

**ASSESSMENT OF THE ROLE PERFORMANCE OF PRINCIPALS
IN SECONDARY SCHOOLS IN NORTH-WEST GEO-POLITICAL
ZONE, NIGERIA**

BY

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FEBRUARY, 2015

DECLARATION

I hereby declare that this thesis entitled, “Assessment of the Role Performance of Principals in Secondary Schools in North-West Geo-Political Zone, Nigeria”, was written by me. I also declare that this piece of work has never been presented before for the award of any higher degree. All sources of information used in this research work have been duly acknowledged in the reference section.

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CERTIFICATION

This thesis titled “Assessment of the Role Performance of Principals in Secondary Schools in North-West Geo-Political Zone, Nigeria” by Maryam Adamu Garba meets the regulations governing the award of degree of Doctor of Philosophy (Educational Administration and Planning) of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to the almighty Allah, who kept me alive to see the end of the work, and also my beloved daughter, Aishatu Nuhu Lawal Umar.

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OPERATIONAL DEFINITION OF TERMS

Interpersonal relationship: This refers to the way in which two or more people behave towards each other in an organization.

Record Management: Refers to educational data bank where information are stored and can be retrieved and used for variety of important purposes.

School-Community Relationship: This refers to the way in which school and community deal with each other.

Communication: Is a process of expressing ideas and feelings to give people information.

Decision-making process: This refers to the process whereby a choice has to be made between two or more different alternatives to determine about the future state of affairs in an organization.

Staff development: Is the training of persons to be fit in doing some job aimed at bringing a desirable change.

Maintenance of school facilities: This refers to the things one does to avoid damage in order to keep the facilities useful.

Maintenance of discipline: This refers to training people to obey rules and regulations and punishing them if they disobeyed in an organization which enhances the attainment of organizational goals.

Internal supervision: This is an act of watching someone carrying out a task to ensure efficiency and effectiveness.

ABSTRACT

This study, “Assessment of the Role Performance of Principals in Secondary Schools in North-West Geo-Political Zone, Nigeria was aimed at gathering information on the opinions of principals, teachers, MOE and PTA officials on role performance of principals in the administration of secondary schools. The objectives set to guide the study include assessing the role performance of principals on interpersonal relationship, record management, school-community relationship in secondary schools in North-West Geo-Political Zone, Nigeria. Research questions include how do principals perform roles on interpersonal relationship, record management, school-community relationship in secondary schools in North-West Geo-political zone, Nigeria were asked. Descriptive survey design was used for the study. A total of 36,434 population comprising 3955 principals, 32231 teachers, 56 MOE and 192 PTA officials were used. Respondents were randomly drawn from the population. Cluster sampling was used to distribute 768 samples among the four categories as follows: 260 principals, 380 teachers, 18 MOE officials and 110 PTA officials. The main instrument used for data collection was questionnaire using Likert scale measurement. The questionnaire was validated by experts in the Department and found to be reliable through pilot study carried out in Katsina and Jigawa States. All the nine hypotheses formulated were tested using One Way Analysis of Variance (ANOVA). Six out of nine hypotheses were rejected while three were accepted and retained. The hypotheses were subjected to Scheffe test to determine the significant differences in the opinions of respondents. The major findings of this research indicated that the role performances of principals in most secondary schools were not carried out well. All the hypotheses were tested at 0.05 level of significance. Conclusions, recommendations were offered such as principals should endeavour to promote internal supervision, principals and classroom administrators should develop a positive attitude towards record keeping. Since the study did not cover all aspects of the role performance of principals in secondary schools, suggestions for further research in role performance were highlighted

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Secondary education system in Nigeria is charged with setting standards of knowledge and skills to be attained by teachers and reviewing the standards from time to time. It ensures the application of the curriculum at school through supervision and inspection exercises. In addition to that, it prescribes methods of testing the students at the end of their training so as to ensure quality products. It also initiates and promotes researches. It formulates policies for secondary education and practice in the country.

The principals of secondary schools are the custodians of secondary education. They ensure the implementation of all the programmes developed through the National Policy on Education. The roles of the principals of secondary schools are therefore, not different from the roles of heads of other educational institutions. The role performance of the principals of secondary schools should include interpreting policy, executing curriculum programme, seeing to students and staff welfare, Also maintenance of equipments, physical facilities and training of staff, maintaining effective school community relations, interpersonal relationship, record management, communication, decision-making process and several others are required of the principals that will effectively lead to influence commitment and effectiveness.

The principal being the Chief Executive of the school should ensure that the policies and objectives, regarding the programme of the school are implemented and strictly adhered to. He/she also has the responsibility of promoting effective teaching and learning in the school. He must ensure that his employer appoints qualified and

competent teachers to the school. It is part of the principal's duty to orientate new staff members to school life. The information provided would help the new staff to adjust to the new environment, and make the work easier to accomplish.

Another role performance of the secondary school Principal is the maintenance of discipline for both staff and students. It was in view of this that Musaaazi (1982) in Magama (2006) stated that discipline is orderliness, which is essential for good teaching and learning in school. A disciplined person is orderly, responsible, delightful, sympathetic, cooperative, honest, considerate and always tries to do what is right and good at all time. The principals also perform the duty of controlling finances of their institutions. In support of the above assumption, Alabi (1991) in Magama (2006), stated that the success of any educational system depends partly on the total funds allocated to it at that level; and the supervisory role of the principal is to ensure the utilization of the funds effectively.

The principal is the key person in the administration of the school where he/she performs specific tasks. All his/her activities and those of the staff are geared towards the training of the learner. The principal supervises and guides the students. He must see to it that the students are punctual, properly dressed in their correct uniforms, honest and dedicated to their studies. Principal partakes in the discipline of the students where necessary. It is believed that the functions of the principal are synonymous with the administrative functions as posit by management theorists. How effective the incumbents of certain positions perform depends on how they are capable of handling the numerous administrative challenges before them.

Secondary school principals must have strong interpersonal and leadership skills. Good interpersonal relationship is one of the keys to the success of any organization. School principals must find it challenging to promote interpersonal relationship within and outside the organization. They must be seen to encourage sharing of ideas between individuals and organizations. It is the psychological aspect of administration in any organization. Probably that was why Follett (1964) in Peretomode (2006) stated that it is not just the production and distribution of manufactured articles but to give opportunity for individual development and self-actualization through better organization of human relationships. Communication serves as a lubricator fostering the smooth operation of the management process. In support of the above assertion, it is stated in Bagobiri and Kassah (2006), communication helps managerial planning to be performed effectively.

1.2 Statement of the Problem

The roles of principals cover many different areas including leadership, interpersonal relationship, record management, school-community relationship, communication, decision-making process, staff development, maintenance of school facilities, staff-students discipline, internal supervision, teacher evaluation, review of policies and procedures, schedule setting, hiring new teachers, delegating, implementing and routines. It is also the responsibilities of the principals to direct available resources towards actualization of the goals. They plan classrooms and out of classroom activities for teachers and students. They co-ordinate the school activities in order to ensure that many programmes go on at the same time without one conflicting the other. Specifically, the principals perform the following administrative roles:

- Resource and programme planning and policy making;
- Provision and maintenance of funds and facilities;
- Obtaining and development of personnel;
- Improvement of instructional programmes;
- Students' personnel services; and
- Maintenance of effective interrelationship with the community and external agencies (Nwankwo, 1982).

Change in societal values pose serious challenge to the school managers therefore, little attention is being paid to educational pursuit. Attention is more on acquisition of wealth. This developments, which is true in the present as it was in the past is making school administration complex. This situation has led to a breakdown of law and order in schools. Therefore, assessment of the role performance of principals becomes imperative in order to enhance professionalism and explore ways of tackling any emerging problems. The managerial staff are experiencing a considerable increase in their responsibilities and work loads. They must be able to structure, implement and manage a wide range of school and business projects. A good principal is balanced within all his roles and work hard to ensure that he is doing what he feels is best for all constituents involved. An effective leader steps up to fill in holes as needed, even if it is not a part of his daily routine (Jenlink, 2000).

The focus of this research is targeted at proffering solutions to the problems of inadequate human relation skills, such as unfriendliness, uncheerfulness unsociable. This erodes the moral and psychological energy of the teachers. In agreement with the above assertion, Ogundele (2001) asserted that factors which motivate teachers are absent in schools.

Similarly, Ijewere (2005) stated that in the pursuit of profit, they tend to forget that their workers' happiness helps to create the right attitude to work and encourage productivity. Records are poorly kept and managed, accurate, reliable and trustworthy records that fulfill evidential requirements are being created but not properly managed (Egwunyenga, 2009). Despite the importance of school records in the achievement of educational objectives, these records do not seem to be adequately managed by principals. From observation, it becomes obvious that accurate, reliable and trustworthy records are not properly kept, while some are not kept at all. For instance, many public secondary schools do not have copies of education law and National Policy on Education in their schools. It was in view of this that Edem (2006) stated that records should be seen as a tool for attainment of school objectives and as a routinized ritual with no useful purpose in view. In addition, teachers do not have an understanding of record keeping process. Undoubtedly, planning done with falsified records can not be accurate and this will not augur well for the nation's educational development. Also shortage of trained personnel, funds, material resources could possibly have serious connotations on management of school record by principals in secondary schools in the North-West Geo-political zone of Nigeria.

Position in staff development in education globally remains very low inspite of successive effects of governments to address the issue of fall in standard. Rosser (2011) stated that most people in their working place do not understand the environment in which they work, the job they do and how to do it better. The balance between the process of production and welfare of the society is not achieved. There are no frequent meetings between superior and subordinates, no respect and consideration for their fellow

human beings, inadequate mastery of the management of human materials, financial resources of the institution, inability to harmonize all the compliments towards attainment of the set goals and objectives (Adesina, 1981; Ayanniyi, 1999 & Zubaida, 2009).

There are wide gaps in school-community relation that need to be bridged in Nigerian educational system as a whole. The community sees school's properties as public properties, therefore, have little or no interest on them. Sharma (1992) asserted that school-community relation is appropriate only when there is a two-way school-community relationship in which the latter participates to a large degree in schools.

In some secondary schools, heavy and expensive school equipment lie unattended to. Some have never been installed and where installed, have never been used. In others, some of the materials used for construction of school buildings are faulty and consequently give room for constant replacement or adjustment. Lack of proper maintenance of school facilities can lead to shortages. It was in view of this that Lessa (1999) stated that poor maintenance culture has been the bane of Nigerian academic woes. Consequently, he affirms that shortages within a school system can be overcome by efficient maintenance practices such as preventive maintenance which consists of routine checks and regular servicing of equipment.

