competition,	soap making
Model	Wall magazine decoration,	basket making
Art	folk songs	
Drama	folk dance	

Discussion	school decoration
Strong writing competitions	sculpture making, Photography

2.11.1 Role of Extra-curricular Activities in Students' Life

Gyanun (2014) observes that co-curriculum activities are the true and practical experiences received by students. To a great extent, theoretical knowledge obtained in the classroom gets strengthened when a relevant extra-curricular activity organized is related to the content taught in the classroom. Intellectual aspects of personality are solely accomplished in the classroom, while aesthetic development, character building, spiritual growth, physical growth, moral values, creativity etc are supported by extra-curricular activities. Competence and clarity in language is attained through these activities. It helps to develop coordination, adjustment, speech fluency, expression etc. among students both at school and elsewhere.

2.11.2 Importance and Benefits of Extra-Curricular Activities

Gyanun (2014) has stated the importance of extra-curricular activities to include:

1. They stimulate playing, acting, singing, recitation, speaking and narrating in students.
2. Activities like participation in games, debates, music, drama, etc. help in achieving overall functioning of education.
3. They enable students to express themselves freely through debates.
4. Games and sports help a child to be fit and energetic.
5. Help to develop the spirit of healthy competition.
6. These activities guide students on how to organize and present an activity, how to develop skills, how to cooperate and coordinate in different situations – all these help in leadership qualities.
7. They provide avenues for socialization, self identification and self assessment when the child comes into contact with organizers, fellow participants, teachers, people outside the school during cultural activity.
8. Inculcate the values to respect others views and feelings.
9. Make students perfect in decision making.
10. They develop sense of belonging.

From this, it is very clear that these activities referred to as extra/core-curricular are very essential in helping school administrators to develop capacities of their students as well

as the attainment of overall objectives of school. School administrators, therefore have important role to play in the development and controlling of these activities.

2.11.3 Principals' Role in Developing and Preparing Extracurricular Activities

Some of the ways in which principals can control and develop Extra-curricular Activities are:

1. Since extra-curricular activities are part of school programmes, they must be approved in advance by the principal and be placed on the school calendar. The organizers or patrons of the programmes must write and submit their request to the principal seeking for approval as to when to conduct meeting, rehearsals, practice and demonstrations. Only associations registered by the school authority should be allowed to operate to avoid anxiety and confusion.
2. Principal should ensure that students in poor academic and/or disciplinary problems are barred from extra-curricular activities or participation in sports.
3. All activities sponsored by the school should be under the direction of the principal, adhering to the school rules as well as specific rules established for each activity.
4. Principals should allow students to bring guests to school. However, names of guests must be registered before presentation days. A guest not on the list should not be admitted.
5. Principals can source the assistance of security personnel to provide security during presentation of extra-curricular activities.
6. Authorization to sell any product from extra-curricular activities on campus must be controlled by the principals. The patrons of clubs and associations should obtain permission in advance from the principals and the fund realized should be deposited into the account of the association immediately.

2.12 School – Community Relationship

A school is an institution established by the society with the aim of transmitting culture, values, belief and attitudes of the society to generations of the society. Through this important function of the school, the values of the society remain intact and are passed on from one generation to another. If this function is not carried out, then the school will not be seen to perform its crucial role and the community may refuse to patronize it. In trying to provide the role for which it is established the school becomes part of the wider society. Taneja (2007) holds that “in the event of increase in obligation, the correct position for the

school was to have a closer relation with the community because the schools are the trustees of community resources and ideals”.

The community or society is always mindful with whatever takes place at the school. As a dynamic social institution, the society continues to change from time to time and these changes reflect or interact on the school. Taneja (2007) posits that if this interaction is not adequately recognized or appreciated, the function of the school will revert to traditionalism.

The activities that go on in the school through curriculum, content delivery, transmission of societal values demonstrate the inseparable nature of the school and its social setting. They go together to imply that both the school and the community must work together to achieve the objectives for which the school is established. Saulawa (2006) asserts that:

“There has to be integration between school and society because the ultimate objective of the school is to produce socially efficient members of the society.”

This implies to a larger extent that the school and community must come together, work together to help in the overall development of the child. A school that works alone, without establishing relationship with its host community will surely find itself in a difficult situation. Anufuro (2007) in Mahuta (2009) observes that the control of school programmes by school management alone is militating against effective school community relations. He advises that parents and members of community should participate fully in all school activities and be made aware of the academic and social events in the school.

In the same line, Macionis (2006) holds that schools that operate in isolation are prone to social problems; these schools would eventually fail in conducting morality for the pupils. The principal as well as the general management of the school must understand the general relationship that exists between the school and its host community. A principal that thinks he can do it alone, with no consideration of the wishes and needs of the society, will do it at his own peril. This is because the principal will work in unconsciously towards the direction of failure which in the long run will not spare him or his office. It is therefore most necessary for school managers to realize this and work to attain the objectives for which their schools are established.

2.12.1 The Concept of School-Community Relations

It is defined as a collaboration between the school and community. Taneja (2007) sees it as a process of blending school resources and community resources for learning,

recreation, enrichment and support. In general sense both the school and the community must understand each other and work together because there is an inter-dependence that exists amongst them. The school needs the community for its survival and in turn the community needs the cooperation of the school for the provision of intellectual, cultural and vocational training of its offsprings.

The importance of community involvement in schools has been outlined in National Network of Partnership School (1977) to include higher tests scores, and genders, better attendance, more completion of home work, more positive attitudes and behaviours, higher graduation rates, and greater enrolment in higher education. This goes to suggest that schools could achieve their objectives if they work in unison with the community. The National Network of Partnership School (NNPS, 1977) has equally advocated framework of six types of involvement between the school and community relations to include:

- i. Parenting:** *Families with parenting skills should assist schools in understanding families.*
- ii. Communicating:** *Developing effective communication from home to school and school-to-home.*
- iii. Volunteering:** *Creating ways that community can be involved in the school or school programme.*
- iv. Learning at home:** *Linking families with their children curriculum through learning activities that can be done at home as well as home work.*
- v. Decision making:** *Involving community in decision making, advocates, members of school councils, and committees.*
- vi. Collaborating with the community:** *Coordinating services in the community with family needs and providing services to the community.*

2.12.2 Principals and School – Community Relations

The principals are directly responsible for maintaining the relationship between the school and the community, he or she must develop for school – community relations which takes into account the community values and power hierarchy. According to Wilson and Stanberry (1976) in maintaining school community relation, the principal should:-

- a. *Interpret school programme for the community;*
- b. *Determine community expectations of the school;*
- c. *Communicate with parents through the media and in conferences;*
- d. *Arrange for parents to visit school;*

- e. *Work with parents associations and related groups;*
- f. *Interact with school critics;*
- g. *Plan and coordinate the visit of school;*
- h. *Initiate special publicity campaigns;*
- i. *Support students publication;*
- j. *Appraise school-community relation; and*
- k. *Work with industry and community image group.*

Taneja (2007) has also suggested taking the school to the community by the principal through visiting historical sites of the community, library, farm centres, traditional leaders and communication centres. The community itself can help the principal in the following areas:

- a) Serving on staff development planning committee
- b) Identifying resource persons in the community
- c) Teaching courses
- d) Assisting in recruitment of teachers.

In advising the principal to increase community involvement, Bruner (1981) lists ten ways to get community to come to school:

1. *Extend an invitation*
2. *Make the back-to-school night exciting and attractive.*
3. *Develop community resources File.*
4. *Stage a curriculum fair or exhibition.*
5. *Conduct career days.*
6. *Use parents conference to explain school programme and to resolve misunderstanding.*
7. *Allow school building to serve the community*
8. *Facilitate open discussion between parents and principal*
9. *Recruit community volunteers*
10. *Send out school newsletters*

2.13 Decision Making

Decision Making is one of the most important roles in which administrators engage daily. The success of a school is largely dependent on effective decision taken by school heads. In stressing the importance of Decision Making in educational management, March (2010) cited by Lunenburg (2010) holds that administration is Decision Making. This

submission therefore implies that administration at all levels is about decision making. This, however does not imply that decision making is the sole work of administrators. Decision Making is the work and activity that workers in every organization engage in to arrive at constructive position that will result to goal attainment in an organization.

2.13.1 The Concept of Decision Making

Decision Making is defined by Eisenfor (2011) as “a process of making a choice from a number of alternatives to achieve a desired result”. This definition contains three key points. Firstly, Decision Making involves making a choice from a number of options. For instance, in a school consisting of five departments, each department can decide to select teaching materials that are abreast with its desire from the school budget. Secondly, Decision Making involves a process which does not end in making choices from among alternatives. It implies that there are certain procedures followed before a department in a school can opt to have certain equipment from the school budget. Lastly, the definition emphasizes “desired result”. This refers to the target or goal which the process of decision making is projected to attain. Decision Making is about reaching a particular target, goal or destination. The aim of good decision is to arrive at a meaningful target which can lead to goal attainment.

Decision Making as stated by Lunenburg (2010) is a way of life for school administrators. It is the engine and vehicle for general operation in the school. While the success of every principal of a school is measured in terms of how he arrives at decisions to attain institutional goals within the school, the principal credits heads of departments based on the way they arrived at good decisions.

2.13.2 Nature of Decision Making at School

Decisions are made at all levels of school organization. At first, decisions are made, for example, in the case of secondary schools, at Ministry of Education, then Zonal Directorate of Education make decisions, then, the principal makes his own decision. Departmental heads makes decisions to carry out the day-to-day activities of a department or unit. Finally, classroom teachers make decisions in their classrooms. This form of decision takes place every day in secondary schools in North-West Geo-political Zone of Nigeria.

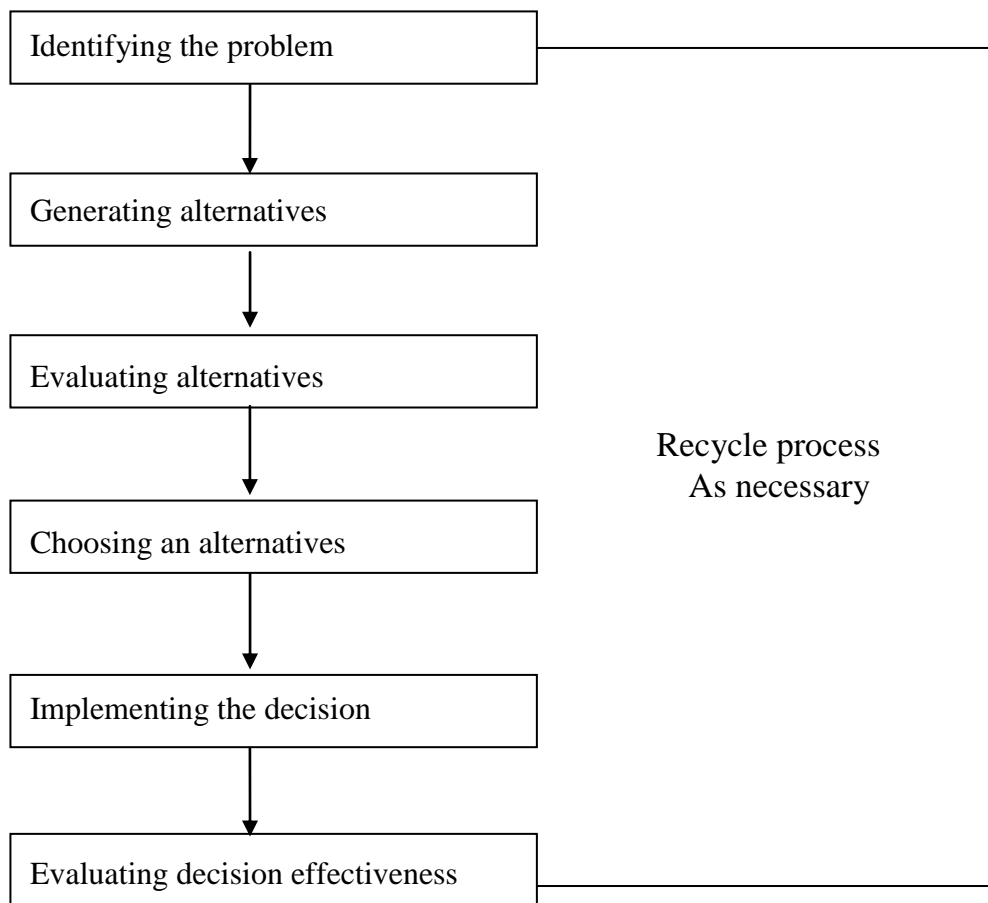
2.13.3 How Decisions are Arrived at by Principals

March (2010) has identified two basic models of Decision Making; the rationale model and the bounded rationality model. The rationale model is based on the premise that administrative decision making is assumed to be rational. This means that school

administrators make decisions under certainty i.e they know their alternatives, they know their decision criteria, and they have the ability to make the optimum choice and then implement it. Towler (2010) cited by Lunenburg (2010) has also made similar assertion which supports this claim.

According to the rationale model, the Decision Making process can be broken into six steps. Schoenfield, (2011) has illustrated the model as follows:

Table 3: Decision Making Process



Source: Schoenfield (2011)

After a problem is identified, alternative solutions to the problem are generated. These are carefully evaluated and the best alternative is chosen for implementation. The implemented alternative is then evaluated over time to assure its immediate and continued effectiveness. If difficulties arise at any stage in the process, recycling may be effected.

These stages or processes of Decision Making imply that decision-making is a serious administrative activity which leaders in different organizations embark upon. It also means that it is a chain of activities taking place in a sequential order from identification of the

problem, through generating alternatives, evaluating the alternatives, selecting the best alternative, then implementing decision and finally evaluating the decision to discover its relative effectiveness. The rational model of Decision Making has given administrators especially school administrators better approach to arriving at good decision in the event of emerging issues.

2.13.4 The Rational Model and School Administration

i. Identifying the problem

Lunenburg (2010) asserts that schools exist to achieve certain goals, such as educating students. Within the school, each department has specific goals, such as increasing test scores, reducing dropouts, and or developing new approaches to teaching. Establishing these goals becomes the basis for identifying problem areas, deciding on courses of action and evaluating the decision outcomes. A decision is said to be effective if it helps a school administrator to achieve a specific objective or set of goals for the school.

In essence, identification of the problem is a step that effective leaders of schools take to understanding problems. Identification of the problem entails provision of good definition of the problem. Kepner and Tregue (2005) in Lunenburg (2010) in developing method of problem analysis opine that providing good definition to the problem affects the quality of the decision. There are ways suggested by educationists of problem identification. For example, in a secondary school the principal can study students, teachers, parents and community members to measure the extent to which school objectives are achieved. There are other ways of detecting information on problems. These include formal ways as accounting reports, management information system (MIS) reports. The principal can also obtain the information informally through personal observation, discussing with teachers and parents etc.

After identifying the problem, Kepner and Tregue (2005) suggest defining the situation to determine how a problem arose. The definition of the situation is considered important because it facilitates taking proper subsequent steps to solving the problem.

ii. Generating Alternatives

Lunenburg (2010) asserts that the identification of the problem may lead to generating alternatives to the problem. He claims that principals, in developing alternatives must first specify the goals they hope to achieve. The determination of the goal helps the principals in getting alternatives of reaching them. He advises the school administrators to seek to generate as many alternatives as possible.

iii. Evaluating Alternatives

Grant (2011) cited in Lunenburg (2010) has proposed three questions which school administrators should ask to evaluate each alternative. The questions are as follows:

- a) Is the alternative feasible?
- b) Is it a satisfactory alternative?
- c) What impact will it have on people?

The first question addresses the issue of implementation, i.e whether the decision can be implemented. The second question is on whether it addresses the problem in question and the third question addresses the kind of impact the alternative decision will have on people.

iv. Choosing Alternatives

This stage is where the principal or school administrator chooses from a list of alternatives. Gilboa (2010) in Lunenburg (2010) proposes selecting an alternative by a school head that is feasible, satisfactory and acceptable to the growth. Mendel (2010) and Lunenburg (2010) states that the administrator must use available information in combination with judgment and tuition to make judgment.

v. Implementing the Decision

In implementing the decision, after the school administrator has chosen an alternative decision, certain suggestions as proposed by Ahmed (2011) can be considered by the school administrator. These suggestions are:

- a) School administrators need to make sure that the alternative is clearly understood.
- b) They should encourage acceptance of the alternative.
- c) They need to provide enough resources to make the alternative succeed.
- d) They should establish workable timelines.
- e) School administrators need to assign responsibilities.

vi. Evaluating Decision Effectiveness

Lunenburg (2010) states that “evaluation, which is a final stage in Decision Making process is important because decision making is a continuous, never-ending process”. It is the evaluation that helps the school administrator to find out whether the processes of Decision Making are effectively followed or implemented. If the decision fails, it will lead to a new analysis of the problem and selecting new alternatives.

2.13.5 The Bounded Rationality Model

This model as explained by Lunenburg (2010) characterizes the decision maker as being purely rational. This, rationality character, makes the decision maker to have perfect information, knowing all alternatives, determining every consequence and establishing a scale of preferences. However, the process of decision making is considered to be limited in its approach because as claimed by Simon (2009) in Lunenburg (2010) the process describes a decision maker who would like to make the best decision but normally settles for less than the optimal.

In conclusion, Decision Making is one of the roles of principals in secondary schools administration. This is so because educational administration flourishes through effective decision making. The goals of educational institutions can only be met, if principals exhibit skillful expertise in Decision Making in their schools. The knowledge of styles in decision making is therefore, a pre-requisite to effective principalship if objectives of Universal Basic Education in North-West Geo-political Zone are to be attained.

However, it is essential to understand that decision making in a school should be a collaborative approach involving parents, teachers, principals and community members as well as the supervising authority such as Ministry of Education, Local Education Authority etc. to arrive at a good decision. This is in line with the opinion of Gresham-Barlow (1994) in his school based decision making approach.

2.14 Managing School Resources

Another important role of school principals is Management of School Resources. This role is necessary because effective administration of any organization depends to a large extent on the managements’ ability to utilize its resources. The principal, therefore, has the responsibility to ensure that adequate resources are supplied by the Ministry of Education and

are effectively utilized by his office. Effective utilization of resources is a skill that must be imbibed by principals.

Resser (1998) cited by Abubakar (2007) opines that management task for efficient organizational resource management can only be accomplished through efficient discharge of planning, organizing, staffing, directing and controlling functions. To this end, therefore, all materials that can be put to use in the school, either human, materials or physical facilities which facilitate the attainment of the goals and objectives of the school must be properly utilized by the school management. Effective utilization of all school resources are pre-requisite to the attainment of school goals by the school management.

2.14.1 Concept of School Resources

A resource is defined by Macmillan English Dictionary (2007) as anything that can be put to use to derive certain benefits. The school educational resources are therefore defined by Duwsaro (1998) in Abubakar (2007) as all the human, materials and financial inputs that have impact on the learners towards the attainment of educational goals. School as an organization requires a variety of resources to be administered effectively to achieve its goals. The resources are many and varied. Abubakar (2007) classifies them as:

1. Staff/personnel resources.
2. Pupil/student resources.
3. Material resources.
4. Financial resources.
5. Community relation resources.

These resources when harnessed and achieved efficiently can result to the attainment of school goals and objectives by a school management.

2.14.2 Resource Management

Resource Management is defined in a varied ways. Oluchukwu (2002) has defined it as “the systematic harnessing of resources at the disposal of the school in order to achieve the stated educational goals”. In this definition, an attempt is made to show the need for expertise and skill in sourcing and utilizing resources for the purpose of the attainment of school objectives.

Adepoju (1998) sees Resource Management as the wise utilization of the human, material, facilities and time available to the school in order to achieve the set goals of the school system. Resource Management, therefore entails all processes of planning, providing,

allocating, control and utilization of the people, materials, fund, equipment, facilities and school plants for the achievement of educational goals.

Resource Management in educational institution could therefore be essentially attained through effective management skills of the school heads. The principal must use his managerial skills of planning, organizing, coordinating, controlling, directing, monitoring, supervising in order to attain efficient and judicious management of institutional resources.

2.14.3 Principals and School Resources Management

The school is a social organization consisting of different people working in different departments and units to achieve its overall objectives. It consists of various resources which the principal should manage to attain its objectives. These resources include:

a) Human Resource Management

In every organization, human resource management is the most essential. Adeoje (2000) in Abubakar (2007) states that human resources are the most crucial aspect of every organization as they constitute the hub around which the success or failure of an organization revolves. This makes its management by the principal an important task in the school to achieve the objectives of the school.

In managing human resources by school administrators, Abubakar (2007) opines that the school duties should be planned and assigned to teachers based on professional qualification, interest and competence. The principal should also maintain sound relationship with staff through provision of welfare and effective communication.

b) Management of Students

Management of Students is an integral component of school resources management for effective teaching and learning processes as well as the overall attainment of educational objectives. The Management of Students in secondary schools by principal involves proper record keeping of students activities, provision of qualitative teaching and supervision, discipline and provision of good learning atmosphere in the school.

It equally involves the principal's efforts to involve "students in the day to day running of their affairs in the school" (Abubakar, 2007). Involving students in school activities is helpful in maintaining discipline, general students control and establishing teacher-students relationship.

c) Management of School Facilities

These are materials, equipments and physical facilities as buildings, furniture and other teaching and learning materials. In Nigeria and most developing countries, these facilities are grossly inadequate to facilitate effective teaching and learning delivery in schools. This, therefore, makes their effective management by the school principal an essential duty. The principal must ensure that these facilities are judiciously put to use to avoid wastage or damage. The way these facilities are managed will determine how long they will continue to be used.

d) Financial Resources Management

Financial Resources include funds generated internally by the school, those provided by the government and donations by Parents Teachers Association and Non-Governmental Organizations. As no organization can operate effectively without financial resources, therefore, the principal must work to see that financial resources are properly managed through proper accounting, record keeping and auditing. This is necessary because any laxity in prudent management of funds flow will create problem to the administration.

e) Management of Community Relationship

There is a close relationship between the school and the community. According to Ogundele (2000) schools belong to the communities in which they are located even though they may be theoretically considered as State or federal Government institutions. The school must always relate with the community it serves. The healthy relationship established by the principal with the school will in no measure help the school to achieve its fundamental objectives. To achieve and maintain proper school-community relation, Abubakar (2007) states that the school authority needs to ensure that adequate information flow exists between the school and community and between the school and education authority. Breakdown of communication between the school and the host community can create serious problem for the principal.

2.15 Staff's and Students' Welfare

Provision of welfare for staff and students is another important role of principal. Provision of welfare is necessary in educational institutions to facilitate acquisition and delivery of teaching activities. This is because teaching results when there is proper and adequate provision of welfare services. Dolgoff, Feldstein and Stolnik (1990) define welfare to mean, "all social intervention intended to enhance or maintain the social functioning of

human beings”. This therefore implies that provision of welfare to members of an organization accelerates and smoothen the function of people.

In educational institutions, welfare service is of immense benefit to the goal attainment of school. Teachers who are part of the component of school administration should be provided with adequate welfare services to boost their morale. In the same vein, students who are also another segment and most important component of school administration, should be looked into by the principal in provision of school welfare.

2.15.1 Teachers' Welfare

The function of the teachers' welfare programme is to help teachers attain economic and working conditions that make possible the best level of professional service. According to the Alberta Teachers Association (2013), teachers welfare provide teachers with advices on such topics as 'collective bargaining', the interpretation and application of collective agreement, grievance procedures, group benefit plans, pensions, employment, insurance, maternity and adoption, leave grants and the applicability to teachers of legislation and labour and employment security.

In Nigeria, teachers are regarded as the most important human resource within the school system because they play important role in facilitating teaching and learning. According to Aghuta (1998), inspite of the advancement in science and technology the teacher is not yet displaced in the classroom nor his important role in education diminished. Tarpeh (1994) in Adeyemi and Akpotu (2009) Coombs (1985) have all stressed the significance of teachers in quality education delivery.

Despite these laudable commendation about the role of teachers in education provision, their welfare continues to deteriorate in most schools in Nigeria. According to Adeyemi and Akpotu (2009),

“There has been a perennial problem of instability of teachers in the country. Indeed teacher absenteeism and turnover, job dissatisfaction, perceived neglect and excessive grievances have been identified as the most pressing and complex problems confronting the nations' teaching profession.”

This submission goes to show the problems teachers face in schools in Nigeria. The plight of teachers in Nigerian schools is an indicative of the welfare situation existing in most schools in Nigeria. It shows that teachers welfare is very low to guarantee efficient service delivery and attainment of overall objectives of education.

The low motivation and welfare services have some consequences of shirking effect, as observed by Adeyemi and Akpotu (2009). This results in neglect of responsibility, lateness, truancy and aversion. It happens because workers usually compare their inputs to the equitability of the reward received.

2.15.2 Students Welfare

The students are the learners at the primary or secondary school levels in the education system. Their management and development constitute important pillars for ensuring effective teaching and learning process and the attainment of educational goals of the school system. According to Abubakar (2007) students' welfare entails:

“Provision of adequate learning facilities and a school environment that promotes an atmosphere conducive for learning in the institutions. It is only through this that the objectives of learning and teaching in particular and goals of the school in general can be achieved.”

In another view, Martin (2014) states that students welfare issues include academic success, their health and well-being and social interaction. Martin (2014) also observes that since children spend most of their time or working hours in the classroom under the care and supervision of teachers, their welfare is therefore under the control of their teachers.

2.15.3 Principals' Role in Staff and Students' Welfare

Staff Welfare

The following are some of the ways principals should adopt to promote welfare for teachers:

1. According to Adelebu (2005) principals should ensure the sustenance of the official student-teacher ratio of 1:40. Teachers should be assigned to classes purely on professional background not on the vacancies and needs of the schools, rather than their interest, experience and background.
2. Principal should regularly conduct inspection and supervision to help teachers who are novice in the profession.
3. Principal should facilitate collection of fringe benefits and remuneration for teachers.
4. Transferred teacher should be encouraged by principal through appointment to key positions in the school.
5. Principal should encourage teachers to acquire additional qualification to update their skills and competences.

6. Principal should provide security to staff and students.

2.15.4 Principals' Role in Students' Welfare

In his effort to provide welfare services to students, the principal should realize that the essence of students' welfare is provision of an enabling atmosphere for learning to take place. The National Policy on Education (2004:9) says that:

“Educational activities shall be centred on the learner for maximum self-development and self fulfillment.”

This provision entails that all educational activities should be tailored towards the development of the learner. The principal, in his welfare service should provide the following, as stated by Students' Welfare Policy Statement (1986):

- i. A coherent set of values to guide behaviour of students;*
- ii. Remedial measures to overcome specific difficulties of students;*
- iii. General measures to promote personal development of students;*
- iv. An ability to relate well with other students;*
- v. Self-reliance, a sense of cultural identity;*
- vi. Provision of values to guide students behaviour;*
- vii. Provision of basic skills and knowledge;*
- viii. Students should be motivated by teachers;*
- ix. Prepare children to work cooperatively.*

2.16 Leadership Qualities of Principals

2.16.1 Introduction

Leadership plays an important role in effectiveness of an educational institutions, right from the identification of institutional goals to their accomplishment. The leadership qualities displayed by a principal determine, to a great extent the attainment or accomplishment of the objectives of the institution. It is a common experience that under the same set of rules and regulations, with same set of teaching staff and students from similar background, an educational institution degenerates, or maintains status quo, or rises to prominence with a change of principal (Sharma, 2011). This therefore, implies that administrative qualities of principal have a greater impact on their administrative success. For this reason, therefore, the principal must possess good leadership qualities to facilitate the attainment of school objectives.

Some of such qualities for effective school administration are given by Solzer (1957) to include the following:

- a) *Having better skills in communication*
- b) *Helping others understand better*
- c) *Developing skills of listening*
- d) *Developing mutual confidence with the staff*
- e) *Believe in self*
- f) *Think well of subjects*
- g) *Develop a feeling that everyone is getting a fair deal*
- h) *Maintain real desire to know and help others*
- i) *Know the teachers*
- j) *Work together with them*
- k) *Ensure teachers' security*
- l) *Provide good motivation*
- m) *Be aware of teachers' biases*
- n) *Delegate authority*
- o) *Maintain school plant management (not by delegation).*

In another view, Strong (2011) maintains that the qualities of an effective principal are:

- a) **Great communicator:** *Principals need to be able to communicate what the school is all about. They should use the language that will make teachers and students understand their actions.*
- b) **Difference maker:** *Principals need to be able to keep the focus on important initiatives and characteristics that have an impact on students learning and achievement.*
- c) **Risky but not too risky:** *Principals have to be willing to try new things and have a mindset to keep trying until improvement is the end result.*
- d) **Manage by walking around:** *Principals that consistently walk around know that the students, can better identify areas where teachers can improve, and set the tone for practices to be emulated throughout the building.*
- e) **Address problems:** *Strong principals will do the hard, dissatisfying work associated with addressing and removing staff.*

- f) **Instructional leadership:** *Building a vision, establishing a shared leadership model, leading a learning community, monitoring curriculum and instruction.*
- g) **School climate:** *Creating a positive culture and establishing high expectations authority to a practice of respect.*
- h) **Organization management:** *Safety, daily operation, facilities maintenance and securing and resources to increase students' achievement.*

Apart from the qualities which an effective principal should possess, some scholars are of the view that principals need to possess certain leadership traits or characteristics that would help them to provide a purposeful leadership in school. In stating these characteristics of a principal, Meader (2010) asserts that:

1. **Principals must exhibit leadership:** This is a characteristics that every principal must possess. The principal is the instructional leader of his school. A good leader has to take responsibility both in the success and the failures of his school. A good leader puts the interest of people in front of his own. A good leader always looks to improve his school no matter how difficult it might be. Leadership defines how successful any school is. A school without a leader will likely fail.
2. **Principals must be adept with people:** If you don't like people you should not be a principal. You have to be able to connect with each person that you deal with on a daily basis. You have to find a common ground and earn their trust. There are so many people that principals deal with daily including teachers, parents, students, supporting staff and community members. Every group requires a different approach by the principal.
3. **Principals must balance love with praise:** This is true with your students and your teachers. You can't be a push over, meaning that you let people get away with mediocrity. You have to set expectations high and hold those you are in charge of to those same standards.
4. **Principals must be fair and consistent:** Nothing can take away your credibility faster than being inconsistent in how you handle similar situations. While no two cases are exactly the same, you have to think about how you handle other similar situation and you continue on that same truck.
5. **Principals must be organized and prepared:** Each day a principal presents a unique set of challenges and being organized and prepared is essential to meeting those

challenges. You deal with so many variables that lack of those will lead to ineffectiveness.

