

**EFFECTS OF MISMANAGEMENT OF SERVICE DELIVERY ON
THE WELFARE OF STUDENTS IN BOARDING SECONDARY
SCHOOLS IN JIGAWA STATE, NIGERIA**

BY

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**BEING A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
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DECLARATION

I declare that this thesis is a product of an original work carried out by me. It has not been presented for the award of any Degree or other related certificate in any university or institution of learning in Nigeria or elsewhere. The ideas, observations, comments, suggestions and expressions herein represent my own convictions, except quotations; which have been acknowledged in accordance with conventional academic tradition.

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CERTIFICATION

This thesis titled Effects of Mismanagement of Service Delivery on the Management of Students' Welfare in Boarding Secondary Schools in Jigawa State, by Galadima, Habu Gumel (Med/Educ/6929/2009-10) has been read and approved as meeting the requirements for the award of Masters of Education Degree in Educational Administration at the Ahmadu Bello University Zaria, Nigeria.

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DEDICATION

This work is dedicated to my parents; Alhaji Usman Muhammad 1 (Late), Fatima Abubakar, and my dear Uncle Alhaji Hashim Muhammad I for their immeasurable support throughout my life. May Allah reward them abundantly, Ameen.

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ABSTRACT

The study is on the effects of mismanagement of service delivery on the welfare of students in boarding secondary schools in Jigawa state. The objective of the study is to ascertain the effects of mismanagement on students' feeding, water supply, health, accommodation, power supply and safety/security in boarding secondary schools in Jigawa state. The study is descriptive by design in which structured questionnaire was used to collect the relevant data from respondents. The population of the study comprised of 30 boarding secondary schools in Jigawa state, the teachers, students, and the principals of the schools. A stratified random sampling technique was used in drawing the samples from the population. Thus, 10 out of 30 boarding secondary schools in the state were used as the sample of the study. The respondents sample comprised of the 10 principals and 3 academic staff each of the sampled schools. Results from the study showed that mismanagement has negative implications as far students' welfare is concerned. It indicated that mismanagement as an indisciplinary problem affects students feeding, water supply, health, accommodation, power supply and safety in their school life in unpleasant manner that makes school life uncomfortable. The 6 hypotheses tested also indicated no significant difference in the opinions of the respondents i.e. principals and teachers on the questionnaire items on effects of mismanagement on the above mentioned students welfare aspects. Some major findings of the research showed that mismanagement practices such as students' lack of orderliness at food collection points, inconsistency in keeping to food timings, students' poor food practices and abuse impact negatively on students' feeding services; in addition, students' mishandling/misuse of water facilities and power failure were identified as impediments to effective water supply to students in boarding schools in Jigawa state. Based on the findings the researcher recommends the following; Feeding as part of both staff and students welfare services are of paramount importance in the management of schools thus; government and school managers should maintain the adequate and qualitative food supply and distribution to students, guarding against any form of mismanagement from any quarter; adequate provision of water supply aids in effective management of an organization. Therefore, government and school managers should ensure adequate supply of portable drinking water through improving power supply and alternative sources of water facilities in schools. In addition, school managers should guard against students misuse of water facilities among others.

TABLE OF CONTENT

Cover page.....	i
Declaration.....	ii
Certification.....	iii
Dedication.....	iv
Acknowledgements.....	v
Abstract.....	vii
Table of content.....	viii
List of Tables.....	xii
Definition of terms and abbreviations.....	xiv
List of figures-----	xv

CHAPTER ONE

1.1 Background to the study	1
1.2 Statement of the problem.....	7
1.3 Objectives of the study	11
1.4 Research questions	12
1.5 Research Hypotheses.....	13
1.6 Basic assumptions of the study.....	14
1.7 Significance of the Study	14
1.8 Scope of the Study	15

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction.....	17
2.2 Conceptual framework.....	17
2.2.1 Mismanagement.....	18
2.2.2. Types of Mismanagement.....	18
2.2.3 Causes of Mismanagement	20
2.2.4 Meaning of Service	21
2.2.5 Meaning of Welfare	23
2.2.6 Concept of Education	23
2.2.7 Secondary Education	25
2.2.8 School Management.....	26

2.2.9	School Management as a Collective Responsibility.....	27
2.2.10	Management Functions of the School Head	27
2.3.1	Students' Welfare Services	30
2.3.2	Abraham Maslow Theory of Motivation	31
2.3.3	Purpose of Students' Welfare Services	34
2.4	Effects of Mismanagement of Service Delivery on Students' Feeding in Boarding Secondary Schools in Jigawa State	34
2.4.1	Consequences of Mismanagement on Students' Feeding in the School	34
2.5	Effects of Mismanagement of Service Delivery on Students' Water Supply in Boarding Secondary Schools in Jigawa State	35
2.5.1	Consequences of Mismanagement on Students' Water Supply in the School	37
2.6	Effects of Mismanagement of Service Delivery on Students' Health in Boarding Secondary Schools in Jigawa State	37
2.6.1	Consequences of Mismanagement on Students' Health in the School	39
2.7	Effects of Mismanagement of Service Delivery on Students' Accommodation in Boarding Secondary Schools in Jigawa State	39
2.7.1	Consequences of Mismanagement on Students' Accommodation in the School	41
2.8	Effects of Mismanagement of Service Delivery on Students' Power/Electricity Services in Boarding Secondary Schools in Jigawa State	41
2.8.1	Consequences of Mismanagement on Students' Feeding in the School	43
2.9	Effects of Mismanagement of Service Delivery on Students' Security and safety in Boarding Secondary Schools in Jigawa State	43
2.9.1	Consequences of Mismanagement on Students' Security in the School	44
2.10	Discipline	45
2.10.1	Discipline in the School System.....	46
2.10.2	Importance of Discipline in School	47
2.10.3	Indiscipline.....	48
2.10.4	Indisciplinary Behaviours among Students in Schools	49
2.10.5	Types of Indiscipline in Schools	50

2.10.6 Causes of Students' Indisciplinary Problems	51
2.10.7 Anti-Social Behaviour	55
2.10.8 Behaviour	56
2.10.9 Patterns of Antisocial Behaviours	57
2.11 Empirical Studies.....	59
2.12 Summary	62

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction	63
3.2 Research Design	63
3.3 Population of the Study	64
3.4 Sample and Sampling Procedure,	66
3.5 Instrumentation	68
3.6 Validity of the Instrument.....	68
3.7 Pilot Study	69
3.8 Reliability of the Instrument	70
3.9 Administration of the Instrument.....	70
3.10 Method of Data Analysis	70

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.1 Introduction	72
4.2 Presentation of Demographic Data.....	73
4.3 Opinions of Respondents on the Effects of Mismanagement of Service Delivery on the Welfare of Students in Boarding Secondary Schools in Jigawa State.....	77
4.3.1 Opinions of Respondents on the effects of Mismanagement of Service Delivery on students' Feeding in Boarding Secondary Schools in Jigawa state.....	77
4.3.2 Opinions of Respondents on the effects of Mismanagement of Service Delivery on students' Water supply in Boarding Secondary Schools in Jigawa state.....	82

4.3.3	Opinions of Respondents on the effects of Mismanagement of Service Delivery on students' Health in Boarding Secondary Schools in Jigawa state.....	87
4.3.4	Opinions of Respondents on the effects of Mismanagement of Service Delivery on Students' Accommodation in Boarding Secondary Schools in Jigawa state.....	92
4.3.5	Opinions of Respondents on the effects of Mismanagement of Service Delivery on Power/Electricity services in Boarding Schools in Jigawa state.....	97
4.3.6	Opinions of Respondents on the effects of Mismanagement of Service Delivery on Students' Safety in Boarding Secondary Schools in Jigawa state.....	101
4.4	Hypotheses Testing	105
4.5	Major Findings	112
4.6	Discussion of the Findings	113
CHAPTER FIVE:SUMMARY,CONCLUSION AND RECOMMENDATION		
5.1	Introduction.....	116
5.2	Summary.....	116
5.3	Conclusion.....	117
5.4	Recommendations.....	119
5.5	Suggestions for Further Reading.....	120
	<i>References</i>	<i>121</i>
	<i>Appendix</i>	<i>129</i>

LIST OF TABLES

Table 3.1	Population of Boarding Secondary Schools	65
Table 3.2	Summary of schools by Zones	66
Table 3.3	List of Sampled Schools	67
Table 4.4	Category of Respondents	73
Table 4.5:	Gender of Respondents	73
Table 4.6:	Distribution of Respondents by Control Unit	74
Table 4.7:	Types of Schools	75
Table 4.8:	Qualifications of Respondents	75
Table 4.9:	Work Experience of Respondents	76
Table 4.10:	Opinions of Respondents on Effects of Mismanagement of service delivery on students' feeding in Boarding secondary schools in Jigawa state.....	79
Table 4.11:	Opinions of Respondents on Effects of Mismanagement of service delivery on students' water supply in Boarding secondary schools in Jigawa state.....	84
Table 4.12:	Opinions of Respondents on Effects of Mismanagement of service delivery on students' health in Boarding secondary schools in Jigawa state.....	89
Table 4.13:	Opinions of Respondents on Effects of Mismanagement of service delivery on students' accommodation in Boarding secondary schools in Jigawa state.....	94
Table 4.14:	Opinions of Respondents on Effects of Mismanagement of service delivery on power supply in Boarding secondary schools in Jigawa state.....	98
Table 4.15:	Opinions of Respondents on Effects of Mismanagement of service delivery on students' safety in Boarding secondary schools in Jigawa state.....	102

Table 4.16	t-test showing no significant difference in the opinions of principals and teachers on the effects of mismanagement of Services Delivery on students' Feeding in Boarding secondary schools in Jigawa state.....	106
Table 4.17:	t-test showing no significant difference in the opinions of principals and teachers on the effects of mismanagement of Services Delivery on students' water services in Boarding secondary schools in Jigawa state.....	107
Table 4.18	t-test showing no significant difference in the opinions of principals and teachers on the effects of mismanagement of Services Delivery on students' Health in Boarding in Jigawa state.....	108
Table 4.19:	t-test showing no significant difference in the opinions of principals and teachers on the effects of mismanagement of Services Delivery on students' Accommodation in boarding secondaryschools in Jigawa state.....	108
Table 4.20	t-test showing no significant difference in the opinions of principals and teachers on the effects of mismanagement of Service Delivery on students' Power/Electrical supply in Boarding econdary schools in Jigawa state.....	109
Table 4.21:	t-test showing no significant difference in the opinions of principals and teachers on the effects of mismanagement of Services Delivery on students' Safety in Boarding secondary schools in Jigawa state.....	110
Table 4.22	Summary of Hypotheses	111

DEFINITION OF TERMS AND ABBREVIATIONS

Mismanagement:	Is an act of managing something badly
Anti-social Behaviour:	Antisocial behaviour involves "recurring violations of socially prescribed patterns of behaviour"
MOEST:	Ministry of Education, Science & Technology
STEB:	Science & Technical Education Board
IEB:	Islamic Education Bureau
NPE:	National Policy on Education
UNESCO:	United Nations Educational, Scientific & Cultural Organisation
WHO:	World Health Organization
UNICEF:	United Nations Children' Funds
NTI:	National Teachers Institute
ASUU:	Academic Staff Union of Universities

LIST OF FIGURES

Figure 2.1: Abraham Maslow's Hierarchy of Human Needs.....	33
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CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is widely believed to be a tool of development. It is seen as a means of developing an individual, the society and nations. Education is a veritable tool for social change, national integration and development (National Teachers Institute, 2011). It is considered as one of the most essential basic services to be provided by government and even concerned well-to-do individuals. For this undisputable reason, nations are investing a lot of resources in educating their citizens. Nigeria, like other countries of the world, acknowledges that education is a vital tool for achieving national development. Consequently, she has joined other nations in their march towards worthwhile educational investments and reforms (Ebelechukwu in NTI, 2011).

For this reason Nigeria like other comity of nations, believes in functional education as a means of achieving its national goals and hence invests heavily on the sector with a view to reap the benefits therein. But it is believed that the achievement of this objective can only be possible if all efforts are put in place properly. By this; it is meant all stakeholders discharge their assigned responsibilities with all seriousness; among which include purposeful and competent school management. The school managers provide leadership in coordinating and directing human and material resources to ensure achievement of learning objectives. It is necessary for school heads to know how to manage school effectively and efficiently in order to improve the quality of teaching and learning (NTI, 2011).

Unfortunately, due to human nature of wanting to commit evil; Verily, the (human) self is inclined to evil, except when my Lord bestows His Mercy (upon whom He wills Qur'an: 12, 53) and a host of other management short comings, a lot of bottlenecks seem to be retarding our achievements educationally. Part of these problems is blamed on schools management as contained in a paper titled 'developing head teachers' skills for effective school management'. The paper states categorically that the quality of school managers contributes to decline in the quality of teaching and learning, especially at the basic level. It further argued that majority of school managers require updating their skills in school management (NTI, 2011). Mismanagement, especially at this material time of the demise of discipline in the populace has become a common phenomena and a part and parcel of our everyday lives. A lot of problems combine to hinder the achievement of effective service delivery in the education sector; part of which is our mismanagement culture. Ajayi (1986), opined that mismanagement has become a cog in the wheel of progress of most institutions. He maintained that many of such institutions are unable to achieve a lot due to various forms of mismanagement practices.

Mismanagement according to oxford advanced learners dictionary refers to an act of managing something badly. Thus mismanagement can be viewed as an aberration in managing either goods or services from the normal way. It is an anti-social act that takes various forms. Although when mismanagement is mentioned what comes into our minds obviously is something to do with financial matters. In essence financial mismanagement is one aspect of the concept, but areas of mismanagement are many and varied. In addition, mismanagement is not solely ascribed to those at the helm of affairs of an

organization only; mismanagement in schools can come from any member of an organization be it big or small, staff or student, academic or non-academic staff, etc..

On the other hand, it is widely agreed that schools are specifically set up for the students and not for the teachers or any other person; thus students should be the major focal areas of all educational activities, part of which is the area of students' welfare in the school. In support of this, Adesina (1980) stressed that emphasis must be given to students' welfare; because the schools are not built to cater for the interest of teachers, parents and educational administrators but for students.

Staff and students welfare therefore, are very necessary for smooth running of school activities and programmes. Failure to cater for staff and students welfare may result in hitches; hence the effective and efficient realization of education goals. To buttress on this assertion, issues of staff and students welfare at instances have resulted in staff strikes; (ASUU 6 months strike of May 2012) is an example, destruction of school facilities, and closure of schools; just to mention a few. This being the case; staff, students and all involved in school matters need to be fully aware of issues that will contribute towards the achievement of school goals, and at the same time identify the grey areas militating against the achievement of those goals with a view to overcome or at least minimize them.

Nevertheless, government has realized the importance of good and competent managerial skills, staff welfare and their discipline as ingredients for improving mismanagement in its services and thus in the realization of set goals. Discipline and welfare are essential ingredients in the smooth operation of any civilized society or organization. Discipline is crucial to achievement of set goals. In other word, lack of

discipline such as mismanagement is believed to be an obstacle to effective service delivery. With particular reference to school organization, lack of discipline hampers the smooth operation of the school, and thus impedes the achievement of school goals. According to Tunor (2002), if students cultivate the habit of discipline in schools, there will be a smooth running in the school system but reverse will be the case if students are not disciplined.

In recent times, issue of discipline has been receiving much attention among concerned individuals and groups, as a result of the continued societal moral decadence. The problem of indiscipline is not new, as opined by Adelowo in Jimoh (1990): "it is as old as the hills. In fact, one of the earliest manuscripts discovered in world history read: Alas, alas, times have changed; children no longer obey their parents. It is correct therefore, to say that indiscipline has always been with us humans". He further adds; the difference as between one generation and another is, therefore a matter of degree. Adelowo highlighted that, indiscipline in our schools is only an extension of the general indiscipline which has afflicted our country since independence.

Today, indiscipline in schools; like in many areas of our everyday life, has attained crisis level and has become a national malady. And who does not know that lying, pilfering, dishonesty, cheating and wanton destruction of property are common denominators of all our schools? (Adelowo,1990). Ibrahim (1984), in his study of pupils' indiscipline in secondary schools in Kano metropolitan area, confirms this when he writes that: The violence and serious indiscipline in schools are now frequently appearing in the national newspapers, with reports of attacks on teachers, damage to school property and equipment, persistent truancy, smoking on school premises, intoxication among older

children and defiance of school rules. This position is also supported by Yaroson (2004), when she said "today, our schools are constantly battling with such problems as; cultism, exam malpractice, sexual-harassments, kidnapping, indecent dressing, bullying, riots, etc.. Cases of non-attendance, delinquent behaviour, demonstrations and violence are regularly reported in most of the media.

Disciplinary problem in schools is a topical and burning issue as posited by Akinpelu in Jimoh (1990). He used the phrase topical and burning for the attention given to it at different times by different levels of authority in the country. Disciplinary problems in our educational institutions especially, has generated a lot of concern and has been agitating the minds of many individuals and groups; such as teachers, school administrators, education managers, parents, PTA, etc.. According to Rahul (2008), indiscipline among students is on the increase. Research evidences have established some negative effects of indiscipline in schools; such as poor students achievement/performance. Jimoh (1983) opined that "there is a high positive correlation between the level of discipline and the academic achievement of school". Due to this nagging problem and its negative effects in the education sector, concerned individuals and organizations have been devoting their time and resources in investigating the situation with a view to give their own contribution to overcome the situation or at least minimize the devastating effects of the monster.

For some years now, educators and researchers have been referring to these phenomena in quite different ways: school violence, discipline problems, conflicts, antisocial behaviour etc.. Substantial research evidences have indicated serious negative effects of indisciplinary behaviours in the social, economic, physical and other areas of

individual's and societal development. For instance Abdullahi and Mohammed (2004) indicated that, the continuous occurrence of sexual harassment among students and lecturers, examination misconducts and certificate racketeering, cultism and, drunkenness as acts of indiscipline portends greater danger to the future destiny of countries including Nigeria and its people Indiscipline in schools has inflicted a lot of damages and caused a lot of setbacks in the education sector. Some of the ugly effects of disciplinary problems in the education sector include poor quality graduate outputs, damage to school facilities, closure of schools, tampering with the school calendar, unwanted pregnancies, substandard education facilities in schools, suspension and dismissal of staff and students, etc.. Aliyu (2013) commenting on the negative effect of indiscipline reflecting in our universities said "it is disheartening to note that some 200 and even. 300 level students cannot write just simple letters". Research findings and day-to-day realities have revealed that disciplinary problem in schools does not emanate or impact on the students alone. School administrators, teachers, school labourers and others involved in school affairs at instances are found to contribute in one way or the other to this problem. According to Akinade, (1989) and Uba (1987), staff, students, society and parents also contribute in no small measure to indiscipline in schools.

The researcher is of the opinion that indiscipline is the root cause of mismanagement of all sorts. In fact mismanagement in all its ramifications reflects one form of indiscipline or the other. It is widely believed that a considerable level of discipline is necessary from staff, students and all those involved in other school affairs for the successful achievement of school objectives. Rabi'u (2007) asserts that, children have to be disciplined if learning in school is to be effective. Contributing to this notion,

Brah (2008) opined that, "Indiscipline affects the smooth management of schools and tertiary institutions.

Theories on anti-social (indiscipline) behaviours and Abraham Maslow's theory of motivation were found to be relevant to this research, as such forms the theoretical framework of the research. A good understanding of theory on antisocial behaviour; types, causes and nature of antisocial behaviours plus close examination of Maslow's motivational theory will give this work a befitting outlook and relevance.

1.2 Statement of the problem

Jigawa State is one of the states in Nigeria that believes in service delivery to its people. One of the areas of its preference is giving priority attention to education. "There has been a progressive increase in budgetary allocation to the sector from 7% in 2007 to almost 30% in 2012, exceeding the minimum benchmark of 26% recommended by UNESCO" (Aboki, 2012). Out of these allocations a substantial amount was devoted to both staff and students' welfare. For instance; increase in feeding allowance of boarding students by 100%, increase in bursary and scholarship allowances to Jigawa state students by 100%, introduction of new foreign scholarship scheme for the best 100 students of Jigawa state origin in the Senior School Certificate Examination for their tertiary education, free education for girls and the physically challenged, just to mention a few. On the part of staff welfare, the state boasts of being one of the states with the best salary packages for teachers at all levels.

For instance, introduction of 25% of basic salary as additional allowance for primary school teachers, 100% Teaching Inducement Allowance for secondary school

teachers, and implementation of consolidated salary scale for tertiary education teachers of the state tertiary schools, housing and vehicle loans, and so on. This move has attracted many teaching staff from various parts of the country, and more are looking for chances to join the state's service. All these developments are believed to be part of the incentives used by the government in its drive to motivating both teachers and students to concentrate on their various commitments and responsibilities, with a view to developing Jigawa indigenes, the state, and Nigeria as a whole.

But despite all these, it is unfortunate that yet there seem to be some challenges that the government is to overcome so that the efforts put in place by the state yields the required outcome; of improving education in the state thus, developing the state and its people. In one study conducted by Isa (2012), on "the impact of boarding system of schooling on students' achievement in Jigawa state secondary schools". although the result shows a lot of positive influences of boarding life on students' achievement, it however points to the students' poor feeding services as a matter of concern to students' life in school. The researcher pointed out that the quality and/or quantity of food served students in some schools affects their concentration and interest in boarding life. Some students lamented on the poor quality and/or quantity of food they are served in school; despite the fact that there was a 100% review on students feeding allowance in boarding schools in the state. This he ascribes to a kind of mismanagement from some quarters in the students' feeding circle.

In another study conducted by Haruna (2012) on "assessment of schools facilities in secondary schools in Jigawa state. The researcher identified various mismanagement practices involving either school principals, teachers, students and some other staff. For

instance he indicated that, some school principals are indifferent to some valuable school plants, as one can come across some of these facilities all over the school. He also points to some students bad attitudes in the maintenance of school facilities. Some sub staff are also found to contribute to some mismanagement problems in schools; like the stewards negligence in keeping to food times, their dubious characters of diverting food items, etc..

