ASSESSMENT OF PRINCIPALS' ROLE ON STUDENTS' SERVICE DELIVERY IN SECONDARY SCHOOLS IN ABUJA MUNICIPAL AREA COUNCIL, ABUJA NIGERIA

BY

Abdullahi Igagwu ADEMU
P14EDFC 8133

08035800270

08056754929

SUPERVISORS:

DR A. M. JUMARE

DR E. I. MAKOJU

AUGUST, 2018

ASSESSMENT OF PRINCIPALS' ROLE ON STUDENTS' SERVICE DELIVERY IN SECONDARY SCHOOLS IN ABUJA MUNICIPAL AREA COUNCIL, ABUJA NIGERIA

BY

Abdullahi Igagwu ADEMU
P14EDFC 8133

A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER DEGREE (M.Ed) IN ADMINISTRATION AND PLANNING

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY
ZARIA

JULY, 2018

DECLARATION

I hereby declare that this dissertation is as a result of my personal research work. It has never been presented in Ahmadu Bello University Zaria for the purpose of the award of a higher degree. All qualitative and source of information are either indented or acknowledged by means of references.

_____ _____

Abdullahi Igagwu ADEMU **Date**
P14EDFC 8133

CERTIFICATION

This dissertation titled "ASSESSMENT OF PRINCIPALS' ROLE ON STUDENTS' SERVICE DELIVERY IN SECONDARY SCHOOLS IN ABUJA MUNICIPAL AREA COUNCIL, ABUJA NIGERIA" by Abdullahi Igagwu ADEMU, meets the regulations governing the award of the Master's Degree in Education (Educational Administration and Planning) of Ahmadu Bello University; Zaria-Nigeria is approved for its contribution to knowledge and literary presentation.

_____ _____

Dr. A.M. Jumare **Date**
Chairman, Supervisory Committee

_____ _____

Dr. E.I. Makoju **Date**
Member, Supervisory Committee

_____ _____

Dr. M.I. Harbau **Date**
Head of Department

_____ _____

Prof. S. Z. Abubakar **Date**
Deans', School of Postgraduate Studies

DEDICATION

This work is dedicated to my spouse Aisha and my family members for all the love and support I enjoyed while I was undergoing the programme.

ACKNOWLEDGEMENTS

I would like to express the deepest appreciation and thanks to the Department of Educational Foundations and Curriculum, Administration and Planning members who have tremendously supportive throughout this process. My special thanks go to Dr. A.M. Jumare for the academic leadership, well calculated, constructive criticism and growing pains hurt exhibited by him, but you've made my growth as a season educational administrator and I will remember your brilliant comments and suggestions. The researcher also wishes to appreciate Dr. E. I. Makoju, for his fatherly and immense contributions, readiness to attend to me, offered useful advice and challenged me as a person and researcher towards the success of this research study.

Prof. B.A. Maina, your calming nature always brought me back to reality when Everest and Zuma rocks seemed impossible to climb. I also wish to express my heartfelt appreciation to my mentors, Dr. M. I. Harbau, Dr. A. A. Dada, Dr. A. A. Igunnu and others for their encouragement and contributions. I appreciate all the joy and sunshine you brought to my life. Words cannot express how grateful I am to my wife, Aisha for all the sacrifices that she's made on my behalf. The wonderful thought and prayers from my children, Moh'd Bashir, Abdulhakeem and Rahamat, were what sustained me thus far.

I would also like to thank all my brothers, sisters and friends who supported and inspired me to strive towards my goals. To cap it all, I wish to express my heartfelt appreciation to the principals, teachers and students of all the sampled schools for their efforts and cooperation throughout the struggle for this research work. Above all, praises be to Almighty God for started the programe with me and ended with me.

TABLE OF CONTENTS

Content	Page
Title Page	i
Declaration	ii
Certification	iii
Dedication	iv
Acknowledgments	v
Table of Contents	vi
List of Table	vii
Abbreviation	vx
Operational Definition of Terms	xiii
Abstract	xiv
CHAPTER ONE: INTRODUCTION	
1.1 Background to the Study	1
1.2 Statement of the Problem	4
1.3 Objectives of the Study	6
1.4 Research Questions	7
1.5 Research Hypotheses	8
1.6 Basic Assumptions	9
1.7 Signifiance of the Study	10
1.8 Scope of the Study	11
CHAPTER TWO: REVIEW OF RELATED LITERATURE	
2.1 Introduction	12
2.2 Conceptual Framework	12
2.2.1 Assessment	13
2.2.2 Role	13

Content **Page**

2.2.3 Meaning of Students Services 15

2.2.4 Students' Health Care Services 16

2.2.5 Students' Guidance and Counseling Services 16

2.2.6 Students' Recreational Services 16

2.2.7 Students Hostel Accommodation Services 17

2.2.8 Students' Library/ICT Services 17

2.2.9 Students' Security Services 18

2.2.10 Students' Cafeteria Services 18

2.3 Theoretical Framework 19

2.4. Principals' Role on Students' Healthcare Services in Secondary Schools 21

2.4.1 Aspects of Students' Healthcare Service Delivery in Secondary Schools 22

2.4.2 Uses of Students' Healthcare Service Delivery in Secondary School 25

2.4.3 Challenges to Students' Healthcare Service Delivery in Secondary Schools 25

2.5. Students' Guidance and Counseling Services in Secondary Schools 27

2.5.1 Aspects of Students' Guidance and Counseling Service Delivery in Secondary Schools 29

2.5.2 Uses of Students' Guidance and Counseling Service Delivery in Secondary Schools 30

2.5.3 Challenges to Students' Guidance and Counseling Service Delivery in Secondary Schools 31

2.6. Students' Recreational Services in Secondary Schools 32

2.6.1 Aspect of Students' Recreational Service Delivery in Secondary Schools 34

2.6.2 Uses of Students' Recreational Service Delivery in Secondary Schools 34

2.6.3 Challenges to Students' Recreational Service Delivery in Secondary Schools 36

Content **Page**

2.7. Students' Hostel Accommodation services in Secondary Schools 37

2.7.1 Aspect of Students' Hostel Accommodation service Delivery in Secondary Schools 38

2.7.2 Uses of Students' Hostel Accommodation service Delivery in Secondary Schools 39

2.7.3 Challenges to Students' Hostel Accommodation Service Delivery in Secondary Schools 41

2.8. Students' Library/ICT Services in Secondary Schools 42

2.8. 2 Uses of Students' Library/ICT Service Delivery in Secondary Schools 47

2.8.3 Challenges to Students' Library/ICT Service Delivery in Secondary Schools 48

2.9. Students' Security Services in Secondary Schools 49

2.9.1 Aspect of Students' Security Service Delivery in Secondary Schools. 50

2.9.2 Uses of Students' Security Service Delivery in Secondary Schools 52

2.9.3 Challenges to Students' Security Service Delivery in Secondary Schools 52

2.10. Students' Cafeteria Services in Secondary Schools 53

2.10.1 Aspect of Students' Security Service Delivery in Secondary Schools. 54

2.10.2 Uses of Students' Security Service Delivery in Secondary Schools 55

2.10.3 Challenges to Students' Security Service Delivery in Secondary Schools 55

2.11 Empirical Studies 56

2.12 Summary 63

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction 65

3.2 Research Design 65

3.3 Population of the Study 65

3.4 Sample and Sampling Technique 67

3.5 Instrumentation 67

3.5.1 Validity of the Instrument 68

Content **Page**

3.5.2 Pilot Study 68
3.5.3 Reliability of the Instrument 69
3.6 Procedure for Data Collection 69
3.7 Procedure for Data Analysis 69
CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS
4.1 Introduction 71
4.2 Analysis of Demographic Information 71
4.3 Answering of Research Questions 72
4.3.1 Respondents' Opinion on Principals Role on Students' Health Care Service Delivery in Secondary Schools in Abuja Municipal Area Council. 73
4.3.2 Respondents' Opinion on Principals Role on Students' Guidance and Counseling Service Delivery in Secondary Schools in Abuja Municipal Area Council 74
4.3.3 Respondents' Opinion on Principals' Role on Students' Recreational Service Delivery in Secondary Schools in Abuja Municipal Area Council. 76
4.3.4 Respondents' Opinion on Principals Role on Students' Hostel Accommodation Service Delivery in Secondary Schools in Abuja Municipal Area Council. 78
4.3.5 Respondents' Opinion on Principals Role on Students' Library/ICT Service Delivery in Secondary Schools in Abuja Municipal Area Council. 80
4.3.6 Respondents' Opinion on Principals' Role on Students' Security Service Delivery in Secondary Schools in Abuja Municipal Area Council. 82
4.3.7 Respondents' Opinion on Principals Role on Students' Cafeteria Service Delivery in Secondary Schools in Abuja Municipal Area Council. 86
4.4 Hypotheses Testing 85
4.5 Summary of the Findings 96

Content **Page**

4.6 Discussion of Major Findings 97

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction 106

5.2 Summary 106

5.3 Conclusions 108

5.4 Recommendations 109

5.5 Suggestions for Further Studies 109

References 111

LIST OF TABLES

Table		Pages
1.	Population of the Study	66
2.	Sample of the Study	67
3.	Bio-data of Respondents	71
4.	Opinions of Respondents on the Principals' Role Performance on Students' Health Care Services in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria	77
5.	Opinions of Respondents on the Principals' Role Performance on Students' Guidance and Counseling Services in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria	75
6.	Opinions of Respondents on the Principals' Role Performance on Students' Recreational Services in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria	77
7.	Opinions of Respondents on the Principals' Role Performance on Students' Hostel Accommodation in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria	79
8.	Opinions of Respondents on the Principals' Role Performance on Students' Library/ICT Services in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria	81
9.	Opinions of Respondents on the Principals' Role Performance on Students' Security Services in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria	83
10.	Opinions of Respondents on the Principals' Role Performance on Students' Cafeteria Services in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria	85
11.	Analysis of Variance (ANOVA) Summary on the Principals' Role Performance on Students' Health Care Services in Secondary Schools in Abuja Municipal Area Council	87
12.	Analysis of Variance (ANOVA) Summary on the Principals' Role Performance on Students' Guidance and Counseling Services in Secondary Schools in Abuja Municipal Area Council	88
13.	Analysis of Variance (ANOVA) Summary on the Principals' Role Performance on Students' Recreational Services in Secondary Schools in Abuja Municipal Area Council	89

Table **Page**

14. Summary of Scheffe's Multiple Comparison Test on Students' Recreational Services in Secondary Schools in Abuja Municipal Area Council 89

15. Analysis of Variance (ANOVA) Summary on the Principals' Role Performance on Students' Hostel Accommodation Services in Secondary Schools in Abuja Municipal Area Council 90

16 Summary of Scheffe's Multiple Comparison Test on Students' Hostel Accommodation Services in Secondary Schools in Abuja Municipal Area Council 91

17. Analysis of Variance (ANOVA) Summary on the Principals' Role Performance on Students' Library/ICT Services in Secondary Schools in Abuja Municipal Area Council 92

18. Analysis of Variance (ANOVA) Summary on the Principals' Role Performance on Students' Security Services in Secondary Schools in Abuja Municipal Area Council 93

19. Analysis of Variance (ANOVA) Summary on the Principals' Role Performance on Students' Cafeteria Services in Secondary Schools in Abuja Municipal Area Council 94

20. Summary of the Seven Null Hypotheses Tested 95

LIST OF FIGURES

Figure		Pages
1.	Inputs-Outputs models	20
2.	Cycle of health care delivery	24

ABBREVIATIONS

AMAC - Abuja Municipal Area Council

ANOVA - Analysis of Variance

WAEC - West African Examination Council

UBE - Universal Basic Education

FMOE – Federal Ministry of Education

SMOE – State Ministry of Education

SUBEB – State Universal Basic Education Boards

LGEA – Local Government Education Authority

ICT – Information and Communication Technology

JSS - Junior Secondary School

SSS - Senior Secondary School

SPSS - Statistical Package for Social Sciences

UNESCO - United Nations Educational, Scientific and Cultural Organization

ABSTRACT

This study was carried out to assess the Principals' Role on Students' Service Delivery in Secondary Schools in Abuja Municipal Area Council. Abuja, Nigeria. Seven objectives were postulated in line with research questions and null hypotheses that guided the study. The objectives were set to: assess the principals' role on students' health care services, guidance and counseling services, recreational services, hostel accommodation services, library/ICT services, security service and principals' role on students' cafeteria services in secondary schools in Abuja Municipal Area Council. The following were some of the research questions and null hypotheses ; what way do the principals perform role on students' health care services in secondary schools in Abuja municipal area council?, how do principals perform role on students' guidance and counseling services? And what is the principals' role on students' security services? On null hypotheses, there is no significant difference in the opinions of principals, teachers and students on the principals' role on students' hotel accommodation services and there is no significant difference in the opinions of principals, teachers and students on the principals' role on students' cafeteria services in secondary schools in Abuja municipal area council. The study used descriptive survey design. The total population of the study comprised of 21 principals, 1,476 teachers and 21,246 students making total of 22,743. A total of 1305 questionnaire were distributed, 5 principals, 204 teachers and 1096 students were sampled. The selection of sample size was based on the recommendation of Krejcie and Morgan (1970) in Cohen, Manion and Marrson (2000) table of sample determination. Stratified sapling technique was used. The instrument used for the data collection was structured questionnaire developed by the researcher. The instrument was validated by the supervisors. To ensure the reliability of the instrument, Pearson Product Moment Correlation Coefficient was used during the pilot study in Abuja Municipal Area Council. This yielded a reliability coefficient of r= 0.85 at significant level of 0.05. Seven (7) null hypotheses were tested using Analysis of Variance (ANOVA). The result revealed that: That principals instructed students to visit health care centre whenever they were sick and ensured that qualified nurses were in the school health care centre in secondary schools in Abuja Municipal Area Council. Principals closely monitored and prevent students from drugs addiction and cultism and Principal ensured food sold to students meet the required balance diet and also ensured price fair is within the reach of the students in secondary schools in Abuja Municipal Area Council. In conclusion therefore, principals provided modern security gadget to assist security personnel to protect the students and principals also provided the resources for the security unit to produce students' identification cards. The study recommended that, provision of hostel accommodation services with water supply, light, lobbying space, rules and regulations should be introduced in the secondary schools by the principals, and provision of adequate students' library/ICT services with internet services, seats, valuable and resourceful textbooks should be encouraged by the principals in secondary schools in Abuja Municipal Area Council.

Operational Definition of Terms

Assessment: Assessment can also be defined as a process of gathering information to monitor progress and make educational decisions. It is used to gather evidence about the quality of current principal practices to identifying areas of strength and improvement.

Students' Services: students' services in the school involve all the activities and service that one renders to the students for the achievement of the educational objectives which are not the normal classroom instructions. It can also be refers to as non – instructional programmed or services that aid, supplement and support teaching and learning in the school.

Students' Healthcare Services: health services connote provision and maintenance of health facilities in the school system. These include drugs, medical equipment, nurses, clinic and storage facilities.

Students' Guidance and Counseling Service: Guidance and counseling is a professional field which has a broad range of activities, program and services geared toward assisting individuals to understand themselves, their problems, their school environment and their world and also to develop adequate capacity for making wise choices and decisions.

Students' Recreational Services: are facilities or equipment provided to assist students exercise their body at a stipulated time. Recreational facilities could be indoor and outdoor such as soccer pitch, hockey field, tennis court, etc. or in-door facilities like badminton court, swimming pool, gymnastic etc.

Students' Hostel Accommodation services: hostel accommodation services refer to provision of place and facilities required by students to live and aid learning. These include power supply, water supply, toilet facilities and others.

Students' Library Services: Libraries are the deposition of knowledge that provide vital under pinning for national development. The library is the bedrock of the school which aimed at providing teaching learning and students' services.

Information and Communication Technology (ICT): Technology is application of scientific discovery and the material products to technology. Information and communication technology (ICT) is a collective term covering all those technologies, both hardware and software, dedicated to the capture, storage, processing, transmission, and presentation of information.

Students' Security Services: Security services are the services rendered to protect the lives of the occupants in the school – students, teachers, non-teaching staff, parents and other visitors

Students' Cafeteria Services: Students' cafeteria services are those services which offers a varied menu and comfortable surroundings enables students to experience a sense of *"home"* while on campus where they can engage in leisurely conversation and interactive activities with their peers.

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Education in Nigeria has been rated high esteem and accorded high priority. So, the demand for education has become unequivocal by both government and individual members of the society. The qualitative education at all levels be it primary, secondary and tertiary institution must be acquired by Nigerians. Secondary level of education serves as a foundation or stepping stone for tertiary education and equally serves as a means through self-employment if the candidate cannot proceeds to achieve tertiary education. Secondary education needed to be properly structured to avoid the foundation from been shaking, in order not to lead to national disaster. To concretize this effort, all the stakeholders in secondary education must make their best input in order to ensure that solid foundation is made. The quality of education at the secondary education is the education capable of achieving the overall secondary objectives as stipulated in the nation policy on education (FGN, 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:

(a) One of the objectives of secondary education is to provide all primary school leavers with the opportunity for education of a higher level irrespective of sex, social status, religious or ethnic background.

(b) It equally offers diversified curriculum to cater for the differences in talents and opportunities so that they can be good models in the society.

(c) Trained manpower in the applied science, technology and commerce should be provided at all sub-professional levels.

(d) Furthermore, it equally helps in Develop and promotes Nigerian languages, arts and culture in the context of world's cultural heritage.

(e) The objective aimed at inspires students with desire for self-improvement and achievement of excellence.

(f) It equally fosters national unity with emphasis on the common ties that unite us in our social, economic, cultural, ethnic and religious diversity.

(g) Another specific objective of secondary education is to raise a generation of people who can think for themselves, respect the view and feeling of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens.

(h) One of the objectives is to provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.

In secondary school, the principal is the administrator, (Okonkwo, 2011). To this end, his failure and success depends on the principal's administrative effectiveness. The principal has formal responsibilities for the provision of students' service delivery. Such as health care services, guidance and counseling, recreational services, hostel accommodation, security, library/ICT services, students cafeteria and bookshop services. The principal as an important figure in secondary education should purchase number of qualities that enhance his performances. Odo, (2005) opined that, among other qualities, the following are expected of the principal: commitment, energy, vision, drive, common sense and mental alertness. Peters, (1996) stated that the principal should be wise and capable of moral

leadership, academic and professional competent. Provision of students' services is very important aspect of education. Education has been described as the bed rock of social change, mobility and transformation all over the world. Countries all over the world agreed that the best way out of bottle neck in the society is through education. However, the educational standard set in the secondary school education must be demanding to meet the yearning of the students and the society, from the perspective of students as a stakeholders in secondary education, ensuring their performance with the provision of students services by the school should be a major concern for the principal (Banwet and Datta, 2003). Since the services offered by school largely impact students level of performance, studies on students' service delivery performance should be of great importance to all authorities in education (Webster, 2012; Poturak, 2014). According to Olaniyonu, Adekoya and Gbenu (2008), secondary schools are established by the government to provide services to students. All these institutions are expected to function and operate the same curricular and admit students that have completed their primary education.

Government is also expected to provide the necessary teaching and learning facilities such as classroom, instructional materials, libraries, laboratories, recreational facilities and other students' services. Secondary education in Nigeria is said to be occupying important position in the nation, this is in consonant with consumer and producer status. I.e. consuming the produce of the primary school and producing candidates for higher education (Yabo, 2006). Ayodele, (2000) opined that no matter how efficient and effective administration is, he hardly achieves success without the support and operation of well qualified and dedicated staff. Qualified staff is the golden egg of educational asset. On the relationship between the provision of educational students' services delivery and students'

academic performance, Idiaghe, (2004) concludes that teachers' qualification and adequate facilities such as libraries, cafeteria, recreational services, guidance and counseling, sick bay, security etc. were determinant of students success and that such students' service delivery influence the academic performance of the students. Nwangwu, (1997) said that educational resources facilitate teaching and learning processes.

1.2 Statement of the Problem

Provision of health care services in secondary schools in Abuja Municipal Area Council is not visible in some schools. The first – aid boxes are not adequately equipped, and as a result of this, AMAC chairman embarked on replenish the first-aid boxes in 2013. Despite this, some secondary schools are not closer to the primary and secondary health care especially schools in the rural areas. FCT SEB, (2015). In the event that there is an outbreak of any disease, such as cholera, snake bite and accident, students will be prevented from attending to their lessons, wasting of time or time lost, and above all a lot of financial resource will be spent. A stitched in time saves nine.

More so, Nwachukwu, (2007) identified guidance and counseling services which include placement services, referral services, evaluation, follow-up, counseling services, appraisal services, vocational guidance services, consultancy and research services. So, as a vital component of secondary school services, the absence of non-utilization of these services in the present school system led to the unprecedented rise in the crime wave, violence among students, fuelled cultism, wrong career choice and wrong subject combination in the schools.

Recreational facilities include indoors and outdoors facilities like gymnastic, soccer pitch, hockey field, tennis court, table tennis track and field event, swimming facilities to

name a few. According to FCT SEB, (2015), some secondary schools in Abuja Municipal Area Council lack some of these services due to limited land mass of the schools. The space of the schools is also small that it cannot accommodate some sporting facilities. Students are expected to be exposing to curricular and extra – curricular activities. So, lack of recreational services in secondary schools in Abuja Municipal Area Council in no small way affect the academic performance of the students.

A hostel is a building that houses students. Hostel were initially meant for students whose house were far from the schools, but recently, even students from the same town are opting for hostel accommodation. Appropriate academic environment basically provides learning tendencies that enable students to work privately after classroom learning so as to attain mastery of their studies. Some secondary schools in Abuja municipal area council are not provided with hostel accommodation. Students are forced to stay with their parents at home and face a lot of domestic activities which will lead to wasting of their precious time that supposed to have been spent on their studies. Furthermore, some students have to travel long distance before getting to school. In some cases, female students are afraid of been kidnap, rape and attack by hoodlum or bad boys. So, lack or bad hostel accommodation constitutes a constraint to learning process thereby affect students' academic performances.

The library is the bedrock of the school which aimed at providing teaching learning and students' services. Libraries are the deposition of knowledge that provide vital under pinning for national development, lack of library/ICT services in some secondary schools in Abuja Municipal Area Council deprived students of reading and research culture.

It is obvious that with the current security challenges in the country, some secondary schools in Abuja Municipal Area Council need to be adequately secured. The perimeters of

some of the school premises are not fenced. There by exposed the occupants, - students, teachers, and non – teaching staff including the visitors to risk of being attack. It is equally noticed that few security personnel were employed to secure schools in Abuja Municipal Area Council, without adequate and modern security gazettes. It is equally disheartening to see old men who had worked and retired employed as security personnel leaving young energetic work force out of the system. Students are being adopted or kidnap today from various schools across the country there by creating fear and anxiety and consequently affecting their academic performance.

Some secondary schools in Abuja Municipal Area Council are not provided with school cafeteria. Foods are sold by food vendors who are not adequately regulated and supervised. The foods sold by the food vendors do not a times contained enough balance diet, equally the hygienic conditions of the vendors and the environment called for serious concern. Students may get sick from eating unbalanced diet which deprived them from attending to their studies. This incidentally affects their academic performance.

1.3 Objectives of the Study

The study was to achieve the following objectives:

1. Assess principals' role on students' health care service delivery in secondary schools in Abuja Municipal Area Council, Abuja;
2. Determine principals' role on students' guidance and counseling service delivery in secondary schools in Abuja Municipal Area Council, Abuja;
3. Examine principals' role on students' recreational service delivery in secondary schools in Abuja Municipal Area Council, Abuja;

4. Ascertain principals' role on students' hostel accommodation service delivery in secondary schools in Abuja Municipal Area Council, Abuja;
5. Find out the principals' role on students' library/ICT service delivery in secondary schools in Abuja Municipal Area Council, Abuja;
6. Determine principals' role on students' security service delivery in secondary schools in Abuja Municipal Area Council, Abuja; and
7. Assess principals' role on students' cafeteria service delivery in secondary schools in Abuja Municipal Area Council, Abuja.

1.4 Research Questions

The following research questions were formulated to guide the study.

