PERCEPTIONS OF STAKEHOLDERS ON THE ROLE PERFORMANCES OF PRINCIPALS IN THE MANAGEMENT OF SECONDARY SCHOOLS IN YOLA METROPOLIS, ADAMAWA STATE, NIGERIA

BY

SARATU YAKUBU
P13EDFC8045

EDUCATIONAL ADMINISTRATION AND PLANNING SECTION,
DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,
FACULTY OF EDUCATION,

AHMADU BELLO UNIVERSITY,

ZARIA- NIGERIA

AUGUST, 2017

PERCEPTIONS OF STAKEHOLDERS ON THE ROLE PERFORMANCES OF PRINCIPALS IN THE MANAGEMENT OF SECONDARY SCHOOLS IN YOLA METROPOLIS, ADAMAWA STATE, NIGERIA

BY

SARATU YAKUBU
P13EDFC8045

BEING A DISSERTATION SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM, EDUCATIONAL ADMINISTRATION AND PLANNING SECTION, AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA
IN PARTIAL FULFILLMENTS FOR THE AWARD OF
MASTER OF EDUCATION DEGREE (M.ED) IN
EDUCATIONAL ADMINISTRATION AND PLANNING

SUPERVISORS**:**

DR. M. I. HARBAU

PROF. B. A. MAINA

AUGUST, 2017

DECLARATION

I hereby declare that this dissertation titled: ***Perceptions of Stakeholders on the Role Performances of Principals in the Management of Secondary Schools in Yola Metropolis, Adamawa State, Nigeria***, has been written by me in the Department of Educational Foundations and Curriculum (Educational Administration and Planning Section) under the supervision of Dr. M. I. Harbau and Prof. B. Maina. 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 in any other University.

Name of Student	Signature	Date

CERTIFICATION

This dissertation titled: ***Perceptions of Stakeholders on the Role Performances of Principals in the Management of Secondary Schools in Yola Metropolis, Adamawa State, Nigeria*** by Saratu Yakubu, P13EDFC8045 meets the regulations governing the award of Master of Education Degree (Educational Administration and Planning) of the Ahmadu Bello University, Zaria, and is approved for its contributions to knowledge and literary presentation.

_____ _____
Dr. M. I. Harbau **Date**
Chairman, Supervisory Committee

_____ _____
Prof. B. A. Maina **Date**
Member, Supervisory Committee

_____ _____
Prof. B. A. Maina **Date**
Head, Department of Educational
Foundations and Curriculum

_____ _____
Prof. S. Z. Abubakar **Date**
Dean, School of Postgraduate Studies

DEDICATION

I dedicated this work to my beloved parents and the entire Late Alhaji Abdullahi Jimeta's clan.

ACKNOWLEDGEMENTS

In the name of Allah, the Beneficent the most Merciful. All praises are due to Him, the Creator, the Sustainer and the Lord of the universe. I thank Him for sparing my life to see the completion of this remarkable work.

My profound gratitude goes to my supervisors Dr. M. I. Harbau and Prof. B. Maina of the Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria, for their enormous contributions, useful comments and criticisms throughout the period of my studies.

I also wish to express my profound appreciation to the Head of Department of Educational Foundations and Curriculum in person of Prof. B. A. Maina for the moral support, counseling and academic assistance given to me through out my study. My gratitude also goes to Dr. E.I. Makoju, Dr. A. A. Igunnu, Dr. A. M. Jumare, Prof. (Mrs) D.O. Otu among others for their academic and moral support. I thank them all. This research will not be complete without appreciating the contributions of my parents, my brothers and sisters and my active research advisor Abdulrasheed Salman for his patience and tireless contributions. I thank you.

Special regards to my beloved parents and my entire family members for their patience and tireless support toward my success. Also, Barrister Ibrahim Barkindo Alkali & family to my colleagues and friends my respondents and entire unlisted people who in one way or the other contributed to the success of this remarkable study. May the blessings of Almighty Allah be upon all of them. Amen.

ABSTRACT

This study focused on perceptions of stakeholders on the role performances of Principals in the Management of Secondary Schools in Yola Metropolis, Adamawa State, Nigeria For the purpose of this research, eight research objectives were set to include; role performances of principals on interpersonal relationship, decision making process, school communication, school supervision, staff development programmes, maintenance of discipline, school-community relationship and maintenance of facilities in secondary schools management in Yola metropolis, Adamawa State. Also, research questions and research hypotheses were formulated in line with the objectives of the study. Descriptive survey research design was adopted for the study and data were collected using constructed questionnaire which prepared and validated by expert in Educational Administration. The population of the study involved 1711 teachers, 32 principals and 81 Ministry of Education officials. However, a total of 514 teachers, 28 principals and 41 MOE officials were served as a sample of study. The reliability coefficient was obtained at 0.77 using Cronbach's Alpha statistical technique. The data collected were presented by the use of frequency and percentages. The formulated hypotheses of the research were tested using Analysis of Variance at 0.05 level of significance. The findings revealed among others that role performances of principals on interpersonal relationship necessitate good interaction between teachers, students and non-teaching staff in secondary schools in Yola Metropolis in Adamawa State, role performances of principals encouraged participation of parent, teachers and other stakeholders in decision making in secondary schools in Yola Metropolis in Adamawa State, role performances of principals improved effective communication in secondary schools in Yola Metropolis in Adamawa State. Based on the findings, it was recommended among others that democratic leadership styles should be adopted in schools management which improves interpersonal relationship between various stakeholders in secondary schools in Yola Metropolis in Adamawa State, school principals should encourage participation of all stakeholders such parent, teachers, students, club and societies in decision making in secondary schools in Yola Metropolis in Adamawa State, principals should reinstate effective communication among various stakeholders such zonal office/Ministry of education parent, teachers, students, club and societies and even external agent in secondary schools in Yola Metropolis in Adamawa State.

TABLE OF CONTENTS

	Contents	Page
i.	Title page	ii
ii.	Declaration	iii
iii.	Certification	iv
iv.	Dedication	v
v.	Acknowledgements	vi
vi.	Abstract	vii
vii.	Table of Contents	viii
viii.	List of Tables	xi
ix.	Abbreviations	xii

CHAPTER ONE: INTRODUCTION

1.1	Background to the Study	1
1.2	Statement of the Problem	5
1.3	Objectives of the Study	8
1.4	Research Questions	9
1.5	Hypotheses	9
1.6	Basic Assumptions	11
1.7	Significance of the Study	12
1.8	Scope of the Study	13

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1	Introduction	14
2.2	Conceptual Framework	15
2.2.1	Concept of Management	15
2.2.2	Concept of Role Performance	15
2.2.3	Meaning of Principalship in School	16
2.2.4	Concept of School Organization	16
2.3	Role Performance of Principals on Interpersonal Relationship in School Organization	17

2.3.1 Importance of Interpersonal Relationship 17
2.4 Role Performance of Principals on Decision Making Process in School Organization 18
2.4.1 Types of Decision Making Process 19
2.4.3. How to Make Decision 20
4.4.4. Effective Strategies for Decision Making 21
2.5 Role Performance of Principals on Communication in School Organization 22
2.5.1 Importance of Communication 23
2.5.2 Purpose of Communication 23
2.6 Role Performance of Principals on Supervision in School Organization 24
2.6.1 Rational for Supervision in School Organization 25
2.7 Role Performance of Principals on Staff Development in School Organization 26
2.7.1 Aims of Staff Development Programmes 28
2.8 Role Performance of Principals on Maintenance of Discipline in School Organization 28
2.8.1 Types of Disciplinary Problems 29
2.8.2 Causes of Disciplinary Problems 32
2.9 Role Performance of Principals on School Community Relationship in School Organization 36
2.9.1 Relationship between the School and the Community 36
2.9.2 Aims of School Community Relationship 37
2.9.3 Ways to Promote School Community Relationship 38
2.10 Role Performance of Principals on Maintenance of Facilities in School Organization 38
2.10.1 Approaches to School Facilities Maintenance in School Organization 39
2.10.2 The Need for Effective Facilities Management in School Organization 41
2.10.3 Stages of School Facilities Management 42
2.10.4 Improvement of Educational Facilities 44
2.11 Empirical Studies 45
2.12 Summary and Uniqueness of the Review 46

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction 49

3.2 Research Design 49

3.3 Population of the Study 50

3.4 Sample and Sampling Technique 50

3.5 Instrumentation 51

3.5.1 Validity of the Instrument 51

3.5.2 Pilot Study 52

3.5.3 Reliability of the Instrument 52

3.6 Method of Data Collection 52

3.7 Method of Data Analysis 53

CHAPTER FOUR: PRESENTATION, ANALYSIS AND DISCUSSIONS OF RESULT

4.1 Introduction 54

4.2 Result and Analysis of Personal Data of the Respondents 55

4.3 Perceptions of stakeholders on the role performances of Principals in Secondary Schools in Yola Metropolis, Adamawa State 56

4.3.1 Perceptions of stakeholders on the Role performances of principals on interpersonal relationship in secondary schools in Yola metropolis 57

4.3.2 Perceptions of stakeholders on the role performances of principals on decision making in secondary schools in Yola metropolis 60

4.3.3 Perceptions of stakeholders on the role performances of principals on communication in secondary schools in Yola metropolis 64

4.3.4 Perceptions of stakeholders on the role performances of principals on supervision in secondary schools in Yola metropolis 68

4.3.5 Perceptions of stakeholders on the role performances of principals on staff development in secondary schools in Yola metropolis 72

4.3.6 Perceptions of stakeholders on the role performances of principals on maintenance of discipline in secondary schools in Yola metropolis 76

4.3.7 Perceptions of stakeholders on the role performances of principals on school community relationship in sec. sch. in Yola metropolis 80

4.3.8 Role performances of principals on maintenance of facilities in secondary schools management in Yola metropolis 84

4.4. Hypotheses Testing 88

4.5 Summary of Major Findings 100

4.6 Discussion of the Findings 101

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary 107

5.2 Conclusions 108

5.3 Recommendations 109

5.4 Suggestions for Further Studies 110

References *112*

Appendix A *115*

Appendix B *116*

LIST OF TABLES

Table 1: Population of the Study 50

Table 2: Sample of the Study 51

Table 3: Status of the respondents in frequency and percentage 55

Table 4: Gender of respondents in frequency and percentage 55

Table 5: Qualifications of respondents in frequency and percentage 55

Table 6: Types of School in frequency and percentage 56

Table 7: Location of School in frequency and percentage 56

Table 8: Opinions of respondents on the role performances of principals on interpersonal relationship in sec. schools in Yola Metropolis 58

Table 9: Opinions of respondents on the role performances of principals on decision making in secondary schools in Yola Metropolis 62

Table 10: Opinions of respondents on the role performances of principals on communication in secondary schools in Yola Metropolis 66

Table 11: Opinions of respondents on the role performances of principals on supervision in secondary schools in Yola Metropolis 70

Table 12: Opinions of respondents on the role performances of principals on staff development in secondary schools in Yola Metropolis 74

Table 13: Opinions of respondents on the role performances of principals on maintenance of discipline in sec. schools in Yola Metropolis 78

Table 14: Opinions of respondents on the role performances of principals on school-community relationship in sec. sch. in Yola Metropolis 82

Table 15: Opinions of respondents on the role performances of principals on maintenance of facilities in sec. schools in Yola Metropolis 86

Table 16: Summary of ANOVA on Opinions of Respondents on role performances of principals on interpersonal relationship in secondary schools management in Yola metropolis 89

Table 17: Summary of ANOVA on Perceptions of Respondents on role performances of principals on decision making process in secondary schools in Yola metropolis 90

Table 18: Summary of ANOVA on Perceptions of Respondents on role performances of principals on communication in secondary schools in Yola metropolis 91

Table 19: Summary of ANOVA on Perceptions of Respondents on the role performances of principals on supervision in secondary schools in Yola metropolis 92

Table 20: Post-Hoc Scheffe Test on Multiple Comparisons of Means the role performances of principals on supervision in secondary schools management in Yola metropolis 93

Table 21: Summary of ANOVA on Perceptions of Respondents on the role performances of principals on staff development in secondary schools in Yola metropolis 94

Table 22: Summary of ANOVA on Perceptions of Respondents on the role performances of principals on maintenance of discipline in secondary schools in Yola metropolis 95

Table 23: Summary of ANOVA on Perceptions of Respondents on on the role performances of principals on school-community relationship in secondary schools in Yola metropolis 96

Table 24: Post-Hoc Scheffe Test on Multiple Comparisons of Means on the role performances of principals on school-community relationship in secondary schools in Yola metropolis 97

Table 25: Summary of ANOVA on Perceptions of Respondents on on the role performances of principals on maintenance of facilities in secondary schools in Yola metropolis 98

Table 26: Summary of Hypotheses Testing 99

LIST OF FIGURES

Fig. 1: A model of staff development programmes 27

ABBREVIATIONS

B.Ed:	Bachelor of Education
FRN:	Federal Republic of Nigeria
M.Ed:	Master of Education
NCE:	Nigeria Certificate in Education
NPE:	National Policy on Education
NTI:	National Teachers Institute
PGDE:	Post Graduate Diploma in Education
PhD:	Doctor of Philosophy
SSCE:	Senior Secondary School Certificate Examination
UBEC:	Universal Basic Education Commission

Operational Definition of Terms

Perception: The representation of what is perceived; basic component in the formation of a concept. A personal belief, judgment or a message expressing a belief about something; the expression of a belief that is held with confidence but not substantiated by positive knowledge or proof.

Stakeholders: These are educational personnel that comprise among others Ministry of Education officials, principals and teachers.

Management: Management is the function that coordinates the effort of people to accomplish goals and objectives by using available resources efficiently and effectively

Role Performance: The act of performing; of doing something successfully; using knowledge as distinguished from merely possessing it. It is a set of connected behaviours, right, obligations, beliefs and norms as conceptualized by people in a social situation.

School Principal: Principals is the head of the secondary school who oversees the general program of the school. These programmes consists of interpretation of policies, maintenance of equipment, physical facilities and finances, inducting/retaining staff, and maintaining effective school community relationship.

Interpersonal Relationship: Interpersonal relation is a strong, deep or close association acquaintance between two or more people that many range in duration from brief to enduring.

Decision Making: decision making is the process whereby a choice has to be made between two or more different alternatives to determine about the future state of affairs.

Communication: communication is a process of exchanging and transmission of information, ideas, feeling, attitudes and understanding between two or more person within a given society.

Supervision: Supervision is a way of advising, guiding, refreshing, encouraging, stimulating, improving and over-seeing certain groups toward the effective improvement of the instructions.

Staff Development: Staff development programmes are therefore aimed at professional and personal development of staff in school organization through conferences, seminars, workshops, in-service training etc.

Discipline: Discipline is a willingness to accept rules and regulations laid down for guidance in accordance with what is expected of the individual by the society.

School-Community Relationship: School-Community Relationship is maintenance of satisfactorily relation and understanding between the school and the community in which is situated. e.g: teachers, principals and parents,

Maintenance of Facilities: This is a process of coordinating, supervising, and overseeing the will-being of school properties such as building, furniture, books, and general school environment.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The principal role in school organization as school administrator is unquantifiable. Principal manage day to day activities of school and make decisions that impact the overall educational success of school. They also help set goals for their schools that align with federal, state, local and parents expectations. This includes proficiency on standardized tests at all levels.

It is possible to see the principal as someone in-charge of running the school and responsible for policy formulation school curriculum and finances. However, it is known that this conception of the principal does not apply in Nigeria. The principal has little or nothing to do with policy formulation, control and finances. The position of the principal is centeral to the smooth running of the school. Ozigi (1977) writing on the importance of the office of the school principal, whom he would like to call administrator stated that; the organization, administration, instruction and tone of a school reflect to a great extend, the personality of the principal. The principal is the central figure in the school on whom much of school success depends. However, according to Ozigi (1977) he can make or mark the school.

If the position of the principal is such an important one, he is expected to posses a number of qualities facilitative of school work. Ozigi (1977) stated that, among other qualities the following are expected of the principal commitment, drive, energy, vision, common sense and mental alertness. Obemeata (1984) in an extensive discussion of the qualities of a school head named the following characteristics as necessary self discipline,

firmness and fairness persuasiveness, flexibility, patience, self control and tactfulness. In addition, the principal should be academic and professionally competent. With clear understanding of whom the principal is, the importance of that office and the qualities expected of any occupant of the office, it should be easy to understand the role of the principals in bringing about high quality education in the secondary school.

For instance, the role of principal on interpersonal relationship in the school should not be over emphasized. Inter-personal relationship is a strong, deep or close association between two or more people that may range in duration from brief enduring. This association may be based on inference, love, solidarity, regular business interactions and other type of commitment. Interpersonal relationships are formed in the context of social, cultural and other influences. Principal should have the ability to be aware of others emotions, feelings and needs and to be able to establish and maintain cooperative, constructive and mutually satisfying relationship between teacher and students, among teachers, among students, teachers and school and students and the school etc.

Decision making is regarded as the cognitive process resulting in the selection of belief or a cause of action among several alternative possibilities. Decision making is one of the central activities of management and is a huge part of any process of implementation. The school principal is charged with the responsibilities for making intelligent and informed decisions. Ogunsanju (2006), observed that decision making is the process where by a choice has to be made between two or more different alternatives to determine about the state of affairs.

Likewise, communication is one of the important roles of principals in school. Communication is simply means the act of transferring information from one place to

another. The principal is therefore expected to maintain effective lines of communication within and outside the school for the smooth and effective running of the school. Yabo (2007) stated that "communication is the life blood of any organization without which no activity off an organization will be possible".

supervision is a way of advising, guiding, refreshing, encouraging, stimulating, improving and over-seeing certain groups with the hope of seeking their cooperation in order for the supervision to successful in their task of supervision (Dodd and Ogunsanya, 2005). The principal's role performances on supervision is ensuring the improvement of teaching and learning instructions in order to promote teachers and students' performances in the school.

Another important role performances of principal are on staff development. Staff development is the process of improving the knowledge and skills of employees within an organization by providing them with regular training and re-training. Principals should the capability of staff by sending them to workshops, seminars, in-service training and other educational conferences in order to boost their morale and academic performances. Tiberodwa (2000) pointed out that staff development programmes include training and retraining, attendance of seminars, workshops, conference and short courses within and outside the institution as well as sabbatical leave.

Additionally, principal is charged with maintenance of discipline in the school. Thus, school discipline connotes the implementation of rules and regulation, punishments and rewards as well as behavioural strategies appropriate to the regulation of children or adolescents and the maintenance of order in school environment. It aims at control the students activities and general behaviour. Gable and Haidt (2005) ascertained that all

aspects of school which comprise the rules and regulations made for the purpose of fostering successful management and interpersonal relationship is within the scope of discipline.

Role performances s of principals on school community relationship should not be over emphasized. A principal of a school regarded as a public relation officer. He is expected to know the community within which the school existed; and establish as well as maintain a cordial relationship between the school and the community. A thorough knowledge of the nature of the community is vital, it is necessary because the objectives of the design aspirations, values, beliefs and philosophy of the people. The principal is to take the initiative in translating the school to the community developmental objectives of the school, so that members of the community could take keen interest in the school and its activities. Sharma (1992) Poor school community relationship has been attributed to inability of the principals to carryout their duties efficiently.

School facilities are regarded as those educational facilities that can be used to facilitate teaching and learning activities. These include school buildings, such as classrooms, assembly halls, libraries, laboratories, recreational areas, residential areas, playgrounds etc. they also include teaching aids, modern educational hardware, and software, projectors and non-projectors materials among others. School facilities play a vital role on effective teaching and learning process. Therefore, a principal is expected to take cognizance on these facilities in the school. i.e to ensure the availability and effective utilization of these facilities within the school for achievement of educational objectives. Kwesiga (2002) approved that; lack of maintenance of school facilities directly affects students' performances and achievement of educational objectives.

1.2 Statement of the Problem

The role of principals in secondary schools is worth investigating when one looks at the over view in the background to the study. The principals' roles cover many different areas including interpersonal relationship, decision making process, communication, supervision, staff development, maintenance of discipline, school community relationship and maintenance of school facilities. It is also the responsibilities of the principals to direct available resources towards actualization of goals. They coordinate the school activities in order to ensure that many programmes go on at the same time without one conflicting the others.

Change in social values pose serious challenges to the school managers, therefore, little attention is being paid to educational pursuit. Attention is in more on acquisition of wealth. This developments which is true in the present as it was in the past in. making school administration complex. This situation has led to the breakdown of law and order in schools. Therefore, perceptions of stakeholders on the roles performances of principals become imperative in order to enhance professionalism and explore ways of tackling any emerging problem.

For instance, there are gaps in school interpersonal relationship that need to be bridged in Nigerian educational system as a whole and in Adamawa state in particular. Inability of principal to improve interpersonal relation can directly or indirectly affects smooth running of the school. For example, non-cordial relationship between teachers and students, teachers and principals, principals and students, students and management, school and Ministry of Education officials etc. all these problems can disorganize security and stability plan in the school. Olarewaju (2014) lamented that; "lack of cordial

interpersonal relationship affects the working together to identify, define and solve common problems in the school". It is equally argued that all aspects of school which comprise the rules and regulations made for the purpose of fostering successful management and interpersonal relationship is within the scope of discipline.

In respect of decision making in schools, poor performances of principal in democratizing the school leadership through decision making leads to development of conflicts between the school management and teachers, school and community or between school and Ministry of Education Officials. Likewise, rumour mongering and gossip among students, teachers and even the community will emerge if the school principal fail to efficiently improve school communication; this in turn may lead to non-respects and school conflicts too. Yabo (2007) stressed that "communication is the life blood of any organization without which no activity off an organization will be possible".

School supervision means to assist in one way or the others towards the improvement teaching and learning instructions; the principal as overall head of the school, is the chief supervisor as well as director of all the school activities. Inability of principal may lead to poor performances of both teaching and non-teaching staff which in turn lead to the poor students' academic performances. Adepuju (1998), asserted that supervision is process of bringing about improvement in instruction by working with people who are working with pupils (students).