Like many states in Nigeria, Jigawa state has been battling with numerous problems of mismanagement in its institutions of learning; from basic level up to tertiary level. For instance, at the basic level, there have been cases of diversion/misuse of funds meant for improving school facilities by some head teachers, negligence of duty by some teachers, school heads and other basic education staff, poor attendance and lateness in some schools, etc..

At the secondary level, there were continued cases of theft, vandalism of school facilities, bullying, truancy, arson, late reporting back to school, illicit sexual relationships, illness pretention and/or exaggeration especially in girls' schools just to mention a few. The tertiary level is also battling with cases of examination malpractice, riots, vandalism, promiscuous sexual relationships, certificate forgery, etc..

At an instance, fed up with the issue of incessant cases of fire incidences in the state secondary schools, the state government set up a committee to investigate the situation; whose findings indicated that most of these happenings are deliberate cases of arson; as a student of one of the affected schools confessed to been responsible for one of the incidences and was standing trial before a Sharia court.

In 2012 alone, “a total of 14 different fire incidences were recorded in seven schools across the state” (Jigawa Newsletter, March 2013).

These developments have prompted government to taking disciplinary action against identified culprits. On many occasions, many students have either been suspended or dismissed from schools; many staff have been either transferred, demoted, relieved of their posts, or even dismissed as a result of one problem or the other, students are been turned back to their homes as a result of late coming/reporting back to school. In one development, a principal of one secondary school in the state was removed in connection with disappearance of some school laptops (Jigawa Newsletter, March 2013). But despite the various governments' action yet the issue continues to linger on-and-on. These developments are believed to be militating against governments' effort of delivering educational services to its people. Although some individuals are found to contribute to the issue of mismanagement in schools, majority of the culprits are the students, and are those that are mostly at the receiving end of the negative consequences.

Due to this nagging issues agitating minds of concerned individuals, and for the fact that the researcher has not come over any work investigating this particular area; especially as applied to Jigawa state, the need for conducting research with a view to come up with solution to some of these problems in our schools was conceived; hence the resolve to find out using empirical evidence " the effects of mismanagement of service delivery on the welfare of students in boarding secondary schools in Jigawa state". In one research, Torulagha (2008) opined that, "There is a relationship between corruption and lack of concern for student services; the detailed nature of the relationship between mismanagement in general and students' welfare need to be examined and analyzed. The

choice of secondary school level is predicated on the reason that students at this particular level are mostly adolescents: the level corresponds with that period in one's life that is turbulent in terms of development; it is a period of stress and storm, a period of rapid physical and psychological growth, emotional development and other changes. The period as opined by Adelowo carries within itself the seed of indiscipline, and at the same time it corresponds with the age range and level that determines the success and development of a society; as it is said "youths are the leaders of tomorrow". In line with Adelowo's position, Denga (2001) also held that, indiscipline has relationship with adolescence age. It is the view of the researcher that, due to the importance of this class of people (the adolescents), a lot of attention need to be given to them, their welfare and life generally to reap the benefits in the near future.

1.3 Objectives of the study

The broad objective of this research is to assess the effect of Mismanagement of Service delivery on the Welfare of Students in Boarding Secondary Schools in Jigawa state. The specific objectives of the research are as follows:

1. To determine the effects of Mismanagement of Service Delivery on students' Feeding in Boarding Secondary Schools in Jigawa state.
2. To assess the effects of Mismanagement of Service Delivery on students' Water supply in Boarding Secondary Schools in Jigawa state.
3. To examine the effects of Mismanagement of Service Delivery on students' Health in Boarding Secondary Schools in Jigawa state.
4. To find out the effects of Mismanagement of Service Delivery on Students' Accommodation in Boarding Secondary Schools in Jigawa state.

5. To identify the effects of Mismanagement of Service Delivery on Power/Electricity services in Boarding Schools in Jigawa state.
6. To ascertain the effects of Mismanagement of Service Delivery on Students' Safety in Boarding Secondary Schools in Jigawa state.

1.4 Research Questions

Based on the stated objectives, the research will answer the following questions:

1. What are the effects of Mismanagement of Service Delivery on students' feeding in Boarding Secondary Schools in Jigawa State?
2. What are the effects of Mismanagement of Service Delivery on students' Water services in Boarding Secondary Schools in Jigawa State?
3. What are the effects of Mismanagement of Service Delivery on students' Health in Boarding Secondary Schools in Jigawa State?
4. What are the effects of Mismanagement of Service Delivery on Students' Accommodation in Boarding Secondary Schools in Jigawa State?
5. What are the effects of Mismanagement of Service Delivery on Power/Electricity services in boarding secondary Schools in Jigawa State?
6. What are the effects of Mismanagement of Service Delivery on Students' Safety in boarding secondary Schools in Jigawa State?

1.5 Research Hypotheses

The following null hypotheses are hereby formulated to answer the above raised research questions:

1. There is no significant difference in the opinions of Principals and Teachers on the effects of Mismanagement of Service Delivery on students' Feeding in Boarding Secondary Schools in Jigawa State.
2. There is no significant difference in the opinions of Principals and Teachers on the effects of Mismanagement of Service Delivery on students' Water services in Boarding Secondary Schools in Jigawa State.
3. There is no significant difference in the opinions of Principals and Teachers on the effects of Mismanagement of Service Delivery on students' Health in Boarding Secondary Schools in Jigawa State.
4. There is no significant difference in the opinions of Principals and Teachers on the effects of Mismanagement of Service Delivery on Students' Accommodation in Boarding Secondary Schools in Jigawa State.
5. There is no significant difference in the opinions of Principals and Teachers on the effects of Mismanagement of Service Delivery on Power/Electricity supply in Boarding Schools in Jigawa State.
6. There is no significant difference in the opinions of Principals and Teachers on the effects of Mismanagement of Service Delivery on Students' Safety in Boarding Schools in Jigawa State.

1.6 Basic Assumptions of the Study

The study is based on the following assumptions:

1. Mismanagement of service delivery has negative effect on the provision and management of students' feeding in schools.
2. Mismanagement of service delivery undermines the provision and management of portable water to students in boarding schools.
3. Mismanagement of service delivery affects the provision and management of sound health to students in boarding schools.
4. Mismanagement of Service Delivery hinders the provision and management of decent accommodation to students in boarding secondary schools.
5. Mismanagement of service delivery has some negative consequences in the provision and management of steady power supply to boarding schools.
6. Mismanagement of service delivery is an obstacle to the provision and management of safe and secured environment for students in boarding schools.

1.7 Significance of the Study

The study will be of tremendous importance to many individuals and organizations, and in many ways. In particular, findings from the research will educate parents, teachers, school administrators, education officials and any other interested individual about the actual relationship or influence of mismanagement of service delivery exhibited by school heads, teachers, students, and others involved in educational activities in the provision and management of students' services in boarding schools of Jigawa state. The study will clarify issues relating to mismanagement and its attendant effects on the provision and management of students welfare. Findings from this study

will aid in dispelling unfounded assumptions and misconceptions on students' welfare in relation to mismanagement of service delivery in boarding secondary schools. In addition, the study will go a long way to make school administrators become more conversant with, and tackle identified challenges of mismanagement in the attainment of effective service delivery in schools with a view to bringing about improvement on schools management generally. Moreover, the study will assist government, education officials and bodies in planning and organizing programmes and approaching issues relating to the topic in better ways. Finally, findings from the research will serve as a data bank to students or any other interested individual or organization wishing to carry out further investigation on the issue or on related area.

1.8 Scope of the Study

Mismanagement and students' welfare are wide parameters in scope; these areas are so wide such that it will be cumbersome or even almost impossible within the time available to make a thorough investigation into them.

Therefore, due to time and other resources constraint, the study will be restricted to investigating some among the numerous areas relating to mismanagement, as it relates to the provision and management of students welfare in Jigawa state boarding secondary schools. Specifically, the study will investigate some students and staff bad conduct behaviours in boarding government senior secondary schools in the state. In particular, the study will focus on such students' indisciplinary behaviours as disobedience, bullying, theft/stealing, drug abuse and students' illicit sexual relationship in schools etc.. On the part of staff and school managers, such indisciplinary behaviours as negligence of duty, favoritism, corruption, diversion of funds among others will form part of the areas to be

considered in the study; for the fact that, these are some of the common nagging and deleterious problems in many of our schools.

On the part of the students' welfare, the areas to be covered by the research include; feeding, water, health, accommodation, power and security & safety. Moreover, the population scope embraces students in the states' boarding secondary schools only. Respondents for the study will be principals and three teachers each of the selected schools.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter focuses on some among the numerous issues relating to indisciplinary behaviours with particular preference given to mismanagement behaviours in schools. The researcher is of the opinion that most or all mismanagement behaviours have their roots traced to lack of discipline. Based on this clause, the chapter will beam its searchlight on some aspects that are related to the effects of Mismanagement of Service Delivery on students' Feeding in Boarding Secondary Schools; the effects of Mismanagement of Service Delivery on students' Water supply in Boarding Secondary Schools; the effects of Mismanagement of Service Delivery on students' Health in Boarding Secondary Schools; the effects of Mismanagement of Service Delivery on Students' Accommodation in Boarding Secondary Schools; the effects of Mismanagement of Service Delivery on Power/Electricity services in Boarding Schools and the effects of Mismanagement of Service Delivery on Students' Safety in Boarding Secondary Schools with particular reference to Jigawa state. In view of this, the chapter further reviewed conceptual meaning of mismanagement and its types; meaning of service, meaning of welfare; definition of education, secondary schools education etc.

2.2 Conceptual framework

The study assesses effects of Mismanagement of Service Delivery on the Welfare of Students in Boarding Secondary Schools in Jigawa State. Therefore, the following conceptual definitions are going to be reviewed to guide the study:

2.2.1 Mismanagement

The word is derived from the root word: manage/management; the word management has multi dimensional meanings depending on the context it is used, as cited by Hornby (2009). But for the purpose of this research it refers to the act of using money, time, information, resources, etc.. in a sensible way. Accordingly, Hornby (2009) defined the word mismanagement as an act of managing something badly. Thus it can be clearly assumed that mismanagement is to do with abuse or deviant inclinations from normal and acceptable practices or traditions on personal or public resources and/or services. For this reason mismanagement can be looked at as a form of indisciplinary behavior in utilizing resources and/or services. This phenomenon now seems to be rampant due to the steady fall in discipline in the populace. Hardly one reads or listens to media outlets without coming across stories of anomaly, both involving leaders, workers, and even ordinary citizens on some basic services provided for them by the government. Synonyms for mismanagement according to www.collinsdictionary.com are; maladministration, inefficiency, mishandling, misdirection, misgovernment

2.2.2 Types of Mismanagement

Whenever mismanagement is mentioned many people tend to relate it to financial issues. In essence, financial mismanagement is just one out of three types as far as this study is concerned. The three types of mismanagement are:

1. Financial mismanagement
2. Material resources (facilities) mismanagement
3. Time mismanagement

- a) **Financial mismanagement:** this mismanagement is to do with financial/monetary misconducts. When money meant for a specific purpose is diverted on doing something that it is not meant for, especially something which is of no substance value. Financial mismanagement may also mean direct stealing or diversion of money to personal use or acquisition. Financial mismanagement according to Wikipedia, “is management that, deliberately or not, is handled in a way that can be characterized as wrong, bad, careless, inefficient or incompetent” and that will reflect negatively upon the financial standing of a business or individual. For the purpose of this research the word is meant any form of mishandling or misusing resources or situations either by the school manager, academic or non academic staff, students, contractor, or any other individual with regard to schools activities, programmes or services.
- b) **Resource/materials mismanagement:** It involves mismanagement practices in which non-monetary resources like school plants, staff, or students etc. are used or not managed in the right manner. For instance when school facilities are not properly maintained, when they are directly stolen, embezzled, intentionally damaged or underutilized.
- c) **Time mismanagement:** Time mismanagement relates to non-utilization of time for school programmes. Whenever schedules are violated or tampered with;for instance when stewards do not cook on the right time, when a teacher does not attend to his/her class, when students could not attend their classes etc.

2.2.3 Causes of Mismanagement in Organization

The following may be some among the many of the remote causes of mismanagement in a society.

1. **Lack of Rules:** Individuals can show lack of discipline when they face a situation without a clear rule. This often occurs because it is impossible to cover all possible situations when you create your initial rules for a group. General rules help govern situations. People are bound to derail without specific rules such as a general expectation for employees to clean their work area while they are not working on specific tasks: when external rules fail to govern a specific situation, the individual is forced to rely on internal motivations for decision-making purpose. We no longer take it for granted that school rules and regulations are important for guiding students' conduct. Experience has shown that where there are no longer proper rules and regulations, chaos and confusion tend to prevail.
2. **Lack of rule support:** external motivation includes the punishments for improper behaviour as well as the social adulations for positive behaviour. They provide the motivation for following rules by rewarding good behaviour and disciplining poor behaviour. These motivations should be consistent and the individual should understand what to expect as a reaction to specific behaviour. For instance, if a parent only punishes a child for some of the child's misbehaving; the child may develop a confused sense of the rules in the home and continue misbehaving.
3. **Social influence:** social influences result from the pressure of others in the individual's social group, such as friends or peers. These influences have a strong impact on an individual's decision making process. Social influences work much in the same way as rules, rewarding some behaviour with praise and punishing other

behaviours with punishment, often in the form of insults or physical punishment. Some social influences can act against the individual's best interests, encouraging undisciplined behaviour and punishing disciplined behaviour. The problem increases when the individual has trouble disassociating from the influences of their group.

4. **Undeveloped ethical restraint:** ethics are the internal motivation that guide an individual's actions and tells them when something is wrong. Individuals develop their ethics as they grow up, particularly after they begin making decisions for themselves. When external rules fail to govern situation, either by lack of rules or lack of support for the rules, the individual makes behavioural decisions based on their personal ethics. If an individual's ethics are undeveloped or if their ethical reasoning is impaired, the individual lacks the personal discipline to avoid behaviour. Other likely causes of mismanagement as outlined by Campbell (1997) are: Conflicting or ambiguous rules and Ignorance and lack of information.

2.2.4 Meaning of Service

Service is an employment in duties or work for another, as for a government. Service is a government branch or department and its employees. Service - an act of help or assistance; for example to do something as a service, assist, assistance, help, aid - the activity of contributing to the fulfillment of a need or furtherance of an effort or purpose; "he gave me an assistance with the housework"; "could not walk without assistance"; "rescue party went to their aid"; "offered his help in unloading" child care, childcare - a service involving care for other people's children community service - an unpaid service for the benefit of the public that is performed by lawbreakers as part (or all) of their sentence community service, public service - a service that is performed for the benefit of

the public or its institutions help desk; helpdesk - a service that provides information and assistance to the users of a computer network seating - the service of ushering people to their seats disservice, ill service, ill turn - an act intended to help that turns out badly; "he did them a disservice".

According to Hornby (2009, 3rd Edition) service refers to a system that provides something that the public needs, organized by the government or a private company, body or organization. It is usually the responsibility of the government in providing various public essential services to its citizens, such as education, electricity, health, water supply, roads, etc.. service delivery on the other hand implies the act of government in its effort at providing these essential services to a target population through its agencies and representatives. For instance the effort put in place by the government in supplying food, shelter, security, etc.. to students in schools in its bid to educate its people.

Adelabu (2005) asserted that service is the supplying or supplier of utilities, commodities, or other facilities that meet a public need; as water, electricity, communication, or transportation. Also, the providing or a provider of accommodation and activities required by the public, as maintenance or repair. However, the organized system of apparatus, appliances, employees, etc., for supplying some accommodation required by the public.

2.2.5 Meaning of Welfare

Welfare referred to as provision of a minimal level of well-being and social support for someone. Sometimes welfare referred to as Public Aid. (Blank, 2001). Welfare can take a variety of forms, such as monetary payments, subsidies and vouchers (i.e. food stamps, or housing programs etc. Welfare programs may be funded directly by governments, or in social insurance models, by the members of the welfare scheme.

Welfare systems differ from country to country, but Welfare is commonly provided to individuals who are either employed or unemployed, e.g. government worker such as teacher, doctor, police etc. or those with illness or disability, the elderly, those with dependent children, and veterans. A person's eligibility for Welfare may also be constrained by means testing or other Conditions.

Wikipedia; the free encyclopedia defined welfare as the provision of a minimal level of well-being and social support for all citizens, sometimes referred to as *public aid*. In most developed countries, welfare is largely provided by the government, in addition to charities, informal social groups, religious groups, and inter-governmental organizations.

2.2.6 Concept of Education

Education is generally seen as the foundation of society which brings economic wealth, social prosperity and political stability. It is a major aspect of development of any modern society since if there is deficit of educated people then, society will stop its further progress.

The growth of many developed countries today can be attributed to the quality of education that is been imparted to the people. People who have quality education are able

to improve the society by making reforms that will cause economic, social and political growth and development of the society" (Adedeji, 2011). Education is of paramount importance for individual's success in life. It provides pupils with skills that prepare them physically, mentally and socially for world of work in later life. Education is the best investment for the people because well educated people have more opportunities to get a job which gives them satisfaction. Educated individuals enjoy respect among their colleagues and they can effectively contribute to the development of their country and society by inventing new devices and making discoveries. Main purpose of education is to enlighten individuals within society, to prepare and qualify them for work in economy as well as to integrate people into society and teach them values and morals of the society. Education in society prepares youngsters for adulthood so that they may form the next generation of leaders.

Education and society provides a forum where teachers and scholars all over the world are able to evaluate problems in education and society from a balanced and comparative social and economic perspective. One of the essential tasks of education is to enable people to understand themselves. Students must be equipped with knowledge and skills which are needed to participate effectively as members of society and contribute towards the development of shared values and common identity. Education mainly begins at home; one does not acquire knowledge from teacher alone, one can learn and get knowledge from a parent or a family member. In almost all societies, receiving education and attending school is very necessary if one wants to achieve success.

Schools play a vital role in preparing our children and young people for effective participation and responsible citizenship in society. The development of education and

educational opportunities is built on creativity tempered by knowledge and wisdom gain through the experience of learning. Investment in human capital, life-long learning and quality education help in the development of society.

2.2.7 Secondary Education

Secondary education according to the National Policy on education NPE (2004) is the education children receive after primary education and before the tertiary stage. The broad goals of secondary education shall be to prepare the individual for:-

- (a). Useful living within the society; and
- (b). Higher education. In specific term, secondary education shall:-
 - (a). Provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background;
 - (b). Provide trained manpower in the applied science, technology and commerce at sub- professional grades;
 - (c). Foster National Unity with an emphasis on the common ties that unite us in our diversity; and,
 - (d). Raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens, among others.

To achieve the above stated goals, secondary education shall be of six years duration, given in two stages:- a junior secondary school stage and a senior secondary school stage; each shall be of three years duration.

2.2.8 School Administration/Management

Management and administration are at times used interchangeably; with the former usually used in private organizations such as Banks, and the later used in government establishments such as schools and the military. The process of guiding, leading and controlling the efforts of a group of individuals towards some common objective and creating interaction of human and material resources is referred to as administration. It involves a process of working with and through others to efficiently accomplish organizational goals as seen by (Adams, 1913: 207-8) and Sergiovanni, et al (1980, p5). In linewith this, Edem (1999) described administration as a process that involves planning activities which aim at the fulfillment of goals of a particular organization. Dare (2004) defined administration in the same way as Edem. According to Miewald (1978), administration is the means by which formal goals are achieved through cooperative human effort.

Management on the other hand means an organized body or system or structure or arrangement of framework which is undertaken for ensuring unity of effort, efficiency, goodwill and proper use of resources. Management is the art of getting things done through people (Follet, 1868-1933). Management in relation to school according to (preservearticles.com) simply means the practical measures which we take to ensure that the system of work which we use will be of the greatest possible assistance in conveying out our aims, and of the greatest possible benefit to our children. Management may be composed primarily of persons, of materials, of ideas, of concepts, symbols, forms, rules, principles, or more often a combination of these. Management may be regarded as the agency by which we achieve the desired objective. Management deals with making

systematic arrangements so that the purpose of the entire programme can be achieved. It is an organized body or system or structure or arrangement of framework which is undertaken for ensuring unity of effort, efficiency, goodwill and proper use of resources.

2.2.9 School Management as a collective responsibility

Management of school activities is not an exclusive preserve or responsibility of the principal alone; it is a collective responsibility involving the school staff such as teachers, clerks, cleaners, stewards, guards etc.. and of course the students themselves. This responsibility is shared in accordance with area of specialization or capability of the various individuals in the school. It is part of the principal's duty to identify capable individuals from among the staff and students to freely delegate authority to them in discharging the various school activities and programmes for effective achievement of school goals. With regard to students' welfare services, the principal is at liberty to assign from both staff and students those who can manage the various posts relating to students' welfare services. For instance, the school head assign the kitchen master/mistress, the health master/mistress, sports/games master/mistress, the security officer, labour master, etc.. From among the students, he/she appoints the health prefect, the sports prefect, the kitchen prefect, the labour prefect etc.. These individuals are intimated and oriented on the expectations of the school in their various assigned roles in the school.

2.2.10 Management Functions/Roles of the School Head

The school head performs a wide range of functions. The main tasks of the school head are; interpreting policy, executing curriculum programme, seeing to students' welfare, physical facilities and finances, inducting and retraining staff, and finally maintaining school-community relations (Musaazi, 1982).

Similarly, the school head has the responsibility of promoting effective teaching and learning in the school, in addition to ensuring that his employer appoints qualified and competent teachers to his school, among other things as posited by Dare (2004). Campbell et al, (1977) enumerated major functional areas of school administration as follows:

1. School-Community Relationship
2. Curriculum and Instruction
3. Student /Pupil Personnel
4. Staff Personnel
5. Physical Facilities
6. Finance and Business Management

In agreement with Campbell's major operational areas of educational administration, Lipham and Hoeh (1974) listed the items in the following way and order:

Zone A - Management of Instructional Programme

Zone B - Staff Personnel Administration

Zone C - Student Personnel Administration

Zone D - Financial and Physical Resources Management

Zone E ~ School-Community Relationship Management

In its contribution on management, preserve articles.com enumerate four aspects of management as follows:

- **Management of Material Equipment:** this includes material things such as furniture and equipment etc..