1. What way do the principals perform role on students' health care service delivery in secondary schools in Abuja Municipal Area Council, Abuja?
2. How do principals perform role on students' guidance and counseling service delivery in secondary schools in Abuja Municipal Area Council, Abuja?
3. What is the principals' role on students' recreational service delivery in secondary schools in Abuja Municipal Area Council, Abuja?
4. How do principals perform role on students' hostel accommodation service delivery in secondary schools in Abuja Municipal Area Council, Abuja?
5. What way do principals perform role on students' library/ICT service delivery in secondary schools in Abuja Municipal Area Council, Abuja?
6. What is the principals' role on students' security service delivery in secondary schools in Abuja Municipal Area Council, Abuja?

7. What way do principals perform role on students' cafeteria service delivery in secondary schools in Abuja Municipal Area Council, Abuja?

1.5 Research Hypotheses

The following hypotheses were formulated:

$H_{o1:}$ There is no significant difference in the opinions of principals, teachers and students on the principals' role on students' health care service delivery in secondary schools in Abuja Municipal Area Council, Abuja;

$H_{o2:}$ There is no significant difference in the opinions of principals, teachers and students on the principals' role on students' guidance and counseling service delivery in secondary schools in Abuja Municipal Area Council, Abuja;

$H_{o3:}$ There is no significant difference in the opinions of principals, teachers and students on the principals' role on students' recreational service delivery in secondary schools in Abuja Municipal Area Council, Abuja;

$H_{o4:}$ There is no significant difference in the opinions of principals, teachers and students on the principals' role on students' hostel accommodation service delivery in secondary schools in Abuja Municipal Area Council, Abuja;

$H_{o5:}$ There is no significant difference in the opinions of principals, teachers and students on the principals' role on students' library/ICT service delivery in secondary schools in Abuja Municipal Area Council, Abuja;

$H_{o6;}$ There is no significant difference in the opinions of principals, teachers and students on the principals' role on students' security service delivery in secondary schools in Abuja Municipal Area Council, Abuja; and

$H_{o7;}$ There is no significant difference in the opinions of principals, teachers and students on the principals' role on students' cafeteria service delivery in secondary schools in Abuja Municipal Area Council, Abuja.

1.6 Basic Assumptions

The study was based on the following assumptions that:

1. Provision of students' health care services by secondary school principals in Abuja Municipal Area Council improves the health status of the students and thereby improves the academic performance of the students in the schools;
2. Principals of secondary schools in Abuja Municipal Area Council provide students with guidance and counseling services which in turns helps in stimulating students' direction and academic performances;
3 Recreational services provided by secondary school principals in Abuja Municipal Area Council improve all round development of the students;
4 Provision of hostel accommodation services by secondary school principals in Abuja Municipal Area Council induced students learning capacity in the schools;
5 Provision of library/ICT services by secondary school principals in Abuja Municipal Area Council equally improves students' reading/research culture in the schools;
6 Provision of students' security services by principals of secondary schools in Abuja Municipal Area Council helps students to concentrate on their studies; and
7 Provision of students' cafeteria services in secondary schools by the principals help in refreshing students and optional diet in the schools.

1.7 Significance of the Study

The principals' role on the provision of students' service delivery in the education of young children as leaders of tomorrow is unequivocal and has far reaching consequences on the tone of the school, if these services are not provided it will have negative consequences on the academic performances of the students. Again, it has led to distortion of school academic calendar at one time or the other in the life of Nigeria educational system.

Therefore, this study is significant because the finding will be useful to:

The primary beneficiaries who are principals, teachers and the students in that, it will enable principals to provide students' services which will in turn improved teachers capacities and academic performances of the students.

The result of the study will be of useful to the ministry of education in the realization of providing students' services in various secondary schools in Abuja.

The finding of the study will provide useful information and data to the lawmakers and policy makers on the role play by the principals in the provision of students' services in secondary schools in Abuja Municipal Area Council.

The information gathered will equally broaden the knowledge of other stakeholders in secondary schools on the importance of providing students' services.

Finally, other researchers will find this study as sources of secondary literature in the research of the related topic like the impact of students' services on the learning climate, and assessment of the management of students' services facilities.

1.8 Scope of the Study

The study is concerned with the provision of students' service delivery by the principals in public secondary schools in order to improve teaching and learning and enhances students' academic performances in Abuja Municipal Area Council. There are five

zones in Abuja Municipal Area Council which comprises of Airport Road, City Centre, Gwagwa-Karimo, Karshi and Nyanya Zones. The study focused on the Assessment of Principals' Role on Students' Service Delivery in Secondary Schools in Abuja Municipal Area Council. Abuja, Nigeria.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

The review of related literature focused on:

2.2 Conceptual Framework

2.3 Theoretical Framework

2.4 Principal's role on students' health care service delivery in secondary school

2.5 Principal's role on students' guidance and counseling service delivery in secondary schools

2.6 Principal's role on students' recreational service delivery in secondary schools

2.7 Principal's role on students' hostel accommodation service delivery in secondary schools

2.8 Principal's role on students' library/ICT service delivery in secondary schools

2.9 Principal's role on students' security service delivery in secondary schools

2.10 Principal's role on students' cafeteria service delivery in secondary schools

2.11 Empirical Studies

2.12 Summary

2.2 Principal

Principals are very unique as managers in the school organization. According to Idowu (1998), the job of managing a school involves among other things the provision of students' services, leadership, coordinating human, materials and time resources to ensure the achievement of organizational goals. In the school system, the principal as an administrator should influence his teachers and students to achieve the goals and objectives of the school. Ukeje (2000), the unsatisfactory performance often experienced in schools by students and educational programs is always attributed to lack of basic infrastructure, lack of adequate and accurate statistics, inadequate funding, embezzlement, bureaucratic bottleneck

and poor attitude to work. The principal must develop, support and equip staff with knowledge and skills to respond positively to the ever changing phenomenon of education to meet contemporary societal challenges. Abdulkareem (2011), opined that to achieve this, there must be continuous increase and adequacy of educational facilities, because the existing ones are often overstretched, and cannot provide desirable, creative and harmonious problem – solving skills.

2.2.1 Assessment

Assessment can also be defined as a process of gathering information to monitor progress and make educational decisions. It is used to gather evidence about the quality of current principal practices to identifying areas of strength and improvement. Information about the quality and outcomes of one's performance is important to the development and refinement of practice because it disrupts ineffective behavior and can increase motivation to develop more effective practices (Kuger and Denisi, 1998: Thomas, Holdaway, and Ward, 2000). Assessment hold significant promise in providing educators with much-needed information that can be used to improve leadership practices, provide information for accountability purposes (Reeves, 2005; Water and Grubb, 2004). Principals directly or indirectly influence many aspects of the school, which means that principal performance could be assessed in many ways. Principal assessment should be practical and focused on areas of provision of student's service delivery which have an important impact on the quality of education in schools (Thomas et al., 2000).

2.2.2 Role

Sociologists use the term role to mean the patterns of action and behavior associated with a particular status. A role is concerned with what a person does and how he behaves.

Role expectations consist of shared attitude held by individuals defining role. The expectation might include attitudes about what an incumbent should do or not do. The various offices in an organization carry with them certain expectations of behavior held both by all workers and by the persons occupying the role. Every incumbent of a status is being observed and evaluated by individuals and groups of people who have interest in the way he performs his/her role. So, role expectations could be referred to as the appropriate ways principals should act and behave in the schools.

Equally, social role is a set of connected behaviors rights and obligations as conceptualized by actors in a social situation. It is an expected, free or continuously changing behavior and may have a given individual and social position. According to Fullan, (2003), social role assume the following about social behavior:

1. Social role include appropriate and permitted forms of behavior, guided by social norms, which are commonly known and hence determine the expectations for appropriate behavior in these roles.
2. The division of labour in society takes the form of the interaction among heterogeneous specialized positions we call roles.
3. Roles are occupied by individuals, who are called actors.
4. When individuals approve of social role, they will incur costs to conform to role norm, and will also incur costs to punish those who violate role norms.

Finally, the role concept helps one to understand the functions of the principal in the school system.

2.2.3 Meaning of Students Services

The concept of student services is a relatively new phenomenon, until the early part of the nineteenth century, the teaching faculty and a few clerical assistants handled the non – instructional functions for students, e.g. accommodation, food service, student discipline, advice and some activities.

Academics, who were previously handling these functions, even though they knew next to nothing about administering such initiatives and counseling students, began for more assistance in carrying out these non – instructional duties. In the United States, Dean of Women, Dean of Men, and Dean of Students began to be appointed because of the increase in number and type of students who were enrolling in the school. These staff members were now in charge of not only housing and feeding students, but also physical on many institutions. Recreation, cultural activities, sports, testing, orientation, career assistance, job placement, financial assistance, and disability services all become unity in many countries.

Students' services refer to those school services that supplement and support the instructional program of a school. Duffy in Ejionueme (2010) stated that although students' services have received very little attention in professional literature and school administration, it remain administrative function that is critical to the effective operation of any school system. In another development, Ezeocha (1992), students' services in the school involve all the activities and service that one renders to the students for the achievement of the educational objectives which are not the normal classroom instructions. So, students' personnel services involve decision- making and implementation of policies of a school with regard to students' education. Okeke (2002), defined students' services to be all those

special classroom supporting services, outside the curriculum offering, that impinge upon the maturation of the students.

2.2.4 Students' health care services

The WHO's expert committee on comprehensive school health education and promotion notes that "to learn effectively children need good health" good health supports successful learning and successful learning support good health. School health care services as an essential component of effective school health program ensure that children are healthy and able to learn at all times. It is an essential component for achieving education for all. National School Policy (2006), defined school community to mean "all the people living/working within the school premises including pupils/students, the teaching and non - teaching staff as well as members of their families".

2.2.5 Students' Guidance and Counseling Services

Guidance and counseling has been conceptualized as a program of activities which has provided us with the gateway out of the existing problems in the present age of complex scientific and technological development (Okobiah and Okorodudu, 2004). Perhaps the best definition of guidance is that offered by Johnes (as cited in Nayak, 2004). Guidance involves personal help given by someone. It is a designed to assist person to decide where he wants to go, what he wants to do, when he wants to do, or how he can best accomplished his purpose. It helps him to solve problems that arise in his life.

2.2.6 Students' Recreational Services

Physical education, physical activity and sport have been shown to impact positively on the extent to which young people feel connected to their school, the aspirations of students, the extent to which positive social behaviours exist within schools; and the

development of leadership and citizenship skills, (Stead and Neville, 2010). More physically fit students have improved brain function, higher academic achievement scores and superior cognitive performance than less fit students, (Chaddock, 2012). Provision of recreational activities for students has been linked to positive self - esteem, skill development, skeletal and cardiovascular health, and general healthy development.

2.2.7 Students' Hostel Accommodation Services

Accommodation has to do with privacy, personal space, and territoriality. Accommodation concerns an individual's freedom of choice in a given physical setting. With regard to what happens in it from one movement to another. Ozioko (1997), adequate accommodation is one of the student personnel services that chance the achievement of educational objectives. Accommodation entails a place where students live; it is usually situated within school compound. The reason could be to enable students to feel the impact of school environment on the learning activities. Clark, and Meaye (1992), see hostel accommodation as somewhere people, especially (students) live away from home, can stay and eat fairly cheap.

2.2.8 Students' Library/ICT Services

Libraries are the deposition of knowledge that provide vital under pinning for national development. The library is the bedrock of the school which aimed at providing teaching learning and students' services. In secondary school, library has a prominent role to play in supporting secondary education to fulfill its objectives. Students in secondary education are to be provided with the facilities and services necessary for improving their academic performances. Classroom instructions alone will not provide all the opportunities needed for attaining all these educational objectives. It is here that libraries come to help

students. It provides access to various resources in order to support teaching, learning and research activities, (Vishala and Bhandi, 2009). In secondary schools, both teachers and students depend on library resources and facilities.

2.2.9 Students' Security Services

The issues that confront schools are different, sophisticated frequent and complex. For instance, Kiumi, et'al., (2012) describes the condition of student discipline in secondary schools as disheartening because violent behaviour incidences are wide spread and frequent. Violent behaviour manifests in a wide range of aggressive acts from name calling to physical assault to sexual abuse (Dunne, et' al., 2010). Some of these aggressive acts have grown in sophistry due to technology advancement, for instance, bullying now include cyber - bullying, texting, through social media, through emails and through silent treatment. Dunne, et' al., (2010) observe that physical and psychological bullying are prevalent in many schools and students experience them on daily basis. Bullying is one among others forms of violence in school. Others violence include sexual violence, rioting and fighting.

2.2.10 Students' Cafeteria Services

School cafeteria which offers a varied menu and comfortable surroundings enables students to experience a sense of *"home"* while on campus where they can engage in leisurely conversation and interactive activities with their peers (Norhati and NurHafisah, 2013; Raman and Chinniah, 2011). Research in China indicates that the impacts of food services operation on students' education are vital. Providing healthy, tasty, and high quality food is said to be so important that it is an important guarantee of both teaching and learning, (Xiao, 2008).

2.3 Theoretical Framework

The following are the theories relevant to the study.

Theory in Educational Administration

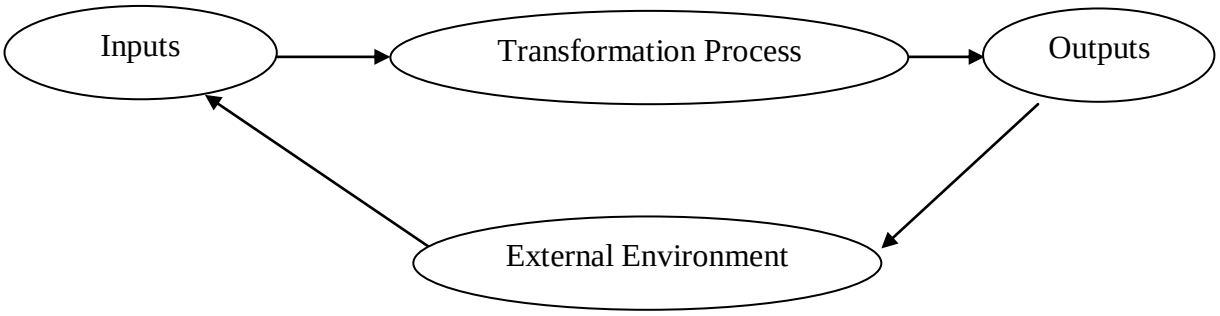
The uses of theory in education make it unequivocal for administration to be able to relate every practice to theory. Administrative decisions are expected to be guided by theories, because practice and theory are inter-woven. Theory can be defined as a set of observed and tested rules or principles which help the administrations in understanding, interpreting or predicting events (Enyi, 2003). Nwankwo in Mgbodile (2003) opined that theory is a systematic and deductive way of thinking about reality in order to describe and understanding such reality. Mgbodile (2003), theory is a set of interrelated concepts, ideas and propositions that present a systematic view of phenomena by specifying relation among variables with the purpose of explaining and predicting the phenomena. To this end, theory helps an administrator to use the knowledge gotten from other disciplines to deal with educational issues. It provides a directive to administrators' actions. It equally helps the administrators to for see what to expect if a particular action is chosen. Therefore, theory that is relevant to this study is systemic theory.

The System Theory

The system theory holds that an organization is a social system made up of integrated parts. A system is a unit with series of interrelated and interdependent parts, such that the interplay of any part affects the whole system. A system is therefore, a structure with interdependent parts (Nwankwo in Mbgodile 2003). Ukeje, (2002), a system refers to the integration of different components and relationships between them and their attribute, such that they form a functionally related whole. Every organized enterprise such as

educational system does not exist in a vacuum. It is rather known to depend on its external environment or societies (Weihrich, 2008). A social system receives inputs from the environment, engage in processes, and generate outputs. So, as a social system, the administration of secondary school system in Abuja Municipal Area Council receives inputs, transforms them and exports the outputs to the society or environment.

Figure 2.1: Inputs-Outputs Model.



Source: Weihrich, (2008)

1. Inputs: The composition of inputs from the external environment to the school system includes students, infrastructure, personnel- teaching and non- teaching staff and of Couse financial supports. It also includes the numerous claimants- groups of people making demands on the school system, such as employers, stakeholders, local, state and federal governments.

2. **Transformation Process:** The quality of inputs influences the quality of processing; students are the subjects of processing. So, in the school organization, inputs are transformed in an effective and efficient manner- changing students into outputs from unknown to known and unskilled to skilled personnel.

3. Outputs: The processed quality determined the quality of outputs of the system. Students are the educated manpower- outputs which were consumed by the society.

4. External environment: As a component of the system model, the external environment plays a key role in the transformation of inputs into outputs. The already processed individuals by the school system go back to the environment inform of skilled personnel such as teachers, doctors, lawyers and bankers etc. to develop the environment. It is worthy of note that in the system model, some of the outputs become inputs again.

Implementation of students' services is a vital aspect of students' services management and as such an important area of secondary school administration. This theory is related to this study because, secondary school students in AMAC form part of the institutions as a system. Again, the theory is related to this study because, the attainment of the objectives of any educational institution depend on the effective utilization and administration of the different parts that constitute the school as a system, especially the provision of services that will make the students achieve all round development.

2.4. Principals' Role on Students' Healthcare Service Delivery in Secondary Schools

The school healthcare services is directed at the well-being and health of the school community (learners, teachers and non - teachers). The school healthcare services are meant to promote the health of the school community. Without it there will be drastic reduction in learning, this is because learning is a factor of physical, mental and social well-being. It is only with this, that intelligence, absorptive and retain memory is developed. National School Policy (2006) defined school community to mean "all the people living/working within the school premises including pupils/students, the teaching and non - teaching staff as well as members of their families". Udoh, Fawole, Ajala, Okafor, Nwanu and Obayan (2000) stated that the cardinal objective of school health care services as a component of school health program is to promote and maintain the health of the school child and the school personnel.

An individual health status is the ranking of the absence or presence of the determinant of health, which according to the world health organization (1948), include, the level of physical, mental, and social well-being plus the absence of disease or infirmity. School healthcare services counters provision and maintenance of health facilities in the school system. Health facilities according to Edem (2009) and Nwokafor, et'al., (1999) cited in Abubakar, (2016) include drugs, medical equipment, Nurses, the clinic and storage facilities. Healthcare services include pre - entry medical screening, routine screening examination, school health records, first - aid and referral services (NSHP, 2006). Also include is the provision of advisory and counseling services for the school community and parents. The objectives are to provide basic services for disease prevention and management of injuries and infections.

The WHO's expert committee on comprehensive school health education and promotion notes that "to learn effectively children need good health" good health supports successful learning and successful learning support good health. School health care services as an essential component of effective school health program ensure that children are healthy and able to learn at all times. It is an essential component for achieving education for all (EFA) inclusive of children with special needs. School health care services are preventive and curative services provided for the learners and staff within the school setting. The purpose is to help students at school to achieve the maximum health possible for them to obtain full benefit from their education. School health care services are provided by the physicians, dentists, school health nurses, teachers and other appropriate personnel to appraise and promote the health of members of the school community, (F.M.E, 2006).

2.4.1 Aspects of Students' Healthcare Service Delivery in Secondary Schools

Aspect of students' health care services according to Asaad, (2008) refers to the fields of school health as follows: the field of health services that includes providing medical care and treatment services to students, detecting infected cases between students to be isolated and transferred to the hospital, providing medicines and tools to aid emergencies. As for the field of the services of school environment, it includes paying attention to the maintenance and cleanliness of the school building and classrooms as well as maintenance of school furniture to be renewed when needed and fixing water sources and reservoirs periodically, moreover, cleaning the toilet facilities daily, providing adequate and healthy food in the cafeteria, protecting the school environment from pollution.

(i) **Pre-entry Medical and Dental Screening:** This will assist with the evaluation of the health status of a student prior to entering school; that is, before commencing primary, secondary school and tertiary education. A pre-employment/dental examination should also be conducted for all other members of the school community including food handlers.

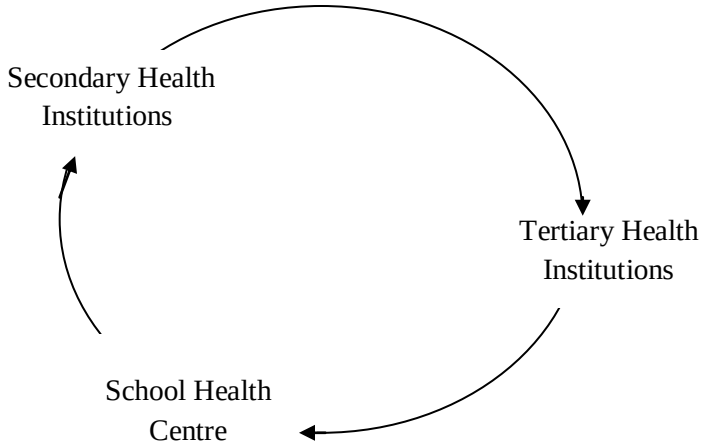
(ii) **School Health Record:** A record keeping system provides for consistency, confidentiality and security of records in documenting significant health information and the delivery of health care services.

(iii) **Routine Health Screening and Examination:** Such as:

(a) Teacher's Observation of the Student: This is to identify those students who require special attention, periodical inspection of the learners to assess their general cleanliness and detect discharging ears/eyes, inability to see the black/white board and skin rashes.

(b) Referrals: Pre-identified (nearby) health facilities should be used

Figure 2.2: Cycle of health care service delivery



Source: Federal Ministry of Education

The figure above shows referral point whereby a sick student will be refers from the school clinic to secondary healthcare institution/designated private clinic or tertiary health institution for medical care and attention.

C. Counseling

There shall be fulltime counselors in schools to offer counseling services to the school community and parents in all area of living. Learners should be encouraged to see the counselor as a matter of routine, (FME, 2006).

The school health focuses on the precautionary side that is based on scientific bases and global experiences that keep pace with the latest founding of the developed countries as well as the recommendation issued by World Health Organization (WHO) in this area. Those interested in school health care service recognized the importance of strengthening and improving the students' health, the school health and improve the health of students through

active participation of the education of family in this area, and that the school has a large role in activating the health care service program, (Melhen, 2003).

2.4.2 Uses of Students' Healthcare Service Delivery in Secondary School

The uses of health care services as highlighted by Abubakar (2016) include among others;

1. Promote and enhance the good health and well – being of students which support students' academic success and quality of life on campus.
2. Offers effective on – campus primary health care and information services on health at little or no cost to registered students.
3. Promotes students health education awareness and well – being program.
4. Reduces outbreak of diseases among students.
5. Provides counseling on health issues or matters to students.

Other functions or uses of students' health care services provided by Igoe and Campos, (1991) are:

i. Organized and arrange for health screening and assist in registration of students.
ii. Make referral and evaluation process for placement of special education students.
iii. Identifies health needs of students and personnel.
iv. Provides health counseling.
v. Maintains health and accident records.
vi. Maintains immunization records of students.

2.4.3 Challenges to Students' Health care Service Delivery in Secondary Schools.

Result taken from research on the needs that educators have related to assessing and caring for students with poor health revealed that teachers often feel unprepared to assist students with health problems. These findings indicated that a lack of information existed

about the specific health problems that children experienced as they related to their classroom adaptation, school policies concerning medication and the involvement of children with health problems in physical education activities, (Johnson, Lubker, and Fowler, 1988).

On average, research indicates that one school nurses is available to provide health care services to more than 800 students, youth and school personnel in a single public school setting (Igoe and Giordano, 1992). In a large urban school district that ratio may exceed 1000 to 1 nurse. Research equally indicates that health assistants are becoming more involved in administering health care services in public schools (Fryer and Igoe, 1996). These assistants are usually employed by the public school and include unlicensed clerks and paraprofessionals for whom school health care services responsibilities are secondary to other responsibilities. They also tend to be assigned more basic tasks including administering first-aid and medication to students and are reportedly not being used to supplant more expensive nurses and other health care personnel (Fryer and Igoe, 1996). Other challenges include lack of infrastructure in place to cater for the overwhelming students, lack of funds to support day to day running of the institution.

Ademiju and Ayanlaja (2006) assessed teachers' perception of school health care services and concluded that public primary teachers are aware of school health care and their benefit to pupils and the school community and that non - provision of varied services by school. Ogwu and Ayabiogbe (2010) studied school health care services in public and private senior secondary schools and observed that health services in Kogi state do not include frequent measurement of weight and height, inspection of food in public schools, vaccination in public schools, health appraisals in private schools, provision of potable water

and drugs in public schools, and that both private and public schools have inadequacy of provision of health care services among others.