Students' academic performances has been related to inability of teachers to effectively render their duty, while this may result due to lack of teachers' skills, competence and productivity, this also emerges due to irregular training and retraining of staff. Ozigi (1977) concluded that "indeed this category of teachers, who are conservative

and complacent as well as to the unqualified teachers in the profession constitute one of the factors responsible for the falling standard of education". It is the responsibility of the principal to ensure that regular training and retraining are being conducting to both teaching and non-teaching staff in the school.

Its worthy of note that whenever the school principal or teachers failed to maintain proper discipline in the school, this action will definitely makes students to misbehave. And no successful teaching and learning could be realized in the state of bad attitude. This commensurate the view of Olarewaju (2014), who said "Misbehaviour is any behaviour that, through intent or thoughtlessness, interferes with teaching or learning, threatens or intimidates others, oversteps society's standards of moral, ethical, or legal behaviour". However, Gable and Haidt (2005) argued that all aspects of school which comprise the rules and regulations made for the purpose of fostering successful management and interpersonal relationship is within the scope of discipline.

Community plays vital roles on smooth running of school through participation in decision making, School Self Evaluation (SSE) and School Development Plan (SDP). Poor function of principal toward the improvement cordial school community relationship will consequently lead to the falling standard of education within the environment and create regular school community conflicts. Sharma (1992) Poor school community relationship has been attributed to inability of the principals to carryout their duties efficiently. Even though, maintenance of school facilities become the responsibility of both the school and community, but principal as an overall head of the school charged with the responsibility of coordinating, planning and maintenance of all school properties right from buildings, furniture, and other appliances. Kwesiga (2002)

approved that; lack of maintenance of school facilities directly affects students' performances and achievement of educational objectives.

1.3 Objectives of the Study

The study was set to achieve the following objectives:

1. examine the perceptions of stakeholders on the role performances of principals on interpersonal relationship in secondary schools in Yola Metropolis, Adamawa State;
2. ascertain the perceptions of stakeholders on the role performances of principals on decision making process in secondary schools in Yola Metropolis, Adamawa State;
3. determine the perceptions of stakeholders on the role performances of principals on communication in secondary schools in Yola Metropolis, Adamawa State;
4. evaluate the perceptions of stakeholders on the role performances of principals on supervision in secondary schools in Yola Metropolis, Adamawa State;
5. ascertain the perceptions of stakeholders on the role performances of principals on staff development in secondary schools in Yola Metropolis, Adamawa State;
6. assess the perceptions of stakeholders on the role performances of principals on discipline in secondary schools in Yola Metropolis, Adamawa State;
7. examine the perceptions of stakeholders on the role performances of principals on school community relationship in secondary schools in Yola Metropolis, Adamawa State; and

8. determine the perceptions of stakeholders on the role performances of principals on maintenance of facilities in secondary schools in Yola Metropolis, Adamawa State.

1.4 Research Questions

The following research questions were asked to guide the study:

1. What are the perceptions of stakeholders on the role performances of principals on interpersonal relationship in secondary schools in Yola Metropolis, Adamawa State?
2. How are the perceptions of stakeholders on the role performances of principals on decision making process in secondary schools in Yola Metropolis, Adamawa State?
3. To what extent are the perceptions of stakeholders on the role performances of principals on communication in secondary schools in Yola metropolis, Adamawa State?
4. What are the perceptions of stakeholders on the role performances of principals on supervision in secondary schools in Yola Metropolis, Adamawa State?
5. What are the perceptions of stakeholders on the role performances of principals on staff development in secondary schools in Yola Metropolis, Adamawa State?
6. What are the role performances of principals on discipline in secondary schools in Yola Metropolis, Adamawa State?
7. How are the perceptions of stakeholders on the role performances of principals influence school community relationship in secondary schools in Yola Metropolis, Adamawa State?

8. How are the perceptions of stakeholders on the role performance of principals on maintenance of facilities in secondary schools in Yola Metropolis, Adamawa State?

1.5 Hypotheses

In line with research objectives, hypotheses were formulated as follows:

1. There is no significant difference in the perceptions of teachers, principals and Ministry of Education officials on the role performances of principals on interpersonal relationship in secondary schools in Yola Metropolis, Adamawa State.
2. There is no significant difference in the perceptions of stakeholders on the role performances of principals on decision making process in secondary schools in Yola Metropolis, Adamawa State.
3. There is no significant difference in the perceptions of stakeholders on the role performances of principals on communication in secondary schools in Yola Metropolis, Adamawa State.
4. There is no significant difference in the perceptions of stakeholders on the role performances of principals on supervision in secondary schools in Yola Metropolis, Adamawa State.
5. There is no significant difference in the perceptions of stakeholders on the role performances of principals on staff development in secondary schools in Yola Metropolis, Adamawa State.

6. There is no significant difference in the perceptions of stakeholders on the role performances of principals on discipline in secondary schools in Yola Metropolis, Adamawa State.
7. There is no significant difference in the perceptions of stakeholders on the role performances of principals on school community relationship in secondary schools in Yola Metropolis, Adamawa State.
8. There is no significant difference in the perceptions of stakeholders on the role performances of principals on maintenance of facilities in secondary schools in Yola Metropolis, Adamawa State.

1.6 Basic Assumptions

The research is based on the following basic assumptions:

1. Role performances of principals on interpersonal relationship harmonize condition of teaching and learning process which in turn prevail climatic condition in secondary schools in Yola Metropolis, Adamawa State.
2. Role performances of principal on decision making process enhance democratic leadership styles in secondary schools in Yola Metropolis, Adamawa State.
3. Ability of principals to sustain effective schools communication ameliorates sharing of responsibilities and division of labours in secondary schools in Yola Metropolis, Adamawa State.
4. Supervisory role of principals encourages the implementation of instructions in secondary schools in Adamawa State.

5. Roles performances of principals encourages regular staff development programmes through in-service training, seminars, workshops and conferences in secondary schools in Yola Metropolis, Adamawa State.
6. The effort of principals on maintenance of discipline enables school to achieve the predetermined objectives in secondary schools in Yola Metropolis, Adamawa State.
7. Role of principals on substantiating cordial school community relationship intensify teaching and learning process through effective school development plan in secondary schools in Yola Metropolis, Adamawa State.
8. Proper maintenance of school facilities can be achieved through efficiency of active principal in secondary schools in Yola Metropolis, Adamawa State.

1.7 Significance of the Study

The study focuses on perceptions of stakeholders on the role performances of principals in the management of secondary schools in Yola Metropolis, Adamawa State. The outcomes of the study in one way or the other will be of benefits to both teaching and non-teaching staff of the Ministry of Education in Yola Metropolis, Adamawa State. For instance, the study will benefit the principals by encouraging them to work hard. The study will also be of great benefit to the principals because it will enable them know the appropriate method to use towards the achievement of desired objectives. By this therefore, it is expected that principals will have a clearer pictures of the area that needs more attention to be used in development plan.

It is also hope that in this way Ministry of Education will be made to map out strategies for plans regarding ways to utilize human resources. The study will reveal

appropriate techniques to be used towards enhancing the image and confidence of staff and students in achieving desired educational objectives.

The findings of the study will also be of great importance to parents and stakeholders. It will further open the doors for positive interpersonal relationship in the school. The findings will clarify the strength and weakness of the school principals in the encouragement of staff development programmes in secondary schools in Adamawa state.

The study will equip the principals and teachers with importance of cordial relationship between school and the community. It stress the supervisory roles of principals in ensuring disciplines, school maintenance and general instructions the as executive administrators of secondary schools in Adamawa state.

Finally, it is hope that the outcomes of the study will pave way for further research into different aspects of principals' role performances s in the administration of secondary school for being the documents additional reference for further academic research.

1.8 Scope of the Study

The study focuses on perceptions of stakeholders on the role performances of principals in the management of secondary schools in Adamawa State. The study covered only public secondary schools of 5 Educational Zones of Ministry of Education in Yola Metropolis, Adamawa State. However, the study is limited to only teachers, principals and Ministry of Education officials in the state. These stakeholders were selected as they are responsible for managing all the school services in the Metropolis.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.13 Introduction

The study is titled "perceptions of stakeholders on the role performance of principals on the management of secondary schools in Yola Metropolis Adamawa State, Nigeria". For the study to be effective and efficient, there is the need to review relevant literature on the topic under study. In respect of this, the following issues are going to be review:

2.14 Conceptual framework;

2.14.1 Concept of role performance;

2.14.2 Concept of Management;

2.14.3 Concept of School Organization;

2.15 Role performance of principals on interpersonal relationship in school organization;

2.16 Role performance of principals on decision making process in school organization;

2.17 Role performance of principals on communication in school organization;

2.18 Role performance of principals on supervision in school organization;

2.19 Role performance of principals on staff development in school organization;

2.20 Role performance of principals on discipline in school organization;

2.21 Role performance of principals on school community relationship in school organization;

2.22 Role performance of principals on maintenance of facilities in school organization;

2.23 Empirical Studies; and

2.24 Summary and Uniqueness of the Review.

2.2 Conceptual Framework

The conceptual framework of this study centres on management of the role performance of principals and school organization.

2.2.1 Concept of Management

Management in an organization is the function that coordinates the effort of people to accomplish goals and objectives by using available resources efficiently and effectively. In the words of Henry (1995), to manage, is the ability to forecast and to plan, to organize, to command, to coordinate and to control the affairs. Management is a word that is quite wide spread and cannot ever have a precise and concise definition. There have been a lot of definitions to it in the fast that have tried to define the meaning objective and scope of management in the lives but none of them have been able to precisely and completely define the scope and meaning of management. Many eminent authors on the subject have define the term management. Some of the widely known definitions of management are as mentioned here. George (2004) stated that, management is distinct process consisting of planning organizing activity and controlling performed to determine and accomplish the objectives by the use of people and resources.

2.2.2 Concept of Role Performance

Role performances are certain behaviours of employees, which are not part of their formal job requirements, role performance relates to how successfully one plays his prescribed role. The performance is measured in terms of his relative success or failure in that role. In role performance, the emphasis is on quality. (www.wikipedia.com).

A role is a set of connected behaviours, right, obligations, beliefs and norms as conceptualized by people in a social situation. Roles are the function or positions that

somebody has or is expected have in an organization, in society or relationship. In the same vein, Ogburn and Nmkoff (2005) defined role as a set of socially expected and duties and privilege associated with a particular position in a group. Furthermore, role is the behaviour enacting of the patterned expectations attributed to that position.

2.2.3 Meaning of Principalship in School

Principals are the heads of the secondary schools and therefore oversee the general program of the school. The development of the total quality management in education has given the principal more serious challenge which the past all they knew was based on the clinical supervision (NPE, 2009). The school principal performs wide variety of functions. The main task of the school principal are interpret policies, equipment, physical facilities and finances, inducting and retaining staff, and finally maintaining effective school community relationship. The principal according to Nzomiwu (1997), is primarily charged with the development of each and every students in the school. This is because the students as at the centre of the educational process and all activities in the school should aim at developing his total personality to the fullest.

2.2.4 Concept of School Organization

School organization is a part of educational process in the country. A well organized school is the backbone of the education. Since they are known as mini societies. This organization plays an important role in developing the education among masses. Students of the school learn and acquire knowledge in the well organized schools. An organization is defined as the necessary combination of human efforts, material equipment brought together in a systematic and effective coordination to accomplish the desired result. School organization comes under broader umbrella of

school management. The school management deals with the overall policy framing and examining the smooth functionary of the school, while the school organization is about the actual organization of resources, events, personnel of a school.

2.3 Role Performance of Principals on Interpersonal Relationship in School Management

Interpersonal relation is a strong, deep or close association acquaintance between two or more people that many range in duration from brief to enduring. Interpersonal relationship is connected with relationships between people, Oxford Advanced Learner's Dictionary (2000). Interpersonal relationship has the potential influence on classroom performance and learning outcomes in positive ways. In support of the above assertion, Kodz (2011), posited that good interpersonal interaction of teachers with students has positive effort on academic achievement.

2.3.1 Importance of Interpersonal Relationship

Human beings are innately social and are shaped by their experiences with others. There are multiple perspectives to understand the inherent motivation to interact with others:

1. **Needs to Belong:** according to Maslows hierarchy of needs, humans need to feel love (sexual and non-sexual) and acceptance from social groups is so innately ingrained that it may be strong enough to overcome physiological and safety needs, such as children attachment to abusive parents or staying in abusive nomadic relationship.
2. **Social Exchange:** Another way to appreciate the importance of relationship in terms of reward from work. This perspective suggested that individuals engaged

in relations that are rewarded in both tangible and intangible ways. The concept of fits theory based on the idea that relationship develops as a result of cost-benefit analysis. Individual seek reward in interactions with others and are willing to pay a cost for such rewards.

3. **Rational Self:** Relationships are also important for this ability to help individuals develop a sense of self. The rational self is the part of an individuals self-concepts that consist of the feeling and beliefs that one has regarding oneself that develops based on interaction with others. In other words, ones emotions and behaviour are shaped by prior relationships. Thus, relationship influences one's emotions and behaviour in interactions with the new individual, particularly those individuals that reminds him or her of others in his or her life.

2.4 Role Performance of Principals on Decision Making Process in School Management

Decision making is very much important in any school setting. It is a matter of making a selection from different options (Endogan, 1996; Akdag, 2002; Ugurgu & Covert, 2011).

According to Olubadewo (1992), decision making is the process of thought and deliberation that leads to a decision. In his own view, decision is not only a part of people's daily routine, but also an intrinsic requirement for the viability of an organization. He went to further say decision essentially involves the process or mechanism by which a particular course of action is chosen from among so many available alternatives.

Dare (2006) defined decision-making as a process of making the best choice out of many pressing alternatives. Furthermore, school like all formal organization is basically a decision-making structure. Decision making can therefore, be seen as problem solving. However, the leader needs to posses a good knowledge of problem solving techniques in order to make sound and effective decision.

According to Ogunsanju (2006), decision making is the process whereby a choice has to be made between two or more different alternatives to determine about the future state of affairs. Newman and Sumber (1961) in Dare (2008) maintained that decision making process is synonymous to planning. This means that activities that need decision making process should be carefully planned. Decision making process is an extension of series of interrelated communication event (Dorsay, 2006). In line with the above, Simon (2008) conceives decision making synonymous with managing.

2.4.1 Types of Decision Making Process

There are two types of administrative decision:

1. **Personal Decisions:** These are decisions which the administrator makes concerning himself eg: decision to retire from service or go for further training.
2. **Organizational Decision:** These are decisions which the administrator makes concerning the organization and its proper functions.

However, both types of decisions affect each other directly of indirectly.

2.4.2 Importance of Decision Making Process

1. It has the tendency to perpetuate itself, it attempts to protect itself from disruption and destruction from within and hence it is concerned with the morale and satisfaction of its employees.

2. It seeks to survive and it is therefore competitive with other behaviour patterns and findings it seeks to progress and grow.
3. Decision making gives and creates awareness in an organization for belongingness.
4. Decision must always be made about who is to do what, how it will be done, when and where it will be.
5. In making plan, there must be decision committed to the resources.

2.4.3. How to Make Decision

Olubadewo (1992), noted that decision making can be done in the following ways:

1. State the problem
2. List the alternatives
3. Select the best alternative
4. Recognize, define and limit the problem.
5. Analyze and evaluate the problem.
6. Establish criteria or standards by which solutions will be evaluated or judged as acceptable and adequate to the need.
7. Collect data.
8. Formulate and correct the preferred solution;
9. Put into effect the proffered solution.
10. Programmes the solution.
11. Control the activities in the programme and
12. Evaluate the results and the process.

4.4.4. Effective Strategies for Decision Making

Dare (2009), highlighted the following as effective strategies for decision – making process.

1. The Classical model
2. Administrative model and
3. Incremental Model and Mixed Canning Model

Classical Model: Classical Model encourages a completely rational approach to decision making process. It seeks the best alternative to maximize the attainment of goals and organizational objectives. Classical models present decision making as process that involves sequential steps.

Administrative Model: This presents certain level of satisfaction. This model searches for alternative rather than optimal ones. It is a situation whereby the manager relies on both theory and experience in decision making process (Simon, 1974).

Incremental Model: This model focuses on successive initiate comparison when certain situations require an incremental strategy. The model of decision making process is very appropriate if the set of relevant alternative is very difficult to define and the consequences of each alternative is very unpredictable (Lindboum, 2006).

Thus, mixed scanning decision making process this types of model is often proposed for complex decision making in organization's administrative and incremental models (Amitan, 2007).

2.5 Role Performance of Principals on Communication in School Management

Communication system in any organization like the school is very vital to the survival and smooth running of the organization. Through the use of language, mankind has been able to record past history and to transmit its cultural values from generation to the other. This transmission exercise lies on communication process without which managerial, administrative and academic functions will not be possible in school. In fact, without effective communication, organization s will not be carried effectively towards goal achievement, with the use of communication, man has helped or herself to build societies and other social groupings, which contribute to the survival and to more enjoyable patterns of living. In all organizations, the transfer of information from one individual to another is absolutely necessary. (Onyeiwu, 1984).

Communication from the view point of Koortz (1999), is to effect change to influence action towards the welfare of the enterprise and as such the need for an effective channel of communication becomes imperative for the attainment of the organizational goals. To them, communication is means by which people are linked together in an organization.

The communication process follows a systematic procedure. It is a give and take method involving the sender and the receiver. (Nakpodia, 2013). According to Yabo (2007), communication is the life blood of any organization, without which no activity of an organization will be possible. Communication in school administration usually involves the day to day passing of information from the school administrator to the subordinators involved in school management. This commensurate with the opinion of Dare (2006), who stated that communication is that which involves thee transmission of information, ideas, feeling, attitudes and understanding. He further asserted that it is a

means of interacting among the personnel in any organization including the public enterprise and schools.

2.5.1 Importance of Communication

Geoge and Kasab (2006) makes the following contribution in relation to importance of communication:

1. Communication served as a lubricator fostering the smooth operation of the management process.
2. Communication helps managerial planning to be performed effectively.
3. It helps managerial organization to be carried out effectively and
4. Managerial control to be applied effectively.

2.5.2 Purpose of Communication

According to Scott and Mitchell (1976) in Pretemode (2006), the purpose of communication are to:

1. Influence the performance of organizational members to motivate, direct, instant and evaluate their activities.
2. Clarify and express feeling.
3. Served as an information input or exchange process.
4. Serve as a systematic process of bridging the situational gaps.

2.6 Role Performance of Principals on Supervision in School Management

Supervision is a way of advising, guiding, refreshing, encouraging, stimulating, improving and over-seeing certain groups with the hope seeking their cooperation in order for supervision to be successful in their task of supervision (Dodd and Ogunsanya,

1985). Supervision in education has been conceptualized by different authorities. For instance, supervision involves two parties; the supervisor and the supervisee. According to Ogunsanjo (1983), supervision is generally considered as a service helps to teachers or a process of giving and receiving help in an effort to improve instruction. This effort is concerned with what to teach, when it should be taught, to whom, by whom, and how. In carrying out these assignments, the supervisor becomes an over-seer and person responsible for the well being of this men. This definition encompasses the curriculum, the students, the institutions, the timing, the pedagogy and the teachers being supervised. This further means that the supervisor must be academically and professionally sound and above the teacher in question.

Supervision has become very necessary in recent times because of the importance attached to education and the desire to improve the quality of education. According to Osakwe (2010), supervision is concerned with the supervision of professional assistance and guidance to teachers and students geared towards the achievement of effective teaching and learning in the school. Through supervision the principal can provide meaningful feedback and direction to teachers that can have profound effect in the learning that occurs in the classroom.

Frita and Miller (2001) opined that, the responsibility of ensuring that effective teaching and learning take place and the extant to which instructional supervisors carryout their duties in by employing various techniques to enhance teachers job performance accordingly. Obi (2004) has outlined many strategies available for supervisors to help teachers on the job and also to facilitate effective instruction in schools. Some of the strategies included self appraisal method, micro-teaching, classroom

visitation, clinical supervision, workshops, demonstration method among others. These methods provided feedback to the teachers on the various learning outcomes of the educational system and also help to realize the goals of teaching and learning.

2.6.1 Rationale for Supervision in School Organization

One of the crucial reason for supervision is to ensure that each individual teacher within the school system has been performing the duties for which he was lined. There is the need for supervision in order to improve the effectiveness of teachers so that they can contribute maximally to the attainment of the systems goals. For a supervisor to achieve the above stated objectives, it becomes necessary for him to have a clear picture of what he wants in supervision and how he can go about achieving the objectives.

Other reasons for supervision of schools are to:

1. Know the performance of teachers recruited to teach in the school system.
2. Determine whether a teacher should be transferred, promoted, retained or dismissed.
3. Improve incompetent of teachers.
4. Discover special abilities or qualities possessed by teachers in the schools.
5. Provide a guide for staff development.
6. Know the effectiveness of classroom management by the teachers.
7. Know the direction of the schools.
8. Assess the tone of the schools and identify some of their most urgent needs (Ogunsanjo, 2006).

2.7 Role Performance of Principals on Staff Development in School Management

Every organization is expected to be communicated to creating an equitable development which values and empowers people at all level. Staff development is seen by Support Council Education Services (2004) as one of the main routes of achieving this commitment. Staff development programmes are therefore aimed at professional and personal development of the three categories of staff in the school system. These are the teachers, the administrators and the support staff. Staff development according to Adesina (1980), connotes the way and means by which staff performance needs are recognized and the extent to which leaders ensure that these needs are met. Likewise, piper and Gaiter (1989) defined staff development as a systematic attempt to harmonized individuals interests and wishes, and their carefully assessed requirements for furthering their careers with the forth coming requirements of the organization within which they are expected to work.

