ASSESSMENT OF ADMINISTRATIVE ROLE PERFORMANCE OF PRINCIPALS OF SECONDARY SCHOOLS IN KADUNA METROPOLIS.

BY

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A THESIS SUBMITTED TO THE POST GRADUATE SCHOOL, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF DEGREE OF MASTER OF EDUCATIONAL ADMINISTRATION AND PLANNING IN THE DEPARTMENT OF EDUCATIONAL FOUNDATION AND CURRICULUM

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DECLARATION

I hereby declare that this thesis on "Assessment of Administrative Role performance of Principals of Secondary Schools in Kaduna Metropolis" has been compiled and submitted by me. The research is exclusively based on the report of the investigation conducted by me. All sources of information derived from the literature have been duly acknowledged in the text by way of references. It has not been presented in any previous application for higher degree at any place.

_____ _____

Ameh Regina Onyeibo Date

CERTIFICATION

This thesis entitled: "Assessment of Administrative Role performance of Principals of Secondary Schools in Kaduna Metropolis" by Ameh Regina Onyeibo meets the regulation governing the award of the degree of Master in Education of Ahmadu Bello University, Zaria, and it is approved for its contribution to knowledge and literacy presentation.

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DEDICATION

This work is dedicated to God Almighty, the Giver of life, to Mr. Ameh and my family members for all the love and financial support I enjoyed while I was undergoing the programme.

ACKNOWLEDGEDMENT

The researcher wishes to acknowledge GOD with sincere gratitude for making it possible for her to complete this work. My special thanks go to my Major Supervisor, Dr. M.O. Dare for the academic leadership, indefatigability, philanthropy and humility exhibited by him. Sir, your patience, intelligence and readiness to attend to me and provided the motivation to complete this work. May God bless you.

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ABSTRACT

The purpose of this study is to undertake an "Assessment of Administrative Role performance of Principals of Secondary Schools in Kaduna Metropolis". The study opened up with a general overview of the topic, Statement of the Problem, Objectives of the Study, Research Questions, Hypotheses to provide the Framework for the investigation to be carried out. Basic assumptions were made, the Significance of the study outlined, Scope and Delimitations of the study clearly specified. A review of various related and relevant literatures made following the Objectives, Research Questions and Hypotheses of the study. All were intended to provide theoretical basis for the survey research. The methodology used clearly specified, processes for data collection and data analysis enclosed. Interpretation of data findings, conclusions and recommendations were made by the researcher using descriptive analysis and statistical tool like t-test. However, effective administrative process would all the necks of the principals and put him on the right place for effective performance. Finally, the study recommended that government should be able to increase principals' remuneration, give room to further studies, organize refresher courses, seminars, workshops, provide teaching materials, enough fund and improvement on the infrastructures in the school. Effective network for easy communication, easy flow of information and proper organization should be established. Parents should help principals in their administrative activities.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Quality education at all levels, primary, secondary and tertiary, is desired of all Nigerians. At the secondary level quality of education is absolutely necessary because it serves as the foundation for tertiary level and for people to provide self employment if they cannot continue with the tertiary level. If that basic foundation is weak it will lead to national catastrophe as progress in the society becomes very difficult. Hence all concerned with secondary education should make their best input in order to ensure that a very solid foundation is laid.

Some people may ask what comprises quality education at the secondary level. It is education capable of achieving the general secondary objectives listed in the National Policy on Education (NPE, 2004).

The broad goals of secondary education shall be to prepare the individual for:

(a) useful living within the society; and

(b) higher education.

In specific term, secondary education shall:-

(a) Provide all primary school leavers with the opportunity for education of a higher level irrespective of sex, social status, religions or ethnic background.

(b) Offer diversified curriculum to cater for the differences in talents, opportunities and future roles;

(c) Provide trained manpower in the applied science technology and commerce at sub-professional grades;

(d) Develop and promote Nigeria languages, art and culture in the context of world's cultural heritage;

(e) Inspire students with a desire for self improvement and achievement of excellence;

(f) Foster national unity with emphasis on the common ties that unite us in our diversity;

(g) Raise a generation of people who can think for themselves, respect the view and feelings of others respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens;

(h) Provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.

If the position of the principal is such an important one, he is expected to posses a number of qualities facilitative of schoolwork. Ozigi (1977) stated that, among other qualities, the following are expected of the principal: commitment, drive, energy, vision, common sense and mental alertness. Peters (1976) stated that the principal should be wise and capable of moral leadership. 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. In fact, Obemeata would like to see a situation where the principal is head and shoulders above all the other teachers academically and experientially.

With a clear understanding of whom the principal is, the importance of that office, and the qualities expected of any occupant of the office, as well as the objectives of secondary education in Nigeria, it should be a lot easy to understand the role of the principal in bringing about high quality education in the secondary school. It may be helpful to start by stating what roles the principal is expected to play;

1. Definition of goals and purposes
2. Organization of the school
3. Staff development
4. Curriculum development and instruction
5. Discipline
6. School community relations
7. Provision and maintenance of facilities and equipment
8. Guidance and counselling
9. Financial matters
10. Evaluation

What role is then envisaged of the principal that will help to bring about quality education in the secondary school? The role proposed is that of administrator-leader. This proposal implies that the principal should be both an administrator and a leader two in one. This view may be readily acceptable to Nwagwu (1978) who summarized the role of the principal as managerial leadership and instructional leadership. According to Ozigi (1977:3) an administrator "can be described as an individual who directs the affairs of an organization in such a way as to achieve its primary goals and objectives, and who can get things done quickly and efficiently". The principal fits well into this description. Hence, he is an administrator. However, the principals' responsibilities are more than those of administrators. They include those of a leader, a good administrator may not necessarily poses the qualities of a leader; however, a principal needs those qualities in order to perform optimally.

Like the term 'administrator', the term 'leader' can be defined in various ways. However, no attempt will be made to explore the numerous definitions of the term available in literature. Rather only one of the definitions considered simple and good enough for our purpose is given here. Shaw (1971) sees a leader as the member of a group who exerts more positive influence over others than they exert over him. The principal is expected to be a leader; thus he should pose the qualities of a leader including the following, a high level of intelligence, dominance, aggressive, adjustment, emotional stability, activity and non-conformity

(Lindgron, 1973). The named allies will be invaluable to the principal not only in administering but leading the school to tremendous heights.

Thus, the role of principal in bringing about high quality education in the secondary school is that of an administrator-leader. In playing this role, the principal directs tremendous energy towards the achievement of the school goals and objectives; and in order to achieve the school goals and objectives; he discharges the above specific duties.

1.2 Statement of the Problem

Education is the vehicle on which the wheel of national development revolves. It, therefore, requires careful planning in both human and national development at the national, state and local levels. Proper education hinges upon effective classroom management, statutory school administration and management through the activities of principals, teachers, parents and students at large. To this end students and parents show commitment to improvement by ensuring the right caliber of principal with the right type of educational qualification and experience trait of leadership appointed. They are capable of moving the school forward with the task of school management and administration to eliminate the falling standard of students' performance and hence achieve greater goals of national policy on education.

Principals' efforts towards achieving their goals meet with various constraints such as poor school funding, poor facilities (both physical and material) high level of manpower to define the goals and purpose of

education, poor school organization, disciplinary problems, school community relationship, staff development, curriculum development and instruction, guidance and counseling services and evaluation of school programmes and activities.

Based on these, this study is to identity the extent to which the principal can identify his administrative role of planning, organizing, controlling, coordinating, staffing, directing, budgeting and evaluation to achieve educational goals and achieve greater height for the nation. To identify ways of principal, meeting the defined National Educational goals, curriculum development supervision and instruction, staff development, provision of guidance and counseling and financing school activities through prudent utilization of available fund (management) as well as identify how to improve ways of administration of secondary schools by principals in Kaduna metropolis.

1.3 Objectives of the Study

Objectives of the study are as follows.

1) find out the extent to which the principals identify their administrative roles of performance in secondary schools in Kaduna metropolis.
2) find out the opinions of principals and teachers with respects to the administrative role of principals in secondary schools in Kaduna metropolis.
3) identify the various modes of management of schools adopted by principals' of secondary schools in Kaduna metropolis.

1.4 Research Questions

1) To what extent do principals of secondary schools in Kaduna metropolis identify their administrative role performance?

2) Is there any difference in the opinions of principals and teachers on the administrative roles of principals in secondary schools in Kaduna metropolis?

3) What are the mode of management adopted by principals of secondary schools in the administration of their schools in Kaduna metropolis?

1.5 Hypothesis

The following hypotheses were formulated for the study:-

(1) There is no significant difference between the opinions of the principals and teachers on the basic roles of principals in school administration in Kaduna metropolis.

(2) There is no significant difference between the opinions of the principal's and teachers on the problems faced by principals of secondary school in Kaduna metropolis in their school administration.

(3) There is no significant difference in the opinion of principals and teachers in Kaduna metropolis with regards to administrative processes of solving principal's administrative problems.

1.6 Basic Assumptions

For the purpose of this study the following assumptions are made:

(1) The poor achievements in our schools are not only due to intellectual reasons but also due to principals' failure to play their role as expected to ensure effective administration.

(2) That the expected roles of the principal as a leader does not show gender discrimination. That the principal, in Kaduna metropolis like every other principal in Nigeria face a lot of problems in their administrative roles.

1.7 Significance of the Study

The roles of the principals in the education of our children as leaders of tomorrow is unquestionable and have a far reaching consequences on the tone and general climate of the school administration. The negative effect from the above have a far reaching effects on teaching and learning and the administration of secondary schools in kaduna metropolis. It has led to distortion of school activities and school time table at one time or the other in Nigeria, (Nigerian Standard 2nd April 1984:125).

This study is, therefore, significant because the findings will be useful. It is expected that students, teachers and principals will understand the common roles of good principals, and the need for effective application of the roles. The result of the study will be of use to the Ministry of Education in realizing the important role of the school

principals in school administration. The study will enhance the efforts of the Parents' Teachers' Association to checkmate the excesses of principals and help their children to have greater learning for their children for great national building. Again, the study specifically;

(1) Will broaden the knowledge of all stakeholders on the importance of good leadership by any principal.

(2) Schools, Ministry of Education authorities and the teaching service board will be aware of the roles to be played by principals of schools.

(3) The study will give parents self appraisal as to their efforts with the school authority towards proper quality education to improve learning and administration.

1.8 Scope and Delimitation of the Study

This study is concerned with identifying problems principals face in the discharge of their administrative tasks. This is done with a view to providing good administration in secondary schools in Kaduna metropolis to ensure progress in school system. In Kaduna metropolis the study will focus on 120 schools, out of the total number of schools in Kaduna metropolis, 25 will be randomly selected. 25 principals also will be randomly selected. Out of 2,000 teachers, 600 teachers will be randomly selected. The study which could have been directed to all secondary schools in Nigeria was restricted to secondary schools in Kaduna metropolis. This is because Nigeria is a vast country which

would be very difficult to cover within the limited period and resources of the researcher. Even in Kaduna state it will be restricted to Kaduna metropolis. All the principals randomly selected and teaching staff will be used.