2.5. Students' Guidance and Counseling Service Delivery in Secondary Schools

Guidance and counseling has been conceptualized as a program of activities which has provided us with the gateway out of the existing problems in the present age of complex scientific and technological development (Okobiah and Okorodudu, 2004). The UNESCO module on guidance and counseling (2000a) also posited that guidance is a program of services to individuals based on their needs and the influence of environmental factors. Guidance and counseling is a professional field which has a broad range of activities, program and services geared toward assisting individuals to understand themselves, their problems, their school environment and their world and also to develop adequate capacity for making wise choices and decisions. Perhaps the best definition of guidance is that offered by Johnes (as cited in Nayak, 2004). Guidance involves personal help given by someone.

It is a designed to assist person to decide where he wants to go, what he wants to do, when he wants to do, or how he can best accomplished his purpose. It helps him to solve problems that arise in his life. Guidance is friendly and personal help offered by a competent individual known as the guide or guidance expert, to one who is in need of such assistance his problems and to overcome his hurdles. Lack of guidance is liable to lead an individual to inadequate thought and behaviour, wrong decision and maladjustment, (Abdul Rauf, 2002). Hasnain, (2004) described the definition given by Mathewson in which he says that guidance is the systematic professional process of helping the interpretative procedure, to gain a better understanding of his own characteristics and potentialities and to relate him

more satisfactory to social requirements and opportunities in accord with social and moral values.

In the same vein, Dash (2003), defines guidance as "aspect of educational program which is concerned especially with helping the student become adjusted to his present situation and to plan his future in the line with his interests, abilities and social needs. Counseling is the word which usually comes along with guidance always or synonymous to it, there is a slight difference between the two. It is generally observed that counseling in school involves helping students individually or small groups to deal with their concern or difficulties, they are experiencing. It was actually in 1963 that the relationship between counseling and school was first officially discussed in Britain at seminar held by National Association for Mental Health (NAMH) under the chairmanship of Lord James. It was agreed that many very few forms have been more loosely or interchangeably used than the terms "guidance" and "counseling". According to Dash (2003), counseling, is a major part of guidance program. Counseling and guidance are used in school to solve the problems of students.

In its trust sense, percentage of our population is not capable of handling its problems independently without the cooperation and guidance of others, Chauhan (2001). Kolo, (1992) defines guidance as an assistance given to someone in order to make him aware and know the direction he or she is coming from and going in life. Orhungujr, (2007) defines counseling, it involves some person or persons called: counselor" being hired by another person's or persons called "clients", to help the client solve some sort of personal or social problems.

In a related development, Olayinka (1999), defined guidance as a process of information – giving to an individual; this providing him with a diversity of choice. Olayinka (1999), views counseling as a face – to – face, person – to – person relationship in which a person (client) seeks the help of or seeks to effectively communicate with another person (counselor). According to Okoye (2000), defined guidance as a service aimed at helping an individual in making choices and adjustments and in resolving personal problems. It also aids the individual to be aware of his abilities and interest and be able to take independent actions which will help lead to better orientation in his environment.

2.5.1 Aspect of Students' Guidance and Counseling Service Delivery in Secondary Schools

Experts agreed that there are three major components of guidance and counseling. These are educational guidance, vocational guidance and personal social guidance (UNESCO Module, 2000a). Under these three major areas, there are several guidance and counseling services such as appraisal, information, placement, orientation, evaluation, referral and follow – up (Denga, 2001). Each of these major components of guidance and counseling alone with their services address students' needs, challenges and problems. Students need guidance and counseling at various levels of their educational development. According to Olayinka (1999), identified aspects of counseling services in our educational institutions as follows:

i. **Academic Counseling:** The academic content and subjects taught each child should be based on the child's interest, ability and aptitude and not merely on chance factor. Ugbe, et'al (2002), tertiary education is the apex of the educational hierarchy, even

at that level students still require guidance in the new environment to familiarize themselves with existing facilities.

ii. The Problem of Dishonesty and Examination Malpractice that has become one of the melodies of our educational system could be eradicated, if students are properly guided.

Similarly, Ugbe (2002), identified students vocational information need about the world of work and available job opportunities in the community, the job requirements as well as the prospects and hazards of each job.

2.5.2 Uses of Students' Guidance and Counseling Service Delivery in Secondary Schools

The goal of guidance and counseling services is to enable each learner in institutions of learning to derive optimal educational benefits so as to actualize his/her potentialities" National Policy on Education (1998) states "in view of the apparent ignorance of many young people about career prospects and in view of personality adjustments among school children, career officers and counselors will be appointed in post - primary institutions and tertiary levels ". A human need necessitates new inventions. Although guidance and counseling was focused on career development, contemporary social economic issues such as unemployment, drug, unstable families, truancy, etc. have necessitated the incorporation of professional guidance and counseling in secondary schools.

This is because guidance and counseling is safe to apply for holistic development of students, their behaviour notwithstanding. Ayieko, (1988) says guidance and counseling plays a pivotal role in students' behaviour management and correction in schools. Counseling can be curative measuring in addressing school discipline and to avert and/or

correct indiscipline among students. Vocational guidance provides information about job opportunities and factors affecting the job, market such as unemployment information technology and international relation. Mutie and Ndambuki (1999), look at the aims of vocational guidance as having an expanding function to aid in placing talent where it is needed. Through education guidance, a learner is better informed about the subject they study and subject choices; and that to attain success in one's academic requires learners going an extra mile in their studies. The kind of knowledge to learner is especially important to the youth who are less exposes and limited in their understanding the world of work.

Parents, teachers and society are observing and reporting a marked decline in the level of indiscipline and good behaviour among secondary school students. Most of these students generally lack courtesy, respect, self-control, decency and social etiquette. The values they portray and disrespect towards authority, promiscuity, drug abuse, and addiction behaviour. A learner in a new school is to cope with new environment through guidance. They are helped to develop a better understanding of whom they are and appreciate of their background. Learners are guided on the self-awareness, peer group, relationships, manners, personality difference and social etiquette, social role and conflict resolution through personal and social. Guidance, a student is helped to overcome indiscipline as a quest for freedom. So, indiscipline among secondary school students is a result of a feeling of un-fulfillment, lack of constructive freedom and frustration.

2.5.3 Challenges to Students' Guidance and Counseling Service Delivery in Secondary Schools

Anwana, (1984) and Abiri, (1996) argued that if the society is not to be plaque by a band/group of disgruntled, frustrated and unrealistic individuals, it is desirable that adequate guidance and counseling and career information be provided to enable the school and

society arrive at a legalistic vocational choice for their children/words with due realization of their potentialities. Previous studies such as of Achebe, (1986); Denga, (2001); Edet, (2008), have shown that principals and teachers constitute the greatest obstacle to the success of guidance and counseling services in schools. The report showed a negative attitude of school authorities to guidance services and to counselors in particular.

Adimula, (1988), also attributed the negative attitude to the ignorance of principals and teachers about the relevance of guidance services in schools. Achebe (1986) explained that the counselor is being seen as a new corner to the school system that is still being regarded with some sense of suspicion and caution and distancing. Bulus (2001) believed that principals and teachers misconceived the counselor's status which often creates conflicts between them and in most cases teachers and principals who believe in the need for counselors in the school may see no reason why there should be full-time counselors in schools.

In a related development, Denga (2001), stressed that the principals who know little about counseling will not in any way appreciate the need for the counselor to be relieved of heavy teaching load and other co-curricular duties. Such principals will stifle the counselor's work by withholding budgetary allocation for guidance services in the school. Achebe (1986) stated that some principals are rigid and traditional and would not welcome new ideas. She said even when principals are aware that modern schools require the practice of the counselor, they may deliberately bark at the idea of implementing the guidance services in the school practice for the erroneous argument that historically, the school has operated successfully without formal guidance, (p2).

2.6. Students' Recreational Service Delivery in Secondary Schools

Provision of recreational activities for students has been linked to positive self - esteem, skill development, skeletal and cardiovascular health, and general healthy development. It is now widely established that childhood is the best time to establish positive attitudes and behaviour relating to physical activity and a healthy life style. Young people spend a significant amount of time at school and therefore school environments need to be supportive of students being physically active. School recreational services are an important part of a comprehensive approach to providing this support. School recreational services offer the school community opportunities to build a strong identity and culture of excellence. Traditional values of respect, fairness, responsibility and resilience are developed as part of students' participation.

Recreational services improve students' concentration, memory, behaviour and academic performance. Schools can lift the performances and outcomes for their students by offering programs designed to maximize participation, enjoyment and personal reword. High performing schools utilize school sport and physical education programs to help motivate students and support learners in their academic performance. This position is supported by growing evidence that recreational services have positive influences on students' academic achievement. Physical activity has been demonstrated to have a positive effect on concentration, memory, and classroom behaviour. Students who have increased time participating in sports and physical education have increased academic performance as a result, Francois Trudeau and Roy Shephard, (2008). Physical education, physical activity and sport have been shown to impact positively on the extent to which young people feel connected to their school, the aspirations of students, the extent to which positive social

behaviours exist within schools; and the development of leadership and citizenship skills, (Stead & Neville, 2010). More physically fit students have improved brain function, higher academic achievement scores and superior cognitive performance than less fit students, (Chaddock, 2012).

2.6.1 Aspect of Students' Recreational Service Delivery in Secondary Schools

Recreational facilities could be in an open place such as soccer pitch, hockey field, tennis court, etc. or in-door facilities like badminton court, swimming pool, gymnastic etc. recreational sport is a service provided to offer students an opportunity to participate in sports and fitness activities. Most schools provided a wide variety of programs and activities through such things as intramural sport, informal sport, club sports, and fitness programs, (Young, Rose and Barcelona, 2003). Alexander Astin's theory of involvement (1993) provided a powerful argument in favour of participation in extra-curricular students' activities and organization by indicating that such participation contributed to the education of students. Astin (1993) asserted the involved students tend to achieve better grade, and are more satisfied with their school experience. Garland (1985), reported that students involved in extracurricular activities tend to be more satisfied with their experience and are more likely to graduate.

2.6.2 Uses of Students' Recreational Service Delivery in Secondary Schools

Research has identified regular moderate to vigorous physical activity or recreational services helps improve adolescents' academic performance, and particularly seems to help girls do better in science. A close response relationship has been identified the more intensive exercise undertaken, the greater the impact on test results (Booth, et'al, 2013). Singh (2012), states a positive link between movement and academic performance in

students. More physically fit students have improved brain functions, higher academic achievement scores and superior cognitive performance than less fit students, (Chaddock, 2012). Other uses of students' recreational services can be trace to psycho-social benefits. According to World Health Organization, (2011) students' recreational services assist a child's social development by providing opportunities for self- expression and building self-confidence. Both of which are important for the developing child. Again, recreational services help to raise academic achievement, self – esteem and confidence and when competitive physical activity is undertaken it can raise educational aspirations (Stead and Neville, 2010). Bailey (2006), states that it support the development of student's social skills and social behaviours, self – esteem and attitudes. Young individuals who participate in organized sport demonstrate lower rates of anti-social behaviour (World Health Organization, 2011). Students who from participating in as little as 10 minutes of additional organized recreational activities a day, gain the most benefit in terms of enhanced cognitive function, improved classroom behaviour and consequently enhanced academic performance.

It is equally used to energize and develop gross motor, thinking and team building skills, physical activity and creative play session at lunchtime were developed. Recreational activities equally developed in students analytical and communication skills in English and mathematics. Banta, et'al, (1991) used the National Instrument Recreational Sports Association's Quality and Important of Recreational Sport (QIRS) instrument to assess the impact of campus recreation. Programs at six different universities found that students gave the most frequent responses to eight items regarding benefit resulting from their participation in recreational sports. These included (1) stress reduction (2) sense of accomplishment (3) weight control (4) feeling of physical well-being (5) sport skills (6)

physical strength (7) fitness and (8) friendship. According Shepherd (2008), school recreational services improve students' concentration, memory, behaviour and academic performance. School can lift the performances and outcomes for their students by offering programs designed to maximize participation, enjoyment and personal record. High performing schools utilize school sport and physical education programs to help motivate students and support learners in their academic work. Other uses of recreational sport services include: (1) raise young people's level of physical competency (2) redress young people's declining health and fitness levels, and (3) ensure an increase in the participation rate of students in physical activities. School sport gives all students the opportunity to continue their physical, social and personal skills education through sporting competition at school and with other schools at local, state, national and international levels.

Other uses of recreation facilities to students enumerated by Abubakar (2016) include:

1. Create healthy living for better learning in the body system.
2. Assist students learn unity of purpose and team work irrespective of tribe or religion.
3. Develop behaviour and sense of accepting defeat among students for future life uses.
4. Enable students to interact more with other non-classmate students within the school.
5. Build future national athletics professionals.

2.6.3 Challenges to Students' Recreational Service Delivery in Secondary Schools

The administration of human endeavor is filled with phenomenon and the provision of students' services in secondary schools education cannot be an exception. Most challenges to effective provision of students' services arise as a result of some factors. In addition, there is the problem of poor maintenance culture exhibited in secondary education. Recreational facilities are not adequately maintained. Nwuzor (2001) noted that the physical

condition under which a very large number of our children are taught are very dehumanizing. Functional students' recreational facilities are acute in secondary schools. Omu (2006) observed that schools are in state of disrepair, buildings are poorly ventilated while equipment and other services such as recreational services are obsolete.

One of the most serious challenges facing our secondary education is increase in enrolment without proportionate increase in students' services. Osagie (2005) observed that the increase in enrolment in recent times has led to more twenty students sharing bed spaces and other services like recreational facilities meant for few students. Another impediment to effective provision of students' services and others is the poor funding of the education sector. Education is an expensive social service and requires adequate financial provision from government. The success of any educational program is highly contingent upon the extent the program is adequately financed (FRN, 2004). Other challenges could be the qualification of P.E. teachers, only few teachers are sent to a school to handle large number of students thereby rendered teaching, learning and the provision of recreational services ineffective in secondary schools.

2.7. Students' Hostel Accommodation in Secondary Schools

Accommodation has to do with privacy, personal space, and territoriality. Accommodation concerns an individual's freedom of choice in a given physical setting. With regard to what happens in it from one movement to another. Ozioko (1997), adequate accommodation is one of the student personnel services that chance the achievement of educational objectives. For the purpose of this study, hostel accommodation entails a place where students live; it is usually situated within school compound. The reason could be to enable students to feel the impact of school environment on the learning activities. Clark,

and Meaye (1992), see hostel accommodation as somewhere people, especially (students) live away from home, can stay and eat fairly cheap. In the same vein, Hornby (2000) see hostel as building in which board and lodging are provided (with the support of the authorities concerned) for students and workmen in training. According to Onyegiri (2004), the essence of hostel accommodation in secondary schools is to accommodate students and to encourage effective teaching and learning. Student accommodation can be seen as a place of abode for students; it is also a place where students live and it is usually situated within the school premises. Ezeukwu, (1999), this hall of residence, apart from protecting students from sun, rain, heat and cool, represent a learning environment which has tremendous impact on the comfort, safety and academic performance of students.

According to Abubakar, (2016) opined that hostel accommodation services refers to provision of place and facilities required by students to live and aid learning. The facilities could include among others power supply, water supply, toilet facilities and bed spaces. Hostel accommodation gives students rest for better energy regain for learning. Pp. 34.

2.7.1 Aspect of Students' Hostel Accommodation service Delivery in Secondary Schools

The aspect of students' hostel accommodation could be classified into core service products and supplementary service elements. According to Normann, (1991), core service is that part of the entire service offering that is supposed to meet the most basic purpose for providing the service. In the context of students' hostel or hall of residence accommodation, the core services or aspect of students' hostel accommodation refers to the most basic reason for renting student accommodation for a time period. Thus, the core service will include

such things as bedroom, toilet, and bath facilities since these appears to be so basic that a student seeking hostel accommodation to rent would have to consider them probably first.

Apart from the core service, the service product also consists of other supplementary services (Lovelock and Wirtz, 2007). Supplementary services have been variously described as auxiliary services by Gronroos, (1990) peripheral by Normann, (1991). Gronroos, (1990), further subdivides supplementary or peripheral services into enabling (Facilitating) and enhancing (supporting) services. In the context of student hostel or hall of residence accommodation, facilitating or enabling service of supplementary services that are necessary for sound accommodation could include utility facilities (e.g. water, electricity, etc.), security, rules and regulation, among others. Supporting services on the other hand, may include such value added services desirable at student hostel or hall accommodation like common room, T.V room, entertainment hall, reading room, library, case of transportation to lectures, garage, among other things. Supporting services are only desirable if they are available but may not be the most important in renting of student accommodation.

Furthermore, the cost of accommodation and the perceived overall quality could be important factors. In many service provision context, the price or cost paid by students in acquiring the accommodation has long being found to be an important quality factor, (Cronin, et'al, 2000; Gera, 2011; Nimako, 2012). The monetary and searching costs, among others costs, may affect students' choice of the accommodation. Where students pay more, they are more likely to expect better accommodation service quality provision.

2.7.2 Uses of Students' Hostel Accommodation service Delivery in Secondary Schools

Those who have lived in hostels provided by schools will attest to the usefulness of the provision of the facilities for students. Olotuah, (2001) identified some of the benefits of hostel accommodation.

1. **Facilitating Reading:** At any level of education i.e. primary, secondary and tertiary, staying in the hall of residence or hostel does enhance the desire to read. The reasons being that there can be control and the activities of studious colleagues can force less serious ones to read. It is easier to relate with colleagues and teachers who are close by.
2. **Co-curricular Activities:** Students in hostels have a greater opportunity of participating in sports, games, clubs, and social activities that are expected to make them more rounded individuals than those living off-school premises who may found themselves forced into domestic activities once they are at home.
3. **Security:** Students in secondary schools are indeed more secured on campus than those off-campuses in spite of the menace of cult activities even in the secondary schools across the country. This is because the security personnel in the school do monitor the activities of students.
4. **Private Relationship:** Private relations in hostel rooms could blossom into live time positive relationships that would be beneficial to both parties in secondary schools.
5. **Pupil Personnel Management (PPM):** Housing of students is one of the aspects of PPM, which is indeed a statutory function of schools. Ukeje, et'al, (1992) and Husen, et'al, (1985) opened that, not only parents but also the society at large expects the administrations of schools to provide these students' services.

In a related development, Abubakar (2016) enumerated the importance of students' hostel accommodation services as follows:

1. Control students' movement at night.
2. Helps students' rest and regain energy for better performance.
3. Inculcates habit of cleanliness among students.
4. Inculcates unity and team work among students as well as respect for constituted authorities.
5. Avails students with opportunities to get involved in governance opportunities in residence life and organization activities.
6. Inculcates in students independent manners of living before maturity and away from parents. Pp. 34.

2.7.3 Challenges to Students' Hostel Accommodation Service Delivery in Secondary Schools

Lack of living space among students is one of the causes of difficulties and the likely hood of disposition to aggression among students when they are not properly accommodated or when they are overcrowded. This is because when an environment is not conducive it results in aggressive behaviours emanating from such environment. Ozioko, (1997), the quality of an environment goes a long way to influence the behaviour of the individuals found in and around it. According to Omu, (2006) stated that human behaviour is fundamentally related to attributes of physical environment, therefore, the physical environment of the school including condition of hostels and the transport system affect student behaviour either positively or negatively.

While lamenting on the ills associated with inadequate accommodation facilities in the Nigerian secondary institutions, Ezukwu (1999) posited that students frequently forfeit

their academic work for a long time in search of accommodation. Students are reported to miss lectures, and examination as a result of problems arising from inadequate accommodation. Again¸ there are frequent cases of frustration, conflict, friction and open confrontation, among roommates in overcrowded student hostels, on usage hostel accommodation are not only appears to be inadequate but some of the existing ones are dilapidated and impose danger to the health of the students. According to Mboto, (2000) today cracked, decaying walls, sagging roofs, blown-off roofs and bushy surroundings are common problems in schools. Onyegiri, (2004) noted that the problems emanating from inadequate hostel accommodation are enormous because a room which is meant and structurally designed for two students now accommodates eight to twelve students. As a result of this, house hood facilities like water, electricity, and toilet are over used.

2.8. Students' Library/ICT Service Delivery in Secondary Schools

In secondary school, library has a prominent role to play in supporting secondary education to fulfill its objectives. Students in secondary education are to be provided with the facilities and services necessary for improving their academic performances. Classroom instructions alone will not provide all the opportunities needed for attaining all these educational objectives. It is here that libraries come to help students. It provides access to various resources in order to support teaching, learning and research activities, (Vishala and Bhandi, 2009). In secondary schools, both teachers and students depend on library resources and facilities. No doubt that quick and easy access to such resources facilitates students' academic performances. Secondary school library support course curriculum and assist students to create new knowledge successfully (Higham, 1980). Khan and Bhatti, (2012) noted that academic institutions could not achieve their two - fold mission of spreading

knowledge and extending its research progress without first enriching and enhancing library resources and services. So, school authority should have a cyclic and systematic evaluation policy in place in order to maintain and further improve the quality of library services to meet information needs of users. Hussain and Abdulkhail (2013), evaluation of the quality of library services could be achieved by taking feedback from students.

The socio-economic and cultural development of a nation depends to a large extent on the achievements made by it on education and research. Libraries play a vital role in all stages of education especially in secondary education. Libraries in schools are the natural supporting centers for individual's intellectual development and are particularly important today in view of the shift in emphasis towards individualized and heuristic learning, (Kumar, 1994). The change in instructional methods had been reflected in the function and role of libraries in learning process. This renewed role of the library prompts it to provide documents and services for intellectual as well as recreational needs of individuals. Secondary school library becomes a "source and force for educational excellence" only when it functions as an integral component of the total teaching – learning process. The educational programs and library programs are interdependent and inseparable and have undergone tremendous change since second half of the 20 century. Dean, (1969) and Akinyotu, (1971) have among other things called on institutions like library schools, universities and ministries of education to come to the aid of school libraries to enable them to improve on their services. The authors mentioned above have acknowledged school libraries as an integral part of the school and a teaching aid in supporting the educational program (Olaosun, 1978).

In the same vein, Abolaji, (1981) emphasized the roles of a school library resource centre in making the teaching and learning of history more lively and interesting to both the teachers and students. He noted that certain materials which are not within the reach of both the teachers and the students, for reasons of cost and availability, should be provided by the library. The information and communication technology revolution has helped every organization to improve its efficient/productivity both qualitatively and quantitatively. The school libraries also fell in line with others to become not only the traditionally perceived learning environment as physical space but also the virtual learning environment. With the advent of computers, the nature of school library management and services has changed phenomenally. In the developed countries school libraries are developing internet sections in collaboration with big corporations to promote greater interest in library by making available latest and easily accessible information to the school students, (Shenton and Johson, 2007).

Recent research has revealed that internet is the most preferred information source used by students for project in school libraries followed by digital information sources which are preferred over print and audio – visual materials. The main reasons identified for using different information sources by Shaheen and Kanagasabai, (2007) are "accessibility", "ease of use" and "appropriateness".

Information and Communication Technology (ICT)

Since the school is a formal organization, there is need for accurate, timely, sufficient and relevant information, which are kept in the form of record and they provide information on the past, present, and anticipated future activities of the school. The traditional method of gathering, processing, preservation and presentation of large volume of

information in print media has failed to facilitate work in the school system because of its attendant problems ranging from limited capacity to total loss of important information. Consequently, information and communication technology (ICT) became indispensable to the administration of schools. The ICT is technology - based and knowledge - driven and its application in all spheres of human activities has changed the face of the earth. It is used in health delivery, engineering, industry, business and education to name a few. The school is an open system that is in constant interaction with the external environment. The world is undergoing tremendous changes as a result of advances in science and technology, consequently, the school exists in a technological environment.

According to Ogburn (1979), technology is application of scientific discovery and the material products to technology. He further stated that technological environment consist of such fabricated objects as buildings, vehicles, processed foods, clothing, machines, ships and laboratories. The Commonwealth Secretariat (1991) stipulates that the phrase information technology is used to encompass a range of new technologies and their application, including all aspects of the use of computers, microelectronic devices, satellite, and communication technology. Vernon (2001), stated that information and communication technology (ICT) is a collective term covering all those technologies, both hardware and software, dedicated to the capture, storage, processing, transmission, and presentation of information. Hawkridge, Jaworski and McMahon, (1990) computer are at the heart of the ICT revolution because they are fast information processing machines, configured to receive input in the form of information systematically process the input and provide organized information that serves the needs of the users. It has the adequate age of improving overall quality of teaching and learning.