2.17 Universal Basic Education Programme

The Universal Basic Education (UBE) programme came into existence on the 30th September, 1999. It was formally launched by former president of the Federal Republic of Nigeria, Olusegun Aremu Obasanjo at Kangiwa Square, Sokoto with the aim of achieving the following objectives:

- 1. Developing in the entire citizen a strong consciousness for education and strong commitment to its vigorous promotion.*
- 2. The provision of free Universal Basic Education for every Nigerian child of school-going age.*
- 3. Reducing drastically the incidence of drop-out from the formal school system through improved relevance quality and efficiency.*
- 4. Catering for the learning needs of young persons who for one reason or another have had to interrupt their schooling through appropriate forms of complementary approaches to the provision and promotion of basic education.*
- 5. Ensuring the acquisition of the appropriate level of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for life-long learning.*

According to Yunusa (2001) Nigerian government action was predicated on a legal premise ensured in the 1999 Constitution of the Federal Republic of Nigeria which states that:

“Government shall direct its policy toward ensuring that there are equal and adequate educational opportunities at all levels.”

In the same vein, the constitution has equally added that:

“Government shall eradicate illiteracy and to this end government shall as and when applicable provide:

- a) Free, compulsory and universal primary education*
- b) Free secondary education*
- c) Free university education and*
- d) Free adult literacy programme”*

This constitutional provision as well as the introduction of the Universal Basic Education Programme demonstrated the governments apt desire to provide education and wipe away illiteracy in the country. According to Sanda (2010) the UBE programme represents a milestone in the enrichment of individual's right to formal education, especially to the disadvantaged groups, who due to their life-style are unable to have access to the conventional education.

The launching of Universal basic Education was therefore in tune with Jomtien (1990) Declaration which required stringent effort by the E-9 countries (i.e countries with the largest concentration of illiterate adults) to drastically reduce illiteracy within the shortest possible time frame to Durban statement of Commitment (1998) and the Organization of African Unity (OAU), Decade of Education in African (1997 – 2006) requiring African states to generalize access to quality basic education as a foundation stone for the sustainable socio-economic development of the continent.

The attempt to universalize provision of education is not unconnected with the overall importance of education to the individual, society and nation in general. Sanda (2010) quoting Lynch (1997) and Fagerlind and Sana (1989) sees the relevance of education as an instrument for changing traditional attitudes, beliefs, and practices that are inimical to human and rational development. In the same vein Browne and Barret (1991) and Itoeck (1997) as quoted by Sanda (2010) posit that basic education significantly correlates with improved living standard, reduced infertility, maternal and child mortality, reduced early marriages, which is common in developing countries, and improved hygienic and nutritional awareness and practice.

In stressing the role of Universal Basic Education Programme in nation building, Olamide (2002:6-7) asserted as follows:

- a) *It makes the individuals aware of themselves and the society in which they live.*
- b) *It makes the individuals self-reliant, especially those that have not had the benefit of formal education.*
- c) *The less privileged will have equal opportunities with the privileged ones.*
- d) *It provides a sound education to the Nigerian citizens. That is education in all aspects of development which helps in bringing up cultural citizens for the development of the country.*

This assertion clearly attests to the remarkable significance of the programme to both Nigeria and her citizenry as increase in the literacy level of a society results into its overall

growth and development. It is in recognition of this that Adederan (2002:31) in Sanda 2010 claims that:

“Each of the federating state was expected to turn out annually, 150,000 literate Nigerians with a targeted 18.9 million initial pupils enrolment, reading an optimum level of 22 million by 2005. It has a mass literacy Programme (MLP) with a targeted 40 million literate adults in eight years at the rate of 5 million per year. 300,000 teachers were billed for training against the programme by the Federal Government and 28,000 classrooms to be built.”

If this projected growth in literacy is attained in eight years, by the year 2020 it is expected that Nigeria would attain very close to ninety nine (99%) per cent literacy level of its population. This, no doubt has serious economic, social and political consequences for the nation, one of which is joining the global community of the most developed economies in the world. This can only result with better curriculum offering and managerial ability of the school heads of UBE schools.

2.17.1 Curriculum for Basic Education

The curriculum offering of any education system is one of the major determinants of the success or otherwise of the programme. At the inception of the UBE programme, Adesulu, (2012) posits that learners in the country have been contending with 20 subjects listed in the curriculum which have been found to be too laborious for them. They were expected to learn 10 subjects at the primary level and same number at JSS level. The review panel during their sitting reduced the number to seven at both primary and secondary school levels. However at JSS level, it was prevocational subjects intended to expose children with entrepreneurship skills were made compulsory. These subjects include Agriculture, Home Economics and Business Education. A child is expected to offer at least one of the vocational subjects in addition to English, Mathematics, one Nigerian Language, Basic Science and Technology, Physical and Health Education, Religion, Social Studies and an optional subject like Arabic or French.

The teaching and learning process of these subjects was agreed at the Nigerian Education Resource Development Centre summit in 2008 to be creative, innovative and practical while emphasis should be made on introducing the child to the basic concepts and their explanation.

However, it is quite essential to reiterate the fact that leadership is the most important factor in the success of any programme. The school managers, therefore, have a greater role toward the realization of the objectives of Universal Basic Education Programme in North-West Geo-political Zone of Nigeria. The leadership ability demonstrated by principals in the zone will result in the attainment of the objectives of the programme.

2.18 Junior Secondary School

The Junior Secondary School is an integral form of the 6-3-3-4 system of education in the new National Policy on Education which came into existence in 1975. The National Policy on Education (2004:19) states that:

“The Junior Secondary School shall be both pre-vocational and academic. It shall be tuition free, universal and compulsory.”

According to Fafunwa (1998) the specific objectives of Junior Secondary School education are to “develop in the students’ manipulative skills, otherwise known as manual dexterity, inventiveness, respect for dignity of labour and above all, healthy attitude for something technical”. The NPE states in categorical terms that every student shall offer:

- i. A minimum of 10 and a maximum of 13 subjects
- ii. All subjects in Group A
- iii. At least one subject each from group B & C

The grouping is done in the following order:

Group A: Core

- i. English
- ii. French
- iii. Mathematics
- iv. Language of the environment to be taught as L1
- v. One major Nigerian language other than that of the environment to be taught as L2.
- vi. Integrated Science
- vii. Social Studies and Citizenship Education
- viii. Introductory Technology

Group B: Pre-vocational electives

- i. Agriculture
- ii. Business Studies
- iii. Home Economics

- iv. Local Craft
- v. Computer Education
- vi. Fine Arts
- vii. Music

Group C:

- i. Religious Knowledge
- ii. Physical and Health Education
- iii. Arabic

It is the aim of the programme to incorporate entrepreneurship education in the system of education in Nigeria. Fafunwa (1998) states that by the end of the programme it “should be clear whether the child will pursue academic, technical or commercial course at the next stage ...”

The launching of the Universal Basic Education programme in 1999 by President Olusegun Aremu Obasanjo led to the introduction of a new system of education as 9-3-4 system of education. This system of education co-joined primary education and Junior Secondary School into 9-year basic education programme, 3 years of Senior Secondary School and 4 years of university or tertiary education. The Basic Education Programme came into being in implementing the Jomtien Declaration of provision of free basic education to people living within the countries that participated in the conference.

2.19 Empirical Studies on Secondary School Administration

School administration is an important component of every education system in any country. This is because the success or otherwise of any education system is hinged on education administration. The school is an organization consisting of different people working together to achieve predetermined objectives. In his effort to attain the school objectives, the principal who is the instructional leader of the school undertakes different tasks and activities everyday in the school. Different scholars have undertaken researches to discover the effect of principal roles on general administration of secondary schools. Some of such studies have been examined below.

In a study titled “Analysis of Administrative Roles of Principals in Private Secondary Schools in Aba Education Zone” conducted by Kelechukwu (2011), the researcher made an attempt to investigate on the administrative roles of principals in Aba Education Zone. The research, whose research design was survey, had a sample of six hundred and sixteen (616)

respondents chosen from groups of teachers using stratified and random sampling techniques. A 35-item questionnaire based on Likert 4-point scale as Highly Effective, Effective, Moderately Effective and Not Effective was used as instrument to collect the data. The methods used to analyse the data were mean and standard deviation. The results showed that principals were moderately effective in administrative roles of principals on financial and school business administration, students' personal administration, staff personnel administration, instruction and curriculum development and in general tasks. The principals were effective in school community relation and ineffective in school plant maintenance.

This research is therefore relevant to the present research under study, as it focuses on principal administrative roles which refer to the principal's role performances under investigation. Secondly, the research employed descriptive survey as its research design and some of the variables as curriculum development, school community relation and resource management are part of the variables under study. Additionally, the research used a 4-point Likert scale as its instrument for collecting data. These clearly depict the similarities that exist between the two sets of researches. The findings of the research equally show that the principal's role of establishing school community relation was considered upper most than staff administration, business administration and general task. This entails the significance of establishing school-community relationship by principal as one of the key roles of principals in secondary school administrations. This study also revealed that the principals were ineffective in school plant maintenance. School plant is part of school resources which are supposed to be managed. However, the maintenance of this capital outlay requires strong capital base. In most schools in Africa, the lack of funds has greatly affected substantial number of school projects, maintenance and management of resources inclusive.

In another research conducted by Okoli (2006) on "Opinions of Secondary School Teachers on the Role of Leadership in Achieving Organizational Goals and Objectives in Niger State", the researcher had outlined some of the administrative roles of principals to include staff and student management, instructional supervision, curriculum development, general administration coordinating, teaching and policy implementation. The research design adopted was descriptive survey and the population of the study consisted of twenty six (26) principals, from which a sample of eighteen (18) principals who responded to the questionnaire was chosen. The researcher used both questionnaire and oral interview as methods of data collection, while descriptive statistics as simple percentages and ranking were used as methods of data analysis. The findings revealed that principals lacked sufficient training in educational management and that they had given undue prominence to custodial

services against their basic role of improving teaching and learning. The findings therefore, suggest that the principals have negated their basic roles of instructional supervision to improve teaching and learning which results to proper administration to traditional office duties which might affect overall school administration.

A cursory study of this research may reveal striking relevance with the research under investigation. This is because the research focuses on the relationship that exists between discharge of responsibility and administration of secondary school. Okoli's research has revealed that principals require sound training in educational management to be versatile in administration. The fact that the principals have abandoned their basic responsibility of instructional supervision might not be unconnected with their deficiency in professional ability. This principal's traditional disposition is at variance with modern practices of principalship which emphasize professionalization and delivery.

Another research conducted by Olagboye (1999) on "Principals/Vice Principals Attitude to Training and Selection Criteria" had equally agreed with Okolis (2006) submission about the need for professional training for principals to attain proper administration of secondary schools. The study investigated the attitude of principals/vice principals on need for formal training and the criteria for selecting persons for these positions. The researcher used descriptive survey as the research design while the subjects consisted of 56 principals/vice principals (25 principals and 31 vice principals). Data for the study were collected using questionnaires and chi-square was used to analyse the three formed hypotheses. The findings revealed a strong consensus between the principals and vice principals on the need for principals to have professional training before they were assigned the posts. It also upheld selection of principal based on merits not teaching experience.

The research is therefore equally relevant to the research under investigation since it focuses on principal/vice principal attitude to school administration. Although it had not concentrated on administrative roles of principals, it had focused on professional qualification and selection criteria of principals especially in Nigeria. In most of secondary schools in Nigeria, the criteria for appointment to principalship are B.Ed or BA.Ed with no regard to educational administration as a pre-qualification. Secondly, principals are also appointed because of teaching experience. According to Ukeje (1992) in Olagboye (1999) "Principals are appointed from a pool of graduate teachers with or without teaching qualification and without specialized preparation in education administration".

This appointment and selection criteria may adversely affect the administrative effort of the principal. Principal may not be able to discharge his roles effectively because of professional incompetence and improper manner in which he is selected. The discharge of roles and responsibilities by principals effectively will translate into effective administration of secondary schools.

Another research conducted in Kenya by Lydiah and Nasongo (2009) titled “Role of the Head-Teacher in Academic Achievement in Secondary Schools in Vihig District, Kenya” has also revealed how principal’s roles could affect school achievement. The head-teacher was described in the research as “the pivot around which many aspects of the school revolve” and that he is the determinant of the success in school. The research was primarily conducted to investigate the head-teachers’ organizational skills that influenced high academic achievement of students in secondary schools. The study used descriptive analysis as its research design, focusing 84 secondary schools with a population of 26,979 students, 84 head-teachers and 1,280 teachers from which a total of 396 respondents were selected. The data for the study were collected using questionnaire, interview and document analysis guide. The data were analysed using descriptive statistics (frequencies and percentages). The results of the findings showed that the head-teachers’ role of quality improvement measures influences results of schools.

This study clearly demonstrates the fact that the principal, being referred to in the research as head-teacher, through his effective discharge of roles and responsibilities could positively influence academic achievement of students in secondary schools. In the same vein, the research relates to the current research which focuses on influence of principal’s role performance to secondary school administration. The principal or head-teacher, who is the overall officer in the school, affects the entire school activities through his discharge of responsibilities. The current research seeks to investigate how discharge of roles by principal in secondary school could affect administration.

Another research which correlates with the research under investigation is titled “Assessment of Principal’s Supervisory Roles for Quality Assurance in Secondary Schools in Ondo State, Nigeria”, conducted by Joshua (2012). The research investigated on supervisory role of principal, a variable currently under investigation. It investigated the constraints faced by principals in the performance of supervisory responsibility. The study employed the descriptive survey design and the population consisted of teachers and principals in secondary schools. A sample of 60 principals and 540 teachers was arrived at and randomly selected from 60 secondary schools. The instruments used for data collection consisted of

principal supervision rating scale, interview guide for principals and teachers' focus group discussion guide, descriptive statistics as percentages and mean scores were used as method of data analysis. The findings revealed that most principals accorded desired attention in provision of supervisory roles to teachers especially in monitoring teacher's attendance, preparation of lesson notes and diary of works.

The relevance of this research to the present research lies in its treatment and focus on one of the variables under study; the Supervisory Role of principal in secondary school has been upheld by many scholars as one of the role performances of principals which until recently has not been properly exercised by principal because of the activities it involves. Additionally, Supervisory Role requires sound administrative skills of the principals if it is to be discharged effectively. However, because of its compatibility, especially when handling beginning teacher, scholars opined that it is not given due consideration by many principals. The research therefore suggests giving it the premium it deserves if organizational goals are to be attained. The research draws the attention of principals on the significance of this responsibility in the overall attainment of school objectives.

Another research was conducted by Ugboko and Adediwura (2012) titled "A Study of Principal's Supervisory Strategies and School Discipline" in *Journal of Educational and School Research* with the intent of examining different supervisors' strategies as role of principal in maintaining discipline. In the study, 40 principals out of sixty schools were sampled using purposive sampling technique, while 1,800 students were randomly selected. Two sets of questionnaire were used to collect data, while survey research design was employed as a suitable design. Two research questions with three hypotheses were formulated for the study. Chi-square was used to analyse the results and the findings indicated that there are significant relationship between supervisory strategies used by principals and students' discipline.

The relevance of this research to the topic under investigation is in the area of role performance of supervision, research design, population and the relationship that exists between the variables under study.

2.20 Summary

The review of the literature covers role performances of principals in secondary schools. Attempt is made to link the role performance with general school administration by principals of secondary schools. The review discusses the school as a social system, human relations theories, and relates them with school administration. It examines roles that a

principal can play within a social system like school to achieve the objective of the social institution. It equally highlights the significance of the social system theory in the general management of schools by school heads. Equally examined is the significance of human relation theory in school administration.

The review also enumerates the different role performances of school heads as outlined by different educationists the world over. The review discovers that role performances of principals relate to societies, nations and cultures based on their values, orientations, circumstances and development. The role performances of principals therefore relate to the policy of education of a society, its philosophy and general educational objectives. This invariably means that the role performances of principals or heads of educational institutions are tied to educational policies, programmes and objectives. We can equally deduce that the ability of a principal to discharge his roles as expected of him is without doubt closely related to the education system of a society. The principal can only take proper decision on disciplinary matter, for example, if he is permitted by the supervising authority, like Zonal Inspectorate of Education, Local Education Authority, School Base Management Committee, Ministry of Education, Parent- Teachers Association and above all State Government. In some situations, some principals find themselves in difficulty of arriving at decisions to facilitate better management delivery without offending their immediate authority. There are also situations where decisions are enforced on them without their consent or consultation of their management teams. This creates uncertainty, anxiety, suspicion, mistrust etc. which have serious consequences on the overall school management and attainment of school objectives.

The review also highlights different disciplinary issues and what roles principals play in reducing incidence of indiscipline acts in schools. It also examines better strategies of establishing school-community relation. It emphasizes the relevance of maintaining school relationship with the host community to achieve objectives of education. The review also examines effective strategies of delegation of authority. It brings to the fore the steps to consider to attain effective delegation of duty. It also systematically explains procedures for school budget as well as roles of principals in implementing school budget.

The review also extensively examines the supervisory role of the principal. It upholds the idea that supervision is one of the fundamental functions of school principal because of its utmost relevance in school administration, goal attainment and establishing good working relationship in school. The review opines that school administrators should accord supervision desirable attention in order to facilitate the attainment of school objectives.

In this 21st century, the challenges facing school administrators are enormous. There is the government posture of provision of free education in conformity with global resolutions and conventions, there is insatiable demand for education by parents and children which resulted in huge influx of students in primary and secondary schools coupled with scarce resources and facilities to provide education in schools. These together pose serious challenges to school administrators. The school administrators require efficient administrative skills to be able to discharge their roles effectively to attain the goals of education.

Finally, the North-West Geo-Political Zone, Nigeria is a region characterized with high population density and high percentage of illiterates. There are states like Sokoto, Zamfara, Jigawa and Katsina that are regarded as educationally disadvantaged states in the zone. School administrators in the zone, therefore, must work relentlessly in order to discharge their responsibilities and to attain the objectives of education.

2.21 Uniqueness of the Literature Review

The review had attempted to provide an in depth explanation of the variables under study linking them up with secondary school administration in the North – West Geopolitical zone, Nigeria. It provided a general explanation of two Behaviourists theories of Social System and Human Relation Approach and related them significantly with school administration. It viewed that since school administration concern itself with inter-relationship among people, Behaviourists theories could be used to establish a link between theory and practicality. Behaviorist theorists also are more concern with employees Psychology or satisfaction which would result to better productivity in a social organization like school. This disposition had been addressed carefully in the review.

The literature equally dwelled extensively on its attempt to provide deeper and boarder explanation of each of the ten variables. Since each of the ten variables was selected as an item under investigation, the literature focused at it, from its concept to significance in secondary school administration. This was deliberately done to facilitate selection of the items of the questionnaire for the research. This was also intended to attain both face and content validity of the items under investigation.

More than any of the empirical studies reviewed, the literature was vast consisting of ten variables. While most of the empirical studies reviewed concentrated only on two to five variables with lesser effort to relate them to their research topics, attempt was directed in this review to relate each topic with school administration. This attempt, therefore, made the

review unique in its methodology, structure and treatment, making it more relevant in addressing the research topic. The review could therefore, be regarded as reliable since it concentrated on fuller explanation of the variables which the research topic addressed.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discussed research methodology of the study. The sub-topics discussed in order of sequence are the research design, population of the study, samples and sampling techniques, instrumentation, validity and reliability of the instruments, procedures for administration of the instruments and data analysis.

3.2 Research Design

The research design adopted in this study was descriptive survey design. This design is considered to facilitate extraction of data from different sources. The study acquired data from principals, teachers and inspectors of education to establish roles of principals in secondary schools. Descriptive survey allows a researcher to describe what is in existence in respect to conditions or variables that are found in a given situation. Otuka (2004) observes that a descriptive survey design approach is concerned “with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing”. The main idea for justifying the use of the design is that the design is used in behavioural and social science researches to gather factual information with regard to a particular population. The research design would therefore afford the researcher an opportunity to investigate various issues with regards to role performances of principals in attaining the objectives of Junior Secondary School education in North-West Geo-political Zone, Nigeria.

3.3 Population of the Study

The population under study consisted of all the principals and teachers of Junior Secondary School as well as zonal inspectors of education in the North-West Zone. The data obtained from the Ministries of Education (Planning, Research and Statistics Sections) of Jigawa, Kaduna, Kano, Katsina, Kebbi, Sokoto and Zamfara states and compiled by the researcher reflected in Table 3.1.

Table 3.1: Summary of Population of Study

S/N	State	No. of (JSS) public Schools	No. of principals	No. of teachers	No. of inspectors
1	Jigawa	354	354	3,774	156
2	Kaduna	251	251	3,769	687
3	Kano	355	355	1,328	18
4	Katsina	234	234	4,494	127
5	Kebbi	156	156	4,992	13
6	Sokoto	145	145	1,236	82
7	Zamfara	188	188	2,722	33
Total		1,683	1,683	22,315	1,080

Source: Ministry of Education, State Universal Basic Education Boards and Secondary School Management Boards in North-West Geo-Political Zone

The data showed that there were one thousand six hundred and eighty three (1,683) principals controlling the same number of schools as well as twenty two thousand three hundred and fifteen teachers. There were also one thousand and eighty inspectors who ensured quality delivery in the schools.

3.4 Sample and Sampling Techniques

A sample is defined by Best and Khan (1995) as a small proportion of the population that is selected for study and analysis. It is equally seen as a portion of the population being studied, drawn through a definite procedure (Bichi, 2004).

The North-West Geo-Political Zone is one of the biggest zones in Nigeria in terms of land mass and population. According to 2006 census figures, the zone had the highest number of people with 35,786,944 representing 25.5% of the entire Nigerian population. In view of this, it was not possible to cover all the Junior Secondary Schools in the zone. Therefore a sample of principals, teachers and inspectors of education in the zone was made.

In arriving at an appropriate sample for the population, Research Advisors Table (2006) for determining sample size from a given population was used. This gave a total sample of nine hundred and ninety one subjects (991). This comprised three hundred and twenty two principals (322), three hundred and seventy eight teachers (378), and two hundred and ninety one (291) inspectors of education as shown in table 3.2.

Table 3.2: Summary of Sample Size

S/N	Subjects	Population	Size
1	Inspectors	1,080	291
2	Principals	1,683	322
3	Teachers	22,315	378
Total		25,078	991

The sample sizes shown above represented what was obtained from Research Advisors (2006) table. The use of this population consisting of these three groups of subjects stem from the fact that they are directly related to Junior Secondary School management and administration as well as overall implementation of policy decisions in Junior Secondary Schools in not only North-West Geo-Political Zone but Nigeria in general. In addition to using Research Advisors (2006) table of sample to arrive at the appropriate sample size, the researcher adopted stratified sampling technique. The technique was adopted by the researcher with a view to giving each subject a possibility of being selected to attain objectivity; since the population of the research consisted of inspectors, principals and teachers stratified sampling technique was considered most appropriate. According to Magaji (2006) stratified sampling is used “when the population to be sampled share similar characteristics or attributes”. The justification for the use of this technique was because the population of the study was vast and shared similar characteristics. Additionally, stratified sampling technique allows for proportionate allocation of sample proportional to the total population of the study.

In the sampling technique, each of the seven states was regarded as strata to allow for proportional allocation of sample to cover the three groups it subjects based on the data acquired from each state. This provided an opportunity for selecting the respondents in line with the information obtained from each state.

3.5 Instrumentation

Since the research focused on investigating the role performance of principals in Junior Secondary School, a questionnaire for principals, teachers and inspectors of education was developed to cover the hypotheses under investigation. A questionnaire contains written questions that people respond to directly without the aid of an interview (Otuka, 2004). According to Best and Khan (2010) a questionnaire is used when factual information is desired. They state the advantages of using questionnaire in descriptive surveys to include:

- i) Giving a researcher an opportunity to establish rapport.
- ii) It is cost effective and does not waste time

The questionnaire was five point Likert scale and self developed. A self developed questionnaire according to Asika (2002), could be useful in descriptive surveys. The questionnaire was tagged “Questionnaire for evaluation of the role performance of principals in the administration of Junior Secondary Schools in North West Geo-Political zone, Nigeria.

The questionnaire was divided into two parts/sections. Part A asked questions on respondents’ personal particulars, as name of school, qualification, years of service. Part B asked questions concerning research questions and hypotheses. Each research question was covered with ten different close ended questions.

The questionnaire was close ended type of questionnaire that required brief responses from the chosen items. A scale response questionnaire (SRQ) based on Likert scale consisted of Strongly Agree (5 marks), Agree (4 marks), Undecided (3 marks), Disagree (2 marks), Strongly Disagree (1 mark). Respondents were required to choose from the alternatives provided freely. Each instrument from the ten variables under investigation was carefully selected using the review of the literature so as to attain content validity and ensure that the items reflect the responsibilities of the principal.

3.6 Validity of the Instrument

The instrument was self-developed by the researcher. However, my supervisors and other experts in the field of education were requested to vet and offer useful suggestions on each item of the instrument. Their suggestions and criticisms were finally incorporated in the final draft of the instruments. Kerlinger (1973) and Gay (1976) recommend this method of validity of the instrument. The researcher ensured the questions attained both content and face validity.

3.7 Pilot Study

In order to establish the reliability of a research instrument a try out procedure is very essential. This claim is recommended by Kerlinger (1975) and Berg and Gail (1971). The reliability of the Questionnaire for Evaluating Principal Role Performance (QEPROP) was established by administering the instrument on thirty (30) randomly selected principals, fifty teachers and thirty inspectors of education (30) in Katsina State. This selection is in congruence with Wiersman (1999) in Balarabe (2004) who opines that “a pilot test is done with a limited number of individuals”.

Table 3.3: Number of Principals, Teachers and Inspectors Involved in the Pilot Study

S/No.	Respondents	Sample
1	Principals	30
2	Teachers	50
3	Inspectors	30
Total		110

The split-half method of determining reliability was used to ascertain the reliability of the scores obtained. The questionnaire was numbered and the scores of the odd numbers and even number were then correlated. This method of determining the stability of items or internal consistency was held by Best and Khan (1986). The analysis revealed a higher reliability of $r_{\frac{1}{2}} = 0.86$ at 0.05 level of significance. This high positive reliability showed that the instruments were useful and reliable for the conduct of the research. Split half method was used because according to Drost (2012) it is cheaper and more easily obtained and it is most widely used measure of reliability. Henson (2006) also maintains that the effect of memory problem does not affect its results. Spearman Brown formula was used to calculate the correlation coefficient preventing a decrease in the observed reliability. Scheffe's Multiple Comparison Test was further conducted, where significant difference existed in the opinions of the three set of respondents to discover where the difference lied.

3.8 Reliability of the Instrument

The reliability of the instrument was assessed through conducting a pilot test. This opinion is held by Kerlinger (1975). Berg and Gail (1971) also observe that this try out procedure is essential to the development of a sound research plan and provides additional knowledge that leads to improved research.

The importance of pilot testing as a method of maintaining reliability, according to Magaji (2006) is that it helps the researcher to clarify questions, clear ambiguities at statements, if any, and determine the difficulty respondents will have in completing questionnaires. The researcher used a small sample questionnaire to conduct the pilot test. This is in tune with Balarabe's (2004) opinion where he states that "a pilot test is conducted with a limited number of individuals". The pilot test was conducted in Katsina State within North-West Geo-political Zone and involved principals, teachers and inspectors. The split-half method of estimating consistency was employed to determine the consistency of the

results of the pilot test obtained. The results obtained which is 0.86 showed a great reliability index of the measuring instrument. This showed that the instrument was reliable and can be used to conduct the research

3.9 Administration of the Instrument

The researcher, in the company of his research assistants visited all the states for the administration of the questionnaire. In each state, the researcher ensured wide distribution to cover both rural and urban centers. Random sampling of schools within each state was done to ensure efficient distribution and coverage. The assistance of states Ministry of Education, Zonal Inspectorates of Education and Principals was sought before distribution and retrieval of the questionnaire.

3.10 Methods of Data Analysis

After retrieving the questionnaire from the respondents, the researcher subjected them into statistical analysis in order to arrive at acceptable decision on the research questions and formulated hypotheses. Since the tests consisted of three respondents or subjects: Principals, teachers and inspectors, the Analysis of Variance (Anova) was applied to test the significant difference between the opinions of the respondents, and Scheffe's Test was used to ascertain reasons for significant differences in the opinions of respondents in the retained hypotheses. Statistical Package of Social Sciences (SPSS 20.6) was employed and used in the analysis.

Anova was selected and used because the groups were three and each group was independent. Additionally, the research involved comparison of opinions of respondents to determine whether there was any significant variation in the mean scores. According to David (2010) Anova is used to test difference between two or more means. In the same vein, Zaionts (2016) maintains that Anova could be used when each sample is normally distributed, population have common variance, the groups are independent of each other and samples are randomly selected.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

The chapter presented the data collected from the respondents, statistical analysis as well as interpretation of results of the data collected with regards to the different role performances of principals in the administration of Junior Secondary Schools in North-West Geo-political Zone, Nigeria. The analysis was structured into four sections in consonance with the research objectives and questions raised. The first section of the chapter presented and discussed the demographic variables and characteristics of the respondents as stated in their opinions on the role performances of principals in the administration of Junior Secondary Schools. The second section contained item analysis on respondents' opinions on each question raised under the ten research questions. The third section presented hypotheses testing, while the fourth section presented discussion of findings.

4.2 Analysis of Respondents' Demographic Variables

The entire seven states that formed North-West Geo-Political Zone were involved in the study with each state regarded as a cluster from which the population of 25,078 and a sample of 991 were arrived at. Additionally, difficulty in retrieving the questionnaire from respondents made the researcher to use a total of 939 questionnaires from 290 inspectors of education, 320 principals and 329 teachers.