- **Management of School Plant:** this includes school buildings, laboratories, playground etc..
- **Management of Human Equipment:** this implies mobilization of all people who are involved and interested in the educational activities of the school, i.e. pupils and their parents, school staff, experts, board of management etc..
- **Management of ideas and principles:** this means organization of ideas and principles into the school system, curriculum, time schedule, norms of achievement, co-curricular activities.

The school administrator should give attention in improving the welfare of the students by improving their healthy living through regular feeding and other welfare services. The school head should create an atmosphere that involves students in making educational decisions as well as participate in curriculum reforms. In specific terms the school administrator has to device means of allowing students to participate in the formulation of rules and policies that affect them, involvement in the evaluation and improvement of the instructional programmes, improvement in planning and implementation of co-curricular activities such as games and sports, and involvement in discipline and control of students' behaviour. Students' personnel management also includes providing a programme of adequate guidance services. The school climate should be such that allows each student to increase his feelings of satisfaction, sense of belonging, identification and achievement in present and projected life situations. The school administrator must as well help establish effective students' clubs and associations. ([gogglesearch.http//.aboutstudents+feeding.com](http://.aboutstudents+feeding.com))

To buttress the importance attached to students services in a school, Adesina (1980) stressed that, emphasis must be given to students welfare; because the schools are not built to cater for the interest of teachers, parents and educational administrators but for students. The school administrator is vested with the responsibility of providing for adequate students services that supplement teaching and learning. Ovard (1960) enumerates those services. School attendance and its related problems, orientation of new students, admission classification, assignment of students to educational programmes, evaluation and reports on pupils progress, supervision of students discipline, guidance and counseling programmes, health and safety programme, and the personal, social and emotional adjustment of students.

2.3.1 Students' Welfare services

These are the various services provided to students in the school, as essential for the wellbeing and social support for all students in the school. Failure in provision of these services may have negative effects on the social and academic well-being of students in the school and hence may affect students' concentration in the school. For this reason, every effort has to be made to ensure that these essential services are well taken care of. There are numerous aspects of students' welfare services in school. However, for the purpose of this study, the following welfare services will be the focus;

1. Feeding
2. Water supply
3. Health
4. Accommodation
5. Power/electricity

6. Security/safety

2.3.2 Abraham Maslow's Theory of Motivation

Abraham Maslow was a renowned psychologist and sociologist who contributed to knowledge and understanding in organizational behaviour. He propounded a theory of human motivation based on five hierarchies of human needs. Abraham Maslow developed the Hierarchy of Needs model in 1940-50s USA, and the Hierarchy of Needs theory remains valid today for understanding human motivation, management training, and personal development. Indeed, Maslow's ideas surrounding the Hierarchy of Needs concerning the responsibility of employers to provide a workplace environment that encourages and enables employees to fulfill their own unique potential (self-actualization) are today more relevant than ever. This theory is applicable to almost all human elements in an organization. Each of us is motivated by needs. Our most basic needs are inborn. Maslow's Hierarchy of Needs states that we must satisfy each need in turn, starting with the first, which deals with the most obvious needs for survival itself.

Only when the lower order needs of physical and emotional well-being are satisfied are we concerned with the higher order needs of influence and personal development. Conversely, if the things that satisfy our lower order needs are swept away, we are no longer concerned about the maintenance of our higher order needs.

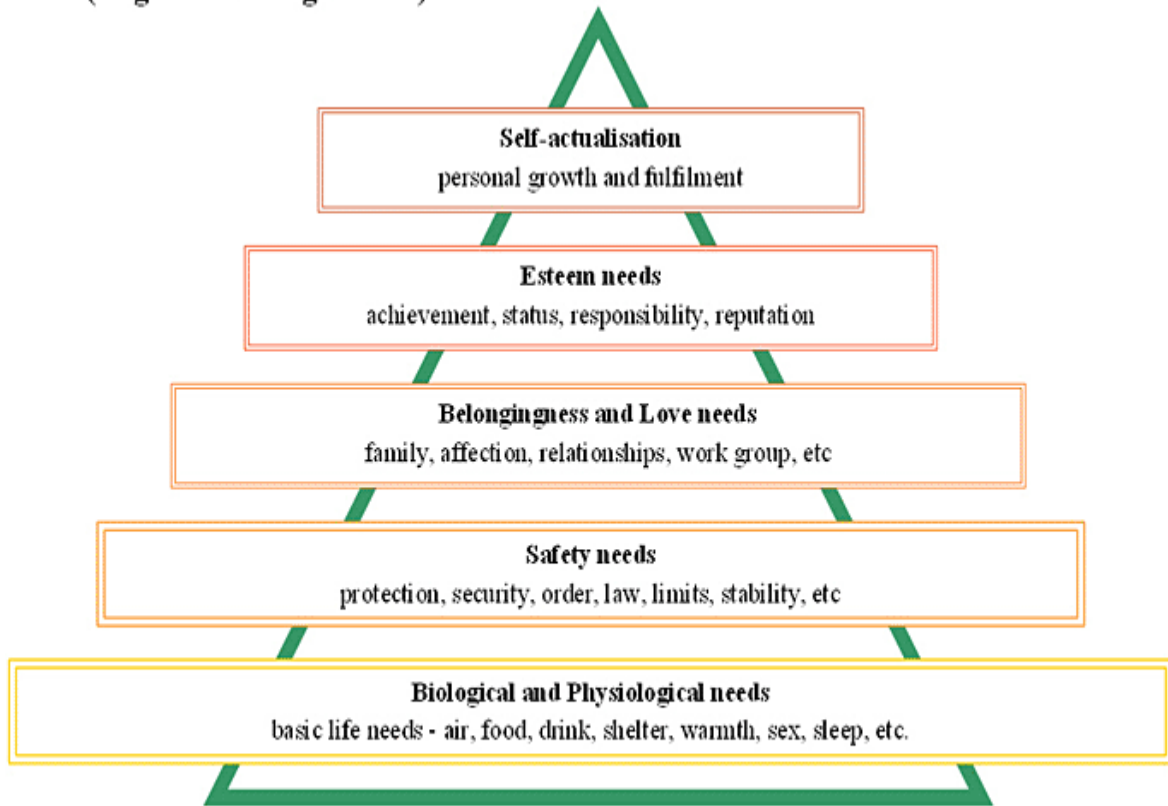
Maslow's hierarchy of Needs is:

1. **Biological and Physiological needs** - air, food, drink, shelter, warmth, sex, sleep, etc.
2. **Safety needs** - protection from elements, security, order, law, limits, stability, etc.

3. **Belongingness and Love needs** - work group, family, affection, relationships, etc.
4. **Esteem needs** - self-esteem, achievement, mastery, independence, status, dominance, prestige, managerial responsibility, etc.
5. **Self-Actualization needs** - realising personal potential, self-fulfillment, seeking personal growth and peak experiences.

This theory is found to be much relevant to this research as it relates to the imperative of motivating the students through the provision of some of their basic and complimentary needs for them to feel comfortable and contented with school life. Failure at doing so may lead to students develop hatred and feel bored of school life. For instance if there is no enough supply of food to students in a school, some students may steal from their colleagues, some may find their way out of school, etc.. Another problem that may lead to a more serious students negative reaction is, lack of say portable drinking water or electricity; this may lead to riots or disobedience to the school authority It should be noted that each of the students' welfare services mentioned in this research falls under one of the Maslow's needs, as such forms a significant aspect of the student's desires for him to be able to live a fulfilled school life.

Figure 2.1: Maslow's Hierarchy of Needs
(original five-stage model)



© alan chapman 2001-4, based on Maslow's Hierarchy of Needs

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2.3.3 Purpose of Students Welfare services in schools

1. To ensure efficient provision of all welfare services to students.
2. To facilitate efficient and effective communication between the student community on one hand and the school Administration on the other.
3. To ensure the establishment and maintenance if an effective student leadership.
4. To facilitate the establishment and effective management of all clubs and societies within the school.

5. To offer guidance and counselling in all aspects to students generally and individual students in particular.
6. To offer support and facilitate participation of students in co-curricular activities such as games, drama, music, clubs and societies etc.
7. To develop and sustain recreational facilities and activities to all students.
8. To support the maintenance of standards and the discipline of all students.
9. To offer guidance, support and assistance where possible to students with financial difficulties.

2.4 Effects of Mismanagement of Service Delivery on Students' Feeding in Boarding Secondary Schools in Jigawa state

Students' feeding in boarding schools is one of the most important aspects of the school head's responsibility. Every living thing needs food to survive. Food is essential substance that nourishes the body and gives it its vitality and strength to perform work and grow both in physical form and mental dimensions. It is clear therefore that students' feeding in boarding schools is the most considerable issue that is inevitable if school is to be habitable: failure in providing this basic need of the students may trigger many problems in a school. For instance students may decide to go on riots, vacate the school or look for all means of getting through with their conditions. Therefore, good food and water should be provided and sufficient enough in both quantity and quality to students for their good health and contentment in school life.

2.4.1 Consequences of Mismanagement on Feeding of Students in the School

Food and water are two sides of a coin, they always complement one another. The indispensability of these two products in life is undisputed. Therefore it can be clearly

understood that all living things need them in everyday life for their sustenance. Food and water can be classified under Maslow's physiological needs. The two need to be readily available in adequate quantity. In our boarding schools, the supply of these should be ensured so as to inject energy, good health and comfort to students' life in school. Lack or shortage of these two essential products has led into chaos in many societies. Therefore any attempt at infringing on the provision of water and food may result in conflict that may lead to many social ills. For instance indiscipline behaviours such as riots, arson, theft, diversion of food and water resources, etc.. can lead to lack or insufficient supply of these important products; this can affect students' concentration in school and hence performance. In addition, students who are denied these two essential products in life may resort to other dubious means of acquiring them; e.g some may steal, some may tell lies, some may sneak out from the school etc..

2.5 Effects of Mismanagement of Service Delivery on students' Water supply in Boarding Secondary Schools in Jigawa State

Every living thing needs water to survive. Water also is essential substance that nourishes the body and gives it its vitality and strength to perform work and grow both in physical form and mental dimensions. Apart from drinking, water is used in many household duties such as cooking, washing, bath, watering seedlings etc.. it is clear therefore that food and water services are two essential responsibilities that are inevitable if school is to be habitable: failure in providing these two basic needs of the students may trigger many problems in a school.

A safe, reliable, affordable, and easily accessible water supply is essential for good health. Yet, for several decades, about a billion people in developing countries have not had a safe and sustainable water supply. "It has been estimated that a minimum of 7.5

litres of water per person per day is required in either home or school for drinking, preparing food, and personal hygiene, the most basic requirements for water; at least 50 litres per person per day is needed to ensure all personal hygiene, food hygiene, domestic cleaning, and laundry needs” (Hunter & MacDonald, 2010). A key target of Millennium Development Goal (MDG) 7, which aims to ensure environmental sustainability, is “to reduce by half the proportion of people without sustainable access to safe drinking water and basic sanitation by 2015” This water supply target underpins several other MDGs, including those relating to poverty (MDG1), education (MDG2), and gender equality (MDG3). In particular, it underpins MDG4, the reduction of child mortality, because many deaths in young children in developing countries are due to diarrhoeal disease, and unsafe water is a key risk factor for diarrhoeal disease in this age group.

The WHO/UNICEF (2013) Joint Monitoring Programme for Water-supply and Sanitation (JMP), which monitors progress on the MDG water supply target, identifies three categories of drinking water supply:

- (a) Water piped into the dwelling, plot, or yard;
- (b) Other improved sources (including public taps, protected springs, hand pumps, and rainwater harvesting); and
- (c) Unimproved sources (open water, unprotected from contamination).

It is assumed that “improved” water should be available in schools not only for drinking but also for food preparation and personal and home hygiene, but it provides no official definition of how near a water source should be to a dwelling to be called improved. A poor water supply impacts health by causing acute infectious diarrhoea, repeat or chronic diarrhoea episodes, and nondiarrhoeal disease, which can arise from

chemical species such as arsenic and fluoride. It can also affect health by limiting productivity and the maintenance of students' personal hygiene in the school. For instance students may decide to go on riots, vacate the school or look for all means of getting through with their conditions. Therefore, good food and water should be provided and sufficient enough in both quantity and quality to students for their good health and contentment in school life. Reasons for the limited progress towards universal access to an adequate water supply include high population growth rates in developing countries, insufficient rates of capital investment, difficulties in appropriately developing local water resources, and the ineffectiveness of institutions mandated to manage water supplies to the students so as to ensure effective school management.

2.5.1 Consequence of Mismanagement on Water supply in the School

Also, water referred to as vital substance in human life. The indispensability of water in life is undisputed. Therefore, it can be clearly understood that all living things need water in everyday life for their sustenance. Water can be classified under Maslow's physiological needs. Water need to be readily available in adequate quantity. In our boarding schools, the supply of potable drinking water should be ensured so as to inject energy, cleanliness, good health and comfort to students' life in school. Lack or shortage of water has led into chaos in many societies. Therefore any attempt at infringing on the provision of water may result in conflict that may lead to many physical ills. For instance indiscipline behaviours such as riots, arson, theft, diversion of water resources, etc. can lead to lack or insufficient supply of these important products; this can affect students' concentration in school and hence performance (Hunter & MacDonald, 2010).

2.6 Effects of Mismanagement of Service Delivery on students' Health in Boarding Secondary Schools in Jigawa state

It was stated that "Health is wealth" this is a popular saying that is undisputable. Without sound health actually nothing meaningful can be undertaken by any living being. Health services in schools competes hand-in-hand with provision of food and water. The body requires physical and mental well-being for it to function well. Therefore it is incumbent upon the school administration to ensure the provision and maintenance of health of the students. It has to appoint competent and qualified individuals to assist in the management of students' health services in the school (Hunter & MacDonald, 2010).

Sanitation on the other hand is the hygienic means of promoting health through prevention of human contact with the hazards of wastes as well as the treatment and proper disposal of sewage waste water. Hazards can be physical, microbiological, biological or chemical agents of disease. Wastes that can cause health problems include human and animal faeces, solid wastes, domestic wastewater (sewage, greywater), industrial wastes and agricultural wastes. Hygienic means of prevention can be by using engineering solutions (e.g. sewerage and wastewater treatment), simple technologies (e.g. latrines, septic tanks), or even by personal hygiene practices (e.g. simple hand washing with soap). The World Health Organization (WHO; 2012) states that:

"Sanitation generally refers to the provision of facilities and services for the safe disposal of human urine and faeces. Inadequate sanitation is a major cause of disease world-wide and improving sanitation is known to have a significant beneficial impact on health both in households and across communities. The word 'sanitation' also refers to the maintenance of hygienic conditions, through services such as garbage collection and wastewater disposal. Lack of clean water and poor sanitation has caused many diseases

and the spread of diseases. Sanitation is very important in order to keep good health. One of the most significant diseases that arise from poor sanitation is diarrhea. This being the case the place of sanitation and its importance in the school is clear and necessary if students are to live in good health in the school. Therefore every effort should be made to see to the provision and maintenance of sanitation services.

2.6.1 Consequences of Mismanagement on Students' Health in the School

Indiscipline behaviours such as drinking, smoking, drug abuse, sexual promiscuity, etc.. are believed to cause a lot of problems to those engaged in these acts and at times even to those whom they live with. For instance those who engage in drug abuse and alcohol consumption are becoming insane, and are liable to different forms of illnesses, in addition to their possible inclinations to destroying school facilities. One wonders why those engaging in smoking are not realizing the danger they are facing even when those who are selling the product to them are warning them. "Many people have either fall ill or even lost their lives courtesy of adulteration of some consumed products, etc. Some mismanagement behaviours such as diversion of sanitary materials, neglect of sanitary practices, engaging in unhealthy practices etc. are capable of impacting negatively on students' health" (Bowling, 1997). For instance failure at reporting a scourge in a school, or attending to the sick among students may lead to spread of diseases among other students. That may be part of the reasons for extending students resumption to schools due to the Ebola scourge in Nigeria.

2.7 Effects of Mismanagement of Service Delivery on Students' Accommodation in Boarding Secondary Schools in Jigawa state

Living in satisfactory housing conditions is one of the most important aspects of people's lives. Housing is essential to meet basic needs, such as shelter, but it is not just a

question of four walls and a roof. Housing should offer a place to sleep and rest where people feel safe and have privacy and personal space; somewhere they can raise a family. All of these elements help make a house a home. And of course there is the question whether people can afford adequate housing. (Harvard, 2013). This brief analyzes data from the Urban Institute's 1999 National Survey of Nigeria Families on current and former welfare recipients to assess the importance of housing benefits for welfare success. The data show that families that despite reporting significantly more personal challenges that make employment difficult, poor families that had left welfare but received housing assistance did better at work than those without it. Also, families leaving welfare tend to retain housing benefits, unlike other work supports such as food stamps etc. (Harvard, 2013). The brief concludes that housing assistance can clearly make a difference in moving families from welfare to work.

Accommodation on the other hand is one of the basic needs of not humans alone, but most social animals. Accommodation according Sandra (2009) is a source of protecting the social animal from unfavourable external forces such as rain, sunshine, dangerous animals, or weather conditions etc. It is a means of security and safety to creatures. The students therefore need decent accommodation to be able to get protected and feel secured from external forces. The environment should be conducive such that it serves the purpose for which it is meant for. Failure at the provision of this will make students life uncomfortable and miserable; thus lacking concentration in school activities.

The wealth of experience that the special education field has gained over the years since IDEA was first passed by Congress is the very resource you'll want to tap for more information on what accommodations are appropriate for students, given their disability,

and how to make those adaptations to support their learning. A student will only need to bring their personal belonging. They will be handed a security key (proximity card) which will supply access to the front door of the apartment, access to his or her bedroom. Each apartment also contains fire alarms, heat sensors and hard-wired smoke alarms to all general areas and bedrooms (Sandra, 2009).

Since mismanagement is an aspect of indiscipline, it will not be out of place if we take a close look at what indiscipline is all about, as this will cover a lot of the areas that can be termed as one type of mismanagement or the other. By implication, if one is able to explore what constitutes discipline and its opposite (indiscipline) we can safely assume to overcome the problems associated with mismanagement, thus become good managers.

2.7.1 Consequences of Mismanagement on Students' Accommodation in the School

Many social ills such as vandalization, theft, misuse of facilities etc.. are vices that negatively affect the provision and management of accommodation and power in schools. For instance, some students get fun in intentional damage to accommodation facilities. If say students should break the fence/entrance door to their hostel, or the school head fails to attend to that problem; this may become a security threat to the students and their belongings in their hostel life. (Sandra, 2009).

2.8 Effects of Mismanagement of Service Delivery on Power/Electricity Services in Boarding Schools in Jigawa State

Power or electricity in one of the basic facilities required in any civilized organization/society. Many areas of our everyday lives now depend on steady supply of electricity. Electricity in school (boarding schools especially) is important because it is versatile, controlled easily and is used in everyone's daily life. Without electricity,

humans would have to use other forms of energy that are less efficient. Electricity is considered a very efficient way of energy consumption in part because it is weightless as well as easy to distribute. Electricity is used without creating loss and without creating pollution. Other forms of energy experience loss, pollution or both, such as fossil fuels. At the point where electricity generates, it is a renewable form of energy as well as a clean one. Without electricity, humans would be able to enjoy next to no modern conveniences. Electricity, the flow of electric charge, powers much of the technology used in modern society. The Energy Information Administration explains that electricity is a secondary source of energy, meaning that it comes from the conversion of other energy sources (gogglesearch.http//..aboutelectricity, 12th Oct., 2014)

Right now, most of boarding schools in developing countries run entirely by light provided by the sun, which is acceptable given the modest nature of the school, but the school also has modest goals which can only be achieved by making electricity a reality at the school. The foundations of providing solar powered electricity, rather than the outrageously expensive generator-created electricity that is currently used in emergencies and then only at the clinic, require solar panels, batteries, and an inverter. Having electricity at the school is important for two reasons, the first being that the education the children are receiving at the school is not certified by the government and the children would not be able to enroll at one of the high schools or universities run by the government if they found the money to. This is because every certified school must make the students proficient in two subjects outside of Math, Haitian Creole and a foreign language. The subjects chosen by the school may be physics or computer, but without electricity the computers are next to worthless. The second reason, and perhaps the more

important reason, having electricity for the computers is so necessary is that a whole field of opportunity in employment is not open to these kids because they do not understand computers, and with basic computer proficiency they would be very valuable in a job market that is extremely limited to those without skills or an education. (Isa, 2012)

It can safely be said that most activities in modern societies are paralyzed or become inactive in the absence of electricity. So students' life in school partly depends on steady supply of electricity also. For instance, the student needs power supply to conduct practical, they need light to read and do their assignments in the night, and for their safety from intruders and dangerous creatures. Many gadgets or equipment used in the school depends on electricity; even the water the student drinks depend on availability of power supply, either from the national grid or standby generator. Therefore the students conducive life in school depends a lot on power supply; its lack causes a lot of inconveniences and hence a source of disturbance to students and thus the achievement of school goals. (gogglesearch.http//..aboutelectricity, 12th Oct., 2014)

2.8.1 Consequence of Mismanagement on Power Supply in the School

If some students misuse or tamper with electrical wirings/installations; this may lead to lack/poor power supply or even cause electrical problems likely leading to fire incidences. This in turn has a ripple effect on the whole or substantial portion of the students population, as many innocent students taste the bitterness caused by their colleagues, (Isa, 2012).