The result obtained will be directly applicable to the schools and respondents involved in the study. Similarly, it would be reasonable to use the result to make generalization in Kaduna metropolis because of the random distribution of the sample respondents and of the uniformity of the schools in the metropolis.

Basically, the study was limited to the opinions expressed by 25 principals and 600 teachers in Kaduna metropolis.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The main purpose of this research work is to study the administrative roles of secondary school principals in Kaduna metropolis as they relate to instructional supervision. In this chapter, therefore, the researcher reviews the relevant literature in respect of the subject under the following headings: theoretical framework; concept of principa; principals responsibility in school system and empirical studies.

2.2 Theoretical Framework

Theorists in various fields and subjects have established their works on relevant theories. Among such are administrative theories, political theories, economics theories and psychological theories. Many of the administrative and learning theories explain why people do what they do in school administration and in the process of learning. However, study will limit itself to behaviourists theories, administrative theories and theories of learning.

2.2.1 Behaviorists Theory

Administrative behaviour among principals can be explained using behaviourists theory or perceptive. Behaviourists focus on the impacts of personality, environmental or external factors on principals' activities. Behaviourist theory strongly believes that individual or external forces shapen behaviour of principals through learning. The theory assumes

that as a result of external, environmental or personal factors, people learn certain behaviours which influence their administrative ability. The fundamental assumptions of behavioural perspective are that behaviour is learned, not only that, reinforcement of the external forces enhances the continuation of a particular behaviour.

The key proponents of behaviourists theory include behaviourists like Ivan Pavlov, Edward Thorndike, B. F. Skinner and Albert Bandura. Because of space, only the works of the last proponent mentioned above is discussed. Skinner (1980) states that most behaviours that we observe in people are maintained because they are reinforced by somebody. The reinforcers of a person's behaviour may be positive reinforcements like money, food or praise. Similarly, Skinner (1980) notes that any behaviour that is not reinforced by others will cease. This means that a person's behaviour is maintained by certain reinforcements and these withdrawal can lead to extinction of such behaviour.

Relating Skinner's behavioural theory to principals' administrative behaviour, it will be necessary to mention that people learn those acts as a result of their interaction with their environment. It is also necessary to mention that these behaviours are reinforced by the external factors. For example, if a principals who drinks alcohol or smokes cigarette is praised by the people or is regularly supplied with the substances by his friends; these will serve as reinforcement. This will ensure the continuity of the use of the substances by the abuser. On the other hand, if the acts of

drinking of alcohol and smoking of tobacco are condemned or not reinforced, these acts will cease or become extinct thereby ensuring principals' effectiveness in their job.

Similarly, if principals' administrative ingenuity is applauded through the provision of incentive, more remuneration, constant workshop, promotion and regular support by the society or government (external factors), his administrative potentialities will be increase or others will toll his line. On the other hand, if all the reinforcers/reinforcements attached to principals' leadership style are withdrawn this may make principals' leadership to cease thereby leading to its extinction. Skinner believes that external factors, reward, punishment are critical in determining the continuity of any behaviour. If all the reinforcers that help to maintain pervasive principals' behaviour among the principals are withdrawn, this theory believes that there will been extinction of these acts.

2.2.2 Social Learning Theory

Social learning theory or observational learning is another theory under behavioural theory. The theory notes that people learn consciously or unconsciously, intentionally or unintentionally by observing the behaviour of others and the consequences of such behaviour. In this theory, observation is very important, hence it is also called observational learning. Four key components of the social learning theory are model, observer, behaviour of interest and reinforcement.

Because of space the researcher will not be able to explain each of the components. She will rather explain in general how they relate to the topic at hand.

Imitation, modelling and reinforcement which form the bedrocks of social learning theory are relevant to principals' administrative behaviour. From the perspective of this theory, administrative behaviour among the principals can be seen as an attempt to identify with a role model. If a principal has a role model who is an alcoholic or a tobacco smoker, such a principal in order to imitate his or her role model, gets involved in drinking and smoking. This is one of the reasons why substance use or abuse runs in the family. When either of the parents uses substance, the children see nothing wrong in smoking or drinking. Consciously or unconsciously, such parents contribute to substance abuse among their children who may be principal.

Similarly, when an individual is known to be promiscuous, the possibility of the principal who sees him or her as a model becoming promiscuous cannot be ruled out. It has been observed that majority of the artists, stars and other wealthy individuals that the society see as their role models are morally bankrupt as many of them have large number of boy-friends or girl-friends. In fact, quite a number of these students have confessed that they admire such popular ones because of the large number of boy/girl-friends they have. This means that they also want to have many boy/girl-friends like their role models.

2.3 Concept of Principal and Roles

This section presents specific discussion on the following concepts: Basic administrative roles of principals, Basic problems facing the roles of principals as administrative heads and the relevant ways of solving the problems facing the principals of schools in their management activities.

In the Nigerian context, the principal is referred to as the executive head of a secondary school while the term 'principal' denotes the male or female head of a secondary school Udoh and Akpa (2004). The principal is therefore considered to be a leader, counsellor, guide, psychologist and a teacher of teachers. For the students, he has to ensure that they receive good instruction, are properly cared for and there is proper maintenance and utilization of school facilities. He takes part in the financial policy of the school. He maintains good public relations with the parents and the community. Principals are expected to be loyal and of unquestionable character and are expected to keep the trust bestowed upon them and be efficient and resourceful.

The major responsibilities of the principal can be summarized to include:

i) The preparing of annual budget of the school;

ii) The aliasing between the school and education agencies and organizations;

iii) The coordinating of Parent-Teacher Association's activities;

iv) Initiating of innovations;

v) The supervising of the activities of all school functionaries;

vi) The designing of the physical plant for the school;

vii) The organizing of the curriculum and its contents;

viii) The selecting of the school textbooks, materials and equipment;

ix) The determining of services to aid the teaching and learning activities;

x) Maintenance effective lines of communication within the school and with outside agencies;

xi) Maintaining a high level of discipline and policy formulation governing curricular and co-curricular activities; and

xii) Reporting schools defects either in terms of the infrastructures or personnel to the appropriate authorities for rectification.

The above tasks can be grouped into categories. The categories include:

i) **Instructional Programmes**

The secondary school principal is to provide leadership in institutional programmes. But in Nigeria today, the principal and his staff are not sufficiently involved at the planning stage of the educational programmes. Both the planning and the preparation of school syllabi are centrally done by the Federal and State Governments or authorized agencies. The principal's main function is to make sure his teachers have the necessary syllabi and do the breakdown into schemes of work. It is the principal's duty to supervise instruction either directly or through the

vice-principal and heads of departments in order to ensure adherence to the instructional programmes. Evaluation should be a continuous process. He should continually evaluate the institutional programmes by studying records and test results through conferences and interviews with parents, students and teachers and actual classroom visitations.

ii) **Staff Welfare Functions**

The principal is directly responsible for the welfare of all members of his staff. He assigns specific duties to each, supervises them while discharging their duties, improves and evaluates all staff members. The principal gives inspiration and assistance by advising motivating instructing and guiding all members of staff, particularly the new inexperienced young workers. With regard to the old and experiences, it is his responsibility to give and develop opportunities to enable them to participate in the policy-making process in the planning of programmes and in implementing agreed decisions within the school. When such a condition prevails, the principal is able to develop a healthy relationship between himself and member of this staff. This would bring about contented, happy and dedicated members of staff who could learn to live and work together for the achievement of aims and objectives of the school in serving the larger society.

iii) **Student Personnel Welfare**

In order to provide adequate physical facilities in any school system, it is important to know the number of students who are likely to

be admitted within a particular plan period. This is possible where enrolment and attendance records are accurately kept. In Nigeria, as in most other developing countries, the problem of accurate statistics and records is inherent. It has been impossible to plan for schools in relation to physical facilities. The result is over crowdedness.

After students have been enrolled in a school, it is imperative that an attendance register be maintained. Absenteeism and truancy seem to be prevalent in most schools. The principal should draw up a plan in consultation with his staff for dealing with student absence and truancy. They must find out the causes and how best to overcome the problems.

For maximum physical, emotional and psychological growth, the students need to be provided with services to supplement classroom instructions. The principal is to make sure the students avail themselves of them. Such services include:-

i. Guidance and counseling services;

ii. Medical and nursing services;

iii. Special education to deal with the physically, emotionally and mentally handicapped and the gifted.

To maximize the output of students in the school, they have to be disciplined. This is an important function of the principal. There has to be an accepted form of disciplinary measure in each school. Here are two popular methods of maintaining discipline in schools. These are:-

i) The traditional method of corporal punishment and

ii) The modern psychological method of appealing to the students' sense of reasoning by rationalizing issues for them to see reasons and consequences of their actions.

It has been found that the first method yields dividends in a very short time but not lasting as the student is controlled because of fear rather than knowledge of why he should not commit the offence. The second method is usually long lasting because if the student finally internalizes the rationale behind forbidden action, it automatically becomes part of him.

iv) **Financial and Physical Resources Management**

Security revenue of a school is an important administrative task. Even though most schools have grants from the government, it is imperative that further means of revenue be built up by the principal. Revenue could come from school farms, dramatic and cultural clubs and donations.

The money received must be judiciously disbursed and maximally used. The principal must be knowledgeable in budgeting procedures. The most modern method of budgeting, the Programme Planning Budgeting System (PPBS) is suggested to be adopted. This method will involve staff in the budget building. The essence is to improve the instructional and co-curricular programmes. For school programmes to be carried out there must be provision of adequate physical facilities which include

school buildings, school grounds, instructional equipments school buses etc. School plants must be highly flexible to provide for change. School plants require constant maintenance, worn out equipment; deteriorating paints and leaking roofs must be replaced. Most of the maintenance jobs require skilled labor from plumbers, carpenters, electricians, masons and painters. The principal has a duty to hire on demand or maintain a force of such craftsmen.

v) **School Community Relationships**

The principal of a school among other things is a public relations officer. He is expected to know the community within which the school exists and to establish and maintain a cordial relationship between the school and the community. A thorough knowledge of the nature of the community is vital. Things necessary because the objectives of the desire aspirations, values beliefs and philosophy of the people. The principal is to take the initiative in translating the school to the community so that members of the community could take keen interest in the school and its activities. The school is for the community and the people must be brought to participate in some of the activities of the school. Each school must have Parents Teacher Association and the principal must work hard to keep it active. The functions of the secondary school principal in relation to the community have been summarized (Dada, 1974), to include:

i. informing the public about the school;

ii. establishing confidence in the school;

iii. rallying community support for the maintenance of the education programme;

iv. developing awareness of the importance of education in a democracy;

v. improving the partnership by uniting parents and teachers in meeting the educational needs of the children;

vi. integrating the home, school and the community in improving educational opportunities for all children;

vii. evaluating the offering of the school and the needs of the children of the community; and

viii. correcting any misunderstanding about the aims and objectives of the school.