The demographic variables analysed were status, gender, qualification, years of experience and state of the respondents in the zone. The variables were classified according to their options in frequencies and percentages as presented in Table 4.1

Table 4.1: Classification of Respondents by Status

Status	Frequency	Percent
Inspectors	290	30.88
Principals	320	34.08
Teachers	329	35.04
Total	939	100.0

Table 4.1 presented the status of the respondents as inspectors of education, principals of secondary schools and teachers of Junior Secondary Schools. The table indicated that 290 respondents represented by 30.88% were inspectors of education, 320 respondents represented by 35.04% were principals of Junior Secondary Schools and

329 respondents represented by 35.04% were teachers. This classification of respondents into the percentages followed the nature of the sample with teachers having the highest number followed by principals and inspectors. This selection was done because the researcher considered these stakeholders as being the most essential components of Junior Secondary School administration not only in North-West Zone but in Nigeria as a whole.

Table 4.2: Classification of Respondents by Gender

Gender	Frequency	Percent
Female	217	23.10
Male	722	76.90
Total	939	100.0

Table 4.2 indicated that the number of female respondents was very low when compared with male respondents. The number of female respondents stood at 217 represented by 23.10% while the number of male respondents was 722 represented by 76.90%. The classification clearly indicated the female gender was lower than the male gender. This might not be unconnected with the nature of the zone in the area with regard to girl-child education.

Table 4.3: Classification of Respondents by Qualification

Status		NCE	B.Ed	M.Ed	Diploma/HND	Others
Inspector	Frequency	26	233	18	10	3
	%	8.97	80.34	6.21	3.45	1.03
Principal	Frequency	6	265	26	10	13
	%	1.88	82.81	8.13	3.13	4.06
Teachers	Frequency	164	102	12	37	14
	%	49.85	31.00	3.65	11.25	4.26
Total		196	600	56	57	30

Table 4.3 presented the qualification of inspectors of education, principals of secondary schools and teachers of secondary schools in North-West Geo-political Zone, Nigeria. The table indicated that 196 respondents represented by 20.9% of the total 939 respondents had Nigeria certificate in Education, 600 represented by 63.9% were holders of B.Ed certificates, 56 respondents by 5.96% possessed M.Ed

certificates, 57 represented by 6.07% obtained Diploma/HND certificates, while 30 represented by 3.2 had other qualifications as B.Sc, MSc. etc. The table therefore revealed the nature of the qualifications of the respondents. These qualifications cut across all the categories of the respondents. It generally indicated that majority of the respondents possessed relatively high qualification that allowed them to respond to the questionnaire properly.

Table 4.4: Classification of Respondents by Years of Working Experience

Status		0-10	11-20	21-30	31 and above	Total
Inspector	Frequency	27	72	154	37	290
	%	9.31	24.83	53.10	12.76	100%
Principal	Frequency	12	84	208	16	320
	%	3.75	26.25	65.00	5.00	100%
Teachers	Frequency	184	83	53	9	329
	%	55.93	25.23	16.11	2.74	100%
Total		223	239	415	62	939

Table 4.4 presented classification of respondents by years of working experience. The table indicated relative distribution of years of experience. It indicated that the respondents between 0 – 10 years of working experience were 223 represented by 23.74%. Respondents with 11 – 20 years of experience were 239 represented by 25.45%, respondents with experience ranging between 21 – 30 years were 415 represented by 44.19% while those with 31 and above were 62 represented by 6.6%. The table further indicated respondents with experience ranging between 21 – 30 and 31 and above were mostly principals and inspectors while teachers constituted those with 0 – 10 years working experience. This might not be unconnected with the fact that the secondary schools under study were junior/upper basic schools. The classification also indicated that the respondents were in better position to provide effective responses to the issues raised on role performances of principals in school administration.

Table 4.5: Classification of Respondents by State

Status		Jigawa	Kaduna	Kano	Katsina	Kebbi	Sokoto	Zamfara	Total
Inspectors	Frequency	63	63	18	63	13	40	30	290
	%	21.72	21.7	6.21	21.72	4.48	13.79	10.34	
Principal	Frequency	45	46	48	48	46	45	45	320
	%	14.06	14.38	14.06	15.00	14.38	14.06	14.06	
Teachers	Frequency	47	47	47	47	47	47	47	329
	%	14.29	14.29	14.29	14.29	14.29	14.29	14.29	

The table indicated the distribution of respondents as obtained from the data and retrieved questionnaires from the states. Equal number of questionnaires were obtained from principals and teachers in most states to provide a valid assessments. However variation was observed in questionnaires for inspectors in Kano (18), Kebbi (13), Sokoto (40) and Zamfara (30). This resulted from the data obtained and questionnaires retrieved. However, a slight variation could be seen in the number of respondents for Kano as regards principals (45) and Katsina (48). This resulted from the data obtained from Ministries of Education of the respective states.

4.3 Analysis on Stakeholders' Opinions

In the research questions, objectives and hypotheses ten issues which include: supervisory role performance of principals in Junior Secondary Schools, role performance of principal on maintenance of discipline in secondary schools, role performance of principals on maintenance of communication in schools, role performance of principals on staff development in secondary schools, principals' role performance on delegation of authority in secondary schools, role performance of principals on the use of extra-curricular activities in secondary schools and role performance of principals on establishing school community relationship in secondary schools were raised. Others include role performance of principals on decision making in secondary schools, role performance of principals on managing school resources and role performance of principals on teachers' and students' welfare in secondary schools. The respondents opinions were analysed on these variables.

4.3.1 Role Performance of Principals on Supervisory Function in Junior Secondary Schools in North-West Geo-Political Zone, Nigeria.

Of the variables used to assess the principals' role performance in Junior Secondary Schools in North-West Geo-Political Zone, Nigeria in this research, the supervisory role

performance was the first. The variable was assessed using the first research question of the study and was framed thus: What are the opinions of stakeholders on supervisory role performance of principals in junior secondary schools in North-West Geo-Political Zone, Nigeria? To investigate the supervisor role performance of principals to facilitate proper administration of Junior Secondary Schools in North-West Geo-Political Zone, Nigeria, the respondents' opinions on the items under the research questions were scored in frequencies and percentages in the table 4.3.1 below.

Table 4.3.1: Opinions of Stakeholders on the Role Performance of Principals on Supervisory Function in Junior Secondary Schools in North-West Geo-Political Zone, Nigeria

S/NO	Item Statement	Category of Respondent	SA		A		U		D		SD	
			Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1	Principal visits teachers regularly in their classes for assistance.	Principals	109	34.1	185	57.8	10	3.1	15	4.7	1	0.3
		Teachers	117	35.6	156	47.4	29	8.8	21	6.4	6	1.8
		Inspectors	91	31.4	161	55.5	18	6.2	20	6.9	0	0.0
2	Principal helps teachers in planning lessons.	Principals	94	29.4	164	51.3	27	8.4	34	10.6	1	0.3
		Teachers	104	31.6	144	43.8	40	12.2	31	9.4	10	3.0
		Inspectors	74	25.5	155	53.4	28	9.7	31	10.7	2	0.7
3	Principals guides teachers in planning scheme of work and effective use of school records.	Principals	118	36.9	166	51.9	22	6.9	12	3.8	2	0.6
		Teachers	124	37.7	157	47.7	35	10.6	8	2.4	5	1.5
		Inspectors	76	26.2	177	61.0	25	8.6	11	3.8	1	0.3
4	Principal ensures attainment of objectives of lessons by teachers.	Principals	99	30.9	173	54.1	33	10.3	14	4.4	1	0.3
		Teachers	111	33.7	158	48.0	47	14.3	10	3.0	3	0.9
		Inspectors	75	25.9	177	61.0	31	10.7	7	2.4	0	0.0
5	Principal helps in improving teachers ability and competence.	Principals	116	36.3	164	51.3	30	9.4	9	2.8	1	0.3
		Teachers	100	30.4	175	53.2	36	10.9	17	5.2	1	0.3
		Inspectors	84	29.0	164	56.6	31	10.7	11	3.8	0	0.0
6	Principal ensures teachers perform their duties as scheduled.	Principals	170	53.1	135	42.2	8	2.5	5	1.6	2	0.6
		Teachers	162	49.2	146	44.4	16	4.9	5	1.5	0	0.0
		Inspectors	136	46.9	135	46.6	14	4.8	5	1.7	0	0.0
7	Through supervision principal interacts with teachers and understand their concerns.	Principals	137	42.8	169	52.8	7	2.2	7	2.2	0	0.0
		Teachers	131	39.8	156	47.4	35	10.6	7	2.1	0	0.0
		Inspectors	106	36.6	156	53.8	17	5.9	10	3.4	1	0.3
8	Principal and teachers select instructional materials that enhance educational growth.	Principals	91	28.4	185	57.8	31	9.7	11	3.4	2	0.6
		Teachers	101	30.7	173	52.6	34	10.3	19	5.8	2	0.6
		Inspectors	101	34.8	140	48.3	18	6.2	28	9.7	3	1.0
9	Through supervision principal helps to improve teachers effectiveness in the school.	Principals	131	40.9	170	53.1	16	5.0	3	0.9	0	0.0
		Teachers	130	39.5	160	48.6	29	8.8	10	3.0	0	0.0
		Inspectors	102	35.2	158	54.5	22	7.6	8	2.8	0	0.0
10	Principal improves teachers classroom management skills in the school.	Principals	75	23.4	172	53.8	53	16.6	18	5.6	2	0.6
		Teachers	89	27.1	169	51.4	52	15.8	16	4.9	3	0.9
		Inspectors	64	22.1	152	52.4	31	10.7	40	13.8	3	1.0

Table 4.3.1 assessed the respondents' opinions on supervisory role performance of principals in secondary schools. Item one established respondents' opinions on visiting staff regularly in their classes for assistance by principals. The responses showed that all the three respondents, namely principals, teachers and inspectors agreed that principals visited their teachers regularly in class for assistance with principals having 57.8%, teachers 47.4% and inspectors 55.5% respectively. This showed that principals observed their duty of monitoring teachers and supervising them in their class for assistance. However, certain divergent opinions were held with 4.7%, 6.4% and 6.9% by the three groups.

Item two on the questionnaire was on helping teachers by principals in planning lessons in school. The responses indicated that principals had 51.3%, teachers 43.8% and inspectors 53.4%. Divergent opinions were also held with 10.6%, 9.4% and 10.7% to indicate disagreement. This signifies that principal must do something to improve supervisory role performance.

Item three was on guiding teachers in planning scheme of work and effective use of school records by principals in secondary schools. The responses showed that all the respondents agreed with the opinion. This could be seen on principals' responses represented by 51.9%, teachers 47.7% and inspectors 61.0%. The fact that inspectors of education maintained a lead in the opinions showed that teachers were guided in record keeping and planning scheme of work. Planning scheme of work and record keeping are important administrative and academic activities which teachers must imbibe to attain effective school administration. This is, therefore, a healthy development in the area of school administration.

Item four was on ensuring the attainment of objective of lessons by secondary school teachers. The responses indicated that all the three respondents were unanimous in agreeing with the idea. Principals had 54.1%, teachers 48.0% and inspectors 61.0%. This, therefore, indicated that principals worked to ensure the attainment of objectives of lessons by teachers in secondary schools. This is a very good development as attainment of individual lessons by individual teachers could help to facilitate the attainment of overall school objectives.

Item five was on principals improving teachers' ability and competence in school. The responses on this item showed that principals had 51.3% teachers, 53.2% and inspectors of education 56.6%. This indicated that principals improved teachers' ability and competence in school. Ability and competence are two important teachers' qualities needed in teaching and learning which teachers must possess. This therefore indicated that principals in Junior Secondary Schools discharged this important responsibility.

Item number six was on ensuring that teachers performed their duties as scheduled in the school. The responses of the respondents on this item showed that principals had 42.2%, teachers 44.4% and inspectors 46.6%. This indicated that principals ensured that teachers performed their duties as scheduled. This is a clear manifestation that there was division of labour within school organizations with principals ensuring that each officer performed his duty as assigned by the organization. This establishes a good working atmosphere in the school.

Item seven was on interaction with teachers by principals to understand their grievances. The responses to this item indicated that principals had 52.8%, teachers 47.4%, and inspectors 53.8%. This also indicated that principals interacted formally with subordinates to understand their grievances. This is a good administrative style which establishes good and healthy relationship between principals and teachers in school. Teachers are allowed to freely explain their concern by good administration.

Item eight was on principals' and teachers' selection of instructional materials that enhance educational growth and smooth delivery of lesson. The responses to this item indicated that principals 57.8%, teachers 52.6% and inspectors 48.3%. This equally indicated that principals collaborated with teachers to select instructional materials that would translate into smooth lesson delivery. This shows that there existed an atmosphere of consultation between principals and teachers which facilitated smooth lesson delivery in secondary schools in the zone.

Item nine was on improving teachers' effectiveness through supervision by principals in secondary schools. The responses showed principals with 53.1%, teachers 48.6% and inspectors 54.5%. This indicated that principals worked to improve teachers' effectiveness. However, the scores of 5.0%, 8.8% and 7.6% indicated less enthusiasm on opinion of some respondents. Effectiveness is an administrative style which emphasizes more on task accomplishment. This, therefore, implies that principals ensured that teachers accomplished the tasks assigned to them in schools.

Item ten was on principals improving classroom management skills. The responses to this item indicated that principals pulled 53.8%, teacher 51.4% and inspectors 52.4%. The responses indicated very close similarity between the opinions of the respondents. This equally showed that principals developed classroom management capacities of teachers. This is a good development as classroom management enhances smooth delivery of lesson and facilitates goal attainment. Teachers who lack classroom managerial skills will always find it difficult to attain their objectives.

An examination of the items in table 4.3.1 would reveal that both teachers, principals and inspectors maintained similar view on item one which is visiting teachers regularly in classes by principals with regards to strongly agree, disagree and strongly disagree with principals having 34.1%, teachers 35.6% and inspectors 31.4%. However a slight difference could be seen with inspectors who maintained 31.4% as against the 34.1% and 35.6% respectively. On disagree and strongly disagree, it was observed that principals had 4.7% and 0.3% while teachers drew 6.4% and 1.8% respectively. Inspectors maintained a divergent view with 6.9% and zero percent respectively. This by implication means that principals need to improve on their supervisory role to ensure that academic activities went on smoothly in classes without hitches.

Furthermore, on helping teachers in planning lesson, it was observed that principals and teachers also almost maintained similar opinion as far as strongly agree was concerned as principals' opinions scored at 29.4% with 31.6% for teachers. Inspectors maintained 25.5%. However under undecided variation existed between the opinions of the three groups with principals scoring 8.4% while teachers maintained 12.2% and inspectors 9.7%. On disagree and strongly disagree the three groups had divergent views with principals having 10.6% on disagree and 0.3% on strongly disagree, while teachers had 9.4% and 3.0% and inspectors having 10.7% and 0.7% respectively. These views indicated that though opinions on undecided, disagree and strongly disagree were far below strongly agree and agree, there was still need for improvement on the supervisory role considering its importance in overall school activities.

In the same vein, the opinions of principals, teachers and inspectors were at variance under strongly agree, undecided, disagree and strongly agree as regards item three on whether principals guide teachers on planning scheme of work and record keeping. The opinions showed that principals had 36.9%, teachers 37.7% and inspectors 26.2%. While under undecided teachers maintained 10.6%, principals and inspectors got 6.9% and 8.6% respectively. The percentages of undecided, disagree and strongly disagree were far less than those of strongly agree and agree. This indicated that principals guided teachers on record keeping and planning scheme of work.

The respondents' opinions on attainment of objectives of lessons indicated differences in opinions of the three groups on strongly agree and agree. The strongly agree showed that principals had 99 represented by 30.9%, teachers 111 represented by 33.7% and inspectors 75 represented by 25.9%. There was also a marked difference on the respondents opinions on undecided with principals having 33 represented by 10.3%, teachers 47 represented by 14.3%

and inspectors 31 represented by 10.7%. On disagree and strongly disagree, the scores were very low with principals having 4.4% and 0.3% teachers having 3.0% and 0.9% and inspectors having 2.4% and 0% respectively. This also indicated that principals ensured that teachers worked to attain the objectives of lessons.

The respondents' opinions on whether principals help in improving teachers ability and competence showed little variation with regards to strongly agree by principals, teachers and inspectors. The opinions as represented in percentages showed principals with 36.3%, teachers and inspectors having 30.4% and 29.0% respectively. In the same regard principals maintained 2.8% and 0.3%, teachers 5.2% and 0.3% while inspectors had 3.8% and 0.0% under disagree and strongly agree. This also indicated both disagree and strongly disagree had lower scores, an indication that principals helped to improve teachers ability and confidence.

On whether principals ensure teachers perform their duty as scheduled, the respondents' opinions under strongly agree showed higher scores by principals with 53.1%, teachers 49.2% and inspectors 46.9%. The responses under undecided indicated lower views by teachers with 2.5% undecided, 1.6% for disagree and 0.6% strongly disagree. Teachers and inspectors also maintained similar results as 4.9%, 1.5%, 0% and 4.8% for inspectors. This depicted similar opinion as expressed by the three groups of respondents on undecided, disagree and strongly disagree. The responses as expressed in percentages showed that scores on disagree and strongly disagree were in lower cases to mean that principals ensured teachers perform their duty.

Additionally, the opinions of the three categories of respondents on interaction with teachers to understand their concern by principals indicated that under strongly agree principals had 137 represented by 42.8% teachers 131 represented by 39.8% and inspectors 106 represented by 36.6%. The opinions on disagree, strongly disagree indicated that teachers had 2.1% and 0%, principals 2.2% and 0% while inspectors maintained 3.4% and 0.1%. Respondents who declined to take side had 2.2%, 10.6% and 5.9% respectively. This suggested that the principal interacts formally with teachers as indicated by higher cases of scores in strongly agree and agree.

The opinions of respondents on whether principals and teachers select instructional materials to enhance educational growth indicated under strongly agree that principals and teachers almost had similar view of 28.4% and 30.7% respectively while inspectors had a different view with 34.8% of the scores, the scores under disagree and strongly agree though with far less scores had indicated a divergent view on the issue with principals having 3.4%

and 0.6%, teachers 5.8% and 0.6% and inspectors with 9.7% and 1.0%. These figures indicated and established differences between the responses of the three groups. They equally mean that there was collaboration between principals and teachers on selecting instructional materials for lesson presentation.

On helping to improve teachers' effectiveness, the responses indicated a sharp contrast between the opinions of the three groups with principals scoring 131 represented by 40.9% teachers 130 represented by 39.5% and inspectors with 102 represented by 35.2% scores under strongly agree. Under disagree a significant differences was noticed with principals having 5.0%, teachers 8.8% and inspectors 7.6%. The scores for strongly disagree were however similar as expressed by the three groups, that is zero (0). The scores also revealed that the disagree, strongly disagree recorded lower scores to imply that principals helped to improve teachers' effectiveness.

The respondents' opinions on classroom management by teachers indicated that both principals and teachers had almost similar scores of 23.4% and 27.1%. under strongly agree, while inspectors maintained a divergent view with 64 represented by 22.1%. The disagree and strongly disagree sides indicated differences in scores between the three groups as 5.6% and 0.6% for principals, 4.9% and 0.9% for teachers and 11.8% and 1.0% for inspectors. Although these differences existed between the three groups of respondents, the overall opinions remained positive with agree and strongly agree taking the higher scores. This therefore means that principals helped to improve teachers classroom management skills.

4.3.2 Role Performance of Principals on Maintenance of Discipline in Junior Secondary Schools in North-West Geo-Political Zone, Nigeria

The items under this variable assessed the second research question on principals' role performances. The research question was framed as: What are the opinions of stakeholders of role performance of principals on maintenance of students' discipline procedures in Junior Secondary School in North-West Geo-political Zone, Nigeria? To assess the role performance of principals on maintenance of discipline in junior .secondary schools to attain effective administration, respondents' opinions on the ten issues raised were scored in frequencies and percentages in table 4.3.2 below:

Table 4.3.2: Opinions of Stakeholders on the Role Performance of Principals on Maintenance of Discipline in Junior Secondary Schools in North-West Geo-Political Zone, Nigeria

S/N	Item statement	Category of respondent	SA Freq.	%	A Freq.	%	U Freq.	%	D Freq.	%	SD Freq.	%
1	Principals provides atmosphere for identifying acts of indiscipline.	Principals	147	45.9	142	44.4	13	4.1	16	5.0	2	0.6
		Teachers	124	37.7	157	47.7	20	6.1	24	7.3	4	1.2
		Inspectors	82	28.3	159	54.8	17	5.9	27	9.3	5	1.7
2	Principals enforces discipline in school.	Principals	154	48.1	142	44.4	13	4.1	9	2.8	2	0.6
		Teachers	143	43.5	157	47.7	14	4.3	14	4.3	1	0.3
		Inspectors	100	34.5	153	52.8	18	6.2	17	5.9	2	0.7
3	Stakeholders are involved by principals in managing acts of indiscipline.	Principals	82	25.6	177	55.3	41	12.8	14	4.4	6	1.9
		Teachers	71	21.6	154	46.8	56	17.0	40	12.2	8	2.4
		Inspectors	50	17.2	145	50.0	48	16.6	38	13.1	9	3.1
4	Principals ensures that his management team is a role model of discipline.	Principals	130	40.6	166	51.9	18	5.6	6	1.9	0	0.0
		Teachers	117	35.6	161	48.9	34	10.3	10	3.0	7	2.1
		Inspectors	76	26.2	157	54.1	36	12.4	16	5.5	5	1.7
5	Principal ensures that proper flow of communication.	Principals	146	45.6	147	45.9	22	6.9	4	1.3	1	0.3
		Teachers	109	33.1	170	51.7	32	9.7	15	4.6	3	0.9
		Inspectors	72	24.8	174	60.0	19	6.6	23	7.9	2	0.7
6	Principal ensures that his staff works hard to attain school goals.	Principals	169	52.8	139	43.4	11	3.4	1	0.3	0	0.0
		Teachers	155	47.1	148	45.0	14	4.3	11	3.3	1	0.3
		Inspectors	112	38.6	140	48.3	18	6.2	16	5.5	4	1.4
7	Principal establishes good working relationship and atmosphere in school for staff to work.	Principals	158	49.4	145	45.3	15	4.7	2	0.6	0	0.0
		Teachers	117	35.6	151	45.9	32	9.7	28	8.5	1	0.3
		Inspectors	97	33.4	151	52.1	24	8.3	12	4.1	6	2.1
8	The principal defines school objectives to students, staff and community for discipline.	Principals	102	31.9	184	57.5	23	7.2	11	3.4	0	0.0
		Teachers	97	29.5	165	50.2	31	9.4	26	7.9	10	3.0
		Inspectors	57	19.7	181	62.4	24	8.3	24	8.3	4	1.4
9	Principal collaborates with the various stakeholders to secure facilities for the school.	Principals	117	36.6	165	51.6	25	7.8	11	3.4	2	0.6
		Teachers	95	28.9	157	47.7	40	12.2	36	10.9	1	0.3
		Inspectors	56	19.3	160	55.2	29	10.0	39	13.4	6	2.1
10	Principal encourages students to adhere strictly to school rules and regulations.	Principals	159	49.7	146	45.6	13	4.1	1	0.3	1	0.3
		Teachers	143	43.5	159	48.3	18	5.5	8	2.4	1	0.3
		Inspectors	110	37.9	143	49.3	20	6.9	14	4.8	3	1.0

Table 4.3.2 investigated the respondents' opinions on principals role in maintenance of students' discipline procedures to attain effective administration of secondary schools. Item one investigated provision of atmosphere by principals for identifying acts of indiscipline in secondary schools. The responses indicated that the three groups of respondents had agreed with the idea with principals' responses of 142 represented by 44.4% and 47.7% and 54.8% for teachers and inspectors. Although the responses had established differences between principals', teachers' and inspectors' opinions, the percentage of opinions indicated agreement with the ideas. This therefore showed that principals provided atmosphere for identifying acts of indiscipline.

Item 2 assessed the respondents' opinions on enforcing discipline in school by principals. It indicated that principals maintained 44.4% and 142 opinions, teachers 157 represented by 47.7% and inspectors 151 represented by 52.8%. This showed teachers and inspectors having different scores of opinions with principals maintaining different views. The percentages of the positive responses however indicated that principals enforced discipline in schools. The responses might suggest the relevance of discipline in school administration.

Item 3 from the table centered on involving stakeholders by principals in managing acts of discipline in secondary schools in North-West Geopolitical zone of Nigeria. The responses as scored in percentages showed that principals maintained 177 opinion being represented by 55.3%, teachers 154 represented by 46.8% and inspectors 145 represented by 50.0%. This indicated that the respondents had agreed with the statement. It is equally a very good indicator that principals involved the community on issues that affected discipline. It also demonstrates a good administrative skill by principals. Issues that affect discipline are delicate and sensitive in nature. Principals must therefore involve the community in taking administrative decision on discipline.

Item four assessed the respondents' opinions on whether school management team is a role model of discipline. The responses indicated principal maintained 166 represented by 51.9%, teachers 161 represented by 48.9% and inspectors 157 responses represented by 54.1%. The analysis showed that both principals and inspectors had higher percentages of responses with 51.9% and 54.1% with teachers having 48.9%. It equally indicated that the respondents who agreed with the idea maintained a lead even though there were differences in the degree and percentages of the responses. The results therefore indicated that the management teams in secondary schools served as role models to students and teachers. This is a good development as discipline thrives when the leadership is disciplined.

Item five examined the respondents' opinions on ensuring proper flow of communication in school. Communication is an important component of discipline. Failure in communication can result to the breakdown of law and order in a social institution like school. The responses from the respondents' opinions indicated that principals pulled 45.9%, teachers 51.7% and inspectors 60.0%. This, therefore, indicated all the three groups had agreed with the opinions, with inspectors having the higher response of 60.0%. This, therefore means that principals allowed proper flow of communication in schools to facilitate discipline. It equally affirmed that principals had realized the significance of communication in the maintenance of discipline.

Item six investigated the respondents' opinions on whether principals worked to ensure the attainment of school goals. The responses indicated that principals agreed with 139 responses represented by 43.4%, teachers 45.0% and inspectors 48.3%. This implied that there was a consensus among the three respondents as regards ensuring attainment of school goals by principals. This indicated that principals ensured attainment of school goals by teachers. It is a good development as teachers were made to work hard to attain school objectives.

Item seven was on establishing good working relationship and atmosphere in school. The respondents' opinions indicated principals had 145 represented by 45.3%, teachers 45.9% and inspectors 52.1%. This implied that principals established good working relationship and atmosphere in schools. It therefore, showed that discipline was entrenched in schools by principals.

Item eight was on defining school objectives to students, staff and community for compliance. The opinions of respondents indicated that principals, teachers and inspectors agreed with the opinion with principals having 184 represented by 57.5%, teachers 50.2% and inspectors 62.4%. This pointed to the fact that school objectives were defined to students, staff and community. Discipline in any organization is ensured where members are made to understand the essence of the organization. This development therefore allows the three different organs of school administration to have an understanding of the direction of the school.

Item nine sought the opinions of respondents on whether principals collaborate with various stakeholders to secure facilities for schools. The responses indicated that the three groups had agreed with the claim. This is evident in the percentages of the respondents' opinions as: 51.6%, 47.7% and 55.2%. This indicated that principals collaborated with various stakeholders to secure facilities. This is a positive development in school

administration as people are involved in securing school facilities. This opportunity will allow stakeholders understand problems associated with school administration.

Item ten investigated respondents' opinions on encouraging staff and students to adhere strictly to school rules and regulations. The responses indicated that the three groups of respondents had agreed with the idea with principals polling 45.6%, teachers 48.3% and inspectors 49.3%. This showed that principals encouraged staff and students to adhere strictly to school rules and regulations. This is essential to facilitate discipline in school. Discipline cannot be maintained where stakeholders are not ready to observe organizational rules and regulations.

In the same vein, the respondents' opinions on providing atmosphere for identifying acts of indiscipline showed higher responses 45.9% by principals, 37.7% by teachers and 28.3% by inspectors under strongly agreed, while the respondents indicated 5.0%, 7.3% and 9.3% under disagree and 0.6%, 1.2% and 1.7% under strongly disagree. This clearly indicated a provision of atmosphere for identifying acts of indiscipline. Although there was an apparent display of unconcerned attitude by some respondents with 4.1% for principals, 6.1% for teachers and 5.9% inspectors respectively, the high score of 45.9% under strongly agree by principals, 37.7% and 28.3% by teachers and inspectors indicated an overwhelming support by the respondents in providing the atmosphere by principals.

Similarly, the respondents' opinions on enforcing discipline in the school indicated 48.1%, 43.5% and 34.5% by the three groups of respondents under strongly agree while the same respondents maintained 2.8% and 0.6% under disagree and strongly disagree by principals with teachers having 4.3% and 0.3% and inspectors scoring 5.9% respectively. This clearly demonstrated positive development on acts of enforcing discipline in schools by principals.

On involving stakeholders in managing acts of indiscipline, the opinions as indicated under strongly agree, agree followed the same order with 25.6%, 21.2% and 17.2%. The undecided opinions showed teachers having 17.0%, 12.8% for principals and 16.6% for inspectors with disagree having, 4.4%, 12.2% and 13.1%, while strongly disagree having 1.9%, 2.4% and 3.1%, respectively. This is a very good indicator of the support by respondents on involving stakeholders by principals in managing acts of indiscipline. It therefore means that management of indiscipline was given high premium by school administrator because of its importance.

Discipline cannot be enforced where teachers refuse to be disciplined. To this effect, the opinions of respondents under this issue indicated high scores especially under strongly

agree with 40.6% for principals, 35.6% teachers and 26.2% inspectors. This when matched with 51.9%, 48.9% and 54.1%, under agree would indicate high positive responses on the issue. The opinions under disagree as 1.9%, 3.0% and 5.5% for the three groups and 0%, 2.1% and 1.7% showed less disagreement under the issue. This therefore suggests that there was an overwhelming support on the opinion that management served as a role models of discipline in schools. It equally means that school management had realized the significance of entrenching discipline.