Staff development helps educators keep abreast of expanding knowledge base on education so they can continually refine their conceptual and craft skills (Gusky and Huberman, 2007). There is a need to ensure that the development programmes serves the expected purposes through the acquisition of the required knowledge and skills by the staff. Below is the model for staff development programme developed by Rebore (1982):

Fig. 1: A proposed Model of Staff Development Programmes



Source: Adopted from Rebore (1982)

The components of the model are discussed as follows:

1. **The goals and objectives of the school system:** The goals and objectives of the school system on which are primarily concerned with developing in students the basic skills and imparting in them knowledge and understanding.
2. **Needs Assessment:** preceding staff development programmes needs assessment determining any discrepancies between the existing and the needed competences to achieve the goals of the schools.
3. **Staff Development Goals and Objectives:** The**se** continually change to meet the changing of the individual staff members and the schools. For instance, in this information age, there is the need for computer education and application by staff and students in school.

4. **Programmes Design:** this is a process of matching staff needs with available resources through an effective delivery method. Delivery method include seminars, classes and courses, workshops, conferences, research and work experience.
5. **The Implementation and Delivery Plan:** This involves providing employees with appropriate incentives to participate in development programmes. Such incentives include satisfactory time arrangement, effective and supportive management and leadership, reimbursement for expenses incurred and improved remuneration.

2.7.1 Aims of Staff Development Programmes

The aims of staff development programmes to keep the staff up-to-date on the latest development in them fields and en able them to brush up their skills. The main purpose of staff development in schools therefore is to enable staff to achieve their potential as employees and to effectively contribute to the achievement of the schools objectives. The effectiveness of staff development programmes in schools entails consideration of improvements in students learning in line with modern educational improvement efforts.

2.8 Role Performance of Principals on Maintenance of Discipline in School Management

Discipline defines as the limitation of an individual or a group of people. It is the practice of restraint, which may be self-imposed. The study of psychology reveals that a person possesses boundless urges and impulse, which are constantly seeking, sexual activities exploration and success. On the other hand, the society stipulates law and traditions which does not permit free expression of these inner forces without following the appropriate procedure acceptable by balance between his inner tendencies and the

external restrictions. Self discipline is a willingness to accept rules and regulations laid down for guidance and the ability to at in accordance with what is expected of the individual by the society (Joseph, 2010).

School discipline is an essential element in school administration. This is because discipline is a made up of life in accordance with laid down rules of the society to which all members must conform, and the violation of which are questionable and also discipline it is seen as the process of training and learning that foster growth and development (Imaguezor, 2008). The doctrine of school disciple is therefore, to help the individual to be well adjusted, happy and useful to his society. The doctrine of school discipline according to Note and Barrel (2003) is based on the concept of "Loco Parentis" which allows school authorities full responsibility for child upbringing, the right of discipline and control.

School discipline refers to regulation and children and the maintenance of order (rules) in schools. These rules may, for example, define the expected standards of clothing, time keeping, social behaviour and work ethics. The term may be applied to the punishment which is the consequence of the code of behaviour. (Peyes, 2006).

2.8.1 Types of Disciplinary Problems

a. Common Disciplinary Problems

School discipline connotes the implementation of rules and regulation, punishments and rewards as well as behavioural strategies appropriate to the regulation of children or adolescents and the maintenance of order in school environment. It aims at control the students activities and general behaviour. Rosen (1997) distinguishes the

following ten types of disciplinary problems which may lead to a learners' suspension namely:

- Defiance of school authorities
- Class disruption
- Truancy
- Fighting
- The use of profanity
- Damaging school property.
- Dress code violation
- Theft
- Leaving school without permission.

The other common types of disciplinary problems experienced in secondary schools as mentioned by Donnely (2000) include fight, insubordination, little support for educators, a general climate of disrespect and distrust of administration. McManus (2012) list several types of misbehaviours which make the work of education difficult. These include: repeatedly asking to go to the toilet, missing lesson, absconding, smoking in the toilets, pushing past the educators, playing with matches in class, making rude remarks to the educator, talking when a learner is suppose to be writing, being abusive to the educator, fighting in class, threatening the educator etc.

b. Severe Disciplinary Problems

In view of Alidzulwa (2000), the fact is severe disciplinary problems have been experienced in secondary schools, stressing that some schools have developed into battlefields, since learners carry weapons such as guns to schools. Incidences have been

reportedly of learners stabbing their educators and principals with pang as, and they also fight each other.

A survey on educators opinions on violence in education conducted by Frazer and other in Smith (2010) reveals that cases of violence. These include the burning down of classrooms, learners attacking educators cars and attacking taxi drivers in order to sill their cars. Moodj in Smith (1999) distinguishes the kinds of perpetrators of school violence as those making themselves guilty of:

- Verbal violence (name-calling, creating disorder, bullying etc.).
- More serious beheviour including vandalism, theft and blackmails.
- The sexual harassment of girls.

c. Analyzing Disciplinary Problems

The ills and vices that go on in the society have their effects in schools. Some of discipline among secondary school students can be analyzed as follows:

i. **Truancy:** This is irregular attendance in school or classes with many factors within or outside the school building, peer group influence, teacher methods of teaching of discipline are some school factors that can lead to truancy. Factors outside the school may include poverty when where the child need to fend for him/herself, engage in labour to raise money, parenting/guiding methods of discipline, security among others.

ii. **Absenteeism:** This may result from the type of leadership obtaining ina school. The school exercise greater control over students and may lead to students to frustration, if there is insufficient supply of school materials and facilities such s food, water toilets facilities which may lead to absenteeism or rebellion against authority.

iii. **Fighting:** Children fighting at the secondary school level are very low in self esteem. The chief impetus for fighting during the normal course of classroom and playground life tends to lie in the child basic sense of inadequacy and Feelings of not being valued or worthy. In other words, the four psychological needs of the child have not been met, the needs for cove, security, new experience and need for responsibility. Home background may contribute the frequent fighting nature of a child.

iv. **Stealing:** This is the removal of another person's property without has permission. The socio-economic environment including status of parents, home background and a natural tendency to steal is responsible for this among students. This conduct in mostly influenced by peer group pressure.

v. **Drug Addiction/Abuse:** This is on of the most dangerous and most common school disciplinary problems. It means taking drug without prescription by the appropriate person. Abused drugs include cigarettes, alcohol, tobacco, heroine and smoking of herbs. There is general moral decadence in this regard because many parents are also guilty of the same misbehaviour and are unable to to instruct, correct, advice or guide children along the proper paths concerning the use of drugs.

2.8.2 Causes of Disciplinary Problems

- **Parental/Home Factor:** Most authors regard parents as of the greatest importance in creating a conducive teaching and learning atmosphere. It seems that the lack of parental involvement in the major cause of disciplinary problems in secondary schools. Alidzulwi (2000), points out that many parents are not involved in the education of their children causing poor results, high drop out

rates and the absence of discipline in schools. Bodman (2011) is of the view that parents failure to teach their children disciplinary is defined as the greatest contributing factor to disciplinary problems in schools. Varman (2008) also point out that these learners who behave body at school do not receive proper discipline at home.

- **Political, Social and Economic Factors:** Rossouw (2003) claims that educators have reported that they are uncertain, confused and afraid of infringing upon learners rights, and of being accused of misconduct. Saying that the over emphasis placed on learners right many cause a "don't care attitude" and a lack of regard for the educators role in the classroom. This may cause some learners not to strive to excel, instead, they try to influence their classmates negatively to exhibit the same lack off discipline. Children who experienced social alienation from others are often misbehaved. According to Lewis (1991), this situation arises within most families where children feel rejected. According to Butchart (1998) theses feelings experienced by the child may ultimately develop into what is referred to as psychological pains, which may cause problems such as physical assault, gang violence, substance abuse and many others. The political situation in Nigeria is also blamed for children's behaviour. Moloi in Rasson (2003) stated that the involvement of the youth on the political stability and national elections in 1999 caused them to develop arrogance towards adults, that is both educators and parents. Equally, Maree in Rasson (2003) also blames the political situation of the nineties in Nigeria where the causes of violence in schools were politically motivated.

- **School Environment:** Every school manager is committed to ensuring that the school provides a safe and orderly environment in which teaching and learning take place each day. Bazemore (1997) posited that safe and supportive school environments depend on students, staff and parents, staff and parents must know and understand the standard of beehaviour which all the consequences if these standards are not met. Every student has the right to a learning environment free from sullying and intimidation and to feel safe and happy at school. They have the right to be treated fairly and with dignity. (Jerry, 2001). In addition, every community has rules, this school community is in exception. A school makes reasonable rules for the good order of the school and the discipline of students. School has the power to enforce these rules by using discipline and punishment. (Rowne, 2005). However, a lawless community raises unproductive members for the society. In the same vein, a lawless school environment promotes disciplinary challenges to the school manager and teachers. Students in such school disrespect their fellow students, teachers and community members and engage in protest which promulgates violence, discrimination, harassment, bullying and intimation, use of weapons, drugs, alcohol and tobacco. (Mitchell, 1996).
- **Curriculum:** The relevance of the curriculum to learners' needs also influences discipline at school. In research done by Reven in Basay, (1991)**,** it was ascertained that learners engage in several forms of deviant behaviour of the curriculum to not able to effort them opportunities for self-development and a sense of personal worth and do not address the aims that are promoted by society. Basag (1991) further maintains that learners resort to taking matters into their own

hands if they believed that the curriculum is irrelevant and boring. According to Doveton (1991) indicates that deviant behaviour is always experienced if the curriculum that is offered to learners in irrelevant to their interest and that needs of the their communities.

- **Peer Group Influence:** The peer group influences what child values, knows, wears, eats and learns. The extent of this influence however depends on other situational constraints, such as the age and personality of children and the nature of the group (Harris, 1998 and Hartup, 1983). There is no doubt that considerable evidence supports the statement that peer relationships influence the growth of problem beheviour in youth. The peer group can demand blind obedience to a people norm, which can result in socially alienated gangs with pathological outlooks. (Perry, 1987). Douge (1993) indicated that poor peer relationship were closely associated with social cognitive skill deficits. According to Seita, Mitchell and Tobun (1996) when the family has been unable to fully meet a child's needs, other adults life have extra ordinary potential for influencing the child in taking change of his/her life. It is worth noting that peer influence can lead to discipline problems and delinquent behaviours both inside and outside school. It is also clear that one of the major ways that deviant peers. Huntung (1965) posited that criminality in socio-culturally learned in the process of interacting with family members and peers in small intimate groups. This process includes learning the techniques to commit diligent acts and developing the rationalization to protect one's self concept.

2.9 Role Performance of Principals on School Community Relationship in School Management

School is a planned social institution which acts as an instrument of society for teaching the young. In school, the interest of both the adults and children within it covers those of parent and citizens outside it. Since education involves cooperation of teachers, parents, children and the community as whole, parents and the general public except the students to develop certain attitudes and mental attributes necessary for the improvement of the quality of their lives and that of the society. It is therefore very important that principal should establish, develop and maintain satisfactory relation with the community in which the school is situated.

The school can be viewed from two angles: it is a model of the community, and it is also the community school. From both angles, the school has broad functions that bring it into close relations with the surrounding community. The school needs to be in close relationship with the community because of the moral, financial and maternal support which the community gives to the school. Thus, the community participation in school affairs makes the line between school and community more meaningful. Therefore, the school and community regard each other as partners. (Musaazi, 1982).

2.9.1 Relationship between the School and the Community

The inter-relationship between school and the community involves a careful understanding of the influence of one upon the other. Hence, the most basic characteristics of the school and community must be flexible. The school should be willing to take on functions and services in the light of changing needs and development within the community. The school can realize some subjects to the community and draw upon the community for possible teaching and demonstration materials. Students can run

school forms where they learn by doing. Schools in urban cerntres might put more emphasis on other productive activities with their communities. (Ozigi, 1977).

School can also contribute to the life of the community by human experiences for all age groups and at all levels. The school principal and his staff students can relate with the community by organizing school corrects, sport competitions, exhibitions and so on for people in community to partake. Students and staff can also help in community development programmes such as teaching adults how to read and write, educating the community on the importance of good sanitation, and participating in number of community self help projects. School should offer premises for adult education programmes and other cultural festival such as weddings and naming ceremonies. When school facilities such as libraries halls and sport fields are made available to the community, these could help improve school community relations only when he is tactful, pertinent and has an understanding attitude to the community.

2.9.2 Aims of School Community Relationship

The relationship between school and community is aimed at:

i. Exposing students to multiple experiences under different teachers, social groups, cultural institutions and economic establishment.
ii. Expanding the learning environment beyond the classroom into the entire community.
iii. A cooperative strategy must be developed and adopted in bringing school and standard of health, farming, housing etc. through education of the children.
iv. Emphasizing the process of learning rather then the content of learning.

2.9.3 Ways to Promote School Community Relationship

1. The school principal can promote school community relationship by making some school facilities and resources available to the community for educational and social purpose.
2. The principal should accessible to parents and members of the public.
3. Members of the community could be invited to visit the school, attend ad participate in some of its activities, such as speech and open days, sporting activities, school social programmes, staff parties and so on.
4. Educational visit could be arranged for students to place of interest in the community. By doing so the principal will be able to demonstrate in practical terms of the school interest in promoting and sharing the cultural life of the community.
5. Principal should try to be courteous to people treating them with consideration and sympathetic understanding. When he is approached for help on any matter he/she should try to do his best to cooperate but be frank and straight forward in his dealings.

2.10 Role Performance of Principals on Maintenance of Facilities in School Management

Schools exist for the purpose of teaching and learning. Human and materials resources are deployed for this purpose. School facilities are the material resources pounded for staff and students to optimize their productivity in the teaching and learning process. Nwagu (1978) and Ogunsanju (1980) maintained that quality education that children receive bears direct relevance to the availability or lack all atmosphere in which

learning takes place. The school facilities consist of all types of buildings for academic and non-academic activities, equipment for academic and non-academic activities, areas for sports and games, landscape, farms and gardens including trees, roads and paths. Others include furniture and toilet facilities, lighting, acoustics, storage facilities and parking lot, security, transportation, ICT, cleaning materials, food services and special facilities for the physically challenged persons.

Principal must be fully concerned with physical environment and other facilities around the school corners. Dilapidated building, leaking roofs, abandoned projects, over-grown tress and lows, dingy and dark building that were abandon by the previous government etc. have demoralizing effects of people, especially the adolescents, (Abidoa, 2006). As a result, the principals have the responsibilities of ensuring that these facilities are in good shape. Even with the meager resources at their disposal, they have the responsibility of providing teachers and other instructional staff with necessary resources for effective teaching. (Babayemi, 2006).

The principals responsibility in the management of educational facilities entails bringing together individuals as a group that will control, coordinate and articulate activities to achieve tangible and holistic learning for the benefit of the society. (Omokorede, 2011)

2.10.1 Approaches to School Facilities Maintenance in School Organization

School facilities are regarded as those educational facilities that can be used to facilitate teaching and learning activities. These include school buildings, such as classrooms, assembly halls, libraries, laboratories, recreational areas, residential areas, playgrounds etc. they also include teaching aids, modern educational hardware, and

software, projectors and non-projectors materials among others. School facilities play a vital role on effective teaching and learning process. Ogunnu (2000), Taiwo (2000) and Sani (2007), identified types of maintenance approaches to include:

1. **The Individual School Custodian Maintenance Approach:** Here maintenance is highly centralized and the school custodian ensures that maintenance tools are not only provided but also that subordinate staff on daily basis execute maintenance duties. This approach could bee effective where the custodian is dedicated to his duties. However, it could fail woefully in case of negligence of duty by the custodian especially where he is not finalized by the school head.
2. **District Wide Maintenance Approach:** This is where there is a fully staffed maintenance department with an expert maintenance crew which handles different aspects of maintenance works. This approach is mostly used in tertiary institutions which have a works department. The approach may however, be extended to secondary schools as it has the advantage of specialization and cost effectiveness.
3. **Situational Maintenance Approach:** This depends on availability of funds that are usually generated by charging the public for their use of school facilities. The money is then used for the maintenance of facilities. Secondary school could charge some money for the use of them halls, play grounds, furniture, vehicles and other facilities by the community. Caution deposits should also be charged to repair damaged facilities.
4. **Committee Maintenance Approach:** This center on giving maintenance responsibility a constituted works committee comprising of teachers, students and supporting staff. The committee is a charge of funds rising, receiving complaints on

damaged facilities, organizing direct labour, collecting data and data on condition of school plant. School principal needs to delegate authority and provide necessary support to enable the committee to function effectively. The approach also helps to ensure collective responsibility.

5. **Community Participating Maintenance Approach:** This is where technical experts and professional brick layers, plumbers, carpenters, welders, mechanics and other members of the community form a committee jointly with the school to provide maintenance services. This approach helps to strengthen good relationship between the school and the community. It helps to draw the advantage of various experts for quality maintenance of facilities in schools.
6. **Preventive Maintenance Approach:** This is a well planned pro-active and systematic maintenance approach that constantly checks and takes preventive measure before problems will arise. This is regarded as the best maintenance approach.

2.10.2 The Need for Effective Facilities Management in School Organization

Asiabaka (2008), maintained that school facilities management play a vital role in the actualization of educational goals and objectives by satisfying the physical and emotional needs of the staff and students. According to her, physical needs are met through the provision of safe structure, adequate sanitary facilities, a balanced visual and thermal environment, sufficient shelter space for work and play, while emotional needs are met by creating pleasant surroundings, friendly atmosphere and an inspiring environment.

The need for effective management of school facilities according to Hargreaves, Earl, More and Manning (2011), leads to a staff in the conception of principalship from the managerial and administrative perspective to that of instructional leadership whereby the principal acts as a leader in all aspects of the school curricula, imparting and enforcing of the intellectual and emotional development of the teachers, changing the instruction climate of the school and affecting and transforming the students learning and achievement behaviour and attitude.

A major need of maintaining on effective management of educational facilities is that the school environment and the activities that take place there in must be considered healthy and productive, otherwise it will expose the principal, teachers custodial staff, students and their educational programmes (Agoguke, 2011).

2.10.3 Stages of School Facilities Management

In managing educational facilities, there are certain stages involved. These include:

a) **Provision of Educational Programmes:** Execution of educational programmes demands that facilities are provided of success is to be achieved. Government, parents and other stakeholders are expected to provide for their schools and involved in every aspect of school management facilitated by the principal. Olagboye, (2004), observed that this aspect is that most neglected in school management and has lead to disparity in provision of facilities from one school to another. Khan and Igbal (2012) maintained that excellent school facilities are basic ingredients for good education prograammes and basic to achieving set targets and achieving the literacy rate of country. They further stated that, the phenomenon that

some schools have surplus facilities while other lack an indicator of poor educational planning in schools.

b) **Utilization of Educational Facilities:** The degree to which an item is used to determine its sustainability or degenerative consequence on the expertise of the school heads. (Adeboyeje, 2002). In managing facilities and for them to meet the objectives, caution must be taken in the usage, that is, facilities must not be under utilized nor over utilized, but optimally used. That is maximum utilization occurs when facilities are put into effective use in line with the primary objectives, other wise, it would be counter productive.

c) **Maintenance of Educational Facilities:** a major problem facing schools today is that facilities are not properly managed and maintained. The physical appearance of the most schools proves and speaks volumes, Isaaq and Musibau (2010) asserted that poorly maintained buildings, untidy walls, leaking roofs, over grown compound may suggest that education within the buildings follow the same pattern. Hence, there is need for maintenance through repairs and servicing of the components and sustaining their working conditions and capacity. According to Adebyejo (2002), maintenance enhances performance and durability, parents' wastage corrects breakdown and shutdown services. Here, the principals' responsibility is to regularly check and recheck the available facilities and take necessary measures to prevent malfunctioning or non-functioning of particular facility. Uko (2001) Ngoka (2003), Eze (2006), Thuama (2008) and Ageniyi (2012), had identified six types of maintenance of school facilities namely; preventive, corrective, routine, emergency, structural and predictive.

a) **Preventive Maintenance:** This includes regular inspection of the buildings and immediate repair of minor damages and deterioration (Uko, 2001). This is done to avoid breakdown and to ensure optimal performance of plants equipment and serves time and cost (Ngoka, 2003).

b) **Corrective Maintenance:** This includes remodeling, renovating and updating of existing facilities, avoiding absolute and making the facilities adoptable to current educational needs (Uko, 2001).

c) **Routine Maintenance:** This requires periodic servicing of machine s and equipments monthly, quarterly, yearly as per the requirements provided in the manufacturers guide (Agenyi, 2012).

d) **Predictive Maintenance:** it seem to be the most vital and relevant as it involves the use of modern day computer software to predict equipment, age, manufacturing fault user demands, quality control and performance indices. (Ageniyi, 2012).

e) **Emergency Maintenance:** This is taking place due to unforeseen occurrences which may be as a result of lack of maintenance culture (Thomas, 2008).

f) **Structural Maintenance:** This is carried out due to structural needs of some plants and equipments or new designs (Ageniyi, 2012).

2.10.4 Improvement of Educational Facilities

Apart from depreciation, facilities tend to be audited because of changing needs of the society, which necessitates changes in school curricula. In this respect, facilities need to be improved upon from time to time. In other words, facilities improvement is the alteration or modification of facilities to suites new demand, new situation or new

programmes. According to the planning guide for maintenance of school facilities (2003), facilities audit is a comprehensive inventory of schools facilities that provides a standard method for establishing baseline information about the components, policies and procedures of a new or existing facility. It provides information on the status of school facilities.

2.11 Empirical Studies

The review in this study indicated that quite a number of researches on roles performances of principals in secondary schools as well as other related issues in personnel's management were conducted at the Master Degree (PGDE) and Ph.D. levels. Such studies were based on school administrations or even educational management. i.e. secondary schools and polytechnics. Even though, most of the researches did not categorically examined or evaluate eight areas of roles performance of principals in school management. Instead, most of the researches focus on how principals play vital roles on some of these related issues. Such staff development, supervision, disciplines etc.

For instance, a study was discovered by Yakubu (2005), titled: Role performance of Head-Teachers on School Management; a case study of Gumel Local Government of Jigawa State, Nigeria. The researcher adopted survey design and collected the data for the study through the use of questionnaire. The population for the study was 2,130 teachers, 20 educational administrators; the sample for the study was 200 teachers and educational administrators. The study examined the role performances of head-teachers on many issues related to school management, such as supervision, maintenance of discipline and

school facilities etc. The findings showed that quality of school teaching and learning depends on the level of performance of school heads.