The principalship should be seen as a profession to be occupied by people who are trained in the art of school administration. Teaching qualification is no more adequate for such appointees. The Nigerian society is changing and developing very rapidly. The school system is becoming more complex and priorities are changing. A principal under normal circumstances should be allowed to remain in a school for a number of years. This will help a principal to understand his school problem and take positive steps in solving the challenging problems. It is then that both the principal and the staff can accesses and helps their

students better. Unnecessary political wrangling should not play any part in the posting and transfer of principal. Posting and transfer should be done purely on the basis of experience and professional competence of candidates for the principal ship. Periodic refresher courses should be organized for principal. This should be aimed at exposing them to some new modern techniques of school management and related educational findings that could make school management effective and efficient. The principal's refresher courses should always be integrated with the middle management courses for social and economic administrators. The social worker's professional interest lays in the family the destitute and the handicapped members of the society while the economist aims at working out basic principles for the economic growth of the society. For successful executive of all the function of the principalship, duties have to be delegated to the vice-principals and staff. This builds confidence among staff and serves as a training device for further occupies of the office.

The principal of a secondary school is the administrative head of the school. He is responsible for implementing the educational policy of the country. He usually reports to the Chief Inspector of education for Secondary Schools while the head teacher of a primary school reports to the Chief Inspector of Education for primary schools or to the education Secretary of Local Government Authority.

The functions of the principal although detailed in separate chapter later, include among others, scheduling, budgeting instructional supervision, maintenance of physical plants and custodial services to both students and staff as well as playing the role of a liaison officer between the school, the ministry and the community. The principal cannot carry out all these responsibilities alone. Some responsibilities are therefore, delegated in various combinations to the vice- principal(s) and other assistants.

The minimum qualification for the post of the principal is a first degree in education, holders of the first degree in other disciplines do take a one-year Postgraduate Diploma in Education before they are appointed. The salary scale of the principals ranges from grade level 10 to 15, depending on the years of experience, qualification and the grade of the school. At present, the Teachers' Grade two Certificates is no longer the minimum qualification for head teachers. It is from NCE and above, many of them are, however, holders of the Nigerian Certificate of Education (N.C.E). The N.C.E according to the National Policy on Education (1977), is to be the minimum academic qualification for teachers in primary school. The entry point on the salary scale for grade two Teachers is grade level 05, while those with the N.C.E is grade level 07.

2.4 Principal as a Leader and Manager of School Processes

The demand of every age has been for more and better leaders. Trained capable and dedicated leadership is acquired. In our schools, the

rapid growth in size and the complexity of education programmes call for good leadership.

Leadership may be defined as the act of influencing the activities of others in a group towards goal setting and goal achievement. This definition, according to Morphed (1974), implies helping a group to define tasks, goals and purposes; helping it to achieve its tasks, goals and purposes and, as well, helping to maintain the group by assisting and providing for group and individual needs. All organization, no matter how simple or complex, have leaders. The difference lies only with the leadership style prevalent in the organizations.

2.4.1 Administrative Processes of Principals: means to solving school administrative problems

Although the duties and functions of an administrator differ in kinds and scope according to the kind and nature of organization he administrators and the level of his responsibilities. Some administrative duties are universal, whether in the school, church, business and public organizations. It is therefore useful to discuss administrative processes, concepts, and principles as common traits. The differences being only in their application to the various organizations. In this chapter, such general processes, concepts and principles are discussed.

Every organization has to make decisions and take actions to achieve its goals. The dynamic and cyclical way in which this is done is referred to as administrative process. It is also referred to as either the functions of the administrator or the basic elements of the management

process (Adebayo, 1984), Mussazi (1982) and Appleby (1981). Gulick and Urwick have represented these processes in an acronym popularly referred to in administration as POSDCORB, representing planning, organizing, staffing, directing, coordinating, reporting and budgeting. Over the years, there have been attempts to simplify these processes in tune with the common practice. Consequently, a simplified version most commonly adopted today as a basis for discussing the administrative process consists of only four elements. In that way, planning and organizing as well as staffing and budgeting are merged. Thus, the four elements include:

i. Programming
ii. Stimulating.
iii. Coordinating.
iv. Evaluating or Appraising.

For a fuller understanding of the process of administrator, it should be noted that the exercise revolves around decision-making. Decision-making or better still, rational decisions (i.e decisions made after due consideration of all sides of an issue), have two phases:

i. problem analysis and
ii. Choice of course of action of decision.

Problem analysis establishes cause and effect relationships and the expression of desire to achieve a goal. The first stage, therefore, is recognizing and describing the state of the court. The next stage is the analysis and evaluation of what is causing the problem or the particular issue to be addressed. The outcome should point to the probable action.

This can either be a change in personnel, technology or work environment. Thereafter, the decision maker (administrator) taking due cognizance of resources availability embarks on the course of action.

1. **Programming**

The moment a decision is taken, a number of implementation decisions must follow. It is in programming that arrangement for selecting and organizing staff, equipment and other resources must be made. This is because it is at this stage that a review of available resources along with income and expenditure profile are determined. The implementing decisions are broken into manageable units and responsibly are assigned accordingly, taken also into active considerations, personnel, nature and character of the job/task ahead and the social setting (Nwakukwu, 2006).

2. **Stimulating**

This is the eliciting of individual and group efforts and contributions towards implementing the organizational decisions. An administrator can stimulate the personnel in several ways. While he can pressurize individuals in the organization, rate a set of conditions which will motivate people to act, he can also involve members of the organization in the overall governance of the organization in a participatory manner. The way the administrator listens to member's problems and takes satisfying actions, increase in their remuneration and other firing benefits can also simulate them (Dare, 2006).

3. **Coordinating**

This is bringing into appropriate and harmonious relationship the people and materials to the support and enablement of the realization of the organizational goals. Thus, the goals of the organization must be made explicit and constantly reviewed through dialogue persuasion and collective decision. Here, standards of performance are set and members are helped to meet such standards. The efforts of members are basically directed towards meeting the same overall objectives of the organization. In this process, while delegation, collective responsibility and individual accountability are allowed, leadership must be a superintendent authority. Such an authority should refocus members to the organization's unity of purposes and direction (Dare, 2006).

4. **Evaluation or Appraising**

In organizational set-ups, most decisions and actions are normally based on facts values and assumptions. And with the constant changes in the outer society which greatly influence the particular organization, some of all these quickly grow obsolete. There is therefore the need for continuous appraisal or re-appraisal to ensure that the objectives set as well as the procedures chosen to achieve them, are consistent with one another. In this way, the procedures operate as intended, personnel are assigned, responsibilities in areas they have comparative advantage and families and equipment are up-to-date for a realistic attainment of the organizational goals. Otherwise, the administrator has pointers to

necessary adjustments of the stated objectives and the power to achieve them. Basic administrative concepts and principals and the school system (Nwachukwu, 2006).

Every organization exists on certain general principles which are necessary to ensure its survival and the attainment of goals. In the school system for instance, the ultimate goal is to maximize teaching and learning. The administrator therefore uses personnel money, equipment and facilities to achieve the goal through the provision of the right atmosphere. The effectiveness of the administrator in realizing the system's goal necessitates his thorough knowledge and the right application of basic administrative concepts and principles. For ease of reference as a practical guide, some of them are briefly discussed here (Nwachukwu, 2006).

5. **Departmentation**

In organization, activities and employees are usually grouped into sections and units often referred to as departments. The essence of this division is for easier and more effective control. The modus operandi in the pattern of this grouping may vary with organizations. However, the three distinct methods of departmentation include:

i. the simple numbers method: This entails grouping of people according to the required numbers needed in each department it is more applicable in employing the series of unskilled labour.

ii. departmentation by enterprise: This is the grouping according to the services rendered or functions of the various units. For example, in

some organizations, we have such departments as the production, sales, finance, personnel etc. The departmentation could also reflect the various sections of the process of production. In the Textile industry for instance, there are reeling, weaving, dyeing and packaging departments among others. Departmentation could also be by product. The NASCO group of companies in Jos, for example, has Foods, Household and Packs departments.

iii. departmentation time: This is used where activities are grouped on the basis of time often referred to as the shift system. It grew out of the realization that the normal work day no longer satisfies the growing demand for goods and services and the compelling need for increased productivity (Mussazi, 1982).

The concept of departmentation as it applies to educational organization in Nigeria is a powerful tool for making the school system more effective, because departmentation is a convenient form of delegation of responsibilities and authority in practice. It offers a protective services to the whole organizational leadership as the tasks of coordination of functions and closer supervision of a large numbers of workers are simplified by the smaller group leadership functions of the departmentation heads. In the school system, while, the principal remains the overall head, there are Arts, Science, Mathematics and Computer, languages and guidance and Counselling departments, among others. These departments have opportunities to introduce and or

experiment with innovations before they are diffused into the whole organization if found viable at the departmental level or re-appraised if they fail the departmental test.

Departmentation in the education, for instance, is chiefly related to functions with respects to the various levels of education – primary, post-primary, higher education, and inspectorate service and scholarship. These are ministerial departments. Each is properly focused for specialized functions, couched as directorates.

Such departmentation provides a clear line of distinction between the different units with their clearly defined areas of responsibilities. Under this management, control is easy and management is effective. It is also easy to seek accountability. Finally, departmentation ensures effective and maximum utilization of human and materials resources of the school and the standardization of work performance (Mussazi, 1982).

6. **Unity of Purpose**

An organization such as the school should provide some machinery by which a group may determine its common goals. its structure is considered effective when it facilitates the accomplishment of its objectives. When human beings are arbitrarily forced together, they cannot become effective group until common goals have been determined. Conflict sometimes develop within a group over the determination of purposes. If these conflicts are not resolved, the group may either disntintegrate or break into factions. This situation often confronts organizations that are not founded on clearly defined goals and purposes which are binding on all the members.

One of the aims of secondary education in Nigeria is "to raise a generation of people who can think for themselves, respect the views and feeling of others, respect the dignity of labour and appreciate those values specified under our broad national aims and live as good citizens" (FRN, 1981 p. 16). It is around these broad objective that the curriculum, manpower production and facilities are directed for effective achievement of school goals and objectives (Dare, 2006).

7. **Single Executive**

The effectiveness of an organization is enhanced with an executive head, providing central coordination for the activities of the organization. Although there might be a number of sectional or departmental heads, these must be a coordinating head of the group. Without this, no organization can achieve its purpose, because absence of a central leadership prevents the harmonious relationship of the various sections emanating from lack of coordination. In an educational set-up, such as the Federal Government College, where there may be a principal and two Vice-principals, one for academic and the other for administration as well as several heads of departments, they are all responsible to the principal. It is the principal that coordinates the activities of both vice-principals and heads of the various sections and departments (Dare, 2006).

8. **Unity of Command**

Unity of command emphasizes the local coordination of diverse units within an organization. It is absolutely essential or efficiency and

economy of operations, regardless of size and complexity of the organization. Without Unity of Command, an organization would find it difficult to accomplish its objectives. The effectiveness of an organization is enhanced when every person in the organization knows and for what he is responsible. It is the reporting relationship of a subordinate to one superior, if an individual has to report to only one supervision for results.