On proper flow of communication in schools, the respondents' opinions indicated that principals scored 45.6% under strongly agree, teachers 33.1% and inspectors 24.8%. These together with 45.9%, 51.7% and 60.0% under agree indicated a high positive response on the opinions of respondents. The opinions under undecided 6.9%, 9.7%, 6.6%; disagree 1.3%, 4.6%, 7.9% and strongly disagree 0.3%, 0.9% and 0.7% for the three groups which maintained divergent views on the opinion had less scores when compared with strongly agree and agree. This therefore upheld the view that principals ensure proper flow of communication in schools. Communication is central in general administration of school. Absence or improper flow of communication can result to breakdown in law and order.

The opinions on principals work hard to attain school goals indicated, in the same order a high positive response under strongly agree with 52.8%, 47.1% and 38.6% with 43.4%, 45.0% and 48.3% under agree. The respondents equally maintained 0.3%, 3.3% and 5.5% under disagree and 0%, 0.3% and 1.4% under strongly disagree. The unconcerned or undecided indicated 3.4%, 4.3%, 6.2% for the three groups. This goes to show the high positive nature of the respondents on the item. The opinions under undecided, disagree and strongly disagree though indicated negative opinions were far less than strongly agree and agree. This indicated that there was a total support by the three groups on the issue of urging staff to work to attain school goals. This is necessary because the cardinal objective of any organization is to work and meet its goals.

Item seven established respondents' opinions on establishing good working relationship and atmosphere by principals. The responses under strongly agree indicated 49.4%, 35.6% and 33.4% for the three groups. This also established similar opinion as expressed in 45.3%, 45.9% and 52.1% for agree with 0.6%, 8.5% and 4.1% under disagree, 0.0%, 0.3% and 2.1% under strongly disagree. The opinions were in the same line with opinions expressed in earlier items, indicating high positive opinion on the item. On defining school objectives by principals, similar responses could be noticed under strongly agree with 31.9%, 29.5% and 19.7% for the three groups and 3.4%, 7.9% and 8.3% under disagree and

0%, 3.0%, 1.4% under strongly disagree. The same idea was expressed in item nine with 36.6%, 28.9% and 19.3% for strongly agree to concur with 51.6%, 47.7% and 55.2% under agree. The opinions under strongly disagree indicated 0.6%, 0.3%, and 2.1% while disagree maintained 3.4%, 10.9% and 13.4%. The last item was on encouraging students and staff to adhere strictly to school rules and regulations. The opinions tallied with the earlier opinions expressed in the items under the research question with 49.7%, 43.5% and 37.9% under strongly agree for the three groups. 0.3%, 2.4% and 4.8% for disagree and 0.3%, 0.3% and 1.0% under strongly disagree. These opinions as expressed showed higher positive opinions on the items raised with fewer divergent opinions by the respondents. This indicated an overwhelming support for the issues raised under the research question. It also meant that principals worked to maintain discipline in secondary schools in North-West Geo-political zone of Nigeria.

4.3.3 Role Performance of Principals on Maintenance of Communication in Junior Secondary School in North West Geo-Political Zone, Nigeria

The ten items under this variable assessed the respondents' opinions on the third research question on principals' role performance. The research question was framed as: How do principals' role performances help on maintenance of communication in Junior Secondary Schools in North-West Geo-political Zone, Nigeria?

To investigate the role performance of principal on maintenance of communication in Junior Secondary Schools in North-West Geo-political Zone to attain school administration, respondents opinions on the ten issues raised were scored in frequencies and percentages in table 4.3.3 below:

Table 4.3.3: Opinions of Stakeholders on the Role Performance of Principals on Maintenance of Communication in Junior Secondary Schools in North West Geo-Political Zone, Nigeria

S/N	Item Statement	Category of Respondent	SA		A		U		D		SD	
			Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
1	Principal ensures that messages are properly communicated to staff and students.	Principals	171	53.4	133	41.6	7	2.2	4	1.3	5	1.6
		Teachers	162	49.2	141	42.9	11	3.3	12	3.6	3	0.9
		Inspectors	127	43.8	141	48.6	3	1.0	14	4.8	5	1.7
2	Principal ensures that information follows normal channel.	Principals	156	48.8	138	43.1	18	5.6	5	1.6	3	0.9
		Teachers	111	33.7	182	55.3	16	4.9	17	5.2	3	0.9
		Inspectors	92	31.7	147	50.7	23	7.9	25	8.6	3	1.0
3	Barriers to effective communication are checked when passing information by principal.	Principals	85	26.6	201	62.8	19	5.9	15	4.7	0	0.0
		Teachers	93	28.3	170	51.7	34	10.3	28	8.5	4	1.2
		Inspectors	60	20.7	158	54.5	36	12.4	30	10.3	6	2.1
4	Principal uses non verbal signal effectively to communicate to staff when the need arises.	Principals	60	18.8	192	60.0	50	15.6	17	5.3	1	0.3
		Teachers	87	26.4	144	43.8	54	16.4	37	11.2	7	2.1
		Inspectors	33	11.4	155	53.4	47	16.2	46	15.9	9	3.1
5	Principal maintains open door policy in administration.	Principals	155	48.4	143	44.7	14	4.4	8	2.5	0	0.0
		Teachers	100	30.4	166	50.5	30	9.1	22	6.7	11	3.3
		Inspectors	72	24.8	153	52.8	31	10.7	29	10.0	5	1.7
6	Staff are encouraged to respond to information verbally.	Principals	78	24.4	175	54.7	37	11.6	28	8.8	2	0.6
		Teachers	87	26.4	179	54.4	36	10.9	23	7.0	4	1.2
		Inspectors	66	22.8	157	54.1	33	11.4	28	9.7	6	2.1
7	Principal controls his emotion when delivering messages to staff.	Principals	125	39.1	164	51.3	22	6.9	8	2.5	1	0.3
		Teachers	115	35.0	163	49.5	33	10.0	13	4.0	5	1.5
		Inspectors	74	25.5	175	60.3	26	9.0	10	3.4	5	1.7
8	Principal always maintain positive attitude towards his staff.	Principals	146	45.6	144	45.0	20	6.3	9	2.8	1	0.3
		Teachers	134	40.7	133	40.4	28	8.5	31	9.4	3	0.9
		Inspectors	86	29.7	152	52.4	21	7.2	27	9.3	4	1.4
9	Informal channels of communication are sometimes exploited by the principal.	Principals	51	15.9	198	61.9	52	16.3	16	5.0	3	0.9
		Teachers	76	23.1	152	46.2	64	19.5	24	7.3	13	4.0
		Inspectors	34	11.7	163	56.2	56	19.3	29	10.0	8	2.8
10	Modern technology as E-mail, GSM etc are today used by principal to pass information.	Principals	92	28.8	154	48.1	39	12.2	26	8.1	9	2.8
		Teachers	119	36.2	122	37.1	32	9.7	34	10.3	22	6.7
		Inspectors	49	16.9	159	54.8	24	8.3	44	15.2	14	4.8

Item one investigated the respondents' opinions on ensuring that messages are properly communicated to staff and students. The responses indicated the frequencies of responses under agree for the three groups as 139 represented by 41.6% for principals, 141 represented by 42.9% for teachers and 141 represented by 48.6% for inspectors. This indicated that principals ensured that messages were properly communicated to staff and students as shown by the percentages of the responses under agree. It also indicated the nature of the flow of communication.

Item two assessed the respondents' opinions on whether the information follows normal channel. When information follows a normal channel, it is easily delivered and communicated. The respondents' opinions indicated 138 represented by 43.1% for principals and 182 represented by 55.3% for teachers and 147 represented by 50.7%. This indicated a high positive opinion by the respondents. It also showed that the principals in the zone had mastered the art of delivering messages.

Item three investigated opinions on whether barriers to effective communication are checked. The responses showed that principals scored 201 represented by 62.8%, teachers 170 represented by 51.7% and 158 represented by 54.5% for inspectors. This indicated a high positive opinion on the item under agree. It therefore means that while passing information, principals ensured that barriers were checked. This could facilitate effective communication in schools.

Item four investigated the opinions of respondents on the use of non-verbal signals to communicate to staff. Non-verbal signals include use of hands, facial expression, head and other parts of the body to indicate approval, appreciation, rejection etc. The responses indicated 192 represented by 60.0% for principals, 144 represented by 43.8% for teachers and 155 represented by 53.4% for inspectors. This showed an overwhelming support for the use of non-verbal signals by principals in communication. This is a good development as communication can result in different forms based on context and situation. It therefore showed that principals explored circumstances during communication.

Item five assessed respondents' opinions on whether principals maintained open door policy. Communication can only result where principal is ready to listen to his subjects. To this effect, the respondents' opinions as indicated in frequencies showed principals with 143 represented by 44.7%, 190 represented by 50.5% for teachers and 153 represented by 52.8% for inspectors. This indicated that principals maintained open door policy in the administration to attain effective administration of schools.

Item six investigated respondents' opinions on whether staff were encouraged to respond to information verbally. In certain situations like meeting, examination or when a person is a far verbal communication may not be necessary or may create negative result.

The respondents' opinions on this showed 175 represented by 54.7% for principals, 179 represented by 54.4% for teachers and 157 represented by 54.1 as scores for the three groups. This equally indicated higher positive responses for the item. It also showed a display of good administrative skills by principals in tune with situation.

Item seven investigated an important administrative skill which is controlling emotion by school administrators. Emotions that are left uncontrolled could lead to negative results especially in a school organization which is populated with different groups of persons as teachers, students, non-academic staff, etc. The respondents' opinion on this indicated 164 frequencies represented by 51.3% for principals, 163 represented by 49.5% and 175 represented by 60.3% for teachers and inspectors. These scores indicated higher positive responses as well as the fact that principals controlled their emotions when delivering or passing messages to staff.

Item eight sought respondents' opinions on maintaining positive attitude towards their staff always. The respondents' opinions on agree indicated 144 represented by 45.0% for principals, 133 represented by 40.4% for teachers and 151 represented by 52.4% for inspectors. This equally maintained high positive responses on the item. It also showed that principals maintained positive attitude toward their staff. This could go a long way in maintaining communication in school.

Item nine investigated respondents' opinions on the use of informal channels of communication to communicate to staff in school. The frequencies and percentages of responses were 198 represented by 61.9%, 152 represented by 46.2% and 163 represented by 56.2% for principals, teachers and inspectors. This indicated high positive responses to the item by the three groups. It also means that several channels of communication were explored by principals in the process of passing information.

Item ten investigated respondents' opinions on the use of modern technology to pass information. The opinions indicated the frequencies and percentages as 154 represented by 48.1%, 122 represented by 37.1% and 159 represented by 54.8% for principals, teachers and inspectors. It therefore indicated there was consensus of opinions on the fact that respondents agreed with the idea that modern items of communication were used by principals to pass information. It also means that principals in the zone were abreast with the current methods of disseminating information.

The examination of the respondents' opinions on the ten issues raised under the research question indicated higher responses under strongly agree and agree, indicating an overwhelming support for the role performance of principals on maintaining communication in secondary schools in the North-West zone. There were however certain pockets of disagreements as expressed by some respondents in all the items. For example, in item one

which centred on proper communication, the percentages scores for strongly agree were 53.4%, 49.2% and 43.8% for the three groups. These indicated high positive support.

However, under the same item 11% respondents who were teachers showed less enthusiasm on the issue, with 1.3%, 3.6% and 4.8% showing disagreement and 1.6%, 0.9% and 1.7% respectively for the three groups on strongly disagree. This therefore indicated that a small percentage of persons were not in support of the issue. In the same light quite a good percentages of respondents in the three groups had indicated less concern on the items raised in all the ten issues. Item two had 5.6%, 4.9% and 7.9%. Item three maintained 5.9%, 10.3% 12.6%. Item four had 15.6%, 16.4% and 16.7% while item five had 4.4%, 9.1% and 10.7%.

The percentages for disagree and strongly disagree followed same order with fewer fractions as 1.3%, 3.6% and 4.8% and 1.6%, 0.9% and 1.7% for item one, 1.6%, 5.2%, 8.6% and 0.9%, 0.9% and 1.0% for item two. The higher percentages for disagree and strongly agree could be noticed in item four with 15.9% expressed by inspectors on the use of non-verbal signals in communicating with staff. The inspectors almost expressed a similar opinion with 15.2% in item 10 to disagree with the use of modern technology to pass information by principals.

In general, majority of the scores under each item on the research question had expressed support on the idea that principals in North-West Geo-political Zone had maintained their role on maintaining communication in secondary schools despite divergent views expressed by few respondents. This is basically because of the significance of communication in running or administering organizations. Organizations survive because of the way information is passed to members.

4.3.4 Role Performance of Principals on Staff Development in Junior Secondary School in North-West Geo-Political Zone, Nigeria

The aim here is to assess the respondents' opinions on the principals role performance on staff development in Junior Secondary Schools in North-West Geo-political zone, Nigeria. To ascertain this, the researcher framed the research question below: How do principals' role performances work to develop their staff in administration of Junior Secondary Schools in North-West Geo-Political Zone, Nigeria? To investigate the respondents opinions on this research question, ten issues were raised to address the question and were scored in frequencies and percentages in the table 4.3.4 below:

Table 4.3.4: Opinions of Stakeholders on the Role Performance of Principals on Staff Development in Junior Secondary Schools in North West Geo-Political Zone, Nigeria

S/N	Item statement	Category of respondent	SA		A		U		D		SD	
			Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
1	Principal ensures that staff proceed on training whenever they are due.	Principals	107	33.4	142	44.4	36	11.3	29	9.1	6	1.9
		Teachers	109	33.1	144	43.8	35	10.6	31	9.4	10	3.0
		Inspectors	58	20.0	141	48.6	26	9.0	51	17.6	14	4.8
2	Principal realizes the significance of staff development.	Principals	104	32.5	181	56.6	24	7.5	9	2.8	2	0.6
		Teachers	92	28.0	166	50.5	43	13.1	25	7.6	3	0.9
		Inspectors	65	22.4	157	54.1	24	8.3	40	13.8	4	1.4
3	Staff development focuses professional development.	Principals	56	17.5	147	45.9	70	21.9	41	12.8	6	1.9
		Teachers	73	22.2	151	45.9	58	17.6	41	12.5	6	1.8
		Inspectors	39	13.4	140	48.3	60	20.7	45	15.5	6	2.1
4	Principal releases staff for training when there is monetary gain.	Principals	69	21.6	114	35.6	37	11.6	75	23.4	25	7.8
		Teachers	94	28.6	119	36.2	52	15.8	51	15.5	13	4.0
		Inspectors	54	18.6	120	41.4	32	11.0	62	21.4	22	7.6
5	Principal organizes local workshop, conferences for capacity building.	Principals	42	13.1	148	46.3	70	21.9	54	16.9	6	1.9
		Teachers	56	17.0	142	43.2	64	19.5	54	16.4	13	4.0
		Inspectors	40	13.8	110	37.9	58	20.0	73	25.2	9	3.1
6	Principal involves staff in decision making to develop their capacities.	Principals	100	31.3	179	55.9	22	6.9	13	4.1	6	1.9
		Teachers	91	27.7	134	40.7	55	16.7	39	11.9	10	3.0
		Inspectors	50	17.2	145	50.0	42	14.5	47	16.2	6	2.1
7	Nepotism is de-emphasized in staff development.	Principals	57	17.8	171	53.4	59	18.4	24	7.5	9	2.8
		Teachers	65	19.8	132	40.1	97	29.5	24	7.3	11	3.3
		Inspectors	36	12.4	130	44.8	82	28.3	34	11.7	8	2.8
8	Principal also attends conferences for professional development.	Principals	115	35.9	166	51.9	24	7.5	12	3.8	3	0.9
		Teachers	102	31.0	170	51.7	32	9.7	21	6.4	4	1.2
		Inspectors	76	26.2	145	50.0	33	11.4	31	10.7	5	1.7
9	Principal does not expose staff secret.	Principals	80	25.0	187	58.4	30	9.4	21	6.6	2	0.6
		Teachers	80	24.3	156	47.4	44	13.4	41	12.5	8	2.4
		Inspectors	45	15.5	148	51.0	41	14.1	50	17.2	6	2.1
10	Committee assignment are assigned to individual staff.	Principals	112	35.0	175	54.7	20	6.3	13	4.1	0	0.0
		Teachers	97	29.5	161	48.9	48	14.6	21	6.4	2	0.6
		Inspectors	61	21.0	178	61.4	27	9.3	21	7.2	3	1.0

Item one assessed respondents' opinions on whether staff proceed on training whenever they are due. The opinions expressed by principals 44.4%, teachers 43.8% and inspectors 48.6% were for agree. This therefore indicated that staff were allowed by school heads to proceed on studies to further develop their capacities. This is essential as whatever they acquire while on studies will be used to develop schools.

The second item linked to the first item as it sought to assess whether principals realized the significance of staff development. It is the understanding of the worth of human personnel development by principals that paves the way for encouraging staff to proceed on study leave. The opinions as expressed by respondents indicated that principals scored 181 represented by 56.6% teachers, 16 represented by 50.5% and inspectors 54.1% from 157 scores. These, together indicated high positive support for the items raised.

The third item enquired about whether staff development focused only on professional development. Professional development of teachers in their cognate areas is an important aspect of professional development. To this effect the respondents opinions as stated indicated principals with 135 represented by 45.8%, teachers 151 represented by 45.9% and inspectors 140 represented by 48.3%. This showed that the respondents had agreed that the staff proceeded on staff development for professional growth only.

The fourth item dwelled on the issue that principals released staff on staff training only when there was monetary gain. Here, only 114 principals represented by 35.6% supported the idea, while 119 represented by 36.2% teachers and 120 represented by 41.4% inspectors agreed with the issue. The scores indicated that the principals were not in support of the issue although teachers and inspectors agreed. It therefore means that principals in secondary schools had no other intention of releasing staff on study leave apart from professional growth.

The fifth issue was on organizing local workshop, conferences for capacity building. The scores indicated that principals had 148 represented by 46.3%, 142 represented by 43.2% for teachers and 110 represented by 37.9% for inspectors. The scores therefore indicated that the three groups had agreed that principals organized local workshop to develop teachers' capacities.

Item six was on involving staff in decision making to develop their capacities. Decision making is an administrative duty which teachers as second most important stakeholders need to understand and take part. The respondents' opinions indicated that principals scored 179 represented by 55.9%, teachers 134 represented by 40.7% and inspectors 145 represented by 50.0%. The high positive score of 55.9% by principals attested

to the fact that principals had recognized the importance of involving staff in decision making process. The remaining 40.7% and 50.0% scores also indicated that staff were involved in decision making in secondary schools.

The seventh item assessed respondents' opinions on whether nepotism was used in staff development. Nepotism is a corrupt practice which if allowed in schools can lead to the destruction of the organization. The respondents' opinion indicated that principals had 171 represented by 53.4% teachers, 132 represented 40.1% and inspectors 130 represented by 44.8%. Although variations could be noticed in the percentage of scores of the respondents, the scores indicated agreement on the item. This therefore meant that corruption was deemphasized in secondary school administration in North-West.

Item eight investigated respondents' opinions on whether principals also attended conferences for professional development. A professional school head is an asset to a school. An administrator who understands the rubrics of administration may likely perform better than a less experienced individual. The respondents' opinions on this indicated 166 scores represented by 51.9%, 170 represented by 51.7% and 145 represented by 50.0% for principals, teachers and inspectors. The scores indicated that principals attended conference to develop themselves professionally.

Item nine investigated respondents' opinions on whether principals exposed staff secret. The opinion indicated 58.4%, 47.4% and 51.0% for principals, teachers and inspectors. This showed a high positive opinions. It also indicated that principals did not expose staff secret.

The tenth item aimed at analyzing respondents' opinions on whether staff were assigned to perform or undertake assignments individually. The scores for the respondents indicated principals had 175 represented by 54.7%, teachers, 161 represented by 48.9% and inspectors 178 represented by 61.4%. This therefore indicated that the three groups had agreed that staff were assigned to perform exercises individually.

A cursory examination of the results or scores indicated that scores under strongly agree almost concurred with agree in all the ten items in the issues raised. The scores ranged from 35.9% in item 8 to the least score of 13.1% in item 5. This therefore meant that there were higher positive opinions on the research question and items developed. It also signified that the respondents had agreed with the statements raised on the role performance of principals on staff development even though there were few divergent opinions expressed by some respondents on the issue.

On disagree and strongly disagree varying opinions were expressed in all the items by respondents. In item one, for example, the scores indicated 9.1% and 1.9% for principals, 9.4% and 1.0% for teachers and 17.6% and 14.8% for inspectors. Similar opinions were expressed in item two as 2.8% and 7.6%, and 13.8% and 0.6% as well as 0.9% and 1.4% for the three groups. In item three, the scores indicated 12.8% and 12.5%, 15.5% and 1.9%, 1.8% and 2.1% for the three groups.

The undecided opinions also indicated divergent opinions in the responses of the respondents as 11.3%, 10.6% and 9.0% in item one, 7.5%, 13.1% and 8.3% in item 2, 21.9%, 17.6% and 20.7% for item three for the three groups. The highest opinions of undecided was in item 7 with 82 represented by 28.3% for inspectors. This therefore, indicated some negative opinion expressed by respondents on the research question. It equally meant that though majority had upheld the opinions that principals observed the role performance on staff development, there were areas requiring additional efforts as not all staff benefitted from staff development initiatives by principals. The undecided opinions also indicated pockets of ignorance of some staff as regards the issue of staff development in schools.

4.3.5 Role Performance of Principals on Delegation of Authority in Junior Secondary Schools in North-West Geo-political Zone, Nigeria

The aim or objective raised here is to investigate the role performance of principals on delegation of authority in Junior Secondary Schools in the zone. The research question framed on this is: How has the role performance of principals on Delegation of Authority in Junior Secondary Schools impacted on Junior Secondary Schools in North-West Geo-political Zone, Nigeria?

In order to establish the respondents' opinions on this research questions, ten items were developed on various issues related to staff development and were scored in frequencies and percentages in table 4.3.5 below:

Table 4.3.5: Opinions of Stakeholders on the Role Performance of Principals on Delegation of Authority in Junior Secondary Schools in North-West Geo-Political Zone, Nigeria

S/N	Item statement	Category of respondent	SA		A		U		D		SD	
			Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
1	The principal has realized the significance of delegation of authority in achieving overall objectives.	Principals	156	48.8	149	46.6	11	3.4	3	0.9	1	0.3
		Teachers	119	36.2	168	51.1	24	7.3	12	3.6	6	1.8
		Inspectors	80	27.6	181	62.4	16	5.5	11	3.8	2	0.7
2	Principal delegates all staff to perform specific duties like academic and welfare activities in school.	Principals	126	39.4	163	50.9	12	3.8	13	4.1	6	1.9
		Teachers	138	41.9	151	45.9	26	7.9	10	3.0	4	1.2
		Inspectors	88	30.3	150	51.7	24	8.3	24	8.3	4	1.4
3	Principal ensures that only willing staff are delegated to perform specific tasks.	Principals	49	15.3	131	40.9	38	11.9	94	29.4	8	2.5
		Teachers	82	24.9	135	41.0	44	13.4	57	17.3	11	3.3
		Inspectors	43	14.8	123	42.4	30	10.3	84	29.0	10	3.4
4	Delegated staff are compelled by the principal to write reports after the assignments.	Principals	60	18.8	186	58.1	41	12.8	30	9.4	3	0.9
		Teachers	85	25.8	171	52.0	44	13.4	25	7.6	4	1.2
		Inspectors	37	12.8	182	62.8	48	16.6	18	6.2	5	1.7
5	Principal writes instruction for delegation to ensure proper implementation.	Principals	77	24.1	185	57.8	35	10.9	23	7.2	0	0.0
		Teachers	79	24.0	174	52.9	52	15.8	22	6.7	2	0.6
		Inspectors	40	13.8	192	66.2	40	13.8	18	6.2	0	0.0
6	Responsibilities are only shared out to staff by principal to reduce excessive burden on him.	Principals	81	25.3	156	48.8	25	7.8	52	16.3	6	1.9
		Teachers	91	27.7	147	44.7	53	16.1	32	9.7	6	1.8
		Inspectors	70	24.1	154	53.1	33	11.4	30	10.3	3	1.0
7	Delegation of authority embarked upon him by the principal fosters cooperation and increases level of participation.	Principals	122	38.1	167	52.2	26	8.1	3	0.9	2	0.6
		Teachers	86	26.1	165	50.2	63	19.1	15	4.6	0	0.0
		Inspectors	94	32.4	163	56.2	27	9.3	6	2.1	0	0.0
8	Principal set good criteria for delegation of authority by staff.	Principals	93	29.1	208	65.0	14	4.4	5	1.6	0	0.0
		Teachers	95	28.9	163	49.5	46	14.0	20	6.1	5	1.5
		Inspectors	75	25.9	174	60.0	32	11.0	9	3.1	0	0.0
9	Efforts made in delegation of authority lead to growth and development of staff in the school.	Principals	109	34.1	186	58.1	20	6.3	4	1.3	1	0.3
		Teachers	110	33.4	177	53.8	25	7.6	15	4.6	2	0.6
		Inspectors	102	35.2	161	55.5	20	6.9	6	2.1	1	0.3
10	Principal goes round to check if delegated staff has performed duty assigned to him.	Principals	123	38.4	179	55.9	14	4.4	4	1.3	0	0.0
		Teachers	117	35.6	161	48.9	31	9.4	17	5.2	3	0.9
		Inspectors	78	26.9	171	59.0	26	9.0	14	4.8	1	0.3

Item one investigated the respondents' opinions on whether principals have realized the significance of delegation of authority to attain effective administration of secondary schools. The table indicated the frequencies of responses as 149 or 46.6%, 168 or 51.1% and 181 or 62.4% for principals, teachers and inspectors of education under agree. The scores indicated a high positive response by the groups. It equally meant that principals had realized the significance of delegation of authority in school administration as school could not be administered by principals single handedly.

The second issue is on whether principals delegated all staff to perform specific duties in schools. The scores under agree indicated 50.9%, 45.9% and 51.7% for principals, teachers and inspectors. This demonstrated the support by the three groups on delegating staff to perform specific duties. It, therefore means, that responsibilities were shared among staff in secondary school which would result to cooperation, unity and subordination.

Item three investigated respondents' opinions on whether principals delegated only willing staff to carry out assignments. The opinion of respondents showed that principals had 131 represented by 40.9% as responses; teachers 135 represented by 41.0 and inspectors 42.4%. The responses by the three groups of respondents demonstrated concordance on the items. They maintained similar view on the issue.

Item four sought respondents' opinions on whether delegated staff are compelled by principals to write reports after completing the assignment. The percentages of responses showed principals with 58.1%, while 52.0% and 62.8% were for teachers and inspectors. This, therefore indicated an overwhelming support by the three groups on the issue. It equally meant that staff were encouraged by principals to write reports of assignment undertaken for record purpose.

Item five investigated the issue which states that principals write instruction for delegation to ensure proper implementation. In every delegation of authority, there must be terms of reference and objectives which are intended to be achieved. The frequencies and percentages of opinions under this item include 185 represented by 57.8%, 174 represented by 52.9% and 192 represented by 66.2% for principals, teachers and inspectors. This, therefore, indicated that instructions were written by principals for delegated staff in order to ensure proper implementation.

Item six assessed respondents' opinions on whether responsibilities are shared out to staff only to reduce burden on them. The opinions here as indicated by 48.8%, 44.7% and 53.1% for principals, teachers and inspectors concurred with the assertion. It also meant that principals delegated staff to perform some assignments in order to reduce some burden on

them. This happened because of the complexity and enormity of work in principals' offices, and general school administration.

Item seven investigated the opinions of respondents on whether delegation of authority fosters cooperation and increases level of participation. The respondents opinions indicated 167 frequencies for principals represented by 52.2%, 196 representing 50.2% for teachers and 163 represented by 56.2% for inspectors. The scores, therefore, indicated an overwhelming support by the three groups under agree. This position indicated that through delegation of authority in school, staff got motivated to work and the support or cooperation increased.

Item eight assessed the respondents' opinions on whether principals set good criteria for delegation of authority by staff. The opinion expressed by respondents indicated that the three groups were unanimous in agreeing with the issue with 65.0%, 49.5% and 60.0% for principals, teachers and inspectors. This means that criteria were set by principals for delegation of authority. The criteria were intended to give direction to delegated staff to avoid problem.

Item nine investigated respondents' opinions on whether efforts made in delegation of authority lead to growth and development of staff. The opinions as expressed by respondents under agree ran as 58.1%, 53.8% and 55.5% for principals, teachers and inspectors. The responses all indicated support on the issue meaning that delegation of authority led to growth and development of staff in secondary schools.

Item ten was on whether principals go round to ascertain if delegated staff has performed duty assigned to him. The responses of the three groups as expressed in frequencies indicated as 179 represented by 55.9% and 161 represented by 48.9% and 171 represented by 59.0% for principals, teachers and inspectors indicated an overwhelming support by the three groups. This therefore means that supervision was used to ensure staff performed their duty.

An examination of the responses would reveal similar responses under strongly agree. When strongly agree merges with agree it creates an overwhelming support for all the issues raised while undecided, disagree and strongly agree maintained fewer frequencies and percentage in all the items, indicating a lesser reservation or disagreement with the issues raised.

In item one, strongly agree maintained 48.8%, 36.2% and 27.6% for principals, teachers and inspectors, while undecided, disagree and strongly disagree record 3.4%, 7.3%, 5.5% for undecided 0.9%, 3.6% and 3.8% for disagree and 0.3%, 1.8% and 0.7% for strongly

disagree for all the three groups. The lower scores seen in disagree and strongly disagree demonstrated fewer negative support on the issue by the respondents.

Item two almost maintained similar responses with 39.4%, 41.9% and 30.3% for the three groups under strongly agree with 3.8%, 7.9% and 8.3% under undecided and 4.1%, 3.0%, 8.3% disagree and 1.9%, 1.2% and 1.1% representing strongly disagree. This indicated a high positive response on delegating all staff to perform specific duties.

Item three revealed that strongly agree had fewer percentages of 15.3%, 24.9% and 14.8% with disagree and strongly disagree having 29.4%, 17.3%, 29.0% and 34%, 29.1% and 83% for the three groups. This indicated high disagreement by three groups on the issue that only willing staff are delegated to perform specific task. Although the responses favoured agree, there existed strong divergent opinions on the issue when undecided, disagree and strongly disagree are taken together.