2.8.1 Aspect of Students' Library/ICT Service Delivery in Secondary Schools

School library/ICT services provide a quiet, well-lit study place and environment that is conductive to mental concentration. Adesoji, (2007) cited Omoniwa (1995), to posit that libraries have been associated with the concept of life-long reading and learning. It was stated further that library especially school libraries are desirable in order to inculcate into the students very early in life the habit of reading for various purposes, education, pleasure, information and culture. Students' academic performance is predicated on study and reading skills. However, parents are often advised to have a particular study area in their home for their child's homework, stick to a specific schedule, and do once task at a time (Stephens, 2010). Parents can certainly play a major role in providing the encouragement, environment, and materials necessary for successful studying to take place at home.

Meanwhile, without good study and reading habits, students would not be able to perform excellently in their tests and examination. According to Bakare (1994), as cited by Asikhia, (2010) poor academic performance is any performance that falls below a desired standard. Poor academic performance of students in promotion examination or terminal examination will hinder the student from being promoted to the next class or securing admission to higher institution of learning. Williamson (2010) contended that many students suffer low grade in schools because of failure to use the school library/ICT services and its resources to expand their study habits has a negative effect on their academic performance. Dent (2006), reported a study conducted by Lance (2000), to show that students in middle school with libraries had 18 percent higher achievement test scores than their counterparts without a library/ICT services.

In addition, Gettinger and Siebert, (2002) asserted that effective study skills are necessary for a college student to excel academically; they further stated that student must develop these skills in order to retain information learned in the present for their future benefit. According to international federation of library association (2009) the following are essential to the development of literacy, information literacy, learning and culture, and are core school library services:

1. Supporting and enhancing educational goals as outlined in the school mission and curriculum.
2. Offering opportunity for experiences in creating and using information for knowledge, understanding, imagination and enjoyment.
3. Providing access to local, regional, national and global resources and opportunities that expose learners to diverse ideas, experiences and opinions.
4. Working with students, teachers, administration and parents to achieve the mission of the school.
5. Promoting reading and resources and services of the school library/ICT to the whole school community and beyond.

2.8. 2 Uses of Students' Library/ICT Service Delivery in Secondary Schools

School library/ICT services are very important in shaping students' skills as regard reading for leisure, to pass examination and to obtain information on different aspect of life (George, 2011). Library users make use of library/ICT for different purposes. While some users use it for reading their notes and personal books, others use library/ICT to do assignments. Yet others visit library to prepare for examination, recreation and relaxation.

Ogunbote and Odunewu (2008) cited Kumar (1991) and stated that the performance of students could be improved considerably if they use the library regularly.

Students should therefore maximize the use of school libraries/ICT to their advantage since school libraries provide conducive environment where the students can discover and develop their potential and talents as well as improving their reading culture and study skills. The teacher in a school system is a resource person while the library/ICT is a resource Centre for both students and teachers. Therefore, provision of good library/ICT services is essential for academic excellence to include trained library personnel and stocking of sufficient good reference books. While stressing the need for a good library/ICT services in secondary schools, a good library must be spacious, keep adequate records of books loaned and retuned. Similarly, proper ventilation, adequate furniture, provision of machines for book repairs are essential requirement in a good library. In his own view on the importance of library/ICT services in secondary schools system, Falodun (1984) regrets the terrible state of school libraries in Nigeria. According to him, the problem was not that there were no books alone but that even the few in them are absolute. A well-equipped library is essential for excellent academic performance and must be considered when introducing any new educational program.

2.8.3 Challenges to Students' Library/ICT Service Delivery in Secondary Schools

Conversely, not every school can boast of library or its services. The reason is that the library has not been actively involved with information transfer activities (Aboyade, 1987). This is because the policy makers often exhibit the notion that libraries generally are not on their priority list, how much less libraries for public schools. However, lack of computer and ICT skills, time consuming, limited access to computer terminal and too much

information retrieval, using electronic resources, often detracts from doing work (Ojo & Akande, 2005). These challenges among users may detract them from using electronic information sources. To this, Omekwu (2001) stated that the success of online searching depends on the ability of the user. Meanwhile, other challenge to students' library/ICT services in secondary schools includes; (i) Lack of adequate finance. Danuta (1996) asserted that finance is a major resource for organizational effectiveness and without it nothing meaningful will be achieved. It should be borne in mind right from the onset that computerization of library operation like acquisition and circulation control is an expensive venture, and a time consuming process. Also, Ikem and Ajala (2004) noted that the problem of funding is a major constraint of ICT application in libraries. (ii) Unavailability of local communication experts and computer communicating internally, testing and installation of gadgets in computer-based system, skilled and experienced personnel are needed on a permanent basis who can convert the existing manual bibliographic data into machine readable form. (iii) Lack of infrastructure.

2.9. Students' Security Service Delivery in Secondary Schools

Review of literature reveals serious and wide spread security management issues in educational institutions across the globe. For instance, Kirui, et' al., (2011) and voice of America (2011), report on the growing concern of security management in secondary schools in Kenya. They further note that students' unrest has been on the rise in the last decade and it is violent and destructive in nature. In Nigeria, Aluede, et al., (2005) report that protests and unrest are regular features in educational institutions. Mnyaka (2006), report that violence is an issue of the decade in South Africa. Furlong and Morrisons, (2000) in Dunnes, et' al., (2010) also reports about the Atkansas, (in the U.S.A) incident where the

eleven and thirteen years old fired at their classmates at the playground and killed four girls as a result of rejection from female classmates. The forgoing examples demonstrate that schools are not safe anymore and also that the culture of learning has deteriorated (Matsoga, 2003). The examples also highlight the scale or magnitude and impact of violence in educational institutions. It is also in line with Medlen's, (2012) view that *"times have changed inside schools; there is no doubt about that"*.

2.9.1 Aspect of Students' Security Service Delivery in Secondary Schools.

The issues that confront schools are different, sophisticated frequent and complex. For instance, Kiumi, et'al., (2012) describes the condition of student discipline in secondary schools as disheartening because violent behaviour incidences are wide spread and frequent. Violent behaviour manifests in a wide range of aggressive acts from name calling to physical assault to sexual abuse (Dunne, etal., 2010). Some of these aggressive acts have grown in sophistry due to technology advancement, for instance, bullying now include cyber - bullying, texting, through social media, through emails and through silent treatment. Similar views are also expressed by Medlen, (2012) who reflecting on the impact of cyber - bullying observes that "a lot of students will go home distressed from school which is a shame because school should be a positive component of child's life". Dunne, et' al., (2010) observe that physical and psychological bullying are prevalent in many schools and students experience them on daily basis. Bullying is one among others forms of violence in school. Others violence include sexual violence, rioting and fighting.

Studies have identified factors attributable to various forms of violence in school including poor academic performance, high absenteeism, leaving school early and unstructured free time (UN 2005 in Dunne, etal., 2010). Equally, studies have strongly

associated violence in schools with consumption of alcohol substance abuse and drug abuse (Ngesu, et' al., 2008). Ngesu, et' al., (2008), report on the acts of indiscipline among students in the Nigerian educational institutions which were blamed on the use and abuse of drugs. These acts of indiscipline have been reported on two institutions namely, Kilys College in Lagos and that of Methodist boys high schools in Ooron. NakPocha, (2010) states that where order is lacking the school system crumbles the upright will be squeezed into the mould of the wicked, the school environment will be unsafe, for the good and right hearted because of the activities of the bullies.

Violence is acknowledging as a worldwide phenomenon and is viewed as a gender issue because *"women bear the highest cost of violence, particularly in the categories of sexual assault and rape"* (Matsoga, 2003). Similar view is expressed in South Africa by Wood and Jewkes, (1997) in Dunne, et'al., (2010) indicate that *"girls experienced acts of aggression such as beating and slapping by male friends demanding sex and a starting 30% of girls stated that they were forced to have sex the first time"*. Other studies conducted in South Africa also reveal that girls were raped in school toilets, empty classrooms, hostels and dormitories (Dunne, et'al., 2010). The impact of sexual violence include unexpected teenage pregnancies, transmission of sexually transmitted diseases such as HIV/AIDS and Hepatitis, and serious depression leading to suicide, dropout from school and death, (Ruto, 2009; Hunt, 2008). Studies have identified factors responsible to various forms of violence in the school including poor academic performance, high absenteeism, leaving school early and unstructured free time (UN, 2005 in Dunne, et'al., 2010).

Furthermore, Ngesu, et'al., (2008) reports that drug consumption and dependence among secondary schools students led to unrest that resulted in wide ranging destruction of

life and property. Students' drug abuse is attributable to peer-pressure, curiosity, parental influence, availability of cash, easy availability of drugs, harsh treatment of students by the school administration, lack of freedom on the side of students create stress which lead to the abuse of drugs. Kirui, et'al., (2011) report that drug abuse is usually associated with aggressive behaviour, irritability and over excitement among other anti-social behaviours thus leads to violence and destruction of school property. Beside drugs use undermines the students' academic performance.

2.9.2 Uses of Students' Security Service Delivery in Secondary Schools

The uses of students' security services cannot be over emphasized. The following are enumerated as the uses of students' security services in the schools.

1. Security services are used to protect the lives of the occupants in the school – students, teachers, non-teaching staff, parents and other visitors.
2. Security services are used to protect the school properties.
3. It is equally used to check the essence of students' behaviour in teams of cultism, and other mal-social behaviours.
4. It is equally used to check examination malpractices.
5. Security services are used to check other forces from outside the school into the school compound.
6. It is used to maintain law and order in case of students' unrest.

2.9.3 Challenges to Students' Security Service Delivery in Secondary Schools

The following security challenges can be noticed in some secondary schools in AMAC.

1. Lack of perimeter fetching of the school compound.

2. Lack of qualified staff or trained security personnel to man various positions in the school.
3. Lack of modern security gazette or apparatus such as GSM, phone and dedicated security lines.

Lack of dialogue between the administration and students has been identified as a factor in indiscipline in secondary schools (Kiprop, 2012). Therefore, principals also have to pay special attention to relationship among teachers and students because disharmonious relationships can negatively impact on the process of education and routines of teachers and students (Stungtong, 2007). Mnyaka, (2006) underscores the importance of effective leadership and governance, arguing that they are *"vital in turning schools from a centre of violence and disruption to a place of safety and learning".* In Southern Thailand, principals work under intensity and vulnerable situation, insufficient funding and also dealing with the effect of the intensity of cultural unrest and safety of students and staff, (Sungtong, 2007). Other challenges that affect principals including issues with security and inadequate financial resources, (Shafa, 2001). The effects of alcohol and drug use are wide spread; these include conditions such as insomnia, prolonged loss of appetite, great risk of HIV/AIDs infections, cancer, decline of normal body functions and accelerated heartbeat, students who get any of these conditions will find it difficult to continue with normal learning due to frequent absenteeism from school, (Kyalo and Mbugua, 2011; Dube, 2007).

2.10. Students' Cafeteria Service Delivery in Secondary School

School cafeteria which offers a varied menu and comfortable surroundings enables students to experience a sense of *"home"* while on campus where they can engage in leisurely conversation and interactive activities with their peers (Norhati and NurHafisah,

2013; Raman and Chinniah, 2011). Food quality is related to students' satisfaction and services with the quality of fast - food served to them (John and Howard, 1998; Law, et' al., 2004; Kivela, et' al., 1999). Hwang et' al., (2003) and Quin and Prybutok, (2009) noted that food properties were found to be the best predictor of students' services as compared to reliable interpersonal service and environment presentation. Students can enjoy wide food selections when local area vendors frequently provide fresh food for the students' diversity of food, food hygiene and environment (Kim and Kim, 2004). Research in China indicates that the impacts of food services operation on students' education are vital. Providing healthy, tasty, and high quality food is said to be so important that it is an important guarantee of both teaching and learning, (Xiao, 2008). Chinese researchers have concluded that a student's nutritional level affects his physical; mental health and learning abilities, (Ye, et'al., 2006). Research has found that food service at Chinese schools is related directly with students' health, mood, completion of the students' studies, and even the stability of the campus, and as such, food service quality was one of the most important issues in school logistic management, (Pan, 2009).

2.10.1 Aspects of Students' Cafeteria Service Delivery in Secondary Schools

On price, Herrmann, et' al., (2007) believed price perception influence students judgments directly as well as indirectly through perception of price fairness. Moartin – Consuegra, et' al., (2007) found that perceived price fairness positively influences students' satisfaction. Cafeteria ambiance is determined by the spatial arrangement of the setting, quality of the interior design, and the suitability of the background music, which is important contributors to the high satisfaction of diners (Namkung and Jang, 2009). Immediate food packaging, plate size and design, lighting in dining companions at the

cafeteria influence the individuals immediate setting (Story, et' al., 2008). The design of the cafeteria environment influences student's food choices and eating behaviours which call the personal food environments to promote wellness, combat obesity and complement interventions at higher levels (Raman and Chinniah, 2011; Wansink, et' al., 2001). Prior research by Flegal, et' al., (2010) found that there are relationships between food information, food quality, eating behaviour, eating environments and food distribution environments. Factors which favorably impress students and increase their satisfaction now include such things as dining environment and atmosphere, meal price, service attitude, food taste, hygiene, and coordination with campus culture, (Ma, 2009). According to Gao, (2009) opined that one main factors affecting student satisfaction; namely dining environment, perception of the dining hall factors affect student satisfaction differently.

2.10.2 Uses of Students' Cafeteria Service Delivery in Secondary Schools

Provision of students' cafeteria services has many uses. Student satisfaction, quality of teaching and learning, the physical and mental health of students, students learning ability, the effectiveness of the educational institutions, stability of schools and development have all be narrated as factor or benefits which the quality of cafeteria services may affect. Meals provided in school lunch program and school breakfast program must meet a range of food – based and nutrient – based standards to ensure they contribute effectively to good diet, (Wojcicki, et'al., 2006). Furthermore, Wojcicki, (2006) opened that eating behaviours can also be shaped by the cafeteria and lunch room setting, such as the display and description of food and beverages, pricing and methods of payment and the length of time and time of day made available to eat. Some experiment indicates that these factors can promote healthy choices. Provision of students' cafeteria services help the schools to be

aware of factors that can impact a child's decision about what to eat, including food allergies and religious restrictions.

2.10.3 Challenges to Students' Cafeteria Service Delivery in Secondary Schools

There are particular institutional factors inherent in secondary school food service operations that render it difficult for schools to satisfy students. One such factor or challenge is the typical lowly financial status of a secondary school student. This of course, requires food service operations to offer inexpensive food, and inexpensive food is difficult to make attractive, (Li, 2008). Another challenge is the fact that a student is often a captive consumer – it is often difficult for student to find alternatives to the dining hall. This means that a student is often forced to eat meals at the school dining hall. This regular monotony is inherently liable to compel a student's dissatisfaction, (Chen, 2006). However, probably the most significant factor hindering the improvement of student's cafeteria services operations is the simple fact that cafeteria services quality is not included in the assessment criteria by school management officials. For instance, in China, government officials from the ministry of education (MOE) produce an annual evaluation reports, the report do not include quality of food services as a factor of assessment; hence, there is no incentive for officials to push for improvement, (MOE, 2004).

2.11 Empirical Studies

In this section, the researcher reviewed some of the related work previously carried out by other researchers. Akpan and Onabe, (2016) performed a study on the management of students' personnel service and sustainable secondary education in Calabar education zone of Cross River State, Nigeria with the following objectives to find out the extent to which management of: (1) Guidance and counseling service relate to sustainable secondary

education. (2) Recreation service relate to secondary education. A survey design was adopted for the study with the population of the study comprised 6131 senior secondary, two students (SS II) in the area. The stratified random sampling technique was used to select a sample of 735, SS II students for the study. The instrument for data collection was titled "Management of Students' Personnel Services and Sustainable Secondary Education Questionnaire, (MSPSSSEQ)". This was tailored around a 4-point modified likert Scale. Strong Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). Pearson product moment correlation coefficient statistical tool was used to analyze the data. The finding shows that; (i) Management of students' guidance and counseling services are significantly correlated with sustainable secondary education.

The positive nature of the correlation coefficients showed that the more guidance and counseling service are effectively managed in secondary schools, the higher the level of sustainable secondary education. (ii) Management of recreational services significantly correlated with sustainable secondary education. This finding could be attributed to the government renewed commitment to the provision of recreational facilities in secondary schools. This study is related to the current study in its focus on students' services, descriptive survey design and the use of questionnaire. More so, it is related in the area of scope- secondary schools.

Another empirical study carried out by Gilbert, (2011). Management of students' hostel accommodation problems in federal colleges of Education in South Eastern Nigeria with the following objectives to: (1) find out the nature of students' hostel accommodation problems in the federal colleges of education. (ii) Identify the factors responsible for student's hostel accommodation problems in these colleges. (iii) Find out the implication of

accommodation problems on academic performance of students in these colleges. The design of the study was descriptive survey design. The population of the study consisted of all students and staff of the students affairs. Available population was 15,000 students and 148 staff. The sample of the study consists of 300 students of the three colleges of education in the South-East, Eastern Nigeria. Also, simple random sampling techniques were used to draw 30 staff from each of the three federal colleges of education in South-East Nigeria.

The instrument for data collection was a questionnaire which titled "Management of Students Hostel Accommodation Problems Questionnaire, (MSHAPQ). The rating scale was on a 4-point likert Strong Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD), the statistical tool used are mean (X) scores and standard deviation (SD). The t-test statistics was used to analyze null hypotheses at 0.05 level of significance.

The summary of the finding include:

(i) Whereas students agreed that inadequate hostel accommodation, overcrowding, location of hostel very far from classroom area, inadequate supply of social amenities, inadequate toilet facilities, poor sanitation, poor communication network, insufficient water supply and dilapidated hostel building do constitute nature of students' hostel accommodation problems. The staff disagreed with this view.

(ii) The staff indicated that factors such as increase in student's enrolment, poor funding from government, lack of maintenance culture, inadequate trained personnel, lack of partnership between government and private individuals and organization in the ownership and management of students hostel and lack of space for construction of new hall of residence are factors responsible for students' hostel accommodation problem in the federal colleges of education.

(iii) Poor hostel accommodations have a negative implication on the academic performance of the students. This study is related to the present study because students' hostel accommodation is part of students' services. Again both studies employed descriptive survey design. It differs significantly in scope.

According to Ozioko, (2014) carried out a study titled 'implementation of student personnel service in federal and state college of education in South-East Nigeria', the main purpose of the study was to investigation the extent of implementation of student personnel services in federal and state colleges of education in South-East Nigeria with the following objectives. The study intended to: (1) ascertain the extent of availability of student personnel services in federal and state colleges of education in South-East Nigeria. (2) Determine the adequacy of student personnel services in colleges of education in South-East Nigeria. (3) Identify the constraints to the effective implementation of these services. The study adopted descriptive survey design to ascertain the extent of implementation of student personnel services in federal and state colleges of education in South-East Nigeria. The population of the study consisted of seven (7) colleges of education, the senior administrative staff of student affairs department of federal and state with grade level eight (8) and above, and final year students of both federal and state colleges of education in South-East Nigeria.

The breakdown of the figure shows that the senior administrative Staff of federal and state was 6,184, while that of final year students of both colleges were 8,569. The sample of the study was 770 respondents. Proportionate stratified random sampling technique was used to select the sample. 10 (%) percentage of the total population of each was used. This is made up of federal 330 (30 staff and 300 students), while that of state was 440 (40 staff and

400 students), five (5) hall supervisors and 5 hall wardens were randomly selected. On the whole, a total of 770 respondents were used for the study.

The instrument for the data collection was "Questionnaire on Implementation of Student Personnel Services" (QISPS) and observation schedule known as "Student Personnel Services Observation Schedule" (SPSOS). The instrument has four response modes; very great extent (VGE), great extent (GE), little extent (LE), and very little extent (VLE). For cluster A & B. Cluster C & D have responses modes of strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD), mean scores and standard deviations were used to answer the research questions. Real limit of numbers 0.50 – 1.49, 1.50 – 2.50, 2.50 – 3.49, and 3.5 – 4.00 were used to interpret the result. The null hypotheses were tested using the t-test statistics. The following constitute the major finding of the study.

1. The respondents were of the opinion that most of these student personnel services in federal and state colleges of education were available, but are of poor quality.
2. In respect to the adequacy of student personnel services, the study revealed that all the student personnel services investigated ware in adequate.
3. The respondents equally agreed that there were problems that hindered the effective implementation of these services. The work is related to the present study in its focus on student personnel services and a descriptive survey design. The study dwelt much on implementation of student personnel services in federal and state colleges of education in South-East Nigeria. The present study focus its attention on the assessment of principals' role performances on students' services in secondary schools in Abuja Municipal Area Council Abuja Nigeria, as its difference.

In a related development, Ugomma, Ochai and Obasi, (2014) carried out another research titled, management of student personnel services in Nigeria universities through the application of information and communication technology. The purpose of the study is to find out the problem of ICT in the management of student personnel service. Specifically, the study intent to: (1) find out area in which ICT can be applied in the management of students personnel service (2) ascertain procedures for the application of ICT in the management of student personnel service and (3) determine likely problems that could hinder the application of ICT in the management of student personnel service. The study adopted a descriptive survey design. The population of the study comprised 1,284 (federal 763 and state 531) personnel in federal and state universities in the North Central Zone of Nigeria. The categories of personnel used for the study include personnel in student affair department, library, bursary and personnel in various faculties within the universities. The sample of the study consists of 484 personnel and students were selected for the study. Applied stratified random sampling technique, four universities (two federal and two states) were randomly selected from universities in North central zone of Nigeria. Simple random sampling technique was used to select 281 personnel in student affairs, bursary department, library department and personnel in various faculties in federal and 167 personnel in state universities bringing the total sample to 448 personnel.

The instrument for data collection was research developed questionnaire titled "Application of ICT in the Management of Student Personnel Services Questionnaire (AICTMSPQ). The instrument was structured on a 4 point rating scale of strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD). The data collected were analyzed using mean (X) and standard deviation. The t-test statistics was used in answering the null

hypotheses at significance level of 0.05.Considering the finding of the study, it was concluded that there were areas in which ICT can be applied in the management of student personnel services. (1) This is evident in the findings of this study which indicated a high level of application in the collection of student data, computation of students' results, record keeping and allocation of hostel accommodation. (2)Students and personnel require training in the use of ICT for effective student personnel services. (3) Intermitted disruption of electricity and lack of adequate funds to procure ICT equipment are major problems inhibiting the application of ICT in the management of student personnel services in universities in North Central Zone of Nigeria. The previous study is related to the current study in the area of student personnel services and differs significantly in the scope. The previous study was conduct at university level and the latter is in secondary education level.

Another empirical study carried out by Ashiq (2011), titled, need assessment of students' guidance and counseling controller examination, university of education, college road, township, Lahore, Pakistan. The objectives of the study include to: (1) identify the counseling needs of the students at secondary level, (2) identify the student's need of educational, vocational, social, behavioural guidance, (3) find out the most problematic area of students' needs in which they need counseling. The researcher adopted descriptive survey design. The population of study was all the students of government secondary school in Lahore city. According to the convenience of the researcher only 05 girls school were selected, so students of these schools were the population. These schools are:

1. Federal Government Girls High School.
2. M. C. Government Girls High School.
3. Government Lady Macligon Girls High School.

4. Government Madrisa Tul Binat Girls High School.

5. City District Government Girls High School.

A sample of 60 students (from 9^{th} & 10^{th} classes) was taken on the convenient basis from available students on the particular day of visit. Need Assessment Questionnaire was developed as an instrument for the study. Frequencies percentage and Bar Diagram were used for final result finding:

(1) The results of the study explore that secondary school students are seeking guidance and counseling in vocational and emotional areas. Need of vocational guidance is highest among secondary school students.

(2) The result of this research also explore that a majority of secondary school students have the need of emotional guidance and counseling. Secondary school students are in transitional period of their age from childhood to adulthood so they have need of emotional counseling and guidance.

(3) A small portion of secondary school level students have educational needs. It may be due to, that almost all teachers guide their student academically. This study is related to the present study because provision of guidance and counseling services is also part of students' services. The study equally used descriptive survey design to carry out the study. The study is equally related in the area of scope – secondary schools. The difference is that the previous study was carried out in Pakistan and the present study is being carrying out in Nigeria.

2.12 Summary

The review was done under the following: conceptual framework and empirical studies. Under the conceptual framework, the following concepts were reviewed: concept of role, concept of students' services, principals' role on students' health care services, principals' role on students' guidance and counseling, principals' role on students' recreational services, principals' role on students' hostel accommodation, principals' role on students, library/ICT services, principals' role on students' security services, and principals' role on students' cafeteria services in secondary schools in Abuja municipal area council, Abuja Nigeria. The literature discussed the concept of students' services, the aspect of students' services, the uses of students' services and the challenges to students' services in secondary schools in AMAC. These services include health care, guidance and counseling, recreational, hostel accommodation, library/ICT, security and students' cafeteria services.