The assumption underlying this principle is that the organization should define the role of each individual. It is demoralizing to the individual and destructive to the organization to have individuals uncertain of their duties and from whom to take directives. Therefore, lines of responsibilities and authorities should be clearly defined to avoid chaos. This portends too that no individual in an organization should take orders from more than one person at a time otherwise, conflicts will be inevitable .In the school system, this principle applies to a certain extent. While the authority of the principal as the head of the institution will be felt by individual teachers in the schools, their professional skills make them offer more allegiance to their immediate heads of departments. Thus, to that extent, the Principle of unity of command may not seem to be evident, but nonetheless in existence as the principal ultimately provides the central leadership.

Unity of command is always necessary for organized and effective results. Though unit is easier to effect with a single superior, it can still

be preserved with multiple superior if these superiors have a coordinated and workable relationship, keeping in view the principle of single executive as discussed earlier (Mussazi, 1982).

9. **Delegation**

Authority, which is a derivative of responsibility, is the right to perform assigned tasks. It is the power to order or command often delegated from the superior to the subordinated to discharge assigned responsibilities. Along with responsibility, there must be authority. The amount of authority delegated should be commensurate with the responsibilities undertaken. There must be a balance between responsibility and authority. Responsibility on the other hand, is the obligation of an individual to perform assigned duties. Responsibility arises from a superior-subordinate relationship, that is the superior (Principal/Administrator) has the authority to require specified services from a subordinate. Authority flows the superior when duties are assigned, and at the same time, responsibility is the obligation of the subordinate to carry out those duties. By holding a subordinate responsible, the superior does not relieve himself of any portion of the original responsibility. Delegation only authorizes someone else to undertake the work since there is a limit to what an individual can do at a time. Thus, duties delegated to individuals following the Principle of division of labour and the crave for maximum productivity.

Responsibility is a series of obligations contracted between any two organizational levels. Before organizational responsibility is assigned, the work load must be divided among the available personnel on the basic principle of functional similarity and individuals' comparative competent advantage necessary to undertake specific jobs. Thus, duties are often delegated, keeping in view the different kinds of authority, namely legal, technical, ultimate and operational.

Although balancing of responsibility and authority is required for organizational efficiency and economy of operation, many lower level heads often find that they are given more responsibility than authority. There are many reasons for a super-ordinates unwillingness to delegate sufficient authority. For example, the risk of loosing control is an important factor, while the real or presumed unavailability of qualified subordinates to carry out satisfactory jobs is another important reason, however, there may be a lack of delegating skill on the part of super-ordinates. An effective administrator is willing to delegate authority as needed to accomplish organizational objectives. This is particularly important in the school system pervaded by numerous exports along with the complexity of school activities (Mussazi, 1982).

10. **Communication**

Communication is the sharing of information between two or more persons. The survival and growth of any organization depends on having effective communication system. It is necessary to ease decision-making

as well as to implement decisions already reached. It is, therefore, the life wire of the organization.

The channel of communication in the school is explicit. The principal can communicate with the students, using multi-media approach. While there are informal ways of this, the formal channels are more explicit. In addition, schools hold assemblies sometimes thrice in a week. There could also be written communication through the notice boards or personal memoranda and call notice for personnel discussions.

Communication with the staff, on the other hand, is through personal contacts, staff meeting and passing of official circulars and memoranda. Communication is observed to flow down or up the ladder and laterally in the schools system. For communication to be effective, information flows down the ladder i.e from principal, down to students as well as laterally, e.g among the Heads of departments and up the ladder, from students up to the principal. An organized structure such as this, helps to avert chaos in the school, since inappropriate flow of information or communication gap breeds suspicion and distorts unity of purpose and direction and ultimately organizational inefficiency (Dare, 2006).

11. **Line and Staff in School**

Line officers are those responsible for the operation of the major units of an organization. In the school the principal is the line officer since he is responsible for the day-to-day running of the school, including policy formation at the institutional level. Staff officers, on the other hand, are those who

perform specific functions for the line officers. They serve in fact gathering and advisory capacity. Apart from teachers handling their specialized subject areas, there are no staff officers but with growing students' enrolment and complexity of the school system, it is recommended here that efforts should be made to provide staff officers in the school to ease the principal's mounting problem. At the macro level those that formulate policies at the ministerial level are line officers while those that implement the policies at the institutional level are staff officers (Dare, 2006).

12. **Accountability**

As responsibility is a derivative of work to be performed and authority is derived from responsibility, accountability in turn is a logical derivative of authority. Once responsibilities are assigned and authority has been delegated, the final phase in basic organization relationships is holding the subordinate answerable to the superior for results. If one has delegated functions, but with an insufficient amount of authority for execution, one cannot be held accountable for sub-optional performance because those activities are beyond the realm of authority and control.

Accountability is defined as a system of management which assigns certain responsibilities to line and staff personnel and in turn holds them accountable for the achievement of predetermined objectives within the area of responsibilities. Accountability flows upwards through an organization. For example, in the school system each department is held accountable to his divisional head who in turn is accountable to the

principal. The need for accountability is that measurement of performance must be against specific operational plan based on organizational objectives. In the school system, each staff in a department is accountable to his head in the overall effort to produce skilled manpower, required for the development of the nation. We can quickly add that in the system, no single individual principal or head of institution, no matter how capable, can conveniently undertake all the activities that must be accomplished in such a big and complex organization.

Although the principal is still ultimately accountable, he is assisted by staff and students who, in reality are associated principals, bringing into focus the need for sharing the task of administration as earlier explained. For whoever shares in the task, the principle requires such to render account of stewardship (Dare, 2006).

13. **Division of Labour**

The effusiveness of an origination is enhanced by the division of labour and task specialization. This principle dates back to Adam Smith's The Wealth of Nations (1776), in which he demonstrated that if a group of men making pins divided the labour and each specialized on a task, the same number of men could greatly increase their production of pins in a given length of time.

The growth in technology and the industrialization of society have greatly increased the emphasis in division of labour and specialization.

The trend had however, produced critical problems to human operations in certain industries where mechanization and merging technological devices are edging out human labour.

In the Nigerian school system, as elsewhere, this principle finds favour more so in tertiary institutions where knowledge is compartmentalized through specialization in various subject areas. Even in each subject area, there are further specializations this means that an individual will require more knowledge and skills from different individual with specialized knowledge, than would be the case if an individual tries to learn every aspect of a subject discipline.

In Nigerian schools and colleges, for instance, there are such departments as English, History, Chemistry, Biology, Physics, Geography, Mathematics, Technical Studies, Business Education and Fine Arts. These are areas of specialization which impose division of labour, aimed at efficient productivity both in terms of quantity and quality. Moreover, the line and staff organization is used exclusively for the purpose of dividing labour and implementing policies and programmes developed by the total group concerned (Dare, 2006).

14. **Span of Control**

Along with unity of command goes the traditionally accepted principle that a super-ordinate can supervise effectively only a certain number of subordinates. During World War I, a British General, Sir Ian Hamilton stated that subordinates and their superiors in their work

should be interrelated, supposedly the fewer the subordinates the better the supervision by the superiors. This is evident in our school organizations where instead of stopping at Head of Arts or Science, we have individual subject heads supervising a convenient number of teachers and programmes.

The span of control varies, depending on the complexity of the job and the type of personnel. Perhaps, the most efficient span of control differs for different types of organization and for different types of tasks within an organization. For example in the Nigerian school system, it is recommended that students-class ratios be 40:1 and 30:1 respectively for primary and secondary schools respectively. The fewer the class size, the more effective the teacher. Okobia (1982) in Dare (2006) also suggest that a supervisor should supervise only twenty-five teachers.

15. **Stability**

The effectiveness of an organization is enhanced by continuing policies and programme until result can be evaluated. Stability refers to the structured ability to withstand changes so as to meet stated organizational objectives in an efficient and economical manner. An organization that changes its policies or programmes capriciously, portrays instability and in effectiveness. If policies are carefully defined and given a thorough trail before being abandoned or changed, 'sunk costs' are wasted ands the probability of establishing a favourable ratio between input and output is increased. Policies and programmes should

be given a chance to succeed no matter the initial pleasure they should not be abandoned midstream, unless it is so determined through a SWOT analysis (i.e an analysis of the institution's strategy, weakness, opportunities and treats in the pursuit of its goals).

Where there is commitment on the part of the administrator and adequate supporting materials in terms of human and material resources, carefully defined policies and programmes should be given time to mature inspite of apathy and opposition. After some time, initial oppositions shall see the need for implementing the programmes. If, for instance, a new policy prohibiting male visitors to the female hostel is ruled, it may create sharp reactions among students. But such a policy should not be abandoned to satisfy the voices of the opposition as immediate reaction. Innovation and change often face resistance so, some is required to win people's support and cooperation. However, policies and programmes that have been duly tried but found unworkable should be modified or totally abandoned if need be. Flexibility should be encouraged if that approach will help to achieve the objectives of the organization.

In Nigerian school system, for instance, such plausible policies and programmes as the Universal Primary Education, with the best of intentions, was not vigorously pursued and, in some states, haphazardly implemented and later abandoned. Thus, lamented Nwagwu (1983 p. 1).

> we ….. jump from one education policy to another in alter confusion and apparent mindlessness and hence we often cannot even wait to see the maturation and effectiveness of one policy before we abandon it for new one projected and hailed as the panacea of not only the problems of the educational system bunt also of the ills of the society.

Flexibility' the effectiveness of an organization is enhanced when it makes provision for innovation and change. Innovation and change are facilitated when policies are stated in broad enough terms to permit, reasonable flexibility in management. The principle also implied that once a programme or policy has been implemented long enough, after necessary appraisals, change may become necessary. This Principle and that of stability are therefore not necessarily contradictory. Rather, they tend to balance one another. What is sought in effective administration is an appropriate balance between stability and flexibility. The need for flexibility of administration and organization increases in these times and rapid change to enhance social needs. An unnecessarily rigid organization will break under a strong enough pressure. For instance, in the case of prohibited visitation female students hostel, if it is discovered that a lot of inconveniences to parents and students have genuinely arisen on account of the rule, there should be a modification. Here comes the principle of flexibility. Communication channels in schools can sometimes be modified to take into consideration certain decisions that require immediate solution.

In fact, for a healthy school climate, the needs of the individuals in the schools, the goals/objectives of the school, the community relationships and the exigencies of given time/situation will determine how flexible the administrator will be if the school is to achieve its objective (Dare, 2006).

16. **Security**

The effectiveness of an organization is enhanced when the organization provides security for its members. Needs of individuals in any organization vary but the need for security is universal. This universal urge for security makes it essential that this need be met in any group regardless for its political, religious or even racial philosophy. It is the main motivation for seeking membership of an organization.

No member of an organization should entertain any fear of insecurity in his job as the discharge his duties conscientiously and efficiently and his personal conduct is satisfactory. A feeling of insecurity among members of staff may seriously lower morale and consequently affect their productivity initiative creativity and the attainment of the common goals, insecurity kills motivation, breeds suspicion, and perhaps gives rise to formation of cliques and factions with a view to attaining security in the school often, lack of security is a root cause of students'; riots and demonstrations in schools. It has also engineered litigations, job mobility, pre mature retirements, etc among staff.