In the same vein similar trends were obtained in items four and five with 18.8%, 25.8% and 12.8% for strongly agree for the three groups; 12.8%, 13.4%, 16.6% undecided; 9.4%, 7.6% and 6.2% disagree and 0.9%, 1.2% and 1.7% showing disagree for all the three groups. Item five had 24.1%, 24.0% and 13.8% for strongly agree and 7.2%, 6.7% and 6.2% for disagree while 0%, 0.6% and 0.0% for strongly disagree. This also established the fact that though there was an overwhelming support on the item on written instruction for delegates, divergent opinions, as expressed by the three groups, indicated some resentment.

Item six indicated stronger opposition to the view with 16.3% and 9.7% and 10.3% expressed by principals, teachers and inspectors under disagree with strongly disagree as 1.9%, 1.8% and 1.0% expressed by the three groups. This indicated that a reasonable percentage from the three groups was not in support of the issue. In the same vein items seven, eight, nine and ten all maintained similar opinion on the nature of support and disagreement in the issues raised. Serious disagreement could be seen in items nine and ten with 1.3% and 4.6% for disagree and strongly disagree, and 4.6% and 0.6% all expressed by teachers indicating divergent stand on the issues raised. The scores indicated that though principals had made efforts on the role performance of delegation of authority, giant strides needed to be done in order for the roles to cover all members of school organization.

4.3.6 Role Performance of Principals on the Use of Extra-Curricular Activities of Junior Secondary Schools in North-West Geo-Political Zone, Nigeria

The aim here focuses on the assessment of opinions of respondents on the role performance of principals in the use of extra-curricular activities in the administration of

Junior Secondary Schools in North-West Geo-political zone, Nigeria. To assess this, the researcher framed the research question below in consonance with the research objectives: How do principals' role performances help in the use of extra-curricular activities in the administration of Junior Secondary Schools in North-West Geo-Political zone, Nigeria?

To assess this variable/research questions, ten questions were framed in order to investigate respondents' opinions on various issues related to the use of extra-curricular activities in Junior Secondary Schools and were scored in frequencies and percentages in table 4.3.6 below.

Table 4.3.6: Opinions of Stakeholders on the Role Performance of Principals in the Use of Extra-Curricular Activities in Junior Secondary Schools in North-West Geo-Political Zone, Nigeria

S/N	Item statement	Category of respondent	SA		A		U		D		SD	
			Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
1	Principal encourages the development of extra-curricular activities in school.	Principals	162	50.6	137	42.8	17	5.3	3	0.9	1	0.3
		Teachers	113	34.3	164	49.8	26	7.9	20	6.1	6	1.8
		Inspectors	66	22.8	175	60.3	13	4.5	34	11.7	2	0.7
2	Association allowed to operate help in developing children intellectually.	Principals	125	39.1	182	56.9	13	4.1	0	0.0	0	0.0
		Teachers	123	37.4	161	48.9	30	9.1	12	3.6	3	0.9
		Inspectors	98	33.8	161	55.5	22	7.6	8	2.8	1	0.3
3	Extra-curricular activities are given premium in school administration.	Principals	77	24.1	189	59.1	40	12.5	12	3.8	2	0.6
		Teachers	72	21.9	180	54.7	55	16.7	19	5.8	3	0.9
		Inspectors	42	14.5	158	54.5	39	13.4	46	15.9	5	1.7
4	Principal ensures that the activities reflect the culture of the community.	Principals	85	26.6	199	62.2	29	9.1	7	2.2	0	0.0
		Teachers	95	28.9	149	45.3	54	16.4	25	7.6	6	1.8
		Inspectors	53	18.3	174	60.0	39	13.4	24	8.3	0	0.0
5	The school ensures that only obedient students are allowed to participate in the activities.	Principals	70	21.9	192	60.0	34	10.6	21	6.6	3	0.9
		Teachers	77	23.4	161	48.9	49	14.9	37	11.2	5	1.5
		Inspectors	49	16.9	147	50.7	40	13.8	52	17.9	2	0.7
6	Principal ensures that the activities do not violet school rules.	Principals	146	45.6	150	46.9	20	6.3	4	1.3	0	0.0
		Teachers	118	35.9	166	50.5	34	10.3	8	2.4	3	0.9
		Inspectors	87	30.0	180	62.1	17	5.9	6	2.1	0	0.0
7	Principal ensures that extra-curricular activities are part of school calendar.	Principals	106	33.1	162	50.6	34	10.6	18	5.6	0	0.0
		Teachers	82	24.9	156	47.4	52	15.8	36	10.9	3	0.9
		Inspectors	66	22.8	144	49.7	42	14.5	34	11.7	4	1.4
8	Only approved guests are allowed to school to see the activities during presentations.	Principals	76	23.8	158	49.4	39	12.2	41	12.8	6	1.9
		Teachers	80	24.3	173	52.6	42	12.8	28	8.5	6	1.8
		Inspectors	45	15.5	148	51.0	50	17.2	40	13.8	7	2.4
9	All extra-curricular activities are under the directives of principal.	Principals	70	21.9	176	55.0	36	11.3	32	10.0	6	1.9
		Teachers	84	25.5	178	54.1	35	10.6	30	9.1	2	0.6
		Inspectors	62	21.4	148	51.0	30	10.3	48	16.6	2	0.7
10	Approval of sale of product or activities is controlled by the principal.	Principals	63	19.7	147	45.9	62	19.4	36	11.3	12	3.8
		Teachers	71	21.6	144	43.8	65	19.8	43	13.1	6	1.8
		Inspectors	41	14.1	134	46.2	44	15.2	62	21.4	9	3.1

Table 4.3.6 sought the opinions of respondents on principal role performance on the use of extra-curricular activities in the administration of Junior Secondary Schools. Item one was on whether principals encourage the development of extra-curricular activities in schools. This implies that the use of extra-curricular activities requires administrative approval as leadership facilitates effective curriculum implementation. The responses showed that the three groups have indicated their support on the issue, principals 42.8%, teachers 49.8% and inspectors 60.3%. This indicated that school administrators encouraged the use of extra-curricular activities in secondary schools in the zone. This encouragement signifies the importance that is attached to the use of extra-curricular activities in secondary schools.

Item two was on whether associations involved in extra-curricular activities help to develop children intellectually. Individual development is an integral component of all round development which school aims to achieve. The respondents' opinion indicated that all the three stakeholders of school administration agreed with the item. Principals scored 56.9%, teachers 48.9% and inspectors 55.5%. The opinions of principals and inspectors were almost closer. This indicated that associations involved in extra-curricular activities helped in developing children intellectually. This opinion is a good one as it shows that the intellectual development of children in schools is not the responsibility of school heads or teachers. It is rather the responsibility of all stakeholders.

Item three was on whether extra-curricular activities are given premium in school administration. This variable sought to find out whether school administration attached significance to the use of extra-curricular activities. The responses indicated that all the three groups agreed with the statement. Principals maintained 59.1%, teachers 54.7% and inspectors 54.5%. This implied that principals of Junior Secondary Schools attached high premium in the use of extra-curricular activities in Junior Secondary Schools. These responses showed that extra-curricular activities were part of curriculum implementation processes in school administration and consequently individuals involved in their development were considered by school heads.

Item four was on whether extra-curricular activities reflect the culture of the community. Schools are established with the aim of preserving and transmitting the culture of the community. Activities in schools should therefore reflect the culture of the community. The opinions of respondents on this statement indicated principals 62.2%, teachers 45.3% and inspectors 60.0%. This indicated a high positive response with the three groups agreeing with the statement, an indication that the extra-curricular activities reflected

the culture of the school. This is good because it established good relationship between school and its host.

Item five was on whether only obedient students are allowed to participate in extra-curricular activities. This emphasized the importance of discipline in school administration, as no organization can prosper if members lack discipline. The opinions of respondents indicated principals 60.0%, teachers 48.9% and inspectors 50.7%. This implies that all the three groups have agreed with the statement. This also indicated that not all students were allowed to partake in extra-curricular activities, as doing so will affect the development and use of the activities. This is a good development as students will be trained to conduct themselves according to the rules and regulations of schools.

Item six was on whether the extra-curricular activities do not violate school rules. Activities in schools should be organized in line with school rules and regulations. Activities that violate school rules will not help in attaining school objectives. Opinions of respondents on this item indicated that principals scored 46.9%, teachers 50.5% and inspectors 62.1% to agree with the statement. This indicated that principals ensure that extra-curricular activities do not violate school rules. This is important because school rules and regulations must be observed and protected if effective administration will be ensured.

Item seven was on whether extra-curricular activities are part of school calendar. School calendar is expected to contain all academic and non-academic activities that the school intends to do. This is necessary to forestall crises and facilitate effective distribution of activities. Respondents' opinions on this statement indicated that the stakeholders have agreed with 50.6%, 47.4% and 49.7% for principals, teachers and inspectors respectively. This indicated that principals ensure that extra-curricular activities are part of school calendar. This is a positive development as it provides chances for all programmes in school to be organized and carried out as scheduled on school calendar.

Item eight was on whether only approved guests are allowed into school to see the extra-curricular activities during presentation. A school is a formal organization with activities arranged and implemented in a formal way. Individuals intending to participate in school activities must therefore ask for permission from the relevant authority. Opinions of respondents on this state indicated 49.4%, 52.6% and 51.0% for principals, teachers and inspectors. The data indicated that the three groups have supported the statement. This is a healthy development to ensure peace, stability and security of schools.

Item nine was on whether the activities are under the directives of the principals. The principal of every secondary school is the chief executive of his institution who guides and

controls the entire activities and operation of the school. It is therefore his authority to guide, direct and select extra-curricular activities that could help his school administration. Opinions of respondents on this statement are 55.0%, 54.1% and 51% for principals, teachers and inspectors indicating support. The percentage of the opinions indicated that the respondents are unanimous in accepting the statement. This is important because it indicated that principals control school programmes and activities.

Item ten was on whether principals approve sale of products or activities from extra-curricular. This is part of item nine which sought to find out whether principals control extra-curricular activities. The products from extra-curricular activities are school properties which should be under the control of school head. Respondents were unanimous in agreeing with this statement with 45.9%, 43.8%, 46.2% by principals, teachers and inspectors. This indicated that sale of products is controlled by the principal. This is important because it indicated that there were effective school control and administration of secondary schools in the zone.

The assessment indicated that for encouraging the development of extra-curricular activities by principals there was no variation between the opinions of the three groups of respondents. On strongly agree and agree there was concordance between the opinions of respondents. For instance, principals maintained 50.6% strongly agree and 42.8% for agree. Teachers observed 34.3% and 49.8% respectively while inspectors scored 22.8% and 60.3%. The disagree and strongly disagree indicated 0.9% and 0.3% for principals, 6.1% and 1.8% by teachers and 11.7% and 0.4% by inspectors. This indicated high positive response on the statement by the three groups. It therefore indicated that principals encourage the development of extra-curricular activities.

On using extra-curricular activities to help in developing children intellectually by association, the opinions of the three groups on strongly agree follow same order with 39.1%, 37.4% and 33.8% to tally with 56.9%, 48.9% and 55.5% for agree by principals, teachers and inspectors. The opinions run in the order on disagree and strongly disagree with 0, 3.6% and 2.8% on disagree and 0%, 0.9% and 0.3% for principals, teachers and inspectors. The scores indicated slight variations on strongly agree and agree with similarity on disagree and strongly disagree. This therefore indicated the support by the groups on the statement.

On giving premium to the use of extra-curricular activities the scores indicated variation between strongly agree and agree with the later having higher scores and the former having fewer scores, and they expressed support. For example, strongly agree maintained 24.1%, 21.9% and 14.5% with 59.1%, 54.76% and 54.5% for agree. Divergent opinions

were also expressed by the three groups under disagree as 3.8%, 5.8% and 15.9%. The point expressed by inspectors of 15.9% indicated disagreement with the statement. The scores were however similar under strongly disagree with 0.6%, 0.9% and 1.7%. This indicated support on the issue that extra-curricular activities are given premium in school administration.

The respondents also agreed with the statement on ensuring that the activities reflect the culture of the community with strongly agree and agree running in the same order. Though scores for strongly agree were lower than agree with 26.6%, 28.9%, 18.3% indicating strongly agree and 62.2%, 45.3% and 60.0%. The opinions supported the issue on reflecting culture of the community. The opinions expressed on disagree, 2.2%, 7.6% and 8.3% indicated divergent views on the statement with 0%, 1.8% and 0% for principals, teachers and inspectors. Looking at the score for disagree and strongly disagree, the opinions were far less to establish reasonable impact on the overall opinions. This therefore indicated that principals ensure that the activities reflect the culture of the community.

The fifth statement also followed same trend with agree carrying higher scores than strongly agree with 21.9%, 23.4% and 16.9% and 60.0%, 48.9% and 50.7% for principals, teachers and inspectors. The scores for principals were higher to show that principals supported the statement more than teachers and inspectors of education. The scores under disagree and strongly disagree were 6.6%, 11.2% and 17.9% and 0.9%, 1.5% and 0.7% for principals teachers and inspectors. The scores for inspectors 17.9% indicated high variation with principals and teachers. This indicated that variation existed on allowing obedient students to participate in extra-curricular activities. The variation which was negligible when compared with strongly agree and agree supported the claim that schools ensure that only obedient students are allowed to participate in the activities.

On ensuring that extra-curricular activities do not violate school rules, the opinions indicated 45.6%, 35.9% and 30.0% on strongly agree to concur with 46.9%, 50.5% and 62.1% for principals, teachers and inspectors. In the same vein, the divergent opinions expressed by same group of respondents on disagree and strongly disagree were so negligible to make any reasonable impact on the statement. The scores as 1.3%, 2.4% and 2.1% for disagree and 0%, 0.9% and 0.0% for strongly disagree indicated support for the statement. This therefore supported the claim that principals ensure that the activities do not violate school rules.

The responses on the statement that extra-curricular activities are part of school calendar, indicated under strongly agree 33.1%, 24.9% and 22.8% and agree with 50.6%,

47.4% and 49.7% for the principals, teachers and inspectors. The scores indicated agreement with the statement to imply that extra-curricular activities are part of school calendar. Similarly, scores on disagree and strongly disagree indicated support for the statement. This was evident on the low nature of the responses for disagree 5.6%, 10.9% and 11.7% and 0.0%, 0.9% and 1.1% for principals, teachers and inspectors. The scores 10.9% and 11.9% for teachers and inspectors indicated a significant disapproval of the statement by the two groups. This implied that a certain category of teachers and inspectors were not in support of the statement. This being the case however, did not affect the opinions of the majority of respondents with more than 70% positive responses.

The respondents have equally agreed with the statement that only approved guests are allowed to see activities during presentation. This was evident in the data for strongly agree and agree for the three groups, 23.8%, 24.3% and 15.5%, under strongly agree and 49.83%, 51.1% and 50.6%. This indicated support for the statement. However scores under disagree were a little bit higher to indicate variation by the same groups as 12.8%, 8.5% and 13.8%. The responses by inspectors 13.8% were higher than those of the two groups. This implied that though majority opined or supported the statement, inspectors had maintained a sizeable percentage of disagreement. The scores therefore meant that some unapproved guests were allowed to see activities during presentation. The scores under strongly disagree were very low as to make any reasonable impact. They included 1.9%, 1.8% and 2.4% for principals, teachers and inspectors.

The opinions of respondents on whether all extra-curricular activities are under the directives of principals. The scores for strongly agree concurred with agree to support the statement with 21.9%, 25.5% and 21.4% and 55.0%, 54.1% and 51% for principals, teachers and inspectors. The former scores were higher than the later to collectively agree with the statement. The respondents opinions on agree and strongly disagree followed the same trend as earlier ones with disagree having higher scores as 10.0%, 9.1% and 16.6% and strongly disagree maintaining negligible responses. The scores also showed that inspectors had higher scores on disagree with 16.6% to indicate a divergent view on the statement. This, therefore meant that not all extra-curricular activities are under the direction of principal. Some activities might be under the control of Head of Department as delegation of authority or division of labour.

On whether sale of products or activities is controlled by the principal, the opinions of respondents on strongly agree supported the statement with 19.7%, 21.6% and 14.1% and agree with the opinions for the three groups 45.9%, 43.8% and 46.7% . The responses of

inspectors were at variance with that of the two groups of respondents. This indicated that the inspectors did not maintain similar opinions with teachers and principals on the statement even though the scores of all the groups supported the variables. The scores under disagree and strongly disagree followed similar trend with disagree containing higher scores than strongly disagree with 11.3%, 13.1% and 21.4% and 3.8%, 1.8% and 1.1% respectively. The inspectors' opinions did not concur with the opinions of teachers and principals on the statement as they maintained 21.2%. The strongly disagree scores also differed with the opinions of the three respondents. The opinions of inspectors suggested that not all sales were controlled by principals. There could be certain sales that principals could assign other persons to do. This is important in promoting delegation of duty in school administration.

4.3.7 Role Performance of Principals on School-Community Relationship in Junior Secondary Schools in North-West Geo-Political Zone, Nigeria

The aim of this variable is to investigate the role performance of principals on school-community relations in the administration of Junior Secondary Schools in North-West Geo-Political Zone, Nigeria. The research question constructed here is: How do principals maintain school-community relationship in Junior Secondary Schools in North-West Geo-political Zone, Nigeria.

In order to investigate opinions of principals, teachers and inspectors on ways of establishing school-community relationship, ten questions were raised each addressing a specific component of school-community relation with a view to ascertaining the role performance of principals on this issue. The respondents' opinions were scored in frequencies and percentages in table 4.3.7 below.

Table 4.3.7: Opinions of Stakeholders on the Role Performance of Principals on Establishing School-Community Relationship in Junior Secondary Schools in North-West Geo-Political Zone, Nigeria

S/N	Item statement	Category of respondent	SA		A		U		D		SD	
			Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
1	Effective communication from home to school and school to home developed by the principal.	Principals	82	25.6	173	54.1	41	12.8	19	5.9	5	1.6
		Teachers	95	28.9	140	42.6	44	13.4	45	13.7	5	1.5
		Inspectors	70	24.1	152	52.4	26	9.0	37	12.8	5	1.7
2	Principal involves community in decision making activities in school.	Principals	84	26.3	178	55.6	38	11.9	20	6.3	0	0.0
		Teachers	80	24.3	173	52.6	29	8.8	43	13.1	4	1.2
		Inspectors	58	20.0	171	59.0	26	9.0	31	10.7	4	1.4
3	School facilities are made available to the community by the principal.	Principals	46	14.4	133	41.6	69	21.6	68	21.3	4	1.3
		Teachers	78	23.7	110	33.4	62	18.8	69	21.0	10	3.0
		Inspectors	24	8.3	122	42.1	56	19.3	77	26.6	11	3.8
4	School programmes are interpreted by the principal for the community.	Principals	69	21.6	182	56.9	41	12.8	25	7.8	3	0.9
		Teachers	75	22.8	160	48.6	53	16.1	37	11.2	4	1.2
		Inspectors	46	15.9	160	55.2	63	21.7	20	6.9	1	0.3
5	Invitations are extended for members of the community to visit school located in the ward by the principal	Principals	74	23.1	201	62.8	30	9.4	15	4.7	0	0.0
		Teachers	100	30.4	154	46.8	48	14.6	24	7.3	3	0.9
		Inspectors	66	22.8	173	59.7	43	14.8	8	2.8	0	0.0
6	School services are provided to the community by the principal.	Principals	44	13.8	171	53.4	76	23.8	27	8.4	2	0.6
		Teachers	67	20.4	148	45.0	60	18.2	46	14.0	8	2.4
		Inspectors	27	9.3	151	52.1	62	21.4	49	16.9	1	0.3
7	Principal procures school resources from the community	Principals	40	12.5	148	46.3	72	22.5	54	16.9	6	1.9
		Teachers	63	19.1	121	36.8	74	22.5	62	18.8	9	2.7
		Inspectors	39	13.4	124	42.8	72	24.8	43	14.8	12	4.1
8	Principal creates ways that community can be involved in school programmes.	Principals	82	25.6	176	55.0	50	15.6	12	3.8	0	0.0
		Teachers	88	26.7	140	42.6	59	17.9	31	9.4	11	3.3
		Inspectors	53	18.3	175	60.3	42	14.5	18	6.2	2	0.7
9	Principal ensures that school Parent teachers association are involved in the management of school.	Principals	111	34.7	180	56.3	17	5.3	11	3.4	1	0.3
		Teachers	136	41.3	143	43.5	28	8.5	16	4.9	6	1.8
		Inspectors	99	34.1	169	58.3	14	4.8	7	2.4	1	0.3
10	School Based Management Committee which serves as a link between school and community is given the cooperation it require by the principal.	Principals	131	40.9	154	48.1	30	9.4	5	1.6	0	0.0
		Teachers	124	37.7	158	48.0	31	9.4	11	3.3	5	1.5
		Inspectors	95	32.8	167	57.6	22	7.6	6	2.1	0	0.0

Table 4.3.7 sought respondents' opinions on the role performance of principals on school-community relation in the administration of secondary schools in North-West zone. Item one was on developing effective communication from home to school by principals. The responses showed disagreement by the respondents with 54.1%, 42.6% and 52.4% by the three groups of respondents. This indicated that effective communication was developed from school to home. There is the need to develop proper communication from home to school because of its importance.

Item two was on involving community in decision making activities. The three groups have agreed with the statement with 55.6%, 52.6% and 59.0%. However, some teachers and inspectors have expressed resentment on the issue with 13.1% and 10.7% respectively. This therefore indicated that not much effort was extended by school heads to entrench school-community relation. This suggested need on principal to redouble efforts on this regard.

Item three was on whether school facilities are made available to the community by the principal. The three groups expressed positive opinions on this regard with 41.6%, 33.4% and 42.1% scores; however the disagree scores of the same respondents of 21.3%, 21.0% and 26.6% indicated serious disagreement on the statement. This therefore indicated that not all the school facilities were made available all the time to members of the community. This called for the need to make available school facilities to strengthen the relationship between the school and community.

Item four was on whether school programmes are interpreted by the principal for the community. The opinions of the respondents indicated high positive opinions with 56.9%, 48.6% and 55.2%. This indicated that principals ensured the interpretation of school programmes for the community. This is a positive development because it strengthen school community relations,

Item five was on invitation for members to visit school located in their ward. Such visits are required because they avail members with an opportunity to see what takes place in the school. The opinions of the respondents agreed with the statement. This is indicated by 62.5%, 46.8% and 59.7% scores. This shows that invitations are extended for members of the community to visit schools. This is a good development as stakeholders participate in the administration of secondary schools.

Item six was on whether school services are provided to the community by the principal. The opinions of teachers and inspectors rejected the statement with 14.6% and 16.9% negative responses. However the principals maintained positive responses of 53.4%.

This indicated divergent opinions on the issues by the three groups. It therefore meant that school services are not provided to the community by the principal. There is therefore the need to provide school services to the community.

Item seven was on whether principal procures school resources from the community. The responses indicated that the three groups rejected the statement with 16.9%, 18.8% and 14.8%. This indicated that principals do not procure school resources from the community. There is therefore the need for principals to proper school resources from the community.

Item eight was on whether principal creates ways that community can be involved in school programmes. The respondents' opinion indicated that all the three groups agreed with the statement with 55.0%, 42.6% and 60.3% scores. This indicated that communities are involved in school programmes. This is a good development as it strengthens school-community resources.

Item nine was on whether principal ensures PTA is involved in the management of school, the responses of the three groups indicated that all the groups agreed with the statement with 56.3%, 43.5% and 58.3%. This indicated that PTA is involved in the management of school. This is a good development as this establishes school community relation.

Item ten was on whether School Based Management Committee is given the cooperation it requires by the principal. The opinions of the respondents indicated that all the groups agreed with the statement with 48.1%, 48.0% and 57.6%. This suggested that SBMC is given the cooperation it requires by the principal. This is a good development as stakeholders are given cooperation by school heads.

A cursory examination of the scores on respondents' opinions on the ten items will indicate little variations, on almost all the items. For instance in item one, the responses indicated that principals and inspectors held similar opinions under strongly agree with 25.6% and 28.9% and under agree with 24.1% and 54.1%. Teachers showed some resentment with 28.9% and 43.6%. However under disagree teachers and inspectors maintained almost same scores of 13.7% and 12.8% respectively with principals pulling 5.9%. The scores under strongly agree were of the view that effective communication between school and home was developed while those with disagreed held contrary opinions.

On involving community in decision making, teachers and principals supported the statement with 26.3% and 24.3% to imply that principals involve community in decision making. However, some teachers and inspectors expressed slight reservation on this with 13.1% and 10.7% respectively to mean that community is not involved in decision making.

On making school facilities available to the community, it was observed that certain fraction of respondents in the three groups rejected the idea with 21.3%, 21.0% and 26.6%. This means that the facilities were not made available to the community by principals. The scores under item four indicated support by the three groups with 21.6%, 22.8% and 15.9%. However, teachers with 11.2% showed a slight resentment with the idea that school programmes are not interpreted by the principals for the community.

Establishing school community relation got a support by the three groups on item five with 23.1%, 30.4% and 22.8% under strongly agree. The point under disagree and strongly disagree were very low as to make any desirable impact negatively on the issue. Item six, however, indicated a different view with teachers and inspectors maintaining a negative view of 14.0% and 16.9% under disagree respectively. This indicated that school services are not sufficiently provided to the community by the principal. Similar opinions were maintained by the three groups with 16.9%, 18.8% and 14.8% respectively in item seven. This disposition implied that principals do not always procure school resources from the community.

Item eight however indicated agree with 25.6%, 26.7% and 18.3%. The respondents supported the idea under strongly agree to imply that ways are created so that community can be involved. This effort was equally expressed on item nine and ten with positive responses on the statement with 34.7%, 41.3%, 34.1% and 40.9%, 37.7% and 32.8% principal, teachers and inspectors agreed that Parent Teachers Association and School Based Management Committee were extended the cooperation they required by principals. This was expressed in item ten. In general, there was a general support on the question raised.

4.3.8 Role Performance of Principals on Decision Making in Junior Secondary School in North-West Geo-Political Zone, Nigeria

The objective here is to assess the role performance of principals on decision making in secondary schools in North-West Geo-Political Zone of Nigeria. The research question used here is: How do principals engage on decision making processes in Junior Secondary Schools in North-West Geo-political Zone, Nigeria? In order to arrive at solutions to the question, ten items/questions were raised, each addressing an aspect of decision making processes in the administration of Junior Secondary Schools in order to establish the role performance of principals on the issue. The opinions of respondents were therefore scored in frequencies and percentages to determine the degree or level of the responses on each item.

Table 4.3.8: Opinions of Stakeholders on the Role Performance of Principals on Decision Making in Junior Secondary Schools in North-West Geopolitical Zone, Nigeria.

S/N	Item statement	Category of respondent	SA		A		U		D		SD	
			Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
1	Principal is skillful in decision making.	Principals	157	49.1	131	40.9	15	4.7	13	4.1	4	1.3
		Teachers	122	37.1	162	49.2	24	7.3	18	5.5	3	0.9
		Inspectors	74	25.5	175	60.3	15	5.2	21	7.2	5	1.7
2	Principal arrives at best decision always.	Principals	120	37.5	145	45.3	33	10.3	17	5.3	5	1.6
		Teachers	121	36.8	155	47.1	24	7.3	25	7.6	4	1.2
		Inspectors	71	24.5	159	54.8	24	8.3	33	11.4	3	1.0
3	Principal is knowledgeable in decision making approaches.	Principals	119	37.2	161	50.3	27	8.4	10	3.1	3	0.9
		Teachers	112	34.0	160	48.6	36	10.9	16	4.9	5	1.5
		Inspectors	56	19.3	196	67.6	17	5.9	21	7.2	0	0.0
4	Stakeholders are involved by principal in decision making.	Principals	76	23.8	167	52.2	39	12.2	35	10.9	3	0.9
		Teachers	70	21.3	174	52.9	44	13.4	32	9.7	9	2.7
		Inspectors	49	16.9	139	47.9	43	14.8	53	18.3	6	2.1
5	Principal ensures that goals of education are not compromised in arriving at decision.	Principals	75	23.4	179	55.9	45	14.1	17	5.3	4	1.3
		Teachers	70	21.3	175	53.2	54	16.4	23	7.0	7	2.1
		Inspectors	50	17.2	161	55.5	44	15.2	32	11.0	3	1.0
6	Principal ensures that decision arrived at are implemented.	Principals	74	23.1	202	63.1	27	8.4	17	5.3	0	0.0
		Teachers	97	29.5	176	53.5	38	11.6	16	4.9	2	0.6
		Inspectors	52	17.9	179	61.7	30	10.3	29	10.0	0	0.0
7	Principal evaluates the outcome of decisions implemented in schools.	Principals	97	30.3	186	58.1	28	8.8	7	2.2	2	0.6
		Teachers	86	26.1	181	55.0	41	12.5	18	5.5	3	0.9
		Inspectors	58	20.0	184	63.4	17	5.9	30	10.3	1	0.3
8	Principal decentralises decision making mechanism.	Principals	74	23.1	165	51.6	44	13.8	31	9.7	6	1.9
		Teachers	72	21.9	151	45.9	68	20.7	32	9.7	6	1.8
		Inspectors	33	11.4	151	52.1	54	18.6	48	16.6	4	1.4
9	Individual teachers are allowed to improve instructional delivery in their classes.	Principals	89	27.8	182	56.9	22	6.9	23	7.2	4	1.3
		Teachers	109	33.1	167	50.8	32	9.7	15	4.6	6	1.8
		Inspectors	44	15.2	173	59.7	33	11.4	37	12.8	3	1.0
10	If results are negative, principal changes certain decisions.	Principals	116	36.3	181	56.6	14	4.4	6	1.9	3	0.9
		Teachers	132	40.1	150	45.6	28	8.5	10	3.0	9	2.7
		Inspectors	86	29.7	160	55.2	24	8.3	18	6.2	2	0.7

Table 4.3.8 sought the opinions of respondents on role performance of principals on decision making in secondary schools in North-West Geo-Political Zone of Nigeria. Item one sought the opinion of respondents on whether principal is skillful in decision making. Decision making is a technical exercise that requires expertise and experience in handling it. The opinions indicated that the three groups of principals, teachers and inspectors agreed with the statement with 40.9%, 49.2% and 60.3%. This indicated that the respondents had agreed with the statement and that principals are skillful in decision making process to arrive at best solution. This position is a good development in facilitating good administration.