In the review of empirical studies, 5 empirical studies related to the present study were reviewed. It was observed that some studies have be done on student personnel services such as management of student personnel services in Nigeria Universities through the application of information and communication technology. All of the studies reviewed, no known study was done on provision of students' services in secondary schools in Abuja municipal area council, Abuja Nigeria. Bearing in mind that findings of the various works reviewed differ from one another on the qualities and provision of these studies, it become obvious and pertinent that the provision of students' services be researched on with a view to evolving strategies for improvement hence the present study.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the research procedures taken in carrying out the study. It is designed under the following sub-headings: research design, population of the study, sample and sampling techniques, instrumentation for data collection, validation of the instrument, pilot study, reliability of the instrument, procedure for data collection and procedure for data analysis.

3.2 Research Design

The design of this study was descriptive survey design which aimed at Assessing Principals' Role on Students' Service Delivery in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria. Descriptive survey design according to Ali, (2006) is a study mainly concerned with describing and explaining events as they are without any manipulation of what is being observed. As a matter of fact, this design is considered for this study, because it investigates the present status of Assessment of Principals' Role on Students' Service Delivery in Secondary Schools in Abuja Municipal Areas Council, Abuja Nigeria.

3.3 Population of the Study

The population of the study consisted all principals, teachers and students of secondary schools in Abuja Municipal Area Council. Available statistics showed that there are twenty – one (21) secondary schools, one thousand four hundred and seventy six teachers (1,476) and twenty – one thousand two hundred and forty six (21, 246) students in secondary schools in Abuja Municipal Area Council. (Source: FCT, Secondary Education Board, 2016).

Table 1 shows the population of the principals, teachers and students.

Table 1: Population of the Study

s/no	No of Schools	No of Teachers	No of Principals	No of Students
1.	Airport GSS	39	1	625
2.	Apo GSS	68	1	933
3.	Asokoro GSS	59	1	509
4.	Garki GSS	80	1	1488
5.	Gwagwa GSS	58	1	1149
6.	Gwarinpa GSS	94	1	1470
7.	Jabi GSS	62	1	778
8.	Jikwoyi	39	1	1436
9.	Jiwa GSS	59	1	1163
10.	Kabusa GSS	31	1	519
11.	Karshi GSS	116	1	1527
12.	Karu GDSS	94	1	985
13.	Karu GSS	119	1	1900
14.	Lugbe GSS	77	1	1608
15.	Mabushi GSS	36	1	573
16.	Maitama ADSS	52	1	440
17.	Maitama MSS	77	1	736
18.	Nyanya GSS	96	1	1570
19.	T/Wada GSS	70	1	520
20.	Wuse GSS	87	1	682
21.	Wuse II GDSS	63	1	635
	TOTAL	**1, 476**	**21**	**21, 246**

Source: FCT Secondary Education Board, (2016).

3.4 Sample and Sampling Techniques

The sample for the study consisted of 1305 subjects. There are five (5) supervisory units in Abuja Municipal Area Council. Out of the total number of 21 senior secondary schools in AMAC, Stratified sampling technique was used to draw five (5) secondary schools translating to five (5) principals; three (3) schools were selected from the urban and two (2) schools from rural areas, based on the recommendation of Krejcie and Morgan (1970) in Cohen, Manion and Marrison (2000), table of sample determination, they observed that as the population increases, the sample size decreases at a diminishing rate, hence pointed out that for a population of 275, the size of 204 is suffice, and a population of 2,987, the size of 1096 is enough, totally one thousand three hundred and five (1305) respondents. Table 2 shows the sample of the study.

Table 2: Sample of the Study

S/No	Name of Schools	Number of Teachers	Sample	Number of Students	Sample	Number of Principals	Sample
1.	Airport GSS	39	28	625	228	1	1
2.	Asokoro GSS	59	44	509	196	1	1
3.	Jabi GSS	62	44	778	248	1	1
4.	Maitama MSS	52	44	440	196	1	1
5.	Wuse II GDSS	63	44	635	228	1	1
	TOTAL	**275**	**204**	**2,987**	**1,096**	**5**	**5**

3.5 Instrumentation

The instrumentation for data collection was Principal Teacher Student Research Questionnaire (PTSRQ) with 60 items addressing the research questions. It consisted of two

section, the first section explained personal data of the respondents while the second section contained 7- clusters namely; students' health care services, students' guidance and counseling services, students' recreational services, students' hostel accommodation services, students' library/ICT services, students' security services and students' cafeteria services. The instrument was developed by the researcher using modified Likert scale. The modified scale contain only 5 items, strongly agreed (SA) ---- 5, agreed (A) ---- 4, undecided (U) --- 3, disagreed (D) --- 2, strongly disagreed (SD) -- 1

3.5.1 Validation of Instrument

Principal Teacher Student Research Questionnaire (PTSRQ) was validated by two experts from Educational Foundations and Curriculum Administration and Planning, and one expert from Measurement and Evaluation Ahmadu Bello University Zaria. These experts were requested to critically examine the instrument in terms of relevance of the contents and clarity of the statement. They were also requested to advice the suitability of the rating scale. The comments from the experts were taken into consideration while developing the final draft. This is supported by Abdusalam (2005) opined that the validation of the content of questionnaire items by the experts is an important obligation of every researcher to accomplish in a descriptive research.

3.5.2 Pilot Study

Pilot study was conducted by administering forty (40) questionnaires to the principals, teachers and students in secondary schools in Abuja Municipal Area Council. The data collected was analyzed with the statistical V. 20 (SPSS) statistical package social science. The Codiran Alpha method and split half method were used to determine the

reliability. This method was chosen in order to determine if the items are internally consistent and reliable.

3.5.3 Reliability of the Instrument

To ascertain the reliability of the instrument, twenty (20) copies each of Principal Teacher Student Research Questionnaire (PTSRQ) was administered in two secondary schools in Abuja Municipal Area Council. The researcher adopted a split-half method of odd and even numbers to test the reliability of the instrument by calculating their reliability coefficient using person product moment correlation coefficient to calculate the correlation between the two sets of scores. The reliability coefficient of about .846 was obtained. Mean that the instrument can be considered reliable and internally consistent for the study. (Tuckman, 1975) and (Kerlinger, 1973). This is also in line with the proposition of Mikherjee (1980) that the average value of the correlation coefficient must be high, around 0.80.

3.6 Procedure for Data Collection

The researcher used direct delivery method to administer the instrument to the respondents. The researcher equally trained three research assistants to secure services for distribution and retrieval of the instrument. The research assistants were trained in the area of personal relations and data gathering techniques that assisted them in the distribution and collection of the questionnaire from the respondents.

3.7 Procedure for Data Analysis

The data collected were analyzed using mean (X) scores and standard deviation (SD). The mean scores and standard deviation was employed in answering the research

questions. The inferential statistic of the F-test one-way analysis of Variance (ANOVA) was used to test null hypotheses at 0.05 level of significance. This formed the basis to permit decision making on whether to reject or retain null hypotheses after being tested.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The chapter presented the data collected, the analysis carried out and the discussion of the results obtained. The analyses were presented in sections. The first section presented the frequency and percentage distribution of bio data of respondents and nominal questions as responded by respondents. The second section presented the answers to the research questions using descriptive parameters of mean scores, standard deviation and standard errors. The third section presented the testing and interpretation of seven null hypotheses using parametric statistical techniques of Analysis of Variance statistics. All hypotheses were tested at 0.05 alpha level of significance. The major findings are then revealed before the discussion of the major findings.

4.2 Analysis of Demographic Information

Descriptive statistics was used to analyze the demographic information of the respondents; these included the use of frequency and percentage. Table 3 revealed the bio-data of the respondents

Table 3: Bio-Data of Respondents

S/N	Bio-data	Category	Frequency	Percentage
1	Status	Principals	5	.4
		Teachers	204	15.6
		Students	1096	84.0
2	Years of Experience	1-5years	937	71.8
		6-10years	143	11.0
		11years and above	225	17.2
3	Educational Qualification	ND	66	5.0
		NCE	77	5.9
		HND	54	4.1
		B.A.Ed.	653	50.1
		B.Ed.	456	34.9

Table 3 shows that the status of the respondents, 5 representing (.4%) are principals, 204 representing (15.6%) are teachers, while 1096 representing (84.0%) are students. The years of working experience of the respondents from the table below showed that, 937 people representing (71.8%) each have worked between 1-5years, 143 people representing (11.0%) have worked between 6-10 years while 225 people representing (17.2%) have 11years and above working experience . The educational qualification of the respondents from the table below showed that, 65 people representing (5.0%) had ND, 77 people representing (5.9%) had NCE, 54 people representing (4.1%) had HND, 653 people representing (50.1%) had B.A.Ed. while 456 people representing (34.9%) had B.Ed. qualification.

4.3 Answering of Research Questions

The researcher used 3.000 as the mean otherwise known as decision mean since the instrument was structured along a modified five point likert scale structure to take decision on whether to accept or reject the research question after comparing it with the cumulative mean. Therefore, a mean score of 3.0 and above indicate positive response to the research questions and accepted while a mean score below 3.0 indicate negative answer to the research questions and rejected. This is shown below:

SA - 5point
A - 4point
UD - 3point
D - 2point
SD - 1point

$\frac{5+4+3+2+1}{5} = \frac{15}{5} = 3.000$ (Decision mean)

4.3.1 Respondents' Opinion on Principals Role on Students' Health Care Service Delivery in Secondary Schools in Abuja Municipal Area Council.

This section presents the Opinions of Respondents on Principals' Role on Students' Health care Service Delivery in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria. Items 1-8 in the questionnaire relate to the section present in table 4.

Table 4: Opinions of Respondents on Principals' Role on Students' Health Care Service Delivery in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria.

S/N	Item Statement	Categories of Respondents	SA	A	U	D	SD	Mean
1	Principal provides healthcare centre in the school	Principals	4	1	-	-	-	4.20
		Teachers	42	95	27	21	19	3.63
		Students	391	451	72	48	134	3.92
2	Principal ensures qualified nurses are in the school health care centre	Principals	1	2	-	-	2	3.40
		Teachers	48	93	28	15	20	3.68
		Students	339	442	109	71	135	3.77
3	Principal insists students medical records are properly checked into the school	Principals	5	-	-	-	-	5.00
		Teachers	69	63	35	13	24	3.74
		Students	405	385	143	64	99	3.88
4	Students first-aid boxes are replenish and supervised by the principal	Principals	2	2	-	-	1	4.00
		Teachers	30	85	44	10	35	3.44
		Students	252	436	210	84	114	3.60
5	Principal inform parents on the need of referring students to secondary health care centre for proper medical attention	Principals	2	3	-	-	-	4.00
		Teachers	45	82	35	11	31	3.58
		Students	332	392	190	67	114	2.74
6	Principal instructs students to visit school health care centre whenever they are sick	Principals	3	2	-	-	-	4.60
		Teachers	70	119	5	5	5	4.20
		Students	547	411	42	58	38	4.23
7	Instruction is given to students by the principal to carry out weekly sanitation	Principals	3	2	-	-	-	4.60
		Teachers	60	102	25	4	13	3.99
		Students	485	437	80	32	62	4.17
8	Principal allows non-governmental organization to enlighten the students on healthcare preventive measures	Principals	1	4	-	-	-	4.20
		Teachers	67	119	12	-	6	4.21
		Students	470	419	113	34	60	4.12

Table 4 shows item 1-8 in the Opinions of Respondents on Principals' Role on Students' Health care Services in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria. Item 1 shows that Principal provides healthcare services in the school, this could be seen from the responses of the respondents where the mean of principals was 4.20,

teachers were 3.63 and students were 3.92. From item 2, the responses of the respondents were all agreed that Principal ensures qualified nurses are in the school health care centre with the mean score of principals 3.40, teachers 3.68 and students 3.77. From items 3, the principals strongly agreed that Principal insists students medical records are properly checked into the school with the responses of principal 5.00, teachers was 3.74 and students was 3.88 agreed respectively. It was also all agreed from items 4,5 and 6 that Students first-aid boxes are replenish and supervised by the principal, Principal inform parents on the need of referring students to secondary health care centre for proper medical attention and Principal instructs students to visit school health care centre whenever they are sick. From item 7, the responses of the principals strongly agreed that Instruction is given to students by the principals to carry out weekly sanitation with the mean score of principals 4.60, teachers and students agreed with mean score of teachers 3.99 and students 4.17. Items 8, from the respondents were all agreed that Principal allows non-governmental organization to enlighten the students on healthcare preventive measures with the responses of principals 4.20, teachers 4.17 and students 4.29 respectively.

4.3.2 Respondents' Opinion on Principals Role on Students' Guidance and Counseling Service Delivery in Secondary Schools in Abuja Municipal Area Council.

This section presents the Opinions of Respondents on Principals' Role on Students' Guidance and Counseling Service Delivery in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria. Items 1-8 in the questionnaire relate to the section present in table 5.

Table 5: Opinions of Respondents on Principals' Role on Students' Guidance and Counseling Service Delivery in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria.

S/N	Item Statement	Categories of Respondents	SA	A	U	D	SD	Mean
1	Guidance and counseling interaction provided by the principal identify students' academic weak area	Principals	4	1	-	-	-	4.80
		Teachers	74	99	7	3	21	4.08
		Students	507	454	46	24	65	4.24
2	Principal ensures guidance and counseling services evaluate students' experiences in relation to their level of maturation	Principals	3	2	-	-	-	4.60
		Teachers	50	123	17	-	14	4.02
		Students	390	532	98	18	58	4.11
3	Principal instructs students to check guidance and counseling services in making career choice	Principals	3	2	-	-	-	4.60
		Teachers	79	106	15	-	4	4.27
		Students	586	400	61	18	31	4.37
4	Principal instructs counselor to identify students with academic challenges for proper counseling	Principals	3	2	-	-	-	4.60
		Teachers	98	92	4	1	9	4.36
		Students	586	390	51	22	47	4.37
5	Principal instructs the school counselors to organize orientation /re-orientation for students to adapt to the school environment	Principals	3	2	-	-	-	4.60
		Teachers	108	74	13	-	9	4.38
		Students	620	320	83	30	43	4.33
6	Principal recommends students with special abilities for proper counseling on talent development	Principals	3	2	-	-	-	4.60
		Teachers	67	89	30	2	16	4.00
		Students	443	446	103	40	64	4.08
7	Principal encourages students to avail themselves opportunities to interact with counselor and get useful information	Principals	3	2	-	-	-	4.60
		Teachers	77	98	15	4	10	4.15
		Students	527	425	86	29	29	4.27
8	The counselor / students relationship is fully supported by the school principal	Principals	3	2	-	-	-	4.60
		Teachers	71	110	10	1	12	4.17
		Students	523	438	84	24	27	4.29

Table 5 shows item 1-8 in the Opinions of Respondents on Principals' Role on Students' Guidance and Counseling Service Delivery in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria. Item 1 shows that guidance and counseling interaction provided by the principals identify students' academic weak area, this could be seen from the responses of the principals, strongly agreed where the mean scores of principals was 4.80, teachers was 4.08 and students was 4.24, agreed respectively. From item 2, the responses of the principals were all strongly agreed that Principal ensures guidance and counseling services evaluate students' experiences in relation to their level of

maturation, where the mean score of principals was 4.60, teachers and students were all agreed with the mean score of teachers 4.02 and students 4.11. From Items 3, the principals were all strongly agreed that Principal instructs students to check guidance and counseling services in making career choice with the responses of principals 4.60, teachers 4.27 and students 4.37 agreed respectively. It was all strongly agreed by the principals from items 4 that Principal instructs counselor to identify students with academic challenges for proper counseling where the responses of principal was 4.60, and all agreed by the teachers and students with the mean score of teachers 4.38 and students 4.34. Items 5, 6 and 7 equally agreed that Principal instructs the school counselors to organize orientation /re-orientation for students to adapt to the school environment, Principal recommends students with special abilities for proper counseling on talent development and Principal encourages students to avail themselves opportunities to interact with counselor and get useful information. From item 8, the responses of the respondents were all agreed that counselor / students relationship is fully supported by the school principal with the mean score of principals 4.00, teachers 4.17 and students 4.29 respectively.

4.3.3 Respondents' Opinion on Principals' Role on Students' Recreational Service Delivery in Secondary Schools in Abuja Municipal Area Council.

This section presents the Opinions of Respondents on Principals' Role on Students' Recreational Service Delivery in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria. Items 1-8 in the questionnaire relate to the section present in table 6.

Table 6: Opinions of Respondents on Principals' Role on Students' Recreational Service Delivery in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria.

S/N	Item Statement	Categories of Respondents	SA	A	U	D	SD	Mean
1	Principal provides sport wears for students in the school.	Principals	2	3	-	-	-	4.00
		Teachers	45	82	35	11	31	3.58
		Students	332	392	190	67	114	2.74
2	Principal ensures that recreational avenues are free of sharp and dangerous objects	Principals	3	2	-	-	-	4.60
		Teachers	70	119	5	5	5	4.20
		Students	547	411	42	58	38	4.23
3	The participation of students in field and tract events is largely encouraged by the principal	Principals	3	2	-	-	-	4.60
		Teachers	60	102	25	4	13	3.99
		Students	485	437	80	32	62	4.17
4	Principal helps to promote safety measures on students' recreational grounds	Principals	1	4	-	-	-	4.20
		Teachers	67	119	12	-	6	4.21
		Students	470	419	113	34	60	4.12
5	Inter-house sport competition organized by the school principal helps to develop students' physical fitness	Principals	4	1	-	-	-	4.20
		Teachers	42	95	27	29	19	3.63
		Students	391	451	72	48	134	3.92
6	Principal caries out regular maintenance on students' sport facilities	Principals	1	2	-	-	2	3.40
		Teachers	48	93	28	15	20	3.68
		Students	339	442	109	71	135	3.77
7	Principal ensures that first-aid teams are on ground during sport activities	Principals	5	-	-	-	-	5.00
		Teachers	69	63	35	13	24	3.74
		Students	405	385	143	64	99	3.88
8	Principal instructs physical education teachers to acquaint students with brain-storming games for mental development	Principals	2	2	-	-	1	4.00
		Teachers	30	85	44	10	35	3.44
		Students	252	436	210	84	114	3.60

Table 6 shows item 1-8 in the Opinions of Respondents on Principals' Role on Students' Recreational Services in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria. . It was all agreed from items 1,2 and 3 that Principal provides sport wears for students in the school, Principal ensures that recreational avenues are free of sharp and dangerous objects and participation of students in field and tract events is largely encouraged by the principal. From item 4, the responses of the principals were all strongly agreed that Principal helps to promote safety measures on students' recreational grounds, with the mean score of principals 4.60, teachers and students agreed with the mean score of

teachers 3.99 and students 4.17. Items 5, from the respondents were all agreed that Inter-house sport competition organized by the school principal helps to develop students' physical fitness with the responses of principals 4.20, teachers 4.17 and students 4.29 respectively. Item 6 were all agreed that Principal caries out regular maintenance on students' sport facilities, this could be seen from the responses of the respondents where the mean of principals was 4.20, teachers was 3.63 and students was 3.92. From item 7, the responses of the respondents were all agreed that Principal ensures that first-aid teams are on ground during sport activities with the mean score of principals 3.40, teachers 3.68 and students is 3.77. Items 8, from the responses of principals were all strongly agreed that Principal instructs physical education teachers to acquaint students with brain-storming games for mental development with the responses of principals 5.00, teachers 3.74 and students 3.88, agreed respectively.

4.3.4 Respondents' Opinion on Principals Role on Students' Hostel Accommodation Service Delivery in Secondary Schools in Abuja Municipal Area Council.

This section presents the Opinions of Respondents on Principals' Role on Students' Hostel Accommodation Service Delivery in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria. Items 1-8 in the questionnaire relate to the section present in table 7.

Table 7: Opinions of Respondents on Principals' Role on Students' Hostel Accommodation Service Delivery in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria.

S/N	Item Statement	Categories of Respondents	SA	A	U	D	SD	Mean
1	Principal ensures that students' hostel accommodation is properly bed spaced	Principals	4	1	-	-	-	4.20
		Teachers	42	95	27	29	19	3.63
		Students	391	451	72	48	134	3.92
2	Rules and regulations guiding students' hostel accommodation are provided by the principal	Principals	1	2	-	-	2	3.40
		Teachers	48	93	28	15	20	3.68
		Students	339	442	109	71	135	3.77
3	Principal ensures water supply to the students' hostel is regular	Principals	5	-	-	-	-	5.00
		Teachers	69	63	35	13	24	3.74
		Students	405	385	143	64	99	3.88
4	Principal provides alternative power supply to the students' hostel	Principals	2	2	-	-	1	4.00
		Teachers	30	85	44	10	35	3.44
		Students	252	436	210	84	114	3.60
5	Adequate lobbying space is created by the principal for students' easy movement	Principals	2	3	-	-	-	4.00
		Teachers	45	82	35	11	31	3.58
		Students	332	392	190	67	114	2.74
6	Weekly hostel inspection is carried out by the principal to ensure cleanliness of students' hostel	Principals	3	2	-	-	-	4.60
		Teachers	70	119	5	5	5	4.20
		Students	547	411	42	58	38	4.23
7	Principal replaces dead bulbs, broken windows, doors and ceiling in the students' hostel.	Principals	3	2	-	-	-	4.60
		Teachers	60	102	25	4	13	3.99
		Students	485	437	80	32	62	4.17
8	Principal ensures that security personnel are present in the students' hostel	Principals	1	4	-	-	-	4.20
		Teachers	67	119	12	-	6	4.21
		Students	470	419	113	34	60	4.12

Table 7 shows item 1-8 in the Opinions of Respondents on Principals' Role on Students' Hostel Accommodation in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria. Item 1 shows that Principal ensures that students' hostel accommodation is properly bed spaced, this could be seen from the responses of the respondents where the mean of principals was 4.20, teachers was 3.63 and students was 3.92. From item 2, the responses of the respondents were all agreed that Rules and regulations guiding students' hostel accommodation are provided by the principal with the mean score of principals 3.40, teachers 3.68 and students 3.77. Items 3, from the responses of principals were all strongly agreed that Principal ensures water supply to the students' hostel is regular with the

responses of principals 5.00, teachers 3.74 and students 3.88, agreed respectively. It was also all agreed from items 4, 5 and 6 that Principal provides alternative power supply to the students' hostel, Adequate lobbying space is created by the principal for students' easy movement and Weekly hostel inspection is carried out by the principal to ensure cleanliness of students' hostel. From item 7, the responses of the respondents were all strongly agreed that Principal replaces dead bulbs, broken windows, doors and ceiling in the students' hostel with the mean score of principals 4.60, teachers 3.99 and students 4.17, agreed. Items 8, from the respondents were all agreed that Principal ensures that security personnel are present in the students' hostel with the responses of principal 4.20, teachers 4.17 and students 4.29 respectively.

4.3.5 Respondents' Opinion on Principals Role on Students' Library/ICT Service Delivery in Secondary Schools in Abuja Municipal Area Council.

This section presents the Opinions of Respondents on Principals' Role on Students' Library/ICT Service Delivery in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria. Items 1-8 in the questionnaire relate to the section present in table 8.

Table 8: Opinions of Respondents on Principals' Role on Students' Library/ICT Service Delivery in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria.