In the Nigeria school system there are two types of security that can be provided for the personnel. The first is system-built, such as tenure, due process academic freedom and application of democratic principles.

The second is the type of security achieved by the individual when he is able to perform his talks effectively within the system. The self-confidence the individual acquires in performing his work derives from a number of conditions that are the concern of management-the kind of supervision received, the opportunities for participating in decisions affecting his work, opportunities for development, fair treatment and position satisfaction.

Therefore, security on the job is contingent upon a variety of administrative actions taken to enable individuals to do their work more effectively.

The process of developing and maintaining personnel security includes goal formations, embellishment of policies and programmes, budgets and process relationships to guide the operation, allocation of responsibilities, and appraisal of results. For instance, tenure in the broadest sense embodies a system designed to provide educators with continuing emplacement during efficient service and establishes an orderly procedure to be followed before services are terminated. Salient features of the tenure system applicable to Nigerian schools system to a limited extent include:

i. completion of a specified probationary period, constructed to mean a temporary appointment during which time the individual is carefully supervised and appraised in terms of ability to render efficient services to the school organization on account of which his appointment be confirmed.
ii. automatic tenure status at the end of probationary period to personnel who meet performance standards.
iii. an orderly procedure for dismissal of personnel through a due process. This includes provision for notifying the individual that his services are unsatisfactory, as well as reasonable opportunity to show improvements before notification of intent to demises is given.
iv. notice of intent to terminate services of the individual in then event that the directed improvement in performance ha snot been attained. Written notice of intent to dismiss, details specific reasons of the action.
v. a hearing before a disciplinary committee, which provides opportunity of the affected staff member to defend himself against the charges.
vi. the right to appeal against an adverse decisions to higher authorities and to seek legal redress in the court of law (Dare, 2006).

2.5 Empirical Studies

The empirical studies of this research work centred on a critical appraisal of works in relation to the present study. In a study conducted by Hamza (1991) titled "The roles of principals in schools", a test for school administrators in secondary schools, 16 principals were selected from 16 schools at random. A research instrument questionnaire was used in data collection. Simple percentages, t-test and ANOVA statistical

tools were employed in data analysis involving four null-hypotheses. Major variables discussed in the study were intelligent of the principal, morality of the principal, sociability, accountability, personality, and intuitiveness. The findings of the study include; a perfect principal starts with intelligence, good personality, sociability, accountability and studious. The study recommended, among other issues, that, a good principal must be selected based on intelligence, a good principal should be sociable, a good principal should be intuitive, must have ability to carry others along, must be able to improve communication and delegate duties. All these are criteria to be observed in employing any principal both by government and private proprietors.

Though the present study is a bit related to former studies as follows, it's major variables are principals' leadership style and school administration in Nigeria. The statistical tools proposed for this study is similar, same with the number of hypothesis and the instrument used. The result was however, with some little differences from former studies.

Summary

This part of study started with theoretical framework, behaviourist theories, social learning theories to concept of principals and roles. Extending to instructional programmes, staff welfare functions, students' personnel welfare, financial, and fiscal resource management, school community relationship, principal as a leader and manager of school processes. It develops into administrative processes of principals as a

means to solving school administrative problems which includes element like programming, stimulating co-ordinating and evaluation or appraising, departmental, unity of purpose, single executive, unity of command, delegation, communication, line of staff in schools, accountability, division of labour, span of control, stability, security and it ended with empirical studies.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This research work is on the assessment of administrative role performance of principals of secondary schools in Kaduna metropolis. It also examines basic problems associated with school administration and means of resolving the problems. The methodology used in this study includes research design which is survey study, the population, the sample and sample techniques, the instrument, validity and reliability, administration and collection of instrument and data analysis process.

3.2 Research Design

This study used survey research design. Here the researcher surveyed the views of secondary school principals and teachers on the basic roles of principals in the administration of secondary schools in Kaduna metropolis, identify the problems faced by principals in the discharge of their basic roles and proffer solution to the basic problems of principals in the discharge of their basic roles in school administration so as to ensure effective school administration.

3.3 Population

The first step in selecting the sample for study is defining the population. Further more, population in a study is the group of people or objects, the researcher is studying. The term population could be people, schools or institutions, animals, specimens or countries".

All the secondary schools in Kaduna metropolis are 120 with 120 principals and 2000 teachers were part of the research population. However, due to limited resources the study have been restricted to 25 schools out of the secondary schools in Kaduna metropolis. It was equally limited to the 25 principals of the sampled schools and 600 teachers from the sampled schools.

3.4 Sample and Sampling Techniques

To determine the sample size for the schools, principals and teachers, the Krejcie and Morgan (1970:608) design was adopted. They observed that as the population increases the sample size increases at a diminishing rate". To them a population between one thousand (1000) and one million (1000,000), (386) three hundred and eighty-six suffices as sample. To be able to compare the findings from public schools with that of private schools, some reasonable percentage of public schools and private schools were selected. Out of 120 schools 25 schools were sampled, the 25 principals became the sampled principals. Out of 2000 teachers 600 were sampled.

The researcher arranged the schools randomly and made the selection. Then she numbered the arranged schools serially. Next she provided ballot papers which were equal to the number of schools in Kaduna metropolis. Kaduna metropolis consisted of two (2) zonal education offices which have secondary schools with all having senior and junior secondary levels.

In the sampling process, out of 120 secondary schools in the metropolis she marked “yes” on 25 of the schools and “No” on the rest of the schools. Next she selected the students randomly to the number of schools in all the zonal education offices in Kaduna metropolis. Each of the students was told to pick a ballot paper. The serial numbers of those who picked the papers of the number of schools to be sampled from all the schools in the metropolis which is marked “Yes” were used to trace those schools they represent in the zonal educational offices. The same process was repeated in sampling the number of teachers from all the schools from the 25 schools sampled.

The rationale for asking the students to pick the pieces of paper with names was to avoid bias as much as possible and to ensure fair representation. The sample schools, principals and teachers are as shown below on table 3.1.

Table 3.1 Sampled Schools, Principals and teachers.

S/N	List of Sampled Schools	No. of Principals	No of teachers
1	Command Day Sec. Sch, Kaduna	1	28
2	Govt. Sec. Sch, Kaduna	1	20
3	Fed. Govt. Col., Kaduna	1	18
4	St. Patrick Sec. Sch., Kaduna	1	30
5	Talent Intl Sec. Sch., Kaduna	1	24
6	Blessed Intl Sec. Sch., Kaduna	1	16
7	Model Intl Sec. Sch., Kaduna	1	32
8	Govt Day Sec. Sch Ungwan Sariki	1	24
9	Uncle Bado Sec. Sch., Kaduna	1	24
10	Joy Intl Sec. Sch., Kaduna	1	18
11	Govt Girls Sec. Sch. Indp. Way	1	28
12	Maimuna Gwarzo Girls Sec Sch., Tundun Wada, Kaduna	1	22
13	Rimi College, Kaduna	1	26

14	Sardana Mem. Sec. Sch. Ungwan Dosa, Kaduna	1	24
15	Gray Intl Sch., Kaduna	1	24
16	All saint Sec. Sch., Kaduna	1	24
17	Supreme Sec. Sch, Kaduna	1	26
18	St. Micheals Sec. Sch., Kaduna	1	22
19	Command Sec. Sch., Kaduna	1	24
20	NDA Staff Sec. Sch., Kaduna	1	32
21	Govt Sec. Sch, Kakuri, Kaduna	1	15
22	Govt Sec. Sch. Tudun Wada, Kaduna	1	28
23	Govt. Sec. Sch. Sabon Tasha, Kaduna	1	20
24	Wilson Intl. Sec. Sch., Kaduna	1	30
25	Danbo Intl. Sch., Kaduna	1	18
	Total	25	600

3.5 Instrumentation

The only instrument used in this study was questionnaire. This is in accordance with the recommendation of some educationists who supported the use of questionnaire as an instrument for measuring attitude. This is because questionnaire has administrative and psychological advantages of assessing a large number of individuals at minimum cost and that it has the possibility of confidentiality which encourages objective responses.

The questionnaire comprise four (4) sections; namely “A” on personal data (name, school, gender, age, status of respondents). “B” respondents’ opinions on basic roles of principals in the school administration, it contained 20 test items. “C”, the basic problems of principals in discharge of their basic roles and “D” ten items on administrative processes of solving principals administrative problems.

3.6 Validity and Reliability of the instrument

The test items for the study was based on the researchers' initiative and support by insight from the literature review on the subject in chapter 2. The questionnaire was developed under the supervision and guidance of the researchers' supervisors and statistics' lecturer. This valuable direction and constructive criticism of the proposed instrument of the test items was responsible for the final shape of the questionnaire and the quality of this study. The response from the pilot studies over their satisfaction with the test items gave a communication about the validity of the test items.

Afolabi (1993) argues that in any research it is necessary to provide a means of establishing the validity and reliability of the instrument used. In view of this, a pilot study was carried out for the questionnaire which was the only instrument used for the research.

The pilot study was carried out in Command Day Secondary School and Government Secondary School Kawo to test the validity and reliability of the instrument for application to the level of principals and teachers which the questionnaire are intended with the help of the principals; senior masters and some teachers chosen by the principal. The two principals and ten teachers each from the two schools were given the teachers' questionnaire to complete. Copies of the questionnaires were collected back on the spot.

The researcher equally had verbal discussion with some of the teachers to find out about the clarity and level of difficulty of the test items. The questionnaire was marked to see if properly completed and answered in the right direction to verify the goodness and suitability of the test items and its reliability and validity for the survey not on mere guesses.

The questionnaire used was subjected to a reliability test using the Crumbach alpha level. This also was to determine the internal consistency. The internal consistency was obtained by the use of split half method. This method involved the summing of the Odd and Even items of the instrument, Winner Dominick (1987:62). Correlation co-efficiency was obtained by the application of the following formula:

$$R = \frac{2(r)}{1+r}$$ where R – reliability co-efficient
r = correlation coefficient

The reliability coefficient obtained was 0.6540. Using the statistical package for social science (SPSS) at Crumbach alpha level. According to Tuckman (1975) an instrument can be said to be reliable when the reliability co-efficient can be said to be approximated to one (1). By this result, this instrument was said to be reliable. All these measure therefore asserted that the questionnaire satisfied the criterion of construct and content validity.

3.7 Administration of the Research Instrument

The administration of the questionnaire was by personal effort of the researcher and through the assistance of teachers and principals who helped within the sampled schools. All these attempts were

necessary so that the responses will not be mere guesses. After the completion of the responses, copies of the questionnaire were collected immediately in each school on the spot and they were used for analysis.

3.8 Data Analysis

The descriptive statistical method of frequency and percentages and the use of t-test were used to analyse data. The use of t-test enabled the researcher to determine the homogeneity of the responses given by the principal and teachers on certain items since it helps to determine the association between two attributes. Therefore, questionnaire was structured for data collection from the principals and teachers.