However, a study was conducted by Alhasan (2005), on assessment of the supervisory role performance of secondary school principals in Kaduna state. The researchers used descriptive survey research design, the population of the study was 8400 teachers, 457 principals and 200 Ministry of Education Officials. The data was collected through questionnaire technique and analyzed the data using Analysis of Variance technique. The hypotheses were tested at 0.05 significant level. The finding of the study revealed that, principals play vital roles in school management through regular supervision, school community relationship, school discipline, maintenance of school facilities as well as staff development programmes etc.

Muhammad (2009) carried out a study on comparative analysis of the effect of managerial of principals on academic performance of students in selected private and public secondary schools Kano Metropolis. The researcher identified concepts that are connected with role performance of principals on the management of secondary schools in the state. Even though, some of these researchers did not examined empirical studies in their review of related literature. Thus, the benefits derived from their review are the wide coverage of concept and selection of methodologies by the previous researchers. Also from the review, it was found that descriptive survey design can be used to carry out a research on role performance of principals on the management of schools respectively.

2.12 Summary and Uniqueness of the Review

This chapter attempts to review some relevant roles of principals in the administration of secondary school. Part of the review was on conceptual framework. Most of the literature reviewed in this study are on the role performance of principals in secondary schools as being very effective in educational management and that there were relationship between these roles and the staff and students performance. In this review, conceptual definition of school management, role performance, principalship and school organization were vividly examined.

Role performance of principals as n aspect of human resources management which is concerned with how successfully one performs his prescribed role. The roles of principals in the administration of school reviewed in the literature include opinions of scholars on interpersonal relationship, decision making process, communication, supervision, staff development, discipline, school community relationship and maintenance of school facilities.

Interpersonal relationship is a strong, deep or close association between two or more people. It is the aspect of administration that gives individual opportunity for development of self actualization through better organization of human relationship. Decision making is regarded as the cognitive process resulting in the selection of belief or a caused of action among several alternative possibilities. The school principal is charged with the responsibility for making intelligent and informed decisions. Decision making is the process of thought and deliberation that leads to a decision. (Olubademi, 1992).

Communication process follows a systematic procedure. It is give and take method involving the sender and the receiver (Nakpodia, 2006). Yabo (2007),

communication is the life blood of any organization without which no activity of an organization will be possible. Communication is very vital to the smooth running of the school system.

Supervision becomes very necessary in recent time because of the complexity of educational approaches. According to Osakwwe (2011), supervision is concerned with the provision of professional assistance and guidance to teachers and students geared towards the achievement of effective teaching and learning in the school. Staff development helps education keep abreast of expanding knowledge base on education so they can continually refine their conceptual and craft skills (Gusky and Huberman, 1995). Role performance of principals in staff development is the process of improving the knowledge and skills of employees within organization by providing them with regular training and re-training accordingly. While, in maintenance of discipline, principal is charged with this educational task in the school, school discipline is an essential element in school administration. The review concluded with examining an empirical studies, summary and uniqueness of the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presented a vivid picture of the general methodology employed in carrying out the study. It stated in clear terms the methods used and resources involved throughout the study. Thus, the chapter was set under the following sub-headings:

- ☞ Research design;
- ☞ Population of the study;
- ☞ Sample and Sampling procedures;
- ☞ Instrumentation;
- ☞ Validity of the instrument;
- ☞ Pilot study;
- ☞ Reliability of the instrument;
- ☞ Method of data collection; and
- ☞ Method of Data Analysis

3.2 Research Design

The study adopted descriptive survey design; as it solicits opinion of respondents under the prevailing circumstance in which structured questionnaire was used to collect relevant data (opinions) from selected samples (teachers, principals and Ministry of Education Officials) from the population. These results was eventually used in the final analysis and making generalizations on the whole population.

3.3 Population of the Study

In term of population, the study encompassed all public Secondary Schools teachers, principals and Ministry of Education officials within the Yola Metropolis, in Adamawa State. Specifically, the total number of 3,464 teachers, 64 principals and 115 Ministry of Education Officials were served as total population for the study. Table 1 showed the details:

Table 1: Population of the Study

S/NO	Areas	No. of Teachers	Principals	MOE Officials
1.	Yola North Area	465	08	**57**
2.	Old GRA Area	724	10	**14**
3.	Gwadabawa Area	569	10	**09**
4.	Yola South Area	523	12	**16**
5.	Yolde Pate	460	12	**11**
6.	Bole Area	723	12	**08**
	Total	3464	64	115

Source: Adamawa State Ministry of Education (2015)

3.4 Sample and Sampling Technique

Stratified random sampling was adopted for the selection of sample for this study. The technique was zoning/area system in which the schools were grouped based on three areas of education. These are Yola North Area, Yola South Area and Bole Area. Also, the selection of the respondents was through stratified random sampling techniques. But to ensure adequate representation of the respondents, purposive method was adopted to determine the sample size in the case of teachers, principals and Ministry of Education Officials. In line with the recommendation of Aderounmu (1985) who stated that a sample of 30% or more is adequate and appropriate as a sample size. Thus, the total of

583 respondents were used as a sample for the study; i.e. 514 teachers, 28 principals and 41 Ministry of Education Officials as shown in table 2:

Table 2: Sample of the Study:

S/N	Zones	Populations and Samples					
		Teachers		**Principals**		MOE Officials	
		Population	**Sample**	**Population**	**Sample**	**Population**	Sample
1.	Yola North Area	465	140	08	08	57	**25**
2.	Yola South Area	523	157	12	10	16	**10**
	Bole Area	723	217	12	10	08	**06**
	Total	1711	514	32	28	81	41

3.5 Instrumentation

The instrument used for data collection in this study was a structured questionnaire. The five (5) Likert scale options was used to include Agree, Strongly Agree, Undecided, Disagree, and Strongly Disagree. The questionnaire consisted of request letter; personal data of the respondents; and opinion statements for testing the hypotheses.

3.5.1 Validity of the Instrument

The content validity of the instrument was constructed and prepared by experts in Educational Administration and Planning in person of Dr. Maina Department of Educational Foundations and Curriculum ABU Zaria (2015). The items were restructured in line with the objectives and hypotheses. Kerlinger (1986) and Gay (1976) both hold

the view that, the validation of the content of the research instruments by experts is important and acceptable technique.

3.5.2 Pilot Study

A pilot study was conducted in Government Secondary School Army Barracks and GMMC Yola to ascertain whether the instrument will be able to measure what is meant to measure. Forty copies of the questionnaire were distributed. The questionnaire consisted of section such as the request letter; bio data; and statement section to test the opinions of the respondents based on the hypotheses of the research. The data collected were subjected to the statistical test of coefficient correlation reliability.

3.5.3 Reliability

The reliability of instrument was determined by proving the ability of the instruments in providing consistent result when several tests have been made. The reliability coefficient of the instrument was determined using Cronbach's Alpha technique at 0.77. This shown that, the research instrument is valid because the closer to 1. Thus, Ajayi, (1991) stressed that "the instruments are reliable if they were consistently measured what they are expected to measure".

3.6 Methods of Data Collection

The researcher paid an official visit to selected areas within the sample population. The questionnaire was structured for data collection from teachers, principals and MOE officials of public secondary schools. The questionnaire consists of 80 item statements; the items were drawn based on the hypotheses. A research assistant was used and trained on how to distribute and collect the filled questionnaire accordingly.

3.7 Methods of Data Analysis

The data collected from the respondents were compiled and tabulated in chapter four, using frequency and percentage. Interpretations of data analysis were made for each table. The raw scores from the frequency were converted to percentages through the descriptive statistical techniques. At the end, to test the postulated hypotheses of the research, inferential statistics of f-test (Analysis of Variance, ANOVA) was employed to analyze the data. While, the hypotheses were tested at 0.05 significant level.

CHAPTER FOUR

PRESENTATION OF DATA ANALYSIS

4.1 Introduction

This chapter deals with the presentation of analysis and discussion of the data collected in the study. The data collected were divided into two sections. Section 'A' presented bio-data and demographic data of the respondents such as status, gender, ownership of school, type of school and location of school. While, section 'B' presents data analysis and discussion of item statements (1-80) from the data collected.

Out of 514 copies of questionnaire distributed to the teachers, only 412 copies were returned. Also, 28 copies of questionnaire were distributed to principals and were successfully returned without missing. While, out of 41 copies of the questionnaire shared to the Ministry of Education Officials, only 35 copies were returned. Thus, the total of 583 copies of questionnaire were distributed, but only 475 copies of questionnaire were retrieved.

The presentation and analysis of the data were based on the retrieved copies of questionnaires. The data were presented in tables. The tables were numbered serially, category of respondents, item statements, and respondents' opinions which presented in frequency counts and percentages. In addition, the interpretation of hypotheses testing in tabular forms, with explanations of acceptance or otherwise based on Analysis of Variance (ANOVA) was also contained in the chapter. In this regard, eighty item statements were used in the assessment of the respondents' opinions (Appendix A). In this regard, eight tables were presented and items analysis was done in the discussion of the findings.

4.2 Result and Analysis of Personal Data of the Respondents

This section gives information on Bio-Data of the respondents using frequency table and simple percentage; it covers items 1-5 which include: status, gender, types of school and location of school.

Table 3 presents the status of respondents.

Table 3: Status of Respondents

Category	Frequency	Percentage
Teachers	412	75%
Principals	28	12%
MOE Officials	35	13%
Total	**475**	**100**%

Table 3 shows status of the respondents by category. The table shows that teachers have the highest frequency and percentage.

Table 4 presents distribution of gender of the respondents.

Table 4: Gender of Respondents

Gender	Frequency	Percentage
Male	309	65%
Female	166	35%
Total	**475**	**100**%

Table 4 shows gender of the respondents by category. The table also shows that male have the highest frequency and percentage.

Table 5 presents the qualification of respondents by category.

Table 5: Qualifications of Respondents

Qualification	Teachers		Principals		MOE Officials	
	Freq.	%	Freq.	%	Freq.	Percent.
Grade II	57		-	-	-	0%
NCE	198		8	29	7	20%
B. Ed	138		17	61	19	54%
M. Ed	19		3	11	9	26%
Total	**412**	**100.0**	**28**	**100.0**	**35**	**100**%

Table 5 shows the qualification of respondents, in which discovered that NCE holders have the highest frequency and percentage.

Table 6 further presents the type of schools by frequency and percentage.

Table 6: Type of Schools

Category	Frequency	Percentage
Day	221	47%
Boarding	87	18%
Boarding and Day	167	35%
Total	**475**	**100**%

Table 6 shows the type of school by category. From the table, it was discover that Day section has the higher frequency and percentage.

Table 7 also presents the location of Schools by category.

Table 7: Location of Schools

Category	Frequency	Percentage
Rural	180	38%
Urban	295	62%
Total	**475**	**100**%

Table 7 shows the type of school by category. From the table, it was discover that urban category has the higher frequency and percentage.

4.3 Opinion of Respondents on the Role Performances of Principals on the Management of Secondary Schools in Yola Metropolis, Adamawa State

This section (B-I) presents the analysis and discussion of data related to the role performances of principals on interpersonal relationship, decision making process, communication, supervision, staff development, maintenance of discipline**,** school community relationship and maintenance of facilities in secondary schools in Yola

Metropolis, Adamawa State. The analysis and discussion of these issues are presented below:

4.3.1 Perceptions of Stakeholders on the Role of Performance of Principals of Interpersonal Relationship in Secondary Schools in Yola Metropolis, Adamawa State

This section covers items 1 to 10 in the questionnaire. It presents analysis of the respondents' responses using simple percentage and frequency table. Item 1 attempts to find out whether the principal in any school interacts with his/her subordinates freely in my school; item 2 attempts to find out whether the principal encourages teachers to work in harmony in my school, hence, item 3 investigates whether the principal encourages teachers to have good interpersonal relationship with students in my school. Item 4 investigates whether the principal in my school does not emphasize on the peaceful coexistence among students.

In respect of item 5, opinion of respondents was asked whether the principal's leadership role leads to good relationship between school and local community in my school. Item 6 asked whether the principal is at logger head with staff in my school. Item 7 attempts to find out whether the principal's inability to relate well with teachers makes them disengage from extracurricular activities in my school. However, item 8 investigates whether the principal does not relate well with his/her vie principals in my school. Item 9 attempts to find out if official of moe/board of directors see the principals as an arrogant person in my school. Item 10, investigates whether the pta officials do not good interpersonal relationship with principal in my school. Details of the responses by teachers, principals and MOE officials were explained in table 8.

Table 8: Opinions of Respondents on Role of Performance of Principals of Interpersonal Relationship in Secondary Schools in Yola Metropolis, Adamawa State

S/N	Item Statement	Category of Respondents	Responses							
			Agree		Undecided		Disagree		Total	
			F	%	F	%	F	%	F	%
1	The principal in any school interacts with his/her subordinates freely in my school.	Teachers	327	79	19	5	66	16	412	100
		Principals	10	36	17	67	1	3	28	100
		MOE officials	28	80	-	-	7	20	35	100
2	The principal encourages teachers to work in harmony in my school.	Teachers	294	71	49	12	69	17	412	100
		Principals	21	75	1	3	6	21	28	100
		MOE officials	23	66	--	-	12	34	35	100
3	The principal encourages teachers to have good interpersonal relationship with students in my school.	Teachers	301	73	49	12	62	15	412	100
		Principals	12	43	15	54	1	3	28	100
		MOE officials	28	80	2	6	5	14	35	100
4	The principal in my school does not emphasize on the peaceful coexistence among students.	Teachers	323	78	39	16	50	12	412	100
		Principals	24	86	2	7	2	7	28	100
		MOE officials	29	83	1	3	5	14	35	100
5	The principal's leadership role leads to good relationship between school and local community in my school.	Teachers	271	66	71	17	70	17	412	100
		Principals	5	17	19	68	4	14	28	100
		MOE officials	19	54	1	3	15	43	35	100
6	The principal is at logger head with staff in my school.	Teachers	270	66	51	12	91	22	412	100
		Principals	15	18	19	68	4	14	28	100
		MOE officials	27	77	1	3	7	20	35	100
7	The principal's inability to relate well with teachers makes them disengage from extracurricular activities in my school.	Teachers	276	67	75	18	61	15	412	100
		Principals	15	54	11	39	2	7	28	100
		MOE officials	24	67	3	9	8	23	35	100
8	The principal does not relate well with his/her vie principals in my school.	Teachers	301	73	59	14	52	13	412	100
		Principals	13	46	1	3	14	50	28	100
		MOE officials	17	49	1	3	17	49	35	100
9	Official of MOE/Board of Directors see the principals as an arrogant person in my school.	Teachers	287	70	48	12	77	19	412	100
		Principals	19	68	6	21	5	11	28	100
		MOE officials	30	86	1	3	4	11	35	100
10	The PTA officials do not good interpersonal relationship with principal in my school.	Teachers	262	64	56	14	94	23	412	100
		Principals	7	25	20	71	1	4	28	100
		MOE officials	28	80	3	9	4	11	35	100

From table 8, there was congruent of opinions among teachers, principals and MOE Officials in response to the computed items. Item 1 attempts to find out whether the principal in any school interacts with his/her subordinates freely in my school; the result showed that 79% of teachers and 80% of MOE officials agreed with the idea. While, 67% of principals opposed the statement. Item 2 attempts to find out whether the principal encourages teachers to work in harmony in my school, from the result, it was found that 71% of teachers, 75% of principals and 66% of MOE officials agreed with the statement. Hence, item 3 investigates whether the principal encourages teachers to have good interpersonal relationship with students in my school. According to the responses, 73% of teachers and 80% of MOE officials agreed with the statement. While, 57% of principals disagreed the statement. Item 4 investigates whether the principal in my school does not emphasize on the peaceful coexistence among students. The computed result revealed that 78% of teachers, 86% of principals and 83% of MOE officials agreed with the statement. This shows that principal doing his best to ensure good interpersonal relationship in the school.

In respect of item 5, opinion of respondents was asked whether the principal's leadership role leads to good relationship between school and local community in my school. The total of 66 % of teachers54% of MOE officials agreed with the statement. While, 68% of principals remained silent. Item 6 asked whether the principal is at logger head with staff in my school. The responses showed that 66% of teachers and 77% of MOE officials agreed with the idea. Thus, 68% of principals remained silent too. Item 7 attempts to find out whether the principal's inability to relate well with teachers makes them disengage from extracurricular activities in my school. It was found that 67% of

teachers, 54% of principals and 67% of MOE officials agreed with the statement. However, item 8 investigates whether the principal does not relate well with his/her vie principals in my school. The stand taken by respondents showed that only 73% of teachers agreed with idea. While, 54% of principals and 51% of MOE officials disagree the statement.

In item 9, attempts was made to find out if official of MOE/Board of directors see the principals as an arrogant person in my school. The result showed that 70% of teachers, 68% of principals and 86% of MOE officials agreed with the statement. Item 10 investigates whether the PTA officials do not good interpersonal relationship with principal in my school. The computed result showed that both 64% of teachers and 80% of MOE officials supported the idea. While, 75% of principals disagree with the statement respectively. From the responses, it was found that principals prefer to be assessed than to assess them self, despite their effort on maintaining good interpersonal relationship in their schools.

4.3.2 Perceptions of Stakeholders on the Role of Performance of Principals on Decision Making Process in Secondary Schools in Yola Metropolis, Adamawa State

This section covers items 11 to 20 in the questionnaire. It presents analysis of the respondents' responses using simple percentage and frequency table. Item 11 solicits the opinion of respondents whether the principal involves teachers in decision making process on issues that affect them in my school. Item 12 asks whether the principal involves non-teaching staff in decision making process on issues that affect them in my school. Also, item 13 tried to investigate whether the students take part in decision

making process in my school. While, Item 14 attempts to find out whether PTA take part in decision making process of my school.

Further more; item 15 investigates whether members of the local community take part in decision making process in my school. Item 16 asked whether the principal allows influence peddling to make him/her change the decision agreed upon at meeting in my school. Item 17 attempts to find out whether the principal communicates to the ministry of education/proprietor on the decision made during meetings in my school. In addition, item 18 investigates whether the principal welcomes ideas during staff meeting in my school. Item 19 further attempts to find out if most of the times principals take decision unilaterally in my school. And item 20 investigates whether most teachers in my school disengage from school activities because they are not involved in decision making process on issues that affect them. Details of the responses by teachers, principals and MOE officials were explained in table 9:

Table 9: **Opinions of Respondents on Role of Performance of Principals on Decision Making Process in Secondary Schools in Yola Metropolis, Adamawa State**

S/N	Item Statement	Category of Respondents	Responses							
			Agree		Undecided		Disagree		Total	
			F	%	F	%	F	%	F	%
1	The principal involves teachers in decision making process on issues that affect them in my school.	Teachers	305	74	33	8	74	18	412	100
		Principals	8	29	-	-	20	71	28	100
		MOE officials	27	77	2	6	6	17	35	100
2	The principal involves non-teaching staff in decision making process on issues that affect them in my school.	Teachers	343	83	33	8	36	9	412	100
		Principals	21	75	-	-	7	25	28	100
		MOE officials	27	77	-	-	8	23	35	100
3	The students take part in decision making process in my school.	Teachers	330	80	50	12	32	8	412	100
		Principals	22	79	_	-	6	21	28	100
		MOE officials	25	71	1	3	9	26	35	100
4	PTA take part in decision making process of my school.	Teachers	347	84	51	12	14	3	412	100
		Principals	21	75	1	4	6	21	28	100
		MOE officials	28	80	-	-	7	20	35	100
5	Members of the local community take part in decision making process in my school.	Teachers	325	79	64	16	23	6	412	100
		Principals	27	96	-	-	1	4	28	100
		MOE officials	22	63	2	6	11	31	35	100
6	The principal allows influence peddling to make him/her change the decision agreed upon at meeting in my school.	Teachers	312	76	47	11	53	13	412	100
		Principals	14	50	1	4	13	46	28	100
		MOE officials	19	54	-	-	16	46	35	100
7	The principal communicates to the Ministry of Education/proprietor on the decision made during meetings in my school.	Teachers	302	73	60	15	50	12	412	100
		Principals	20	71	-	-	8	29	28	100
		MOE officials	13	37	7	20	15	43	35	100
8	The principal welcomes ideas during staff meeting in my school.	Teachers	290	70	74	18	48	12	412	100
		Principals	7	25	2	7	19	86	28	100
		MOE officials	19	54	2	6	14	40	35	100
9	Most of the times principals take decision unilaterally in my school.	Teachers	301	73	52	13	59	14	412	100
		Principals	22	79	1	4	5	18	28	100
		MOE officials	21	60	5	14	9	26	35	100
10	Most teachers in my school disengage from school activities because they are not involved in decision making process on issues that affect them.	Teachers	312	76	49	12	51	12	412	100
		Principals	12	43	-	-	16	57	28	100
		MOE officials	21	60	-	-	14	40	35	100

In table 9, there was sharing of opinions among teachers, principals, and MOE officials in the collected responses. For instance, Item 11 solicits the opinion of respondents whether the principal involves teachers in decision making process on issues that affect them in my school. Based on the result, it was found that 74% of teachers and 77% of MOE officials agreed with the statement. While, 71% of principals disagreed with idea. Item 12 asks whether the principal involves non-teaching staff in decision making process on issues that affect them in my school. According to the result, 83% of teachers, 75% of principals and 77% of MOE officials agreed with the statement. Also, item 13 tried to investigate whether the students take part in decision making process in my school. It was found that 80% of teachers, 79% of principals and 71% of MOE officials supported the idea. Thus, Item 14 attempts to find out whether PTA take part in decision making process of my school. The stand taken by the respondents showed that 84% of teachers, 75% of principals and 80% of MOE officials agreed with the statement. Based on the result, it was found that principals play vital roles on decision making process in their various schools in the metropolis.