Item two dwelled on whether principal arrives at best decision always. Best decisions are attained when all the processes involved are utilized. The respondents agreed with the statement with 45.3%, 47.1% and 54.8% by principals, teachers and inspectors, though inspectors with 11.2% expressed divergent view. This indicated that majority of the respondents agreed with the statement considering the percentages of scores. This is important as it indicated that the principal arrives at best decision always.

Item three sought opinions of the respondents on whether principal is knowledgeable in decision making. Knowledge of decision making is a pre-requisite for making good decisions and arriving at better solution. The responses indicated all the three groups agreed with the statement with 50.3%, 48.6% and 67.6%. The percentage scores of inspectors was higher than that of teachers and principals. This might be the result of the relationship between school administrators and inspectors. The opinions therefore indicated that principal is knowledgeable in decision making approaches. This is a good development as far as school administration is concerned.

Item four sought to investigate whether stakeholders are involved by principals in decision making. The stakeholders here include teachers, students, parents, opinion leaders etc. The opinions of the three groups of respondents indicated that they all agreed with the statement with 52.2%, 52.9% and 47.9% by principals, teachers and inspectors. This indicated that stakeholders are involved by principals in decision making process. This is a good development as problems are solved when principal sought the opinions of stakeholders on crucial matters.

Item five investigated the opinions of respondents on whether goals of schools are not compromised in arriving at decision. Decision which can lead to breaking down of school goals is not worthwhile. The opinions of respondents indicated principals with 55.9%, teachers 53.2% and inspectors 55.5%. This indicated that the respondents agreed with the

statement. This shows that school objectives are always paramount in any school programme.

Item six sought the opinions of respondents on whether decisions are implemented. Decision making is one thing and its implementation is another. The opinion of respondents indicated high positive responses with 63.1%, 53.5% and 61.7% by principals, teachers and inspectors. This indicated that all the three groups agreed with the statement. It also indicated that principals implement decision arrived at. This is a good development as it makes the stakeholders happy.

Item seven investigated on whether principals evaluate the outcome of decisions implemented in schools. Evaluation is an important component of curriculum implementation and administration. The opinions of the respondents indicated that the groups agreed with the statement with 58.1%, 55.0% and 63.4% with inspectors maintaining a lead. This indicated that decisions are evaluated by principals. This is a very good development as evaluation helps to determine the success or failures of anything.

Item eight was on whether principal decentralizes decision making mechanism. The opinions of respondents indicated principal 51.6%, teachers 45.9% and inspectors 52.1%. This therefore indicated that all the stakeholders agree with the statement. This implies that not all decisions are taken by principals alone. Decision for instance of punishment can be handled by teachers class masters, heads of departments etc. This establishes the spirit of collectivism in administration.

Item nine was allowing individual teachers to take decision to improve instructional delivery. This is another form of decentralization where decision making is the duty of everyone in school. The opinions of respondents indicated 56.9%, 50.8% and 59.7%. The responses therefore indicated support by the three category of respondents. This implied that decision making takes place at different levels. This is a good development as it implied that stakeholders are allowed to take decision based on the level.

Item ten was on changing decisions when the outcome is negative. The opinions of the respondents agreed with the statement with 56.6%, 45.6% and 55.2%. This implied that decisions are changed whenever the results are unfavorable. This is a very good development as it creates room for innovation to solve problems. Principals are aware that decisions are only implemented when they are good.

To support these statements, opinions expressed under strongly agree also concurred with those expressed under agree. For instance, in item one strongly agree scores included 49.1%, 37.1% and 25.5% for principals, teachers and inspectors. These responses indicated

overwhelming support for the items. It implied that principal is skillful in decision making. The divergent opinions expressed on disagree by the three categories of the respondents as 4.1%, 5.5% and 7.2% meant that some respondents were not in consonance with the statement or opinions earlier expressed.

On arriving at best decision always by principals, responses under strongly agree as 37.5%, 36.8% and 24.5% as indicated by principals, teachers and inspectors agreed with the statement. However, opinions expressed by teachers and inspectors 7.6% and 11.4% indicated less enthusiasm on the statement. The divergent opinions indicated that there is still need for principals to arrive at best decision always.

Decision making requires knowledge and expertise by principals. The opinions expressed on this regard under strongly agree are 37.2%, 34.0% and 19.3% by principals, teachers and inspectors agreed with the statement and supports the opinions under agree. The score under disagree and strongly disagree are 3.1%, 4.9% and 7.2% as well as 0.9%, 1.5% and 0.0%. The scores under strongly disagree were negligible as to make any reasonable impact. However, the opinions on disagree indicated resentment on the statement to imply that there is need for principals to be more knowledgeable in decision making.

In the same vein, respondents expressed disenchantment on item four which holds that stakeholders are involved by principals in decision making. The opinions are scored as 10.9%, 9.7% and 18.3% for principals, teachers and inspectors. This indicated that stakeholders are not involved in decision making and are therefore required to be involved in decision making.

Divergent opinions were further expressed on items 5, 6, 7, 8 and 9 with 5.3%, 7.0%, 11.0%; item six, 5.3%, 4.9% and 10.0%; item seven, 2.2%, 5.5% and 10.3%; item eight, 9.7%, 9.7%; 16.6% and item nine with 7.2%, 4.6% and 12.8%. These opinions indicated less enthusiasm with the statements though a great support for the statements were indicated by majority of the respondents. This implied that principals should strive harder to maintain decision making in secondary schools. Although these opinions expressed by the respondents on the results are negative, majority of the respondents' opinions indicated that the respondents agreed with the statement with 36.3%, 40.1% and 29.7% by principals, teachers and inspectors. The scores under disagree as 1.9%, 3.0% and 6.2% and strongly disagree as 0.9%, 2.7 and 0.7% are far less as to make reasonable impact on the issue. This therefore meant that principals change negative decisions. The essence of decision making is to attain better solution. If solutions are however negative the objectives are not attained, the principal will have to opt for a better decision to address the problem.

4.3.9 Role Performance of Principals on Managing School Resources in Junior Secondary Schools in North-West Geo-Political Zone, Nigeria

The aim of the research here is to assess the role performance of principals on managing school resources in Junior Secondary Schools in North-West Geo-Political Zone, Nigeria. The research question framed here is: How do principals manage school resources in Junior Secondary Schools in North-West Geo-Political Zone, Nigeria? To arrive at answer to this question, the opinions of respondents on principals' role performance on managing school resources in Junior Secondary Schools are stated in table 4.3.9 in frequencies and percentages for analysis.

Table 4.3.9: Opinions of Stakeholders on the Role Performance of Principals on Managing School Resources in Junior Secondary Schools in North-West Geo-Political Zone, Nigeria

S/N	Item statement	Category of respondent	SA		A		U		D		SD	
			Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
1	Principal ensures that resources that school requires for attainment of objectives are identified.	Principals	95	29.7	168	52.5	22	6.9	26	8.1	9	2.8
		Teachers	100	30.4	170	51.7	26	7.9	27	8.2	6	1.8
		Inspectors	77	26.6	154	53.1	24	8.3	27	9.3	8	2.8
2	Stakeholders are involved in securing and managing school resources by the principal.	Principals	55	17.2	174	54.4	55	17.2	30	9.4	6	1.9
		Teachers	74	22.5	173	52.6	45	13.7	33	10.0	4	1.2
		Inspectors	55	19.0	136	46.9	32	11.0	58	20.0	9	3.1
3	Prudent management of school resources is attained by principal through school discipline.	Principals	92	28.8	193	60.3	27	8.4	6	1.9	2	0.6
		Teachers	82	24.9	168	51.1	55	16.7	21	6.4	3	0.9
		Inspectors	56	19.3	165	56.9	40	13.8	28	9.7	1	0.3
4	Principal ensures that resources identified by the school are communicated to students, teachers and parents.	Principals	71	22.2	168	52.5	37	11.6	38	11.9	6	1.9
		Teachers	92	28.0	156	47.4	41	12.5	33	10.0	7	2.1
		Inspectors	37	12.8	159	54.8	33	11.4	54	18.6	7	2.4
5	Resources available in school are developed and improved upon by the principal.	Principals	85	26.6	204	63.8	26	8.1	5	1.6	0	0.0
		Teachers	88	26.7	174	52.9	46	14.0	20	6.1	1	0.3
		Inspectors	58	20.0	165	56.9	40	13.8	26	9.0	1	0.3
6	School-community relationship is explored in developing, securing and managing school resources by principal	Principals	90	28.1	187	58.4	26	8.1	16	5.0	1	0.3
		Teachers	90	27.4	163	49.5	47	14.3	28	8.5	1	0.3
		Inspectors	35	12.1	178	61.4	44	15.2	32	11.0	1	0.3
7	Development of sound relationship and staff is crucial in maintaining human personal resources.	Principals	118	36.9	174	54.4	22	6.9	6	1.9	0	0.0
		Teachers	116	35.3	160	48.6	37	11.2	12	3.6	4	1.2
		Inspectors	73	25.2	159	54.8	42	14.5	14	4.8	2	0.7
8	Principal involves students, teachers and parents in selecting resources that school needs.	Principals	63	19.7	152	47.5	59	18.4	43	13.4	3	0.9
		Teachers	85	25.8	134	40.7	61	18.5	38	11.6	11	3.3
		Inspectors	45	15.5	142	49.0	31	10.7	63	21.7	9	3.1
9	Principal uses his managerial skills to ensure resource utilization to avoid wastage.	Principals	118	36.9	183	57.2	13	4.1	4	1.3	2	0.6
		Teachers	101	30.7	172	52.3	33	10.0	20	6.1	3	0.9
		Inspectors	64	22.1	183	63.1	23	7.9	18	6.2	2	0.7
10	Resource maintenance culture is emphasized in the school to attain objectives and goals.	Principals	106	33.1	190	59.4	22	6.9	2	0.6	0	0.0
		Teachers	88	26.7	171	52.0	42	12.8	20	6.1	8	2.4
		Inspectors	72	24.8	173	59.7	27	9.3	14	4.8	4	1.4

Table 4.3.9 examined the opinions of respondents on principal role performance on managing school resources in the administration of secondary schools in North-West Geographical Zone of Nigeria. Item one was on principal ensuring resources that school requires for attainment of school objectives are all identified. The opinions of the respondents indicated that all the three groups, namely principals, teachers and inspectors of education had agreed with the statement with 52.5%, 51.7% and 53.1%. This is a good development because schools require resources like teachers, funds, electricity, water, laboratory equipment etc to effectively operate. If these resources are made available in schools, it will be easier for tasks and objectives to be accomplished.

Item two sought the opinions of respondents on whether stakeholders are involved in securing and managing school resources. Securing and utilization of resources are important managerial duties which can be attained by good administrators. The respondents' opinions on this statement indicated 54.4%, 52.6%, 46.9% for principals, teachers and inspectors. This established the fact that stakeholders are involved in managing and securing school resources. This is important because it will help in establishing effective school-community relation needed in school administration.

Item three investigated the opinions of respondents on whether prudent management of school resources is attained through sound discipline. The opinions of respondents here indicated high positive responses with 60.3%, 51.1% and 56.9% for principals, teachers and inspectors. This implied that the three groups had agreed with the statement. This indicated that the significance of discipline is emphasized in the management of school resources as indiscipline leads to waste, embezzlement etc.

Item four sought the opinions of respondents on whether resources identified are communicated to students, teachers and parents. The scores of 11.9%, 10.0%, 18.6% by principals, teachers and inspectors indicated divergent view on the statement. It therefore implies that resources identified are not communicated to students, teachers and parents. There is therefore the need to communicate to stakeholders on the resources identified by principals for procurement and utilization.

Item five was on whether resources available are developed and improved upon by the principal. This refers to innovation in school curriculum which is an important component of curriculum implementation. The responses agreed with the statement with 63.8%, 52.9% and 56.9% for principals, teachers and inspectors. This indicated that principals possess an important administrative quality of innovation. This is important as it will help in utilization of school resources.

Item six sought respondents' opinions on whether school-community relationship is explored in developing, securing and managing school resources. The opinions of respondents agreed with the statements with 58.4%, 49.5% and 61.4% by principals, teachers and inspectors. The respondents are unanimous here in agreeing with the issue. This is a good development as it establishes the significance of school-community relationship.

Item seven investigated the respondents' opinions on whether development of sound relationship is crucial in maintaining human personnel resources. The opinion of respondents indicated that principals, teachers and inspectors agreed with the statement with 54.4%, 48.6% and 54.8%. This indicated the significance of the development of sound relationship in managing school resources. Principal should build sound relationship among his personnel to facilitate good administration of schools.

Item eight investigated respondents' opinions on whether principal involves students, teachers and parents in selecting resources that the school needs. The opinions of respondents indicated 13.4% and 21.7% for principals and inspectors to disagree with the statement while teachers maintained 40.7% in support of the statement. This indicated that there exists divergent opinions on the statement to mean that principals do not involve students, teachers and parents in selecting resources. It is therefore pertinent that school administration should involve stakeholders in selecting school resources.

Item nine sought respondents' opinions on whether principal uses his managerial skills to ensure resources utilization to avoid wastage. The respondents' opinions indicated that principals maintained 57.2%, teachers 52.3% and inspectors 63.1% to agree with the statement. This indicated that principals use their managerial skills to ensure resource utilization. This is a good development as principals use their administrative skills to ensure resource utilization in secondary schools.

Item ten sought respondents' opinions on resource maintenance culture to attain objectives and goals of schools. The responses indicated high positive view on the statement with principals, teachers and inspectors agreeing with 59.4%, 52.0% and 59.7%. This indicated that resource management culture is emphasized in the school to attain objectives/goals. This is important as the culture reduces cost etc.

Although respondents' opinions indicated support on principals' role performance of managing school resources, there existed divergent views on the ten items raised by some respondents. On whether principal identify all resources, the opinions of respondents under strongly agree were in the same line with 29.7%, 30.4% and 26.6% for principals, teachers and inspectors. However different views were also expressed by same category of

respondents with 8.1%, 8.2% and 9.3% disagree. This implied that not all resources that school required to attain objectives were identified by principals. It also indicated that not all school objectives could be attained because of lack of resources.

The view that stakeholders are involved in securing, managing school resources by principal was also appraised by same category of respondents with 17.2%, 22.5% and 19.0% under agree. This stance corroborated the opinions of respondents on agree with 54.4%, 52.6% and 46.9% for principals, teachers and inspectors. This in essence suggested that principals involved stakeholders in securing and managing school resources.

The views on prudent management of resources attained by principals through sound discipline were also held by the three groups of respondents under strongly agree with 28.8%, 24.9% and 19.3%. The opinions expressed by the groups to disagree with the statements were negligible with 1.9%, 6.4% expressed by principals and teachers, though inspectors had a high negative opinion of 9.7% to ascertain that there was little prudent management of resource in secondary schools in the zone. This could affect secondary school administration.

On communication of identified resources by principals to teachers, students and parents by principals, opinions under strongly agree were in line with views expressed under agree with 22.2%, 28.0% and 12.8%. These opinions are at variance with views expressed under disagree. While opinions expressed by the stakeholders under disagree rejected the statement, those expressed under strongly agree supported the view. This therefore indicated divergence of opinion on the statement to imply that there was problem with communication of results to parents, teachers and students. The same trend is maintained with item five, six and seven where higher scores are recorded under strongly agree and fewer scores under disagree. This evidently established divergence of opinions.

The opinions on item eight indicated principals, teachers and inspectors with 19.7%, 25.8% and 15.5% to concur with scores on agree. However, higher disagree scores were recorded against principals with 13.4% and inspectors 21.7%. This suggested that not all teachers, parents and students became involved in the selection of resources by principals. Similar opinions were also expressed in items nine and ten with 36.9%, 30.7%, and 22.1% as well as 33.1%, 26.7% and 24.8% by principals, teachers and inspectors to concur with opinions on agree. The opinions generally support the statement that principals manage school resources in secondary school administration.

4.3.10 Role Performance of Principals on Teachers and Students Welfare in Junior Secondary Schools in North-West Geo-Political Zone, Nigeria

The objective here is to investigate the role performance of principals in secondary schools in North-West Geo-Political Zone, Nigeria. The research question here is: What roles do principals play on staff and students' welfare in Junior Secondary Schools in North-West Geo-Political Zone, Nigeria? In order to arrive at solution to this question, ten questions were raised addressing various issues on provision of teachers' and students' welfare in the administration of Junior Secondary Schools in North-West Geo-political zone, Nigeria. The opinions of respondents were scored in frequencies and percentages in order to make analysis on the respondents' opinion on each item.

Table 4.3.10: Opinions of Stakeholders on the Role Performance of Principals on Teachers and Students Welfare in Junior Secondary Schools in North-West Geo-Political Zone, Nigeria

S/N	Item statement	Category of respondent	SA		A		U		D		SD	
			Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
1	Staff and students welfare is the principal's priority.	Principals	119	37.2	143	44.7	22	6.9	16	5.0	20	6.3
		Teachers	104	31.6	148	45.0	34	10.3	32	9.7	11	3.3
		Inspectors	85	29.3	146	50.3	25	8.6	29	10.0	5	1.7
2	Principal ensures the security of teachers and students.	Principals	138	43.1	136	42.5	15	4.7	15	4.7	16	5.0
		Teachers	117	35.6	153	46.5	31	9.4	22	6.7	6	1.8
		Inspectors	104	35.9	153	52.8	18	6.2	13	4.5	2	0.7
3	Principal ensures that his staff are properly remunerated.	Principals	69	21.6	163	50.9	49	15.3	23	7.2	16	5.0
		Teachers	80	24.3	147	44.7	56	17.0	37	11.2	9	2.7
		Inspectors	70	24.1	141	48.6	39	13.4	35	12.1	5	1.7
4	Teachers complaints are effectively addressed by the principal.	Principals	104	32.5	166	51.9	23	7.2	14	4.4	13	4.1
		Teachers	106	32.2	153	46.5	33	10.0	23	7.0	14	4.3
		Inspectors	77	26.6	159	54.8	29	10.0	23	7.9	2	0.7
5	Principal ensures that students are properly taken care of.	Principals	109	34.1	145	45.3	29	9.1	24	7.5	13	4.1
		Teachers	96	29.2	140	42.6	33	10.0	44	13.4	16	4.9
		Inspectors	69	23.8	146	50.3	40	13.8	30	10.3	5	1.7
6	The school environment is made conducive for teaching and learning.	Principals	99	30.9	152	47.5	29	9.1	28	8.8	12	3.8
		Teachers	103	31.3	134	40.7	48	14.6	36	10.9	8	2.4
		Inspectors	56	19.3	161	55.5	37	12.8	28	9.7	8	2.8
7	Principal sees that erring students are properly punished or counseled.	Principals	113	35.3	172	53.8	15	4.7	13	4.1	7	2.2
		Teachers	105	31.9	169	51.4	39	11.9	10	3.0	6	1.8
		Inspectors	91	31.4	157	54.1	26	9.0	12	4.1	4	1.4
8	The working condition of the staff is improved by the principal.	Principals	61	19.1	163	50.9	46	14.4	38	11.9	12	3.8
		Teachers	75	22.8	160	48.6	44	13.4	38	11.6	12	3.6
		Inspectors	46	15.9	150	51.7	36	12.4	46	15.9	12	4.1
9	Principal ensures that the health needs of staff and students are provided.	Principals	77	24.1	168	52.5	40	12.5	27	8.4	8	2.5
		Teachers	80	24.3	169	51.4	33	10.0	33	10.0	14	4.3
		Inspectors	63	21.7	153	52.8	42	14.5	25	8.6	7	2.4
10	Principal makes sure that teachers register with good health insurance and pension firms.	Principals	27	8.4	122	38.1	89	27.8	61	19.1	21	6.6
		Teachers	71	21.6	108	32.8	70	21.3	57	17.3	23	7.0
		Inspectors	20	6.9	112	38.6	65	22.4	72	24.8	21	7.2

Table 4.3.10 investigated the opinions of respondents on role performance of principal on provision of teachers' and students' welfare in the administration of secondary schools in North-West Geo-Political Zone, Nigeria. Item one sought the opinions of the respondents on whether staff's and students' welfare is the principals' priority. Divergent opinions were expressed on this issue. While majority of the respondents expressed support for the statement with 44.7%, 45.0% and 50.3% as indicated by the principals, teachers and inspectors, teachers and inspectors, the respondents indicated less enthusiasm on the issue with 9.7% and 10.0% respectively. This indicated that there is still more need for principals to make staff's and students' welfare their priority.

Item two was on principal ensuring the security of teachers and students. The responses indicated that all the respondents had agreed with the statement with principals scoring 42.5%, teachers 46.5% and inspectors 52.8%. This signified that principal ensures the security of teachers and students. This is a positive development because security is an important component of school administration.

Item three assessed respondents' opinions on principal ensuring that his staff are properly remunerated. The opinions of respondents indicated that majority with 50.9%, 44.3% and 48.6% agreed with the statement. However, teachers and inspectors with 11.2% and 12.1% respectively, expressed resentment on the issue. This indicated that there is still the need for principal to ensure that his staff are remunerated.

Item four was on teachers' complaints were effectively addressed. The respondents' opinions indicated an overwhelming support for the statement with principals, teachers and inspectors scoring 51.9%, 46.5% and 54.8% respectively. This indicated that teachers complaints are effectively addressed by the principal. This is an important development as it is part of welfare provision to listen to and address teachers' complaints.

Item five was on principal ensuring that students are properly taken care of. Inspectors and teachers expressed divergent opinions here with 13.4% and 10.3% to disagree with the claim while principals and teachers agreed with 45.3% and 42.6%. These divergent views expressed by the respondents indicated that there is still the need for principal to properly take care of students who are the recipients of the training.

Item six was on whether the school environments are made conducive for teaching and learning. Environment affects teaching and learning both positively and negatively. The opinions of respondents indicated that the respondents agreed with 47.5%, 40.7%, 55.5%. However, teachers expressed dissatisfaction with 10.9% to imply that there is still need for

principals to make school environment more conducive for teaching and learning. This is necessary because environment impact greatly on teaching and learning.

Item seven was on the statement that principal sees that erring students are properly punished accordingly. The responses indicated that all the three groups had agreed with the statement with 53.8%, 51.4% and 54.1%. This indicated that erring students are punished accordingly. This is a good development as proper punishment is an important aspect of provision of welfare services.

Item eight was on the statement that the working condition of people is improved by the principal. The responses with 11.9%, 11.6% and 15.93.3% indicated disenchantment with the statement by principals, teachers and inspectors. However, majority of the respondents agreed with the statement with 50.9%, 48.6% and 51.7%. The two divergent sides indicated that the working condition of people needs to be improved by the principal to attain effective administration of secondary schools in North-West Geo-Political Zone, Nigeria.

Item nine was on principal ensuring that the health needs of staff and students are provided. Majority of the three groups of respondents with 52.5%, 51.4% and 52.8% sided with the statement. This indicated that principals ensure health needs of staff and students are provided. This is a good development because health is very important as far as teaching and learning are concerned. Teaching and learning cannot result if students or teachers fall sick.

Item ten was on whether principals make sure that teachers register with good insurance firms. The respondents' opinions indicated disagreement with the statement with 19.1%, 17.3% and 24.8%. This indicated that principals do not make sure that teachers register with good health insurance and pension firms. This therefore implied that principal should emphasize for teachers to register with good health insurance and pension firms.

In order to establish or confirm the respondents claims on the ten statements, an examination of other scores on strongly agree, disagree and strongly disagree was done. In item one, it was discovered that the scores under strongly agree tallied with those under agree with 37.2%, 31.6% and 29.3% for principals, teachers and inspectors, though some divergent opinions were noticed under disagree and strongly disagree. The scores under strongly agree when merged with agree would provide a labeling ground for accepting the statement and implying that staff's and students' welfare is the principals' priority. However the divergent opinions expressed under disagree and strongly disagree called for a redress on the issue. Similar opinions were expressed in item two with the data appearing in two forms. The strongly agree of 43.1%, 35.6% and 35.9% for principals, teachers and inspectors concurred

with 42.5%, 46.5% and 52.8% under agree. These together provided a supporting evidence to return the statement. This indicated that principal ensure the security of teachers. In the same light, scores under disagree, though far less than former and later scores, expressed resentment on the issue.

On ensuring proper remuneration of staff, the data under strongly agree as 21.6%, 24.3% and 24.1% did agree with opinions expressed under agree. However, opinions expressed by respondents under disagree as 7.2%, 11.7%, and 12.1% had indicated that a greater number of respondents did share the opinions expressed by the three group of respondents. This by implication implied that there are still complaints about remuneration of staff in secondary schools in North-West zone of Nigeria.

The fact that there are still complaints to look into by school administrators in secondary schools, is justified by teachers in item four with 7.0% and inspectors with 7.9%. These categories of respondents rejected the statement which says that teachers' complaints are effectively addressed, though majority lauded it with 32.5%, 32.2% and 26.6% expressed under strongly agree by principals, teachers and inspectors to corroborate earlier opinions held by same category of respondents under agree.

Opinions expressed by respondents under strongly agree on item five with 34.1%, 29.2% and 23.8 were indicative of positive responses on the items. The responses indicated that students were properly taken care of by principals on students' welfare. Reservations were however expressed by teachers and inspectors with 13.4% and 10.3% respectively to imply that much still needs to be done to address the issue of students' welfare

Of vital importance is the school environment which if made conducive could facilitate better teaching and learning delivery. The responses expressed indicated that principals, teachers and inspectors maintained scores as 30.9%, 31.3% and 19.3%. This is a good development, positively. However, 8.8%, 10.9% and 9.7% opinions that rejected the statement were of the view that the environment was far from being conducive for teaching and learning. This could affect quality delivery in secondary schools.

The data were in the same form in item seven with 35.3%, 31.9% and 31.4%, item eight 19.1%, 22.8% and 15.9%, item nine 24.1%, 24.3% and 21.7%. These scores indicated agreement with scores under agree in the three items to accept the statements on the items. However, item ten indicated a serious disagreement on the issue with 8.4%, 21.6% and 6.9% under strongly agree. These scores are at variance with those obtained under disagree and strongly disagree for principals, teachers and inspectors. The responses under disagree include: 19.1%, 17.3% and 24.8%, while strongly disagree include 6.4%, 8.6% and 8.7%.

This, therefore implied that principals did not make sure that teachers register with good insurance firms. This might be because either the firms were not allowed to operate in some states or there was lack of knowledge of pension administration.

4.4.1 Hypotheses Testing

Ten hypotheses were raised in the study with the aim of determining possible significant differences in the opinions of the three groups of respondents, namely: principals, inspectors and teachers on the role performances of principals in Junior Secondary Schools in North-West Geo-political Zone, Nigeria. The ten hypotheses represented ten different components of the role performances of principals which the study intended to investigate. The hypotheses are tested thus:

Hypothesis I

Hypothesis one states that there is no significant difference in the opinions of principals, teachers and inspectors on the supervisory role performance of principals in Junior Secondary School administration in North-West Geo-political Zone, Nigeria. This hypothesis was tested via the use of One-way Analysis of Variance (ANOVA) since the study had more than two groups to compare. The hypothesis testing procedure is as follows

H₀: There is no significant difference in the opinions of principals, teachers and inspectors on the supervisory role performance of principals in Junior Secondary School administration in North-West Geo-political Zone, Nigeria.

H₁: There is significant difference in the opinions of principals, teachers and inspectors on the supervisory role performance of principals in Junior Secondary School administration in North-West Geo-political Zone, Nigeria.

Level of significance (α) = 0.05 (5%)

The test statistic is F

Decision criterion is “reject H₀ if $F_{\text{calculated}} \geq F_{\text{tabulated}} = F_{0.05,2,936} = 3.01$ ”

The results of the assessment are presented in the tables below:

Table 4.4.1.1 Summary of Variation in the Mean Scores of Respondents’ Opinions

GROUP	N	MEAN	SD
INSPECTORS	290	41.041	4.771
PRINCIPALS	320	41.909	4.942
TEACHERS	329	41.331	5.181

The Table revealed the mean scores of respondents' opinions on the supervisory role performance of Principals in Junior Secondary Schools in North-West Geo-political zone, Nigeria. The table did not indicate significant variations in the opinions of the respondents. The table below analysed the hypothesis formulated on the role performance.

Table 4.4.1.2 Summary of One Way Analysis of Variance on the Supervisory Role Performance of Principals in Secondary Schools in North-West Geo-Political Zone, Nigeria.

Sources	Sum of Squares	DF	Mean Square	F	P Value
Between Groups	120.5	2	60.23	2.43	0.088
Within Groups	23174.8	936	24.76		
Total	23295.2				

F-critical = 2.936, $P > 0.05$

Table 4.4.1 revealed that there is no significant difference in the opinions of principals, teachers and inspectors on the stated supervisory role performance of principals in Junior Secondary Schools in North-west zone. The calculated F-value (2.43) is lower than F-critical value of 2.936 at the same degree of freedom. The observed level of significance of P-value 0.088 is higher than the fixed level of significance, 0.05. The hypothesis framed in a null form states that there is no significant difference in the opinions of principals, teachers and inspectors on supervisory role performance of principals in administration of Junior Secondary Schools in North-West Geo-Political Zone, Nigeria. To this effect, therefore, the null hypothesis is accepted or retained.

Hypothesis II

This hypothesis states that: there is no significant difference in the opinions of principals, teachers and inspectors on the role performance of principals on maintenance of discipline in the administration of Junior Secondary Schools in North-West Geo-political Zone, Nigeria. This hypothesis was tested via the use of One-way Analysis of Variance (ANOVA) since the study had more than two groups to compare. The hypothesis testing procedure is as follows

H₀: There is no significant difference in the opinions of principals, teachers and inspectors on the supervisory role performance of principals in Junior Secondary School administration in North-West Geo-political Zone, Nigeria.

H₁: There is significant difference in the opinions of principals, teachers and inspectors on the supervisory role performance of principals in Junior Secondary School administration in North-West Geo-political Zone, Nigeria.

Level of significance (α) = 0.05 (5%)

The test statistic is F

Decision criterion is “reject H_0 if $F_{\text{calculated}} \geq F_{\text{tabulated}} = F_{0.05,2,936} = 3.01$ ”

The results of the analysis of the hypothesis are presented in the table below.