With the results from the calculations the hypothesis was tested and related information derived. The detailed results of the tests were reported in chapter four. It was with these results and with the information from literature review that the final conclusion was made along with the necessary recommendation. Researcher in this study based conclusions and recommendations on information from the respondents.

CHAPTER FOUR

PRESENTATION OF DATA, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

In this chapter the researcher presents the analysis and interpretation of results by the copies of questionnaire administered. The analysis of the data focused mainly on the respondents' opinions on the assessment of administrative role performance of principals of secondary schools in Kaduna metropolis.

The researcher used various research techniques in the process of writing research work. In analyzing the respondents' opinions the researcher employed two statistical techniques: (i) Descriptive Statistics using frequency and percentage (ii) t-test analysis.

The respondents' responded to the item statements in the questionnaire which reflected the basic roles of principals, problems faced by principals, the mode of management d by principals in secondary schools in Kaduna metropolis. Respondents were required to tick (√) appropriately on a likert-type four (4) scale questionnaire. The sources ranging from 1-4 were supposed to show the magnitude of evidence of the value as perceived by the respondents in the administrative role of principals. The lowest score (1) shows no evidence and the highest score (4) shows great deal of evidence. Below are the classification of the scores in percentages under little evidence (LE) and

great deal of evidence (GDE.) scores 1-2 are classified under little evidence and 3-4 under great deal of evidence.

4.2 Analysis of Data

A total of 625 copies of questionnaire were produced and administered to principals and teachers. Out of the number, 600 questionnaires were administered to teachers and all returned. 25 questionnaires were administered to principals of the 25 sampled schools and the 25 were returned.

Perception of respondents as indicated on the questionnaire: using frequency and percentages

Table 4.10 below shows the perceptions of respondents on basic roles of principals in secondary schools in Kaduna metropolis. In the table the perceptions were presented in frequencies and percentages along 4 points Likert scales as modified by Nworgu B. G. (Nworgu, 1986). For easy analyses, it is grouped into 2, Agreed and Disagreed.

Table 4.1: Respondents' perception on roles of principals in secondary schools

S/No	Items discrimination and numbers	Categories of respondents	Agreed		Disagreed	
			F	%	F	%
	Basic Roles of Principals in Secondary Schools					
1	The first and most important role of principal is definition of goals and purpose.	Principals	22	88.0	3	12.0
		Teachers	420	70	180	30
2	Failure of principals starts when they are goaless, purposeless and aimless.	Principals	24	96	1	4
		Teachers	450	75	150	25

3	Principals are expected to be expert in planning and organizing of their schools.	Principals Teachers	21 480	84 80	4 120	16 20
4	Principals who fail to plan end up being failure in their work.	Principals Teachers	24 390	96 65	1 210	4 35
5	Proper administration ensures regular staff development.	Principals	22 460	88.0 76.7	3 140	12.0 24.3
6	Ignoring staff welfare reduces principals' perfection.	Principals Teachers	20 435	80 72.5	5 165	20 27.5
7	Curriculum development and instruction are prime functions of the principals.	Principals Teachers	23 460	92 76.7	2 140	8 24.3
8	Functional principals constantly evaluate curriculum instruction and development through frequent functional supervision.	Principals Teachers	23 520	92 86.7	2 80	8 13.3
9	A good principal is a good disciplinarian.	Head-teachers Teachers	2 478	96 79.7	1 122	4 20.3
10	A good discipline in school improves school tone and school organizational climate.	Principals Teachers	15 480	60 80	10 120	40 20
11	The school is an off shut of what exists in the community.	Head-teachers Teachers	21 452	84 75.3	4 148	16 24.7

12	The rapport that exists between the school and the community ensures greater growth of the school.	Principals Teachers	20 462	80 77	5 138	20 23
13	Provision, utilization and maintenance of school facilities predicate the principal's effective role playing.	Principals Teachers	24 457	96 76.17	1 143	4 23.8
14	Ability to provide adequate and relevant teaching material ensures greater performance in the school system.	Principals Teachers	22 520	88 86.7	3 80	12 13.3
15	A principal is a potential guidance counselor	Principals Teachers	23 478	92 76.7	2 122	8 20.3
16	A good principal is a good counselor	Principals Teachers	24 520	96 86.7	1 80	4 13.3
17	A principal is a good financial expert.	Principals Teachers	21 460	84 76.7	4 140	16 24.3
18	A prudent principal is a good achiever.	Principals Teachers	20 473	80 79.7	5 127	20 21.7
19	Effective evaluation of school programme and processes ensures continuity and progress.	Principals Teachers	23 465	92 77.5	2 135	8 22.5
20	Evaluation is necessary in any organization to ensure perfection.	Principals Teachers	21 430	84 71.7	4 170	16 28.3

For easy analysis and understanding, the likert scale above were grouped into two categories of agreed and disagreed. That is the responses for strongly agreed (SA) Agreed (A) were put together for Agreement, while response items for Disagreement (D) and Strongly disagreed were put together for Disagreement. Thus the agreement simply indicated that the respondents either agreed or strongly agreed. While disagreement simply implied that the respondents disagreed about the issue at hand. The groupings were rated agreement = 2 points, Disagreement = 1 point. The procedure was used to explain the table and data analysis.

Table 4.10 shows that 22 (88%) principals accepted that the first and most important role of principals is definition of goals and purpose of the school. While 3 (12%) disagreed. In the same direction 420 (70%) teachers agreed with the same item, while 180 (30%) disagreed.

It, therefore, follows that both the principals and teachers were in agreement with the said items as the major role of the principal in the discharge of his duties. The acceptance of this clearly indicates that in any school administration, the major function of the principal is his ability to define perfect goals for school activities and create a purpose that directs the affairs of the school towards attaining the goals and objectives of establishing a school.

A total of 24 (96%) principals and 450 (75%) of teachers accepted that failure of principals starts when they are goalless, non-directional

and purposeless. Again 21 (84%) of principals and 480 (84%) teachers, indicated that principals must be experts in planning and organizing of their schools. As observed, 24 (96%) of principals and 390 (65%) teachers asserted that failure to plan on the part of the principals is a major indicator of their failure. The respondents equally agreed that proper administration ensures that they be regularly developed. The high percentage indicated by principals and teachers is a clear testimony to this point.

The expressed perception on items 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19 and 20 was a clear indication that all the items received important roles of the principals in the discharge of their duties in the direction of goal definition and are therefore necessary to ensure a perfect school administration.

Issues like staff welfare, curriculum development, curriculum evaluation, institutional supervision, evaluation, discipline problems, school organisation, community relationship, provision, utilization maintenance and storage of facilities, school plant are all given high percentages of response as they are proven evidence of principals' perfection.

Table 4.2: Respondents' perception on basic problems of principals in the discharge of their basic roles

S/No	Items discrimination and numbers	Categories of respondents	Agreed		Disagreed	
			F	%	F	%
	Problems of principals in the discharge of their basic roles					
1	Shortage of fund is a strong force against the principal in his perfect duty.	Principals Teachers	20 470	80 78.3	5 130	20 21.7
2	Funds do not readily come from the right source for school activities.	Principals Teachers	21 464	84 77.3	4 136	16 22.7
3	Poor quality of staff always displaces principals.	Principals Teachers	25 415	100 69.17	- 185	- 30.8
4	Staff attitude jeopardizes principal efforts.	Principals Teachers	21 80	84 80	4 120	16 20
5	The relationship between principal and the community can make or progress school activities.	Principals Teachers	22 465	88 77.5	3 135	12 22.5
6	Principal is expected to extend his role to the community he finds himself.	Principals Teachers	21 452	84 75.3	4 148	16 24.7
7	Shortage of facilities (material and human resources) reduces principals' effectiveness.	Principals Teachers	20 462	80 77	5 138	20 23

8	One thing is availability of material, another thing is ability to put it to use by principal due to inexperience.	Principals Teachers	24 457	96 76.17	1 143	4 23.8
9	Government policies and the attendant consequences inhibit principals' performance.	Principals Teachers	22 520	88 86.7	3 80	12 13.3
10	Policies are usually ambiguous for some principal, skipping it reduces efficiency.	Principals Teachers	23 478	92 76.7	2 122	8 20.3
11	Frequent transfers causes distortion in school activities.	Principals Teachers	24 520	96 86.7	1 80	4 13.3
12	School climate is expected to be conducive for both students and teachers.	Principals Teachers	21 460	84 76.7	4 140	16 24.3
13	A good principal is a disciplinarian.	Principals Teachers	20 473	80 79.7	5 127	20 21.7
14	Disciplined environment offers joy to both principal and the subordinates.	Principals Teachers	23 465	92 77.5	2 135	8 22.5
15	A perfect principal never ceases to be a student.	Principals Teachers	21 430	84 71.7	4 170	16 28.3

16	Principal attend refresher courses to improve self and improve subordinates.	Principals Teachers	20 470	80 78.3	5 130	20 21.7
17	The welfare of staff and students stands provost in the heart of a good principal.	Principals Teachers	21 464	84 77.3	4 136	16 22.7
18	A principal who jokes with staff welfare hopes to fail.	Principals Teachers	25 415	100 69.17	- 185	- 30.8
19	Poor school plant reduces principal's performance.	Principals Teachers	21 480	84 80	4 120	16 20
20	A resourceful principal puts limited school plant to full use.	Principals Teachers	22 465	88 77.5	3 135	12 22.5

The expressed perception on problems of principals in the discharge of their basic roles could be observed from table 4.11 items of 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19 and 20. All the respondents rated these items higher than the basic goals. They all were above sixty percent (60%) in their responses.

Shortage or inadequate fund is always a major force militating against principals' performance of the roles in administration; poor quality staff (teaching and non-teaching) always pose a threat to principals' effective performance. The attitude of staff and students always jeopardize principals' effort in administration. The relationship between principals and their communities can mere or progress schools.

Shortage of facilities human and materials in school - either the school plants or teaching facilities and its ability can deter the progress of a school. Government policy annunciation and policy execution always help school principals in the role they play in administration or mere them. A good principal must be a disciplinarian for him to succeed. He must have the welfare of the staff at heart and be prepared to improve them and improve himself and be prepared to carry them along in all he does. Principals should always be reading and go for refresher courses to ensure effective performance. School plant is a general problem for principals but a resourceful principal makes judicious use of the few available human and material resources.