Further more; item 15 investigates whether members of the local community take part in decision making process in my school. The responses showed that 79% of teachers, 96% of principals and 63% of MOE officials agreed with the statement respectively. Item 16 asked whether the principal allows influence peddling to make him/her change the decision agreed upon at meeting in my school. The computed result revealed that 76% of teachers, 50% of principals and 54% of MOE officials agreed with the statement. Item 17 attempts to find out whether the principal communicates to the ministry of education/proprietor on the decision made during meetings in my school. It

was found that both 73% of teachers and 71% of principals agreed with the statement. While, 63% MOE officials opposed the statement.

In respect to item 18, investigation was made whether the principal welcomes ideas during staff meeting in my school. According to the result, it was found that 70% of teachers and 54% of MOE officials agreed with the statement. While, 75% of principals remained silent. Item 19 further attempts to find out if most of the times principals take decision unilaterally in my school. The result showed that 73% of teachers, 79% of principals and 60% of MOE officials agreed with the statement. And item 20 investigates whether most teachers in my school disengage from school activities because they are not involved in decision making process on issues that affect them. Based on the discovered result, the total of 76% of teachers and 60% of MOE officials agreed with the statement. While, 57% of principals opposed the statement. Based on the result, the effort of school principals on decision making process must be recommended in Yola Metropolis, Adamawa State.

4.3.3 Perceptions of Stakeholders on the Role of Performance of Principals on Communication in Secondary Schools in Yola Metropolis, Adamawa State

This section covers items 21 to 30 in the questionnaire. It presents analysis of the respondents' responses using simple percentage and frequency table. Item 21 asked if the principal communicates to staff and students on matter that affect the school through circular in my school. Item 22 attempts to find out whether the principal communicates to staff and students on matter that affect the school through bulletin boards in my school. In view of item 23, effort was made to investigate whether the principal briefs members of staff before morning assemblies in my school. Nevertheless, item 24 attempts to find out whether the principal does not communicate to members of staff development from the

ministry of education/board of directors. Further more; item 25 investigates whether the principal does not communicate to school community development from local community in my school. Hence, in item 26 opinions of respondents was asked whether the principal allows free flow of information from button to top in my school. Item 27 tries to confirm whether the principal allows free flow of information from top to button in my school. Item 28 further investigates whether the principal as good selection of words in communicating to staff and students in my school. Item 29 also attempts to find out if the principal makes objectives evaluation for staff during the annual performance evaluation in my school. And item 30 investigated whether the principal ensures that ICT facilities are installed for students and staff to communicate with other people outside school in my school. Details of the responses by teachers, principals and MOE officials were vividly explained in table 10.

Table 10: Opinions of Respondents Role of Performance of Principals on Communication in Secondary Schools in Yola Metropolis, Adamawa State

S/N	Item Statement	Category of Respondents	Responses							
			Agree		Undecided		Disagree		Total	
			F	%	F	%	F	%	F	%
1	The principal communicates to staff and students on matter that affect the school through circular in my school.	Teachers	330	80	48	12	34	8	412	100
		Principals	23	82	-	-	5	18	28	100
		MOE officials	21	82	--	-	6	17	35	100
2	The principal communicates to staff and students on matter that affect the school through bulletin boards in my school.	Teachers	338	82	45	11	29	7	412	100
		Principals	22	79	-	-	6	21	28	100
		MOE officials	31	89	1	3	3	7	35	100
3	The principal briefs members of staff before morning assemblies in my school.	Teachers	339	82	40	10	33	8	412	100
		Principals	26	93	1	4	1	4	28	100
		MOE officials	31	89	-	-	1	3	35	100
4	The principal does not communicate to members of staff development from the Ministry of Education/board of directors.	Teachers	330	80	48	12	34	8	412	100
		Principals	25	89	1	4	2	7	28	100
		MOE officials	29	83	-	-	6	17	35	100
5	The principal does not communicate to school community development from local community in my school.	Teachers	288	70	63	15	61	15	412	100
		Principals	11	39	-	-	17	61	28	100
		MOE officials	16	47	17	46	2	6	35	100
6	The principal allows free flow of information from button to top in my school.	Teachers	270	66	76	18	66	16	412	100
		Principals	11	39	1	3	16	57	28	100
		MOE officials	16	46	3	9	16	46	35	100
7	The principal allows free flow of information from top to button in my school.	Teachers	302	73	77	19	33	8	412	100
		Principals	17	61	2	7	9	32	28	100
		MOE officials	23	66	3	9	9	26	35	100
8	The principal as good selection of words in communicating to staff and students in my school.	Teachers	288	70	67	16	57	13	412	100
		Principals	7	25	2	7	18	64	28	100
		MOE officials	11	43	3	9	21	60	35	100
9	The principal makes objectives evaluation for staff during the annual performance evaluation in my school.	Teachers	317	77	56	14	39	10	412	100
		Principals	16	57	1	4	11	39	28	100
		MOE officials	24	69	4	11	7	20	35	100
10	The principal ensures that ICT facilities are installed for students and staff to communicate with other people outside school in my school.	Teachers	308	75	49	12	55	13	412	100
		Principals	8	29	1	4	19	68	28	100
		MOE officials	17	49	4	11	14	40	35	100

In table 10, there was unanimous agreement in the perceptions of teachers, Principals and MOE officials in respect to item 21-30. Item 21 asked if the principal communicates to staff and students on matter that affect the school through circular in my school. It was discovered that 80% of teachers, 82% of principals and 82% of MOE officials agreed with the statement. Item 22 attempts to find out whether the principal communicates to staff and students on matter that affect the school through bulletin boards in my school. The result showed that 82% of teachers, 79% of principals and 89% of MOE officials agreed with the statement. In respect of item 23, effort was made to investigate whether the principal briefs members of staff before morning assemblies in my school. It was found that 82% of teachers, 93% of principals and 89% of MOE officials agreed with the statement. Nevertheless, item 24 attempts to find out whether the principal does not communicate to members of staff development from the ministry of education/board of directors. The total of 80% of teachers, 89% of principals and 83% of MOE officials agreed with the statement.

Further more; item 25 investigates whether the principal does not communicate to school community development from local community in my school. It was found that only 70% of teachers agreed with the statement. While, 61% of principals and 53% of MOE officials remained silent. Hence, in item 26 opinions of respondents was asked whether the principal allows free flow of information from button to top in my school. It was also found that only 66% of teachers agreed with the statement. While, 61% of principals and 54% of MOE officials remained silent. Item 27 tries to confirm whether the principal allows free flow of information from top to button in my school. The total of 73% of teachers, 61% of principals and 66% of MOE officials agreed with the statement.

As regard to item 28, investigation was made whether the principal as good selection of words in communicating to staff and students in my school. It was also found that only 70% of teachers agreed with the statement. While, 75% of principals and 57% of MOE officials remained silent. Item 29 also attempts to find out if the principal makes objectives evaluation for staff during the annual performance evaluation in my school. The total of 77% of teachers, 57% of principals and 69% of MOE officials agreed with the statement. And item 30 investigates whether the principal ensures that ICT facilities are installed for students and staff to communicate with other people outside school in my school. It was also found that only 75% of teachers agreed with the statement. While, 71% of principals and 51% of MOE officials remained silent. From the responses, it was found that must of the teachers satisfied with the role of principals on effective school communication in Yola Metropolis. Thus, principals and MOE officials shy to answer the question independently.

4.3.4 Perceptions of Stakeholders on the Role of Performance of Principals on Supervision in Secondary Schools in Yola Metropolis, Adamawa State

This section covers items 31 to 40 in the questionnaire. It presents analysis of the respondents' responses using simple percentage and frequency table. Item 31 endeavour to find out whether the principal goes round classrooms everyday to ensure instructions are placed in my school. Item 32 asked whether the principal ensures that teachers make entries in the scheme of work every week in my school. However, item 33 tries to investigate whether the principal ensures that teachers prepare a lesson plans and lesson notes before they go to class in my school. Item 34 attempts to discover if the principal ensures that teachers only teach areas they specialized in my school.

Item 35 further investigates if the principal ensures that teachers are not overloaded in my school. Likewise, item 36 asked the opinion of respondents whether the principal does not encouraged experienced teachers to mentor the experienced ones in my school. On item 37 respondents were asked whether the principal ensures that HODs mentor the new posted to their department in my school. Nevertheless, item 38 further investigated whether the principal ensures that teachers do not miss their classes in my school. Item 39 asked the respondents if the principal ensures that students are not outside classes for no course reason in my school. Lastly, item 40 investigated whether the principal does not care about the orientation for newly recruited teachers before they start work in my school. Details of the responses by teachers, principals and MOE officials were vividly explained in table 11.

Table 11: Opinions of Respondents on Role of Performance of Principals on Supervision in Secondary Schools in Yola Metropolis, Adamawa State

S/N	Item Statement	Category of Respondents	Responses							
			Agree		Undecided		Disagree		Total	
			F	%	F	%	F	%	F	%
1	The principal goes round classrooms everyday to ensure instructions are placed in my school.	Teachers	345	84	53	13	14	3	412	100
		Principals	23	82	1	4	4	14	28	100
		MOE Officials	31	89	1	3	3	9	35	100
2	The principal ensures that teachers make entries in the scheme of work every week in my school.	Teachers	360	87	18	4	34	8	412	100
		Principals	26	93	--	-	2	7	28	100
		MOE Officials	33	94	-	-	2	6	35	100
3	The principal ensures that teachers prepare a lesson plans and lesson notes before they go to class in my school.	Teachers	371	90	19	5	22	5	412	100
		Principals	26	93	-	-	2	7	28	100
		MOE Officials	30	86	-	-	5	14	35	100
4	The principal ensures that teachers only teach areas they specialized in my school.	Teachers	330	80	59	14	23	6	412	100
		Principals	16	57	-	-	12	43	28	100
		MOE Officials	26	74	2	6	7	20	35	100
5	The principal ensures that teachers are not overloaded in my school.	Teachers	323	78	65	16	24	6	412	100
		Principals	23	82	-	-	5	18	28	100
		MOE Officials	24	67	2	6	9	26	35	100
6	The principal does not encouraged experienced teachers to mentor the experienced ones in my school.	Teachers	328	80	60	15	24	6	412	100
		Principals	25	89	-	-	3	11	28	100
		MOE Officials	23	66	-	-	12	34	35	100
7	The principal ensures that HODs mentor the new posted to their department in my school.	Teachers	319	77	59	14	34	8	412	100
		Principals	5	17	-	-	23	82	28	100
		MOE Officials	11	31	9	26	15	43	35	100
8	The principal ensures that teachers do not miss their classes in my school.	Teachers	318	77	47	11	47	11	412	100
		Principals	11	39	-	-	17	61	28	100
		MOE Officials	12	34	1	3	22	63	35	100
9	The principal ensures that students are not outside classes for no course reason in my school.	Teachers	318	77	55	13	39	10	412	100
		Principals	13	46	14	50	1	4	28	100
		MOE Officials	12	34	4	11	19	54	35	100
10	The principal does not care about the orientation for newly recruited teachers before they start work in my school.	Teachers	343	83	38	9	31	8	412	100
		Principals	9	32	1	4	18	64	28	100
		MOE Officials	18	51	1	3	16	46	35	100

From table 11, there was sharing of opinion among teachers, principals and Ministry of Education officials in response to item 31-40. Item 31 endeavour to find out whether the principal goes round classrooms everyday to ensure instructions are placed in my school. The total of 84% of teachers, 82% of principals and 82% of MOE officials agreed with the statement. Item 32 asked whether the principal ensures that teachers make entries in the scheme of work every week in my school. It was 87% of teachers, 93% of principals and 94% of MOE officials agreed with the idea. However, item 33 tries to investigate whether the principal ensures that teachers prepare a lesson plans and lesson notes before they go to class in my school. The responses showed that 90% of teachers, 93% of principals and 86% of MOE officials agreed with the statement. Item 34 attempts to discover if the principal ensures that teachers only teach areas they specialized in my school. The result revealed that 80% of teachers, 57% of principals and 74% of MOE officials supported the statement. From the responses, it was clearly discovered that principals play vital roles on the management of secondary schools in Yola Metropolis.

Item 35 further investigates if the principal ensures that teachers are not overloaded in my school. The stance taken by respondents showed that 78% of teachers, 82% of principals and 67% of MOE officials agreed with the idea. Likewise, item 36 asked the opinion of respondents whether the principal does not encouraged experienced teachers to mentor the experienced ones in my school. From the result, the total of 80% of teachers, 89% of principals and 66% of MOE officials accepted the statement. On item 37 respondents were asked whether the principal ensures that HODs mentor the new posted to their department in my school. According to the result, only 77% of teachers

agreed with the statement. While, 83% of principals and 69% of MOE officials remained silent. Nevertheless, item 38 investigated whether the principal ensures that teachers do not miss their classes in my school. The total of 77% of teachers agreed with the statement. While, 61% of principals and 66% of MOE officials disagree with idea. Item 39 asked the respondents if the principal ensures that students are not outside classes for no course reason in my school. The responses revealed that only77% of teachers agreed with the statement. While, 54% of principals and 66% of MOE officials rejected the idea. Lastly, item 40 investigated whether the principal does not care about the orientation for newly recruited teachers before they start work in my school. The computed result revealed that only 83% of teachers have agreement with the statement. While, 67% of principals and 49% of MOE officials remained silent. The responses also indicated that principals dedicate their work effectively.

4.3.5 Perceptions of Stakeholders on the Role of Performance of Principals on Staff Development in Secondary Schools in Yola Metropolis, Adamawa State

This section contained items 41 to 50 in the questionnaire. It presents analysis of the respondents' responses using simple percentage and frequency table. Item 41 investigates whether the principal recommends teachers who qualified for in-service training in my school. Item 42 asked if the principal encourages and support teachers to attend conferences in my school. Item 43 tried to investigate whether the principal encourages and support teachers to attend workshops in my school. Whereas, item 44 attempts to find out if the principal encourages and support teachers to attend seminars in my school.

Item 45 further investigates whether the principal encourages and support teachers to attend symposia in my school. In item 46, opinions of respondents were asked whether the principal does not encourage and support experienced teachers to mentor the inexperienced ones in my school. Item 47 tries to confirm whether the principal does not encourage and support orientation for newly recruited teachers in my school. Nevertheless, item 48 investigates whether the principal does not encourage and support non-academic staff to go for in-service training in my school. Item 49 further asked if the principal does not encourage and support non-academic staff to go for conference in my school. Finally, item 50 intended to ask if the principal does not encourage and support non-academic staff to go for workshops and seminars in my school. Details of the responses by teachers, Principals and MOE officials were vividly explained in table 12.

Table 12: Opinions of Respondents on Role of Performance of Principals on Staff Development in Secondary Schools in Yola Metropolis, Adamawa State

S/N	Item Statement	Category of Respondents	Responses							
			Agree		Undecided		Disagree		Total	
			F	%	F	%	F	%	F	%
1	The principal recommends teachers who qualified for in-service training in my school.	Teachers	319	77	49	12	44	11	412	100
		Principals	19	68	-	-	9	32	28	100
		MOE Officials	24	69	-	-	11	31	35	100
2	The principal encourages and support teachers to attend conferences in my school.	Teachers	314	76	46	12	52	12	412	100
		Principals	16	57	-	-	12	43	28	100
		MOE Officials	15	43	1	3	19	54	35	100
3	The principal encourages and support teachers to attend workshops in my school.	Teachers	336	82	34	8	42	10	412	100
		Principals	19	68	-	-	9	32	28	100
		MOE Officials	24	69	-	-	11	31	35	100
4	The principal encourages and support teachers to attend seminars in my school.	Teachers	327	79	42	10	43	10	412	100
		Principals	16	57	-	-	12	43	28	100
		MOE Officials	15	43	1	3	19	54	35	100
5	The principal encourages and support teachers to attend symposia in my school.	Teachers	337	82	39	10	36	9	412	100
		Principals	25	89	-	-	3	11	28	100
		MOE Officials	32	91	1	3	2	6	35	100
6	The principal does not encourage and support experienced teachers to mentor the inexperienced ones in my school.	Teachers	307	75	61	15	44	11	412	100
		Principals	27	96	-	-	1	4	28	100
		MOE Officials	33	94	1	3	1	3	35	100
7	The principal does not encourage and support orientation for newly recruited teachers in my school.	Teachers	296	72	69	16	47	11	412	100
		Principals	26	93	-	-	2	7	28	100
		MOE Officials	27	77	1	3	7	20	35	100
8	The principal does not encourage and support non-academic staff to go for in-service training in my school.	Teachers	287	70	77	19	48	12	412	100
		Principals	22	79	-	-	6	21	28	100
		MOE Officials	31	89	-	-	4	11	35	100
9	The principal does not encourage and support non-academic staff to go for conference in my school.	Teachers	329	80	44	11	39	10	412	100
		Principals	27	96	-	-	1	4	28	100
		MOE Officials	32	91	-	-	3	9	35	100
10	The principal does not encourage and support non-academic staff to go for workshops and seminars in my school.	Teachers	337	82	39	10	36	9	412	100
		Principals	28	100	-	-	-	-	28	100
		MOE Officials	30	86	1	3	4	11	35	100

From table 12, there was a consensus among teachers, principals and Ministry of Education officials in response to the item statements 41-50. Item 41 investigates whether the principal recommends teachers who qualified for in-service training in my school. The stance taken by most of the respondents on the item showed that 77% of teachers, 68% of principals and 69% of MOE officials agreed with the idea. However, the stance taken by most of them on item 42 which asked if the principal encourages and support teachers to attend conferences in my school showed that 76% of teachers, 57% of principals agreed with the idea. While, 57% of MOE officials denied the idea. Item 43 investigates whether the principal encourages and support teachers to attend workshops in my school. The responses showed that 82% of teachers, 68% of principals and 69% of MOE officials agreed with the idea. Item 44 attempts to find out if the principal encourages and support teachers to attend seminars in my school. The stance taken by respondents showed that 79% of teachers, 57% of principals supported the statement. While, 57% of MOE officials disagree with the statement.

Item 45 further investigates whether the principal encourages and support teachers to attend symposia in my school. According to the respondents, 82% of teachers, 89% of principals and 91% of MOE officials agreed with the statement. In item 46, opinions of respondents were asked whether the principal does not encourage and support experienced teachers to mentor the inexperienced ones in my school. Based on the result, 75% of teachers, 96% of principals and 94% of MOE officials agreed with the idea. Item 47 tries to confirm whether the principal does not encourage and support orientation for newly recruited teachers in my school. The computed result showed that 72% of teachers, 93% of principals and 77% of MOE officials agreed with the idea. Nevertheless, item 48

investigates whether the principal does not encourage and support non-academic staff to go for in-service training in my school. The stance taken by respondents showed that 70% of teachers, 79% of principals and 89% of MOE officials agreed with the idea. As regard to item 49 which asked whether the principal does not encourage and support non-academic staff to go for conference in my school. It was found that 80% of teachers, 96% of principals and 91% of MOE officials agreed with the statement. In item 50, opinions of respondents were asked if the principal does not encourage and support non-academic staff to go for workshops and seminars in my school. The discovered result indicated that 82% of teachers, 95% of principals and 86% of MOE officials agreed with the idea. This certainly showed that principals are very active in term of staff development programmes in secondary schools in Yola Metropolis of Adamawa State.

4.3.6 Perceptions of Stakeholders on the Role of Performance of Principals on Maintenance of Discipline in Secondary Schools in Yola Metropolis, Adamawa State

This section contained items 51 to 60 in the questionnaire. It presents analysis of the respondents' responses using simple percentage and frequency table. Item 51 investigates whether the principal is disciplined as such he/her has the right to discipline others in my school. Item 52 asked if the principal is not capable to discipline teachers in my school. Item 53 tried to investigate whether the principal is not capable to discipline students in my school. Whereas, item 54 attempts to find out if the principal is capable to discipline non-academic staff in my school.

Item 55 further investigates whether the principal allows free interaction between teachers and students in my school. In item 56, opinions of respondents were asked whether the principal allows free interaction between non-academic staff and students in my school. Item 57 tries to confirm whether the principal allows free movement of

members of the local community in my school premises. Nevertheless, item 58 investigates whether the principal allows staff on duty to discipline erring students in my school. Item 59 further asked if the principal does not carryout management of discipline alone in my school. Finally, item 60 intended to ask if the principal can not discipline staff and students because of influence peddling in my school. Details of the responses by teachers, Principals and MOE officials were vividly explained in table 13.

Table 13: Opinions of Respondents on Role of Performance of Principals on Maintenance of Discipline in Secondary Schools in Yola Metropolis, Adamawa State

S/N	Item Statement	Category of Respondents	Responses							
			Agree		Undecided		Disagree		Total	
			F	%	F	%	F	%	F	%
1	The principal is disciplined as such he/her has the right to discipline others in my school.	Teachers	328	80	45	11	39	10	412	100
		Principals	23	82	1	4	2	7	28	100
		MOE Officials	26	66	4	11	8	23	35	100
2	The principal is not capable to discipline teachers in my school.	Teachers	336	82	53	13	23	6	412	100
		Principals	25	89	1	4	2	7	28	100
		MOE Officials	30	86	1	3	4	11	35	100
3	The principal is not capable to discipline students in my school.	Teachers	341	83	36	9	35	6	412	100
		Principals	27	96	-	-	1	4	28	100
		MOE Officials	33	94	-	-	2	6	35	100
4	The principal is capable to discipline non-academic staff in my school.	Teachers	338	82	49	12	25	6	412	100
		Principals	26	93	1	4	1	4	28	100
		MOE Officials	32	91	1	3	2	6	35	100
5	The principal allows free interaction between teachers and students in my school.	Teachers	312	76	62	15	38	9	412	100
		Principals	16	57	1	4	11	39	28	100
		MOE Officials	17	49	1	3	17	49	35	100
6	The principal allows free interaction between non-academic staff and students in my school.	Teachers	332	81	39	10	41	10	412	100
		Principals	16	57	1	4	11	39	28	100
		MOE Officials	29	83	-	-	6	14	35	100
7	The principal allows free movement of members of the local community in my school premises.	Teachers	319	77	66	16	27	7	412	100
		Principals	25	89	-	-	3	11	28	100
		MOE Officials	31	89	-	-	4	11	35	100
8	The principal allows staff on duty to discipline erring students in my school.	Teachers	341	83	42	7	29	7	412	100
		Principals	25	89	-	-	3	11	28	100
		MOE Officials	28	80	-	-	7	20	35	100
9	The principal does not carryout management of discipline alone in my school.	Teachers	296	72	74	18	42	10	412	100
		Principals	17	61	-	-	3	11	28	100
		MOE Officials	22	63	1	3	12	34	35	100
10	The principal can not discipline staff and students because of influence peddling in my school.	Teachers	335	81	48	11	29	7	412	100
		Principals	20	71	-	-	8	29	28	100
		MOE Officials	33	94	-	-	2	6	35	100

From table 13, there was a consensus among teachers, principals and Ministry of Education officials in response to the item statements 51-60. Item 51 investigates whether the principal is disciplined as such he/her has the right to discipline others in my school. The discovered result showed that 80% of teachers, 82% of principals and 66% of MOE officials agreed with the idea. According to the responses of item 52, a total of 82% of teachers, 89% of principals and 86% of MOE officials agreed that principal is not capable to discipline teachers in my school. The stance taken by respondents on item 53 showed that 83% of teachers, 96% of principals and 94% of MOE officials agreed that principal is not capable to discipline students in my school. Whereas, item 54 attempts to find out if the principal is capable to discipline non-academic staff in my school. The computed result showed that 82% of teachers, 93% of principals and 91% of MOE officials agreed with the idea. Based on the result, the principals are expected to double their effort on maintenance of discipline in their various schools of learning.