2.9 Effects of Mismanagement of Service Delivery on Students' Security and Safety in Boarding Secondary Schools in Jigawa state

Security and safety are two basic needs of the living; especially human beings. The human needs to live in a safe and secured environment. Providing security and safety

to students should be among the priority areas in school management; because nobody dares to live or send his/her child to an unsecured environment. This being the case, the school need to put security measures in place to make students and parents feel at home and satisfied about the security and safety of their children. The school structure such as hostels, classes, etc. should be spacious and of good quality to protect students from hazards such as dangerous creatures like snakes, from the effects of sunshine, rain and other climatic conditions; (McCord & McCord, 1958).

The school environment should ideally be fenced preferably with wall. Security personnel should be assigned, monitored and encouraged to perform their duties diligently. In addition, students need to be continuously enlightened about security and safety measures in their various school situations, such as in the laboratory, in the hostel, in sports ground, etc..

2.9.1 Consequences: of Mismanagement on Students' Security and safety in the School

Security and safety are very crucial in the management of any institution of learning. While, mismanagement behaviours such as wall/fence breaking, connivance, bullying, uncontrolled religious/ ethnic utterances, etc. are threats to ensuring the security and safety of students. (McCord & McCord, 1958). These vices and others are believed to cause a lot of problems in schools. For instance students who are bullied are facing psychological tension in school and thus likely to start thinking negatively about their colleagues, their teachers, and even education itself. That may lead to their truanting, dropping out, or even committing suicide and other unpleasant actions. Concealing of useful security information and/or negligence at taking appropriate action on perceived threats to students' life is also detrimental to students' life in school. Like the case of the

Chibok girls' abduction; if appropriate action was taken at the right time the abduction might not have been successful. Therefore security consciousness is required from both parties involved in school affairs; including the immediate community.

2.10 Discipline

The word 'Discipline' may be given different interpretations, depending on context or who uses the word. But for the purpose of this study, whenever the word is mentioned it relates to the students'/staff behaviour and conduct in the school. Discipline relates to normative way of doing things within a given society. People within such society are socialized into this norm, keep to it and collectively watch for aberrations which are quickly not only identified when they occur, but are also corrected (Ipaye, 1985). According to Oxford Advanced Learners Dictionary (2009, 7th edition), discipline is "the practice of training people to obey rules and orders and punishing them if they do not; the controlled behaviour or situation that results from this training. " a method of training your mind or body or of controlling your behavior and the ability to control your behaviour or the way you live, work, etc..

Discipline according to Usman (1979) in the New Nigeria Newspaper of September 27th, 1979, "implies restraint and self-control in individuals for the good and happiness of all". According to Adesina (1980), discipline relates to a way of character training in order to produce self control. He further added that, it is the way children are taught to respect school authorities, to observe the school laws and regulations to maintain an established standard of behaviour. The term *discipline* is also applied to punishment; that is the consequence of breaking the rules. The aim of discipline is to set

reasonable limits which protect students from harm and teach them what is safe and what is not.

2.10.1 Discipline in the School System:

School discipline is the system of rules, punishments and behavioral strategies appropriate to the regulation of children and the maintenance of order in schools. Its aim is to create a safe and conducive learning environment in the classroom. Many educators see discipline in the context of submission to rules and complying with the requirements of learning and certain standard operating procedures governing behaviour in schools. Others see it in terms of the projection of ethical and moral standards. Through discipline in the school, individuals are taught sets of personal and group moral standards and which are necessary for the school to perform its function and for students and group to reap the full benefit from the school,

A disciplined student is in compliance with the school rules and codes of conduct. These rules for example, define the expected standards of clothing, timekeeping, social behaviour and work ethic. According to Dare (2004), discipline means "readiness or ability of students to respect authority and to observe the established laws of the school". In line with this view, Bello (1981) sees discipline as the training which produces in students, self-restraint, orderliness, good conduct, cooperation and the habit of getting the best out of themselves. Contributing to the meaning of student discipline, Musaaazi (1982) opined that, it is a situation whereby students are provided with an opportunity to exercise self-control, to solve school problems, to learn and promote the welfare of the school.

From the above definitions, one can deduce: that the concept "discipline" implies the conditioning or disposition of the individuals mind and actions to live and conduct one's life within the norms, values and laid down rules and regulations of a given society. School discipline relates to the ability of the student to live and relate with teachers, students, school administrators, and other members of the immediate environment in accordance with the school laid down rules and regulations and those of the immediate society. By extension, lack of discipline in school implies derailing from approved way of life in the school and hence engaging in some anti-social behaviours that may interfere with smooth running of school programmes.

But we need to note that discipline is broadly classified into two, viz; Self-imposed discipline; discipline as a result of self-conviction to accept and do what is right, and discipline imposed on the individual by others, or through discovery by the individual that to conform brings benefit, while to attract sanctions can be painful or unrewarding. Proponents of self-discipline argue that self-imposed discipline produces rational and responsible students; that externally imposed discipline tends to generate feelings of alienation and doubts on the dignity and integrity of the individual; that punishment helps to bring about order and conformity in schools, but not self-discipline.

2.10.2 Importance of Discipline in School

Discipline is generally considered as a vital ingredient in the successful realization of the goals of any institution, group, society or organization. Discipline in educational institutions in particular is very crucial in the effective realization of the goals of teaching and learning. Below are some among the many benefits the school will derive in terms of discipline as outlined by Campbell (1997):

1. Facilitating effective and efficient teaching and learning
2. Breeding well cultured individuals in the society; both students and teachers
3. Allowing for smooth running of the school in order that the goals and objectives are achieved
4. Portraying the school as a place of achieving the desired positive change in behaviour for use in the larger society
5. Giving constituted authority legal and statutory backing
6. Ensuring safety of school plants, staff and students.

Looking at No. 6 above; one can see how lack of discipline could negatively affect school facilities and services through various staff and students' mismanagement practices.

2.10.3 Indiscipline

Indiscipline is a prefixed form of the root word "Discipline". The prefix 'In' implies the negation of the root word. Thus indiscipline can be interpreted as "Lack of Discipline".

Indiscipline according to Horuby (2006) is "lack of control In the behaviour of a group of people". In other words, it is the inability of a person to live in accordance with rules. Tuluhi and Bello (1980) assert that indiscipline is the breaking of rules and regulations of institutions. Individuals willingly or unwillingly violate laid down rules of an institution, which hampers the smooth running of the institution. According to Achunine and Ogidi (1991) indiscipline is any mode of behaviour, action and conducts which deviates from the established and approved rules and regulations of a school and the acceptable code of behaviour, actions and ethics of the society.

Based on the above, indiscipline can simply be seen as mode of life NOT in conformity with rules, and non-subjection to control in a given society. By extension, the term connotes the violations of school rules and regulations capable of obstructing the smooth and orderly functioning of the school system (Adeyemo, 1985).

2.10.4 Indisciplinary Behaviours among students in Schools

Research findings have indicated the prevalence of students' indisciplinary behaviours in many countries. For instance, Chauhan (1983) enumerated some major types of indisciplinary behaviours in many Indian schools such as; bullying, damaging school property, sexual acts such as abduction and rape, homosexuality and heterosexuality, gang membership, alcohol consumption and drug abuse, truancy among others. In the Nigeria's context, teachers, school administrators and various media outlets have been expressing concerns on the unending wave of students' disciplinary problems ranging from truancy, absenteeism, violent demonstrations, bullying, smoking, sexual abuses etc.. This development has led to conduct of researches by various concerned individuals on the area with a view to understand the situation better and thus assist in procuring remedies.

Indiscipline in our schools has become a serious obstacle to the development and attainment of our educational goals. Many students no longer believe in hard work as the only honourable path to success. Examination malpractice particularly has become a serious handicap to our educational and national growth and development; it has been an issue of concern to many individuals and organizations. Research studies have shown that indiscipline seems to be worse with children of the big, powerful and seemingly religious parents. It is disappointingly normal to see students roam the streets freely nowadays in

their school uniforms. Female students now have their classes in the rooms of their boyfriends or sugar daddies. There is little or no respect for teachers any more. Gone are those good days when our parents would threaten to report to teachers whenever students are behaving against the wishes of their parents (Yaroson, 2008).

At this juncture, it would be worthwhile to highlight some of the prevalent cases and acts of indiscipline amongst secondary school students. Some common disciplinary problems prevalent among students in our schools include; demonstrations/riots, theft, damaging school facilities, indecent dressing, rudeness/stubbornness, absenteeism, abusive language, sexual promiscuity, fighting, pornographic pictures, bullying, truancy, disobedience/ disrespect, lateness to school/class, etc..

2.10.5 Types of Indiscipline in Schools

It is not easy to classify cases of indiscipline in school into types. However, Adesina (1980) identified the following types of indiscipline commonly found in the school system.

- a) Indiscipline cases relating to disregard of school regulations; lateness to school, absenteeism, improper dressing in school, sexual immorality, examination malpractice, etc..
- b) Indiscipline cases relating to disrespect of school authorities; rudeness to teachers, waylaying of school authorities, use of abusive language, disobedience to senior students, etc..
- c) Indiscipline cases relating to the habits of individual misbehaviour such as; truancy, pregnancy, untidiness, fighting, etc..

- d) Indiscipline relating to the collective misbehaviour of peer group. This includes violent protest against teachers, collective demonstration against people, and deliberate destruction of school property.

2.10.6 Causes of Students' Indisciplinary Problems

From theories of adolescent problems highlighted above, it is evident that indisciplinary behaviours is multi-faceted in its causes: psychological, socio-economic, biological, - environmental and individual factors all contribute to most antisocial behaviors. In our schools, students' indisciplinary behaviours can be seen to have some bearings with the above stated factors as some research findings have shown. For instance, according to Yaroson (2004) causes of indiscipline in secondary schools are numerous. These include school and societal influences, wrong ideals, idleness, lack of good leadership, injustice, lack of realistic rules, bad home- training and upbringing and so on. Some teachers also have for instance attributed the unceasing trend of truancy in the country to lack of interest in school by the affected children, lackadaisical attitude from parents, the type of school they attend, the communication gap that exist among the interested parties as well as poverty. In support of this, a school teacher said "when children do not receive the right orientation as far as schooling is concerned, coupled with the monitoring level of the parents on their activities, they can easily stay away from school; the resultant effects of which are enormous and always counter-productive for the individual and the society".

Below are some of the findings from researches on causes of students' disruptive behaviors:

- i. **Inconsistent Discipline:** studies by McCord and McCord (1958) have revealed that, children who later become criminals have inconsistent discipline. It was identified that inconsistency in training slows down the learning process. This implies that both teachers as well as parents have to be consistent in the training of their children. They should serve as role models; backing their words with actions.
- ii. **Ignorance of School Rules and Regulations:** Many students indulge in indisciplinary activities in school simply because they are unaware that it violates school rules and regulations. This is so because such students have not been properly oriented on rules and regulations governing school life. This occurs often when the school administration is too busy with other aspects of managing the school. Musaazi (1982) pointed out that school rules and regulations have to be made to guide students' conduct, and where there are no clear and proper rules and regulations there is chaos and confusion.
- iii. **Over-Population in Schools:** the tremendous population increase in our schools, without corresponding increase in other school resources such as teachers, building and other facilities causes a lot of inconveniences in schools, thus engendering indisciplinary behaviours among students.
- iv. **Peer Group Influence:** A very significant factor contributing to student's indiscipline in school is the peer group influence. In support of this opinion Jones (1974), writes of the peer group as 'the most powerful and immediate influence in a child's school life'. Thornberry & Krohn (1997) supported this opinion when they stated that, peer influences have the greatest impact during adolescence. Thus if a pupil finds greater interest and purpose in an activity outside the school, he stops to enjoy himself until

he returns home. He might have been led into playing truant by members of the peer group going to the cinema or any other place of interest. However, peer acceptance and approval is considered as a strong and basic for the child's normal conduct in school. Students who are socially unacceptable to their classmates tend to exhibit some forms of indiscipline, like destruction and seeking attention in school (Loeber, 1966). In support of this, Mayer (1998) opined that, peer rejection and negative peer association are highly correlated to antisocial and criminal outcomes.

- v. **Technological Developments:** technological gadgets accessed by students are today considered as contributing to indisciplinary behaviour of students. Numan (1973) reported that televised violence promotes aggressive behaviour, causes youths to become apathetic or desensitized, distorts real life and has a negative effect on children's ability to learn. Technological developments and sophistication has now reached a stage whereby almost all students are in possession of many electronic devices/gadgets such as internet enabled handsets, DVD, etc.. that if not well managed and monitored may induce a lot of antisocial risks on students.
- vi. **School Administration:** some students' indisciplinary problems are believed to be caused by poor school management. There can be lack of motivated quality staff, lack of facilities, admission of unqualified students, inadequate moral and religious instruction and automatic promotion (Adesina, 1981). In addition, staff, students, society and parents also contribute in no small measure to indiscipline in schools (Akinade, 1989; Uba, 1987).
- vii. **Parent's Socio-Economic Status:** Durojaiye (1976) observes that some Nigerian parents see the need to send their children to school, but they do not see the need or

have the capacity for providing facilities and opportunities at home to support what the child has learnt at school. Without facilities at home the child may not complete his homework. The fear of being punished at school and the fear of being laughed at by peers may push the child towards truancy or indulge in some undesirable means of fitting in. Akinyele (1982) states that in some Nigerian homes, for socio-economic reasons, some children have to hawk 'Bread' or 'agi' or 'Akamu' before going to school. Sometimes these children are late-coming from their errands. Late arrival at school usually earns the child some punishment. Some pupils will prefer to truant than to be punished. Rutter (1979) found that pupils from families of low occupational status were most likely to have poor

viii. **Parental and Teachers Negligence:** Studies have shown that children who are denied physical attention, recognition or acknowledgement may suffer physical and emotional growth (Randle, 2001). As children grow to become adolescents, they become more matured and sophisticated; their needs for recognition, attention, acknowledgement and praise cannot go unnoticed. They seek these in different ways, they send all sorts of signals or messages just to get attended to or recognized. For instance, adolescents in boarding schools may develop ailments or exaggerate illnesses just to make their parents visit and spend time with them. Some may behave badly to get attention.

ix. **Biological Developmental Changes:** The problem of indiscipline is more apparent among secondary school student. Indiscipline among them has attracted serious attention of scholars and administrators. These scholars and administrators attributed indiscipline among secondary school students to their state of development. They

opine that when students notice certain biological changes signaling maturity in the course of their growth and development, they tend to misbehave by faulting school rules and regulations. (Mukharjee; 1985).

2.10.7 Anti-Social Behaviour

The Microsoft Encarta reference library (2002) defines behaviour as 'the way in which a 'person, organism or group responds to a certain set of conditions'. Social behaviour conforms to the morals, standards or community-held values of society. Behaviour, which results in social disapproval, is referred to as antisocial, because it is harmful to maintaining social order. Antisocial connotes actions that harm specific individuals or social groups, either when such harm is intended or when the harm is foreseen but judged irrelevant (Loeber, 1985).

Antisocial behaviour involves "recurring violations of socially prescribed patterns of behaviour" such as aggression, hostility, defiance, and destructiveness, vandalism, rule infractions, defiance of adult authority, and violation of the social norms and morals of society (Walker, Covin, & Ramsey, 1995). To (Simcha-Fagen et al, 1975) "antisocial behaviour reflects a failure of the individual to conform his/her behaviour to the expectations of some authority figure, to societal norms, or to respecting the rights of other people". The behaviours can range from mild conflict with authority figures, through major violation of societal norms, to serious violations of the rights of others (Frick, 1998). Rutter, Giller, & Hagell (1998), defined antisocial behaviour as those acts that are violations of social rules including against people or property e.g., cheating, stealing, truanting, and fighting.

Thus from the above definitions of antisocial behaviour, one can deduce the fact that many indisciplinary behaviour of students in schools are in line with these definitions, and hence constitute impediments to proper and smooth operation of the school system. To be able to deal with indisciplinary/antisocial behaviours, parents, teachers and school administrators need to find out and study theories of antisocial behaviour, developed by psychologists, sociologists and educationists.

2.10.8 Behaviour

According to Wikipedia; the free encyclopedia, behaviour refers to the actions and mannerisms made by organisms, systems or artificial entities in conjunction with its environment, which includes the other systems or organisms around, as well as the physical environment. It is the response of the system or organism to various stimuli or inputs, whether internal or external, conscious or subconscious, overt or covert, and voluntary or involuntary and which are influenced by culture, attitudes, emotions, values, ethics, authority, rapport, hypnosis, persuasion, coercion and/or genetics. The behaviour of people (and other organisms or even mechanisms) falls within a range with some behaviours being common, some unusual, some acceptable, and some outside acceptable limits. The acceptability of behaviour is evaluated relative to social norms and regulated by various means of social control.

Human behavior refers to the range of behaviours exhibited by humans and which are influenced by culture, attitudes, emotions, values, ethics, authority, rapport, hypnosis, persuasion, coercion and/or genetics. The behaviour of people (and other organisms or even mechanisms) falls within a range with some behaviours being common, some unusual, some acceptable, and some outside acceptable limits. The acceptability of

behaviour is evaluated relative to social norms and regulated by various means of social control.

2.10.9 Patterns of Antisocial Behaviours

Each child is unique. Every child needs a strong, loving relationship with a parent, teacher or other adult to feel safe and secure, and to develop a sense of trust. Without a steady bond of a caring adult, children are at risk of becoming hostile, difficult, and hard to manage and as a result, behaviour problems are likely to occur. They may succumb to multifactor influences of genetic, physiological, psychological and sociological factors, and thus unable to confront the social milieu, act against the society. Antisocial behaviour is common in adolescence. It ranges from relatively minor to quite serious acts, typically peaks during mid-to-late adolescence, and is more common among males and females. It has potentially serious consequences for adolescents both in the present and the future (Moffit, Caspi, Harrington, and Milne, 2002), and impacts on their families and wider society (Homel et al, 1999). Most children exhibit antisocial behaviour during their development and different children demonstrate varying levels of pro-social and antisocial behaviour. High levels of disciplinary or antisocial behaviour are considered a clinical disorder. Antisocial personality disorder is characterized by a lack of conscience. People with this disorder are prone to criminal behaviour, believing that their victims are weak and deserving of being taken advantage of.

a) Covert and Overt Antisocial Behaviour: Overt behaviours consist of those antisocial acts that are confrontive (such as fighting, arguing, and temper tantrums). Covert behaviours on the other hand, consist of concealed acts (such as stealing, truancy, lying, substance abuse, and setting fire). Children higher in overt conduct

problems are more irritable, negative, and resentful in their reactions to hostile situations, and they experience more family conflict (Kadzin, 1992). Children higher in covert antisocial behaviour are less social, more anxious, view others more suspiciously, and come from homes lower in family cohesion. Children whose antisocial behaviours are diverse or mixed (i.e. covert and overt) may be at high risk for long-term dysfunction (Robins, 1978).

- b) Experimental and Persistent Antisocial Behaviour:** This distinction is based on the stability or transient nature of antisocial behaviour. Childhood and adolescence are periods of high experimentation, during which many young people engage in behaviours that are not pro-social (e.g. lying, shoplifting, bullying, annoying peers etc..) (Kelly, Loeber, Keenan and DeLamatre, 1997). Nevertheless, while many young people act in an antisocial manner, this behaviour is usually transitory (Dussuyer & Mammalito, 1998; Kelly et al, 1997; Moffit & Harrington, 1996). Individuals, who engage in antisocial behaviour for a relatively short period of time and then desist, are often referred to as 'experimenters'. On the other hand, for a small group of people, antisocial behaviour is much more stable (Kelly et al, 1997; Moffit & Harrington, 1996), often beginning at a very early age and continuing well into adulthood. Those who maintain high levels of antisocial behaviours over long time periods are often labeled 'persisters'.
- c) Life-course Persistent and Adolescence-limited Antisocial Behaviours:** Consistent with the experimental-persistent distinction, Moffit and colleagues (Moffit & Harrington, 1996; Moffit et al., 2001) propose two broad categories of antisocial behaviour: 'life- course persistent' antisocial behaviour (which emerges early in life

and persists well into adulthood); and 'adolescent-limited' antisocial behaviour (which emerges alongside puberty and is transitory). According to these authors, adolescent-limited antisocial behaviour is quite common and may have few long term deleterious consequences, whereas relatively few young people engage in life-course persistent antisocial behaviour.

Life-course Persistent (LCP) group consists of individuals involved in antisocial behaviour long before they reach puberty. Difficult temperament, opposition to adults, impulsivity, and aggression toward peers characterized these children. As adolescents and adults, children with these characteristics are strongly involved in various forms of antisocial behaviour. (drinking, theft, staying away from school, etc.) and criminal behaviour, and they are disproportionately found in criminal registers.

2.11 Empirical Studies

The study was focused on trying to discover the Effects of Mismanagement of Services Delivery on Welfare of Students in Boarding Secondary Schools in Jigawa State. In the review of the related literature for the study, it was discovered that many studies were conducted by different researchers adopting relevant methodologies and related literature. For instance, a research was conducted by Torulagha (2008), titled “*The Corrosive Effect of Corruption on Nigerian Educational System*”. The study discussed several issues related to effects of mismanagement of service delivery in Nigerian institutions of learning. The author is of the view that if children and the youths are not properly socialized, they are very likely to end up adopting destructive social values. The researcher adopted descriptive research design and collected the data for the study through the use of questionnaire and personal interview. The finding showed that there is

a relationship between service mismanagement and lack of infrastructural development, modernization and rehabilitation of Nigerian educational institutions. Also, there is a relationship between mismanagement of service and lack of concern for student services. And there is a relationship between mismanagement of service and the poor state of academic standards. However, the methodology and findings were supported the topic of discussion.

Also, a study was conducted by the Human Rights (2011) titled “*Effect of Local Government Corruption and Mismanagement in Rivers State*”, the study indicates a devastating negative effect of corruption and financial mismanagement on the general life of the people and its implication on the society in general. The researcher also used survey research design and collected the data for the study through the use of questionnaire and personal interview. Findings from the research indicated that, Nigeria has produced several hundred billion dollars worth of oil since independence in 1960, but ordinary Nigerians have derived appallingly little benefit from all of that wealth. The human rights impact of those losses has been profound, as funds that government could have spent on basic health care and primary education for Nigeria’s citizens have instead been squandered or embezzled. Nigeria’s public schools and clinics have been left to crumble and wither away and Nigerians have suffered greatly from the decay of those vital public services. In addition, corruption has undermined public accountability and fueled political violence and other forms of human rights abuse.