Table 4.3: Respondents' perception on administrative processes of solving principals' administrative problems

S/No	Items discrimination and numbers	Categories of respondents	Agreed		Disagreed	
			F	%	F	%
	Administrative processes of solving principals administrative problems					
1	Good planning reduces principal's difficulties in office.	Principals Teachers	22 420	88.0 70	3 180	12.0 30
2	Effective performance of principal calls for effective organization of his school.	Principals Teachers	24 450	96 75	1 150	4 25
3	Perfect administration needs perfect directing and control.	Principals Teachers	21 480	84 80	4 120	16 20

4	Staffing is a stepping stone to successful performance.	Principals Teachers	24 390	96 65	1 210	4 35
5	Budgeting ensures effective principal administration and helps to prudently sustain an organization.	Principals Teachers	22 460	88.0 76.7	3 140	12.0 24.3
6	Delegation of duties helps to ensure belongings and participation of everyone.	Principals Teachers	20 435	80 72.5	5 165	20 27.5
7	Effective communication reduces function in school and promotes principals.	Principals Teachers	23 460	92 76.7	2 140	8 24.3
8	Motivation is a sure way to sustaining good performance of principal.	Principals Teachers	23 520	92 86.7	2 80	8 13.3
9	Management processes ensure perfection in an organization.	Principals Teachers	24 478	96 79.7	1 122	4 20.3
10	A perfect principal is one who carries all along.	Principals Teachers	15 480	60 80	10 120	40 20

The frequency and percentage of agreement on administrative processes of solving principals' administrative problems and improving their basic roles in goal definition in administration in schools were highly rated by all the respondents. In the items 1,2,3,4,5,6,7,8,9 and

10, none was rated below 50 which is an indication of the acceptance of all the items as processes of solving principals' administrative problems.

The respondents' opinion indicated that good planning, effective performance, perfect direction, proper staffing, perfect budgeting, delegation of duties, effective communication, proper motivation, management processes and carrying all along is proper process that enhance principal' effective performance of their role and ensure peace and progress and development in a school system.

4.3 Hypotheses Testing

Null Hypothesis 1

Three hypotheses were formulated in this study. These were aimed at determining possible difference of opinion among the respondents on the basic roles of principals in secondary schools, problems of principals in the discharge of their basic roles and administrative processes of solving principals administrative problems in secondary schools in Kaduna metropolis.

Hypothesis 1: There is no significant difference in the opinion of principals and teachers of secondary schools in Kaduna metropolis on the basic roles of principals in their school administration.

All the opinions of principals and teachers respondents were used in this hypothesis. The t-test procedure was used because of two classes of independent variables. The t-test result is as shown in table 4.13 below.

Table 4.4: t-test on problems of principals in secondary schools in Kaduna metropolis.

Sex	No	Mean	STD	SE	t-cal	Df	Pro	t-crit
Teachers	600	13.4450	3.9858	.1627	-1.422	623	.000	1.96
Head-teachers	25	14.6000	3.7969	.7594				

Table 4.4 shows the t-calculated is -1.422 and is lower than t-critical (1.96) at df 623 which means the hypothesis which states that there is no significant difference in the mean opinions of principals and teachers respondents with regard to the basic roles of principals in secondary schools in Kaduna metropolis is retained.

From the means attained in the two groups in the table, it implies that all the respondents were in agreement with the suggested basic roles of principals in secondary schools, all the mean scores for agreed were greater than the opinion of disagreed for the Likert scale used in the study. However, the rating of the principals seem to be higher than that of the teachers. Thus the two (2) ratings were all above 70 % which indicates that they all positively affirmed the ingenuity of the items as most credible basic roles of principals in secondary schools.

Hypothesis 2: There is no significant difference in the opinion of principals and teachers as to the extent of problems of principals in the discharge of their basic roles in secondary schools in Kaduna metropolis.

All the principals and teachers respondents were used in this hypothesis. The t-test procedure was used because of the two classes of the independent variables. The t-test result is as shown in table 4.14.

Table 4.5: t-test on the extent to which motivation is applied in Kaduna Metropolis

Respondents	No	Mean	STD	SE	t-cal	Df	Pro	t-crit
Teachers	600	13.6617	4.6061	.1880				
Principals	25	14.6000	3.7969	.7594	-1.004	623	.000	1.96

From table 4.14, the t-calculated is -1.004 which is lower than t-critical (1.96) at df 623. Therefore, the null hypothesis which states that there is no significant difference between the mean opinions of principals and teachers respondents with regard to extent to the problems of principals in the discharge of their basic roles is retained, which means there is no significant difference in the opinions of the respondents.

From the means obtained for the two groups in the table, it implies that all the respondents were in agreement with the suggested problems of principals in the discharge of their basic roles in study. All the means score of agreement are greater than the opinion of disagreed for the Likert scale use in the study.

Hypothesis 3: There is no significant difference in the opinion of principals and teachers in Kaduna metropolis with regards to administrative processes of solving principal's administrative problems.

All the principals and teachers respondents were used in this hypothesis. The t-test procedure was used because of the two classes of the independent variables. The t-test result is as shown in table 4.15.

Table 4.6: t-test on the administrative processes of solving principals' administrative problems

Respondents	No	Mean	STD	SE	t-cal	Df	Pro	t-crit
Teachers	600	14.0050	4.1614	.1699	-0.703	1		
Principals	25	14.6000	3.7969	.7594	-0.765	623	.000	1.96

From table 4.15, the t-calculated is -0.703 which is lower than the t-critical (1.96) at df 623. This shows that the null hypothesis which states that "There is no significant difference between the mean opinions of principals and teachers respondents with regards to administrative processes of solving principal's administrative problems is retained. This means there is no significant difference between the opinion of principals and teachers respondents on the administrative processes of solving principals administrative problems

From the means obtained for the two groups in the table, it implies that all the respondents were in agreement with the suggested administrative processes of solving principals administrative problems. All the mean scores in agreement were grater than disagreed for the Likert scale used in the study.

4.4 Discussion of Findings

The findings in this chapter have indicated that there are no significant differences between the mean scores of principals and teachers on some items of investigation. The basic roles of principals in secondary schools administration have had an impact on them and have

sent a sense of worry through them and the teacher. This implies that the principals and teachers are worried about identifying the unusual phenomenon in schools today with regard to school administration. The finding of the study are discussed in relation to the hypotheses as below.

Part of the above explanation reveals why the first stated hypothesis of no significant difference between the principals and teachers indicated no significant difference. Going by the study, principals agreed that the first and most important role of principal is the definition of goals and purpose of a school to be achieved. Going by this study the following findings were made.

Principals' failure starts when they are goalless, purposeless and aimless in their school administration. Principals are expected to be expert in planning, organization and control of their school. Principals who fail to plan, plan to fail. Proper administration ensures regular staff development, staff welfare, curriculum development, evaluation of curriculum and instructional programme as well as proper supervision of schools' instructional programme. It was equally found that a good principal is a good disciplinarian, as good discipline in schools improves school tone and school organizational climate. It was found that the school is an off-shut of what exists in the community and that the rapport between the school and the community ensures greater growth of the schools. Equally discovered was the fact that provision, utilization and maintenance of school facilities predicates the principals' effective

role playing. That the ability to provide adequate and relevant teaching materials ensures greater performance in the school system and better achievement for the students and the school system. It was equally found that a principal is a potential guidance counsellor and a potential financial expert. Finally, it was discovered that a good principal who start by defining the goals of the school consistently follow the goals and evaluate the school programme from time to time ends up ensuring peaceful, healthy and perfect continuity in schools programme and improves innovation in schools system.

The result indicates that, there is no significant differences between the groups – principals and teachers mean responses with regards to the mean response on the basic problems of principals in the discharge of their basic roles.

On the possible problems faced by the principals in their school administration it was found that shortage of funds is a strong force against the principals in the performance of their duties. Funds do not readily exist neither do they come at the right time from the relevant authority or agencies. It was equally found that poor quality of staff, staff attitude, relationship between principals and staff, students and community jeopardizes principals' efforts in his role in school administration. It was found that shortage of facilities, human and material resources is a force against the principals' administration. Even when these are available, the utilization and maintenance becomes a

questionable affair. They are either boggled or damaged in the system. Government policies, annunciation and its execution are given to bureaucratic bottle necks. Frequent transfer of staff and students usually distorts school activities. Conducive school climate was found to be necessary for both students and staff advancement in school activities, just as a good disciplined environment offers joy to both principals and subordinate as well as students. It was found that a principal who bears in mind that he is always a students and continue to learn through in-service, on-the-job training, seminars, conferences will always be abreast with up-to-date happenings in the global sphere and will always move ahead in perfect glory. Abundant school plant, carefully arranged and harmoniously organized will always create an enabling environment for advancement in school activities. Finally, a resourceful principal with resourceful staff and students capable of showing a lot of intuition will always attract the admiration of the school environment, colleagues and community at large and will always gain greater performance in his school.

The frequency and percentages of agreement on administrative process of solving principals' administrative problems and improving their basic roles in administration in schools was highly applauded. All the respondents indicated high percentages against all the items on the questionnaire. In fact, non of the responses was below 60%. It was an indication that all the respondents admired all the items on the

questionnaire. However, a lot of similarities existed between the responses of all the respondents and that resorted to retention of the null hypotheses and the rejection of alternative hypotheses of a significant difference. In the opinion of the respondents principals and teachers on how principals' problems could be remedied through good planning, effective organization, perfect direction and control, effective staffing, perfect budgeting, delegation of duties, effective and functional communication system, motivation and ability to carry all along with effective delegation of duties are prerequisite to removal of all barriers in administration and sine-quano to perfect administration.

CHAPTER FIVE

SUMMARY, CONCLUSION, RECOMMENDATIONS AND SUGGESTIVE FURTHER RESEARCH

5.1 Introduction

This chapter discussed the general summary and makes recommendations based on the findings to school administrators, teachers, parents, government and other researchers.

5.2 Summary

The study opened up with a general overview of the topic administrative roles of principals, statement of the problem(s) viewed against the historical setting. The objectives of the study, research questions, hypotheses for the work were set forth to provide the framework of the study, within which the investigation of the work was to be carried out. Basic assumptions were made and the significance of the study outlined. The scope and delimitation of the study clearly specified.

A review of various related literatures was done following the objectives, research questions and hypotheses of the study. The review centred on concepts of principals, qualities of principals, principals as administrators and as leaders, problems of principals and the measures for controlling problems of principals in their administrative roles such as: good teaching, good learning, use of guidance counselors, principals/teachers' leadership style, principals relationships with students, teachers and community.

The above views were intended to provide theoretical basis for the methodology to be used for the study. It determined the research type which is a survey research, the population, population sample and sampling techniques, the instrument to be used, validation and reliability, administration of instrument and the processes for data analysis, result and interpretation, findings, conclusion and recommendations.

By means of Likert four point (4 points) scale SA, A, D and SD, the researcher prepared a questionnaire for collection of data. The responses of the two variables in the study which are principals and teachers, were collected. Of the 25 principals sampled, 25 returned copies of the questionnaire completed. Out of the 600 teachers sampled 600 of them returned their completed questionnaire. Therefore, from the 625 questionnaires prepared 625 were returned. The researcher collected and analyzed their opinion on administrative roles of principals, problems of principals and measure for management of principals' problems in secondary schools in Kaduna metropolis, for results and interpretations, summary, discussion and conclusion and based on that made her recommendations.

Secondly, the responses were statistically analyzed through the use of frequencies and percentages to compare the variables. With the use of the t-test, the hypotheses were tested and the results revealed that three hypotheses were retained, which was a negation of the works of some

other scholars like Okuh (1993) discipline processes, Anka (2000) on principals' roles in school administration. There were no significant differences between the respondents.