Item 55 further investigates whether the principal allows free interaction between teachers and students in my school. The stance taken by respondents showed that 76% of teachers, 57% of principals agreed with the idea. While, 51% of MOE officials disagree. In item 56, opinions of respondents were asked whether the principal allows free interaction between non-academic staff and students in my school. The responses revealed that 81% of teachers, 57% of principals and 83% of MOE officials agreed with the idea. Item 57 tries to confirm whether the principal allows free movement of members of the local community in my school premises. According to the respondents, 77% of teachers, 89% of principals and 89% of MOE officials supported the idea. Nevertheless, item 58 investigates whether the principal allows staff on duty to discipline

erring students in my school. The computed responses indicated that 83% of teachers, 89% of principals and 80% of MOE officials agreed with statement. Item 59 further asked if the principal does not carryout management of discipline alone in my school. The opinions of respondents showed that 72% of teachers, 62% of principals and 63% of MOE officials agreed with the idea respectively.

Finally, item 60 intended to ask if the principal can not discipline staff and students because of influence peddling in my school. The discovered responses showed that 81% of teachers, 71% of principals and 94% of MOE officials supported the statement. In respect of the collected data, it was concluded that principals should continue to maintain discipline in their schools for effective service delivery in Yola Metropolis in Adamawa State.

4.3.7 Perceptions of Stakeholders on the Role of Performance of Principals on School Community Relationship in Secondary Schools in Yola Metropolis, Adamawa State

This section contained items 61 to 70 in the questionnaire. It presents analysis of the respondents' responses using simple percentage and frequency table. Item 61 investigates whether the principal ensures that people from local community are made to give talks on religious issues in my school. Item 62 asked if the principal ensures that school uses people from local community to give talks on health issues in my school. Item 63 tried to investigate whether the principal invites people from local community to witness many programmes in my school. Whereas, item 64 attempts to find out if the principal allows members of the local community to share school facilities such as water and football field in my school.

Item 65 further investigates whether the principal attends ceremonies of the local community to cement good relationship between school and local community in my school. In item 66, opinions of respondents were asked whether the principal ensures that majority of lower positions of non-academic staff are occupied by the local community. Item 67 tries to confirm whether the principal ensures that preference is given to the local community during admission exercise in my school. Nevertheless, item 68 investigates whether the principal ensures that consumables and other essential items for staff and students are purchased from the local community in my school. Item 69 further asked if the principal uses elders in the local community in tackling problems of indiscipline in my school. Finally, item 70 intended to ask if the principal uses his position to get accommodation for staff in the local community in my school. Details of the responses by teachers, Principals and MOE officials were vividly explained in table 14.

Table 14: Opinions of Respondents on Role of Performance of Principals on School Community Relationship in Secondary Schools in Yola Metropolis, Adamawa State

S/N	Item Statement	Category of Respondents	Responses							
			Agree		Undecided		Disagree		Total	
			F	%	F	%	F	%	F	%
1	The principal ensures that people from local community are made to give talks on religious issues in my school.	Teachers	331	80	40	9	41	10	412	100
		Principals	10	36	17	67	1	3	28	100
		MOE Officials	28	80	-	-	7	20	35	100
2	The principal ensures that school uses people from local community to give talks on health issues in my school.	Teachers	351	85	43	10	18	5	412	100
		Principals	21	75	1	3	6	21	28	100
		MOE Officials	23	66	--	-	12	34	35	100
3	The principal invites people from local community to witness many programmes in my school.	Teachers	336	82	47	11	29	7	412	100
		Principals	12	43	15	54	1	3	28	100
		MOE Officials	28	80	2	6	5	14	35	100
4	The principal allows members of the local community to share school facilities such as water and football field in my school.	Teachers	334	81	34	8	44	10	412	100
		Principals	24	86	2	7	2	7	28	100
		MOE Officials	29	83	1	3	5	14	35	100
5	The principal attends ceremonies of the local community to cement good relationship between school and local community in my school.	Teachers	323	78	62	15	27	6	412	100
		Principals	5	17	19	68	4	14	28	100
		MOE Officials	19	54	1	3	15	43	35	100
6	The principal ensures that majority of lower positions of non-academic staff are occupied by the local community.	Teachers	304	74	72	18	36	8	412	100
		Principals	15	18	19	68	4	14	28	100
		MOE Officials	27	77	1	3	7	20	35	100
7	The principal ensures that preference is given to the local community during admission exercise in my school.	Teachers	300	73	48	12	64	15	412	100
		Principals	15	54	11	39	2	7	28	100
		MOE Officials	24	67	3	9	8	23	35	100
8	The principal ensures that consumables and other essential items for staff and students are purchased from the local community in my school.	Teachers	345	84	34	8	33	8	412	100
		Principals	13	46	1	3	14	50	28	100
		MOE Officials	17	49	1	3	17	49	35	100
9	The principal uses elders in the local community in tackling problems of indiscipline in my school.	Teachers	315	77	62	15	35	8	412	100
		Principals	19	68	6	21	5	11	28	100
		MOE Officials	30	86	1	3	4	11	35	100
10	The principal uses his position to get accommodation for staff in the local community in my school.	Teachers	315	77	39	10	58	13	412	100
		Principals	7	25	20	71	1	4	28	100
		MOE Officials	28	80	3	9	4	11	35	100

From table 14, there was a consensus among teachers, principals and Ministry of Education officials in response to the item statements 61-70. Item 61 investigates whether the principal ensures that people from local community are made to give talks on religious issues in my school. The discovered result showed that 80% of teachers and 80% of MOE officials agreed with the idea. While, 64% of principals remained silent the idea. Item 62 asked if the principal ensures that school uses people from local community to give talks on health issues in my school. The stance taken by respondents showed that 85% of teachers, 75% of principals and 66% of MOE officials agreed with the statement.

Item 63 tried to investigate whether the principal invites people from local community to witness many programmes in my school. The computed result showed that 82% of teachers and 80% of MOE officials agreed with the idea. While, 57% of principals disagree with the statement. Whereas, item 64 attempts to find out if the principal allows members of the local community to share school facilities such as water and football field in my school. The total of 81% of teachers, 86% of principals and 83% of MOE officials agreed with the idea. In view of the responses, it was found that most of the respondents believed that principals are doing well in term of establishment and maintenance of cordial school-community relationship in Yola Metropolis, in Adamawa State.

Item 65 further investigates whether the principal attends ceremonies of the local community to cement good relationship between school and local community in my school. Based on the responses, 78% of teachers and 54% of MOE officials agreed with the idea. While, 83% of principals rejected the idea. In item 66, opinions of respondents were asked whether the principal ensures that majority of lower positions of non-

academic staff are occupied by the local community. The stance taken by respondents showed that both 74% of teachers and 77% of MOE officials agreed with the statement. While, 82% of principals remained silent about the statement. Item 67 tries to confirm whether the principal ensures that preference is given to the local community during admission exercise in my school. The discovered result showed that 73% of teachers, 54% of principals and 67% of MOE officials agreed with the idea. Nevertheless, item 68 investigates whether the principal ensures that consumables and other essential items for staff and students are purchased from the local community in my school. The discovered result showed that only 84% of teachers agreed with the idea. While, 54% of principals and 51% of MOE officials rejected the idea.

Nevertheless, item 69 further asked if the principal uses elders in the local community in tackling problems of indiscipline in my school. According to the result, 77% of teachers, 68% of principals and 86% of MOE officials agreed with the statement. Finally, item 70 attempts to ask if the principal uses his position to get accommodation for staff in the local community in my school. It was found that 77% of teachers and 80% of MOE officials agreed with the idea. While, 75% of principals disagree with the idea. From the result it was agreed that principals play vital roles on school-community relationship accordingly.

4.3.8 Perceptions of Stakeholders on the Role of Performance of Principals on Maintenance of Facilities in Secondary Schools in Yola Metropolis, Adamawa State

This section contained items 71 to 80 in the questionnaire. It presents analysis of the respondents' responses using simple percentage and frequency table. Item 71 investigates whether the principal ensures that teaching facilities are well maintained in my school. Item 72 asked if the principal ensures that learning facilities are well maintained in my

school. Item 73 tried to investigate whether the principal ensures that spot facilities are well maintained in my school. Whereas, item 74 attempts to find out if the principal ensures that health and recreational facilities are well maintained in my school.

Item 75 further investigates whether the principal ensures that water facilities are well maintained in my school. In item 76, opinions of respondents were asked the principal ensures that light facilities are well maintained in my school. Item 77 tries to confirm whether the principal ensures that staff quarters are well maintained in my school. Nevertheless, item 78 investigates whether the principal ensures that food facilities are well maintained in my school. Item 79 further asked if the principal ensures that transport facilities are well maintained in my school. Finally, item 80 intended to ask if the principal ensures that materials for scheme of work and other essential records are well maintained in my school. Details of the responses by teachers, Principals and MOE officials were vividly explained in table 15.

Table 15: Opinions of Respondents on Role of Performance of Principals on Maintenance of Facilities in Secondary Schools in Yola Metropolis, Adamawa State

S/N	Item Statement	Category of Respondents	Responses							
			Agree		Undecided		Disagree		Total	
			F	%	F	%	F	%	F	%
1	The principal ensures that teaching facilities are well maintained in my school.	Teachers	319	77	33	8	60	14	412	100
		Principals	23	82	-	-	5	18	28	100
		MOE Officials	21	82	--	-	6	17	35	100
2	The principal ensures that learning facilities are well maintained in my school.	Teachers	309	75	70	17	33	8	412	100
		Principals	22	79	-	-	6	21	28	100
		MOE Officials	31	89	1	3	3	7	35	100
3	The principal ensures that spot facilities are well maintained in my school.	Teachers	300	73	64	16	48	12	412	100
		Principals	26	93	1	4	1	4	28	100
		MOE Officials	31	89	-	-	1	3	35	100
4	The principal ensures that health and recreational facilities are well maintained in my school.	Teachers	306	74	61	15	45	10	412	100
		Principals	25	89	1	4	2	7	28	100
		MOE Officials	29	83	-	-	6	17	35	100
5	The principal ensures that water facilities are well maintained in my school.	Teachers	282	68	79	19	51	11	412	100
		Principals	11	39	-	-	17	61	28	100
		MOE Officials	16	47	17	46	2	6	35	100
6	The principal ensures that light facilities are well maintained in my school.	Teachers	270	66	47	11	95	22	412	100
		Principals	11	39	1	3	16	57	28	100
		MOE Officials	16	46	3	9	16	46	35	100
7	The principal ensures that staff quarters are well maintained in my school.	Teachers	308	75	79	19	25	6	412	100
		Principals	17	61	2	7	9	32	28	100
		MOE Officials	23	66	3	9	9	26	35	100
8	The principal ensures that food facilities are well maintained in my school.	Teachers	290	70	64	16	58	13	412	100
		Principals	7	25	2	7	18	64	28	100
		MOE Officials	11	43	3	9	21	60	35	100
9	The principal ensures that transport facilities are well maintained in my school.	Teachers	282	68	63	15	67	16	412	100
		Principals	16	57	1	4	11	39	28	100
		MOE Officials	24	69	4	11	7	20	35	100
10	The principal ensures that materials for scheme of work and other essential records are well maintained in my school.	Teachers	312	76	34	8	66	16	412	100
		Principals	8	29	1	4	19	68	28	100
		MOE Officials	17	49	4	11	14	40	35	100

From table 15, there was a consensus among teachers, principals and Ministry of Education officials in response to the item statements 71-80. Item 71 investigates whether the principal ensures that teaching facilities are well maintained in my school. The responses showed that 77% of teachers, 82% of principals and 82% of MOE officials agreed with the idea. Item 72 asked if the principal ensures that learning facilities are well maintained in my school. In respect of the responses, it was 75% of teachers, 79% of principals and 89% of MOE officials agreed with the idea. As regard to item 73, which investigates whether the principal ensures that spot facilities are well maintained in my school. The result indicated that 73% of teachers, 93% of principals and 89% of MOE officials agreed with the idea. In respect of item 74, which attempts to find out if the principal ensures that health and recreational facilities are well maintained in my school. The result showed that 74% of teachers, 89% of principals and 83% of MOE officials agreed with the idea.

Item 75 further investigates whether the principal ensures that water facilities are well maintained in my school. According to the result, only 68% of teachers accepted the idea. While, 61% of principals and 53% of MOE officials disagree with the idea. In item 76, opinions of respondents were asked the principal ensures that light facilities are well maintained in my school. It was only 66% of teachers supported the idea. While, 61% of principals and 54% of MOE officials remained silent. In item 77, all the 75% of teachers, 61% of principals and 66% of MOE officials agreed that principal ensures that staff quarters are well maintained in my school. Nevertheless, item 78 investigates whether the principal ensures that food facilities are well maintained in my school. Based on the responses, it was only 70% of teachers admired the idea. While, 75% of principals and

57% of MOE officials denied the idea. Item 79 further asked if the principal ensures that transport facilities are well maintained in my school. The discovered result showed that 68% of teachers, 57% of principals and 69% of MOE officials agreed with the idea. Finally, item 80 intended to ask if the principal ensures that materials for scheme of work and other essential records are well maintained in my school. The computed result revealed that only 76% of teachers agreed with the idea. While, 71% of principals and 51% of MOE officials remained silent. From the result, conclusion was drawn that principals are doing well, even though, they felt shy to reveal their actual opinions in some questions. Therefore, they should double their effort to ensure proper maintenance of school facilities in secondary schools in Yola Metropolis in Adamawa State.

4.4 Hypotheses Testing

This section presents summary of hypotheses testing in line with raised objectives and null hypotheses of the study. The parametric statistics of Analysis of Variance (ANOVA) and the Post-Hoc Test with Scheffe test were used to test significant difference among the respondents i.e. teachers, principals and Ministry of Education officials at 0.05 significant level. Eight hypotheses were formulated and tested. Hypothesis was retained when the probability value was more than 0.05 significant level. While, hypothesis was rejected when the probability value was below the stated level of significance. These hypotheses are based on the data collected from items related to role performances of principals on interpersonal relationship, decision making process, school communication, school supervision, staff development programmes, maintenance of discipline, school-community relationship and maintenance of facilities in secondary schools in Yola Metropolis, Adamawa State. Details of these are as follows:

4.4.1 Hypothesis 1: There is no Significant Difference in the perceptions of Teachers, Principals and MOE Officials on the Role Performances of Principals on Interpersonal Relationship in Secondary Schools in Yola Metropolis, Adamawa State

The One Way Analysis of Variance was used to determine whether there were significant differences or otherwise in opinions of respondents on the data collected for items 1-10 in the questionnaire. As such, all the items were analyzed and presented in table 16.

Table 16: Summary of Analysis of Variance on there is no Significant Difference in the perceptions of the Respondents on the Role Performances of Principals on Interpersonal Relationship in Secondary Schools in Yola Metropolis, Adamawa State

Variable	Sum of squares	df	Mean square	f	P- value	Critical value
Between Groups	131.401	2	65.700	2.538	.080	2.25
Within Groups	12216.924	472	25.883			
Total	**12348.324**	**474**				

From table 16, the result of the tested hypothesis revealed that the f-ratio value (2.538) at 2 df 472 and at the level 0.05; the critical value (2.25) is greater than f-ratio values (2.538), the observed probability level of significance P(.080) is greater than .0.05. Thus, the null hypothesis is retained. It is therefore conclude that there is no significant difference in the perceptions of teachers, principals and MOE Officials on the role performances of principals on interpersonal relationship in Secondary Schools in Yola Metropolis, Adamawa State.

4.4.2 Hypothesis 2: There is no Significant Difference in the Perceptions of Teachers, Principals and MOE Officials on the Role Performances of Principals on Decision Making Process in Secondary Schools in Yola Metropolis, Adamawa State

The One Way Analysis of Variance was used to determine whether there were significant differences or otherwise in opinions of respondents on the data collected for items 11-20 in the questionnaire. As such, all the items were analyzed and presented in table 17:

Table 17: Summary of Analysis of Variance on there is no Significant Difference in the Perceptions of the Respondents on the Role Performances of Principals on Decision Making Process in Secondary Schools in Yola Metropolis, Adamawa State

Variable	Sum of squares	df	Mean square	f	P-value	Critical value
Between Groups	22.268	2	11.134	.240	.778	2.25
Within Groups	21891.323	472	46.380			
Total	**21913.592**	**474**				

From table 17, the result of the tested hypothesis revealed that the f-ratio value (.240) at 2 df 472 and at the level 0.05; the critical value (2.25) is greater than f-ratio values (.240), the observed probability level of significance P(.778) is greater than 0.05. This means that there is no significant difference in the perceptions of teachers, principals and MOE Officials on the role performances of principals on decision making process in Secondary Schools in Yola Metropolis, Adamawa State. Thus, the null hypothesis is retained.

4.4.3 Hypothesis 3: There is no Significant Difference in the perceptions of Teachers, Principals and MOE Officials on the Role Performances of Principals on Communication in Secondary Schools in Yola Metropolis, Adamawa State

The One Way Analysis of Variance was used to determine whether there were significant differences or otherwise in opinions of respondents on the data collected for items 21-30 in the questionnaire. As such, all the items were analyzed and presented in table 18:

Table 18: Summary of Analysis of Variance on there is no Significant Difference in the perceptions of the Respondents on the Role Performances of Principals on Communication in Secondary Schools in Yola Metropolis, Adamawa State

Variable	Sum of squares	df	Mean Square	f	P-value	Critical value
Between Groups	139.266	2	69.633	2.639	.079	2.25
Within Groups	12593.844	472	26.387			
Total	**12593.844**	**474**				

From table 18, the result of the tested hypothesis revealed that the f-ratio value (2.639) at 2 df 472 and at the level 0.05; the critical value (2.25) is greater than f-ratio values (2.639), the observed probability level of significance P(.079) is greater than 0.05. This means that there is no significant difference in the perceptions of teachers, principals and MOE Officials on the role performances of principals on communication in secondary schools in Yola Metropolis, Adamawa State. Thus, the null hypothesis is retained.

4.4.4 Hypothesis 4: There is no Significant Difference in the Perceptions of Teachers, Principals and MOE Officials on the Role Performances of Principals on Supervision in Secondary Schools in Yola Metropolis, Adamawa State

The One Way Analysis of Variance was used to determine whether there were significant differences or otherwise in opinions of respondents on the data collected for items 31-40 in the questionnaire. As such, all the items were analyzed and presented in table 19:

Table 19: Summary of Analysis of Variance on there is no Significant Difference in the Perceptions of the Respondents on the Role Performances of Principals on Supervision in Secondary Schools in Yola Metropolis, Adamawa State

Variable	Sum of squares	df	Mean square	f	Prob.	Critical value
Between Groups	336.497	2	168.248	3.344	.034	2.25
Within Groups	23747.133	472	50.312			
Total	**2483.629**	**474**				

From table 19, the result of the tested hypothesis revealed that the f-ratio value (.262) at 2 df 472 and at the level 0.05; the critical value (2.25) is less than f-ratio values (3.344), the observed probability level of significance P(.034) is less than 0.05. This means that there is a significant difference in the perceptions of teachers, principals and MOE Officials on the role performances of principals on supervision in Secondary Schools in Yola Metropolis, Adamawa State. Meanwhile, the null hypothesis is rejected.

To determine which group significantly differed among teachers, principals and MOE officials as regard to the role performances of principals on supervision in Secondary Schools Management in Yola Metropolis, a Post-Hoc test was carried out on

the mean scores of the group with Scheffe procedure. Table 20 presents the result in details:

Table 20: Post-Hoc Scheffe Test on Multiple Comparisons of Means on the Perception of Stakeholders on the Role Performances of Principals on Supervision in Secondary Schools in Yola Metropolis, Adamawa State

Group/ (I) Status	N	Mean	(J) Status	Mean diff. (I-J)	Std. Error	Sig.	Remarks
Teachers	412	36.5752	Principal	-11096*	.73087	.017	Significant
			MOE Officials	-1.33904	.65889	.312	No significant
Principals	28	36.4643	Teacher	-.11096*	.73087	.989	No Significant
			MOE Officials	-1.45000	.94885	.015	Significant
MOE Officials	35	37.9143	Teachers	1.33904	.65889	.989	No significant
			Principals	1.45000	.94885	.038	Significant
Total	**475**	**36.6674**					

From the computed Scheffe result of table 20, it was noticed that there were differences between the opinions of respondents on the role performances of principals on supervision in Secondary Schools Management in Yola Metropolis. Thus, the mean scores of teachers and principals seem to be in agreement with one another. While, the MOE officials differed with the high mean scores 37.9143. From the differences, conclusion was made that MOE officials' opinions were differed from that of teachers and principals due the fact that they are the inspectors and government agents in overseeing general activities academic and non-academic in secondary schools. While, teachers and principals shared the working environment, internal arrangement may influence their actual opinions, since the issue is directly affecting them. Therefore, principals should tirelessly work to ensure proper and regular supervision in their various secondary schools in Yola Metropolis, Adamawa State.