Indisciplinary acts in schools have persisted over the years. Acts of indiscipline have either been carried out individually by the students or as a group which result to rioting, revolts or disrespect for school law. Students' indiscipline generally militates against effective teaching and learning and production of useful and acceptable members of the society. It is therefore, observed that some principals appear to have failed their managerial roles or responsibilities towards their students. One of the cardinal

objectives of education as spelt out in the National Policy on Education (2004) is to inculcate right type of values and attitudes for the survival of the individual and Nigerian society.

Internal supervisory roles of the principals that is meant to ensure the attainment of the educational objectives, has largely been ignored. The negligence of these supervisory roles, such as checking class work, attendance of teachers, class visitation and many others may be one of the fundamental reasons for poor performance of students and teachers in our secondary schools.

Certain aspects of the principal's roles such as interpersonal relationships record keeping, school-community relationship, communication, decision-making process, staff development, maintenance of school facilities, maintenance of discipline, internal supervision and several others are not being properly handled by principals. Consequently, the effectiveness and efficiency of the schools system in achieving educational goals are affected. This is concurred in Knapp (2009) when he stated that without effective leadership, most of the goals of educational improvement will be very difficult to achieve.

It is in view of the need to develop appropriate management skills and techniques relevant to the Nigerian situation, which is capable of reversing the problems outlined above and even other problems that can be further identified in the educational system, that this study, wishes to address. Thus, the study focuses on role performance of principals in secondary schools in North-West Geopolitical zone of Nigeria.

1.3 Objectives of the Study

The study is set to achieve the following objectives:

1. assess role performance of principals on interpersonal relationship in secondary schools in the North-West Geo-Political Zone, Nigeria.
2. determine role performance of principals on record management in secondary schools in North-West Geo-Political Zone, Nigeria
3. ascertain role performance of principals on school-community relationship in secondary schools in North-West Geo-Political Zone, Nigeria.
4. find out the role performance of Principals on communication in secondary schools in North-West Geo-Political Zone, Nigeria.
5. examine role performance of principals on decision-making process in secondary schools in North-West Geo-Political Zone, Nigeria.
6. determine role performance of principals on staff development in secondary schools in North-West Geo-Political Zone, Nigeria.
7. ascertain role performance of principals on maintenance of school facilities in secondary schools in North-West Geo-Political Zone, Nigeria.
8. assess role performance of principals on maintenance of discipline in secondary schools in North-West Geo-Political Zone, Nigeria.
9. examine role performance of Principals on internal supervision in secondary schools in North-West Geo-Political Zone, Nigeria.

1.4 Research Questions

This study found answers to the following questions:

1. how do principals perform roles on interpersonal relationship in secondary schools in North-West Geo-Political Zone, Nigeria?
2. how do principals perform roles on record management in secondary schools in North-West Geo-Political Zone, Nigeria?
3. how do principals perform roles on school-community relationship in secondary schools in North-West Geo-Political Zone, Nigeria?
4. how do principals perform roles on communication in secondary schools in North-West Geo-Political Zone, Nigeria?
5. how do principals perform roles on decision-making process in secondary schools in North-West Geo-Political Zone, Nigeria?
6. how do principals perform roles on staff development in secondary schools in North-West Geo-Political Zone, Nigeria?
7. how do principals perform roles on maintenance of school facilities in secondary schools in North-West Geo-Political Zone, Nigeria?
8. how do principals perform roles on maintenance of discipline in secondary schools in North-West Geo-Political Zone, Nigeria?
9. how do principals perform roles on internal supervision in secondary schools in North-West Geo-Political Zone, Nigeria?

1.5 Hypotheses

For the purpose of this study, the following null hypotheses were formulated:

- i. there is no significant difference in the opinions of Principals, Teachers, Ministry of Education Officials (MOE) and Parent-Teachers Association (PTA) on principals' role performance on interpersonal relationship in secondary schools in North-West Geo-Political Zone, Nigeria.
- ii. there is no significant difference in the opinions of Principals, Teachers, Ministry of Education Officials (MOE) and Parent-Teachers Association (PTA) on principals' role performance on record management in secondary schools in North-West Geo-Political Zone, Nigeria.
- iii. there is no significant difference in the opinions of Principals, Teachers, Ministry of Education Officials (MOE) and Parent-Teachers Association (PTA) on principals' role performance on school-community relationship in secondary schools in North-West Geo-Political Zone, Nigeria.
- iv. there is no significant difference in the opinions of Principals, Teachers, Ministry of Education Officials (MOE) and Parent-Teachers Association (PTA) on principals' role performance on communication in secondary schools in North-West Geo-Political Zone, Nigeria.
- v. there is no significant difference in the opinions of Principals, Teachers, Ministry of Education Officials (MOE) and Parent Teachers Association (PTA) on principals' role performance on decision-making process in secondary schools in North-West Geo-Political Zone, Nigeria.

- vi. there is no significant difference in the opinions of Principals, Teachers, Ministry of Education Officials (MOE) and Parent-Teachers Association (PTA) on principals' role performance on staff development in secondary schools in North-West Geo-Political Zone, Nigeria.
- vii. there is no significant difference in the opinions of Principals, Teachers, Ministry of Education Officials (MOE) and Parent-Teachers Association (PTA) on principals' role performance on maintenance of school facilities in secondary schools in North-West Geo-Political Zone, Nigeria.
- viii. there is no significant difference in the opinions of Principals, Teachers, Ministry of Education Officials (MOE) and Parent-Teachers Association (PTA) on principals' role performance on maintenance of discipline in secondary schools in North-West Geo-Political Zone, Nigeria.
- ix. there is no significant difference in the opinions of Principals, Teachers, Ministry of Education Officials (MOE) and Parent-Teachers Association (PTA) on principals' role performance on internal supervision in secondary schools in North-West Geo-Political Zone, Nigeria.

1.6 Basic Assumptions

This research was based on the assumptions that:

1. role performance of principals on interpersonal relationship in secondary schools improves cordial relationships, which results to wholesome school climate.
2. lack of/or inadequate up-to-date school records results to corruption and faking of results among students in schools.

3. a sound school-community relationship enhances teaching and learning and also improves discipline in secondary schools.
4. effective communication enhances good management in secondary schools.
5. decision-making process enhances awareness in secondary schools.
6. staff development improves job performances of staff.
7. maintenance of school facilities prevents wastage.
8. maintenance of discipline enables school to achieve the predetermined goal.
9. internal supervision enhances quality control in schools.

1.7 Significance of the Study

Improper role performance of principals, especially in record management, school-community relationship, communication, decision-making process, maintenance of school facilities and internal supervision, are constraints to achievement of objectives in secondary education in the North-West Geo-political zone in Nigeria. The study will benefit the principals by making them to know how they can perform their roles better. The study will also be of great benefit to the principals because it will enable them know the appropriate method to use towards the achievement of desired goals of the system. By this therefore, it is expected that principals, proprietors and proprietresses will have a clearer picture of the area that needs more attention for use in development plans.

It is hoped that in this way, Ministry of Education will be made to map out strategies for plans regarding ways to utilize human resources. It is also hope that this study will reveal appropriate techniques to use towards enhancing the image and confidence of staff and students in achieving desired objectives of the system.

It is also hoped that the finding of this study will be of great importance to parents and stakeholders. The findings will open the doors for positive interpersonal relationship in the system. It is expected that the findings of this study will enable government to take decisive actions on maintenance of school facilities. It is also hoped that findings of this study will open the doors for proper management of records.

It is hoped that findings at the end of this study will enable the government to give them funds towards staff development programmes. The findings will also help to enhance school-community relationship. It is hoped that findings of this study will enable principal to live up to their responsibility in terms of school based supervision. Finally, it is also hoped that the findings of this study will pave way for further research into different aspects of principals roles performance in the administration of secondary schools process, with particular emphasis on the teaching/learning process.

1.8 Scope of the Study

This study focuses on role performance of principals in the North-West Geo-Political Zone, Nigeria. This study is limited to Kano, Kaduna, Katsina and Sokoto States in the North-West Geo-Political Zone in Nigeria. The researcher selected two hundred and sixty secondary schools of the states because it is the level of education where career development of the child is determined. The respondents are the principals, teachers, Ministry of Education officials and Parent Teachers Association. The schools are located in both urban and rural areas of the sampled states.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The study is entitled, “Assessment of the Role Performance of Principals in Secondary Schools in North-West Geo-Political Zone, Nigeria”. For this study to be effective there is the need to review relevant literature on the role performance of principals in secondary education. This will provide the theoretical base for the study. Attempt was made in this chapter to review relevant literature on the following areas:

- i. concept of assessment
- ii. concept of education
- iii. concept of role performance
- iv. role performance of principals in secondary schools
- v. role performance of principals on interpersonal relationship in secondary schools
- vi. role performance of principals on record keeping in secondary schools
- vii. role performance of principals on school community relationship in secondary schools
- viii. role performance of principals on communication in secondary schools
- ix. role performance of principals on decision-making process in secondary schools
- x. role performance of principals on staff development in secondary schools
- xi. role performance of principals on maintenance of school facilities in secondary schools
- xii. role performance of principals on maintenance of discipline in secondary schools
- xiii. role performance of principals on internal supervision in secondary schools in North-West Geo-Political Zone, Nigeria
- xiv. Role performance of the principals in secondary schools Evaluation of role performance of principals in secondary schools
- xv. Empirical studies
- xvi. Summary.

2.2 Conceptual Framework

The conceptual framework of this study centres on assessment, education and role performance:

2.2.1 Assessment

Assessment is the process of documenting, usually in measurable terms, knowledge, skills, attitudes and beliefs. Assessment is an action which determines the importance, size or value to something. According to Barbara (2004) assessment is the systematic collection of information about student learning, using the time, knowledge, expertise and resources available, in order to inform decision about how to improve learning. Furthermore, assessment is a process of seeking the best available indicator to see if goals are being met. This includes field specific and professional judgments about learning outcomes which are used to inform departmental and institutional decision. According to him, assessment means basing decisions about curriculum, pedagogy, staffing, advising and student support upon the best possible data about learning and the factors that affect it.

Similarly, Palomba and Banta (1999) defined assessment as a systematic collection, review and use of information about educational programmes undertaken for the purpose of improving student learning and development. In line with the above assumptions, Shepherd and Godiwin (2004) stated that assessment is the term generically used to describe quizzes, test, surveys and examinations. Furthermore, assessment is any systematic method of obtaining evidence from posing questions to draw inferences about the knowledge, attitudes and other characteristics.