5.3 Conclusion

In conclusion, this study has undertaken an "Assessment of Administrative Role performance of Principals of Secondary Schools in Kaduna Metropolis". The study opened up with:

(1) a general overview of the topic, statement of the problem(s), objectives of the study, research questions, hypotheses to provide the framework for the investigation to be carried out. Basic assumptions were made, the Significance of the study outlined, scope and delimitations of the study clearly specified.

(2) a review of various related and relevant literatures made following the objectives, research questions and hypotheses of the study, all were intended to provide theoretical basis for the survey research.

(3) the methodology to be used clearly specified, processes for data collection and data analysis enclosed.

(4) the result and the interpretation of data analysed shown, findings, conclusions and recommendations made by the researcher using descriptive analysis and statistical tool like t-test. However, effective administrative process would remove all the bottle necks of the principals and put him on the right place for effective performance.

(5) finally, the study recommended that government should be able to increase principals remuneration, give room to further studies, organize refresher courses, seminars, workshops. Provide teaching materials, enough fund and improvement on the

infrastructures in the school. Effective network for easy communication, easy flow of information and proper organization should be establish. Parents should help principals in their administrative activities.

5.4 Implications of the Study

Principals' effective role playing in school administration hinges on the ability of the principal to perfectly define the goals and purposes of the school, be able to plan, organize and control school affairs. The effective organization of school system depends on availability of materials, ability to look ahead, effective supervision, interpretation of curriculum as well as evaluation of the school system and curriculum.

In the process of trying to give out his best, the principal encounters a lot of problems such as shortage of funds, lack of teaching and learning materials, shortage of classrooms or various school plants. The problem is expanded by poor policy formulation and execution as well as the principals' inability to coordinate activities in school, community and various agencies that holds the school in the process of progressive learning.

To ameliorate this problem, the principal requires intelligence, modesty, sociability, intuition, motivating power, ability to continue learning as well as vigorous exercise in planning, organizing and control.

This study is significant to the level it provides conceptual understanding of what an ideal principal should do in order to improve his roles in the school system so as to function properly within the

school, the society and in his relationship with the school governing bodies and government agencies.

It equally x-rayed the various problems encountered by principals and the measures of surmounting the various problems and putting the principal on his normal footing for a greater progress in school administration.

5.5 Recommendation

Based on the findings, conclusions and implications of the study, the following recommendations are made, with the hope that it will provide assistance to government, MOE officials, teachers, parents, students and other researchers:

(1) teachers and school authority should establish an effective and deliberate programme of communication that will cover orientation, for students, parents, teachers, Ministry of Education and all the principals for mutual discussion; interact with them (students/parents) on one to one basis if possible through students' assembly or parents teachers association (P.T.A) for the purpose of effecting changes in schools system;

(2) Principals especially those holding schools should consider the students as their children, discard the use of corporal punishment, suspension from classroom, extra-class exercise punishment and manual labour in treating behaviour problems due to their negative effects on school administration;

(3) Principals should develop interest in their work above all other interest, be humble, cheerful, sociable, display intelligence where necessary and live above board within and outside the school;

(4) Principals should ensure that facilities (human and material) are provided at the right time, maintained, stored and distributed to teachers and relevant authorities at admirable time as well as ensure their utilization for students and school development;

(5) Principals should ensure that behaviour modification technique are appropriately and promptly applied for reward in terms of praises and little materials (exercise books, bics and textbook) when good behaviour is exhibited. Withdraw reward and reprimand when they exhibit inappropriate behavior;

(6) Principal/teachers should regularly attend seminars, workshops and conferences in order to update their knowledge to management of behaviour in schools. Strategies to aid teachers in-service or training should be vigorously emphasized in such programme;

(7) Parents should be good disciplinarians and responsible by providing good guidance rather than refraining from realities or rationalizing. They should stop over protection, pampering or giving too much freedom to their children or wards. The relationship that exists between the father and the wife/wives is expected to be cordial. In life the first and one important and intricate relationship that exist between human beings is the family. There is therefore a vital need for parents to understand their role and to collectively and mutually see the progress of their wards. This will support the adage which says like father like son" or like mother like daughter". Guidance instructors should be employed in every school in Kaduna metropolis to assist students understand themselves and the roles they have to play in school;

(8) Youth's clubs, societies and organization must be encouraged in schools. The societies should stand as character building and training e.g Fellowship of Christian Students, (FCS) Moslem Society of Nigeria (MSSN);

(9) Condition of service for teachers should be improved by government. This will enable teachers to be dedicated, sharply focused on their responsibility in maintain discipline in the school. Government should equally give clear cut policy and support to teachers on the measures for school discipline. Parents of erring children should be brought to book for negligence of their responsibility;

(10) The quest for ill gotten wealth and display of such should be checkmated and disallowed to give confidence to the youths. People found wanting should not be appointed to high offices while erring ones should be removed. Legal system should be sanitized;

(11) Government and school authorities should ensure that the number of students in each class does not exceed 35 or 40 for effective supervision, discipline and management by teachers. Indiscriminate use of modern technological equipments like phones, films website and cyber cafe should be legislated in school and avoided around the school premises;

(12) Pamphlets of school rules and regulations on effective management of schools behaviour should be provided to all teachers by the school authorities. This will serve as reference material to teachers when confronted with behaviour problems;

(13) School authority should always seek the support of the parents, government officials and non-governmental officials (NGOs) when formulating policies and during official function, report discipline problems promptly to the parents, and take appropriate action urgently to remedy behaviour problems and deter the erring ones. Regular report of success, failure will help parents to understand their children and ward better and co-operate with the school authorities and government for better character of their children and vice-verse. This measure ensures that the school, staff and

parents would always intimate each other on matters concerning the discipline of their students;

(14) There should be offices for other stakeholders of the school such as the Parents' Teachers' Association (PTA), Non-governmental Agencies Officials (NGOs) Nigeria Union of Teachers (NUT) or other bodies that regulate teachers and principals in the school;

(15) Government should provide more boarding facilities to schools rather than the mockery of boarding system that exist now. This will help teachers have perfect control of the students and cheek their exercises; and

(16) Regular visitation of schools by inspectors and Ministry of Education officials should be commended.

5.6 Suggestions for Further Study

(a) This study should be repeated in other schools not covered by this study in Kaduna metropolis, other states of Nigeria in order to confirm or disapprove the findings in this study.

(b) Further research should be carried out using other methods or instruments of research like structured observation, interview to confirm or disconfirm the findings of this study.

(d) It is recommended that this kind of study be carried out in institutions of higher learning in order to have a clear understanding of role of school administrators at the higher institutions of learning in Nigeria.

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ASSESSMENT OF ADMINISTRATIVE ROLE PERFORMANCE OF PRINCIPALS OF SECONDARY SCHOOLS IN KADUNA METROPOLIS

APPENDIX 'A'

QUESTIONNAIRE ON:

Section A:

PRINCIPALS AND TEACHERS' DEMOGRAPHIC VARIABLES

(1) Age: 21 yrs ( ) 21-30 yrs ( ) 31 yrs ( ) 40-above ( )
(2) Class thought: SS_1 ( ) SS_{II} ( ) SSS_{III} ( )
(3) Sex: Male ( ) Female ( )
(4) Highest qualification:
N.C.E ( ), First Degree ( ) Masters & above ( )
(5) Year of experience: 5 yrs ( ), 6-10 yrs ( ), 11-20 ( )
21-30 above ( )
(6) Position as school class teacher: ( ) Senior Tutor ( )
Vice Principal ( ) Principal ( )

Section B:

S/No	Definition of goals and purposes	SA	A	D	SD
1	The first and most important role of principal is definition of goals and purpose				
2	Failure of principals start when they are goaless, purposeless and aimless.				
3	The goals and purpose define by the principal most be directional.				
4	The goals and purposes define determine the progress of the school.				
5	The goals and purposes of the school shows the direction of the school activities.				
	Organization of the school				
6	Principals are expected to be expert in planning and organizing of their schools.				
7	Principals who fail to plan end up being failure in their work.				
8	Planning involves more than the principals effort alone.				
9	Effective planning ensures achievement of goals.				
10	Planning guarantees better advancement for a school.				
	Staff Development				
11	Proper administration ensures regular staff development.				
12	Ignoring staff welfare reduces principals' perfection.				
13	Better staff welfare improves staff performance.				

14	Staff welfare begins with the provision of relevant place of living.				
15	Staff welfare is improved by increasing remuneration.				
	Curriculum Development and Instruction				
16	Curriculum development and instruction is a prime function of the principals.				
17	A good principals involves himself in curriculum development and instruction.				
18	Functional principals constantly evaluate curriculum instruction and development through frequent functional supervision.				
19	A perfect curriculum and instruction involves joint effort of the principal and the teachers.				
20	Smooth curriculum development and instruction ensures				
	Discipline				
21	A good principal as a good disciplinarian.				
22	A good discipline in school improves school tone and school organizational climate.				
23	Proper discipline ensures speedy dispensation of school programmes.				
24	Proper discipline direct the activities of the children towards good performance in school.				
25	Indiscipline is a source of disorganization in any institution.				
	School Community Relations				
26	The school is an off shut of what exist in the community.				
27	The rapport which exists between the school and the community ensures greater growth of the school.				
28	To improve school community relationship a good principal is coordinal, sociable, humble and easy going.				
29	The community and school relationship is supposed to be two ways traffic.				
30	A good rapport between the community and the school ensures the greater development for the school.				
	Provision and Maintenance of Facilities and Equipment				
31	Provision, utilization and maintenance of school facilities predicates the principal's effective role playing.				

32	Ability to provide adequate and relevant teaching material ensures greater performance in the school system.				
33	School aid does not only need to be bought or provided but have to be serviced to ensure its existence for a long period.				
34	Proper maintenance of school facilities reduces cost for a school.				
35	A well maintenance school facility gives way for greater growth and development of school and better learning.				
	Guidance and Counselling				
36	A principal is a potential guidance counselor				
37	A good principal is a good counselor				
38	Proper counselling puts the school in good position for advancement.				
39	Counselling services ensures students proper development.				
40	Good counseling ensures that school time table is not disrupted.				
	Financial Matters				
41	A principal is a good financial expert.				
42	A prudent principal is a good achiever.				
43	Prudent accounting demands budget and strict observant of the budget.				
44	Effective financing demands that money allocated for a purpose should not be diverted.				
45	Effective financing explains the type of principal in a school.				
	Evaluation				
46	Effective evaluation of school programme and processes ensures continuity and progress.				
47	Evaluation is necessary in any organization to ensure perfection.				
48	Evaluation is a process towards ensuring success in the school				
49	Evaluation determines whether the school achieving the goals and purpose it defines				
50	Evaluation is the last stage in school administration that determines the next step to be employed towards greater advancement in school activities.				

APPENDIX 'B'

KREJCIE AND MORGAN TABLE FOR DETERMINING SAMPLES FROM A GIVEN POPULATION

N	S	N	S	N	S
10	10	220	140	1200	201
15	14	230	114	1300	207
20	10	240	140	1400	320
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	159	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	186	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	355
95	76	480	214	5000	557
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	204	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	330
190	127	950	271	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384