4.4.5 Hypothesis 5: There is no Significant Difference in the Perceptions of Teachers, Principals and MOE Officials on the Role Performances of Principals on Staff Development in Secondary Schools in Yola Metropolis, Adamawa State

The One Way Analysis of Variance was used to determine whether there were significant differences or otherwise in opinions of respondents on the data collected for items 41-50 in the questionnaire. As such, all the items were analyzed and presented in table 21:

Table 21: Summary of Analysis of Variance on there is no Significant Difference in the Perceptions of the Respondents on the Role Performances of Principals on Staff Development in Secondary Schools in Yola Metropolis, Adamawa State

Variable	Sum of squares	df	Mean square	f	P-value	Critical value
Between Groups	55.580	2	27.780	.820	.444	2.25
Within Groups	15995.738	472	33.889			
Total	**16051.318**	**474**				

From table 21, the result of the tested hypothesis revealed that the f-ratio value (.820) at 2 df 472 and at the level 0.05; the critical value (2.25) is greater than f-ratio values (.820). The observed probability level of significance P(.444) is greater than 0.05. This means that there is no significant difference in the perceptions of teachers, principals and MOE Officials on the role performances of principals on staff development in Secondary Schools Management in Yola Metropolis, Adamawa State. Therefore, the null hypothesis is retained.

4.4.6 Hypothesis 6: There is no Significant Difference in the perceptions of Teachers, Principals and MOE Officials on the Role Performances of Principals on Maintenance of Discipline in Secondary Schools in Yola Metropolis, Adamawa State

The One Way Analysis of Variance was used to determine whether there were significant differences or otherwise in opinions of respondents on the data collected for items 51-60 in the questionnaire. As such, all the items were analyzed and presented in table 22:

Table 22: Summary of Analysis of Variance on there is no Significant Difference in the perceptions of the Respondents on the Role Performances of Principals on Maintenance of Discipline in Secondary Schools in Yola Metropolis, Adamawa State

Variable	Sum of squares	Df	Mean square	F	P- value	Critical value
Between Groups	21.187	2	10.593	.262	.769	2.25
Within Groups	19051.074	472	40.362			
Total	**19072.261**	**474**				

From table 22, the result of the tested hypothesis revealed that the f-ratio value (.262) at 2 df 472 and at the level 0.05; the critical value (2.25) is greater than f-ratio values (.262), the observed probability level of significance P(.769) is greater than .0.05. Therefore, the null hypothesis is retained; meaning that there is no significant difference in the perceptions of teachers, principals and MOE Officials on the role performances of principals on maintenance of discipline in Secondary Schools' management in Yola Metropolis, Adamawa State.

4.4.7 Hypothesis 7: There is no Significant Difference in the Perceptions of Teachers, Principals and MOE Officials on the Role Performances of Principals on School-Community Relationship in Secondary Schools in Yola Metropolis, Adamawa State

The One Way Analysis of Variance was used to determine whether there were significant differences or otherwise in opinions of respondents on the data collected for items 1-10 in the questionnaire. As such, all the items were analyzed and presented in table 23:

Table 23: Summary of Analysis of Variance on there is no Significant Difference in the Perceptions of the Respondents on the Role Performances of Principals on School-Community Relationship in Secondary Schools in Yola Metropolis, Adamawa State

Variable	Sum of squares	df	Mean square	f	P- value	Critical value
Between Groups	209.998	2	140.999	5.098	.006	2.25
Within Groups	9721.160	472	20.596			
Total	**9931.158**	**474**				

From table 23, the result of the tested hypothesis revealed that the f-ratio value (5.098) at 2 df 472 and at the level 0.05; the critical value (2.25) is less than f-ratio values (5.098), the observed probability level of significance P(.006) is less than .0.05. Thus, the null hypothesis is rejected. It is therefore conclude that there is a significant difference in the perceptions of teachers, principals and MOE Officials on the role performances of principals on school-community relationship in Secondary Schools' management in Yola Metropolis, Adamawa State.

To determine which group significantly differed among teachers, principals and MOE officials as regard to the role performances of principals on school-community relationship in Secondary Schools in Yola Metropolis, Adamawa State, a Post-Hoc test

was carried out on the mean scores of the group with Scheffe procedure. Table 24 presents the result in details:

Table 24: Post-Hoc Scheffe Test on Multiple Comparisons of Means on the role Performances of Principals on School-Community Relationship in Secondary Schools in Yola Metropolis, Adamawa State

Group/ (I) Status	N	Mean	(J) Status	Mean Diff. (I-J)	Std. Error	Sig.	Remarks
Teachers	412	35.9417	Principal	2.04889	.99008	.038	Significant
			MOE Officials	-.1.51540	.99008	.291	No significant
Principals	28	33.8929	Teacher	-2.04889	.99008	.204	No Significant
			MOE Officials	-3.56429*	1.29501	.036	Significant
MOE Officials	35	37.4571	Teachers	1.51540	.96277	.984	No significant
			Principals	3.56429*	1.38647	.037	Significant
Total	**475**	**35.9326**					

From the computed Scheffe result of table 24, it was noticed that there were differences between the opinions of respondents on the role performances of principals on school-community relationship in Secondary Schools in Yola Metropolis, Adamawa State. Thus, the mean scores of teachers and principals have a close relationship with one another. While, the MOE officials differed with the high mean scores of 37.4571. From the differences, conclusion was made that MOE officials' opinions were differed from that of teachers and principals due the fact that they are the executive inspectors, managers and coordinators of both the principals and teachers in secondary schools in Yola Metropolis. While, teachers and principals may have similar opinions to the extent that they are in close contact with one another in the implementation of curriculum instructions in schools, they may have an internal negotiation with one another. To this end, the call is made to principals to double their effort in ensuring effective management in secondary schools in Yola Metropolis, Adamawa State.

4.4.8 Hypothesis 8: There is no Significant Difference in the perceptions of Teachers, Principals and MOE Officials on the Role Performances of Principals on Maintenance of Facilities in Secondary Schools in Yola Metropolis, Adamawa State

The One Way Analysis of Variance was used to determine whether there were significant differences or otherwise in opinions of respondents on the data collected for items 71-80 in the questionnaire. As such, all the items were analyzed and presented in table 25.

Table 25: Summary of Analysis of Variance on there is no Significant Difference in the perceptions of the Respondents on the Role Performances of Principals on Maintenance of Facilities in Secondary Schools in Yola Metropolis, Adamawa State

Variable	Sum of squares	df	Mean square	f	P- value	Critical value
Between Groups	105.113	2	52.556	1.643	.194	2.25
Within Groups	15095.468	472	31.982			
Total	**15200.581**	**474**				

From table 25, the result of the tested hypothesis revealed that the f-ratio value (1.643) at 2 df 472 and at the level 0.05; the critical value (2.25) is greater than f-ratio values (1.643), the observed probability level of significance P(.194) is greater than .0.05. Thus, the null hypothesis is retained. It is therefore conclude that there is no significant difference in the perceptions of teachers, principals and MOE Officials on the role performances of principals on maintenance of facilities in Secondary Schools in Yola Metropolis, Adamawa State.

Table 26 presents the summary of the tested hypotheses of the study:

Table 26: Summary of Hypotheses Testing

Hypotheses	Hypothesis Statements	Statistical Tool	Results	Level of Significance	Conclusion
1.	There is no significant difference in the perceptions of teachers, principals and MOE officials on the role performances of principals on interpersonal relationship in Secondary Schools in Yola Metropolis Adamawa State.	ANOVA	Prob. value is .080	0.05	There is no significant difference in the perceptions of stakeholders on the role performances of principals on interpersonal relationship in Secondary Schools in Yola Metropolis Adamawa State. ***Ho_1 accepted.***
2.	There is no significant difference in the perceptions of stakeholders on the role performances of principals on decision making process in Secondary Schools in Yola Metropolis Adamawa State.	ANOVA	Prob. value is .778	0.05	There is no significant difference in the perceptions of stakeholders on the role performances of principals on decision making process Secondary Schools in Yola Metropolis Adamawa State. ***Ho_2 accepted.***
3.	There is no significant difference in the perceptions of stakeholders on the role performances of principals on communication in Secondary Schools in Yola Metropolis Adamawa State.	ANOVA	Prob. value is .079	0.05	There is no significant difference in the perceptions of stakeholders on the role performances of principals on communication in Secondary Schools in Yola Metropolis Adamawa State. ***Ho_3 accepted.***
4.	There is no significant difference in the perceptions of stakeholders on the role performances of principals on supervision in Secondary Schools in Yola Metropolis Adamawa State.	ANOVA	Prob. value is .034	0.05	There is a significant difference in the perceptions of stakeholders on the role performances of principals on supervision in Secondary Schools in Yola Metropolis Adamawa State. ***Ho_4 rejected.***
5.	There is no significant difference in the perceptions of stakeholders on the role performances of principals on staff development in Secondary Schools in Yola Metropolis Adamawa State.	ANOVA	Prob. value is .444	0.05	There is no significant difference in the perceptions of stakeholders on the role performances of principals on staff development in Secondary Schools in Yola Metropolis Adamawa State. ***Ho_5 accepted.***
6.	There is no significant difference in the perceptions of stakeholders on the role performances of principals on maintenance of discipline in Secondary Schools in Yola Metropolis Adamawa State.	ANOVA	Prob. value is .769	0.05	There is no significant difference in the perceptions of stakeholders on the role performances of principals on maintenance of discipline in Secondary Schools in Yola Metropolis Adamawa State. ***Ho_6 accepted.***

7.	There is no significant difference in the perceptions of stakeholders on the role performances of principals on school-community relationship in Secondary Schools in Yola Metropolis Adamawa State.	ANOVA	Prob. value is .006	0.05	There is a significant difference in the perceptions of stakeholders on the role performances of principals on school-community relationship in Secondary Schools in Yola Metropolis Adamawa State. ***Ho_7 rejected.***
8.	There is no significant difference in the perceptions of stakeholders on the role performances of principals on maintenance of facilities in Secondary Schools in Yola Metropolis Adamawa State.	ANOVA	Prob. value is .194	0.05	There is no significant difference in the perceptions of stakeholders on the role performances of principals on maintenance of facilities in Secondary Schools in Yola Metropolis Adamawa State. ***Ho_8 accepted.***

From table 26, it was discovered that hypotheses 1, 2, 3, 5, 6 and 8 were retained. While, hypotheses 4 and 7 were rejected.

4.5 Summary of Major Findings

Based of the perceptions of teachers, principals and Ministry of Education officials, the following findings were discovered in the study:

1. Role performances of principals on interpersonal relationship improve good interaction between teachers, students and non-teaching staff in secondary schools in Yola Metropolis in Adamawa State;
2. role performances of principals encouraged participation of parent, teachers and other stakeholders in decision making in secondary schools in Yola Metropolis in Adamawa State;
3. role performances of principals improved effective communication in secondary schools in Yola Metropolis in Adamawa State;

4. role performances of principals on supervision resulted up-dated record keeping and effective classroom management in secondary schools in Yola Metropolis in Adamawa State;
5. role performances of principals on staff development led to participation of many teaching and non-teaching staff in seminars, workshops and conferences in secondary schools in Yola Metropolis in Adamawa State;
6. role performances of principals on maintenance of discipline harmonized administration in secondary schools in Yola Metropolis in Adamawa State;
7. role performances of principals on school-community relationship enhanced community participation in many developmental activities in secondary schools in Yola Metropolis in Adamawa State; and
8. role performances of principals on maintenance of facilities resulted effective service delivery in secondary schools in Yola Metropolis in Adamawa State.

4.6 Discussions of the Findings

Base on the interpretation and analysis, it was found that most of the respondents are of the view that principals interact with subordinates freely and encourage teachers to work in harmony. Also, most of them believed that principals encourage teachers to have good interpersonal relationship with students which show that principals doing their best to ensure good interpersonal relationship in secondary schools in Yola Metropolis in Adamawa State. However, based on opinion of respondents, principals' leadership role leads to good relationship between school and local community which in turn harmonize teaching and learning process in secondary schools in Yola Metropolis. Even though, some of the principals remained silent, despite their effort on maintaining good

interpersonal relationship in their schools. Obemeata (1984) in an extensive discussion of the qualities of a school head named the following characteristics as necessary self discipline, firmness and fairness persuasiveness, flexibility, patience, self control and tactfulness. In addition, the principal should be academic and professionally competent. With clear understanding of whom the principal is, the importance of that office and the qualities expected of any occupant of the office, it should be easy to understand the role of the principals in bringing about high quality education in the secondary school.

Also, there was sharing of opinions among the respondents that principals involve teachers and non-teaching staff in decision making process on issues that affect them and community. And even the students take part in decision making process in schools. The stance taken by most of the respondents revealed that principals play vital roles on decision making process in their various schools in the metropolis. Furthermore, the result revealed that principals communicate to the ministry of education/proprietor on the decision made during meetings and welcome ideas during staff meeting. The school principal is charged with the responsibilities for making intelligent and informed decisions. Ogunsanju (2006), observed that decision making is the process where by a choice has to be made between two or more different alternatives to determine about the state of affairs. Based on this, the effort of school principals on decision making process is very recommendable in Yola Metropolis, Adamawa State.

From the responses, it was found that through the role of principals, effective communication to staff and students on matter that affect the school through circular is very effective especially through morning assemblies. As regard to school community relationship and development It was found that principal allows free flow of information

from button to top in most of secondary schools in Yola Metropolis. It was also discovered that principals make objectives evaluation for staff during the annual performance evaluation so as to ensure that ICT facilities are installed for students and staff to communicate with other people outside schools effectively in Yola Metropolis. The principal is therefore expected to maintain effective lines of communication within and outside the school for the smooth and effective running of the school. Yabo (2007) stated that "communication is the life blood of any organization without which no activity off an organization will be possible".

Based on the opinions of respondents, there was sharing of opinions among the stakeholders that principal plays a vital role on supervision through going round to classrooms, teachers make entries in the scheme of work every week, teachers prepare a lesson plans and lesson notes before they go to class to ensure instructions are implemented in secondary schools in Yola Metropolis. It was also, found that most of the stakeholders supported the idea that the principal ensures that HODs mentor the new posted to their department before they start work in their school. The responses also indicated that most of principals dedicate their work effectively. Supervision has become very necessary in recent times because of the importance attached to education and the desire to improve the quality of education. According to Osakwe (2010), supervision is concerned with the supervision of professional assistance and guidance to teachers and students geared towards the achievement of effective teaching and learning in the school. Through supervision the principal can provide meaningful feedback and direction to teachers that can have profound effect in the learning that occurs in the classroom.

According to most of the respondents, principal plays vital roles on regular conduct of staff development programmes through recommending teachers who qualified for in-service training, educational conferences, workshops, seminars, mentoring among others to ensure teachers acquire skills and new experience. Not only teachers but also encourages non-academic staff to go for many training and re-training programmes. This certainly showed that principals are very active in term of staff development programmes in secondary schools in Yola Metropolis of Adamawa State. Gusky and Huberman (1995) asserted that Staff development helps educators keep abreast of expanding knowledge base on education so they can continually refine their conceptual and craft skills.

Even though, it was discovered from responses that principals are capable to discipline students, teaching staff and even non-academic staff in secondary schools in Yola Metropolis. Therefore, principals are expected to double their effort on maintenance of discipline in their various schools of learning. Thus, others believed that principals allow free interaction between teachers and students, between non-academic staff and students, and free movement of members of the local community in school premises for effective service delivery in Yola Metropolis in Adamawa State. Thus, principal is charged with maintenance of discipline in the school. Thus, school discipline connotes the implementation of rules and regulation, punishments and rewards as well as behavioural strategies appropriate to the regulation of children or adolescents and the maintenance of order in school environment. It aims at control the students activities and general behaviour. Gable and Haidt (2005) ascertained that all aspects of school which

comprise the rules and regulations made for the purpose of fostering successful management and interpersonal relationship is within the scope of discipline.

To many respondents, principals ensure that people from local community are made to give talks on religious issues, ensures that school uses people from local community to give talks on health issues and invite people from local community to witness many programmes in schools. The gathered information from most respondents indicated that principal allows members of the local community to share school facilities such as water and football field which showed that principals are doing well in term of establishment and maintenance of cordial school-community relationship in Yola Metropolis. The inter-relationship between school and the community involves a careful understanding of the influence of one upon the other. Hence, the most basic characteristics of the school and community must be flexible. The school should be willing to take on functions and services in the light of changing needs and development within the community. The school can realize some subjects to the community and draw upon the community for possible teaching and demonstration materials. Students can run school forms where they learn by doing. Schools in urban cerntres might put more emphasis on other productive activities with their communities. (Ozigi, 1977).

Through the role of principals, it was found that many respondents recommended the effort of principals for ensuring that teaching facilities, learning facilities, spot facilities, health and recreational facilities are well maintained in secondary schools. As stated by most of stakeholders, through dedication of principals, water facilities, light facilities, staff quarters, food facilities, and transport facilities are well maintained in secondary schools. Principal must be fully concerned with physical environment and

other facilities around the school corners. Dilapidated building, leaking roofs, abandoned projects, over-grown tress and lows, dingy and dark building that were abandon by the previous government etc. have demoralizing effects of people, especially the adolescents, (Abidoa, 2006).

Nevertheless, the principals have the responsibilities of ensuring that school facilities are in good shape. Even with the meager resources at their disposal, they have the responsibility of providing teachers and other instructional staff with necessary resources for effective teaching. (Babayemi, 2006). From the result, conclusion was drawn that principals are doing well, even though; they felt shy to reveal their actual opinions in some questions. Therefore, they should double their effort to ensure proper maintenance of school facilities in secondary schools in Yola Metropolis in Adamawa State.

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study focused on perceptions of stakeholders on the role performance of principals on the management of Secondary Schools in Yola Metropolis, Adamawa State, Nigeria. This chapter consists of summary of the study, conclusions, recommendations and suggestion for further studies.

5.2 Summary

The study discussed on perceptions of stakeholders on the role performances of principals on the management of Secondary Schools in Yola Metropolis, Adamawa State, Nigeria. The study is made-up of background to the study, statement of the problem, objectives of the study, research questions, research hypotheses, basic assumptions, significance of the study and scope of the study. The study also review many related literature which were sourced from books, journals, magazines, news papers, previous researches, internet accesses etc. the review presented the conceptual framework which consisted of concept of role performance, concept of management, and concept of school organization. The study also reviewed literature related to set objectives of the study which centered on role performance of principals on interpersonal relationship, decision making process, communication, supervision, staff development, maintenance of discipline, school community relationship and maintenance of facilities in school organization.

As regard to research methodology, the study presented research design, population of the study, sample and sampling techniques, research instrument, validity of

the instrument, pilot study, reliability of the instrument, methods of data collection and analysis of the collected data from the respondents. The study also presented analyzed and discussed the data collected from the respondents based on the topic under study using frequency tables and simple percentages in order to measure the significant difference or otherwise among the variables of the study. The Analysis of Variance statistical technique was used in testing the hypotheses of the study; in which out of the eight hypotheses, only two of them were rejected. Structured questionnaire was administered on three groups of respondents i.e. the teachers' principals and MOE officials within the sampled area of the study. The collected data was statistically analyzed through which the findings showed that role performance of principals on necessitate good interpersonal relationship, effective decision making process, communication, regular supervision, staff development, maintenance of discipline, cordial school community relationship and maintenance of facilities in secondary schools in Yola Metropolis of Adamawa State.

5.3 Conclusions

The research discussed the perceptions of stakeholders on the role performances of Principals on the Management of Secondary Schools in Yola Metropolis, Adamawa State, Nigeria. Based on perception of the respondents, the following conclusions were drawn:

1. Role performances of principals on interpersonal relationship necessitate good interaction between teachers, students and non-teaching staff in secondary schools in Yola Metropolis in Adamawa State;

2. role performances of principals encouraged participation of parent, teachers and other stakeholders in decision making in secondary schools in Yola Metropolis in Adamawa State;
3. role performances of principals improved effective communication in secondary schools in Yola Metropolis in Adamawa State;
4. role performances of principals on supervision resulted up-dated record keeping and classroom management in secondary schools in Yola Metropolis in Adamawa State;
5. role performances of principals on staff development led to participation of many teaching and non-teaching staff in seminars, workshops and conferences in secondary schools in Yola Metropolis in Adamawa State;
6. role performances of principals on maintenance of discipline harmonized administration in secondary schools in Yola Metropolis in Adamawa State;
7. role performances of principals on school-community relationship enhanced community participation in many developmental activities in secondary schools in Yola Metropolis in Adamawa State; and
8. role performances of principals on maintenance of facilities resulted effective service delivery in secondary schools in Yola Metropolis in Adamawa State.

5.4 Recommendations

Based on the research findings and conclusions, the study is hereby recommending that all principals should ensure the following:

1. Democratic leadership styles should be adopted in schools management which improves interpersonal relationship between various stakeholders in secondary schools in Yola Metropolis in Adamawa State;

2. school principals should encourage participation of all stakeholders such parent, teachers, students, club and societies in decision making in secondary schools in Yola Metropolis in Adamawa State;
3. principals should reinstate effective communication among various stakeholders such zonal office/Ministry of education parent, teachers, students, club and societies and even external agent in secondary schools in Yola Metropolis in Adamawa State;
4. regular supervision should be carried out by the principals in order to ensure among others up-dated record keeping, proper classroom management, implementation of new curriculum and instructions in secondary schools in Yola Metropolis in Adamawa State;
5. the principals should on regular basis encourage conduct of staff development programmes for teaching and non-teaching staff through seminars, workshops and conferences in secondary schools in Yola Metropolis in Adamawa State;
6. school principals should double their effort on maintenance of discipline through re-enforcement, rewards, punishment, praises, and delegation of responsibilities in secondary schools in Yola Metropolis in Adamawa State;
7. cordial school-community relationship should be enhanced through involving community members in decision making, allowing the community to use some facilities in schools, respect to the norms and values of their beliefs in secondary schools in Yola Metropolis in Adamawa State; and
8. principals in collaboration with teachers, students, parents and other external bodies should be active in maintenance of facilities for effective service delivery in secondary schools in Yola Metropolis in Adamawa State.