According to Roger (1997) assessment is associated with institutional effectiveness and related to questions about positive change and improvement in the institution. In accordance with the above assertion, Frye (2006) stated that “when we assess our performance, it is assessment, when others assess our performance, it is accountability. That is to say assessment is a set of initiative we take to monitor the results of our actions and improve ourselves, accountability is a set of initiatives other take to monitor the results of our actions and to penalize or reward us based on the outcomes. Furthermore, assessment is not an end in itself but a vehicle for improvement education. Assessment is at the continuing improvement of student development and is generally consistent with a value added concept of education and rationale for having better programmes to ensure better students’ learning outcomes.

2.2.2 The concept of Education

Education is the key instrument for empowering individuals in any society and that basic education is the foundation for lifelong learning and human development. According to the National Policy on Education of the Federal Republic of Nigeria (2004), education is the best instrument for carrying out national development.

The human element remains and will continue to remain the most critical determinant of organizational performance. This is so because it is only the human resources that are endowed with the capacity to plan, think, execute and achieve organizational results. Consequently, schools must fashion out a comprehensive human resource management that will enable the human element to contribute maximally to organizational growth and survival.

In view of the above, the principals as the school administrators whose offices are the central focus of their organizations must be adequately equipped with the knowledge of management theories and be able to utilize the principles outlined by those advocates to foster and facilitate efficiency and effectiveness for students to realize their academic dreams. These principles form the basis of this discussion.

The principal, as the secondary school administrator is expected to make use of available human and material resources to pay attention to the humanitarian aspect of his job and become creative by building into his organization provisions for innovation, change and development (Adesina, 1981). To achieve that, school principal must be conversant with the use of appropriate theories for the way forward to the administrative challenges he experiences. Thus, he needs to:

- identify educational goals and be familiar with government policies, rules and regulations;
- plan the school activities required for the successful achievement of these goals and assign them to qualified personnel;
- also motivate his teachers and pupils to perform their duties in accordance with the policies;
- include the maintenance of facilities such as school buildings, supplying equipments, school records, transportation and school library;
- clearly define the line of authority which ensures effective communication, coordination, supervision and evaluation of the performance of all the units in the school;

- maintain an open door policy but not too flexible to erode his authority and capability.
- be accessible to people and inculcate the spirit of constructive criticism;
- have periodic teaching in the classes of the school; and
- work with parents, guardians and other government agencies to ensure high performance in students and the attainment of educational achievement (Adesina,1981).

2.2.3 Role Performance

A role is a set of connected behaviours, rights, obligations, beliefs and norms as conceptualized by people in a social situation. Role is continuously changing behavior. According to Oxford Advanced Learners' Dictionary (2003) roles are the functions or positions that somebody has or is expected to have in an organization, in society or relationship. In line with the above assumption is Doe (2003) who stated that role refers to one's function or to what a person is appointed to do. Role according to the interactionist, is not fixed or prescribed but something that is constantly negotiated between individuals in a tentative and creative way. The position or the situation that a person occupies in society is called status. As a result of that status and position he is expected to discharge certain functions. These functions are known as roles. The term role is used to designate the sum total of cultural patterns associated with particular status. It thus includes attitude, value and behavior ascribed by the society to any and all persons occupying this status. Role is what the individual has to do in order to validate the occupation of the status. (www.wikipedia.com, retrieved January 21,2015).

In the same vein, Ogburn and Nimkoff (2015) defined role as a set of socially expected and approved behavior patterns, consisting of both duties and privileges associated with a particular position in a group. Furthermore, role is the behavioural enacting of the patterned expectations attributed to that position. According to Ogburn and Nimkoff (2015) roles are allocated according to the positions people occupy in the social system. Each status has its own set of role requirements (www.wikipedia.com retrieved January 21,2015).

Role performances are certain behaviours of employees, which are not part of their formal job requirements. Role performance relates to how successfully one plays his prescribed role. The performance is measured in terms of his relative success or failure in that role. In role performance, the emphasis is on quality. (www.wikipedia.com retrieved January 21,2015).

2.3. Role Performance of Principals on Interpersonal Relationship in Secondary Schools

Interpersonal relationship is strong, deep or close association acquaintance between two or more people that may range in duration from brief to enduring. According to Oxford Advanced Learner's Dictionary (2000), interpersonal is connected with relationships between people. These are associations and may be based on inference, love, solidarity, regular business interactions or some other type of social commitment (Wikipedia).

Human relation is part of administration. It is the psychological aspects of administration. The real service of businessmen, according to Follett (1964) in Peretomode (2006) is not just the production and distribution of manufactured articles but it is to give an opportunity for individual development and self-actualization through

better organization of human relationships. In her innovation, the process of production is as important for the welfare of society as the product of production. This balance, she maintains, is not achieved through an utter disregard for efficiency. With it emphasis lies on productivity, goal attainment, discipline and authority relationships but through integrating them with other factors which take into account human feelings, needs and satisfactions. Follett (1964) in Peretomode (2006), further stated that any enduring society or organization must be based upon a recognition of the motivating desire of the individuals of the group. She believes that all organizational problems are fundamentally human relation problems. In Follett innovation, coordination is the key to building an effective organization. She expressed coordination in four fundamental principles of organisation as follows:

- i. coordination by direct contact of the people concerned. By this, she meant horizontal control between unit heads instead of the classical or traditional notion of control up and down the hierarchy of authority;
- ii. coordination in the early stages, meaning that direct contact should begin as policy is being formulated rather than after it has been formed;
- iii. coordination as the reciprocal relating to all the factors in a situation. This means that coordination should take into account parts and their interactions in the situation being handled; and
- iv. coordination as a continuous process. This means that welfare programmes for teachers are as important as the classroom teaching process itself and good conditions of service for teachers can contribute to their efficiency.

Administration is a shared responsibility, that organizational structures should permit a free interplay of ideas in order to minimize the rigidity of hierarchical structures, but warn that shared responsibility should not be construed as being synonymous with Laissez-faire and absence of local points of reference. Furthermore, the administration, in

its attempt to utilize the efforts of all in the organization, should use fixed responsibilities to locate and correct mistakes. Follett (1964) in Peretomode (2006), introduced the concept of conflict.

The administrative process, she argues, is not without conflict, which can be solved in three ways:

- i. domination in which victory is unilateral;
- ii. compromise in which each side agrees to make concessions and to forego cherished rights in order to narrow down areas of disagreement; and finally,
- iii. integration in which neither side claims victory. She illustrates a demand for wage increases by teachers in a school system which can create conflict between the teachers and the management. If the teachers should later agree to accept a 5 percent increase as against their original demand of 10 percent from the management whose initial stand had been to make no awards, the solution would be a compromise. If the teachers maintained their original demand and got it, the solution would be domination. Therefore, the problem would be solved by integration if the teachers' reduction of their original demand of 10 percent to 5 percent had been accepted by the management whose initial stand had been increase of only 2½ percent.

Similarly, Barnards (1964) in Peretomode (2008), views that groups exist within formal organizations which recognize that each can supplement the other. He defines the informal group as interpersonal and unofficial association within the formal structure, which sometimes may obstruct it but usually makes a positive contribution to its health.

The contribution may include the following benefits:

- i. informal associations may help to increase the flow of communication among workers which otherwise would have been impossible without overloading the executives by too frequently referring matters to them;
- ii. they can save members from the embarrassment of lowering their dignity by having to refer these matters; and
- iii. they serve as a psychological defence against the formal system (National society for the study of education, 1964).

Furthermore, in school organization, informal intimacy among teachers can emerge as a result of their daily contacts in the staff room during free periods. Unofficial consultations among teachers and the proximity of their classrooms can lead to intimate relationships. African culture or ethnic membership is also a major factor while teachers of the same sex, marital status, or previous training may congregate in cliques.

When special attention is given to workers by management, productivity is likely to increase, regardless of actual change in working conditions. Informal workgroup – the social environment employees – has great influence on productivity. According to Mayo (1964) in Peretomode (2006), the concept of the social man (motivated by social needs, working on the-job relationship and more responsible to work group pressure than to management control) had to replace the old concept of the rational man motivated by personal economic needs. This was the beginning of the recognition of human factor in the effectiveness of an organization.

Interpersonal relationship has the potential to influence classroom performance and learning outcomes in positive ways. In support of the above assertion, Kodz, (2011) posited that good interpersonal interaction of teachers with students has positive effect on academic achievement. Good interpersonal interaction with teachers and parents can lead to positive effect on academic achievement. For instance, a situation whereby parents

provided materials and financial support and were generally involved in school affairs, these students had better grades than students whose parents were not involved. They concluded that the quality of social relationship is associated with academic outcomes.

Formation of Interpersonal Relationship

Interpersonal relationships are formed in the context of social, cultural and other influences. Although the context can vary from family or kinship relations to friendship, marriage relations with associates, work, clubs, neighborhoods, and places of worship. They may be regulated by law or mutual agreement and are the basis of social groups and society as a whole.

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

- 1. Need to belong:** According to Maslow's hierarchy of needs, humans need to feel love (sexual/non sexual) and acceptance from social groups (family, peer groups) the need to belong is so innately ingrained that it may be strong enough to overcome physiological and safety needs, such as children attachment to abusive parents or staying in abusive romantic relationship.
- 2. Social Exchange:** Another way to appreciate the importance of relationships is in terms of reward from work. This perspective suggested that individuals engaged in relations that are rewarded in both tangible and intangible ways. The concept of fits theory is based on the idea that relationship develops as a result of cost – benefit analysis. Individuals seek rewards in interactions with others and are willing to pay a cost for such rewards. In the best – case scenario, rewards will

exceed costs producing a net gain. This can lead to “shopping around” or constantly comparing alternative to maximize the benefits (reward) while minimizing costs.

- 3. Relational Self:** Relationships are also important for their ability to help individual’s develop a sense of self. The relational self is the part of an individual’s self – concepts that consist of the feeling and beliefs that one has regarding oneself that develops based on interactions with others. In other words one’s emotions and behaviors are shaped by prior relationships. Thus relational self theory posits that prior and existing relationships. Thus relationship influences one’s emotions and behaviors in interactions with new individuals, particularly those individuals that remind him or her of others in his or her life.

Stages of interpersonal Relationships

Interpersonal relationships are dynamic systems that change continuously during their existences like living organisms. Relationships have a beginning, a lifespan and an end. They tend to grow and improve gradually, as people get to know each other and become closer emotionally, or they gradually deteriorate as people drift apart, move on with their lives and form new relationships with others.