Another study was conducted which sought to establish factors which contribute to financial mismanagement and misappropriation in secondary schools in Aucha District. the study employed descriptive survey design. The study population consisted of

126 HODs, 126 BOG chairpersons, 126 bursars, 1011 teachers, and 10 quality assurance officers. Stratified random sampling technique was used to select 5 boarding schools, 3 days schools, 42 head teachers, 42 bursar, 42 HODs, 42 BOG chairpersons, 337 teachers while purposive sampling was used to select 10 quality assurance officers. Data was collected by use of questionnaire in-depth interviews, focus group discussion and observation forms. Qualitative data collected then questionnaire and observation checklist were analyzed using descriptive and inferential statistics in form of mean, frequency counts percentage and correlation. Qualitative data collected through interviews, open ended questions and focused groups discussions were transcribed, organized into themes and subthemes as they showed that the level of financial mismanagement in secondary school was high and the major stakeholder involved were head teachers, BOGs, sponsors, auditors and school bursars/accountants in schools. There were major forms of financial mismanagement which included exaggerated traveling allowances unauthorized purchases of person of gains. Board of Government visiting schools frequently give allowances, exaggerated prices of repairs, contracts awarded to a related party, exaggerated prices of school items especially stationeries and boarding, exaggerated expenditure on co curricular activities. Major factors which contributed to financial mismanagement include corrupt mode of promotion, lack of financial training, loose board of governors, weak internal control mechanisms, irregular auditing, lack of qualified bursars and interferences from sponsors and the community. From the study it was concluded that all forms of management and misappropriation were as a result of stakeholders who did not understand their roles or ignored their roles.

Other studies are Obinna (1998) in one study on financial mismanagement in public primary schools in Ohafia local government discovered that, many schools are found to lack many qualitative basic facilities of learning, courtesy of lack of good management practices by both staff and students. However, (Idris, 2009) in his contribution to ways of solving mismanagement problems in schools, opined that there is no way we can save our schools and the entire nation if we fail to address the state of our level of discipline. He argued that the present menace of discipline in the country, coupled with the indifference shown to it by the populace casts doubt in his mind about the eradication of mismanagement in our societies.

2.12 Summary

In this chapter, many related literature were reviewed in line with the six formulated objectives of the study. Several authors were quoted who examined the effects of mismanagement of service delivery on the welfare of students in boarding secondary schools. Conceptual framework for the study highlighted the meaning of mismanagement, meaning of service, welfare, concept of education among others. The chapter further highlighted on effects of mismanagement of students' welfare services viz; feeding, water, health, accommodation, power supply and safety. In the process of this review, the study considers several opinions of some ministry officials and other stake holders of education in Nigeria. Finally, the review examined some empirical studies related to mismanagement of service delivery on students' welfare and the negative implications on students' life in schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents a vivid picture of the general methodology employed in carrying out the study. It state in clear terms the methods used and resources involved throughout the study. The study is aimed at investigating the effects of mismanagement of service delivery on the welfare of students in boarding secondary schools in Jigawa state. For this purpose, the chapter discusses the following aspects of the study:

Research design

Population of the study

Sample and Sampling procedures

Instrumentation

Method of data collection technique used

Validation

Pilot study

Reliability

Method of Data Analysis

3.2 Research Design

This study is focused on finding out the effects of mismanagement of service delivery on the welfare of students in boarding secondary schools in Jigawa state. The study is a descriptive survey by design; as it seeks to solicit opinions of respondents under the prevailing circumstance, in which structured questionnaire was used to collect relevant data (opinions) from selected samples (principals and teachers) within the

population. These results were eventually used in the final analysis and making generalizations on the whole population,

3.3 Population of the Study

In term of non-human population, the study comprises of all government boarding secondary schools (numbering 30) spread across the five (5) emirates of Jigawa state. On the human aspect, the population of the study comprises of all secondary school boarding students, all teaching staff and principals of Jigawa state boarding secondary schools (350). Thus, in specific sense, the population for the study embraces all Boys boarding secondary schools (16), all Girls boarding secondary schools (12) and all mixed boarding secondary schools (2) in Jigawa state. In all, the schools population comprises of a total of (30) boarding secondary schools, the schools' teaching staff and principals. Table 3.3.1 explained the details:

Table 3.1: Population of Boarding Secondary schools in Jigawa State

S/No.	Name of School	Status	Zone	Cont Unit	Emirate	No. of Teachers
1	GC B/Kudu	Boys	B/Kudu	MOEST	Dutse	41
2	GGUSS Gwaram	Girls	B/Kudu	MOEST	Dutse	26
3	GSS Basirka	Boys	B/Kudu	MOEST	Dutse	16
4	GSTC B/Kudu	Boys	B/Kudu	STEB	Dutse	17
5	GGASS Birniwa	Girls	Birniwa	IEB	Hadejia	27
6	GGASS Danzomo	Girls	Gumel	IEB	Gumel	35
7	GGSS Sule- Tankarkar	Girls	Gumel	MOEST	Gumel	31
8	GSS Maigatari	Boys	Gumel	MOEST	Gumel	48
9	SSS Lautai	Boys	Gumel	STEB	Gumel	30
10	GGASS Kaugama	Girls	Hadejia	IEB	Hadejia	31
11	GSS Fantai Hadejia	Boys	Hadejia	MOEST	Hadejia	46
12	GSS Mallam Madori	Boys	Hadejia	MOEST	Hadejia	33
13	GGSS Malam Madori	Girls	Hadejia	MOEST	Hadejia	34
14	GSTC Hadejia	Boys	Hadejia	STEB	Hadejia	38
15	SAIS Hadejia	Boys	Hadejia	IEB	Hadejia	43
16	School of the Deaf Hadejia	Mix	Hadejia	MOEST	Hadejia	1
17	GSS Aujara	Boys	Jahun	MOEST	Dutse	19
18	GGSSS Jahun	Girls	Jahun	STEB	Dutse	17
19	GGSS Kazaure	Girls	Kazaure	MOEST	Kazaure	25
20	GSS Roni	Boys	Kazaure	MOEST	Kazaure	17
21	GTC Karkarna	Boys	Kazaure	STEB	Kazaure	19
22	CGSS Roni	Girls	Kazaure	STEB	Kazaure	24
23	GGASS Babura	Girls	Ringim	IEB	Ringim	33
24	GUSS Ringim	Boys	Ringim	MOEST	Ringim	59
25	GGSSS Taura	Girls	Ringim	STEB	Ringim	21
26	GSTC Ringim	Boys	Ringim	STEB	Ringim	16
27	GGSS Garki	Girls	Ringim	MOEST	Ringim	30
28	MIS Dutse	Mix	Dutse	MOEST	Dutse	61
29	GSCS Dutse	Boys	Dutse	MOEST	Dutse	41
30	SSS K/Hausa	Boys	K/Hausa	STEB	K/Hausa	26
TOTAL						350

Source: Jigawa State Ministry of Education Science & Technology, Dutse (2013)

Table 3.2: Summary of Schools by Zone

S/No.	Name of Zone	Boys school	Girls School	Mixed School	Total
1	Birnin Kudu	3	1	-	4
2	Birniwa	-	1	-	1
3	Gumel	2	2	-	4
4	Jahun	1	1	-	2
5	Hadejia	4	2	1	7
6	Kazaure	2	2	-	4
7	Dutse	1	-	1	2
8	Ringim	2	3	-	5
9	Kafin Hausa	1	-	-	1
Total		16	12	2	30

Source: Ministry of Education Science & Technology Dutse, (2013)

3.4 Sample and Sampling Procedure,

Jigawa state comprises of a total of 134 secondary schools of which (30) are boarding as indicated above. However, it is not possible to consider the whole population in carrying out the research due to the obvious reasons highlighted in the scope of the study; as such a part of the population systematically selected was used for the purpose of collecting the relevant data. The population size is determined in line with Ezeani (1998) citing Best and Khan (1989); the ideal sample has to be large enough to serve as true representative of the population from which it was drawn, and about which the researcher wishes to generalize. The sample for this study is systematically drawn from the total population as follows: 10 out of the total of (30) boarding secondary schools were selected from all nooks and corners across the state to serve as the sample to be used for

the study. From these samples, the schools principals and three academic staff of each of the selected schools forms part of the respondents; making a total of (40) respondents.

In addition, a combination of sampling techniques was used in drawing the samples; (both probabilistic and non-probablistic). Non-probablistic Quota sampling and probabilistic stratified random sampling methods were used to draw the selected schools; to give room for equitable and relevant representation of the people and nooks and corners of Jigawa state taking into consideration the distinctive variables involved. These sampling techniques used have the advantage of ensuring that the various segments of a given population are adequately included, and facilitate the comparison of responses where necessary (Ndagi, 1984). Thus, the sampled schools and hence, people involved in these samples represent the diverse natural characteristics of the people of the state, these are; geographical location, sex, status of school and control unit. Details of the sampled schools are as follows:

Table 3.3: List of Sampled Schools

S/No.	Name of School	Status	Zone	Control Unit	Emirate
1	GSS Basirka	Boys	B/Kudu	MOEST	Dutse
2	GGSS Sule-Tankarkar	Girls	Gumel	MOEST	Gumel
3	SSS Lautai	Boys	Gumel	STEB	Gumel
4	GGSS M/Madori	Girls	Hadejia	MOEST	Hadejia
5	SAIS Hadejia	Boys	Hadejia	IEB	Hadejia
6	GSS Aujara	Boys	Jahun	MOEST	Dutse
7	CGSS Roni	Girls	Kazaure	STEB	Kazaure
8	GGASS Babura	Girls	Ringim	IEB	Ringim
9	GUSS Ringim	Boys	Ringim	MOEST	Ringim
10	MIS Dutse	Mix	B/Kudu	MOEST	Dutse

3.5 Instrumentation

For the purpose of carrying out this study, structured researcher made questionnaire requiring specific responses were used exclusively throughout so as to ease and direct responses for both teachers and the schools principals. The items were drafted to solicit respondents' opinion on the negative effect of mismanagement on students' welfare services in schools. A Likert 5-point scale type questionnaire was used for this purpose, scored using the usual SA (strongly agree): 5 points, A (agree): 4 points, U (undecided): 3 points, D (disagree): 2 points and SD (strongly disagree): 1 point format. Likert type scales use fixed choice response formats and are designed to measure attitudes or opinions (Bowling, 1997; Burns, & Grove, 1997). These ordinal scales measure levels of agreement/disagreement. The respondents were asked to indicate their responses to each item as specified by the given alternative choice of responses. This was so adopted in order to make the questionnaire easier to fill by respondents in addition to making the responses easier to interpret by the researcher. The questionnaire consists of 9 sections; "A"- "I". Section A is on Introduction/Request letter to the respondents guiding them on what the questionnaire is all about and how it is to be filled. Section B is on respondents bio-data; section C is the Key to the responses showing the degree of the respondents agreement with the items or otherwise. Sections "D"- "I" are the item statements generated based on the research objectives

3.6 Validity of the Instrument

Several measures were taken to ensure the validity and reliability of the instrument used to collect data for this study. Attempt was made at ensuring both face, content and construct validity of the instrument. First, the questionnaire items were

carefully drafted and copies made were distributed to educational administration specialists in the admin and planning section of the Ahmadu Bello University Zaria and some other practicing educational administrators for their inputs: observations, additions/subtractions and/or comments on the questionnaire items. It was further authenticated by the researcher's supervisors as okay in both content and relevance before finally administered. In addition, including teachers among the respondents takes care of any likely deviations or bias of the principals opinions, apart from the fact that teachers themselves are relevant sources of obtaining data on this area; being part and parcel of managing students' activities in the school. Moreover, leaving the questionnaire with the respondents affords them adequate time to study and express their opinions boldly and conveniently. Finally, assurance was given to respondents on the confidentiality of their responses and their identity; as clearly stated on the questionnaire to enable respondents give unbiased responses to the questionnaire items.

3.7 Pilot Study

Pilot study was conducted for this research. This is necessary in order to ascertain the reliability of the instrument. The advantage of conducting pilot study is that it may give advance warning about where the main research project could fail or whether proposed method or instrument is/are appropriate or too complicated. According to De Vaus (1993) pilot study implies do not take risk, pilot test first. Another reason for pilot study is to subdue the anxiety and fear of the researcher regarding any failure in the study and to help cross-check spelling mistakes, wrong sentences, punctuations and other errors in the items so that there will be no ambiguity in the responses from respondents among others. For this, 2 schools outside the sampled schools were used; 8 questionnaires were

distributed to the respondents and collected back for analysis. Using statistical package for social science (SPSS), the result indicates the reliability of the instrument.

3.8 Reliability of the Instrument

The instrument was subjected to reliability test as indicated above. This is necessary for the authenticity, relevance and consistency of both the content and the instrument in measuring what actually is to be measured. The result of the pilot study indicates that the instrument was reliable, as the reliability coefficient was found to be 0.78; a value that falls within the required range for reliability

3.9 Administration of the Instrument

In collecting data for the study, the researcher personally distributed the produced questionnaires to the respondents. Where a principal was found not on seat, the researcher left the questionnaire to be kept for him/her. Distributed questionnaires were left with the respondents for a maximum period of seven days; depending on the respondent's convenience. This was done to allow the respondents carefully study and respond to the questionnaire items appropriately and conveniently. The questionnaires were duly collected back by the researcher himself and/ or by his assistants after completion.

3.10 Method of Data Analysis

Data collected from the study were compiled in tables. These sets of data were taken and analyzed one by one and set by set using frequency/mode. This implies that the response(s) carrying the highest frequency is the majority opinion on that given item; and the least is less popular or favourable to a given opinion. This analysis was the one that

was used to answer the raised research questions. In addition t-test statistic at 0.05 level of significance were used to test all the 6 null hypotheses; this is so because the data is nominal and involve two groups in all the six hypotheses. In the analysis, detailed explanations were made based on results obtained. This clearly helped in showing the opinions of respondents on the item statements and also enables the researcher to make generalization where appropriate.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

In this chapter, data collected from the study are presented, analyzed and discussed. The data presented in the chapter are the outcome of the respondents' responses to the questionnaire items. A total of forty (40) questionnaires were distributed to the respondents, out of which thirty eight (38) were collected back and used in the analysis. The retrieved questionnaires comprises of those of the ten (10) principals of the selected schools, and twenty eight (28) for the teachers. This implies that the data analysis will be done based on the number of collected questionnaires (38).

The presentation is composed of two sections. The first section borders on personal information of respondents presented in tables. The nature and characteristic of the data and how they relate to the study are discussed. In the second section, data gathered from the respondents via the questionnaire were analyzed. This is followed by testing the six hypotheses. The chapter contains tables 4.4- 4.9 for respondents' bio-data, 4.10– 4.15 on respondents' opinions, 4.16– 4.21 on hypotheses and 4.22 table for summary of tested hypotheses.

A Likert 5-point scale using; Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree format were used for assessing the respondents opinions. However, for the purpose of convenience in analyzing and discussing of the data, Strongly Agree and Agree are considered as responses For (Agree), and Strongly Disagree and Disagree as Against (Disagree). To give clear idea on the data obtained, the results are presented using frequency tables.

4.2 Presentation of Demographic Data

The demographic data of the respondents are presented here on tables 4.4 to 4.9. The information include; respondents' post/designation, gender, control unit, school type, qualification and years of work experience.

Table 4.4: Category of Respondents

S/No.	Respondents Designation	frequency	%
1	Principals	10	25
2	Teachers	30	75
	Total	40	100

Table 4.4 indicates the two category of the respondents used in the research, viz; principals and teachers of the sampled schools. The result shows that 10 principals representing 25% and 30 teachers representing 75 % are involved in the study. This implies that the total respondents are 40 in number.

Table 4.5: Distribution of Respondents by Gender

S/No.	Respondent	Gender	frequency	%
1	Principals	Male	6	60
		Female	4	40
2	Teachers	Male	23	82.1
		Female	5	17.9

The table 4.5 indicates that out of the ten (10) principals of the selected schools, 6 representing 60% are male; while 4 representing 40% are females. The result indicates an

unbiased representation in terms of school managers used in the study. On the second category of respondents; the table indicates that 23 teachers representing 82.1 are males, while 5 teachers representing 17.9 are females. This also points to the involvement of the two sexes in the teachers' category. In all, 29 of the respondents representing 76.3% are males; while 9 respondents representing 23.7 are females.

Table 4.6: Distribution of Respondents by Control Unit

S/No.	Control Unit	Frequency	%
1	MOEST	26	68.5
2	STEB	4	10.5
3	IEB	8	21

The table 4.6 shows the distribution of the respondents by their control units. The result indicates that 26 respondents representing 68.5% are under the state Ministry of Education Science & Technology, 4 respondents representing 10.5% are from Science & Technology Education Board, and 8 respondents representing 21% are from the state Islamic Education Bureau. The result indicates that all the educational control bodies of secondary schools in the state are represented; with the state Ministry of education, Science & Technology leading in the number of respondents, followed by the IEB and then the STEB (based on the number of schools under each unit).

Table 4.7: Distribution of Respondents by Type of School

S/No.	School Type	Frequency	%
1	Boys	19	50
2	Girls	15	39.5
3	Mix	4	10.5
Total	3	38	100

Table 4.7 indicates the distribution of the respondents by the type of school they represent or came from. The result shows the three types of boarding schools in the state alongside the number of respondents from each. The data indicates that 19 respondents representing 50% of the total respondents are from boys' school, 15 respondents representing 39.5% are from Girls school, while the remaining 4 representing 10.5% are from mixed school. This result shows that respondents from boys' schools are the majority, followed by those from girls' school, and finally those from mixed school. The reason for the variation/disparity in the number of respondents is not far-fetched considering the number of each type of school in Jigawa state.

Table 4.8: Distribution of Respondents by Qualification

S/No.	Qualification	Frequency	%
1	NCE	4	10.5
2	BA/BAEd/Bsc/BscEd	29	76.3
3	Med/MAEd/MscEd/MA/Msc	5	13.2
4	Phd	-	0.0
Total		38	100

The table 4.8 above shows the various qualifications of the respondents. It can be inferred from the table that out of the total 38 respondents; 4 possessed the minimum teaching qualification i.e. NCE, 5 have masters degree, and 29 have first degree qualifications. The result clearly indicated that majority of the respondents are graduates, representing 76.3%, 13.2% are having higher degree i.e. Masters, and only 10.5 % possess NCE. This indicates that majority of the respondents 89.5% are well educated and trained in the teaching business, thus assumed to have a considerable knowledge of school life which can help them respond to the questionnaire appropriately.

Table 4.9: Distribution of Respondents Years of Work Experience

Years of Work Experience	Frequency	Percentage (%)
0-5	5	13.1
6-10	4	10.5
11-15	8	21.1
16-19	8	21.1
20 & above	13	34.2
Total	38	100

Table 4.9 shows the years of work experience of the respondents. It is clear from the table that 5 respondents; representing 13.1% have 0-5years work experience, 4 have 6-10 years representing 10.5%, 8 each have 11-15years and 16-19 years work experience respectively; these represents 21.1%; finally, 13respondents representing 34.2% have work experience of more than 20 years. The result indicates that majority of the respondents (over 76%) have work experience of over 10 years; which can be justified as a fair time to get substantial experience in school programmes, problems, needs, etc.

4.3: Opinions of Respondents on the effects of mismanagement of service delivery on the welfare of students in boarding secondary schools in Jigawa state, Nigeria

This section presents data collected from respondents on the effects of mismanagement of service delivery on the welfare of students in boarding secondary schools in Jigawa state, Nigeria. All items contained in the questionnaire from 1-60 relate to the section. Responses of the respondents were collected, presented in tables and analyzed using frequency counts and simple percentages. This enabled the researcher to make general observation and description of the data.