S/N	Item Statement	Categories of Respondents	SA	A	U	D	SD	Mean
1	Computer systems provided by the principal provide students with ICT knowledge	Principals	3	2	-	-	-	4.60
		Teachers	108	74	13	-	9	4.38
		Students	620	320	83	30	43	4.33
2	Principal organizes orientation to acquaint the students with library usage.	Principals	3	2	-	-	-	4.60
		Teachers	67	89	30	2	16	4.00
		Students	443	446	103	40	64	4.08
3	Principal ensures that the use of library is included in the school time- table	Principals	3	2	-	-	-	4.60
		Teachers	77	98	15	4	10	4.15
		Students	527	425	86	29	29	4.27
4	Principal ensures that students' library is equipped with valuable and resourceful textbooks	Principals	3	2	-	-	-	4.60
		Teachers	71	110	10	1	12	4.17
		Students	523	438	84	24	27	4.29
5	Principal ensures that students' library is equipped with internet services	Principals	4	1	-	-	-	4.80
		Teachers	74	99	7	3	21	4.08
		Students	507	454	46	24	65	4.24
6	Principal provides adequate seats in the students' library	Principals	3	2	-	-	-	4.60
		Teachers	50	123	17	-	14	4.02
		Students	390	532	98	18	58	4.11
7	Principal ensures cooling system is provided in the students' library	Principals	3	2	-	-	-	4.60
		Teachers	79	106	15	-	4	4.27
		Students	586	400	61	18	31	4.37
8	Principal ensures that the school time table is structured to give students adequate time to research in the library	Principals	3	2	-	-	-	4.60
		Teachers	98	92	4	1	9	4.36
		Students	586	390	51	22	47	4.37

Table 8 shows item 1-8 in the Opinions of Respondents on Principals' Role on Students' Library/ICT Services in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria. Item 1 shows that Computer systems provided by the principal provide students with ICT knowledge, this could be seen from the responses of the respondents where the mean of principals was 4.60, teacher was 4.38 and student was 4.33. From item 2, the responses of the respondents were strongly agreed that Principal organizes orientation to acquaint the students with library usage with the mean score of principals 4.60, teachers 4.08 and students 4.00, agreed. Items 3, from the respondents were strongly agreed that Principal ensures that the use of library is included in the school time- table with the responses of

principals 4.60, teachers 4.60 and students agreed with the mean score of 4.00. It was also all agreed from items 4 that Principal ensures that students' library is equipped with valuable and resourceful textbooks with responses of principals 4.00, teachers 4.38 and students 4.34. Items 5, 6 and 7 equally agreed that Principal ensures that students' library is equipped with internet services, Principal provides adequate seats in the students' library and Principal ensures cooling system is provided in the students' library. From item 8, the responses of the respondents were strongly agreed that Principal ensures that the school time table is structured to give students adequate time to research in the library with the mean score of principals 4.60, teachers 4.36 and students 4.37, agreed respectively.

4.3.6 Respondents' Opinion on Principals' Role on Students' Security Service Delivery in Secondary Schools in Abuja Municipal Area Council.

This section presents the Opinions of Respondents on Principals' Role on Students' Security Service Delivery in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria. Items 1-8 in the questionnaire relate to the section present in table 9.

Table 9: Opinions of Respondents on Principals' Role on Students' Security Service Delivery in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria.

S/N	Item Statement	Categories of Respondents	SA	A	U	D	SD	Mean
1	Principal set up anti- cultism team in the school to checkmate students	Principals	4	1	-	-	-	4.80
		Teachers	74	99	7	3	21	4.08
		Students	507	454	46	24	65	4.24
2	Principal ensures students are closely monitored to prevent them from drug addiction.	Principals	3	2	-	-	-	4.60
		Teachers	50	123	17	-	14	4.02
		Students	390	532	98	18	58	4.11
3	Principal provides modern security gadget to assist security personnel to protect the students	Principals	3	2	-	-	-	4.60
		Teachers	79	106	15	-	4	4.27
		Students	586	400	61	18	31	4.37
4	Principal provides perimeter fencing of the school to prevent external invasion / intruders	Principals	3	2	-	-	-	4.60
		Teachers	98	92	4	1	9	4.36
		Students	586	390	51	22	47	4.37
5	Principal ensures a consistent check in and out of students and visitors in the school.	Principals	3	2	-	-	-	4.60
		Teachers	108	74	13	-	9	4.38
		Students	620	320	83	30	43	4.33
6	Emergency dedicated security lines are provided by the principal to ensure easy response	Principals	3	2	-	-	-	4.60
		Teachers	67	89	30	2	16	4.00
		Students	443	446	103	40	64	4.08
7	Principal involves security personnel in screening and monitoring of students during examination	Principals	3	2	-	-	-	4.60
		Teachers	77	98	15	4	10	4.15
		Students	527	425	86	29	29	4.27
8	Principal provides the resources for the security unit to produce students' identification cards	Principals	3	2	-	-	-	4.60
		Teachers	71	110	10	1	12	4.17
		Students	523	438	84	24	27	4.29

Table 9 shows item 1-8 in the Opinions of Respondents on Principals' Role on Students' Security Services in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria. Item 1 shows that Principal set up anti- cultism team in the school to checkmate students, this could be seen from the responses of the respondents where the mean of principals was 4.80, teachers and students agreed with the mean score of teachers 4.08 and students 4.24. From item 2, the responses of the respondents were strongly agreed that Principal ensures students are closely monitored to prevent them from drug addiction with the mean score of principals 4.60, teachers 4.02 and students 4.11, agreed respectively. Items 3, from the respondents were strongly agreed that Principal provides modern security

gadget to assist security personnel to protect the students with the responses of principals 4.60, teachers and students agreed with the mean score of teachers 4.27 and students 4.37 respectively. It was also strongly agreed from items 4 that Principal provides perimeter fencing of the school to prevent external invasion / intruders with responses of principals 4.60, teachers 4.38 and students 4.34, agreed respectively. Items 5, 6 and 7 equally agreed that Principal ensures a consistent check in and out of students and visitors in the school, Emergency dedicated security lines are provided by the principal to ensure easy response and Principal involves security personnel in screening and monitoring of students during examination. From item 8, the responses of the respondents were all agreed that Principal provides the resources for the security unit to produce students' identification cards with the mean score of principals 4.00, teachers is 4.17 and students is 4.29 respectively.

4.3.7 Respondents' Opinion on Principals Role on Students' Cafeteria Service Delivery in Secondary Schools in Abuja Municipal Area Council.

This section presents the Opinions of Respondents on Principals' Role on Students' Cafeteria Service Delivery in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria. Items 1-8 in the questionnaire relate to the section present in table 10.

Table 10: Opinions of Respondents on Principals' Role on Students' Cafeteria Service Delivery in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria.

S/N	Item Statement	Categories of Respondents	SA	A	U	D	SD	Mean
1	Principal ensures cafeteria services provide students with options / varieties of meals	Principals	4	1	-	-	-	3.60
		Teachers	37	96	28	6	37	3.59
		Students	280	419	152	115	130	3.56
2	Principal pays attention to the standard of hygiene in the students' cafeteria	Principals	-	2	2	-	1	3.20
		Teachers	41	95	41	13	13	3.67
		Students	256	449	167	139	83	3.55
3	Principal ensures students get value for their money in the services rendered by cafeteria	Principals	-	4	-	1	-	3.40
		Teachers	49	75	44	10	26	3.62
		Students	220	378	220	156	122	3.35
4	Principal provides seats, light and music to ensure students satisfaction	Principals	-	4	-	-	1	3.60
		Teachers	15	66	47	34	42	2.93
		Students	144	227	270	257	198	2.82
5	Principal ensures food sold to students meet the required balance diet	Principals	4	1	-	-	-	3.40
		Teachers	27	85	50	20	22	3.38
		Students	212	392	198	156	138	3.33
6	Principal pays attention to ventilation in the students' cafeteria	Principals	-	4	-	1	-	3.40
		Teachers	30	83	50	23	18	3.39
		Students	213	350	226	154	153	3.29
7	Principal ensures that students patronize school cafeteria	Principals	-	4	-	1	-	3.40
		Teachers	34	85	30	21	34	3.38
		Students	222	368	225	134	147	3.36
8	Principal ensures price fair is within the reach of the students	Principals	2	2	-	1	-	3.80
		Teachers	44	88	35	12	27	3.59
		Students	240	398	187	153	118	3.41

Table 10 shows item 1-8 in the Opinions of Respondents on Principals' Role on Students' Cafeteria Services in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria. Item 1 shows that Principal ensures cafeteria services provide students with options / varieties of meals, this could be seen from the responses of the respondents where the mean of principals was 3.60, teachers was 3.59 and students was 3.56. From item 2, the responses of the respondents were all agreed that Principal pays attention to the standard of hygiene in the students' cafeteria with the mean score of principals 3.20, teachers 3.67 and students 3.55. Items 3, from the respondents were all agreed that Principal ensures students get value for their money in the services rendered by cafeteria with the responses of principals 3.40,

teachers 3.62 and students 3.35 respectively. Items 4 review that Principal provides seats, light and music to ensure students satisfaction with responses of principals 3.80 agreed, while teachers 2.93 and students 2.82 were disagreed. Items 5, 6 and 7 equally agreed that Principal ensures food sold to students meet the required balance diet, Principal pay's attention to ventilation in the students' cafeteria and Principal ensures that students patronize school cafeteria. From item 8, the responses of the respondents were all agreed that Principal ensures price fair is within the reach of the students with the mean score of principals 3.80, teachers 3.59 and students 3.41 respectively.

4.4 Hypotheses Testing

This section explained hypothesis testing. The hypotheses are related to variables identified in the research objectives. These issues include Students' Health care Services, Guidance and Counseling, Recreational Services, Hostel Accommodation, Library/ICT Services, Security Services and Cafeteria Services in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria. The seven (7) hypotheses were tested using Analysis of Variance (ANOVA) at 0.05 level of significance. A hypothesis is rejected if the p-value is less than the level of significance set by the study.

Hypothesis 1

There is no significant difference in the opinions of principals, teachers and students on the Principals' Role on Students' Health Care Service Delivery in Secondary Schools in Abuja Municipal Area Council.

Table 11: Analysis of Variance (ANOVA) Summary on the Principals' Role on Students' Health Care Service Delivery in Secondary Schools in Abuja Municipal Area Council

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical	Decision
Between groups	207.645	2	103.822	3.275	.068	3.81	H_{o1} was retained
Within groups	41237.938	1302	31.697				
Total	**41445.583**	**1304**					

Table 11 shows f-ratio value 3.275 at 2 df 1302 and at the level 0.05. The critical value 3.81 is greater than f-ratio values 3.275, the probability level of significance P .068 is greater than 0.05. This means that there is no significant difference in the opinions of principals, teachers and students on the principals' role on students' health care services in secondary schools in Abuja Municipal Area Council. Therefore, the null hypothesis is retained.

Hypothesis 2

There is no significant difference in the opinions of principals, teachers and students on the Principals' Role on Students' Guidance and Counseling Service Delivery in Secondary Schools in Abuja Municipal Area Council.

Table 12: Analysis of Variance (ANOVA) Summary on the Principals' Role on Students' Guidance and Counseling Service Delivery in Secondary Schools in Abuja Municipal Area Council

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical	Decision
Between groups	66.927	2	33.464	1.343	.261	3.81	H_{o2} was retained
Within groups	32438.302	1302	24.914				
Total	**32505229**	**1304**					

Table 12 shows f-ratio value 1.343 at 2 df 1302 and at the level 0.05. The critical value 3.81 is greater than f-ratio values 1.343, the probability level of significance P .261 is greater than 0.05. This means that there is no significant difference in the opinions of principals, teachers and students on the principals' role on students' guidance and counseling services in secondary schools in Abuja Municipal Area Council. Therefore, the null hypothesis is retained.

Hypothesis 3

There is no significant difference in the opinions of principals, teachers and students on the Principals' Role on Students' Recreational Service Delivery in Secondary Schools in Abuja Municipal Area Council.

Table 13: Analysis of Variance (ANOVA) Summary on the principals' Role on Students' Recreational Service Delivery in Secondary Schools in Abuja Municipal Area Council

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical	Decision
Between groups	423.550	2	211.775	7.996	.000	3.81	H_{o3} was rejected
Within groups	34485.334	1302	26.486				
Total	**34908.884**	**1304**					

Table 13 shows f-ratio value 7.996 at 2 df 1302 and at the level 0.05. The critical value 3.81 is less than f-ratio values 7.996, the probability level of significance P .000 is less than 0.05. This means that there is a significant difference in the opinions of principals, teachers and students on the principals' role on students' recreational services in secondary schools in Abuja Municipal Area Council. Therefore, the null hypothesis is rejected.

Table 14: Summary of Scheffe's Multiple Comparison Test on Students' Recreational Service Delivery in Secondary Schools in Abuja Municipal Area Council

Respondents	N	Mean
Principals	5	4.58230
Teachers	204	4.28161
Students	1096	3.03138

As indicated in Table 14, the mean score of principals 4.58230 was found to be closer to that of teachers 4.28161, implying that the difference between the two respondents was not significant. However, the mean score of students 3.03138 was found to be lower than that of principals and teachers. This implies that the students differred significantly in their opinions

regarding the principals' role on students' recreational services in secondary schools in Abuja Municipal Area Council.

Hypothesis 4

There is no significant difference in the opinions of principals, teachers and students on the Principals' Role on Students' Hostel Accommodation Service Delivery in Secondary Schools in Abuja Municipal Area Council.

Table 15: Analysis of Variance (ANOVA) Summary on the Principals' Role on Students' Hostel Accommodation Service Delivery in Secondary Schools in Abuja Municipal Area Council

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical	Decision
Between groups	2338.202	2	1169.101	9.741	.000	3.81	H_{o4} was rejected
Within groups	156259.579	1302	120.015				
Total	**158597.781**	**1304**					

Table 15 shows f-ratio value 9.741 at 2 df 1302 and at the level 0.05. The critical value 3.81 is less than f-ratio values 9.741, the probability level of significance P .000 is less than 0.05. This means that there is a significant difference in the opinions of principals, teachers and students on the principals' role on students' hostel accommodation services in secondary schools in Abuja Municipal Area Council. Therefore, the null hypothesis is rejected.

Table 16: Summary of Scheffe's Multiple Comparison Test on Students' Hostel Accommodation Service Delivery in Secondary Schools in Abuja Municipal Area Council

Respondents	N	Mean
Principals	5	3.17281
Teachers	204	3.28065
Students	1096	1.62131

As indicated in Table 16, the mean score of principals 3.17281 was found to be closer to that of teachers 3.28065, implying that the difference between the two respondents was not significant. However, the mean score of students 1.62131was found to be lower than that of principals and teachers. This implies that the students differred significantly in their opinions regarding the principals' role on students' hostel accommodation services in secondary schools in Abuja Municipal Area Council. Therefore, the null hypothesis is rejected.

Hypothesis 5

There is no significant difference in the opinions of principals, teachers and students on the Principals' Role on Students' library/ICT Service Delivery in Secondary Schools in Abuja Municipal Area Council.

Table 17: Analysis of Variance (ANOVA) Summary on the Principals' Role on Students' Library/ICT Service Delivery in Secondary Schools in Abuja Municipal Area Council

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical	Decision
Between groups	143.317	2	71.658	1.454	.234	3.81	H_{o5} was retained
Within groups	64084.040	1302	49.295				
Total	**64227.357**	**1304**					

Table 17 Shows f-ratio value 1.454 at 2 df 1302 and at the level 0.05. The critical value 3.81 is greater than f-ratio values 1.454, the probability level of significance P .234 is greater than 0.05. This means that there is no significant difference in the opinions of principals, teachers and students on the principals' role on students' library/ICT services in secondary schools in Abuja Municipal Area Council. Therefore, the null hypothesis is retained.

Hypothesis 6

There is no significant difference in the opinions of principals, teachers and students on the Principals' Role on Students' Security Service Delivery in Secondary Schools in Abuja Municipal Area Council.

Table 18: Analysis of Variance (ANOVA) Summary on the Principals' Role on Students' Security Service Delivery in Secondary Schools in Abuja Municipal Area Council

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical	Decision
Between groups	127.661	2	63.830	1.286	.277	3.81	H_{o6} was retained
Within groups	64620.712	1302	49.632				
Total	**64748.372**	**1304**					

Table 18 Shows f-ratio value 1.286 at 2 df 1302 and at the level 0.05. The critical value 3.81 is greater than f-ratio values 1.286, the probability level of significance P .277 is greater than 0.05. This means that there is no significant difference in the opinions of principals, teachers and students on the principals' role on students' security services in secondary schools in Abuja Municipal Area Council. Therefore, the null hypothesis is retained.

Hypothesis 7

There is no significant difference in the opinions of principals, teachers and students on the Principals' Role on Students' Cafeteria Service Delivery in Secondary Schools in Abuja Municipal Area Council.

Table 19: Analysis of Variance (ANOVA) Summary on principals' Role on Students' Cafeteria Service Delivery in Secondary Schools in Abuja Municipal Area Council.

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical	Decision
Between groups	48.733	2	24.366	3.80	.679	3.81	H_{o7} was retained
Within groups	81675.030	1302	62.827				
Total	**81723.762**	**1304**					

Table 19 Shows f-ratio value 3.80 at 2 df 1302 and at the level 0.05. The critical value 3.81 is greater than f-ratio values 3.80, the probability level of significance P .679 is greater than 0.05. This means that there is no significant difference in the opinions of principals, teachers and students on the principals' role on students' cafeteria services in secondary schools in Abuja Municipal Area Council. Therefore, the null hypothesis is retained.

Table 20: Summary of Hypotheses Tested

S/N	H_o Statement	Statistical Tested Used	Result	Level of Sig.	Decision
1	There is no significance difference in the opinions of principals ,teachers and students on the principals' role on students' health care service delivery in secondary schools in Abuja Municipal Area Council	Analysis of Variance (ANOVA)	f-ratio is 3.275, while f-critical is 3.81 and the P value was found to be .068.	0.05	Retained.
2	There is no significance difference in the opinions of principals ,teachers and students on the principals' role on students' guidance and counseling service delivery in secondary schools in Abuja Municipal Area Council	Analysis of Variance (ANOVA)	f-ratio is 1.343, while f-critical is 3.81 and the P value was found to be .261.	0.05	Retained.
3	There is no significance difference in the opinions of principals ,teachers and students on the principals' role on students' recreational service delivery in secondary schools in Abuja Municipal Area Council	Analysis of Variance (ANOVA)	f-ratio is 7.996 , while f-critical is 3.81 and the P value was found to be .000.	0.05	Rejected.
4	There is no significance difference in the opinions of principals ,teachers and students on the principals' role on students' hostel accommodation service delivery in secondary schools in Abuja Municipal Area Council	Analysis of variance (ANOVA)	f-ratio is 9.741, while f-critical is 3.81 and the P value was found to be .000.	0.05	Rejected.
5	There is no significance difference in the opinions of principals, teachers and students on the principals' role on students' library/ICT service delivery in secondary schools in Abuja Municipal Area Council	Analysis of Variance (ANOVA)	f-ratio is 1.454, while f-critical is 3.81 and the P value was found to be .234.	0.05	Retained.
6	There is no significance difference in the opinions of principals, teachers and students on the principals' role on students' security service delivery in secondary schools in Abuja Municipal Area Council	Analysis of Variance (ANOVA)	f-ratio is 1.286, while f-critical is 3.81 and the P value was found to be .277.	0.05	Retained.
7	There is no significance difference in the opinions of principals, teachers and students on the principals' role on students' cafeteria service delivery in secondary schools in Abuja Municipal Area Council	Analysis of Variance (ANOVA)	f-ratio is 3.80, while f-critical is 3.81 and the P value was found to be .679.	0.05	Retained.

4.5 Summary of the Findings

The summary of major findings revealed that:

1. Principals instructed students to visit school health care centre whenever they were sick and ensured qualified nurses were in the school health care centre in secondary schools in Abuja Municipal Area Council;
2. Principals instructed school counselors to organize orientations/re-orientations for students to adapt to the school environment and students avail themselves opportunities to interact with the counselors and get useful information in secondary schools in Abuja Municipal Area Council;
3. Principals ensured that recreational avenue were free of sharp and dangerous objects and inter-house sport competition organized by the school principal helps to develop students' physical fitness;
4. Principals ensured that water and power supply to the students' hostel is regular and as well, security personnel are present in the students' hostel. Also, weekly hostel inspection is carried out by the principal to ensured cleanliness of students' hostel;
5. Principals ensured that students' library was equipped with valuable internet facilities, adequate seats and resourceful textbooks in secondary schools in Abuja Municipal Area Council;
6. Principals ensured that students were closely monitored and prevented from drugs addiction and cultism. Also emergency dedicated security lines were provided by the Principals to ensure easy response; and

7. Principals ensured that food sold to the students meet the required balance diet and also ensured price fair is within the reach of the students in secondary schools in Abuja Municipal Area Council.

4.6 Discussions of the Findings

This study was aimed at Assessment of Principals' Role on Students' Service Delivery in Secondary Schools in Abuja Municipal Area Council. Abuja, Nigeria. It objectives were to assess the followings: assess principals' role on students' health care services**,** determine principals' role on students' guidance and counseling services in secondary schools in Abuja Municipal Area Council, examine principals' role on students' recreational services in secondary schools in Abuja Municipal Area Council, ascertain principals' role on students' hostel accommodation services in secondary schools in Abuja Municipal Area Council, find out the principals' role on students' library/ICT services in secondary schools in Abuja Municipal Area Council, determine principals' role on students' security services in secondary schools in Abuja Municipal Area Council and assess principals' role on students' cafeteria services in secondary schools in Abuja Municipal Area Council.

However, to give general description of the respondents on the issues raised, frequencies and simple percentage were used. The following are discussions arising from the major findings of the study.

Table 4 shows item 1-8 in the Opinions of Respondents on Principals' Role on Students' Health Care Services in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria. Item 1 shows that Principal provides healthcare centre in the school, this could be seen from the responses of the respondents where the mean of principals was 4.20,

teachers was 3.63 and students was 3.92. From item 2, the responses of the respondents were all agreed that Principal ensures qualified nurses are in the school health care centre with the mean score of principals 3.40, teachers 3.68 and students 3.77. Items 3, from the respondents were strongly agreed that Principal insists students medical records are properly checked into the school with the responses of principals 5.00, teachers 3.74 and students 3.88 agreed respectively. It was also all agreed from items 4, 5 and 6 that Students first-aid boxes are replenish and supervised by the principal, Principals inform parents on the need of referring students to secondary health care centre for proper medical attention and Principal instructs students to visit school health care centre whenever they are sick. From item 7, the responses of the respondents were strongly agreed that instruction is given to students by the principal to carry out weekly sanitation with the mean score of principals 4.60, teachers were 3.99 and students were 4.17 agreed.

Items 8, from the respondents were all agreed that Principal allows non-governmental organization to enlighten the students on healthcare preventive measures with the responses of principals 4.20, teachers 4.17 and students 4.29 respectively. The finding agreed with that of Amaizu (2003) that students' services would improve if adequate medical personnel are provided to cater for the health needs of the students and staff. Also the study is in line with Udoh, Fawole, Ajala, Okafor, Nwanu and Obayan (2000) stated that the cardinal objective of school health care services as a component of school health program is to promote and maintain the health of the school child and the school personnel.

Table 5 shows item 1-8 in the Opinions of Respondents on Principals' Role on Students' Guidance and Counseling Services in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria. Item 1 shows that guidance and counseling interaction provided by

the principal identify students' academic weak area, this could be seen from the responses of the respondents where the mean of principals was 4.80, teachers was 4.08 and students 4.24 agreed. From item 2, the responses of the respondents were strongly agreed that Principal ensures guidance and counseling services evaluate students' experiences in relation to their level of maturation with the mean score of principal 4.60, teachers and students agreed with mean score of teachers 4.02 and students 4.11. Items 3, from the respondents, the principals strongly agreed that Principal instructs students to check guidance and counseling services in making career choice with the responses of principals 4.60, teachers 4.27 and students 4.37 agreed respectively. It was also strongly agreed by the principals from items 4 that Principal instructs counselor to identify students with academic challenges for proper counseling with responses of principals 4.60, teachers 4.38 and students 4.34 agreed. Items 5, 6 and 7 equally agreed that Principal instructs the school counselors to organize orientation /re-orientation for students to adapt to the school environment, Principal recommends students with special abilities for proper counseling on talent development and Principal encourages students to avail themselves opportunities to interact with counselor and get useful information, From item 8, the responses of the respondents were all agreed that counselor / students relationship is fully supported by the school principals with the mean score of principals 4.00, teachers 4.17 and students 4.29 respectively.

The above was supported by (Denga, 2001) that each of the major components of guidance and counseling alone with their services address students' needs, challenges and problems. Students need guidance and counseling at various levels of their educational development. The UNESCO module on guidance and counseling (2000a) also posited that guidance is a program of services to individuals based on their needs and the influence of

environmental factors. Guidance and counseling is a professional field which has a broad range of activities, program and services geared toward assisting individuals to understand themselves, their problems, their school environment and their world and also to develop adequate capacity for making wise choices and decisions. It is also in correlation with Akpan and Onabe (2016) that guidance and counseling services relate to sustainable secondary education.