One of the most influential models of relationship development was proposed by a psychologist. Levinger (1983) who formulated this model to describe heterosexual, adult romantic relationships but it has been applied to other kinds of interpersonal relationships as well. According to the model, the natural development of a relationship follows five stages which include:

- 1. acquaintance and acquaintanceship:-** Becoming acquainted depends on previous relationships, physical proximity, first impressions, and a variety of other factors, if

- two people begin to like each other, continued interactions may lead to the next stage, but acquaintance can continue indefinitely. Another example is association.
2. **build up:-** during this stage, people begin to trust and care about each other. The need for intimacy, compactibility and such filtering agents as common background and goals will influence whether or not interaction continues.
 3. **continuation:-** This stage follows a mutual commitment to quite a strong and close long – term friendships, romantic relations, or even marriage. It is generally a long, relative stable period. Nevertheless, continued growth and development will occur during this time. Mutual trust is important for sustaining the relationship.
 4. **deterioration:-** Not all relationships deteriorate, but those that do tend to show signs of trouble. Boredom, resentment, and dissatisfaction may occur and individuals may communicate less and avoid self – disclosure. Loss of trust and betrayals may take place as the downward spiral continues, eventually ending the relationship (Alternately, the participants may find some ways to resolve the problems and (re-establish and believe in others).
 5. **termination:** - The first stage marks the end of the relationship either by breakups, death, or by spatial separation for quite some time and severing all existing ties of either friendship or romantic love.

Interpersonal Skills

Interpersonal skills include:

- **verbal communication** - what we say and how we say it;
- **non verbal communication** - what we communicate without words, body, language;
- **listening skills** – how we interpret both the verbal and non – verbal messages sent by others;
- **negotiation:** working with others to identify, define and solve problems;
- **decision making:** exploring and analyzing options to make sound decisions;
- **assertiveness:** communicating our values, ideas, beliefs, opinions, needs and wants freely.

Problem of Indiscipline and Interpersonal Relationships in Schools

Children are exposed to humiliations of all kinds on television shows, films, news reports, internet and cinema. Probably that was what Benjamin (1969) predicted and stated that the beginning of the 20th century when cinema was just starting to get known that the cinema affects directly or indirectly with its messages by the use of its intense mechanisms interfering in the perception to reality. According to Benjamin (1969), the middle of the 19th century was known as the century of cinema in our houses, television and internet as a result many things have changed and many students receive all kinds of information. Furthermore, social changes will occur since human sensibility does not depend only on nature but also need history. Consequently, people of early ages were exposed to media, television and internet mainly to imaginary representations of violence, sex, racism etc. and eventually in the world of education cruelty has become so frequent that it is now treated as normal.

The phenomenon of acceptance, instinct of contact in special negative circumstances can lead to severe psychological problems. According to Szondi (1970), this is one of the most important factors to be considered in education. Szondi (1970) believes that it is a task for every one to observe, accept, plan in accomplishing personal projects Szondi (1970) were further to say to choose means self – confidence on what we want from ourselves to ourselves.”

2.4. Role Performance of Principals on Record Keeping in Secondary Schools

Records are written documents or information kept for remembrance and reference. In the school setting, records are educational data bank where information are stored and can be retrieved and used for a variety of important purposes.

Yabo (2007) ascertained that record keeping is a continuous process of collecting and collating information on every academic and administrative function that forms part of the growth and development of a school.

Records as defined by the American Heritage Dictionary (1980) and cited by Onifade (2004), are information or data on a particular subject collected and preserved. This definition implies that any processed or unprocessed datum that is collected and kept for future use constitutes a 'record'. In the same line Mbiti (1974) opined that school records include all books and files containing information on what goes on in school, who is in the school and the type of properties owned by the school.

The information or data which are written manually or electronically are preserved in books, files, diskettes and other electronic materials are called school record. School records are official documents, books and files containing essential and crucial information on actions and events which are kept and preserved in the school office for utilization and retrieval of information when needed. Such records include all books and files containing information on what goes on in school, who is in the school and the type of properties owned by the school.

School records include the following:

- i. a register of admission and withdrawal;
- ii. a register of attendance;
- iii. a log-book;
- iv. a cash book;
- v. a visitor's book;
- vi. a copy of education law;

- vii. scheme of work;
- viii. teachers record of work;
- ix. school time-table;
- x. corporal punishment book;
- xi. counterfoils of transfer and leaving certificates; and
- xii. minutes book of the Board of Governors (Olagboye, 2004).

School records are kept by principals, teachers, counsellors or administrative staff. The purpose of record keeping and management is to ensure that accurate and proper records of students' achievements and growth, school activities and matters that will promote efficiency and effectiveness are kept. According to Durosaro (2002) records are important tools for effective planning and administration of a school. School records occupy strategic position in the effective and efficient organisation and administration of the school because they record the planning and implementation of appropriate course of actions for proper monitoring of activities/tasks. Records are important because they serve as major information tool that sustains the school and aids in achieving educational goals and objectives. Records restore teaching competence and maintain the trend in the history of teaching and learning processes. This is to say a comprehensive school record provides adequate information about what goes on in the school, who is in school and the property owned by the school.

Egwunyenga (2005) suggested that not all information can be considered as records until they satisfy such characteristics, genuineness and authenticity. That is to say the information that records give must be true, correct and original. Records must be comprehensive, available, accessible and secured.

Record management is the application of systematic and scientific control of recorded information that is required for the operation of the school. Such control is exercised over the distribution, utilization, retention, storage, retrieval, protection, preservation and final disposition of all types of records within the school. The aim of record management is to achieve the best retrieval and exploitation of school records in the school system and also to improve the efficiency of record making and keeping process. Record management helps to control the quality and quantity of information that is created in a manner that it effectively serves the need of the school (Akube, 1991; Fasasi, 2004).

School record management is meant to enhance the performance of secondary school administrators. Adequate record management programme co-ordinates and protects an institution's records, sharpens the effectiveness of records as a management memory which controls the times, equipment and space allocated to records and helps to simplify intra-organizational and communication problems. The management of records in secondary schools like in any other organization, is a cyclic process involving the principals, teachers, students, messengers and cleaners. The bulk of records are handled by principals which are kept manually. Thus the processing, retrieval and utilization of records are not easy Fasasi, {2004}in onifade {2004}

Iwhiwhu (2005) stressed the insufficient quality and quantity of manpower in record management in the school system. He emphasized that manpower is employed without prejudice to qualitative record management. The business of record keeping and effective management of records in the secondary school system do not attain good success due to insufficient provision of facilities, funds and management components.

However, adequate security, storage facilities and funds are generally recommended for good record keeping and management (Tower Software, 2004 in Onipade, 2004).

Asogwa (2004) asserted that records and data generated in the course of execution of legitimate function of an organisation or school should be kept and managed properly. However, despite the overwhelming importance of school records, it has been observed that they are poorly kept and managed. School records whether statutory or non-statutory, physical or electronic should be properly kept and managed for utilization and future retrieval. The effective management of school records by principals depends on certain management procedures and functions such as effective supervision, creation of record, effective leadership, monitoring, provision and training of adequate personnel, record storage and retrieval, discipline and effective communication, delegation of duty, developing record keeping skills and motivation (Ajayi, 2001; Babalola, 2006; Egwunyenga, 2005; Adeyemi, 2008). Information and data generated from an effective and efficient record management programme aids the school to plan and make useful decisions, preserve facts and figures for future reference, thereby enhancing the efficiency and effectiveness of the organisation and administration of the school. The adequate provision of quality manpower, funds and equipment would ensure optimum management of school records. However, inadequate or non-availability of these resources would bring about problems and challenges in the efficient and effective management of records. Thus, schools are expected to keep records for effective and efficient achievement of educational goals and objectives.

Functions of School Records

Keeping of records in schools is an indispensable instrument for effective administration and proper instruction in schools. Thus school records serve two functions in the areas of instruction and management. In area of instruction, information is required by such persons as teachers, counselors curriculum planners and instructional supervisors for planning, scheduling and evaluating guidance activities for schools. In the area of management, school principals and central office personnel require data from the school as basis for programme evaluation and administrative decisions. School records serve as a bank in which information is deposited and kept with the hope of intervening and utilizing in the future. Proper keeping of school record provides knowledge on students' academic performance and facilitates school's financial administration. It can also provide a basis for advisory and counseling services.

School records provide raw data which can be used by officials of education ministries for planning purpose. Data collected from school records on pupils' enrolment and facilities can be analyzed in order to determine the number of teachers and other resources that would be needed by the school. Within the school, records would enhance planning for placement of students into higher classes. Through records, such as log-book, the history of the school could be known. Important events of the school are recorded in the log-book. Hence, it services as a good reference point for whoever intends to know the happenings in the school. In-fact, it serves as historical source of useful information to principal's or headmaster's successor and to outside researchers Edem (1982).

School records also enable us to know the termly and yearly academic performance of students. School managers will be able to determine the academic progress of the students and necessary precautionary measures towards improving their academic performance.

The financial status of the school could be determined through school records. Income and expenditure of the school are entered into appropriate ledger, and this enhances accountability on the part of the school administrator.

School records also provide a basis for advisory and counseling services. Teachers, head teachers and school counselors could make use of records in order to update students' academic activities. Probably, this is why Akube (1991) asserted that when people are aware that records are being kept about them, they tend to be more careful in their general behaviour. Moreover, government's regulations on what to do (course content, curriculum) who to do it (Personnel) when to do it (time) where to do it (Educational institutions) and how to do it (Methodology, funding and facilities required), are vital in the role performance of principals in secondary schools.

Types of Records

The education law stipulates that there are two types of school records.

In line with the above assumptions, Egwunyenga (2005) stated that school records are grouped into statutory and non statutory. According to him, statutory records include admission withdrawal register, attendance register and scheme of work, time-table, log book, visitors book, time/movement books, school diary, and lesson plan/note for teachers, examination record book, and so on. Non statutory records are cash book, stock book, punishment book, school calendar, inventory book, staff minutes book, school

magazine, inspection/supervision report file, confidential report forms and requisition book. Records may appear in the form of memoranda, directives, work sheets, project's reports, official's reports and other permanent records.

1. **Statutory Records:** are those records that are legally binding on the school to keep and which if not kept by the school administrator amounts to dereliction of duty.
2. **Non statutory records:** are records kept on discretion of the school head or his staff to provide needed useful information.

Records may appear in the form of memoranda, directives, work sheets, progress reports, official's reports and other permanent record.

Importance of Record Keeping

- (a) The keeping of school records is one of the most important aspects of school administration.
- (b) School records provide useful information to an employer of labour who may want to recruit pupils for jobs.
- (c) They help the higher institutions of learning who may seek information about pupils scholastic achievements.
- (d) Parents may want to know how their children get on in the school as regards behaviour and general performance in school subjects.
- (e) Inspectors of Education may require to see most or all of the records to enable them assess pupils – staff performances objectively, and to offer advice and make concrete proposals or suggestions for improvement.
- (f) The Headmaster may need to compile useful facts and figures about his subordinate staff and pupils for the purpose of an objective appraisal of performances in his school, and to buttress his request for staff and facilities (Nwankwo, 1999).