4.3.1 Opinions of Principals and Teachers on the Effects of Mismanagement of Service delivery on Students' Feeding in Boarding Secondary Schools in Jigawa State

This section presents data on the opinions of respondents on the effects of mismanagement of service delivery on students' feeding in boarding secondary schools in Jigawa state. Items 1-10 in the questionnaire relates to this section. Items 1-10 relates to the effects of mismanagement of service delivery on the feeding of students in boarding secondary schools in Jigawa state. The items include: diversion of food items by suppliers and/or food managers causes shortages of food to students in the school; supply of poor quality food to students causes food abuse and starvation; Students dubious characters such as theft of food items and collection of more shares causes food shortages; corrupt leadership contributes to poor quality and insufficient food supply to students in the school; negligence of duty by food managers causes hardship and worry to students; lack of commitment of food managers causes delay in students' food services; inconsistency in food time-table causes confusion and lack of orderliness in food services; assigning of dishonest person(s) on students food services engenders poor food

services in the school; Incompetent leadership in the school contributes to ineffective food services; and lack of orderliness exhibited by students at food collection points causes food shortages and abuse. Table 4.10 explained the details:

Table 4.10: On the Opinions of Respondents on the Effects of Mismanagement of Service delivery on Students Feeding in Boarding Secondary Schools in Jigawa State

S/N	Item Statement	Category of Respondents	Responses									
			SA		A		U		D		SD	
			F	%	F	%	F	%	F	%	F	%
1	Diversion of food items by suppliers and/or food managers causes shortages of food to students in the school	Teachers	06	21.4	05	17.9	05	17.9	08	28.6	04	14.3
		Principals	00	0.0	00	0.0	02	20.0	06	60.0	02	20.0
2	Supply of poor quality food to students causes food abuse and starvation	Teachers	15	53.6	11	39.3	02	7.1	00	0.0	00	0.0
		Principals	04	40.0	05	50.0	01	10.0	00	0.0	00	0.0
3	Students dubious characters such as theft of food items and collection of more shares causes food shortages	Teachers	16	57.1	09	32.1	00	0.0	03	10.7	00	0.0
		Principals	07	70.0	02	20.0	01	10.0	00	0.0	00	0.0
4	Corrupt leadership contributes to poor quality and insufficient food supply to students in the school	Teachers	06	21.4	08	28.6	06	21.4	05	17.9	03	10.7
		Principals	00	0.0	00	0.0	03	30.0	04	40.0	03	30.0
5	Negligence of duty by food managers causes hardship and worry to students	Teachers	12	42.9	10	35.7	02	7.1	03	10.7	01	3.6
		Principals	03	30.0	04	40.0	01	10.0	02	20.0	00	0.0
6	Lack of commitment of food managers causes delay in students' food services	Teachers	10	35.7	09	32.1	03	10.7	03	10.7	03	10.7
		Principals	02	20.0	01	10.0	03	30.0	03	30.0	01	10.0
7	Inconsistency in food time-table causes confusion and lack of orderliness in food services	Teachers	10	35.7	05	17.9	04	14.3	06	21.4	03	10.7
		Principals	01	10.0	02	20.0	02	20.0	04	40.0	02	20.0
8	Assigning of dishonest person(s) on students food services engenders poor food services in the school	Teachers	06	21.4	08	28.6	05	17.9	05	17.9	04	14.3
		Principals	01	10.0	02	20.0	02	20.0	03	30.0	02	20.0
9	Incompetent leadership in the school contributes to ineffective food services	Teachers	04	14.3	06	21.4	04	14.3	08	28.6	06	21.4
		Principals	00	0.0	00	0.0	00	0.0	06	60.0	04	40.0
10	Lack of orderliness exhibited by students at food collection points causes food shortages and abuse	Teachers	12	42.9	14	50.0	02	7.1	00	0.0	00	0.0
		Principals	03	30.0	04	40.0	02	20.0	01	10.0	00	0.0

Item one on table 4.10 is on the opinions of principals and teachers on diversion of food items by suppliers and/or food managers causes shortages of food to students in the school. The result indicated that,39.3% of teachers agreed with the opinion while 0% of principals agreed. However, 42.9% of the teachers and 80% of principals disagreed. This implies that there is a wide disagreement on this item between the teachers and the principals' opinions. By implication, there is contradiction between the opinions of the respondents on diversion of food items by suppliers/contractors and/or food managers as one of the causes of food shortage in schools in Jigawa state boarding schools. This will mean that this problem is not much in schools, or it is caused by another factor(s).

Item 2 on the table is on supply of poor quality food to students as a cause for food abuse and starvation in schools. From the table, it is observed that 92.9% of teachers and 90% of principals disagreed with this proposition; this indicates a consensus opinion of the 2 classes of respondents on the issue. This implies that, the quality of food supplied to students in boarding secondary schools in Jigawa is okay and thus guarding against wastage of food resources by students.

Item 3 is on students' dubious characters such as theft of food items and collecting of more shares as a cause for shortage of food in schools. The table indicated that 89.3% of teachers and 90% of principals' disagreement with the statement, while 10.7% of teachers agree with the statement. This implies that there is a consensus opinion on this item. This indicates the almost non-existence of this problem in schools. By implication, students' food items receive the required attention as far it's safe keeping is concerned.

Item 4 states that corrupt leadership contributes to poor quality and insufficient food supply to students in schools. The result shows that 0% of the teachers agreed with the item,

while no principal is in support of this. Meanwhile, 70% of principals disagreed with this statement as done by 28.6% of teachers. This shows that there is a divergent opinion between the two classes of respondents on this item. The researcher is of the view that this disparity may not be unconnected with the fact that the item may be a blow to school managers (principals); hence their disagreement. In any case, the result suggests that school managers and all concerned on students food services should discharge their responsibilities with honesty and maturity.

Item 5 is on negligence of duty by food managers as a causative agent of students' poor food services in schools. The results indicated an agreement from both teachers and principals, as 78.6% of teachers and 70% of principals agreed with the statement respectively. This indicates that there are bottlenecks on the management of students' food services. These problems need to be found out as from which quarters it is coming from. Thus it is the opinion of the researcher that school managers should endeavour to find out lasting solution to this problem.

Item 6 relates to poor commitment of food managers causes delay in students food services. The result indicates that, 67.90% of teachers and 30% of principals agreed with the item, while 21.4% of teachers and 40% of principals disagreed with it. This implies that there are varied opinions between the respondents on this item. However, the researcher is of the view that there are indications of the existence of the problem in schools, hence effort be made to make amends where necessary.

Item 7 states that, inconsistency in food time-table causes confusion and disorderliness in students' food services. This statement was supported by 53.6% of teachers and 30% of principals, and disagreed by 25% of teachers and 60% of principals. The result thus indicates a disparity of opinions on the item. But going by the statistics, the researcher is of the view that the

problem may be in existence in some schools; hence be addressed through taking appropriate measures.

Item No. 8 on the questionnaire is on assigning dishonest person(s) on students food services as a way of engendering poor food services in schools. The result indicates that 50% of the teachers and 30% of the principals agreed with this statement; while 37.1% of teachers and 50% of principals disagreed with the item. This also indicates a mixed opinion on the proposition. It is also the researcher's view that school managers should appoint reliable and honest personnel as per students' services are concerned; to guard against the problem highlighted on the item.

Item 9 is on incompetent leadership in a school as contributing factor to ineffective food services. The result shows that, 35.7% of teachers agreed while, 50% of the teachers and 100% principals disagree. This result shows that, there is an overwhelming disagreement with the item especially from the principals' side. It also implies that problem of leadership incompetency is not a major problem to students food services. However, it is the opinion of the researcher that, going by the statistic, something should be done in such areas of appointments of leaders in schools, and in giving them the appropriate management training to enable them perform their duties effectively.

Item 10 states that, lack of orderliness exhibited by students at food collection points causes food shortages and abuse. The result indicates that 92.8% of teachers and 70% of principals agreed with the statement. This implies that, this problem exists in our schools, and thus affects students' food services negatively. The researcher is of the view that this problem needs to be immediately addressed, so as to improve on students' food services in schools.

4.3.2 Opinions of Principals and Teachers on the Effects of Mismanagement of Service delivery on Students' Water Supply in Boarding Secondary Schools in Jigawa State

This section presents data on the opinions of respondents on the effects of mismanagement of service delivery on students' water supply in boarding secondary schools in Jigawa state. Items 11-20 in the questionnaire relates to this section. Items 11-20 relates to the effects of mismanagement of service delivery on water supply to students in boarding secondary schools in Jigawa state. The items include: students misuse/mishandling to water facilities leads to water shortages in school; more money has to be expended on water services; courtesy of students water mismanagement practices; connivance with stakeholders in diverting water supply materials complicates water problem in the school; lack of orderliness exhibited by students at water points leads to damage to water facilities; negligence of duty by water managers causes water scarcity; Insensitive leadership causes insufficient water services in the school; tampering with or negligence on power supply affects efficient water services; poor maintenance culture on water facilities impedes on effective water supply; incompetent leadership is a threat to steady water supply in the school; and incompetent plant operator contributes to water shortages in the school. Table 4.11 showed the details:

Table 4.11: On the Opinions of Respondents on the Effects of Mismanagement of Service delivery on Students Water supply in Boarding Secondary Schools in Jigawa State

S/N	Item Statement	Category of Respondents	Responses									
			SA		A		U		D		SD	
			F	%	F	%	F	%	F	%	F	%
11	Students misuse/mishandling to water facilities leads to water shortages in school	Teachers	13	46.4	10	35.7	01	3.6	03	10.7	01	3.6
		Principals	04	40.0	04	40.0	02	20.0	00	0.0	00	0.0
12	More money has to be expended on water services; courtesy of students water mismanagement practices	Teachers	07	25.0	09	32.1	03	10.7	05	17.9	04	14.3
		Principals	04	40.0	05	50.0	01	10.0	00	0.0	00	0.0
13	Connivance with stakeholders in diverting water supply materials complicates water problem in the school	Teachers	05	17.9	04	14.3	06	21.4	08	28.6	05	17.9
		Principals	00	0.0	00	0.0	03	30.0	03	30.0	04	40.0
14	Lack of orderliness exhibited by students at water points leads to damage to water facilities	Teachers	13	46.2	11	39.3	02	7.1	02	7.1	00	0.0
		Principals	05	50.0	04	40.0	01	10.0	00	0.0	00	0.0
15	Negligence of duty by water managers causes water scarcity	Teachers	07	25.0	05	17.9	06	21.4	05	17.9	05	17.9
		Principals	00	0.0	02	20.0	02	20.0	04	40.0	02	20.0
16	Insensitive leadership causes insufficient water services in the school	Teachers	05	17.9	06	21.4	05	17.9	06	21.4	06	21.4
		Principals	00	0.0	00	0.0	02	20.0	03	30.0	05	50.0
17	Tampering with or negligence on power supply affects efficient water services	Teachers	11	39.3	13	46.4	01	3.6	02	7.1	01	3.6
		Principals	03	30.0	04	40.0	01	10.0	02	20.0	00	0.0
18	Poor maintenance culture on water facilities impedes on effective water supply	Teachers	06	21.4	08	28.6	04	14.3	06	21.4	04	14.3
		Principals	01	10.0	01	10.0	02	20.0	04	40.0	02	20.0
19	Incompetent leadership is a threat to steady water supply in the school	Teachers	04	14.3	03	10.7	06	21.4	10	35.7	05	17.9
		Principals	00	0.0	00	0.0	01	10.0	05	50.0	04	40.0
20	Incompetent plant operator contributes to water shortages in the school	Teachers	10	35.7	07	25.0	03	10.7	05	17.9	03	10.7
		Principals	04	40.0	03	30.0	02	20.0	01	10.0	00	0.0

Item 11 relates to students misuse/mishandling to water facilities as a cause for water shortages in schools. The results indicate that 82.1% of teachers and 80% of principals agree with the item. Thus it implies that, mishandling of water facilities by students in schools is a big problem to students' water supply services in schools. The researcher is of the view that the problem can be tackled by taking appropriate measures by the authorities concerned.

Item 12 is; more money has to be expended on water services, courtesy of students' mismanagement practices on water facilities. This item was scored 57.1% and 90% by teachers and principals respectively as agreed, and only 32.1% of teachers disagreed with it. The result indicates that schools funds are utilized unnecessarily in addressing problems of water supply that could have been used on other areas of students' services. The researcher is of the view that strict penalties and appropriate actions need to be taken to arrest or at least minimize this problem.

Item 13 is on connivance with stakeholders in diversion of water supply materials as contributing factor to water problem in schools. The result indicates 46% of teachers and 70% of principals' disagreement with the item statement, however 31.2% of teachers agreed with it. This indicates that this problem is not tenable in most schools. However, the researcher points to the imperative of school managers to address this issue in affected schools.

Item 14 is on lack of orderliness exhibited by students at water points as leading to damage to water facilities. The result on the table 4.3.2 indicates agreement with the statement, as 85.7% of the teachers and 90% of principals agreed with it. This implies that this problem is a serious one affecting effective water services to students in schools. The researcher is of the view that appropriate measures and actions need to be taken by school managers and staff to address the problem.

Item 15 is on negligence of duty by water managers as causative agent of water scarcity. The result indicates divergent opinion on this item. 42.9% of teachers and 20% principals support the item while 35.7% teachers and 60% of principals disagree with it. This implies that, this problem is found in some schools and not in some. Thus it is advisable that adjustments be made by school managers and other relevant officers to tackle the problem in the affected schools.

Item 16 is on insensitive leadership as a causative agent for insufficient water supply to students. The result indicates 39.3% of teacher in support of item, while 42.9% of teachers and 80% of principals disagreed with the item statement. This implies that the problem is not much pronounced in most schools. However, some teachers' responses suggest that leaders of affected schools need to adjust, in their leadership responsibilities with a view to improve the situation in their domains.

Item 17 states that tampering with or negligence on power supply affects efficient water services. The table shows that majority of the respondents agree on this; as 85.7% of teachers and 70% of principals agreed with the statement. This implies that the problem of power experienced in schools is a serious problem affecting water services to students; hence all efforts be geared by all stakeholders; including PHCN to ensure/improve steady power supply.

Item 18 is on poor maintenance culture on water facilities as impeding effective water supply in school. This statement received mixed opinion from the respondents, 50% of teachers and 7.1% of principals agreed, while 35.7% of teachers and 60% of principals disagreed with the statement. This implies that the problem is found in some schools and not in some. The implication is that, school managers of affected schools should endeavour to make adjustments so as to minimize/overcome the problem.

Item 19 is “incompetent Leadership is a threat to steady water supply in the school”. This statement is overwhelmingly rejected by the respondents; as 53.6% of teachers and 90% of principals disagreed with it. However, 25% of teachers support (agree) with it: which indicates an element of existence of the problem in some of the schools. It is the view of the researcher that competent and qualified persons by assigned leaders in all aspect of school programmes and activities to guard against lapses.

Item 20 is on “incompetent plant operator as contributing factor to water shortages in school”. This item received an absolute disagreement from respondents; with 60.7% teachers and 70% of principals disagreeing, while 28.6% and 10% of teachers and principals respectively agree on it. This implies that most water problems faced by schools are not due to the fault of incompetent plant operators but other problems as highlighted by other items.

4.3.3 Opinions of Principals and Teachers on the Effects of Mismanagement of Service Delivery on Students’ health in Boarding Secondary Schools in Jigawa State

This section presents data on the opinions of respondents on the effects of mismanagement of service delivery on students’ health in boarding secondary schools in Jigawa state. Items 21-30 in the questionnaire relates to this section. Items 21-30 relates to the effects of mismanagement of service delivery on students’ health in boarding secondary schools in Jigawa state. Items under this section include: indiscriminate defecation and refuse dumping creates ground for spread of diseases like malaria, diarrhea, etc.; misuse of latrines and other sanitary facilities aids in the spread of diseases; vandalization of health and sanitation facilities causes poor/lack of sanitation; unhealthy practices and disregard for health/sanitation tips puts students health at risk; consumption of some banned foods/drinks causes health problems to students; drug abuse, smoking and other related practices endangers students health; illicit sexual

behaviours among students aids in the spread of STDs; illness pretention and/exaggeration leads to wrong diagnosis and treatment of students; lack of and/or poor environmental cleanliness makes students prone to diseases; and poor management of school funds hinders effective students health services. Table 4.12 showed the details:

Table 4.12: On the Opinions of Respondents on the Effects of Mismanagement of Service delivery on Students Health in Boarding Secondary Schools in Jigawa State

S/N	Item Statement	Category of Respondents	Responses									
			SA		A		U		D		SD	
			F	%	F	%	F	%	F	%	F	%
21	Indiscriminate defecation and refuse dumping creates ground for spread of diseases like malaria, diarrhea, etc.	Teachers	12	42.9	10	35.7	03	10.7	01	3.6	02	7.1
		Principals	03	30.0	02	20.0	02	20.0	02	20.0	01	10.0
22	Misuse of latrines and other sanitary facilities aids in the spread of diseases	Teachers	11	39.3	12	42.9	03	10.7	02	7.1	00	0.0
		Principals	04	40.0	03	30.0	02	20.0	01	10.0	00	0.0
23	Vandalization and misuse of health and sanitation facilities causes poor/lack of sanitation	Teachers	08	28.6	10	35.7	03	10.7	04	14.3	03	10.7
		Principals	03	30.0	03	30.0	02	20.0	02	20.0	00	0.0
24	Unhealthy practices and disregard for health/sanitation tips puts students health at risk	Teachers	13	46.4	11	39.3	02	7.1	01	3.6	01	3.6
		Principals	03	30.0	05	50.0	02	20.0	00	0.0	00	0.0
25	Consumption of some banned foods/drinks causes health problems to students	Teachers	13	46.4	10	35.7	03	10.7	01	3.6	02	7.1
		Principals	05	50.0	03	30.0	02	20.0	00	0.0	00	0.0
26	Drug abuse, smoking and other related practices endangers students health	Teachers	02	7.1	01	3.6	06	21.4	10	35.7	09	32.1
		Principals	00	0.0	00	0.0	00	0.0	05	50.0	05	50.0
27	Illicit sexual behaviours among students aids in the spread of STDs	Teachers	02	7.1	03	10.7	07	25.0	09	32.1	07	25.0
		Principals	00	0.0	00	0.0	01	10.0	05	50.0	04	40.0
28	Illness pretention and/exaggeration leads to wrong diagnosis and treatment of students	Teachers	12	42.9	13	46.4	02	7.1	01	3.6	00	0.0
		Principals	05	50.0	03	30.0	02	20.0	00	0.0	00	0.0
29	Lack of and/or poor environmental cleanliness makes students prone to diseases	Teachers	11	39.3	12	42.9	03	10.7	02	7.1	00	0.0
		Principals	03	30.0	04	40.0	02	20.0	01	10.0	00	0.0
30	Poor management of school funds hinders effective students health services	Teachers	08	28.6	07	25.0	05	17.9	05	17.9	03	10.7
		Principals	00	0.0	00	0.0	01	10.0	04	40.0	05	50.0

Item 21 reads, indiscriminate defecation and refuse dumping creates ground for spread of diseases in schools. The results indicates that majority of respondents agree with the item; as 78.6% of teachers and 50% principals support it. Only 10.7% teachers and 30% principals object to the item. This indicates that many diseases find safe heaven in boarding schools due to students lack/poor sanitation practices. The researcher felt that school managers, hostel masters and prefects should take appropriate measures at tackling the issue squarely.

Item 22 is on misuse of latrines and other sanitary facilities aids in the spread of diseases. The table indicates that majority of respondents representing 82.1 of teachers and 70% of principals agree with the item. This implies that misuse of latrines and other sanitary facilities by students is a serious problem on students' health in schools. Hence, the need for school authorities and others concerned with students' health services to take appropriate action on such students' unhealthy attitudes.

Item 23 is on vandalization and misuse of health and sanitation facilities causes poor/lack of sanitation. This item also received a unanimous acceptance as 64.2% of teachers and 60% of principal indicated agreement with the item. However, 25% of teachers and 20% of principals rejected it. The implication of this result is that this problem is also part of the reasons for poor sanitation in schools, and hence creating a room for spread of diseases. The researcher is of the view that school managers and other staff including prefects should be awake and keep vigil in seeing to an end to this problem.

Item 24 reads; unhealthy practices and disregard for health/sanitation tips puts students' health at risk. This item also received an overwhelming acceptance, with 85.7% of teachers and 80% of principals respectively agreeing with it. This implies that students in schools contribute

to the health problems they find themselves due to their negligence on health issues. Thus it becomes imperative for school managers and teachers to emphasize on sensitization campaign of the dangers of students poor attitude to health matters.

Item 25 is on consumption of some banned foods and drinks as causative agents for health problems in students. The result on this item shows a great acceptance of the respondents; with 82.1% of teachers and 80% principals agreeing with it. The implication is that, many students are fond of taking food and/or drinks that are considered as detrimental to good health in schools. Thus the researcher felt that all measures need to be taken to ensure that students are advised and their belongingness checked regularly to ensure that they desist from this attitude.

Item 26 reads, “Drug abuse, smoking and other related practices endangers students health 67.9% teachers and 100% of the principals showed disagreement with this item; hence the problem is not an issue in boarding schools in the state. Item 27 is on illicit sexual behaviors among students aids in the spread of STDs. This item was also absolutely rejected. It received 57.1% and 90% disagreement from teachers and principals respectively. the result thus implies that this problem is also a non-issue in most schools. However, 17.8% of teachers support it; which is an insignificant number.

Item 28 is on illness pretention and exaggeration leads to wrong diagnosis and treatment of students. The result on table 4.3.2 indicates agreement with the item as the majority opinion; 89.3% of teachers and 80% of the principals agree with the statement. This indicates that this problem is prevalent in many schools. Thus the researcher is of the view that strict measures should be taken on identifying genuine cases of students’ ill-health complaints.

Item 29 states; lack of and/or poor environmental cleanliness makes students prone to diseases. This item was also unanimously and overwhelmingly accepted by respondents. 82.1% of teachers and 70% of principals agreed with it. This implies that the issue of environmental cleanliness is a big challenge in many Jigawa boarding schools. This may be attributed to the congestion nature of the schools population, coupled with students' negligence attitude to environmental cleanliness. The researcher thus suggests to school managers and other staff to step up measures at tackling this attitude with a view to reduce/overcome many health problems related to it.

Item 30 reads; "Poor management of school funds hinders effective students' health services. The statement received a mixed opinion from respondents 53.6% teachers agreed with it, while 90% of principals and 28.6% teachers disagree with it. The result indicates that this problem is found in some schools in the state despite principals' disagreement with it. This is not surprising as school principals are the custodians of schools funds, hence their rejection to the item. The researcher thus suggests that appropriate actions be taken to ensure accountability and judicious use of school funds and documentation of schools expenditure to guard against unfounded accusations.