Table 4.4.2.1 Summary of Variation in the Mean Scores of Respondents’ Opinions

GROUP	N	MEAN	SD
INSPECTORS	290	39.893	5.977
PRINCIPALS	320	43.056	4.484
TEACHERS	329	41.049	5.574

The Table revealed the mean scores of respondents’ opinions on the role performance of Principals on Maintenance of Discipline in Junior Secondary Schools in North-West Geo-political zone, Nigeria. The table indicated significant variations in the opinions of the respondents. The table below analysed the hypothesis formulated on the role performance.

Table 4.4.2.2 Summary of One Way Analysis of Variance on the Role Performance of Principals on Maintenance of Discipline in Junior Secondary Schools in North-West Geo-Political Zone, Nigeria

Sources	Sum of Squares	DF	Mean Square	F	P Value
Between Groups	1576	2	788.20	27.40	0.000
Within Groups	26928	936	28.77		
Total	28504				

F-critical = 3.01

Table 4.4.2 indicated significant difference in the opinion of the three groups of respondents on maintenance of discipline in secondary schools in North-West Zone of Nigeria. The analysis indicated an observed value (-value) of 27.40 and an observed significant level of 0.000 with fixed level of 0.05. The F-value of 26.87 is higher than the F-critical (2.936). This observation suggests that the null hypothesis is rejected. This results necessitates the application of Scheffe Test as presented in the table 4.4.2.1 below.

Table 4.4.2.2.3 Results of Scheffe’s Test on Opinions of Respondents on Principals’ Role Performance on Maintenance of Discipline in Junior Secondary Schools in North-West Geo-political Zone, Nigeria.

Status	Number	Comparison	C1	C2	C3	M1	M2	M3	N1	N2	N3	J-1	MSW	S	F	P-value
Inspector	290	M1 Vs M2	1	-1	0	3.99	43.1	41	290	320	329	2	28.56	25.65		
Principal	320	M1 Vs M3	1	0	-1	3.99	43.1	41	290	320	329	2	29.23		3.01	1.748768E-11
Teacher	329	M2 Vs M3	0	1	-1	3.99	43.1	41	290	320	329	2				

At 0.05 significant level

The Scheff’s test on this hypothesis of equality of all means revealed a figure of 26.65 which is greater than F 0.05 and the critical value of 3.01. It was observed that none of the means of the three groups were pair wise the same. This means that mean 1 is different from mean 2, mean 1 is different from mean 3 and mean 3 is different from mean 2. The results therefore indicated that the assessment of inspectors is different from that of principals and that of teachers, while also the assessment of inspectors considerably differs from that of the principals.

Hypothesis III

This hypothesis states that there is no significant difference in the opinions of principals, teachers and inspectors on the role performance of principals on communication in the administration of secondary schools in North-West Geo-political Zone, Nigeria. This hypothesis was tested via the use of One-way Analysis of Variance (ANOVA) since the study had more than two groups to compare. The hypothesis testing procedure is as follows

H₀: There is no significant difference in the opinions of principals, teachers and inspectors on the supervisory role performance of principals in Junior Secondary School administration in North-West Geo-political Zone, Nigeria.

H₁: There is significant difference in the opinions of principals, teachers and inspectors on the supervisory role performance of principals in Junior Secondary School administration in North-West Geo-political Zone, Nigeria.

Level of significance (α) = 0.05 (5%)

The test statistic is F

Decision criterion is “reject H₀ if $F_{\text{calculated}} \geq F_{\text{tabulated}} = F_{0.05,2,936} = 3.01$ ”

The results of the analysis of this hypothesis are presented in the table below.

Table 4.4.3.1 Summary of Variation in the Mean Scores of Respondents' Opinions

GROUP	N	MEAN	SD
INSPECTORS	290	38.738	5.813
PRINCIPALS	320	41.544	4.604
TEACHERS	329	40.119	5.754

The Table revealed the mean scores of respondents' opinions on the role performance of Principals on Communication in Junior Secondary Schools in North-West Geo-political zone, Nigeria. The table indicated significant variations in the opinions of the respondents. The table below analysed the hypothesis formulated on the role performance.

Table 4.4.3.2 Summary of One Way Analysis of Variance on the Role Performance of Principals on Communication in Junior Secondary Schools in North-West Geo-Political Zone, Nigeria.

Sources	Sum of Squares	DF	Mean Square	F	P value
Between Groups	1199	2	599.73	20.72	0.000
Within Groups	27096	936	28.95		
Total	28295				

F-critical = 3.01

Table 4.4.3 indicated the significant differences in the opinions of the three groups of respondents on the role performances of principals on communication in secondary schools in North-West zone. The analysis indicated the F-value of 20.72 with P-value of 0.000. The F-calculated (20.72) is higher than the F-critical (3.01) at alpha significant level of 0.05. This analysis revealed a substantial evidence to reject the null hypothesis. Scheffe's test on individual group of respondents is therefore applied in table 4.3.1 to determine where the significant differences lies.

Table 4.4.3.3 Results of Scheffes Test on Respondents' Opinion on the Role Performance of Principals on Communication in Secondary Schools in North-West Geo-Political Zone, Nigeria.

Status	Number	Comparison	C1	C2	C3	M1	M2	M3	N1	N2	N3	J-1	MS	S	F	P-value
Inspector	290	M1 Vs M2	1	-1	0	39.9	43.1	40.1	290	320	329	2	29.23	20.49		
Principal	320	M1 Vs M3	1	0	-1	38.7	41.6	40.2	290	320	329	2			3.01	8.02486E-09
Teacher	329	M2 Vs M3	0	1	-1	38.7	41.6	40.2	290	320	329	2				

at 0.05 significant level

The observed significant differences in the three groups represented the opinions of respondents on role performance of principals on communication in secondary schools. The hypothesis of equality of all the means revealed a figure of 20.43, a value greater than the alpha level of 0.05 and fixed critical value of 3.01. An examination of the three means – 38.7, 41.5 and 40.1 indicated that non of the means were pair wise similar. Variation occurred in all the means to indicate significant difference of the three distinctive groups. The scheffe’s test indicated differences between assessment of inspectors and principals and that of teachers. In the same vein, the assessment of inspectors indicated variation between inspectors’ opinion from that of the principals.

Hypothesis IV

This hypothesis states that there is no significant differences in the opinions of principals, teachers and inspectors on principal role performance on staff development in the administration of Junior Secondary Schools in North-West Geo-political zone, Nigeria. This hypothesis was tested via the use of One-way Analysis of Variance (ANOVA) since the study had more than two groups to compare. The hypothesis testing procedure is as follows

- H₀:** There is no significant difference in the opinions of principals, teachers and inspectors on the supervisory role performance of principals in Junior Secondary School administration in North-West Geo-political Zone, Nigeria.
- H₁:** There is significant difference in the opinions of principals, teachers and inspectors on the supervisory role performance of principals in Junior Secondary School administration in North-West Geo-political Zone, Nigeria.

Level of significance (α) = 0.05 (5%)

The test statistic is F

Decision criterion is “reject H_0 if $F_{\text{calculated}} \geq F_{\text{tabulated}} = F_{0.05,2,936} = 3.01$

The details of the analysis of the results are started in the table below.

Table 4.4.4.1 Summary of Variation in the Mean Scores of Respondents’ Opinions

GROUP	N	MEAN	SD
INSPECTORS	290	36.352	6.386
PRINCIPALS	320	38.978	5.206
TEACHERS	329	38.161	6.627

The Table revealed the mean scores of respondents’ opinions on the role performance of Principals on Staff Development in Junior Secondary Schools in North-West Geo-political

zone, Nigeria. The table indicated significant variations in the opinions of the respondents. The table below analysed the hypothesis formulated on the role performance.

Table 4.4.4.2 Summary of One Way Analysis of Variance on the Role Performance of Principals on Staff Development in Junior Secondary Schools in North-West Geo-Political Zone, Nigeria.

Sources	Sum of Squares	DF	Mean Square	F	P value
Between Groups	10.89	2	544.60	14.63	0.000
Within Groups	34839	936	37.22		
Total	35929				

F-critical = 3.01

Table 4.4.4 showed the differences in the respondents' opinions on the role performance of principals on staff development in the administration of Junior Secondary Schools. The table revealed that the F-calculated (10.01) at P-value (0.000) was higher than the F-critical (3.01) at fixed significant level of 0.05. The analysis therefore showed that since F-cal (14.63) was higher than F-crit (3.01) there was sufficient evidence to reject the null hypothesis. Since the hypothesis was rejected, Scheffe's test was implored to establish the sources of variation in the opinions of respondents in the table below.

Table 4.4.4.3 Results of Scheffe Test on Respondents Opinions on the Role Performance of Principals on Staff Development in Junior Secondary Schools in North-West Geo-Political Zone, Nigeria.

Status	Comparison	C1	C2	C3	M1	M2	M3	N1	N2	N3	J-1	MSW	S	F	P-value
Inspector	M1 Vs M2	1	-1	0	36.4	39	38.2	290	320	329	2	37.48	14.00		
Principal	M1 Vs M3	1	0	-1	36.4	39	38.2	241	295	372	2			3.01	5.47449E-05
Teacher	M2 Vs M3	0	1	-1	36.4	39	38.2	241	295	372	2				

At 0.05 significant level

The Scheffe's test indicated in the table above revealed the observed significant differences in the opinion of the three groups of respondents on the role performance of principals on staff development in the administration of Junior Secondary Schools in North-West Geo-political zone, Nigeria. The analysis of the test revealed a figure of 14.00 which is greater than the fixed value of 3.01 and level of alpha of 0.05. There is marked difference between M1 – 36.4, M2 – 39 and M3 – 38.2. This means that the three means were not pair wise similar. Differences occurred between the three means to suggest that each mean was different from the other two (2). This by implication means that M1 was different from M2, M2 was different from M3 and vice-versa. The results therefore indicated total variation of all the means to establish significant difference.

Hypothesis V

This hypothesis states that there is no significant difference in the opinions of principals, teachers and inspectors on principal role performance on delegation of authority in the administration of Junior Secondary Schools in North-West Geo-political zone, Nigeria. This hypothesis was tested via the use of One-way Analysis of Variance (ANOVA) since the study had more than two groups to compare. The hypothesis testing procedure is as follows

H₀: There is no significant difference in the opinions of principals, teachers and inspectors on the supervisory role performance of principals in Junior Secondary School administration in North-West Geo-political Zone, Nigeria.

H₁: There is significant difference in the opinions of principals, teachers and inspectors on the supervisory role performance of principals in Junior Secondary School administration in North-West Geo-political Zone, Nigeria.

Level of significance (α) = 0.05 (5%)

The test statistic is F

Decision criterion is “reject H₀ if $F_{\text{calculated}} \geq F_{\text{tabulated}} = F_{0.05,2,936} = 3.01$ ”

The analysis of the result of the findings are stated in table 4.4.5 below.

Table 4.4.5.1 Summary of Variation in the Mean Scores of Respondents’ Opinions

GROUP	N	MEAN	SD
INSPECTORS	290	39.631	3.789
PRINCIPALS	320	40.678	4.337
TEACHERS	329	40.040	5.439

The Table revealed the mean scores of respondents’ opinions on the role performance of Principals on Delegation of Authority in Junior Secondary Schools in North-West Geo-political zone, Nigeria. The table indicated significant variations in the opinions of the respondents. The table below analysed the hypothesis formulated on the role performance.

Table 4.4.5.2 Summary of One Way Analysis of Variance on the Role Performance of Principals on Delegation of Authority in Junior Secondary Schools in North-West Geo-political Zone, Nigeria

Sources	Sum of Squares	DF	Mean Square	F	P value
Between Groups	170.7	2	85.34	4.02	0.018
Within Groups	19853.7	936	21.21		
Total	20024				

F-critical = 3.01

Table 4.4.5 indicated that there is significant difference in the opinions of the three groups of respondents – principals, teachers and inspectors on the role performances of principals on delegation of authority in Junior Secondary Schools in North-West Geo-political Zone, Nigeria. The calculated F-value (4.02) at an observable value of 0.018 is higher than the F-critical (3.01) at the same degree of freedom. Similarly, the observed value of (0.018) is higher than the fixed value (0.05). The null hypothesis is there is no significant difference in the opinion of principals, teachers and inspectors on the principals’ role performance on delegation of authority in the administration of Junior Secondary Schools in North-West Geo-political Zone, Nigeria. This being the case therefore the null hypothesis is rejected. Since the null hypothesis was rejected Scheffe’s test was administered to establish incidences of significant difference and variation.

Table 4.4.5.3 Results of Scheffes Test on Respondents Opinions on Role Performance of Principals on Delegation of Authority in Junior Secondary Schools in North-West Geo-political Zone, Nigeria

Status	Comparison	C1	C2	C3	M1	M2	M3	N1	N2	N3	J-1	MSW	S	F	P-value
Inspector	M1 Vs M2	1	-1	0	39.6	40.7	40	290	320	329	2				
Principal	M1 Vs M3	1	0	-1	39.6	40.7	40	290	320	329	2				
Teacher	M2 Vs M3	0	1	-1	39.6	40.7	40	290	320	329	2	29.23	2.85	3.01	8.02486-09

The Shceffe’s test in the table above indicated the observed significant differences in the opinions of the respondents in the three groups on the role performance of principals on delegation of authority in the administration of Junior Secondary Schools in North-West Geo-Political Zone, Nigeria. The calculations though revealed a figure of 2.85 which is less than the fixed value of 3.01, showed observable marked difference between M1 – 39.6, M2 – 40.7 and M3 – 40. Looking at the 95% confidence interval, it was observed that of the three groups, pair wise comparison indicated that only the pair of principal and teachers showed a similar confidence interval i.e there is an overlap, while one group i.e the inspectors’ group

stood alone. This implies that the three groups were not pair wise similar an indication of significant difference in the means.

Hypothesis VI

This hypothesis states that there is no significant difference in the opinions of principals, teachers and inspectors on principals’ role performance on the use of extra-curricular activities in the administration of Junior Secondary Schools in North-West Geo-Political Zone, Nigeria. This hypothesis was tested via the use of One-way Analysis of Variance (ANOVA) since the study had more than two groups to compare. The hypothesis testing procedure is as follows

H₀: There is no significant difference in the opinions of principals, teachers and inspectors on the supervisory role performance of principals in Junior Secondary School administration in North-West Geo-political Zone, Nigeria.

H₁: There is significant difference in the opinions of principals, teachers and inspectors on the supervisory role performance of principals in Junior Secondary School administration in North-West Geo-political Zone, Nigeria.

Level of significance (α) = 0.05 (5%)

The test statistic is F

Decision criterion is “reject H₀ if $F_{\text{calculated}} \geq F_{\text{tabulated}} = F_{0.05,2,936} = 3.01$

The details of the analysis of the results of the tested hypothesis are stated in the table below.

Table 4.4.6.1 Summary of Variation in the Mean Scores of Respondents’ Opinions

GROUP	N	MEAN	SD
INSPECTORS	290	38.169	5.517
PRINCIPALS	320	40.681	4.903
TEACHERS	329	39.368	5.896

The Table revealed the mean scores of respondents’ opinions on the role performance of Principals on use of Extra-Curricular Activities in Junior Secondary Schools in North-West Geo-political zone, Nigeria. The table indicated significant variations in the opinions of the respondents. The table below analysed the hypothesis formulated on the role performance.

Table 4.4.6.2 Summary of One Way Analysis of Variance on the Role Performance of Principals on the Use of Extra-Curricular Activities in Junior Secondary Schools in North-West Geo-Political Zone, Nigeria

Sources	Sum of Squares	DF	Mean Square	F	P value
Between Groups	960.2	2	480.10	16.12	0.000
Within Groups	27670.3	936	29.78		
Total	28830.5				

F-critical = 3.01

Table 4.4.6 showed the difference that existed in the opinions of respondents on the role performance of principals on the use of extra-curricular activities in the administration of secondary schools in North-West Geo-political zone. The analysis revealed that the F value was 16.12 with P value (observed value) of 0.000. The analysis indicated F value (16.12) was higher than the F critical (3.01) at a fixed level of 0.05. There was therefore a significant evidence to reject the null hypothesis. Scheffe's test to establish the significant difference on the individual group of respondents was therefore used as evident in table 4.4.6.1 below.

Table 4.4.6.3 Results of Scheffe's Test on Respondents' Opinions on Role Performance of Principals on the Use of Extra-Curricular Activities in of Junior Secondary Schools in North-West Geo-political Zone, Nigeria.

Status	Comparison	C1	C2	C3	M1	M2	M3	N1	N2	N3	J-1	MSW	S	F	P-value
Inspector	M1 Vs M2	1	-1	0	38.4	40.7	39.4	290	320	329	2	30.49	15.74		
Principal	M1 Vs M3	1	0	-1	38.4	40.7	39.4	290	320	329	2			3.01	7.469564E-06
Teacher	M2 Vs M3	0	1	-1	38.4	40.7	39.4	290	320	329	2				

At 0.05 significant level

The Scheffe's Test on the hypothesis of equality of means gave a figure of 15.74 which presumably is greater than F 0.05 and fixed critical value of 3.01. Therefore none of the three means were pair wise the same. This indicated that mean 1 (38.4) was different from mean two (40.7). Mean 1 was different from mean three (39.4). The results highlighted the fact that the assessment of inspectors was different from that of principals and that of teachers. Additionally, the assessment of the inspectors differed considerably from that of the principals. This submission therefore indicated differences in all the three means or lack of uniformity in the opinions of the respondents on the role performance.

Hypothesis VII

This hypothesis states that: there is no significant difference in the opinions of principals, teachers and supervisors on principal role performance on school-community relations in the administration of Junior Secondary Schools in North-West Geo-political Zone, Nigeria. This hypothesis was tested via the use of One-way Analysis of Variance (ANOVA) since the study had more than two groups to compare. The hypothesis testing procedure is as follows

H₀: There is no significant difference in the opinions of principals, teachers and inspectors on the supervisory role performance of principals in Junior Secondary School administration in North-West Geo-political Zone, Nigeria.

H₁: There is significant difference in the opinions of principals, teachers and inspectors on the supervisory role performance of principals in Junior Secondary School administration in North-West Geo-political Zone, Nigeria.

Level of significance (α) = 0.05 (5%)

The test statistic is F

Decision criterion is “reject H₀ if $F_{\text{calculated}} \geq F_{\text{tabulated}} = F_{0.05,2,936} = 3.01$ ”

The details of the results of this assessment are presented in the table below.

Table 4.4.7.1 Summary of Variation in the Mean Scores of Respondents’ Opinions

GROUP	N	MEAN	SD
INSPECTORS	290	38.097	4.167
PRINCIPALS	320	39.138	5.028
TEACHERS	329	38.343	6.804

The table revealed the mean scores of respondents’ opinions on the role performance of Principals on School-Community Relationship in Junior Secondary Schools in North-West Geo-political zone, Nigeria. The table indicated significant variations in the opinions of the respondents. The table below analysed the hypothesis formulated on the role performance.

Table 4.4.7.2 Summary of One Way Analysis of Variance on the Role Performance of Principals on School-Community Relations in Junior Secondary Schools in North-West Geo-Political Zone, Nigeria.

Sources	Sum of Squares	DF	Mean Square	F	P value
Between Groups	184.0	2	91.99	3.05	0.048
Within Groups	28269.4	936	30.20		
Total	28453.4				

F crit 3.01

Table 4.4.7 revealed that there is difference in the opinions of the three groups of respondents – principals, teachers and inspectors on the principals’ role performance on school-community relation in the administration of Junior Secondary Schools in North-West Geo-political Zone, Nigeria. The calculated F value (3.05) is higher than F crit (3.01) value at the same degree of freedom. The observed P value of 0.048 is higher than the fixed value of 0.05. The stated hypothesis in a null form indicated that there is no significant difference in the opinion of principals, teachers and inspectors on the role performance of principals on school-community relation in the administration of secondary schools in North-West Geo-Political Zone of Nigeria. The analysis, therefore, revealed that the hypothesis is rejected. The rejection of the null hypothesis necessitated the administration of Scheffe’s test to ascertain the significant difference in the opinions or respondents.

Table 4.4.7.3 Results of Scheffe’s Test on Respondents Opinions on Role Performance of Principals on School-Community Relations in Junior Secondary Schools in North-West Geo-political Zone, Nigeria

Status	Comparison	C1	C2	C3	M1	M2	M3	N1	N2	N3	J-1	MSW	S	F	P-value
Inspector	M1 Vs M2	1	-1	0	38.7	41.6	40.2	290	320	329	2				
Principal	M1 Vs M3	1	0	-1	38.7	41.6	40.2	290	295	372	2				
Teacher	M2 Vs M3	0	1	-1	38.7	41.6	40.2	290	295	372	2	29.23	21.83	3.01	8.02486E-09

The Scheffe’s test on the hypothesis of equality of means gave a figure of 21.83 which is greater than F 0.05 and fixed critical value of 3.01. The analysis indicated that none of the calculated means was pair wise similar. This revealed that mean 1 (38.7) was different from mean 2 (41.6) and mean 1 was different from mean 3 (40.2). The analysis indicated that assessment of inspectors was different from that of principals and teachers and vice-versa. The analysis, therefore, indicated sharp differences in all the three means, indicating lack of uniformity in the opinions of respondents on the role performance.

Hypothesis VIII

This hypothesis states that: there is no significant difference in the opinions of principals, teachers and inspectors on the role performance of principals on decision making in the administration of Junior Secondary Schools in North-West Geo-Political Zone, Nigeria. This hypothesis was tested via the use of One-way Analysis of Variance (ANOVA) since the study had more than two groups to compare. The hypothesis testing procedure is as follows

H₀: There is no significant difference in the opinions of principals, teachers and inspectors on the supervisory role performance of principals in Junior Secondary School administration in North-West Geo-political Zone, Nigeria.

H₁: There is significant difference in the opinions of principals, teachers and inspectors on the supervisory role performance of principals in Junior Secondary School administration in North-West Geo-political Zone, Nigeria.

Level of significance (α) = 0.05 (5%)

The test statistic is F

Decision criterion is “reject H₀ if $F_{\text{calculated}} \geq F_{\text{tabulated}} = F_{0.05,2,936} = 3.01$ ”

The details of the results of the analysis of the assessment are shown in the table below.

Table 4.4.8.1 Summary of Variation in the Mean Scores of Respondents’ Opinions

GROUP	N	MEAN	SD
INSPECTORS	290	38.438	5.684
PRINCIPALS	320	40.718	4.823
TEACHERS	329	40.091	6.116

The Table revealed the mean scores of respondents’ opinions on the role performance of Principals on Decision Making in Junior Secondary Schools in North-West Geo-political zone, Nigeria. The table indicated significant variations in the opinions of the respondents. The table below analysed the hypothesis formulated on the role performance.

Table 4.4.8.2 Summary of One Way Analysis of Variance on the Role Performances of Principals on Decision Making in Junior Secondary Schools in North-West Geo-Political Zone, Nigeria.

Sources	Sum of Squares	DF	Mean Square	F	P value
Between Groups	871.9	2	435.93	14.06	0.000
Within Groups	29023.9	936	31.01		
Total	29895.8				

F crit 3.01

Table 4.4.8 revealed the difference in the opinions of respondents on principals' role performance on decision making in the administration of Junior Secondary Schools in North-West Geo-Political Zone, Nigeria. The analysis established a calculated value of F (14.06) and an observed significant level of 0.000 at a fixed level of 0.05. The calculated F (14.06) value is higher than the F crit (3.01). This, therefore suggests that the null hypothesis is rejected. In order to establish the significant difference in the respondents opinion, scheffe's test is applied as indicated in table 4.4.8.1 below:

Table 4.4.8.3 Results of Scheffe Test on Respondents Opinions on Role Performance of Principals on Decision Making in Junior Secondary Schools in North-West Geo-Political Zone, Nigeria.

Status	Comparison	C1	C2	C3	M1	M2	M3	N1	N2	N3	J-1	MSW	S	F	P-value
Inspector	M1 Vs M2	1	-1	-1	38.4	40.8	40.1	290	320	329	2	31.9	13.06		
Principal	M1 Vs M3	1	0	-1	38.4	40.8	40.1	290	320	329	2			3.01	7.91924E-06
Teacher	M2 Vs M3	0	1	0	38.4	40.8	40.1	290	20	329	2				

At 0.05 significant level

The analysis of the scheffe's test indicated a figure of 13.06 which is greater than F crit 3.01 at an alpha significant level of 0.05. The table revealed differences in the means of the respondents with 38.4, 40.8 and 40.1. These figures showed that the three means were not pair wise similar, indications that mean 1 representing opinion of inspectors was at variance with mean 2 representing opinions of principals. Similarly, mean 3 differed from mean two and mean one. The analysis therefore indicated that none of the three means was in concordance with the other two means. This suggested the nature of difference in the opinion of the respondents on the hypothesis.

Hypothesis IX

Hypothesis nine states that: there is no significant difference in the opinions of principals, teachers and inspectors on the role performance of principals on managing school resources in the administration of Junior Secondary Schools in North-West Geo-political Zone, Nigeria. This hypothesis was tested via the use of One-way Analysis of Variance (ANOVA) since the study had more than two groups to compare. The hypothesis testing procedure is as follows

H₀: There is no significant difference in the opinions of principals, teachers and inspectors on the supervisory role performance of principals in Junior Secondary School administration in North-West Geo-political Zone, Nigeria.

H₁: There is significant difference in the opinions of principals, teachers and inspectors on the supervisory role performance of principals in Junior Secondary School administration in North-West Geo-political Zone, Nigeria.

Level of significance (α) = 0.05 (5%)

The test statistic is F

Decision criterion is “reject H₀ if $F_{\text{calculated}} \geq F_{\text{tabulated}} = F_{0.05,2,936} = 3.01$ ”

The analysis of the result of the investigation are presented and shown in the table below.

Table 4.4.9.1 Summary of Variation in the Mean Scores of Respondents’ Opinions

GROUP	N	MEAN	SD
INSPECTORS	290	38.055	5.993
PRINCIPALS	320	40.453	4.979
TEACHERS	329	39.498	6.239

The Table revealed the mean scores of respondents’ opinions on the role performance of Principals on Managing School Resources in Junior Secondary Schools in North-West Geo-political zone, Nigeria. The table indicated significant variations in the opinions of the respondents. The table below analysed the hypothesis formulated on the role performance.

Table 4.4.9.2 Summary of One Way Analysis of Variance on the Role Performance of Principals on Managing School Resources in Junior Secondary Schools in North-West Geo-Political Zone, Nigeria

Sources	Sum of Squares	DF	Mean Square	F	P value
Between Groups	882.1	2	441.06	13.29	0.000
Within Groups	31056.7	936	33.18		
Total	31938.8				

Table 4.4.9 indicated the difference in the opinions of the three groups of respondents on principal role performance on managing school resources in the administration of Junior Secondary Schools in North-West Geo-political Zone, Nigeria. The analysis indicated F calculated value of 13.29 and an observed significant value of 0.000 at a fixed significant level of alpha (0.05). The analysis indicated that the F calculated (13.29) is higher than the F critical (3.01). The results therefore provided a sufficient evidence for rejecting the null hypothesis. In order to investigate the differences in the opinions of the respondents, Scheffe Test was applied as indicated in table 4.4.9.1 below.

Table 4.4.9.3 Scheffe's Test on Respondents' Opinions on Role Performance of Principals on Managing School Resources in Junior Secondary Schools in North-West Geo-political Zone, Nigeria.

Status	Comparison	C1	C2	C3	M1	M2	M3	N1	N2	N3	J-1	MSW	S	F	P-value
Inspector	M1 Vs M2	1	-1	0	38.1	40.4	39.5	290	320	329	2	34.21	11.74		
Principal	M1 Vs M3	1	0	-1	38.1	40.4	39.5	290	320	329	2			3.01	4.76006E-15
Teacher	M2 Vs M3	0	1	-1	38.1	40.4	39.5	290	320	329	2				

The observed differences as contained in the means of the groups represented the opinions of the respondents on the role performance of principals on managing school resources. The hypothesis of equality of the means revealed a figure of 10.10 which was higher than F critical (3.01) and alpha level of 0.05. The table indicated varying forms of respondents' opinions in the three means as 38.1 for inspectors, 40.4 for principals and 39.5 for teachers. The P value remained 4.76006E-15. The differences witnessed in the opinions of the three groups of respondents indicated independence in opinions. It equally meant that the groups were not pair wise the same. This implied that mean 1 was different from mean 2 and mean 3. Similarly, mean 2 was different from mean 3 and mean 1. By implication, it means that the assessment of inspectors is different from that of principals and that of teachers, while also the assessment of teachers differed completely from that of inspectors.

Hypothesis X

Hypothesis ten states: that there is no significant difference in the opinions of respondents on the role performance of principals on teachers and students' welfare in the administration of Junior Secondary School in North-West Geo-political Zone, Nigeria. This hypothesis was tested via the use of One-way Analysis of Variance (ANOVA) since the study had more than two groups to compare. The hypothesis testing procedure is as follows:

H₀: There is no significant difference in the opinions of principals, teachers and inspectors on the supervisory role performance of principals in Junior Secondary School administration in North-West Geo-political Zone, Nigeria.

H₁: There is significant difference in the opinions of principals, teachers and inspectors on the supervisory role performance of principals in Junior Secondary School administration in North-West Geo-political Zone, Nigeria.

Level of significance (α) = 0.05 (5%)

The test statistic is F

Decision criterion is "reject H₀ if $F_{\text{calculated}} \geq F_{\text{tabulated}} = F_{0.05,2,936} = 3.01$

The details of the results of the analysis of the assessment are presented in the table below.

Table 4.4.10.1

GROUP	N	MEAN	SD
INSPECTORS	290	38.224	6.463
PRINCIPALS	320	38.834	7.289
TEACHERS	329	38.161	7.865

The table revealed the mean scores of respondents' opinions on the role performance of Principals on Teachers' and Students' Welfare in Junior Secondary Schools in North-West Geo-political zone, Nigeria. The table did not indicate significant variations in the opinions of the respondents. The table below analysed the hypothesis formulated on the role performance.