2.5. Role Performance of Principals on School Community Relationship in Secondary Schools

The school is a planned social institution, which acts as an instrument of society for teaching the young. In this institution, the interest of both the adults and children within the school converge with those of parents and citizens outside it. Since education is an activity, which involves the cooperation of teachers, parents, children and the community as whole, parents in particular are naturally interested in the education of their children. The parents and the general public expect the students to develop certain attitudes and mental attributes necessary for the improvement of the quality of their lives and that of the society. It is, therefore, important that the administrator should establish, develop and maintain satisfactory relations with the community in which the institution is situated. The character of the community varies from one area to another. In either case, the administrator will be dealing with members of the public in many matters which may affect the institution, hence the need to establish a good basis for happy school – community relations.

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

Relationship between the School and the Community

Social interaction is not always a one – way process. The inter-relationship between the school and community involves a careful understanding of the influence of one upon the other. Hence, the most basic characteristic of the school and community must be flexibility. The school should be willing to take on functions and services in the light of changing needs and development within the community. The school can release some subjects to the community and draw upon the community for possible teaching and demonstration materials. Students can run school farms where they learn by doing. Schools in urban centres might put more emphasis on other productive activities with their communities (Ozigi, 1977).

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

Bray (1960) identifies three types of communities, such as geographical community i.e. village or district, ethnic, racial, and religious communities in which members are based on ethnic, racial or religious identification, which cut across membership based on geographical location. Lastly, communities based on shared family or association like Parents-Teachers Associations.

Community Participation

Shaeffer (1994) defined participation as involvement through the mere use of service such as enrolling children in schools or using a primary health care facility.

Participation is done through the following:

- contributions of money, materials and labour;
- attendance (e.g. at parents' meetings in school), implying passive acceptance of decisions made by others;
- consultation on particular issues;
- implementation of delegated powers; and real decision – making at every stage planning, implementation and evaluation.

Colletta and Perkins (1995), illustrate six forms of community participation in the management of education as follows:

- (a) research and data collection; and
- (b) dialogue with policy makers;

Aim of school – community relationship

The relationship between school and community is aimed at:

- a. expanding the learning environment beyond the classroom into the entire community;
- b. exposing students to multiple experiences under different teachers, social groups, cultural institutions and economic establishment;
- c. emphasizing the process of learning rather than the content of learning;

- d. the school must cooperate with other agencies in the task of educating the citizens;
- e. the school must co-ordinate the activities of other agencies involved in education process;
- f. a co-operative strategy must be developed and adopted in bringing school and community together;
- g. Nigerian education must be founded on community input and designed to express Nigeria life styles, values and beliefs;
- h. education gained outside the school classroom must be accorded full recognition as a vital aspect of education;
- i. to help improve the standard of health, farming, housing etc through education of the children;
- j. to see that the school is supplied with the correct number of goods, well qualified teachers and try to put into practice any advice the head teacher gives for the good of the children;
- k. school management;
- l. Curriculum design;
- m. development of learning materials; and
- n. school construction.

Ways to Promote School – Community Relationships

- The administrator should be accessible to parents and members of the public.
- As a public relations officer, he should try to be courteous to people, treating them with tact, consideration and sympathetic understanding. When the administrator is approached for help on any matter he/she should try to do his best to cooperate, but be frank and straight forward in his dealings.

- The school administrator can promote school community relations by making some school facilities and resources available to the community for educational and social purposes.
- Educational visits could be arranged for students to places of interest in the community. By doing so the administrator will be able to demonstrate in practical terms the school interest in promoting and sharing the cultural life of the community.
- Members of the community could be invited to visit the school, attend and participate in some of its activities, such as speech and open days; sporting activities, school social programmes, staff parties and so on.

Contributions of School – Community Relationship towards the Development of Education

School and community relations improve the educational delivery that enable more children to learn better and prepare them for the changing world. Communities are powerful resources and can be utilized not only in the management of education but also in becoming the core agent of the education delivery. According to World Bank (1995), in Madagascar, where government investment at the primary level was too low, parents and communities contributed money, labour and materials to help the system. Community and parents involvement helps to achieve effective curriculum modification, which helps in the acquisition of learning materials.

Community participation can contribute to promoting girls education. According to UNICEF (1992), through participation in school activities, communities can learn that girls' education can lead to increase in economic productivity, family health, nutrition, fertility rates and reduce child mortality rates.

Schools also can contribute to community efforts by developing sustainable solutions to local problems. Community involvement in education management can make schools more accountable to the society that funds them and be responsive to their needs. Community participation can improve home environment by encouraging parents to understand and appreciate the benefits of their children's schooling. Community participation can lead to reduction in government control of education. Community helps in the maintenance of pupils attendance by appealing to the parents and community leaders through the media such as radio, community forum religious leaders. Members of the community can act as philanthropists who give donations in cash or scholarship to students that perform excellently well in particular subjects and sponsor the education of less privileged members of the community.

2.6. Role Performance of Principals on Communication in Secondary Schools

Any means that an individual uses to transfer meaning, ideas, feelings, emotion or attitude to others is communication. Communication may be described as follows:

- (a) the flow of information from a source to the receiver;
- (b) a relationship, an interaction, the process by which messages are transferred from a source to the receiver;
- (c) the imparting, sharing or exchange of ideas, knowledge, skills etc, whether by speech, writing or signs;
- (d) the process of passing and receiving messages, instructions or directives; and
- (e) the process of transmitting and exchanging ideas, feelings, and information through realization, symbol, writing and signs to create mutual understanding between the communicator and the communicate Sannie {2001) in Magama (2006).

According to Yabo (2007), communication is the life-blood of any organization, without without which no activity of an organization will be possible. Therefore, in an organization communication constitutes the primary means by which sound human relations are established and cultivated. Communication in school administration usually involves the day – to – day passing of information from the school administrator to the subordinates involved in school management. Similarly, Cole (2005) defined communication as the process of creating, transmitting and interpreting ideas, facts, opinions and feelings. It is a process that is essentially a sharing one – a mutual interchange between two or more persons. Similarly, Dare (2006) defined communication as that which involves the transmission of information, directions, ideas, feelings, attitudes and understanding. He further asserted that it is the means of interacting among the personnel in any organisation including the public enterprise and schools. The preferred communication network is the channel network which relies on decentralized channels with shared leadership. It implies that all the members of the institution are in the picture as it concerns the operational processes within the school system. Apart from the vertical form of communication, which is hierarchical, there exists a free flow of communication network among staff within the same department or unit and with others outside their unit.

Importance of Communication

George (1964) in Bagobiri and Kassah (2006) makes the following contribution in relation to importance of communication:

- i. communication serves as a lubricator fostering the smooth operation of the management process;
- ii. communication helps managerial planning to be performed effectively;

- iii. it helps managerial organization to be carried out effectively; and
- iv. managerial activities to followed effectively and managerial controll to be applied effectively.

Effective Communication in an Organisation

Effective communication in an organization such as school performs the following functions:

- i. effective communication in an organization helps to explain the objectives, policies and activities, which are needed by all employees to ensure maximum contribution in terms of effort;
- ii. helps workers to understand the goals and activities in the organization so as to foster better team – spirit between the management and employees;
- iii. enables the employees to be well – informed about the organization’s activities, which will put them in a better position to cooperate with the management at all times;
- iv. enables the well – informed employees to be better placed so as to positively represent the interest of the organization;
- v. helps to integrate all employees into a membership of effective work group(s), all working towards the interest of the organization;
- vi. enables management to elicit the views of employees as well as those of the members of the public towards its activities thereby giving it the opportunity to review its activities as may be considered necessary; and
- vii. ensures good relationship within the organization and between it and other parties including banks, investors, customers, government agencies, and the general public.

Purposes of Communication

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

1. influence the performance of organizational members to motivate, direct, instruct and evaluate;
2. clarify and express feelings;
3. serves as an information input or exchange; and
4. control.

Types and Directions of Communication in an Organization

The methods available to the administrator in a school or sending messages in the social system are:

Verbal, written and combination.

Verbal communication: - verbal communication is the use of the spoken word either in a face to face setting or through telephone calls. It is the most prevalent form of communication in schools and is also referred to as oral communication.

Written Communication

In organizations such as the school, written communication could be in form of letters, memoranda, telegrams, annual reports, procedure manuals, notes, newsletters and other publications.

Combination Process

Combination process involves the use of written and verbal communication.

Direction of communication flow in schools

Directions of communication flow in school includes:

Vertical;

Downward;

Horizontal; and

Diagonal.

Vertical Flow

Vertical communication includes both downward and upward flow of information through the chain of command, i.e. between superiors and subordinates in an organization such as the school. It is a two- way communication process.

Downward Communication

Downward communication flows from individuals at higher levels of the hierarchy to those at lower levels in an organization. It may either be written or verbal. It is usually conceived of as parallel to the school's hierarchy of authority. The most common forms of downward communications are official memos organizational publications, policy statements, manuals, procedures and so on.

The main purpose of downward communication is to direct, command and instruct. Katz and Kahn (1978) in Peretomode (2006), suggested five basic purposes downward communication serves.

1. To promote specific task directives or job instructions;
2. To provide information about the rationale of a job;
3. To provide information about organizational policies, procedures and practices;
4. To provide subordinates with performance feedback; and
5. To present information of an ideological nature towards achievement of goals.

Downward communication may also be used to inform employees about an organization's goals and changes faced by it.

Upward Communication

Upward communication flows from subordinates to superiors. Read (1962) in Peretomode (2006), noted that upward communication originates at the lower levels in the organization and flows to the higher level; while upward communication is necessary

to provide feedback on downward communication, it does not occur where subordinates do not trust superiors and peer reprisal (Middlemist & Hitt, 1981).

Main function of upward communication.

The main function of upward communication is to supply information to upper levels about what is happening at the lower level. This type of communication includes progress reports, suggestions, explanations and requests for aid or decisions (Wesley & Yuki, (1977) in Peretomode (2006)

Four major types of information involved in upward communication are identified as follows: -

1. the level of performance and achievement of employees;
2. identification of any unresolved problems faced by employees;
3. ideas and suggestions for improvement in an organization; and
4. how employees generally feel about their jobs, fellow employees and the organization (Szilagyi, 1981).

Horizontal communication

Horizontal Communication includes all transmissions of information that flow laterally within an organization. It takes place between:

- (a) employees on the same level,
- (b) among peers within the same work group, and
- (c) groups of equivalent status across departmental boundaries.