4.3.4 Opinions of Principals and Teachers on the Effects of Mismanagement of Service delivery on Students' Accommodation in Boarding Secondary Schools in Jigawa State

This section presents data on the opinions of respondents on the effects of mismanagement of service delivery on students' health in boarding secondary schools in Jigawa state. Items 31-40 in the questionnaire relates to this section. Items 31-40 are on the effects of mismanagement of service delivery on students' accommodation in boarding secondary schools in Jigawa state. Items under this section include: breaking of fence/crossing bounds exposes

students to security threats in hostel life; vandalizing hostel facilities hinders effective hostel services to students; poor maintenance culture of hostel facilities erodes its quality and attractiveness; corruption on students accommodation contracts engendered poor structures; Substandard accommodation facilities endangers students' hostel life; lack of interest and input by the local community contributes to poor accommodation; overcrowdings in hostels causes lots of abuse to hostel facilities; negligence on hostel sanitation affects the quality and attractiveness of hostels; Incompetent leadership in the school contributes to poor accommodation services; and writings and other students bad practices on accommodation facilities makes hostels become dull. Table 4.13 explained the details:

Table 4.13: On the Opinions of Respondents on the Effects of Mismanagement of Service delivery on Students Accommodation in Boarding Secondary Schools in Jigawa State

S/N	Item Statement	Category of Respondents	Responses									
			SA		A		U		D		SD	
			F	%	F	%	F	%	F	%	F	%
31	Breaking of fence/crossing bounds exposes students to security threats in hostel life	Teachers	08	28.6	07	25.0	05	17.9	05	17.9	03	10.7
		Principals	03	30.0	04	40.0	02	20.0	01	10.0	00	0.0
32	Vandalizing hostel facilities hinders effective hostel services to students	Teachers	09	32.1	10	35.7	04	14.3	03	10.7	02	7.1
		Principals	04	40.0	05	50.0	01	10.0	00	0.0	00	0.0
33	Poor maintenance culture of hostel facilities erodes its quality and attractiveness	Teachers	08	28.6	08	28.6	04	14.3	05	17.9	03	10.7
		Principals	02	20.0	03	30.0	02	20.0	03	30.0	01	10.0
34	Corruption on students accommodation contracts engendered poor structures	Teachers	02	7.1	01	3.6	03	10.7	12	42.9	09	32.1
		Principals	01	10.0	00	0.0	01	10.0	04	40.0	04	40.0
35	Substandard accommodation facilities endangers students' hostel life	Teachers	02	7.1	00	0.0	02	7.1	11	39.3	13	46.2
		Principals	01	10.0	01	10.0	01	10.0	03	30.0	04	40.0
36	Lack of interest and input by the local community contributes to poor accommodation	Teachers	07	25.0	09	32.1	04	14.3	05	17.9	03	10.7
		Principals	02	20.0	04	40.0	02	20.0	01	10.0	01	10.0
37	Overcrowdings in hostels causes lots of abuse to hostel facilities	Teachers	13	46.2	12	42.9	01	3.6	02	7.1	00	0.0
		Principals	04	40.0	05	50.0	01	10.0	00	0.0	00	0.0
38	Negligence on hostel sanitation affects the quality and attractiveness of hostels	Teachers	11	39.3	10	35.7	02	7.1	03	10.7	02	7.1
		Principals	05	50.0	03	30.0	01	10.0	01	10.0	00	0.0
39	Incompetent leadership in the school contributes to poor accommodation services	Teachers	04	14.3	03	10.7	05	17.9	09	32.1	07	25.0
		Principals	00	0.0	00	0.0	01	10.0	05	50.0	04	40.0
40	Writings and other students bad practices on accommodation facilities makes hostels become dull	Teachers	12	42.9	10	35.7	04	14.3	02	7.1	00	0.0
		Principals	05	50.0	03	30.0	02	20.0	00	0.0	00	0.0

Item 31 states; breaking of fence/crossing bounds exposes students to security threats in hostels. This item is supported by 53.6% of teachers and 70% of principals, 17.9% of teachers disagree with it. This implies that many schools are bedeviled by these problems of fence breaking and crossing bounds by either student or others. It is suggested here that school authorities and security personnel should keep vigil on school surroundings and sensitize students, staff and community members to assist in ensuring safety of students via these practices.

Item 32 is on vandalization of hostel facilities hinders effective hostel services. This item also received an impressive agreement from respondents, with 67.8% teachers and 90% of principals. This implies that the problem is of major concern to principals and other staff; hence measures need to be taken to identify culprits and punish them appropriately.

Item 33 reads, poor maintenance culture of hostel facilities erodes its quality and attractiveness. 57.2% teachers and 50% principals agree with this statement. However 28.6% teachers and 40% of the principals disagree. This indicates a mixed reaction to the item statement. By implication, the result suggests the existence of the problem in some schools. The researcher here suggests that all stakeholders need to put hands together to ensure the maintenance of hostel facilities through involvement and enlightenment.

Item 34 relates to corruption on students accommodation contracts as contributing factor to poor structures in schools. This item received 75% and 80% disagreement from teachers and principals respectively. This indicates that Jigawa State boarding schools are not victims of poor structures courtesy of contractors' corrupt practices.

Item 35 reads; “substandard accommodation facilities endangers students’ hostel life. This item was also rejected by respondents. 85.5% teachers and 70% principals disagree with the item. Thus students’ hostel life is not bedeviled by substandard hostel facilities.

Item 36 relates to lack of interest and input by the local community contributes to poor accommodation. The result on the table shows that 57.1% of teachers and 60% of principals agree with the item statement. This implies that many communities show no/little concern on students’ welfare in schools. The implication is that schools are solely left at the mercy of the government. The researcher is of the view that school managers and other education bodies such as MOEST, PTA, SBMC should liaise with government at ensuring a befitting welfare for students.

Item 37 is on overcrowdings in hostels cause’s lots of abuse to hostel facilities 89.1% teachers and 90% principals agree with this item. This indicates the general over populated nature of most of our schools and its negative implications on hostel facilities. This suggests that government, private organizations and even well to do individuals should mobilize resources and come to the aid of schools by erecting more hostel structures for the growing population of schools. Item 38 relates to negligence on hostel sanitation affects the quality and attractiveness of hostels. This was overwhelmingly accepted by both teachers and principals, with 75% teachers and 80% principals’ opinions. This implied that the condition of our hostels in term of sanitation is poor. Hence the need for school managers, staff and students to face the reality of making adjustments with a view to make hostels better.

Item 39 reads; “incompetent leadership in the school contributes to poor accommodation services. This item statement was rejected by 57.1% teachers and 90 principals. However, 25% of the teachers agreed with the statement. The result indicates a little problem relating to

incompetent leadership in schools contributing to poor hostel services. Thus the need for such affected school leaders to wake up to the challenges, while government on its own part takes appropriate actions to better the situation.

Item 40 relates to writings and other students' bad practices on accommodation facilities makes hostels become dull. There is a great acceptance of this item statement from both teachers and principals. Teachers voted 78.6% while principals voted 80% on the item. This means the bad practice is applicable to most schools. For this reason, the researcher suggests that school heads, teacher, prefects and other members of the school community should put hands together to overcome or at least minimize the problem.

4.3.5 Opinions of Principals and Teachers on the Effects of Mismanagement of Service delivery on Students' Power/Electricity Supply in Boarding Secondary Schools in Jigawa State

This section presents data on the opinions of respondents on the effects of mismanagement of service delivery on students' power services in boarding secondary schools in Jigawa state. Items 41-50 in the questionnaire relates to this section. Items 41-50 relates to the effects of mismanagement of service delivery on power/electricity supply to students in boarding secondary schools in Jigawa state. The items are: use/purchase of substandard electrical fittings and or/appliances causes electrical hazards and disrupts power supply in school; tampering with electric installations disrupts power supply in the school; power supply many at times are caused by tampering with electric wirings/installations in the school; Indiscriminate use of electrical appliances causes power disruption and/ or blackouts; negligence on the use of electrical appliances causes power disruptions; negligence of duty by school electrician/ plant operator contributes to poor power services; negligence of power holding company contributes to numerous electrical/power problems in the school; failure at reporting or fixing electrical faults causes power outages or fire outbreaks; power fluctuation and insufficiency causes damages and

renders some appliances ineffective; theft and vandalizing of electrical wirings/fittings hinders steady power supply; and diversion of power resources and/or negligence of school head on power issues complicates power services in the school. Table 4.14 showed the details:

Table 4.14: On the Opinions of Respondents on the Effects of Mismanagement of Service delivery on Students Power supply in Boarding Secondary Schools in Jigawa state

S/N	Item Statement	Category of Respondents	Responses									
			SA		A		U		D		SD	
			F	%	F	%	F	%	F	%	F	%
41	Use/purchase of substandard electrical fittings and or/appliances causes electrical hazards and disrupts power supply in school	Teachers	05	17.9	03	10.7	03	10.7	08	28.6	09	32.1
		Principals	03	30.0	03	30.0	01	10.0	02	20.0	01	10.0
42	Power disruption at times are caused by tampering with electric wirings/installations in the school	Teachers	07	25.0	10	35.7	04	14.3	04	14.3	03	10.7
		Principals	04	40.0	02	20.0	02	20.0	01	10.0	01	10.0
43	Indiscriminate use of electrical appliances causes power disruption and/ or blackouts	Teachers	05	17.9	04	14.3	07	25.0	08	28.6	04	14.3
		Principals	00	0.0	02	20.0	01	10.0	04	40.0	03	30.0
44	Negligence on the use of electrical appliances causes power disruptions	Teachers	04	14.3	03	10.7	03	10.7	10	35.7	08	28.6
		Principals	01	10.0	01	10.0	03	30.0	03	30.0	02	20.0
45	Negligence of duty by school electrician/ plant operator contributes to poor power services	Teachers	06	21.4	05	17.9	05	17.9	08	28.6	04	14.3
		Principals	02	20.0	01	10.0	02	20.0	04	40.0	01	10.0
46	Negligence of power holding company contributes to numerous electrical/power problems in the school	Teachers	13	46.2	10	35.7	03	10.7	02	7.1	00	0.0
		Principals	04	40.0	04	40.0	02	20.0	00	0.0	00	0.0
47	Failure at reporting or fixing electrical faults causes power outages or fire outbreaks	Teachers	06	21.4	08	28.6	04	14.3	06	21.4	04	14.3
		Principals	03	30.0	02	20.0	00	0.0	03	30.0	02	20.0
48	Power fluctuation and insufficiency causes damages and renders some appliances ineffective	Teachers	14	50.0	12	42.9	02	7.2	00	0.0	00	0.0
		Principals	05	50.0	04	40.0	01	10.0	00	0.0	00	0.0
49	Theft or vandalizing of electrical wirings/fittings hinders steady power supply	Teachers	02	7.1	01	3.6	05	17.9	09	32.1	11	39.3
		Principals	01	10.0	00	0.0	03	30.0	04	40.0	02	20.0
50	Diversion of power resources and/or negligence of school head on power issues complicates power services in the school	Teachers	04	14.3	07	25.0	02	7.1	09	32.1	06	21.4
		Principals	00	0.0	00	0.0	01	10.0	03	30.0	06	60.0

Item 41 on use/purchase of substandard electrical fittings and or/appliances causes electrical hazards and disrupts power supply in schools. There is 60.7% and 60% disagreement from teachers and principals respectively on this item. This implies that many fire incidences or electrical faults in schools are not due to substandard appliances but other related problems; this implies that most electrical fittings and wirings in boarding schools in Jigawa state are of genuine and standard quality.

Item 42 reads; power disruptions at times are caused by tampering with electric wirings/installations in the school. 60.7% of teachers and 60% of principals agree with this item statement. This implies that some electrical problems experienced in schools were as a result of tampering with electrical wirings or installations. This is a dangerous development as far the culprits are concerned, hence all efforts be made to sensitize the school community about this danger, and its consequences.

Item 43 is on indiscriminate use of electrical appliances cause's power disruptions and/or blackouts. On this, majority of the opinions indicates disagreement, with 42.9% teachers and 70% principals. However, 32.2% teachers and 20% principals agree with the item. This implies that this problem is applicable to some few schools.

Item 44: negligence on the use of electrical appliances causes power disruptions. This item was absolutely rejected by respondents, as 64.3% teachers and 50% principals show disagreement, while only 25% teachers and 20% principals indicate agreement. This implies that this problem is not applicable to most schools.

Item 45, negligence of duty by school electrician/plant operator contributes to poor power services in school. This item received a mixed reaction from respondents with 39.3% teachers

and 30% principals agreeing, and 42.9% teachers and 50% principals disagreeing. This indicates that the problem is applicable to some schools and not in some. Thus school managers and the concerned staff need to make adjustments.

Item 46; negligence of power holding company contributes to numerous electrical/power problems in the school. There is a unanimous agreement with this item, with 81.9% teachers and 80% principals respectively. This indicates that the problem of the National Power providers is a matter of concern to most schools, thus the need for government to take appropriate action.

Item 47: failure at reporting/fixing electrical faults causes power outages or fire outbreaks. This item received mixed opinions from respondents. 50% of teachers and 50% principals disagree. This implies that this problem is found in some schools while not in some. The researcher is of the view that those schools with this problem need to sensitize its subjects on the importance of reporting electrical faults and taking immediate action in fixing identified problems.

Item 48; power fluctuation and insufficiency causes damage and renders some appliances ineffective. Majority of respondents agree with this item, with 92.9% teachers and 90% principals. This indicates that many electrical problems are caused by power fluctuation and that poor power supply affects both academic and social life of students in school, as some instruments/appliances rely on the main supply. The researcher suggests that once again the National Power Holding Company be restored for better performance. Item 49; theft or vandalizing of electrical wirings/fittings hinders steady power supply. The responses to this item indicate disagreement with 71.4% of teachers and 60% principals rejecting it. This implies that the problem is not applicable to most schools in Jigawa.

Item 50 is on diversion of power resources and/or negligence of school head on power issues complicates power services in school. This item received a mixed reaction; with 39.3% of teachers agreeing, and 53.4% teachers and 90% principals disagreeing; this indicate that, this problem is of little concern on students power services.

4.3.6 Opinions of Principals and Teachers on the Effects of Mismanagement of Service delivery on Students' safety in Boarding Secondary Schools in Jigawa State

This section presents data on the opinions of respondents on the effects of mismanagement of service delivery on students' safety in boarding secondary schools in Jigawa state. Items 51-60 in the questionnaire relates to this section. The items include: fence/wall breaking exposes students to security threats in the school; Smoking, cooking, keeping/using inflammable substances put students' safety at risk; poor security consciousness attitude creates room for susceptibility to security threats; negligence of duty by security personnel in the school puts students safety at stake; leadership of the school is inimical to students security and safety; the school leadership style created staff indifference to students security; infringing standing rules on visits puts students security at risk; failure at taking appropriate action on any perceived security threat affects students safety in the school; shortage/lack/incompetent security personnel in the school endangers students safety; and lack of/insufficient lightings in school portends a security threat to students. Table 4.15 explained the details:

Table 4.15: On the Opinions of Respondents on the Effects of Mismanagement of Service delivery on Students Security/safety in Boarding Secondary Schools in Jigawa state

S/N	Item Statement	Category of Respondents	Responses									
			SA		A		U		D		SD	
			F	%	F	%	F	%	F	%	F	%
51	Fence/wall breaking exposes students to security threats in the school	Teachers	09	32.1	10	35.7	05	17.9	02	7.1	02	3.6
		Principals	03	30.0	03	30.0	02	20.0	01	10.0	01	10.0
52	Smoking, cooking, keeping/using inflammable substances put students safety at risk	Teachers	06	21.4	08	28.6	05	17.9	04	14.3	05	17.9
		Principals	02	20.0	03	30.0	02	20.0	01	10.0	02	20.0
53	Poor security consciousness attitude creates room for susceptibility to security threats	Teachers	12	42.9	14	50.0	00	0.0	02	7.1	00	0.0
		Principals	03	30.0	04	40.0	01	10.0	02	20.0	00	0.0
54	Negligence of duty by security personnel in the school puts students safety at stake	Teachers	06	14.3	06	21.3	04	28.6	07	21.4	08	28.6
		Principals	03	30.0	04	40.0	01	10.0	02	20.0	00	0.0
55	Leadership of the school is inimical to students security and safety	Teachers	05	17.9	04	14.3	03	10.7	07	25.0	09	32.1
		Principals	00	0.0	00	0.0	01	10.0	04	40.0	05	50.0
56	The school Leadership style created staff indifference to students security	Teachers	05	17.9	03	10.7	05	17.9	12	42.9	03	10.7
		Principals	00	0.0	01	10.0	02	20.0	04	40.0	03	30.0
57	Infringing standing rules on visits puts students security at risk	Teachers	07	25.0	07	25.0	05	17.9	05	17.9	03	10.7
		Principals	01	10.0	02	20.0	03	30.0	03	30.0	01	10.0
58	Failure at taking appropriate action on any perceived security threat affects students safety in the school	Teachers	06	21.4	04	14.3	03	10.7	07	25.0	08	28.6
		Principals	00	0.0	01	10.0	02	20.0	03	30.0	04	40.0
59	Shortage/lack/incompetent security personnel in the school endangers students safety	Teachers	10	35.7	09	32.1	01	3.6	03	10.7	05	17.9
		Principals	02	20.0	04	40.0	01	10.0	02	20.0	01	10.0
60	Lack of/insufficient lightings in school portends a security threat to students	Teachers	12	42.9	13	46.2	03	10.7	00	0.0	00	0.0
		Principals	04	40.0	04	40.0	02	20.0	00	0.0	00	0.0

Item 51: fence/wall breaking exposes students to security threats in the school. This item has 67.8% teachers and 60% principals agreeing. This indicates that many schools have this problem, and is becoming a matter of concern to school managers on the students safety. This problem need to be tackled squarely by ensuring that schools are fenced with qualitative materials and school security staff keep vigil at all times to school premises. Item 52: smoking, cooking/using inflammable substances puts students' safety at risk. This item was absolutely rejected by both teachers and principal with 57.1% and 70% disagreement respectively. This suggest that this problem is almost non-existing in most schools.

Item 53: Poor security consciousness attitude creates room for susceptibility to security threats. This item received 92.9% agreement from teachers and 70% from principals. This implies that most schools are prone to security threats due to poor security consciousness of the school community. Thus it becomes imperative that all concerned should wake up and develop positive attitude along this line. Item 54 on negligence of duty by security personnel in school puts students' safety at stake. This is also not a problem in many schools, as 50% of teachers and 70% of principals disagreed on this. This implies that the security personnel in those schools need to be awakened on their duties and appropriate measure taken against non-compliant staff.

Item 55: leadership of the school is inimical to students security and safety. This item was scored with disagreement as majority opinion with 57.1% teachers and 90% principals responses. The issue of leadership contribution to insecurity in schools is thus out of place in Jigawa state boarding schools. Item 56: the school leadership style created staff indifference to students security. This item also was kicked against, as 53.6% teachers and 70% principals disagree with it. This also implies that principals leadership styles in boarding schools in Jigawa is not a threat to students security in schools.

Item 57: infringing rules on visit put students' security at risk. This item has mixed opinions from respondents. The result indicates 50% of teachers and 30% of principals agreement, while 28.6% of teachers and 40% principals show a neutral opinion. This implies that the problem is tenable in some schools and not in some. The researcher believes that this problem is also worth taking action on so that students safety in schools is not toiled with.

Item 58: Failure at taking appropriate action on any perceived security threat affects students safety in school. This item was objected to; 53.6% of the teachers and 70% of principals disagreed on it thus implying that this problem is not pronounced in schools. Item 59; shortage of competent security personnel in the school endangers students safety. This item received 67.8% and 60% agreement from teachers and principals respectively. This implies that there is shortage of security personnel in schools and some of the personnel are lacking the required skills and competences. The researcher is of the view that adequate and competent security personnel be provided by government to cater for the optimum security and safety of students.

Item 60 lack of/insufficient highlights in schools portend a security threat to students; 89.1% of teachers and 80% of principals agree with this statement. This clearly indicates how direly lightings are required in schools, probably due to poor power supply especially from the national grid. This is because most heinous acts are perpetrated in the night, thus the need for schools to have enough lightings. It is therefore suggested that all schools should be connected to the national grid, a standby generator be provided, street light and hostels be adequately fitted with bright lights for a reasonable time in the nights.

4.4 Hypotheses Testing

Six hypotheses were formulated and tested in the study. All the six hypotheses were stated in null form. The six hypotheses are: there is no significant difference in the opinions of Principals and Teachers on the effects of Mismanagement of Service Delivery on students' Feeding in Boarding Secondary Schools in Jigawa State; there is no significant difference in the opinions of principals and teachers on the effects of mismanagement of service delivery on students' Water services in Boarding Secondary Schools in Jigawa State; there is no significant difference in the opinions of principals and teachers on the effects of mismanagement of service delivery on students' health in boarding secondary schools in Jigawa State; there is no significant difference in the opinions of principals and teachers on the effects of mismanagement of service delivery on students' accommodation in boarding secondary schools in Jigawa State; there is no significant difference in the opinions of principals and teachers on the effects of mismanagement of service delivery on power/electricity supply in boarding secondary schools in Jigawa State; there is no significant difference in the opinions of principals and teachers on the effects of mismanagement of service delivery on students' safety in boarding secondary schools in Jigawa State; t-test statistic was used in testing all the six hypotheses at 0.05 level of significance; hypothesis is rejected when P value is greater than 0.05, and retained when P value is less than 0.05.

Hypothesis 1

Hypothesis 1 states that there is no significant difference in the opinions of principals and teachers on the effects of mismanagement of service delivery on students' feeding in boarding secondary schools in Jigawa state. The table 4.16 shows the data collected on this hypothesis.

Table 4.16: T-test showing no significant difference in the opinions of principals and teachers on the effects of mismanagement of services delivery on students' Feeding in boarding secondary schools in Jigawa state

Variables	N	Mean	S.D	T-cal	Df	Prob	T-critical
Teachers	28	4.4286	6.02876	.782	36	.435	1.96
Principals	10	35.9538	3.91085				
Total	38						

The result of the above t-test shows that the t-calculated value (.782) is less than the t-critical value (1.96) at 36 degree of freedom and 0.05 level of significance. The observed level of significance P (.435) is greater than 0.05. This means that there is no significant difference in the opinions of principals and teachers on the effects of mismanagement of services delivery on students' feeding in boarding secondary schools in Jigawa state. Therefore, the null hypothesis is retained. The implication of retaining this hypothesis is likely based on the obvious reason that mismanagement being a negative phenomena may not have any area of positive impact on students food services in schools; hence the agreement in opinion of respondents.

Hypothesis 2

Hypothesis 2 states that there is no significant difference in the opinions of principals and teachers on the effects of mismanagement of Services Delivery on students' water services in Boarding secondary schools in Jigawa state.

Table 4.17: T-test showing no significant difference in the opinions of principals and teachers on the effects of mismanagement of Services Delivery on students' water services in boarding secondary schools in Jigawa state

Variables	N	Mean	S.D	T-cal	Df	Prob	T-critical
Teachers	28	4.3214	.72283	.074	36	.941	2.02
principals	10	4.3000	.948685				
Total	38						

The result of the above, t-test shows that the t-calculated value (.074) is less than the t-critical value (2.02) at 36 degree of freedom and 0.05 level of significance. The observed level of significance P (.941) is greater than 0.05. This means that there is no significant difference in the opinions of principals and teachers on the effects of mismanagement of Services Delivery on students' water services in boarding secondary schools in Jigawa state. Therefore, the null hypothesis is retained.