Table 6 shows item 1-8 in the Opinions of Respondents on Principals' Role on students' recreational services in secondary schools in Abuja Municipal Area Council, Abuja Nigeria. Item 1, 2 and 3 show that principal provides sport wears for students in the school, principal ensures that recreational avenues are free of sharp and dangerous objects and participation of students in field and track events is largely encouraged by the principal. From item 4, the responses of the respondents were strongly agreed that principal helps to promote safety measures on students' recreational ground with the mean score of principals 4.60, teachers 3.99 and students 4.17 agreed respectively. Item 5, from the respondents were all agreed that inter- house sport competition organized by the school principal helps to develop students' physical fitness with the responses of principals 4.20, teachers 4.17 and students 4.29 respectively. Item 6 were all agreed that principal caries out regular maintenance on students' sports facilities, this could be seen from the responses of the respondents where the mean score of principals was 4.20, teachers was 3.63 and students was 3. 92. From item 7, the responses of the respondents were all agreed that principal ensures that first-aid teams are on the ground during sports activities with the mean score of principals 3.40, teachers 3.68 and students 3.77. The principals strongly agreed from Item 8, that principal instructs physical education teachers to acquaint students with brain- storming

games for mental development with the responses of principals 5.0, teachers 3.74 and students 3.88 agreed respectively. This is supported by Chaddock, (2012) that more physically fit students have improved brain function, higher academic achievement scores and superior cognitive performance than less fit students. This is in correlation with Stead and Neville, (2010) that physical education, physical activities and sports have been shown to impact on the extent to which young people feel connected to their school, the aspirations of students, the extent to which positive social behavior exist within schools, and the development of leadership skills.

Table 7 shows item 1-8 in the Opinions of Respondents on Principals' Role on Students' Hostel Accommodation in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria. Item 1 shows that Principal ensures that students' hostel accommodation is properly bed spaced, this could be seen from the responses of the respondents where the mean of principals was 4.20, teachers was 3.63 and students was 3.92. From item 2, the responses of the respondents were all agreed that Rules and regulations guiding students' hostel accommodation are provided by the principals with the mean score of principals 3.40, teachers 3.68 and students 3.77. Items 3, from the responses of principals were strongly agreed that Principal ensures water supply to the students' hostel is regular with the responses of principals 5.00, teachers 3.74 and students 3.88 agreed respectively. It was also all agreed from items 4, 5 and 6 that Principal provides alternative power supply to the students' hostel, Adequate lobbying space is created by the principal for students' easy movement and Weekly hostel inspection is carried out by the principal to ensure cleanliness of students' hostel. From item 7, the responses of the respondents were strongly agreed that Principal replaces dead bulbs, broken windows, doors and ceiling in the students' hostel

with the mean score of principals 4.60, teachers and students agreed with the mean of teachers was 3.99 and students was 4.17. Items 8, from the respondents were all agreed that Principal ensures that security personnel are present in the students' hostel with the responses of principals 4.20, teachers 4.17 and students 4.29 respectively. According to Abubakar, (2016) opined that hostel accommodation services refers to provision of place and facilities required by students to live and aid learning. The facilities could include among others power supply, water supply, toilet facilities and bed spaces. Hostel accommodation gives students rest for better energy regain for learning (Pp. 34).

Table 8 shows item 1-8 in the Opinions of Respondents on Principals' Role on Students' Library/ICT Services in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria. Item 1 shows that Computer systems provided by the principal provide students with ICT knowledge, this could be seen from the responses of the respondents where the mean of principals was 4.60 strongly agreed, teachers 4.38 and students 4.33 agreed. From item 2, the responses of the respondents were strongly agreed that Principal organizes orientation to acquaint the students with library usage with the mean score of principals 4.60, teachers were 4.08 and students were 4.00 agreed. The responses of the principals and teachers from Items 3, strongly agreed that Principal ensures that the use of library is included in the school time- table with the responses of principals 4.60, teachers 4.60 and students 4.00 agreed. It was also all agreed from items 4 that Principal ensures that students' library is equipped with valuable and resourceful textbooks with responses of principals 4.00, teachers 4.38 and students 4.34. Items 5, 6 and 7 equally agreed that Principal ensures that students' library is equipped with internet services, Principal provides adequate seats in the students' library and Principal ensures cooling system is provided in

the students' library. From item 8, the responses of the principals were strongly agreed that Principal ensures that the school time table is structured to give students adequate time to research in the library with the mean score of principals 4.60, teachers was 4.36 and students was 4.37 agreed respectively. This was supported by Khan and Bhatti, (2012) that academic institutions could not achieve their two - fold mission of spreading knowledge and extending its research progress without first enriching and enhancing library resources and services. So, school authority should have a cyclic and systematic evaluation policy in place in order to maintain and further improve the quality of library services to meet information needs of users. This is equally supported by Ukeje (2002), noted that school library are meant to provide books for leisure reading as well as reference and information books, so that students can consult them as need arises, to develop in the students a lasting love for books and encourage personal collection of books, and to encourage responsibility and cooperation in taking care of borrowed books and returning them promptly as and when due.

Table 9 shows item 1-8 in the Opinions of Respondents on Principals' Role on Students' Security Services in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria. Item 1 shows that Principal set up anti- cultism team in the school to checkmate students, this could be seen from the responses of the respondents where the mean of principals was 4.80, teachers was 4.08 and students was 4.24 agreed. From item 2, the responses of the principals were all strongly agreed that Principal ensures students are closely monitored to prevent them from drug addiction with the mean score of principal 4.60, teachers was 4.02 and students was 4.11 agreed. Items 3, from the respondents were strongly agreed that Principal provides modern security gadget to assist security personnel to protect the students with the responses of principals 4.60, teachers and students agreed with

the mean of teachers 4.27 and students 4.37 respectively. It was also strongly agreed by the principals from items 4 that Principal provides perimeter fencing of the school to prevent external invasion / intruders with responses of principals 4.60, teachers 4.38 and students 4.34 agreed. Items 5, 6 and 7 equally agreed that Principal ensures a consistent check in and out of students and visitors in the school, Emergency dedicated security lines are provided by the principal to ensure easy response and Principal involves security personnel in screening and monitoring of students during examination. From item 8, the responses of the respondents were all agreed that Principal provides the resources for the security unit to produce students' identification cards with the mean score of principals was 4.00, teachers was 4.17 and students was 4.29 respectively. This is supported by Mnyaka (2006), he underscores the importance of effective leadership and governance, arguing that they are vital in turning schools from a centre of violence and disruption to a place of safety and learning.

Table 10 shows item 1-8 in the Opinions of Respondents on Principals' Role on Students' Cafeteria Services in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria. Item 1 shows that Principal ensures cafeteria services provide students with options / varieties of meals, this could be seen from the responses of the respondents where the mean of principals was 3.60, teachers were 3.59 and students were 3.56. From item 2, the responses of the respondents were all agreed that Principal pays attention to the standard of hygiene in the students' cafeteria with the mean score of principals was 3.20, teachers was 3.67 and students was 3.55. Items 3, from the respondents were all agreed that Principal ensures students get value for their money in the services rendered by cafeteria services with the responses of principals 3.40, teachers 3.62 and students 3.35 respectively. Items 4 review

that Principal provides seats, light and music to ensure students satisfaction with responses of principals 3.80 agreed, while teachers was 2.93 and students was 2.82 were disagreed. Items 5, 6 and 7 equally agreed that Principal ensures food sold to students meet the required balance diet, Principal pays attention to ventilation in the students' cafeteria and Principal ensures that students patronize school cafeteria. From item 8, the responses of the respondents were all agreed that Principal ensures price fair is within the reach of the students with the mean score of principals 3.80, teachers 3.59 and students 3.41 respectively. This was supported by Moartin – Consuegra, et' al., (2007), found that perceived price fairness positively influences students' satisfaction. Cafeteria ambiance is determined by the spatial arrangement of the setting, quality of the interior design, and the suitability of the background music, which is an important contributor to the high satisfaction of diners. Herrmann, et' al., (2007) believed price perception influence students judgments directly as well as indirectly through perception of price fairness. Wojcicki, (2006) opened that eating behaviours can also be shaped by the cafeteria and lunch room setting, such as the display and description of food and beverages, pricing and methods of payment and the length of time and time of day made available to eat.

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study has focused on Assessment of Principals' Role on Students' Service Delivery in Secondary Schools in Abuja Municipal Area Council. This chapter is discussed under the following headings:

5.2 Summary of the study;

5.3 Conclusions;

5.4 Recommendations; and

5.5 Suggestion for Further Studies.

5.2 Summary

The first chapter sets the tone and direction for the study. It introduced the background to the study and described the problems the researcher investigated. Seven objectives and research questions were set to guide the researcher. It's objectives were to assess the followings: assess principals' role on students' health care services**,** determine principals' role on students' guidance and counseling services in secondary schools in Abuja Municipal Area Council, examine principals' role on students' recreational services in secondary schools in Abuja Municipal Area Council, ascertain principals' role on students' hostel accommodation services in secondary schools in Abuja Municipal Area Council, find out the principals' role on students' library/ICT services in secondary schools in Abuja Municipal Area Council, determine principals' role on students' security services in secondary schools in Abuja Municipal Area Council and assess principals' role on students' cafeteria services in secondary schools in Abuja Municipal Area Council.

The study covered all public secondary schools in Abuja Municipal Area Council and is significant because information gathered will broaden the knowledge of stakeholders in secondary schools on the importance of providing students' services. The key variables are operationally defined to conclude the chapter. Descriptive survey design was adopted for the study and data was collected using a researcher designed questionnaire. The total population of the study was twenty – one (21) secondary schools, one thousand four hundred and seventy six teachers (1,476) and twenty – one thousand two hundred and forty six (21, 246) students in secondary schools in Abuja municipal area council. A total of (1305) questionnaire were administered, correctly filled and returned, out of which 5 principals, 204 teachers and 1096 students were used as the sample. The data gathered were analyzed using Analysis of variance (ANOVA) and hypotheses were tested at 0.05% level of significance.

Findings of the study reveal that: The respondents were of the opinions that principals provided students' health care services in all the secondary schools in Abuja Municipal Area Council. In respect to principals' role on students' guidance and counseling services, the study revealed that guidance and counseling services were adequate in all the secondary schools in Abuja Municipal Area Council. In respect to principals' role on students' recreational services, the study revealed that the responses of the respondents were all strongly disagreed. There was a significant difference in the opinions of principals, teachers and students on the principals' role on students' recreational services in secondary schools in Abuja Municipal Area Council. The respondents equally and strongly disagreed on the principals' role on students' hostel accommodation services. This is because most secondary schools in AMAC are not provided with hostel accommodation services. The respondents were of the opinions that the provisions of library/ ICT services by the principals were all

available in secondary schools in Abuja Municipal Area Council with adequate seats and resourceful textbooks in secondary schools. The respondents equally agreed that the principals perform role on students' security services by closely monitored and prevent students from drugs addiction and cultism. Also emergency dedicated security lines were provided by the principals. In respect to principals' role on students' cafeteria services, the study revealed that food sold to the students meet the balance diet and price fair is within the reach of the students. It was concluded that, principals allowed non-governmental organization to enlighten the students on healthcare preventive measures and students first-aid boxes are replenish and supervised by the principals.

5.3 Conclusions

In view of the findings of this study, conclusions can be made that:

1. Principals allowed non-governmental organization to enlighten the students on healthcare preventive measures and students first-aid boxes are replenish and supervised by the principals;
2. Guidance and counseling interaction provided by the principals identified students' academic weak area. Principal encouraged students to avail themselves opportunities to interact with counselors and get useful information;
3. The participation of students in field and tract events was largely encouraged by the principals. Principals also instructed physical education teachers to acquaint students with brain-storming games for mental development;
4. Rules and regulations guiding students' hostel accommodation were provided by the principals. Principals ensured that ventilated areas of students' hostel were not blocked by the students' activities;

5. Computer systems provided by the principals provide students with ICT knowledge both in and out of the school environment;
6. Principals provide modern security gadget to assist security personnel to protect the students and Principals provided the resources for the security unit to produce students' identification cards; and
7. Principals paid attention to the standard of hygiene in the students' cafeteria and ensured cafeteria services provide students with options / varieties of meals in secondary schools in Abuja Municipal Area Council.

5.4 Recommendations

On the basis of the findings and conclusions, it is hence, recommended that:

1. Provision of health care services centre, drugs, facilities, nurses, medical records, first-aid boxes, weekly sanitation, and referring of students whenever they are sick to secondary health care centre should be intensified by the school principals.
2. Adequate provision of guidance and counseling services that will help recommend students with special needs and academic challenges should be highly encouraged by the secondary school principals;
3. On the provision of recreational services, principals should provide adequate and organize inter-house sport competition, provide sport wears, carry out regular maintenance on recreational facilities, promote safety measures, and encourage first-aid teams to be on ground during sport activities;
4. Provision of hostel accommodation services with supply of water, light, lobbying spaces, ventilated areas, security and conveniences like toilets, bathrooms, good

hygiene, rules and regulations should be introduced in secondary schools by the government / principals;

5. Adequate provision of students' library/ ICT services with competent and qualified Liberians should be employed by government and manned by the principals; this will help to acquaint the students with library / ICT usage;
6. Stakeholders should help in providing adequate modern security gadget to assist security personnel to protect the students in the schools. Principals should set up anti- cultism team in the schools to checkmate students and also free from drugs addict; and
7. Principals should pay proper attention to the standard of hygiene in the students' cafeteria and ensure that food price fair is within the reach of the students in secondary schools in Abuja Municipal Area Council.

5.4 Suggestions for Further Studies

1. Further research should be conducted on the areas the present researcher could not penetrate such as assessment of principals' role on students' service delivery in private secondary schools in Abuja Nigeria, for more knowledge.
2. A study could be furthered on maintenance of students' service delivery in secondary schools in other Area Councils in Abuja Nigeria. The reason for this is to determine whether the students' services provided are maintained.
3. An investigation into the funding, disbursement and spending pattern of Secondary School Principals on Students' Service Delivery in Secondary Schools in Abuja Nigeria.

REFERENCES

Abdul Rauf, R. K. (2002) Educational Psychology. New delhi: Vikas Publisher.

Abdulkareem, A. (2011) Management of Educational Facilities in Nigerian Secondary Schools: *The Roles of Administrators and Inspectors*.

Abiri, J. O. O., (1996) The Educational Attitude of Some Nigerian Adolescent Grammar School Pupils. *West African Journal of Education*; 10 (3) 118 – 121.

Abolagi, Adediji, (1981) Improving the Standards of Teaching of History in Nigeria Schools: *the Role of the Library, West African Journal of Education,* 22 (1, 2 & 3): 211-218.

Aboyade, B. Olabimpe, (1987) *The Provision of Information for Rural Development*, Ibadan: Foundation Publications.

Abubakar, M. J. (2016) *Introduction to Issues in Education Management in Nigeria Publish and Printed in Nigeria* by CONCEPT DESIGNS & PRINT.

Achebe, C. C. (1986) The Role and Responsibilities of Secondary School Principals in the School Guidance and Counseling Program. The Nigeria Journal of Guidance and Counseling 2 (1),1-11.

Ademijiu, P. U., & Ayanlaja, O. A., (2006) Teachers' Perception of School Health Services in Public Primary Schools of Lagos Metropolis, Lagos State, Nigeria. *West African Journal of Physical and Health Education*; 10.169 – 176.

Adesoji, F. F. (2007) *Need for Re-Introduction of Reading corner in Primary School Libraries. In Nigeria:* A Cursory look at non- Conventional School Libraries. Niger school libr. j. 6: 73-83.

Adimula, D. O. (1988) *The Attitude of Student, Teacher, University. Principal Toward Continuous Assessment in some Selected Secondary School in Ilorin.* An Unpublished Ilorin M.Ed Project Department of Guidance and Counseling.

Akinyotu, A. (1971) *Proposals for Restructuring Libraries Education in Nigeria*. Nigerian Libraries, 7 (14): 33-42.

Akpan, C. P. &, Onabe, D. B. (2016) *Management of Student' Personnel Services and Sustainable Secondary Education in Calabar Education Zone of Cross River State, Nigeria. Department of Education Administration & Planning Faculty of Education,* University of Calabar, Calabar, Nigeria . Published by European Centre for Research Training and Development UK (www.eajournal.org).

Aluede, O., Jimoh, B., Oguwinede, B. & Omororegie, E. (2005) Student Unrest in Nigeria Universities: Looking Back and Forward. *Journal of Social Science;* Vol. 10 (1), Pp. 17 – 22.

Amaizu, A. N. (2003) Strategies for Improving Students Personnel Services in Secondary Schools in Onitsa Education Zone. Unpublished M.ED Project, Department of Education, University of Nigeria, Nsukka.

Anwana, U. I., (1984) *An Analysis of Occupational Preferences of Farm, Five Students in Secondary Schools,* in Cross River State Education. 3 (1), 32 – 38.

Asaad, Aman, (2008) *Health Education,* Cairo: Dar Al Fajr for Publication and Distribution.

Ashiq, H. D. (2011) *Need Assessment of student' Guidance and counseling, University of education, college road, township, Lahore, Pakistan. British journal of Art and Social Science.* Vol. 1(2), (2011) http://www.bjournal. Co. UK /BJASS.aspx

Asikhia, O. A. (2010) *Student and Teacher's Perception of the Causes of Poor Academic Performance in Ogun State Secondary Schools Nigeria. Implication for Counseling for National Development.* Eur.J.soc.sc. 13 (2): 229-242.

Astin, A. W., (1993) What Matters in College? Four Critical Years Revisited. San Francisco: Jossey – Bass.

Ayieoko, J.S. (1988) Solving discipline problems in Kenya secondary schools. Nottingham: The University of Nottingham.

Ayodele, S. (2000) *Educational Administration in Nigeria*, Port Harcourt: Pan Unique Publishing Company Ltd.

Bailey, R. (2006) *Physical Education and Sport in Schools:* A review of the Benefits and Out Comes, Journal of School Health, 76 (8), Pp. 397-401.

Bakare, C. G. M. (1994) *Mass Failure in Public Examination: some Psychological Perspective:* Monograph, Department of Guidance and Counseling University of Ibadan, Ibadan.

Banta, T. W., Bradley, J., & Brayant, J. (Ed). (1991) *Quality and Importance of Recreational Services:* Technical Manual and Survey. Corvallis, Corvallis, OR: NIRSA.

Banwet, D. K., & Datta, B. (2003) "A Study of the Effect of Perceived Lecture Quality on Post – Lecture Intentions", *Work Study*, 52 (5), 234 – 243.

Booth, J., Leary, S., Joinson, C., Ness, A. (2013) 'Association Between Objectively Measured Physical Activity and Academic Attainment in Adolescent from a UK Cohort', *British Journal of Sport Medicine*.

Borg, W. R. &, Gall, M D. (2006) Education Research: an Introduction. New York: Harper and Row.

Bray, S. R., & Brawley, L. R., (2001) *Role Efficacy, Role Clarity and Role Performance Effectiveness*. Small Group Research, 33, (3), 233-253.

Bulus, I. (2001) Counseling and counselor education in Nigeria 'The Post, Present and future challenge' *ABU journal of counseling and human development 1(1),* 284-299.

Chaddock, I., Hillmon, C., Pontifex, M., Johnson, C., Raline, L. & Kramer, A. (2012) Childhood Aerobic Fitness Predicts Cognitive Performance one year later', *Journal of Sports Science*, 30 (5), pp. 421 – 430.

Chauhan, S. S. (2001) *Principles and Technology of Guidance*. New Delhi. Vikas publishing house PVT Ltd.

Chen, X. (2006) On college Dining hall Management and Service. SCIENCE and Education Forum (On Affairs). 8:45.

Clark, B. & Meave, G. (eds), (1992) The Encyclopedia of Higher Education, Analytical Perspectives. Oxford: Pergamon Press.

Common Wealth Secretariat, (1991) *Microcomputer in Schools: Policy and Implementation Guidelines*, London: Common Wealth Secretariat, Educational Program

Cronin, J. J., Brady, M.K., & Nulls, G. T. M. (2000) Assessing the Effect of Quality, Value and Customer Satisfaction on Consumer Behavioural Intention in Service Environments. *Journal of Retailing, 76*, 193-218.

Danga, D. I., (2001) Guidance and Counseling in School and Non-School Settings.2nd Edition. Port Harcourt Double Diamond Publications.

Danuta, A. N. (1996) Changing the Concepts and Measure of Service Quality in Academic libraries. Journals of Academic librarianship 22 (3): 181-190.

Dash, B. N. (2003) Guidance and Career Counseling. New Delhi: Dominant Pushers.

Dean, John (1960) Objectives of College library in Nigeria. Nigerian Libraries, 5(3):78-82.

Denga, D. I. (1983) *The Counselor in Developing Nation: Problem and Prospects*, Jos, Savannah Press.

Denga, D. I. (2001) Guidance and Counseling in School and non-School and non-School Setting. 2nd ed. Portharcourt Double Diamond Publications.

Dent, V. F. (2006) Observations of School Library Impact at two Rural Uganda Schools. Retrieved on 21st June, 2016 from http://www.kitengcsalibrary. Org/image/observationsarticle. Pdf.

Dunne, M., Bosumtwi – Sam, C., Sabates, R., & Owusu, A., (2010) Bullying and School Attendance: A Case Study of Senior High School Students in Ghana. CREATE PATHIMAYS TO ACCESS: Research Monograph No. 41, July, 2010.

Edet, I. P. (2008) Parent and Teachers Perception of Vocational Guidance in Secondary School in Calabar Metropolis – Calabar Cross River State . An Unpublished Post Guidance Diploma Thesis University of Calabar, Calabar.

Ejionueme, L. K. (2010) Management of Student Personnel Services in Federal and State Universities. Unpublished Ph.D thesis, Department of Educational Foundation, University of Nigeria, Nsuka.

Elley, W. B., (1991) *"Acquiring Literacy in a Second Language: The Effect of Book – Based Programs",* Language Learning, Pp. 41, 375 – 411.

Enyi, D. (2003) Theories in Educational Administration in T.O. Mgbodile (Ed). Fundamentals in Educational Administration and Planning. Enugu: Magnet Business Enterprises.

Ezeocha, P.A. (1992) Educational Mangement and Supervision, Owerri: New African Publishing Company.

Ezukwu, O. (1999) Issues in Hostel Accommodation in the Nigeria Tertiary Institution. Unpublished MED. Project University of Nigeria.

Federal Ministry of Education (2006) Implementation Guideline on National School Health Program.

Flegal, K. M., Carroll, M. D., Ogeden, C. I., & Curtin, L. R., (2010) Prevalence and Trends in Obesity Among US Adults, 1999 – 2008. JAMA: The Journal of the American Medical Association, Vol. 303, (3), Pp. 235 – 241.

Fryer, G. E. & Igoe, J.B. (1996) Functions of School Nurses and Health Assistants in US School Health Programs, *Journal of School Health, 66, (2)*: 55-58.

Fullan, M. (2003) What's Worth Fighting for in the Principalship? ($2^{nd\ ed}$), Toronto Elementary Teachers Federation of Ontanio, New York, Teacher College Press.

Gao, Q. (2009) Statistical Analysis of Public Service Satisfaction Factor-Taking Students, Dining hall Universities as on Example. Soft SCIENCE, 23:82-84.

Garland, P. H., (1985) *Serving more than Students: A Critical Need for College Student Personnel Services*. (ASHE – ERIC Higher Education Report (7), Washington, DC: ASHE.

George, A. (2011) The School Library in a Megacity Setting: The case of Lagos State . Gateway J.14 (1). 76-86.

Gera, R. (2011) Modeling the Service Antecedents of Favorable and Unfavorable Behavior intentions in Life Insurance Service in India. An SEM Study. *International Journal of Quality and Service Science, 3 (2),* 2011, Pp.225-242.

Gettinger, S., (2002) Effective Study Skills and Academic Performance. Retrieved on 30th June, 2016 from http//www.tempaperwarehouse.com/essav-on/effective-study-skills-Academic-pe.

Gilbert, F. J. (2011) *Management of student hostel Accommodation problem in federal college of Education in south Eastern Nigeria*. Department of educational foundation university of Nigeria, Nsuka.

Gronroos, C. (1990) Service Management: A Management Focus for Service Completion. *International Journal of Service Industry Management, 1 (1)*. Pp. 6-14.

Hansen, K., Leary, S., Joinson, C., Ness, A., & Micheal, H. (2010) Children of the 21stCentury: the First Five Years. UK Millennium Cohort Study Series, 2.Bristol: Policy Press.