Horizontal communication frequently occurs through meetings, written, memos and informal interpersonal communication. Horizontal communication facilitates organizational coordination and problem solving and enables organizational members to form relationships with their peers. These relationships are important part of employee satisfaction. Finally, horizontal communication often reduces the communication burden

of superiors and also reduces communication in-accuracy by putting the relevant people in direct contact with each other (Simpson, 1959 Stoner, 1978).

Diagonal Communication

Diagonal communication refers to all transmissions that cut across an organizational chain of command. It takes the form of interactions between line and staff. Although diagonal communication probably is the least used channel of communication in organizations, it is important in situations in which members cannot communicate effectively through other channels (Donnelly, Gibson & Ivancevish, 1984).

2.7. Role Performance of Principals on Decision-Making Process in Secondary Schools

Decision – Making is very vital in the school setting. It is the process whereby a choice has to be made between two or more different alternatives to determine the future state of affairs. Decision – making is a receipt for planning, because it gives awareness of an opportunity and a goal. According to Olubadewo (1992), decision – making is the process of thought and deliberation that leads to a decision. According to him decision is not only a part of people’s daily routine, but also an intrinsic requirement for the viability of an organization. He went further to say decision essentially involves the process or mechanism by which a particular course of action is chosen from among so many available alternatives.

According to Ogunsaju (2006), decision – making is the process whereby a choice has to be made between two or more different alternatives to determine about the future state of affairs. Similarly, Dare (2006) defined decision – making as a process of making the best choice out of many pressing alternatives. Furthermore, school like all formal

organizations is basically a decision – making structure. Decision – making can, therefore, be seen as problem solving. However, the leader needs to possess a good knowledge of problem solving techniques in order to make sound and effective decision

Newman and Sumber (1961) in Dare (2008) maintained that decision – making is synonymous to planning. This means that activities that need decision – making process should be carefully planned. Decision – making process is an extension of series of interrelated communication event (Dorsey, 1957). In line with the above, Simon (1960) in Dare (2008), conceives decision – making synonymous with managing.

Attributes of decision – making process

Decision – making has a number of attributes which include, the tendency to perpetuate itself, protects itself from disruption and destruction from within, hence, it is concerned with the improvement of morale and satisfaction of staff. Decisions are considered to be intelligent when they accomplish specific goals.

Types of decision – making process

There are two types of administrative decisions: -

1. **Personal decisions:** - these are decisions which the administrator makes concerning himself, e.g decision to retire from service or go for further training.
2. **Organizational decision:** - these are decisions which the administrator makes concerning the organization and its proper functions.

However, both types of decisions affect each other directly or indirectly. Cognitive, decision – making in an organizational setting is a part of an entire process, that actually begins with organizational goal setting and finally results in some sort of solution, implementation or action and control or feedback procedures.

Group Decision – Making Process

In making good and effective decision, it is always advantageous for the leaders to involve representatives of all departments under his leadership in the organization.

The following are the advantages of group decision – making process:

1. it increases acceptance by those affected. Decisions made by a group more often than not are acceptable by the members who help to implement them;
2. easier co-ordination – Decisions made by a group reduce the amount of co-ordination necessary to bring the decision into play;
3. easier communication- Decisions made by a group reduce the amount of communication necessary to implement the decision.
4. greater variety of alternatives and solutions are considered; solutions are discussed in a group situation.
5. more information is processed, which means many individuals are involved, more data and information can be brought to bear on the decision.

Functions of Decision – Making Process

One of the major functions of the administrator is making decision about how things should be done. Decision – making involves the selection of action from various possibilities. Therefore, decision – making process is seen as identification of alternatives, evaluation of alternatives in terms of the goals organization.

Importance of Decision – Making process

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

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

Steps to Good Decision – Making Process.

Steps to good decision – making process in educational organization include: -

1. thoroughly canvass for a wide range of alternative courses of action;
2. survey the full range of objectives to be fulfilled;
3. carefully weigh, whatever is known about the costs and risks of negative consequences as well as the positive consequences that could flow from each alternative;
4. intensively search for new information relevant to further evaluation of the alternative;
5. examine the positive and negative consequences of all unacceptable before making a final choice (Olubadewo, 1992).

For an administrator to make decisions rationally, he must fulfill the following conditions:-

1. know his objectives and rank them in order of importance;
2. know all possible alternative solutions to the decision problem;
3. know the relative pros and cons of alternatives;
4. always choose the alternative that maximizes attainment of the objectives (Olobadewo, 1992).

Effective Strategies for Decision – Making

Dare (2008), highlighted the following as effective strategies for decision – making process.

1. the classical model;
2. administrative model; and
3. incremental model and mixed scanning model.

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

Administrative Model

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

Incremental model

This model focuses on successive limited comparison when certain situations require an incremental strategy. The model of decision – making process is very appropriate if the set of relevant alternative is very difficult to define and the consequences of each alternative is very unpredictable (Lindbom, 1980).

Mixed scanning decision making process

This type of model is often proposed for complex decision – making in organization’s administrative and incremental models (Amitan, 1989).

How to make Decisions

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

1. state the problem;
2. list the alternative;
3. select the alternative;
4. recognize, define and limit the problem;
5. analyse and evaluate the problem;
6. establish criteria or standards by which solutions will be evaluated or judged as acceptable and adequate to the need;
7. collect data;
8. formulate and correct the preferred solution;
9. put into effect the preferred solution;
 - (a) programme the solution;
 - (b) control the activities in the programme; and
 - (c) evaluate the results and the process (Olubadewo, 1992).

Effective Decision – Making Process

1. For decision – making to be effective examine as many sides of an issue as possible.
2. The environment must be conducive to a decision. This means that for a decision to be effective, it must be made at the right time, place, level of the organization and through the most appropriate process.
3. As much as possible, all those to be directly affected by a particular action should in one way or another be involved in the process of making the decision (Olubadewo, 1992).

2.8. Role Performance of Principals on Staff Development in Secondary Schools

Training and development are often used interchangeably even though they have different connotations. Staff development is a process whereby capable employees are equipped with future potential for training opportunities.

In the context of Nigeria, teacher professional development refers to the processes, organizational mechanisms and practices that are aimed at providing support to the teacher for the improvement and smooth discharge of his/her duties. Organizational mechanisms are the mechanisms for monitoring continuous development of the teacher. These may take the form of planned and scheduled short term training programmes and seminars aimed at meeting various professional needs of the teaching force. Practices on the other hand include the formal monitoring programmes developed in situations like advise that the teacher gets from the head teacher, ward education officer. Other forms of practice are the meetings held at school level and at the cluster level with the purpose of reviewing and reflecting on practice on a regular basis.

Head teachers play many roles and for them to fit into the profile of principals, which Kyeyune (2008) describes as change agents, they must not only manage but lead. Furthermore, as gatekeepers, they must be up to the task and hence the need for continuous professional development in order to promote teachers' effectiveness in class. In support of the above assertion, Fullan (2001), stated that the change process involves four levels, namely active initiation, participation, pressure and support. Changes in behaviour and beliefs and ownership without understanding the complex nature of the changes required, could not lead improvement in the achievement of school goals. Hence the design, implementation and evaluation of professional development must therefore, ensure that attention is given to all phases of the change process. Reform efforts that do

not focus on teacher acceptance may fail. Therefore, staff development programme must shift its emphasis from working on teachers to working with teachers toward improvement of teaching and learning in the school. According to Advanced learners' Dictionary (2006), training is the process of learning the skills that you need to do a job, while re-training means to learn or teach somebody a new type of work, a new skill, and many others.

Edem (2007) opined that professional training entails the inculcation of the right professional attitudes. According to him, this is difficult to do without instructor – trainee contact. In the same vein, Dare (2008), opined that training refers to the ways in which specific knowledge and skills necessary to perform a specific job are taught and learnt, whereas development implies a parallel process in which people acquire more general abilities and information but in ways that cannot always be tied to a particular task they perform. Training means to educate a person as to be fit, qualified, proficient in doing some job aimed at bringing a desirable change. This change should manifest in his knowledge, skills, attitudes, values, beliefs and proficiency in communicating the desirable knowledge (Eserijo, 1991).

In agreement with the above assertion, Resser (2011) noted that professional development is a means of supporting people in the work place to understand more about the environment in which they work, the job they do and how to do it better. Similarly, Tahir (2006) maintained that staff development of teachers means that provisions should be made by the education authorities to improve the performance of teachers from initial employment to retirement. Staff development, therefore, becomes a means to an end, the end being the improvement of the quality of students' learning experience. Teachers are

part of a dynamic profession and must keep abreast of improvement in teaching methods at the classroom level. One of the most effective ways to bring about curriculum change, teaching improvement professional growth and development of teachers is through well organized, in – service programme for teachers which include activities such as:

- to develop teachers’ skills in teaching and the use of modern visual aids;
- encourage teachers to adopt various modern methods of evaluating students’ performance;
- aim at increasing teachers’ skills or knowledge in their teaching subjects;
- would enable teachers to work as a team in solving problems which are of common concern to all staff;
- develop an understanding in teachers of the functions of education in society and its relationship to social, economic and governmental structures. Other means of encouraging growth are through workshops, seminars, refresher courses, exchange teaching professional writing, etc. For an in-service programme to be effective, teachers must participate actively in the planning process (Tahir, 2006).

Professional Development Activities

- develop practical skills through highly focused short courses;
- design to increase theoretical knowledge and indepth understanding based on critical examination of specific working practices over a longer period of time;
- Give room for staff to qualifications at varying levels to gain recognition and develop skills;
- deliver in group sessions within or away from the work place;
- develop the staff members by managing and developing careers in the organization; and
- develop staff to be fully committed to their opportunities that work.

Types of Training and Retraining in Education

In-service training: In-service training is a lifelong process in which the teacher is constantly learning and adapting to the new challenges of his job. Here most of this training is self – directed and is carried out by reading books and articles on education, by discussing with colleagues and supervisors matters concerning teaching and by attending courses and conferences on education. However, the need for in-service training is being recognized by educational authorities and so the teacher may find himself selected to take part in a larger in – service training course that offers help in improving specific teaching skills or enable him to come to grips with new developments such as new curricula, new methods, and other innovations (John, 2003). Similarly, Edem (2007) ascertained that in-service education at the school level for teachers includes:

- (a) Workshops,
- (b) Teachers’ meetings and conferences,
- (c) Interest study groups,
- (d) Exchange visits,
- (e) Classrooms’ visits and supervision by the principals and demonstration lessons.