Hypothesis 3:

There is no significant difference in the opinions of principals and teachers on the effects of mismanagement of Services Delivery on students' Health in boarding secondary schools in Jigawa state.

Table 4.18: T-test showing no significant difference in the opinions of principals and teachers on the effects of mismanagement of Services Delivery on students' Health in Boarding in Jigawa state

Variables	N	Mean	S.D	T-cal	Df	Prob	T-critical
Teachers	28	4.5000	.57735				
				.482	36	.384	2.02
principals	10	4.4000	.5640				
Total	38						

The result of the above t-test shows that the t-calculated value(.482) is less than the t-critical value(2.02)at 36 degree of freedom and at 0.05 level of significance. The observed level of significance P(.384) is greater than 0.05. This means that there is no significant difference in the opinions of principals and teachers on the effects of mismanagement of Services Delivery on students' Health in boarding secondary schools in Jigawa state. Therefore, the null hypothesis is retained

Hypothesis 4:

There is no significant difference in the opinions of principals and teachers on the effects of mismanagement of Services Delivery on students' Accommodation in boarding secondary schools in Jigawa state.

Table 4.19: T-test showing no significant difference in the opinions of principals and teachers on the effects of mismanagement of Services delivery on students' accommodation in boarding secondary schools in Jigawa state

Variables	N	Mean	S.D	T-cal	Df	Prob	T-critical
Teachers	28	4.3929	.62889				
				1.078	36	.288	2.02
principals	10	4.1000	.99443				
Total	38						

The result of the above, t-test shows that the t-calculated value(1.078) is less than the t-critical value(2.02) at 36 degree of freedom and at 0.05 level of significance. The observed level of significance P (.288) is greater than 0.05. This means that there is no significant difference in the opinions of principals and teachers on the effects of mismanagement of Services Delivery on students' Accommodation in Boarding secondary schools in Jigawa state. Therefore, the null hypothesis is retained

Hypothesis 5:

There is no significant difference in the opinions of principals and teachers on the effects of mismanagement of Services Delivery on students' Power/Electrical supply in Boarding secondary schools in Jigawa state.

Table 4.20: T-test showing no significant difference in the opinions of principals and teachers on the effects of mismanagement of Service Delivery on students' Power/Electrical supply in Boarding in Jigawa state

Variables	N	Mean	S.D	T-cal	Df	Prob	T-critical
Teachers	28	4.2143	.73822	.065	36	.941	2.02
principals	10	4.4000	.96609				
Total	38						

The result of the above t-test shows that; the t-calculated value (.065) is less than the t-critical value (2.02) at 36 degree of freedom and at 0.05 level of significance. The observed level of significance P (.941) is greater than 0.05. This means that there is no significant difference in the opinions of principals and teachers on the effects of mismanagement of Services Delivery on students' Power/Electrical supply in boarding secondary schools in Jigawa state. Therefore, the null hypothesis is retained.

Hypothesis 6:

There is no significant difference in the opinions of principals and teachers on the effects of mismanagement of Services Delivery on students' Safety in boarding secondary schools in Jigawa state.

Table 4.21: T-test showing no significant difference in the opinions of principals and teachers on the effects of mismanagement of services delivery on students' safety in boarding in Jigawa state

Variables	N	Mean	S.D	T-cal	Df	Prob	T-critical
Teachers	28	4.2143	.73822	.315	36	.755	2.02
principals	10	4.4000	.96609				
Total	38						

The result of the above t-test shows that the t-calculated value (.315) is less than the t-critical value (2.02) at 36 degree of freedom and at 0.05 level of significance. The observed level of significance P (.755) is greater than 0.05. This means that there is no significant difference in the opinions of principals and teachers on the effects of mismanagement of services delivery on students' safety in boarding secondary schools in Jigawa state. Therefore, the null hypothesis is retained.

Table 4.22: Summary of Hypotheses Testing

S/N	Hypothesis	Hypothesis Statement	Statistical test Used	Level of Significance	Result
1	Ho 1	there is no significant difference in the opinions of Principals and Teachers on the effects of Mismanagement of Service Delivery on students' Feeding in Boarding Secondary Schools	t-test	0.05	Retained
2	Ho 2	There is no significant difference in the opinions of principals and teachers on the effects of mismanagement of service delivery on students' Water services in Boarding Secondary Schools in Jigawa State	t-test	0.05	Retained
3	Ho 3	There is no significant difference in the opinions of principals and teachers on the effects of mismanagement of service delivery on students' health in boarding secondary schools in Jigawa State	t-test	0.05	Retained
4	Ho 4	There is no significant difference in the opinions of principals and teachers on the effects of mismanagement of service delivery on students' accommodation in boarding secondary schools in Jigawa State	t-test	0.05	Retained
5	Ho 5	There is no significant difference in the opinions of principals and teachers on the effects of mismanagement of service delivery on power/electricity supply in boarding secondary schools in Jigawa State	t-test	0.05	Retained
6	Ho 6	There is no significant difference in the opinions of principals and teachers on the effects of mismanagement of service delivery on students' safety in boarding secondary schools in Jigawa State	t-test	0.05	Retained

4.5 Major Findings

Findings from the study on effects of mismanagement of service delivery on the welfare of students in secondary schools in Jigawa state reveals the following:

1. On the effects of mismanagement of service delivery on students feeding, it was discovered that mismanagement practices such as students' lack of orderliness at food collection

points, inconsistency in keeping to food timings, students' poor food practices and abuse impact negatively on students' feeding services in boarding schools in Jigawa state.

2. On effects of mismanagement of service delivery on students' water supply; students' mishandling/misuse of water facilities and power failure were identified as impediments to effective water supply to students in schools.
3. On the effects of mismanagement of service delivery on students health in boarding schools; it was found that some mismanagement practices such as indiscriminate defecation, dumping of refuse, students unhealthy attitudes and disregard for health and sanitation tips, consumption of banned foods and/or drinks, illness pretention and/or exaggeration, poor environmental cleanliness are found to contribute to many problems pertaining to students health in schools.
4. On the effects of mismanagement of service delivery on students accommodation, the following were discovered: that students are found breaking fence of schools, vandalizing hostel facilities, poor maintenance culture of hostels facilities, community's indifference to students accommodation situation, over-crowdedness in hostels as some common nagging problems affecting students hostel lives negatively.
5. On effects of mismanagement of service delivery on students power/electricity supply, it was discovered that, the following problems exists in schools; power disruptions and fluctuations, negligence of power holding company in steady power supply, tampering with electric installations, failure at reporting electrical faults, power insufficiency were among the problems identified as causing hitches on students power supply in schools.
6. On the effects of mismanagement of service delivery on students safety in boarding schools, the following were discovered; fence breaking and crossing, poor security

consciousness attitude, lack/ poor technical know-how of some school security personnel, shortage of competent security officers were among the problems identified that places students security at stake.

4.6 Discussions of the findings

Research question 1 is on effects of mismanagement of service delivery on students feeding in boarding secondary schools in Jigawa state. Findings on this revealed that, students' abuse of some foods, inconsistency in serving food to students and lack of orderliness at times exhibited by students at food collection points many at times affects students' feeding services in schools. This invariably affects the quality/quantity of food, students' concentration and school life in general.

Research question 2 is on effects of mismanagement of service delivery on students' water supply in boarding secondary schools in Jigawa state. It was discovered from the findings that mismanagement behaviors such as misuse/mishandling of water facilities and insufficient power supply were the major blocks behind the ineffective and poor water services in schools. This in effect affects students general school life, as many of students activities depends a lot on adequate water supply.

Research question No.3 was on effects of mismanagement of service delivery on students' health. On this aspect it was found that, mismanagement practices such as indiscriminate dumping of refuse, open place defecation, poor use of latrines, disregard for health/sanitation tips and practices, consumption of banned foods and drinks, illness pretention and/or exaggeration, poor environmental cleanliness impact negatively on students health in schools. These behaviours cause a lot of health problems such as spread of diseases, illnesses, wrong diagnosis and treatment etc.

Research question 4 was on effects of mismanagement of service delivery on students' accommodation. Findings on this revealed the following; mismanagement practices such as well/fence breaking, vandalization of hostel facilities, poor hostel maintenance culture, overcrowdedness in hostels, community's negligence attitude on students accommodation facilities etc. affects students good hostel life. Some unpleasant effects of these include lack of security, poor/decay of structures, lack of attractiveness of hostel facilities, etc. Gang (2000) indicated that there is a negative relationship between poor maintenance of school plants and their quality and attractiveness.

Research question No.5 was on effects of mismanagement of service delivery on students power supply in boarding secondary schools in Jigawa state. The findings on this are; power disruptions, unsteady power supply, tampering with electric installations, failure in reporting electric faults among others were identified as bottlenecks on provision of students power needs in schools. Some negative implications of these problems are; insufficient water supply, lack of students reading at nights, lack/poor conduct of experiments, etc..

Research question No.6 was on effects of mismanagement of service delivery on students' safety in boarding secondary schools in Jigawa state. The following mismanagement practices were identified: fence/wall breaking/crossing, poor attitude to security, laxity on visits to students, shortage of qualified security personnel, insufficient lightings are found to be inimical to students security/safety in schools. Some of the likely consequences of these may include; theft of students/school property, students may sneak out, lack of concentration and comfort among others.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents what the study is all about in summarized form. It also gives the conclusion reached, recommendations and suggestions for further studies.

5.2 Summary

The study investigated the effects of mismanagement of service delivery on the welfare of students in boarding secondary schools in Jigawa State. The research was carried out to investigate whether there is /are differences in the opinions of school managers/principals and those of teachers on the effects of mismanagement practices (of both staff and students) on the welfare of students in schools. The aspects of students welfare covered by the study are; feeding, health accommodation, water supply, power/electricity supply and security/safety. This is with a view to ascertain the situation and offer useful suggestions on identified grey areas.

The literature review highlighted on the salient aspects of the research topic such as mismanagement and its root (indiscipline). The literature review dwelt a lot on indisciplinary behaviours in general with specific attention given to areas of mismanagement backing up with some empirical evidences. The study was a descriptive survey design in which structured researcher made questionnaire was designed soliciting respondents' opinions on negative implications of mismanagement on the delivery of effective welfare services of students in boarding schools.

The population of the study comprises of all boarding secondary schools of Jigawa state, the principals and teaching staff of the schools. From data collected there are 30 boarding

secondary schools comprising of 16 boys, 12 girls and 2 mixed schools. These schools have a total of 10 principals and 345 teaching staff. In the research a sample of 10 schools, and combination of sampling procedures were used in drawing the samples; to reflect the various characteristics of the schools and the respondents. The sampled respondents are the principals and 3 academic staff from each school. The questionnaires were scored using the Likert-type 5 point scale. The researcher distributed and collected the filled questionnaires himself with the assistance of some staff. Data collected were mainly presented in tables and analyzed using mode to ascertain the degree of agreement or other wise of the respondents with respect to the items. Hypothesis testing was done using t-test as, the data was nominal and consists of two variables (variables used are the respondents) the school managers/heads and other academic staff.

Results from the study shows that there are negative implications of some mismanagement practices on the welfare of students in boarding schools. Moreover, all the six hypotheses tested showed that there is no significant difference in the opinions of respondents on the items, thus retaining the raised null-hypotheses.

5.3 Conclusion

This study sought to find out the effects of mismanagement of service delivery on the welfare of students in boarding secondary schools of Jigawa state. Responses of the two category of respondents were collected to ascertain the above. Based on the findings the following conclusion is arrived at.

1. On the effects of mismanagement of service delivery on students feeding, it was found that some mismanagement behaviours especially exhibited by students such as lack of

orderliness and poor food habits exist in boarding schools in Jigawa state, and that which affects effective and efficient feeding of students.

2. On the effects of mismanagement of service delivery on students' water supply it was found that there are some bottlenecks militating against provision of adequate and regular water supply to students in schools.
3. On effects of mismanagement of service delivery on students health in boarding secondary schools in Jigawa state, results arrived at also indicate the existence of some mismanagement practices which create health problems to students in Jigawa state boarding schools.
4. On the effects of mismanagement of service delivery on students' accommodation, it was identified that some mismanagement practices were found to contribute to poor hostel services and good living of students in boarding schools; this at times makes boarding life miserable and uncomfortable.
5. On the effects of mismanagement of service delivery on students power/electricity supply in boarding secondary schools in Jigawa state, it was concluded that students careless use of electric appliances or tampering with electrical installations and incessant power failure and fluctuations causes hitches in the provision of regular power supply, in addition to some unpleasant happenings that affects students' health and belongings in schools.
6. On the effects of mismanagement of services delivery on students' safety in schools, it was convincingly deduced that societal poor attitude to security consciousness and lack/poor security skills by some school security personnel is a blow to students' safety in boarding schools (like the chibok girls experience).

5.4 Recommendations

The researcher hereby recommends the following based on the findings.

1. Feeding as part of both staff and students welfare services are of paramount importance in the management of schools thus; government and the school managers should maintain the adequate and qualitative food supply and distribution to students, guarding against any form of mismanagement from any quarter.
2. Adequate provision of water supply aids in effective management of an organization. Therefore, government and school managers should ensure adequate supply of portable drinking water through improving power supply and alternative sources of water facilities in schools. In addition, school managers should guard against students misuse of water facilities.
3. Health services are essential in the successful running of any organization. Thus, government and school managers should always make adequate provision of health facilities, ensure school environment cleanliness and sensitize students on the dangers of poor health practices.
4. Considering the vital role played by adequate provision of students' accommodation in school life, the researcher recommends that government should improve students' welfare through adequate provision of decent accommodation and guard against any form of mismanagement on hostel facilities in boarding secondary schools in Jigawa State.
5. Power/electricity supply is of great importance in many areas of the students' daily life. Therefore, the study encourages the government to improve electricity supply to schools, through provision of alternative power sources such as solar, standby plants,

e.t.c. Moreover, school staff should guard against students' attitude of tampering with electrical wirings/installations and appliances.

6. Nothing meaningful will be achieved in a situation where there is no security/safety. Therefore all efforts has to be made by government and school managers at providing more qualified personnel and resources that will ensure students security and safety in schools. In addition, the need for regular training and retraining of school security staff is imperative. The researcher also suggests to the general school community to develop more security consciousness attitude.

5.5 Suggestions for Further Research

Leedy (1980) commented that “like the asymptotic curve, the researcher only approaches, but never quite meet the straight line of ultimate quest”. Hardly a researcher provides a complete solution to the main problem of his research, than his solution creates yet another problem to be solved. This area of research is wide in scope. It will be appropriate for more researches to be conducted on other aspects of the topic, and at various levels of education in Jigawa state; as I am quite certain that these problems cannot be peculiar to the secondary school level alone. Thus further researches suggested here may include:

1. Evaluation of the effects of mismanagement on school plants provision and maintenance in secondary schools in Jigawa State.
2. Assessment of the impact of mismanagement on other students' welfare services, such as guidance and counseling services, social/recreational services etc.
3. Assessment of the effects of mismanagement on staff welfare in primary/secondary schools in Jigawa State.

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APPENDIX “A”

**A QUESTIONNAIRE ON EFFECTS OF MISMANAGEMENT OF SERVICE
DELIVERY ON THE WELFARE OF STUDENTS IN BOARDING SECONDARY
SCHOOLS IN JIGAWA STATE, NIGERIA**

Department of Educational
Foundations and Curriculum,
Faculty of education,
Ahmadu Bello University,
Zaria.
17th March, 2014

Dear Respondent,

REQUEST TO PROVIDE RELEVANT DATA FOR A STUDY

This questionnaire is designed to investigate the Effects of Mismanagement of Services Delivery on Welfare of Students in Boarding Secondary Schools in Jigawa State.

Therefore, your contribution in bringing out honest opinion as a teacher or principal will aid the study. Your response will also help me fulfill the criteria for the award of a Master Degree in Educational Administration and Planning.

All information given will be treated confidential. Thank you in anticipation of your positive response.

Yours Sincerely

Galadima Habu Gumel

SECTION "A" PERSONAL DATA:

Tick as appropriate please [✓]

- Status:** (a) Teacher [] (b) principal []
- Gender:** (a) Male [] (b) Female []
- Type of school:** (a) Boarding [] (b) Day [] (c) Mix []
- Control Unit:** (a) MOEST [] (b) IEB [] (c) STEB []
- Age:** (a) 20-30 [] (b) 31-40 [] (c) 41-50 [] (d) 51 and above []
- Qualifications:** (a) M.ED [] (b) B.Ed [] (c) NCE [] (d) Diploma []
(e) Others (specify)_____
- Years of Experience:** (a) 0-5 [] (b) 6-10 [] (c) 11-15 [] (d) 16-19 [] (e) 20 & above []

SECTION B: Effects of Mismanagement of Service Delivery on students' Feeding in Boarding Secondary Schools in Jigawa state

S/ N	Item Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
1	Diversion of food items by suppliers and/or food managers causes shortages of food to students in the school					
2	Supply of poor quality food to students causes food abuse and starvation					
3	Students dubious characters such as theft of food items and collection of more shares causes food shortages					
4	Corrupt leadership contributes to poor quality and insufficient food supply to students in the school					
5	Negligence of duty by food managers causes hardship and worry to students					
6	Lack of commitment of food managers causes delay in students' food services					
7	Inconsistency in food time-table causes confusion and lack of orderliness in food services					
8	Assigning of dishonest person(s) on students food services engenders poor food services in the school					
9	Incompetent leadership in the school contributes to ineffective food services					
10	Lack of orderliness exhibited by students at food collection points causes food shortages and abuse					

SECTION C: Effects of Mismanagement of Service Delivery on students' Water supply in Boarding Secondary Schools in Jigawa state

S/ N	Item Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
11	Students misuse/damage to water facilities leads to water shortages in school					
12	More money has to be expended on water services; courtesy of students water mismanagement practices					
13	Connivance with stakeholders in diverting water supply materials complicates water problem in the school					
14	Lack of orderliness exhibited by students at water points leads to damage to water facilities					
15	Negligence of duty by water managers causes water scarcity					
16	Insensitive leadership causes insufficient water services in the school					
17	Tampering with or negligence on power supply affects efficient water services					
18	Poor maintenance culture on water facilities impedes on effective water supply					
19	Incompetent leadership is a threat to steady water supply in the school					
20	Incompetent plant operator contributes to water shortages in the school					

SECTION D: Effects of Mismanagement of Service Delivery on students' Health in Boarding Secondary Schools in Jigawa state

S/ N	Item Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
21	Indiscriminate defecation and refuse dumping creates ground for spread of diseases like malaria, diarrhea, etc.					
22	Misuse of latrines and other sanitary facilities aids in the spread of diseases					
23	Vandalization of health and sanitation facilities causes poor/lack of sanitation					
24	Unhealthy practices and disregard for health/sanitation tips puts students health at risk					
25	Consumption of some banned foods/drinks causes health problems to students					
26	Drug abuse, smoking and other related practices endangers students health					
27	Illicit sexual behaviours among students aids in the spread of STDs					
28	Illness pretention and/exaggeration leads to wrong diagnosis and treatment of students					
29	Lack of and/or poor environmental cleanliness makes students prone to diseases					
30	Poor management of school funds hinders effective students health services					

SECTION E: Effects of Mismanagement of Service Delivery on Students' Accommodation in Boarding Secondary Schools in Jigawa state

S/ N	Item Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
31	Breaking of fence/crossing bounds exposes students to security threats in hostel life					
32	Vandalizing hostel facilities hinders effective hostel services to students					
33	Poor maintenance culture of hostel facilities erodes its quality and attractiveness					
34	Corruption on students accommodation contracts engendered poor structures					
35	Substandard accommodation facilities endangers students' hostel life					
36	Lack of interest and input by the local community contributes to poor accommodation					
37	Overcrowdings in hostels causes lots of abuse to hostel facilities					
38	Negligence on hostel sanitation affects the quality and attractiveness of hostels					
39	Incompetent leadership in the school contributes to poor accommodation services					
40	Writings and other students bad practices on accommodation facilities makes hostels become dull					

**SECTION F: Effects of Mismanagement of Service Delivery on Power/Electricity services
in Boarding Schools in Jigawa state**

S/ N	Item Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
41	Use/purchase of substandard electrical fittings and or/appliances causes electrical hazards and disrupts power supply in school					
42	Power disruption at times are caused by tampering with electric wirings/installations in the school					
43	Indiscriminate use of electrical appliances causes power disruption and/ or blackouts					
44	Negligence on the use of electrical appliances causes power disruptions					
45	Negligence of duty by school electrician/ plant operator contributes to poor power services					
46	Negligence of power holding company contributes to numerous electrical/power problems in the school					
47	Failure at reporting or fixing electrical faults causes power outages or fire outbreaks					
48	Power fluctuation and insufficiency causes damages and renders some appliances ineffective					
49	Theft or vandalizing of electrical wirings/fittings hinders steady power supply					
50	Diversion of power resources and/or negligence of school head on power issues complicates power services in the school					

SECTION G: Effects of Mismanagement of Service Delivery on Students' Safety in Boarding Secondary Schools in Jigawa state

S/ N	Item Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
51	Fence/wall breaking exposes students to security threats in the school					
52	Smoking, cooking, keeping/using inflammable substances put students safety at risk					
53	Poor security consciousness attitude creates room for susceptibility to security threats					
54	Negligence of duty by security personnel in the school puts students safety at stake					
55	Leadership of the school is inimical to students security and safety					
56	The school Leadership style created staff indifference to students security					
57	Infringing standing rules on visits puts students security at risk					
58	Failure at taking appropriate action on any perceived security threat affects students safety in the school					
59	Shortage/lack/incompetent security personnel in the school endangers students safety					
60	Lack of/insufficient lightings in school portends a security threat to students					

Thanks for your patronage