5.5 Suggestions for Further Studies

In respect of the findings, conclusions and recommendations, the following suggestions for further studies were made:

1. Analysis of the relationship between role performances of principals and service delivery in secondary schools in Adamawa State, Nigeria.
2. Impact of leadership styles of principals on students' academic performance in secondary schools in Adamawa State, Nigeria.

REFERENCES

Abdulkadir, I. E. (2013). *School Management: Characteristics of Effective Principals. Global Journal of Human Social Science Linguistics and Education.* Vol. 13.

Adesina, S. (1980). *Some Aspects of School Management.* Lagos State Educational Industries. Pallom Press Ltd.

Adesina, S. (2005). *Essentials of Education Management*, Benin: Ambik Press Ltd.

Adesina, S. A (2008), *Some Aspects of School Management*, Ibadan; Educational Industries.

Akubele, A. (1983). The Role of Nigerian Secondary Schools Principals in Instruments Supervision Education and Development. *A journal of the Nigerian Educational Research Council*. Vol.3.no. 1 Jan. 1983.

Alabi, A. T. (2015). The Relevance of Staff Development Programmes to Staff Performance in the School System. *Journal of Education Development of Educational Management.* University of Ilorin, Kwara State, Nigeria.

Alex, M. O and Oujewu, M. (2006) Optimal Maintenance of School Facilities for Enhanced Learning. *Journal of Educational Management and Planning* vol.1 No.1.

Alhas, M. N. (2005). Assessment of the Supervisory Role Performance of Secondary School Principals in Kaduna State. *Nigerian in Journal of Educational Management and Planning Published by National Association of Educational Planners and Managers (NAEPM) in Collaboration Section Department of Education*, ABU Zaria Vol. 2. No. 1

Alidzulwa, T. A. (2000). *The Role of Parent in Values Education with Special References to the Situation in Venda (Northern Province).* Unpublished M.Ed dissertation. Stellenbosch: University of Stellenbosch Press.

Amitan, J. (2007). Parent Involvement in Education: Toward an Understanding of Parents' Decision Making. *The Journal of Educational Research*, 100 (5), 311-323

Annie, M. I. & Mpho, N. I. (2014). Perceptions of Teachers on the Instructional Roles of School Heads in secondary Schools in Bostwana. *International Review of Social Science and Humanities*, Vol. 7, No. 1.

Barrel, G. R. (2007). *The Role of the Family in Managing Indiscipline among the Youths in Nigeria*; Book of Counseling Vol. 2No1

Bodman, J. (2011). *Gateways to the Principalship: State Power to Improve the Quality of School Leaders*. Retrieved from Center for American Progress website: www.americanprogress.org /wp-content/uploads/issues/2011/10/pdf/principalship.pdf

Chemutai, E. (2015). The Roles of School Principals as Human Resources Managers in Secondary Schools in Nandi County Kenya. *Global Journal of Human Resources Management* Vol. 3, No.1, pp 73-82, January 2015.

Dare, M. O (2006). *Tasks of the School Administrator in School Administration*. ABU Zaria, Unpublished Lecture Note.

Dare, M. O. (2008). *Introduction to the Management of Human Resources in Nigerian Educational Instrument*: Kano Ojo and Company.

Dare, M. O. (2009). *A Guide to Effective Management of Public Enterprises and Education Institution in Nigeria*. Kano: Aformat De printers.

Dodd, H. & Ogunsanya, O. L. (2005). *The State of Education in Nigeria and the Health of the Nation. Africa Economic Analysis.* Retrieved from Wallace Foundation website: www.wallacefoundation.org/knowledge

Donnely, M (2000). *Organizational Change, Representations and Facilities in Facilities Management*: *Innovation and Performance*. Alexander: UK Francis Press.

Dorsay, U. (2006). *Falling Standard in Education. Newswatch Magazine. A 5 point Strategy.* Ibadan: Wisdom Publishers.

Ekpoh, U. I. & Eze, G. B. (2015). Principals Supervisory Techniques and teachers' Job Performance in Secondary School in Ikom Education Zone, Cross –River State Nigeria. *British Journal of education:* Vol. 3, no. 6, pp. 31-40 June, 2015.

Endogan, K., Akdag, F., Ugurgu, G. & Covert, J. (2011) *School, Family and Community Partnerships Link the Plan.* Education Digest, London: Briddles Ltd. 69 (6) 19-23.

Esther, S. U. (2015). Principalship and Effective Management of Facilities in Secondary Schools in Cross-River State in Nigeria. *An international Journal of Academic Research and Reflection* Department of Educational Administration and Planning University of Calabar, Nigeria. Vol. 3, No. 1.

Federal, R. N. (2009). *National Policy on Education.* (New Edition) NERDC Press Yaba Lagos.

Frazer, K. & Smith, J. (2010). Principal's Time Use and School Effectiveness. *American Journal of Education, 116*, 491–523. Retrieved from Stanford University website: http://cepa

Frita, B & Miller, L. (2001). *How to Rain Teacher and Classroom in Northeast Brazil*, Comparative Education Review, Brazil: Donald Press 43 (1), 1-35.

Geoge, B. & Kasab, K. (2006). *Principals of dynamic schools* Newbury Park. CA: Corwin Press. 62-78.

George, R. T. (2004). *Practical Application of Classroom Management Theories Into Strategies*. America: University Press. Pg195

Gusky, G.O. & Huberman, A. (2007). *Issues in the Management Resources in Nigeria*. Bangkok: Bangkok Press. Vol. I, (4) Pg23-48.

Henry, F. (1995); *School Design.* New York: Van Nostrand Reinhold Press.

Imaguezor, P. A. (2008). *The Need for Effective Facilities Management in Schools in Nigeria*. New York Science Journal. http://www.science.pub.org.

Isah, Y. K., Jailani, M. O. & Suleiman Y. A. (2014). The Role of Principals in Sustaining Management of Quality Secondary School Education in Nigeria. *GSE e-journal of Education*. Vol. 1, No. 20.

James, A. L. & Amada, D. (2012). *The Principals' Roles in Data Driven Decision Making; Using Case Sudy Data to Develop Multi-Mediator Models of Educational Reforms*. Aformat Publishing Co. Ltd. 23(2), 179-201.

Joseph, R. (2010). *Stress-free Teaching a Practical Guide to Tackling Stress in Teaching*. London: Sterling Press.

Koortz, J. S. (1999), *Administration of Public Education.* New York Harper and Row publishers.

Lilian, E. E. & Emmanuel, N. (2013). Teachers' Perception of Female Principal Leadership Role in Secondary schools in Calabar Municipality Cross-River State, Nigeria. *Journal of Education and Practice* Vol. 4, No. 12.

Lindboum, H. (2006). *Seven strong claims about successful school leadership*. Retrieved from Leadership Innovations Team website: www.leadershipstyle.search

Lovis, K. & Kruise, S. (1995). *Providing Professional Community in Urban Schools, Professionalism and Community*. Rubiat: Boyance Press.

Lovis, K. S., Marks, H. & Kruse, S. (1996). Teachers Professional Community in Restructuring Schools. *American Journal of Education*, 104(2) 103-147.

McManus, P. (2012). The Effective Principal: 5 Pivotal Practices that Shape Instructional Leadership. *Journal of Staff Development*, 54–58. Retrieved from Wallace Foundation website: www.wallacefoundation.org/school-leadership/Principal.pdf

Mohammed, A. (2007). *Comparative Analysis of the Effect of Managerial Principle on Academic Performance of Students Unselected Private and Public Secondary Schools in Kano Metropolis*, Unpublished Dissertation, F.C.E, Kano.

Muraina, M. B. (2014). Principals Managerial Skills and Administration Effectiveness in Secondary Schools in Oyo State, Nigeria. *Global Journal of Management and Business Research: An Administration of Management*. Vol. 14. Alvan Ikoku Federal College of Education, Nigeria.

Musaazu, J.C.S (1892). *The Theory and Practice of Educational Administration.* London Macmillan Press.

Nakpodia, E. D. (2010). The Influence of Communication on Administration of Secondary Schools in Delta State, Nigeria. *An International Journal, NGO Journal* Vol. 5(8), pp.194-198, December, 2010.

Nakpodia, E.D. (2006). *Educational Administration*: A New Approach. Warri: Jonokaso Nigeria Publishing Company

Nek, K. Y., Jamal, N. Y. & Salomawati, (2005). The School Principals Roles in Teaching Supervision in Selected Secondary Schools in Park Malaysia. *Asian Journal of Business and Management Science* Vol. 1. No. 2. pp. 50-55.

Note, G. N. & Barrel, J. (2003). *Concepts and Issues in Advanced Educational Administration*. Nsukka, University Press.

Nwaka, N. G. & Obikeze (2010). Maintenance of Discipline and Derliness in Secondary Education System for National Development. *An International Multi-Disciplinary Journal, Ethopia*. Vol. 4 (4) Serial No. 17,

Nwoye, A (1995). *Forging an Effective School Community Relationship*: *Educational Planning Research and Study Communication.* (ERRASC). Jos, University of Jos.

Obi, E. (2004). *Law and Education Management*. Enugu: Empathy international Conference. 1(1), 15-24.

Ogburn, H. & Nmkoff, G. (2005). *Leadership Qualities and Styles as They Relate to Instructional Productivity*. The Manager Department of Educational Management, University of Ibadan, 5(1): 25-32.

Ogunsaju, S. (1983). *Educational Supervision, perspective and practice in Nigeria*. Ille-Ife: University Press.

Ogunsayn, S. Onabania, O. (2006). *School Management and Supervision*: Nigeria he Ille-Ife Clean Print Publishers.

Okybaye, A. A. (1998). *Promoting School Plant Maintenance Culture in Nigerian Schools System in Management of Nigeria Education*: Project Monitoring and the School Plant Maintenance.

Olaitan, T., Mohammed, A. N. & Ajibola, A. L. (2013). *Management of Disciplinary Problems in Secondary Schools in Jalingo Metropolis.* In focus. Global Journal of Human Social Science Linguistic & Education. Vol. 3.

Olubadewo, F. I. (1992). *Managing Behaviour and Performance in Organization*. Sp. Sege Prints, Nigeria,

Onyeiwu, V. C. (1984). *Planning of Secondary Education in Nigeria*: *Challenges and Prospects*. USA: Traford Publishers.

Osakwe, N. (2010). *Moderation and Standardization of School Environment.* Alphabetic list of Journal articles. Ilorin: http: www.ijeunilorin.net.

Ozigi, A. O (1977) *A Handbook on School Administration and Management*. London. Macmillan Publishing Ltd.

Peyes, R. (2006). *Working with Parents*: *Building Relationships for Students' Success*. Highlands, TX: Aha. Process

Piper, Y. & Gaiter, K. (1989). *Investigating the links to improved student learning: Final report of research findings*. Retrieved from Wallace Foundation website: www.wallacefoundation.org/knowledge-center/school-leadership/pdf.

Pretemode, V. F. (2006). *Introduction to Educational Administration, Planning and Supervision*. Lagos: Joja Education Research & Publishers.

Rasson, J. K. (2003). *Principal Effectiveness and Leadership in An Era of Accountability.* Retrieved from National Center for Analysis of Longitudinal Data in Educational Research (CALDER) website: www.caldercenter.org/upload/CALDER -Research-and-Policy-Brief-8.pdf

Reyes, A. H. (2006). *Discipline, Achievement and Race: Is Zero Tolerance the Answer?* Rowman and Littlefield Education. Ibadan: University Press.

Rosen, L. (1997). *School Discipline, Best Practice for Administrators*. Thousands Oaks: Corn Press.

Rossouw, H. (2003). *Essential Manager's Manual.* A korkling Kindersley Book. Colour Scan: Singapore Middle Press.

Sarah, O. E. (2015). Principals' Performance in Supervision of Classroom Instruction in Ebbonyi State Secondary Schools. *Journal of education and Practice presented at Department of Educational Foundation,* Abakaliki: Ebonyi State University Press, Nigeria.

Sharma, A. (1992). School Community Relationship: the Principals' Roles. *A paper presented at the 7th Conferences of FCEA held at the University of Hong Kong*, 20th August, 1992.

Simon, J. (2008). *Cake or Curriculum: Principal and Parent Views on Transferring the Parental Role in Sakatchewan School*. International Studies in Educational Administration, Rolax Press. 36 (3), 59-74.

Smith, K. (1999). *The Effects of Teacher Communication with Parents on Students' Mathematics Achievements.* Washington DC: Falmer Press.

Thouma, P. A. (2005). The need for Effective Facility Management in school in Nigeria. *New York Science Journal, http//www.sciencepub.org. Department of Foundation and Administration,* Faculty of Education Imo State University, Owere, Nigeria.

Varman, R. E. (2008). *The principal and education reform agenda of the Nigerian Economic Forum*. Practice Hall: Jersey Press, pp: 329-341.

Yabo, A. M. (2007). *Foundation of Educational Management, Administration, Planning and Supervision*: Kano Calligraphic.

Yakubu, M. (2005). *The Roles of Head Teachers; A case study of Gumel Local Government Area.* PGD Module: College of Education Gumel. Ladoja Press.

Yusuf, Z. Y. (2000). Assessment of the Roles and Challenges of Nursing Administration in Nigeria, Zaria. *Journal of Educational Management and Planning.* Vol.1(31).

Zubaida, N. (2009). Indiscipline and its Management Techniques: A case study of special Education School in Kano State. *Journal of the National Councilor Exceptional Children*. Vol. 11(2), 455-463.

www.wikipedia.com googlesearch retrieved on 1st April, 2015.

APPENDIX A

A QUESTIONNAIRE ON PERCEPTIONS OF STAKEHOLDERS ON THE ROLE PERFORMANCE OF PRINCIPALS ON THE MANAGEMENT OF SECONDARY SCHOOLS IN YOLA METROPOLIS, ADAMAWA STATE, NIGERIA

Department of Educational
Foundations and Curriculum,
Faculty of education,
Ahmadu Bello University,
Zaria.
12th January, 2016

Dear Respondent,

REQUEST TO PROVIDE RELEVANT DATA FOR THE STUDY

This questionnaire is designed to examine the perception of stakeholders on the role performances of Principals on the Management of Secondary Schools in Yola Metropolis, Adamawa State, Nigeria. Therefore, your contributions in bringing out honest opinion as a Teacher, Principal or Ministry of Education Official, will definitely aid this work. Your responses will also help me to fulfill the criteria for the award of the Master of Education (M,Ed) in Educational Administration and Planning.

All information given will be treated strictly confidential.

Yours Sincerely

Saratu, YAKUBU
07066364827

SECTION A: BIO DATA
Tick as appropriate, please [√]

Status:

a. Teacher [ ]
b. Principal [ ]
c. MOE Official [ ]

Gender:

1. Male [ ]
2. Female [ ]

Qualification

1. Diploma [ ]
2. NCE [ ]
3. B.Ed [ ]
4. M.Ed [ ]
5. Others [ ]

Type of school

1. Day school [ ]
2 Boarding [ ]
3 Boarding/Day [ ]

Location of school

1. Rural [ ]
2. Urban [ ]

SECTION B: Role of Performance of Principals of Interpersonal Relationship in Secondary Schools in Yola Metropolis, Adamawa State

S/N	Item Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
1	The principal in any school interacts with his/her subordinates freely in my school.					
2	The principal encourages teachers to work in harmony in my school.					
3	The principal encourages teachers to have good interpersonal relationship with students in my school.					
4	The principal in my school does not emphasize on the peaceful coexistence among students.					
5	The principal's leadership role leads to good relationship between school and local community in my school.					
6	The principal is at logger head with staff in my school.					
7	The principal's inability to relate well with teachers makes them disengage from extracurricular activities in my school.					
8	The principal does not relate well with his/her vie principals in my school.					
9	Official of MOE/Board of Directors see the principals as an arrogant person in my school.					
10	The PTA officials do not good interpersonal relationship with principal in my school.					

SECTION C: Role of Performance of Principals on Decision Making Process in Secondary Schools in Yola Metropolis, Adamawa State

S/N	Item Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
11	The principal involves teachers in decision making process on issues that affect them in my school.					
12	The principal involves non-teaching staff in decision making process on issues that affect them in my school.					
13	The students take part in decision making process in my school.					
14	PTA take part in decision making process of my school.					
15	Members of the local community take part in decision making process in my school.					
16	The principal allows influence peddling to make him/her change the decision agreed upon at meeting in my school.					
17	The principal communicates to the Ministry of Education/proprietor on the decision made during meetings in my school.					
18	The principal welcomes ideas during staff meeting in my school.					
19	Most of the times principals take decision unilaterally in my school.					
20	Most teachers in my school disengage from school activities because they are not involved in decision making process on issues that affect them.					

SECTION D: Role of Performance of Principals on Communication in Secondary Schools in Yola Metropolis, Adamawa State

S/N	Item Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
21	The principal communicates to staff and students on matter that affect the school through circular in my school.					
22	The principal communicates to staff and students on matter that affect the school through bulletin boards in my school.					
23	The principal briefs members of staff before morning assemblies in my school.					
24	The principal does not communicate to members of staff development from the Ministry of Education/board of directors.					
25	The principal does not communicate to school community development from local community in my school.					
26	The principal allows free flow of information from button to top in my school.					
27	The principal allows free flow of information from top to button in my school.					
28	The principal as good selection of words in communicating to staff and students in my school.					
29	The principal makes objectives evaluation for staff during the annual performance evaluation in my school.					
30	The principal ensures that ICT facilities are installed for students and staff to communicate with other people outside school in my school.					

SECTION E: Role of Performance of Principals on Supervision in Secondary Schools in Yola Metropolis, Adamawa State

S/N	Item Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
31	The principal goes round classrooms everyday to ensure instructions are placed in my school.					
32	The principal ensures that teachers make entries in the scheme of work every week in my school.					
33	The principal ensures that teachers prepare a lesson plans and lesson notes before they go to class in my school.					
34	The principal ensures that teachers only teach areas they specialized in my school.					
35	The principal ensures that teachers are not overloaded in my school.					
36	The principal does not encouraged experienced teachers to mentor the experienced ones in my school.					
37	The principal ensures that HODs mentor the new posted to their department in my school.					
38	The principal ensures that teachers do not miss their classes in my school.					
39	The principal ensures that students are not outside classes for no course reason in my school.					
40	The principal does not care about the orientation for newly recruited teachers before they start work in my school.					

SECTION F: Role of Performance of Principals on Staff Development in Secondary Schools in Yola Metropolis, Adamawa State

S/N	Item Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
41	The principal recommends teachers who qualified for in-service training in my school.					
42	The principal encourages and support teachers to attend conferences in my school.					
43	The principal encourages and support teachers to attend workshops in my school.					
44	The principal encourages and support teachers to attend seminars in my school.					
45	The principal encourages and support teachers to attend symposia in my school.					
46	The principal does not encourage and support experienced teachers to mentor the inexperienced ones in my school.					
47	The principal does not encourage and support orientation for newly recruited teachers in my school.					
48	The principal does not encourage and support non-academic staff to go for in-service training in my school.					
49	The principal does not encourage and support non-academic staff to go for conference in my school.					
50	The principal does not encourage and support non-academic staff to go for workshops and seminars in my school.					

SECTION G: Role of Performance of Principals on Maintenance of Discipline in Secondary Schools in Yola Metropolis, Adamawa State

S/N	Item Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
51	The principal is disciplined as such he/her has the right to discipline others in my school.					
52	The principal is not capable to discipline teachers in my school.					
53	The principal is not capable to discipline students in my school.					
54	The principal is capable to discipline non-academic staff in my school.					
55	The principal allows free interaction between teachers and students in my school.					
56	The principal allows free interaction between non-academic staff and students in my school.					
57	The principal allows free movement of members of the local community in my school premises.					
58	The principal allows staff on duty to discipline erring students in my school.					
59	The principal does not carryout management of discipline alone in my school.					
60	The principal can not discipline staff and students because of influence peddling in my school.					

SECTION H: Role of Performance of Principals on School Community Relationship in Secondary Schools in Yola Metropolis, Adamawa State

S/N	Item Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
61	The principal ensures that people from local community are made to give talks on religious issues in my school.					
62	The principal ensures that school uses people from local community to give talks on health issues in my school.					
63	The principal invites people from local community to witness many programmes in my school.					
64	The principal allows members of the local community to share school facilities such as water and football field in my school.					
65	The principal attends ceremonies of the local community to cement good relationship between school and local community in my school.					
66	The principal ensures that majority of lower positions of non-academic staff are occupied by the local community.					
67	The principal ensures that preference is given to the local community during admission exercise in my school.					
68	The principal ensures that consumables and other essential items for staff and students are purchased from the local community in my school.					
69	The principal uses elders in the local community in tackling problems of indiscipline in my school.					
70	The principal uses his position to get accommodation for staff in the local community in my school.					

SECTION I: Role of Performance of Principals on Maintenance of Facilities in Secondary Schools in Yola Metropolis, Adamawa State

S/N	Item Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
71	The principal ensures that teaching facilities are well maintained in my school.					
72	The principal ensures that learning facilities are well maintained in my school.					
73	The principal ensures that spot facilities are well maintained in my school.					
74	The principal ensures that health and recreational facilities are well maintained in my school.					
75	The principal ensures that water facilities are well maintained in my school.					
76	The principal ensures that light facilities are well maintained in my school.					
77	The principal ensures that staff quarters are well maintained in my school.					
78	The principal ensures that food facilities are well maintained in my school.					
79	The principal ensures that transport facilities are well maintained in my school.					
80	The principal ensures that materials for scheme of work and other essential records are well maintained in my school.					