Aims of Self Development Programmes

The aim of staff development programmes is to keep the staff up-to-date on the latest development in their fields, and enable them “brush up” their skills. It is the most effective training available to middle-level and top executives in the country. The purpose is to allow a member of staff supplement his/her basic knowledge and allow for an improved performance in the ways services are delivered. It is gratifying to note that federal and state governments of Nigeria are aware of the immense benefits derivable from staff development programmes.

In Nigeria, for instance, there are such institutions as:

- i. The Centre for Management Development,
- ii. Nigerian Institute of Management,
- iii. National Institute for Strategic and Policy Studies, Kuru, Jos, and
- iv. Administrative Staff College of Nigeria (ASCON).

Hence, any staff development programme should be able to motivate, improve the role perception of staff and also develop a proper attitude in them toward the public. The significance of adequate staff development programmes for teachers in Nigeria cannot be over-emphasized. It is an initiative that propels dynamism, growth and development.

When teachers are educated, their standards of living are likely to improve, since they are empowered to access productive ventures, which will ultimately lead to an improvement in their livelihoods. The role of education therefore, is not just to impart knowledge and skills that enable the beneficiaries to function as economic and social change agents in the society, but also to impart values, ideas, attitudes and aspirations important for national development. The straight forward linkage between education and staff development programmes is, therefore, the importance of labour skills, which in turn increases opportunities for well paid productive employment. This then might enable the citizens of any nation to fully exploit their potentials positively.

Importance of Professional Development

- Professional development provides a means whereby we can keep abreast of these changes, broaden our skills and be more effective in our work.
- Professional development enables an individual to be a better practitioner, enhance his/her career prospects and feel more confident about his/her work and make it more personally fulfilling.
- It is a step on the ladder to higher qualification or enhanced job prospects.

- It can be part of meeting targets set by workforce performance management schemes opportunity for individuals to change their career paths.
- Professional development is a means for employers to support their staff.
- It can facilitate access to specialized structured training, help to review working practices and contribute to a more effective and profitable business.
- It can also invigorate for individuals and businesses alike.
- Training makes workers realize better what they have to do to acquire the skills required for proficient performance.
- It is aimed at producing efficient men and women capable of handling children and teaching them with optimum results.
- The prospective teachers are usually required to concentrate more on a subject in which they are interested and a little less in others.
- In-service education comprises all the activities engaged in by professional personnel during their service and is designed to contribute to professional improvement on the job.
- It is a means of assisting poorly prepared, untrained, and inexperienced teachers to improve both academically and professionally.
- In-service leads to high productivity and high productivity depends on the effectiveness of the workforce. Probably, that was why Dare (2008), states that workers should be adequately trained through in-service training and re-training programmes. In his opinion, training activities should also be planned for senior level personnel to update their experiences and acquire new techniques of doing things.

2.8.1 Important Elements in the Professional Development of Teachers

Effective utilization of teacher resource centre is an important element in the professional development of teachers. This fact is supported by scholars such as Guinn and Restine (1996) as well as Kruse and Luis (1997) who argued for an interactive, on-the-job coaching and mentoring approach to teacher professional development because it is cost effective.

Training can be organized in small school cluster and qualified senior teachers or university lecturers are invited to these cluster to serve as trainers and mentors. Such formal arrangements for professional development need to be supported by informal practices like team teaching and the sharing of experiences and educational resources among teachers, which greatly contribute to self-improvement. This approach has the advantage of stimulating healthy debates about various reform measures and innovations and encouraging collaboration, peer-coaching, inquiry, collegial study groups, reflective discussion and action (Pounder, 1999).

Using the interactive systems model, teacher professional development is a function of the interaction between and among five key players. These are the ministry responsible for teacher education, universities, schools, the community and the teachers themselves. The ministry of education is responsible for providing policy and financial support for teacher professional development. Universities and teacher education colleges are responsible for providing training, conducting policy oriented research and providing relevant literature and materials to support teachers in schools. School management on its part is supposed to provide support to the teacher on a daily basis through advice, supervision, monitoring and evaluation of the teaching and learning

activities. The community through the school-base committee is responsible for teacher professional development by providing the necessary resources in the budget. The teacher is responsible for being proactive in seeking opportunities for his or her own professional development. In the same vein, Regan and Grayson (2003) model of professional development, suggested that programmes for upgrading teachers from one grade to another do not qualify as teacher professional development. However, elements of professional development exemplified by the formal practices and informal practices initiated by teachers and their head teachers of school/ward level need to be nurtured and supported by all stakeholders of education.

2.9 Role Performance of Principals on Maintenance of School Facilities in Secondary Schools

All material resources are not permanent because their performance deteriorates with age and usage. Consequently, they ultimately fail when they are unable to perform their required functions under specific operating conditions. In secondary schools, there are a variety of assets that need to be maintained optimally in order to achieve some objectives. Typical assets include buildings, vehicles, offices, machines, furniture, generators and workshop/laboratory facilities. These facilities are essential for conducive learning.

What is maintenance?

Maintenance is not just repairing an item and putting it back to service after a failure occurrence. It involves the things you do to avoid damage in order to keep the facilities in service all the time. Maintenance means group of actions taken to keep a facility in a good working condition for as long as possible without failure unexpectedly. Maintenance, according to UNESCO (1984), involves maintaining items such as

buildings, furniture and equipment as far as possible in their original condition. Maintenance of school facilities is the act of co-ordinating the use of facilities and personnel to ensure maximum learning takes place in every laboratory (Mari, 2006). This is to say that if these facilities are not properly maintained, the school system will not derive the maximum benefit from their use.

Schools need to maximize the use of what they have and maintain what they have in order to achieve a level of instructional effectiveness. It was in this regard that Castadi (1977) in Nwachukwu (1992) defined school facilities as those things of education which enable a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided. In the same vein, Mgbodile (1986) describes school plant as the space interpretation of the school curriculum. The programme of school according to him are expressed as it were through the school site, the arrangement and design of school building and several others. Similarly, school facilities according to Ogbodo (1995) imply substantial costs to the school system for their establishment. Furthermore, school facilities are the things of education. They include school buildings such as classrooms, assembly halls, laboratories, workshops, libraries, teaching aids, all devices such as modern educational hardware and software in the form of magnetic tapes, films transparencies, tools that facilitate teaching and learning processes in the school.

In agreement with the above assumptions, Nwachukwu (1992) asserted that school plant includes non-human resources such as the site, building and equipment. Furthermore, school plant includes the site, the building and other infrastructures which embraces permanent and semi-permanent structures. They include items such as

machines, laboratory equipment, the chalk board and office assistants' tools such as brooms and cleaning materials.

What is school plant maintenance?

According to Ojedele (1998), school plant maintenance is referred to as the ingenuity of the school administrator to take good care of the school facilities and keep them in good form even after several years of their construction or procurement.

Types of Maintenances

1. Individual building maintenance:

Individual building maintenance is carried out by the principal in conjunction with the school warden at the beginning of each school year jointly set up by the master plan for building maintenance.

2. District-wide maintenance

In this type of maintenance, the school establishes a separate maintenance department with a crew of workers moving from one side to another in accordance with a definite schedule of work. The force is under the direction of an expert maintenance crew. Chief or Director of works maintenance crew operates from one department to another. They give one month notice and leakage area they intend to cover are known by the school concerned. In addition to the above, Olagboye (1998) identified the following types of maintenance.

1. preventive and productive maintenance:- that is, prevention of breakdown or situation which can put the plant out of use;
2. corrective maintenance:- that is maintenance which is directed at repairing breakdown equipment; and
3. breakdown maintenance:- it is maintenance which is aimed at rectifying contingency plans for the possible purchase of spare parts.

Importance of Maintenance

Proper maintenance of the school plant facilitates teaching and learning activities. Proper maintenance of school plant helps to establish good image for an institution of learning. Such things as beautiful trees and gardens with flower beds consisting of such flowers help to beautify the learning environment. Proper maintenance helps to assure safety of those occupying school buildings.

Maintenance does not allow for dilapidated walls, leaking or weak roofs, it also assures the safety of the occupants of such. Proper maintenance inculcates the habit of cleanliness in the students. Maintenance ensures suitability of the school plants for continued use because when repairs and replacement of various school equipments are made, such equipment would always be in good order for continuous use. Maintenance saves cost. If building is not maintained, it could collapse anytime. Proper maintenance of school plant reduces students' unrest and demonstration because students may go on rampage when some of their facilities are not in good working condition.

In addition, proper maintenance and care for school facilities ensure durability and serviceability of the equipment and facilities in the schools. Care and maintenance culture increases the life span of the equipment. If facilities are not properly maintained, they dilapidate and wear out faster than their lifespan and if they are not properly utilized, the school system will not derive the maximum benefit from their use. Probably that was why Adehimbe (1997) observed that poor maintenance culture and at times, attitudes of some school heads towards science and science equipment, make the teaching and learning difficult. A well designed functional school building with a wide array of

teaching aids therefore, provides effective delivery of the school's curriculum and are positively related to academic achievement (McCabe, 1975; Bloom, 1978; Ezewu, 1983).

Objectives of Facility Maintenance

Facility failure has far reaching effects on a school operation; efficiency of training, delivery, students' attitudes, reputation and efficiency of administration. To achieve the objectives of facility maintenance, the following need to be observed:

- i. to ensure facilities are always available to provide services to yield maximum benefits to students and staff;
- ii. to assure operational readiness of facilities for continuous service so as reduce service losses;
- iii. to protect operating personnel and service facilities, and
- iv. to extend the life of the facilities for maximum benefits.

Furthermore, the goal of maintenance management is to enhance equipment effectiveness and maximize output. It serves to attain and maintain optimal equipment conditions in order to prevent unexpected breakdown, speed losses and quality defects in process. Overall efficiency, including economic efficiency, is achieved by minimizing the cost of upkeep and maintaining optimal equipment conditions throughout the life of equipment, that is to say minimize life cycle cost (Nakajima, S. 1992).

Characteristics of the School Plant

Any school plant must first and foremost, meet the objectives for which the educational institution is established and the aspirations of the users. An efficient school plant facility should therefore, take care of the physical, emotional and educational needs of the learners. The school plant is expected to have the following characteristics:

- i. the school plant must be functional. This is to say that it must satisfy the aspirations or the set objectives of the school. It must be capable of allowing varying and flexible instructional activities which are consistent with the implementation of instructional programme;
- ii. it must be safe. School buildings and facilities must be located in such a way as to provide ready and easy access for students, teachers and the community. Situation where students have to cross railways or highways to get to school should be avoided. Poorly constructed buildings in terms of using poor quality materials or non-adherence to specifications are dangerous to all users;
- iii. the school plant must be helpful to the students, staff and all other users. The school buildings and facilities must help in facilitating school programme as well as the needs of community. School plant should not constitute a nuisance to others. For instance, the school workshop or football pitch should not be constructed near the school library. Football pitch should be constructed in such a place that the community could use the facilities without interference with other components in the school;
- iv. the physical environment of school enhances the creation of a feeling of pride in staff and students. School buildings should, therefore, be attractive and psychologically helpful i.e. aesthetically appealing thereby making learning easier; and
- v. it must provide easy access for all users and easy access for maintenance purposes. Also the school plant must be simple structures as to make its maintenance economically reasonable.