Table 4.4.10: Summary of One Way Analysis of Variance on the Role Performances of Principals on Teachers and Students Welfare in Junior Secondary Schools in North-West Geo-Political Zone, Nigeria.

Sources	Sum of Squares	DF	Mean Square	F	P value
Between Groups	58.0	2	29.00	0.55	0.577
Within Groups	49308.5	936	52.68		
Total	49366.5				

F critical = 3.01

Table 4.4.10 revealed that there is no significant difference in the opinions of the three groups of respondents on principals' role performance on teachers and students welfare in the administration of Junior Secondary Schools in North-West Geo-Political Zone, Nigeria. The calculated F value (0.55) is lower than the F critical 3.01 at the same degree of freedom. The observed P value (0.577) is also higher than the fixed significant level (0.05). The hypothesis frame in a null form which states that there is no significant difference in the opinions of principals, teachers and inspectors on the role performance of principals on teachers' and students welfare is therefore retained or accepted.

4.5 Summary of the Tested Hypotheses

In table 4.5 a summary of the statistical analysis employed in testing the ten null hypotheses formulated in chapter one of this research work is presented

Table 4.5: Summary of Tested Hypotheses of the Study

S/N	Hypotheses	Statistical method	P-value	Alpha	Result
1	There is no significant difference in the opinions of principals, teachers and inspectors on the supervisory role performance of principals in administration of junior secondary schools in North-West Geo-Political Zone, Nigeria.	ANOVA	0.088	0.05	Retain H_0 not significant
2	There is no significant difference in the opinions of principals, teachers and inspectors on role performance of principals on maintenance of discipline in the administration of junior secondary schools in North-West Geo-Political Zone, Nigeria.	ANOVA	0.00	0.05	Significant H_0 rejected
3	There is no significant difference in the opinions of principals, teachers and inspectors on role performance of principals on communication in the administration of junior secondary schools in North-West Geo-Political Zone, Nigeria.	ANOVA	0.00	0.05	Significant H_0 rejected
4	There is no significant difference in the opinions of principals, teachers and inspectors on role performance of teachers on staff development in the administration of junior secondary schools in North-West Geo-Political Zone, Nigeria.	ANOVA	0.00	0.05	Significant, H_0 rejected
5	There is no significant difference in the opinions of principals, teachers and inspectors on role performance of principals on delegation of authority in the administration of junior secondary schools in North-West Geo-Political Zone, Nigeria.	ANOVA	0.0118	0.05	H_0 significantly rejected
6	There is no significant difference in the opinions of principals, teachers and inspectors on the use of extra-curricular activities in the administration of junior secondary schools in North-West Geo-Political Zone, Nigeria.	ANOVA	0.00	0.05	Significant, H_0 rejected
7	There is no significant difference in the opinions of principals, teachers and inspectors on school-community relation in the administration of junior secondary schools in North-West Geo-Political Zone, Nigeria.	ANOVA	0.048	0.05	H_0 significant rejected
8	There is no significant difference in the opinions of principals, teachers and inspectors on decision making in the administration of junior secondary schools in North-West Geo-Political Zone, Nigeria.	ANOVA	0.00	0.05	Significant H_0 rejected
9	There is no significant difference in the opinions of principals, teachers and inspectors on managing school resources in the administration of junior secondary schools in North-West Geo-Political Zone, Nigeria.	ANOVA	0.00	0.05	Significant H_0 rejected
10	There is no significant difference in the opinions of principals, teachers and inspectors on staff and students welfare in the administration of junior secondary schools in North-West Geo-Political Zone, Nigeria.	ANOVA	0.577	0.05	Not significant H_0 retained

The table (4.5) contains the ten hypotheses tested and results obtained using one way analysis of variance (ANOVA) and Scheffe's test to test the significant difference in respondents opinion at 0.05 level of significance. In the ten hypotheses analysed the F calculated in hypotheses one, and ten is less than the F critical and P value is higher than the fixed level of significance. This led to the retaining of the hypotheses. Similarly, the eight hypotheses 2, 3, 4, 5, 6, 7, 8 and 9 were rejected because the F calculated is higher than the F critical and the P value is less than fixed level of significance (0.05). This by implication means that there is no concordance between the opinions of principals, teachers and inspectors on the role performance of principals in the administration of secondary schools in North-West Geo-political Zone, Nigeria. Furthermore, the variations that occurred in the mean scores of respondents were calculated to discover the nature of the significant differences which led to the rejection of the hypotheses as contained in the Table 4.6 below:

Table 4.6 Summary of Variations in the Mean Scores of the Respondents' Opinions

HYPOTHESIS	COMPARISON	C1	C2	C3	M1	M2	M3	N1	N2	N3	J-1	MSW	S	F	P-VALUE
2	M1 VS M2	1	-1	0	39.9	43.1	41	290	320	329	2	28.56	26.65	3.01	1.748768E-11
	M1 VS M3	1	0	-1	39.9	43.1	41	290	320	329	2				
	M2 VS M3	0	1	-1	39.9	43.1	41	290	320	329	2				
3	M1 VS M2	1	-1	0	38.7	41.5	40.1	290	320	329	2	29.23	20.49	3.01	8.02486E-09
	M1 VS M3	1	0	-1	38.7	41.5	40.1	290	320	329	2				
	M2 VS M3	0	1	-1	38.7	41.5	40.1	290	320	329	2				
4	M1 VS M2	1	-1	0	36.4	39	38.2	290	320	329	2	37.48	14.00	3.01	5.47449E-05
	M1 VS M3	1	0	-1	36.4	39	38.2	290	320	329	2				
	M2 VS M3	0	1	-1	36.4	39	38.2	290	320	329	2				
5	M1 VS M2	1	-1	0	39.6	40.7	40	290	320	329	2	29.23	2.85	3.01	8.02486E-09
	M1 VS M3	1	0	-1	39.6	40.7	40	290	320	329	2				
	M2 VS M3	0	1	-1	39.6	40.7	40	290	320	329	2				
6	M1 VS M2	1	-1	0	38.2	40.7	39.5	290	320	329	2	30.49	15.74	3.01	7.469564E-06
	M1 VS M3	1	0	-1	38.4	40.7	39.4	290	320	329	2				
	M2 VS M3	0	1	-1	38.4	40.7	39.4	290	320	329	2				
7	M1 VS M2	1	-1	0	38.7	41.6	40.2	290	320	329	2	29.23	21.83	3.01	8.02486E-09
	M1 VS M3	1	0	-1	38.7	41.6	40.2	290	320	329	2				
	M2 VS M3	0	1	-1	38.7	41.6	40.2	290	320	329	2				
8	M1 VS M2	1	-1	0	38.4	40.8	40.1	290	320	329	2	31.9	13.06	3.01	7.91924E-06
	M1 VS M3	1	0	-1	38.4	40.8	40.1	290	320	329	2				
	M2 VS M3	0	1	-1	38.4	40.8	40.1	290	320	329	2				
9	M1 VS M2	1	-1	0	38.1	40.4	39.5	290	320	329	2	34.21	11.74	3.01	4.77396E-15
	M1 VS M3	1	0	-1	38.1	40.4	39.5	290	320	329	2				
	M2 VS M3	0	1	-1	38.1	40.4	39.5	290	320	329	2				

Table 4.6 above indicated the variations that existed in the mean scores of the respondents. The data indicated that variations existed in the eight out of the ten hypotheses formulated. This therefore, implied that the eight hypotheses were rejected while the first and last hypotheses were retained. The retained hypotheses did not indicate any significant variation. This facilitated the attainment of the major findings of the research.

4.6 Summary of Major Findings

The study revealed that:

1. Principals in most Junior Secondary Schools performed very well in their supervisory role.
2. Principal in most Junior Secondary Schools could not manage discipline.
3. Principals in most Junior Secondary Schools could not maintain communication.

4. Principals in most Junior Secondary Schools could not carry out their role on staff development effectively.
5. Principals in most Junior Secondary Schools in North-West Geo-political Zone did not delegate authority to their subordinates.
6. Principals in most Junior Secondary Schools in North-West Geo-political Zone did not use extra-curricular activities effectively.
7. Principals in most Junior Secondary Schools in North-West Geo-political Zone did not carry out school-community relationship properly.
8. Principals in most Junior Secondary Schools in North-West Geo-political Zone lacked skills of decision making.
9. Principals in most Junior Secondary Schools in North-West Geo-political Zone could not manage their school resources properly.
10. Principals in most Junior Secondary Schools in North-West Geo-Political Zone were effective in the provision of staff's and students' welfare.

4.7 Discussion of Major Findings

The study assessed the role performance of principals in the administration of secondary schools in North-West Geo-Political Zone of Nigeria. Ten objectives, research questions and hypotheses were developed. The hypotheses, in null form were analysed using one-way analysis of variance (ANOVA) as a statistical method. The ten variables or role performances included supervisory function, maintenance of discipline, communication, staff development, delegation of authority, use of extra-curricular activities, school-community relation, decision making, managing school resources and staff's and students' welfare.

In hypothesis one, the opinions of the three groups of respondents, namely; inspectors, principals and teachers, were tested and it was discovered that no significant difference was found on the role performance of principals on supervision in the administration of secondary schools. It was discovered that the respondents were unanimous in agreeing with the fact that principals perform their role on supervision of secondary schools as expected. To this effect the null hypothesis was retained.

The research was able to discover that visiting teachers regularly in their classes for assistance had high positive opinions expressed by the respondents with 57.8%, 47.4%, AND 55.5%. Helping teachers in planning lessons also scored high positive opinions of 51.7%, 43.8%, and 53.4%. Similarly guiding teachers and helping them to improve their competence scored 51.3%, 53.2%, and 56.6% as respondents' opinions. Other areas with high positive

opinions included ensuring teachers perform their duties with the opinions expressed by respondents as 53.1%, 49.2%, 46.9%, and helping to select instructional materials that are relevant to topics as well as helping teachers to improve classroom management skills. According to Blasé and Blasé (2000) a principal must be an instructional leader. He is one who sets goals, allocates resources, manages curriculum, monitors lesson plans and evaluates teachers. He gives learning tops priority since everything in school revolves around it.

In line with this, Udoh and Akpa (1990) state that a supervisor should have higher qualification, experience, provide leadership to staff, coordinate activities of staff and be able to evaluate staff from time to time. This are essential qualities principals should posses to be able to provide supervisory roles.

The findings here agree with Bello (2007) and Sell (2005) in Exfosy (2006). Bello (2007) observed that principal has the basic responsibility of interacting with teachers particularly in the classroom. He observes them as they discharge their primary function and often offers possible guidance and suggestion for improvement of the students learning. Sell (2005) in Exfosy (2006) claimed that the principal of the 21st century has embraced a new role: educational leader with the growth and achievement of children as the focal point of all practices and decision, the principal's roles almost exclusively on school teachers. The significance of instructional supervision by principal is professional development of teachers and provision of a facilitating atmosphere for learning. According to Exfosy (2006), in his capacity as the principal, he holds a key supervisory role in the school system. He is one who is in direct charge of all that goes on within the school. His ability to provide effective supervisory leadership will result into academic development of students and professional growth of teachers.

Hypothesis two tested for significant difference in the opinions of principals, teachers and inspectors on the role performance of principles on maintenance of discipline in the administration of secondary schools in North-West Geo-political Zone, Nigeria. The results of the assessment indicated variation in the opinions of the three respondents. It was observed that the scores were not pair wise similar. The opinions of principals were at variance with those of teachers and inspectors and vice versa. To this effect the null hypothesis was rejected. The principal role performance has not been achieved possibly because teachers do not work hard to achieve school goals. This is evident in the respondents' negative responses. For example, the responses include 9.3% expressed by inspectors to show dissatisfaction with provision of atmosphere for identifying acts of indiscipline, 12.2% and

13.1% opinions expressed by teachers and inspectors which could not concur with the opinions that stakeholders are involved in managing acts of indiscipline in school.

In the same vain teachers and inspectors with 10.9% and 13.4% have expressed disenchantment with the item which holds that principal collaborates with the stake holders to secure facilities. Teachers must work hard and must be committed. According to Sanda (2007) citing Bello and Abubakar (2007) lack of discipline and commitment in teaching profession by teachers can lead to acts of indiscipline among students.

The findings of this study concurred with Edem (1980) who lamented that the style of school leadership and the resultant social climate affect the behaviour of pupils in school. It is the principal who, through the display of role can provide an atmosphere that will promote disciplinary practices in school, the school atmosphere is also hinged on his role performance. If the principal provides a good leadership the school climate will be favorable for overall activities.

Hypothesis three tested for significant difference in the opinions of principals, teachers and inspectors on the role performance of principals on maintenance of communication in the administration of secondary schools in North-West Geo-Political Zone, Nigeria. The results of the assessment indicated differences in the opinions of the three groups. The opinions of inspectors did not concur with the opinions of teachers and inspectors. The same trend was observed with the other groups. This therefore led to the rejection of the hypotheses to imply that there was significant difference in the opinion of the respondents on the role performance of principals on communication. However, from the data obtained, majority of the respondents supported the role of principals in maintenance of communication, though with variations in the score of the ten items. These findings were in line with Peretemode's (1999) claim on the significance of maintenance of communication in organization where he asserts that if communication is hampered, the entire organization suffers, when it is accurate, thorough and timely the organization can move effectively towards goal achievement. It is the duty of the principal to ensure proper flow of communication in the school. Ogunsaju (1990) also submits that communication is the soul of any organization. The principal role in communication is provision of a facilitating condition for free flow of information.

Hypothesis four tested significant difference in the opinions of principals, teachers and inspectors on the role performance of principals on staff development in secondary schools in North-West Zone. The results of the investigation indicated variations in the means of the three groups of respondents to imply that the three means were not pair wise

similar. Each group of respondents maintained different means or different opinions on the role performance of principals on staff development. The hypothesis was rejected an indication that there were significant differences on the opinions of respondents on the role performance of principal on the issue.

From the scores (data) it was noticed that each group of the respondents focused more on specific items of the questionnaire than the other groups. This created a wide disparity between their opinions on each data. The role performance has not been attained here owing to negative respondents' opinions expressed by inspectors with 17.6%, 13.8%, 15.5%, 21.4% and 25.2% on items one to five. Similarly the respondents had expressed dissatisfaction on item six with 11.9%, 16.2%, 16.7% with 11.7%, 8 with 10.7% and 9 with 17.2%. This indicated that the responses are not tending but the positive opinions raised which lead to relation of the hypothesis.

Staff development is an important function of principal in secondary school. It involves developing the potentialities as observed by Acquinas (2005). It covers not only those activities which improve job performance, but also those which bring about growth of the personality, help individuals in the progress towards maturity and actualization of their potential capacities so that they become not only good employees but also better human beings. Staff development is about attending conferences, workshops, participation in decision making, in-service training etc. Staff development as observed by Adeoye (2000) in Abubakar (2007) is the same as staff management. According to Abubakar (2007) personnel management in an organization involves staff recruitment, staff motivation, staff training etc. He also states that the principal must plan the school duties to be done and assign them appropriately as responsibilities to teachers based on qualification.

In a study on staff development Vega (2013) asserts that teaching quality is the strongest school related factor that can improve student learning and achievement. She claims that in order to cultivate quality teaching support for on-going professional learning in schools is essential. In support of this, Abubakar (2007) claims that effective personnel development is crucial if the goals and objectives of schools are to be efficiently achieved.

Hypothesis five tested for significant difference in the opinions of principals, teachers and inspectors on delegation of authority as principal role performance in the administration of secondary schools in North-West Geo-Political Zone, Nigeria. The assessment indicated variations in the respondents opinions on the role performance of principals and therefore the null hypothesis was rejected. The respondents were not in tandem with one another in supporting items on delegation of authority which facilitated the rejection of the hypothesis.

The role performance has not been achieved because of negative opinions expressed by respondents on item three which stated that principal ensures that only willing staff are delegated to perform specific task with 29.4%, 17.3%, and 29% for principals, teachers and inspectors. In the same vain the principals had expressed similar opinions on item six to disagree with the statement for sharing responsibilities to staff with 16.3% and 10.3%. This is essential if one looks at the significance of this role performance in maintaining harmony, allowing past action, developing team spirit, creating hierarchy, increasing more of staff and saving time.

The findings of this study were in tune with the finding of a study conducted by Patrick (2011) on analysis of factors influencing delegation in schools and their impact on teachers performance in secondary schools in Kenya. The researcher discussed the significance of delegation of authority in school administration and why school managers were dragging legs in delegation duties to junior staff. He argued that principals in Kenya spend most of the time doing works that could be delegated to junior staff. In order to reduce work load, the junior workers should be motivated to the point of action to facilitate goal attainment. Delegation of authority involves assigning of duties to subordinates, giving authority to subordinates to perform the assigned duties and encouraging the subordinates to perform the assigned duties. Principals must recognize the significance of delegation of authority in secondary school administration as its objectives include among other things reducing excessive burden on the supervisors, providing opportunity of growth and self development and improve overall efficiency.

Hypothesis six sought the opinions of principals, teachers and inspectors on role performance of principals on use of extra-curricular activities in the administration of secondary schools in North-West Geo-political zone, Nigeria. The results of the analysis indicated differences in the opinions of the respondents. Respondents expressed negative opinions with 11.2 % and 17.9% by teachers and principals on the item which states that students are barred from participating in extra-curricular activities in school. According to Ali (2007) the contemporary approach to punishment requests that individuals should have access to education. Punishment should be administered for corrective measures. It is a process of correcting behavior by suppressing it.

Another factor militating against the role performance is keeping the extra-curricular activities directly under the control of the principal. This highlights the significance of delegation of authority as well as division of labour in an organization. Principal and inspectors expressed negative opinions with 10.0% and 16.6% respectively. The respondents

also expressed dissatisfaction on item nine with 10.0%, 9.1%, 16.6%, item 10 with 11.3%, 13.1% and 21.4% by principal, teachers and inspectors.

It was found out that no scores were pair wise similar. The opinions of principals did not tally with the opinions of teachers and inspectors and vice-versa. These significant differences led to the rejection of the null hypothesis to imply that there were significant differences in the opinions of the respondents. The findings here tallied with research on the effect of extra-curricular activities on the academic performance of junior high students. In the research, Fujita (2005) discovered that there were relationship between students' academic performance and participation in extra-curricular activities like playing sports, watching television, and participating in community service. However the study discovered that playing musical instruments does not improve academic performance. It was therefore concluded that extra-curricular activities affected academic performance and that the effect depends on the specific activities which the students are involved. The role of the principal here has to do with selecting extra-curricular activities which could lead to academic development of students. Equally important is that the principal in conjunction with staff should select materials that could arouse the interest of learners, easy to secure and display and facilitate goal attainment. The materials should also be within the learners cultural background to avoid conflict.

Hypothesis seven tested for the significant difference in the opinions of respondents – principals, teachers and inspectors - on school-community relationship. The analysis of the data on the hypothesis revealed that there was no significant difference in the opinions of the respondents on principals role performance on school community relation. The respondents were not in harmony in their opinions on the ways principals perform the role performance of establishing school community relations in the administration of Junior Secondary Schools. Consequently, the null hypothesis was rejected. The findings discovered that significant variations existed in the respondents' opinions on school-community relations. This is because for effective school administration, principals require the cooperation of their host communities. The findings of this study were in congruence with the findings of the study conducted by Bala (2013) on assessment of the role of school-community relationship in the development of secondary education in Zamfara state. The researcher discovered that school-community relationship was very significant in the development of secondary education in Zamfara state because it helped in the discipline of student, welfare of teachers, the planning of curriculum, information sharing and dissemination. Other significance includes provision of school facilities, finance, policies, security, management of decision

and monitoring students' progress. In line with this, Kenko (1992) observed that the school depends on the community for a number of resources, such as water, land, human resources (skilled and unskilled) accommodation for staff, fiancé and equipment for the continued existence of the school.

On the other hand the community depends on school for the provision of training of younger generation, transmission of cultural values, and conscientisation. Community uses school facilities like assembly hall to conduct meetings, play ground to conduct annual festivals, plays and games etc.

Hypothesis eight tested for the significant difference in the opinions of respondents (principals, teachers and inspectors) on principal role performance on decision making in secondary schools in North-West Geo-political Zone, Nigeria. The results of the analysis of the data indicated strong variations in the opinions of the respondents. The null hypothesis was therefore rejected.

The findings of this study are in line with the opinion of Adegoke (2010) who opines that if an organization such as school is to be effective, decisions have to be taken and implemented on various aspects. School is an organization consisting of people working to attain the goals of the institution. The goals of the students will be difficult to achieve if principals do not involve the various stakeholders of school. Since schools continue to expand due to increasing demand for education, it has become impossible for decision making to be sole prerogatives of principals. Adegoke (2010) adds that there is need for collaborative and participatory planning and good collegial relationship for effectiveness of the school.

In stressing the significance of decision making Akomolafe (2012) holds that the administrative performance in decision making, delegation of duties to subordinates among others seem to enhance subordinates' performance for school success. These together encapsulate the relevance of principals' role performance of decision making in secondary school administration.

Hypothesis nine tested for the significant difference in the opinions of respondents (principals, teachers and inspectors) on the role performance of principals as it affects managing school resources in secondary school administration in North-West Geo-Political Zone, Nigeria. The result of the analysis of significant difference conducted indicated that the groups differed significantly on the role performance of the principals with respect to managing school resources in secondary schools. The analysis indicated that the null hypothesis was rejected. However, from the scores obtained from the data, the respondents

indicated their support on the ten items generated on the research questions. The respondents agreed that the principals performed their role of managing school resources. However, variations occurred in the opinions of the respondents on the issues raised. It was discovered that none of the groups of respondents maintained similar scores with the others. The findings in this analyses concurred with the opinion of Fasasi (2000) on the presumed persons responsible for management of school resources. Fasasi (2008) observes that whenever a problem erupts in a school, managers of the school i.e principals, vice principals, heads of units and subject teachers are looked upon for solution. This is on the premise that if schools are well managed, things will go on smoothly and education objectives will be achieved. This clearly indicates that the management of school resources is the responsibility of school administration. School administrators ensure that school resources are properly managed and utilized. Abubakar (2007) asserts that the central function of management in educational institutions is that of coordinating both human and material resources for the attainment of identified educational goals and objectives. He also claims that it is the responsibility of the school leadership to ensure prudent use of these resources.

In congruence with this opinion Olochukwu (2002) states that the administrative task of those at the helm of affairs in schools and educational institutions borders on resource management. The principal who is the head of school administration, has the responsibility to ensure adequate provision and effective utilization of school resources.

In hypothesis ten, the significant difference in the opinions of principals, teachers and inspectors on role performance of principals on staff and students welfare in the administration of secondary schools in North-West Geo-political Zone of Nigeria was tested. The analysis of variance on the respondents' opinions revealed a slight variation in the mean scores of the respondents with respect to staff's and students' welfare. The results therefore indicated that there was no significant difference in the opinions of respondents on staff and students welfare. It was discovered that the respondents agreed with the fact that principals performed the role of provision of staff's and students' welfare in the administration of secondary schools. To this effect the null hypothesis was accepted. The findings of this study reflect the opinions of Omebe (2001) in Chukwuka (2012) on the significance of motivation on child behaviour. He observes that motivation helps to direct and regulate the child's behaviour in such a case that the behaviour is always guided. He adds that it energizes students and arouse them for action. In tune with this Eze (2002) in Chukwuka (2012) observes that the behaviour of a motivated child is directed towards a selected goal which the individual sets for himself.

On significance of teachers' welfare, Chukwuka (2012) submits that without motivation teachers' performance would be highly hindered. He stresses that studies have shown that teachers by some kind of incentives are recognized as being effective. It is therefore the responsibility of the principal to ensure the provision of welfare incentives as stimulants in administration of secondary schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presented the summary of chapters one to four. The chapter also contained the conclusion, recommendation and suggestion for further studies.

5.2 Summary

The expansion of education infrastructure accentuated by high social demand for education by parents and students alike coupled with dwindling resources brought about by the depressed nature of the Nigerian economy amplified the need for administrators of secondary schools to evolve dynamic ways and approaches in the administration of secondary schools. This has become quite necessary in view of the position secondary school occupies in the Nigeria education system i.e a bridge between primary and tertiary level of education. The administration of secondary school lies in its entirety on the chief executive, who is the principal. His skillful display of administrative qualities through provision of his role performances in the administration of secondary can result into better secondary school administration. This, therefore, underscores the significance of the role performances of principal in the administration of secondary schools. Nonetheless, the attempt by principals to administer secondary schools is entangled by dilapidated school structures, unqualified teachers, poor working environment, low salary packages all brought about by low budgetary allocation by federal and state governments.

In trying to investigate the role performances of principals in the administration of secondary schools in North-West Geo-political Zone of Nigeria, Likert Scale questionnaire was used. The questionnaire was divided into eleven sections. Section one contains questions on respondents personal details or demographic characteristics (nominal data). Descriptive statistics was used to analyse the data obtained from the respondents who were teachers, principals and inspectors. The remaining ten sections covered the ten role performances of principals in schools. Pilot test to validate the questionnaire and to arrive at reliability and consistency of the instrument was carried out. The questionnaire was later administered on principals, teachers and inspectors in the seven states in the North-West Zone using stratified random sampling procedure because of the homogeneity of population. A sample of 291 inspectors, 322 principals and 378 teachers from a population of 1,683 principals, 22,315 teachers and 1,080 inspectors were selected for the study in the seven

states. In general 25,078 respondents from a sample of 991 who were directly involved in the administration of secondary schools were considered and used for assessment.

5.3 Conclusions

In consonance with the findings of this research, it could be concluded that the opinions of stakeholders maintained that role performance were not effectively carried out by principals in Junior Secondary Schools in the North –West Geo-political zone, Nigeria.

While the data and the opinions of stakeholders had positively supported the implementation of supervisory function by principals in Junior Secondary Schools in the North-West zone, some opinions expressed by inspectors had therefore, created a slight variation in the general opinions of the respondents on this role performance.

As regards the role performance of principals on maintenance of discipline a wide disparity was noticed in the opinions of the three groups of the stakeholders. This could be related to the complexity of the issue. The problem associated with discipline has become one of the characteristics of our educational institutions.

Other role performances of maintenance of communication, delegation of authority, decision making, staff development, extra-curricular activities, management of resources, school-community relationship had all shown variations in the stakeholders' opinions. This indicated that the respondents were dissatisfied with the principals' effort to provide role performances in the Junior Secondary Schools in the zone.

Since most of the opinions of the stakeholders had indicated variations, this aptly indicated that the role performances of the principals were not effectively carried out in the Junior Secondary Schools. The inability of principals to discharge their roles as expected of them could therefore, affects the government attempt to provide basic education. The junior secondary School, as enshrined in the National Policy on Education is the Upper Basic level intended to provide free and compulsory basic education. The goals of basic education could be attained where school administration creates favorable opportunities for children to acquire education. Therefore, for the goals and objectives of the secondary schools to be attained, the principals must discharge their role performances as expected of them. However, the role could only be attained where the government recognizes the need to facilitate and provide enabling environment for effective teaching and learning. The principals must also recognize the need to collaborate with other stakeholders in the school to ensure that responsibilities are effectively carried out. School administration is not the responsibility of the principal alone. All hands must be on deck to attain the goals of school.

5.4 Recommendations

The growing complexity in secondary school administration brought about by changing values of the society coupled with increased literacy level of people has continued to make the discharge and execution of role performances of principals in the administration of secondary schools a herculean task. These challenges could be addressed and checked by principals if certain measures are taken. The findings of this research have already indicated that principals are confronted with numerous challenges and problems in their quest to implement the roles as expected. These problems will continue to constitute the cog in the wheels of progress in the effort to perform the roles as required in school administration. The following recommendations are therefore proffered:

1. Discipline is a necessity in every organisation. No organisation will achieve its goals if members do not conduct themselves in line with the rules and regulations of the organisation. Principals teachers and parents should become role models of discipline for children. Both the school and the home should be places for character and moral development of children. School should contain teachers that are sound in inculcation of good values and virtues to children. Issues of indiscipline should be treated seriously.
2. Effective communication is a basic pre-requisite for the attainment of school goals and objective. No organisation can survive if communication is not maintained. This being the case therefore, school administrators should maintain effective communication network for all members of the school to express their feelings, views and attitudes.
3. School administrators should encourage their staff to go for further studies, attend seminars, conferences, workshops, symposium, in service training as at when due. This will go along way in developing their capacities and consequently facilitating the overall development of their schools.
4. School administrators should delegate assignments to their subordinates since school administration is a collective effort. This establishes cooperation, mutual trust and confidence among school administrators and their staff
5. School administrators should promote and develop extra-curricular activities in their schools since the activities develop students both physically and intellectually. They also develop children socially through group work.
6. School administrators should encourage high level of community involvement in school administration in order to sustain and maintain cordial relationship between the

school and the host community. Additionally, principals should make school resources available to the community while identified stakeholders with cognate experience should be invited to school to tap from their wealth of experience. This link and unity will facilitate attainment of school goals and objectives.

7. School administrators should ensure that stakeholders are involved in the decision making process. This is important because it will strengthen cooperation and unity among members of staff in the school.
8. Prudent management of resources is necessary in every organisation. School administrators should imbibe the culture of effective utilisation of organisational resources. This is essential because resources are needed to facilitate the attainment of school goals and objectives.

5.5 Suggestions for Further Studies

The findings of this study have further revealed other areas which researches could be conducted to ascertain the role performance of principals in the administration of secondary schools. These areas include:

- Research should be conducted on Perceptions of Stakeholders on Principal Role Performance in the Administration of Senior Secondary Schools in North – West Geo-political zone, Nigeria. Senior Secondary Schools exist some time side by side with Junior Secondary Schools, sharing similar facilities. A research on this area will reveal whether the role performances are achieved in senior secondary schools or not.
- Since role performances of principals are many and varied similar research should be conducted using other variables to discover whether they are more effective in the administration of secondary schools in Nigeria.
- There is need to also replicate the same kind of research in other Geo-graphical zones in Nigeria as a basis for comparison of the findings so that a unique report can be made that will provide solution to problems of administration in secondary schools in Nigeria.
- Since educational administration is a continuous activity, a follow up research should be conducted after a protracted period of time (ie 5 – 10 years) to find out whether there is any development or variation in the research findings so that appropriate decision can be taken on secondary school administration in Nigeria.

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