Hasnain, Q- (2004) Educational Guidance. New delhi: Anmol Publication.

Hawkridge, D., Jaworski, I., & Mcmohon, H., (1990) *Computers in Third World Schools*. London: Macmillan.

Herrmann, A., Xia, I., Monroe, K. B., & Huber, F., (2007)"The Influence of Price Fairness on Customer Satisfaction" Journal of Product & Brand Management, Vol. 16, (1), Pp. 49 – 58.

Higham, Norman, (1980) *The Library in the University: Observations on a Service*. London: Andre Deutsch.

Hornby, A. (2000) *Advanced Learners Dictionary of Current English*. Oxford: Oxford University Press.

Hunt, F. (2008) *Dropping Out from Schools: A Cross Country Review literature.* CREATE PATHWAYS TO ACCESS: Research Monograph. No.16, May 2008. www.droppingout of school. Pdf-Adobe reader (accessed on 13/06/2016).

Hussain, Akhtar; & Abdulkhail, Abdulwahab, M., (2013) Determinants of Library Use, Collections and Services Among the Students of Engineering: A Case Study of King Sand University, Collection Building, 32 (3), 100 – 110.

Hwang, I., Eves, A., & Desombre, T., (2003) "Gap Analysis of Patient Meal Service Perception*", International of Health Care Quality Assurance*, Vol. 16. (9), Pp. 143 – 153.

Igoe, J. & compos, E. (1991) Report on a National Survey of School Nurse Supervisors, School Nurse, 7, (2): 8-10,12,14,16,18, 20.

Igoe, J. & Giordano, B. (1992) *Expanding school Health service to serve families in the 21st century*, Washington, D.C.: American Nurses Publishing.

Ikem, J, E., & Ajala, E. E. (2004) Some Development in Information Technology at the Kenneth Dike library, in Fayose P. O., & Nwalo K. I. N. (Eds). Information Technology in library and Information Science in Education in Nigeria, Ibadan: NALISE.27-28.

International Federation of library Association (2009) The school library in teaching and learning for all. Retrieved, on 30th June, from: http:"/archive.ifla.org.

Johnson, M. P., Lubker, B. B., & fowler, G. (1988) Teacher need Assessment for the Educational Management of Children with Chronic Illnesses, *Journal of School Health., 58, (6):* 232-235.

Khan, S., & Bhatti, R. (2012) Application of Social Media in Marketing of Library and Information Services: A Case Study from Pakistan. Webology, 9 (1).

Kim, W. G., & Kim, H. B., (2004) "Measuring Customer Based Restaurant Brand Equity", Cornell Hotel & Restaurant *Administration Quarterly*, Vol. 45, (2), Pp. 115 – 13

Kiprop, C. (2012) Approaches to Management of Discipline in Secondary School in KENYA. *International Journal of Research in Management, Issue 2, Vol.2* (June-2016).

Kirui, R., Mbugua, Z., & Sang, A., (2011) Challenges Facing Head Teachers in Security Management in Public Secondary Schools in Kisii County in Kenya. *International Journal of Humanities and Social Science, Vol. 1 (15).*

Kolo, F. D. (1992) Guidance and Counseling in Perspective. Zaria, Stevano Printing Press.

Krashen, S. (1999) "Bridging Inequality with Books", Educational Leadership, 18 – 22.

Krejcie, R. V., & Morgan, D. W., (1970) Determining Sample Size for Research Activities. Emmitsburg, MD: National Emergency Training Centre.

Kumar, sunil. K. (1994) Higher Secondary School Education and School Libraries in Kerala. Role of Libraries in Education. Ed. G. Devrajan, Beacon Book, New Delhi. Pp. 101-119.

Law, A. K. Y., Hui, Y. V., & Zhao, X., (2004) "Modelling Repurchase Frequency and Customer Satisfaction for Fast Food Outlets", *International Journal of Quality & Reliability Management, Vol. 21.(5),* Pp. 545 – 563.

Li, G. (2008) Difficulties Facing University Catering Service Work and Responses. Science and Technology Information, 14:72-73.

Lovelock, C., & Wirt, J. (2007) Service Marketing: People, Technology, Strategy (6th Ed), PEARSON Prentice hall, New Jersey.

Ma, L., (2009) Factor Influencing Dining in Dining Hall on Contemporary Student and Responses. Science and Technology Information, 3: 554-555.

Marrow, I. M., & Smith, J., (1991) *"The Effects of Group Setting on Interactive Story Books Reading",* Reading Research Quarterly, 25, Pp. 89 – 107.

Martin – Consuegra, D. Molina, A., & Esteban, A. (2007) An Integrated Model of Price, Satisfaction and loralty: *An Empirical Analysis of the Services sector' Journal of Product and Brand Management. Vol.16 (7)* p. 459-468.

Matsoga, J. (2003) *Crime and School Violence in Botswana Secondary School Education:* The case of Moeding Senior Secondary School. Ohio University: Faculty of the College of Education Dissertation (unpublished), [http:letted.ochiolink. edu/send.

Mboto, M. (2000) Management: Industrial Financial Consultant. Calabar: Urise Printers.

McQuillian, J., & Conde, G., (1998) "The Condition of Flow in Reading: Two Studies of Optimal Experience", *Reading Psychology*, 17, 109 – 135.

Medlen, P., (2012) Schools Face more Challenges than Ever Before. ABC News.

Melhem, Khalid, (2003) School Principals Roles, Science House, Cairo.

Mgbodile, T.O. (2003) Fundamental in Educational Administration and Planning. Enugu: Magnet Business Enterprises.

Ministry of Education (2004) Notification Issued by the General office of the Ministry of Education About the Undergraduate Teaching Assessment Plan of the Universities and Colleges with General Education (Trial Implementation). International Documentation, issue 21: 1-11.

Mnyaka, N., (2006) Exploring the Promotion of Safe Schools to the Eastern Cape: A Who School Approach. University of South Africa. Dissertation (Unpublished).

Mutie, E. K., & Ndambuki, P. (1999) *Guidance and Counseling for Schools and Colleges.* Nairobi: Oxford University Press (E. Africa).

Namkung, Y., Jang, S., (2009) "Are Highly Satisfied Restaurant Customers Really Different?" *International Journal of Contemporary Hospitality Management*, Vol. 20, (2), Pp. 142 – 155.

National Policy on Education, (2004) 4th Edition Lagos: NERDC Press.

Nayalk, A. K. (2004). Guidance Service in school . New delhi: Dominant Publisher.

Ngesu, L., Ndiku, J., & Masese, A. (2008) *Drug Dependence and Abuse in Kenya Secondary Schools: Strategies for Intervention*. Educational Research and Review, Vol. 3 (10), Pp. 300 – 308. October, 2012

Nimako, S. G. (2012) Linking Qualify, Satisfaction and Behaviour Intentions in Ghana's Mobile Telecommunication Industry, European Journal of Business Management, 4 (7), 1-17.

Norhati, I., & Hafisah, F., (2003*) "Information Setting for Learning on Campus: Usage and Preference", Procedia – Social and Behavioural Sciences.* Vol. 105. (2013), Pp. 344 – 351.

Normann, R. (1991) Service Management: and Leadership in Service Business, 2rd, ed, john Wiley, Chichester.

Nwagwu, N. A., (1997) Primary School Administration, Lagos: Macmillan Publisher.

Nwanna, O., (1981) Introduction to Education Research. Ibadan: Heinemann Education Books.

Odo, M. E., (2005) The Problem of Indiscipline in Nigerian Schools.In the *Journal of Nigeria Principals.*

Ogbum, W. F. (1979) *Technology as Environment in Burk, J. G. and Eakinm, M. C. (eds.) Technology and Change. San Francisco*: Boyd & Fraser Publishing Co.

Ogunbote, K. O. &, Odunewu, A. O. (2008) School library and utilization in Ijubu North local Government Area of Ogun State, Nigeria. Niger school libr. j. 7: 42-57.

Ogwu, T. N., & Ayabiogbe, C. I., (2010) School Health Services in Public and Private Senior Secondary School in Kogi State. Nigerian Journal of Health Education, 14 (1). 232 – 247. National School Health Policy; Federal Ministry of Education, Nigeria. Pp. 26.

Ojo, R. A., & Akande, S. O. (2005) Student Access, Usage and Awareness of Electronic Information Resource at the University College Hospital library, U, I. Ibadan, Lagos *journal of library & Information Science 3 (1):* 10-24.

Okeke, C.N., (2002) Strategies for Improving Student Personnel Services Administration in Onitsa Education Zone of Anambra State. Unpublished M.ED Project, Educational Foundation, University of Nigeria, Nsuka.

Okobiah, O. C., & Okorodudu, R. I., (2004) Concepts of Guidance and Counseling. In *Issues, Concepts Theories and Techniques of Guidance and Counseling*. Benin City: Ethiopia Publishing Corp.

Okonkwo, C. O., (2011) Impact of Principal Leadership Style on the Management of Secondary School in Sokoto Metropolis, an Unpublished Master Thesis in Ahmadu Bello University, Zaria.

Okoye, N. Adejumo, D., & Achebe, C, (2000) Fundamentals of Guidance and Counseling. Ibadan. Oyo State Mill Ltd.

Olayinka, M. S. (1999) *Guidance and Counseling Nigeria Schools.* Ikeja Literamed Publication Limited.

Olotuah, A. (2001) Low Income Workers Housing Intervention by the Public Sector. *International Journal of Economic and Development Issues.*

Omekwu, C. O. (2001) *Managing Information and Technology in the Knowledge age: Presenting Agenda for Librarians of Developing Economies in: Libraries and Librarians: Making a Difference in the Knowledge age:* A Compendium of Papers Presented at the 39th National Conference and AGM.

Omu, M. (2006) Management of Physical Facilities and Equipment in Secondary Schools Cross River State, Unpublished Ph.D Thesis Educational Foundations, UNN.

Onyegiri, P. (2004) Private-Public Partnership in the Provision of Student' Hostel Accommodation in the Polytechnic. An unpublished Master Project, University of Nigeria.

Orhungur, M. M. (1997) counseling A panacea for a hurting world: Implication for counselor education and Training. Makurdi Benue State University Press.

Oziako, A. N. (2014) *Implementation of Student Personnel Services in Federal and State College of Education in South – East Nigeria*. Published Ph.D Seminar Presentation to the Department of Educational Foundation University of Nigeria Nsuka.

Ozioko, J. (1997) Environmental Psychology. Enugu: Sunny Pat Prints, Nigeria.

Peters, R. S., (1996). *Group Dynamic: The Psychology of Small Group Behaviour*. New York: McGraw Hill.

Poturak, M. (2014) "Private Universities Services Quality and Students Satisfaction". *Global Business and Economics Research Journal,* 3 (2), 33 – 49.

Quin, H., & Prybutok, V. R., (2009) "Service Quality, Customer Satisfaction, and Behavioural Intention in Fast – Food Restaurants", *International Journal of Quality and Services,* Vol. 1. (1), Pp. 78 – 95.

Roman, S., & Chinniah, S., (2011) *"An Investigation on Higher Learning Students Satisfaction on Food Services at University Cafeteria",* Proceeding Paper at the 5th International Conference of Asian Academy of Applied Business, Cambodia.

Ruto, S. (2009) Sexual Abuse of Secondary School age Children: Evidence from Kenya: CICE Hiroshima University, *Journal of International co-operation in Education, Vol. 12 (1) (2009)* P. 171-186. [www.sexualabuseofschoolage.pdf-Adube_Reader. (accessed on 13/06/2016].

Sambo, A. A., (2008) *Research Method in Education*, Ibadan Strilling Horda Publish Nigeria Limited.

Shaheed, M. Danamalar, A, & Kanagasabai, C. (2007) Information Source Preference for Project work by Primary School Student. Library review. 56 (1), 24-33.

Shenton, Andrew K. & Johnson, A. (2007) Pupil use of a School Internet Library page. Aslib Proceedings. 59 (6).12-2w7.

Shephard, J. R. (2008) 'Physical Education, School Physical activity, School Sport and Academic Performance' in International *Journal of Behavioural Nutrition and physical activity, Vol. 5 (10).*

Singh, A., Leary, S., Joinson, C., & Ness, A. (2012) '*Physical Activity and Performance at School: A Systematic Review of the Literature; Archives of Pediatrics and Adolescent Medicine*, 166 (1), Pp. 49-55.

Stead, R. & Nevelle, M. (2010*) The Impact of Physical Education and Sport on Education Outcomes:* A Review of Literature Lough borough: Institute of Youth Sport.

Stephens, I. (2010) Helping Your Child Succeed In School iv: Successful Study. Retrieved on 30th June, 2016 from wwwss, apacenter .com/….Succeed-in School-v.get.

Story, M., Kaphingst, K. M., Robinson – O 'Brien, R. & Glanz, K., (2008) Creating Healthy Food and Eating Environments: Policy and Environmental Approaches. Annual Review of Public, Vol. 29. (1), Pp. 253 – 272.

Sungtong, E. (2007) Leadership Challenges Public Secondary School Principals in the Era of Education Reform and Culture Unrest in Border Provinces of Southern Thailand. Faculty of the Graduate School at the University of Missouri-Columbia: Thesis (Unpublished).

Tuckman, B. R., (1988) Conducting Educational Research: Third Edition. Florida State University London. Havcout Brace Jovanouicih.

Ubana, A. N., (2008) Attitude of Secondary School Students Towards Guidance and Counseling Services in Yakurr Local government area in cross river state. An unpublished B.Ed Thesis, Cross River University of Technology Calabar.

Udoh, C. O., Ajala, J. A., Fawole, J. O., Okafor, C., Nwana, O., & Obayan, (2000) Fundamental Health Education, Ibadan, Heineman Educational Books Nigeria Limited.

Ugomma. E. Ochai, G. O. & Obasi, S. N. (2014) Management of student personnel service in Nigeria University through the Application of Information and Communication Technology in North Central zone of Nigeria *Journal of Research & Method in Education. Vol. 4, (1)* Pp 53-59.

Ukeje, B. (1992) Educational Administration. Enugu: Fourth Dimension Publishers Limited.

Ukeje, B. (2000) Universal Basic Education in Nigeria: Logistics and Implementation Strategies. *The Nigerian Universal Basic Education Journal.*

Ukeje, B.O. (2002) Educational Administrational Enugu: Fourth Dimension Publishing Co Ltd

United Nation for Educational Scientific and Cultural Organisation, (2000) Guidance (Module1), France: Agzi Communication.

Vernon, R. (2001) Knowing where you are going: Information System for Agricultural Research Management. The Hague: International Service for National Agricultural Research.

Vishala, B. K., & Bhandi, M. K., (2009) Advantages and Disadvantages of E-Journals as Perceived by the Academicians of Universities of Karnataka: A Survey Report, SRELS *Journal of Information Management, 46 (3), 229 – 238.*

Webster, R. S., (2012) "Challenging Student Satisfaction with Asynchronous Electronic Learning System". Assessed from www.sciencedirect.com.

Weihrich, H. (2008) Management. A Global and Entrepreneurial Perspective. Twelfth Edition, McGraw- Hill, New Delhi.

Williamson, J. (2010) Five tips for Breaking bad Study Habits. Retrieved 20th June,2016 from http:/www.distance education .org/Article/five-tips-for-breaking-bad-study habits.

Wojcicki, J. M. Heyman, M. B. (2006) *Healthier Choice and Increased Participation in a middle School lunch Program: Effects of Nutrition Policy change in San Francisco. American Journal of Public Health, 96. (9*), 1542-1547.

World Health Organisation, (WHO), (1948) Official Records of the World Health Organisation.

World Health Organization (2011) Global Recommendations on Physical Activity for Health: 5-17 year old. [Online] Available at :www.who.int/diet_physical-activity/physical-Activity-Recommendation-5-17 years. pdf..

Xiao, J. G. (2008) Analysis of Campus Foodservice Management for Constructing a Harmonious University. Contemporary, 4: 25-26.

Ye, W. GAO, Y. Yin, Z. & Lin, J. J. (2006) *Investigation into Nutrition of College Students and Attitudes towards Food Safety Knowledge in Guangzhou*. Chinese Journal of School Health, 10:847-848.

Yebo, O.K., (1996) Administration of Student Services at University of Science and Technology; *Journal of the University of Science and Technology (Just)- vol*. 16 (182).

Young, S. J., Rose, C. M., & Barcelona, R. J., (2003) Perceived Constraints by College Students to Participation in Campus Recreational Sports Programs. *NIRSA Journal, 27 (2), 47.*

APPENDIX I

QUESTIONNAIRE ON ASSESSMENT OF *PRINCIPALS'* ROLE ON STUDENTS' SERVICE DELIVERY IN SECONDARY SCHOOLS IN ABUJA MUNICIPAL AREA COUNCIL, ABUJA NIGERIA

Section A: Personal Data

1. **Status:** (a) Principal: ( ) (b) Teachers ( ) (c) Students: ( )
2. **Years of Experience:** (a) 1-5 yrs. ( ) (b) 6-10 yrs., ( ) (c) 11 yrs. and above ( ).
3. **Educational Qualification:** ND ( ) NCE ( ) HND ( ) BA.ED ( ) B.ED ( )

Instruction: Please using the response options the extent the following students' services are available.

Key:

Strongly Agree. (SA)
Agree (A)
Undecided (UD)
Disagree (D)
Strong Disagree. (SD)

Section B: Respondents' Opinion on Principals' Role on Students' Health care Service Delivery in Secondary Schools

S/No	Statement	SA	A	UD	D	SD
1	Principal provides healthcare centre in the school.					
2	Principal ensures qualified nurses are in the school health care centre.					
3	Principal insists students medical records are properly checked into the school.					
4	Students first-aid boxes are replenish and supervised by the principal.					
5	Principal inform parents on the need of referring students to secondary health care centre for proper medical attention.					
6	Principal instructs students to visit school health care centre whenever they are sick.					
7	Instruction is given to students by the principal to carry out weekly sanitation.					
8	Principal allows non-governmental organization to enlighten the students on healthcare preventive measures.					

Section C: Respondents' Opinion on Principals' Role on Students' Guidance and Counseling Service Delivery in Secondary Schools

S/No	Statement	SA	A	UD	D	SD
1	Guidance and counseling interaction provided by the principal identify students' academic weak area.					
2	Principal ensures guidance and counseling services evaluate students' experiences in relation to their level of maturation.					
3	Principal instructs students to check guidance and counseling services in making career choice.					
4	Principal instructs counselor to identify students with academic challenges for proper counseling.					
5	Principal instructs the school counselors to organize orientation / re-orientation for students to adapt to the school environment.					
6	Principal recommends students with special abilities for proper counseling on talent development.					
7	Principal encourages students to avail themselves opportunities to interact with counselor and get useful information.					
8	The counselor / students relationship is fully supported by the school principal.					

Section D: Respondents' Opinion on Principals' Role on Students' Recreational Service Delivery in Secondary Schools

S/NO	Statement	SA	A	UD	D	SD
1	Principal provides sport wears for students in the school.					
2	Principal ensures that recreational avenues are free of sharp and dangerous objects.					
3	The participation of students in field and tract events is largely encouraged by the principal.					
4	Principal helps to promote safety measures on students' recreational grounds.					
5	Inter-house sport competition organized by the school principal helps to develop students' physical fitness.					
6	Principal caries out regular maintenance on students' sport facilities.					
7	Principal ensures that first-aid teams are on ground during sport activities.					
8	Principal instructs physical education teachers to acquaint students with brain-storming games for mental development.					

Section E: Respondents' Opinion on Principals' Role on Students' Hostel Accommodation Service Delivery in Secondary Schools

S/NO	Statement	SA	A	UD	D	SD
1	Principal ensures that students' hostel accommodation is properly bed spaced					
2	Rules and regulations guiding students' hostel accommodation are provided by the principal.					
3	Principal ensures power, water supply to the students' hostel is regular					
4	Adequate lobbying space is created by the principal for students' easy movement.					
5	Weekly hostel inspection is carried out by the principal to ensure cleanliness of students' hostel.					
6	Principal replaces dead bulbs, broken windows, doors and ceiling in the students' hostel.					
7	Principal ensures that security personnel are present in the students' hostel.					
8	Principal ensures that ventilated areas of students' hostel are not blocked by the students' activities.					

Section F: Respondents' Opinion on Principals' Role on Students' Library/ICT Service Delivery in Secondary Schools

S/NO	Statement	SA	A	UD	D	SD
1	Computer systems provided by the principal provide students with ICT knowledge.					
2	Principal organizes orientation to acquaint the students with library usage.					
3	Principal ensures that the use of library is included in the school time- table.					
4	Principal ensures that students' library is equipped with valuable and resourceful textbooks.					
5	Principal ensures that students' library is equipped with internet services.					
6	Principal provides adequate seats in the students' library.					
7	Principal ensures cooling system is provided in the students' library.					
8	Principal ensures that the school time table is structured to give students adequate time to research in the library					

Section G: Respondents' Opinion on Principals' Role on Students' Security Service Delivery in Secondary Schools

S/NO	Statement	SA	A	UD	D	SD
1	Principal set up anti- cultism team in the school to checkmate students.					
2	Principal ensures students are closely monitored to prevent them from drug addiction.					
3	Principal provides modern security gadget to assist security personnel to protect the students.					
4	Principal provides perimeter fencing of the school to prevent external invasion / intruders.					
5	Principal ensures a consistent check in and out of students and visitors in the school.					
6	Emergency dedicated security lines are provided by the principal to ensure easy response					
7	Principal involves security personnel in screening and monitoring of students during examination.					
8	Principal provides the resources for the security unit to produce students' identification cards.					

Section H: Respondents' Opinion on Principals' Role on Students' Cafeteria Service Delivery in Secondary Schools

S/NO	Statement	SA	A	UD	D	SD
1	Principal ensures cafeteria services provide students with options / varieties of meals.					
2	Principal pays attention to the standard of hygiene in the students' cafeteria.					
3	Principal ensures students get value for their money in the services rendered by cafeteria.					
4	Principal provides seats, light and music to ensure students satisfaction.					
5	Principal ensures food sold to students meet the required balance diet.					
6	Principal pays attention to ventilation in the students' cafeteria.					
7	Principal ensures that students patronize school cafeteria.					
8	Principal ensures price fair is within the reach of the students.					

APPENDIX 2

Distribution of Schools by Zones, Teachers and Students Enrolment

Zone 1 Airport Road

S/No	Schools	Teachers' No	Students' No
1	Airport GSS	39	625
2	Lugbe GSS	77	1608
3	Kabusha GSS	31	519

Zone 2 City Centre

4	Apo GSS	68	933
5	Asokoro ADSS	59	509
6	Garki GSS	80	1488
7	Maitama MSS	77	736
8	Maitama ADSS	440	52
9	Tudu Wada GSS	70	520
10	Wuse GSS	87	682
11	Wuse 11 GDSS	63	635
12	Mabuchi GSS	36	573

Zone 3 Gwagwa Karimo

13	Gwagwa GSS	58	1149
14	Gwaripa GSS	94	1470
15	Jabi GSS	62	778
16	Jiwa GSS	59	1163

Zone 4 Karshi

17	Karshi GSS	116	1527
18	Jikwoyi GSS	39	1436

Zone 5 Nyanya

19	Nyanya GSS	96	1570
20	Karu GDSS	94	985
21	Karu GSS	119	1900
	TOTAL:	1,476	21,252

APPENDIX 3

Required
Sample
Size+
I.e Research Advisors

Population Size	Confidence= 95.0% Curacy/Margin of Error				Confidence= 95.0% Degree of Accuracy/Margin of Error			
	0.05	0.0 35	0.025	0.01	0.05	0.035	0.02	0.01
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
198	131	158	175	194	153	173	184	196
264	157	198	225	257	189	221	240	260
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
559	228	327	410	528	304	396	462	541
639	240	352	452	559	326	434	515	615
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
900	269	419	568	823	382	541	672	854
1,000	278	440	606	906	399	575	727	943
1,125	287	462	450	1007	418	615	790	1054
1,500	306	515	759	1297	460	712	959	1376
1,987	322	562	867	1647	498	806	1137	1775
2,500	333	597	952	1984	524	879	1288	2173
3,800	350	653	1102	2774	567	1005	1580	3158
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
11,404	372	734	1354	5214	627	1210	2153	6758
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
264,000,000	384	784	1537	9603	663	1354	2654	16586

+ Copyright. The Research Advisors (2005), All right reserved.
The recommended sample size for a given population size, level of confidence,