Role of the Principals in Maintaining School Facilities

School plant requires constant rehabilitation, reshaping and replacement of the physical facilities. Educational buildings and facilities otherwise known as school plant is subjected to many hazards such as fire disaster, storms, tornadoes, erosion, earthquakes and also old age. It is in this light that Reeder (1958), in Nwachukwu (1992) asserted that all parts of a school plant are continually depreciating. In his innovation, Reeder (1958) identified four factors responsible for depreciation of school buildings and facilities as follows:

- i. they tear and wear due to usage;
- ii. physical decay or decrepitude;
- iii. a growing out of educational utility; and
- iv. accidents as a result of negligence or defects in materials or in construction.

The chief maintenance officer of the school plant is the principal of the school, assisted by a group of other officers. It is his responsibility to ensure that the school buildings and facilities are in good working order. The renovation of the school plant is the act of face-lifting the existing physical plant to be appealing, safe and in good condition to use at any time. To achieve this, some patch-work in form of plastering the wall or any other cracked part, some constructions such as leveling the ground with sand or laterite, and constructing drainage must be done. Since very little can be done to stop the deterioration of school facilities, it is only expedient to seek ways and means to minimize the rapidity. School facilities require heavy capital outlay and as such, adequate maintenance is required for their care and this must be done by competent personnel such as principals.

In maintenance of school plant, principal is expected to:

- * maintain the existing school facilities. It is the responsibility of the principal to ensure prompt payment of salaries and allowances;
- * ensure payment for services such as power, telephones and teaching materials without which existing school would not function efficiently;
- * maintain physical development of the school, such as acquisition of land and the construction and equipping of new school;
- * maintain school items such as shelves;
- * determine the option that is applicable in his school system and make the best use of it;
- * preserve and prolong the useful life of the stock of facilities in his school;
- * use wisely the resources available to him and maintain the items such as buildings, furniture and equipment as far as is possible in their original condition;
- * preserve educational facilities in their care; and
- * take prompt action to inform the central authorities and the community for assistance when sudden damage occurs.

2.10. Role Performance of Principals on Maintenance of Discipline in Secondary Schools

Children at home, in school or community display a number of deviant behaviours. Teaching and non teaching staff are therefore faced with the challenge of changing those behaviours. These behaviours are reflected in truancy, bullying, use of vulgar language, sexual misbehaviour, drug abuse, and a host of others. The English Dictionary for Advanced Learners (2008) indiscipline means uncontrolled behavior.

Some psychologists believe that, children acquire skills through observation of how things are done by parents, teachers and adults around them. The ability to imitate such activities over time forms their behaviours. Behaviour, therefore, is any activity that can be observed, recorded and measured, (Grither, 1983). Behavior is the range of actions and mannerisms made by organisms, system or artificial entities in conjunction with their environment, which includes other organisms around and the physical environment. Santrock (2005) observed that behavior is everything we do that can be directly observed. Therefore, behavior is the learned and unlearned experiences of an organism that are developed as a result of internal and environment interactions towards the attainment of a motive.

2.10.1 Forms of Indiscipline in Nigerian Secondary Schools

Forms or symptoms of indiscipline are many and they vary from school to school and from place to place. However, secondary school students in Nigeria, being in their adolescence stage, engage or commit different types of disciplinary acts at home, in school or community at large. Masphosa (2011) categorizes disciplinary acts into minor and major. Minor cases of indiscipline are easily recognized and these include persistent lateness, playing, truancy, failure to finish homework, failure to obey instruction, being dishonest with minor consequences. Major indiscipline acts include inflicting minor injury on another person, gambling, gay tendencies, severe disruption in class, forging documents or signatures with minor consequences, exhibiting racist or sexist tendencies, possessing or distributing pornographic papers, racist materials, possessing dangerous weapons, theft, vandalism and cheating during examinations at schools. He adds to the

list, intentional use of dangerous weapons, sexual harassment, sexual abuse, raping, robbery, major theft, breaking and entering locked premises and murder.

It is opined in Nakpodia (2010) other acts of indiscipline such as hitting a teacher, cursing or calling other students bad names, inattentiveness in class, going out of school premises without permission, refusal to stay for detention, refusal to clean the grounds as ordered, failure to maintain silence and adhere to time schedules. Such acts of indiscipline are common in secondary schools in the North-West Geo-political Zone in Nigeria.

2.10.2 Factors Responsible for Indisciplinary Acts in Secondary Schools

Schools are expected to lead the rest of the society in knowledge and understanding of the process of human growth, development and socialization. Schools with a unique status in the society acts as agents of socialization, inculcating conformity, self-control and obedience in the child. It is unfortunate that there is a general outcry in most African countries on the increasing cases of indiscipline among students in secondary schools. Factors such as bad and inadequate food, authoritarian methods of administration, ineffective teaching, bad staff behavior, harsh school rules, poor examination results, examination leakage, unsatisfactory curricular, influence of home or society, harshness of school prefects, poor communication from the school administrator to staff and pupils, are responsible for indiscipline in secondary schools in Nigeria

In support of the above statement, Herbert (2009) stated that several reports have been published in the electronic and print media indicating the extent of the problem. Media and parents are factors responsible for indisciplinary acts displayed by children in secondary schools. Children experiment whatever they watch on television in schools. It

is a pity that parents allow their children to watch movies from television without caution. In the same vein, Garegae (2008) pointed out that hideous forms of students' misconduct which use to be seen in the movies and read in fiction books, are now reality in Botswana schools. According to Rogers (2003) in Idu and Ojedapo (2011) the child is naturally good, but it is the teacher that corrupts him. Furthermore, teachers ignore students' problems and complaints whether academic or otherwise.

Misuse and abuse of power bestowed on teachers to punish students is another contributing factor to indiscipline in secondary schools. In fact, this prepares ground for acts of disciplinary acts in secondary schools in the North-West Geo-political zone. In support of the above, Simative (2012) reports of Beinguma in Kenya, the breach of the code of discipline of students by head teachers and teachers has been expensive to the parents and government just as they have been psychologically and physically devastating to the students. He cites the incidents of ill treatment of students such as the Mumbine secondary school tragedy, where a student died while carrying out some punishment. There was also a similar incident like that in a technical college in Wudil in 1987, when the then principal of the college caned a student to death. This and many others can make students to react negatively. It is this breach of the code by teachers at different levels of schools as reported in Simativa (2011) of a teacher at Makongeint primary school who was sentenced to one month imprisonment by a Liberia court for an injury on an eleven year old pupil resultant from hitting on the chest.

Indiscipline in schools is attributed on large school size. It is very difficult to control a school that is over populated. This can lead to students' misbehaviour (Haller, 1992). Failure of the school curriculum to meet the moral aspiration of the society in

which it is found, lack of good moral training by parents, lack of good leadership in the society, injustice/corruption in the society and unrealistic rules are some of the many causes of indiscipline in many African secondary schools (Yarosan, 2004). In agreement with the above assumption, Magama (2006) noted that authoritarian methods of administration, ineffective teaching, bad staff behavior, harsh school rules, illicit relationship between staff and the students are responsible for indiscipline in secondary schools.

2.11 Role Performance of Principals on Internal Supervision in Secondary Schools

Supervision in education has been conceptualized differently by different authorities. But most importantly, supervision involves two parties, the supervisor and the supervisee. Invariably, this literally connotes, oversee, watch or check someone in performing or carrying out a task to ensure efficiency and effectiveness. According to Ogunsaju (1983), supervision is generally considered as a service help to teachers or a process of giving and receiving help in an effort to improve instruction. This effort is concerned with what to teach, when it should be taught, to whom, by whom and how. In carrying out these assignments, the supervisor becomes an overseer and a person responsible for the well being of his men. This definition encompasses the curriculum, the students, the institutions, the timing, the pedagogy and the teacher being supervised. This further means that the supervisor must be academically and professionally sound and above the teacher in question. In addition, the assignment (supervision) is service to the teachers and a means of improving their capability in teaching to their performance.

In agreement with the above assumption, Ozigi (1997) defined supervision as act of finding out how an ongoing activity, exercises, project, duty, assignment or work is

being carried out. Similarly, Francis (1998) stated that supervision visits were said to cover all aspects of the schools, including teachers' performance, pupils' attendance and performance and school environment. Supervision visits are categorized into three namely:

Comprehensive, problem-solving and sport checking: Comprehensive inspection is supposed to be carried out for each school once a term and it is about checking school records, lesson plans, time, books, time-table, checking level of supplies and staff and pupils attendance. Supervisors also report and advice teachers on their problems. They serve as mediators between school and authorities and sometimes even between school and community. The analysis of supervision and its activity highlighted by Francise emphasized that it is essential. This is to say that supervision is essential. Thus, its desired goals and objectives must be achieved. Probably that was why National Policy on Education (NPE 2004), categorically stipulates the objectives of supervision as to ensure quality control through regular and continuous supervision of instructional and other educational services. This conspicuously shows the necessity of supervision and the tremendous importance given to it by the nation's education policy. To perform this enormous task and for it to be beneficial to the education industry. This policy further emphasizes the need for supervision in all category of institutions at all levels of education in Nigeria. In support of the above assertion, Mullins (1999) opined that supervisors are very much in line with management and have a prime responsibility for seeing that work gets done by others. Similarly, Nwadibia (2005) defined supervision as a process of examining, criticizing, appraising teachers and students including the school environment to see if the entire school conforms to the set operational objective.

He further stated that it means to oversee or look after things or to check for the safe keep and usage of things including people. Supervisor covers the human,, financial and materials resources required in the education sector.

It concerns perfection, correction, advise and mediation between the school and the hosting community, all geared towards improving teaching and learning for qualitative education to productive citizens of the nation. This shows that supervision has numerous significance. It assists the school in showing its strengths and weakness. The teacher improves himself academically and professionally and develops his potentials. Students' needs are identified and the available resources are tailored towards their satisfaction. Generally, the education sector has to be galvanized towards the achievement of societal goals. Knetzer and Krey (1971) in Ogunsaju (2006) defined supervision as that phase of school administration which focuses primarily upon the achievement of the appropriate instructional expectations of educational system. This definition is based upon the assumptions that:

1. supervision is a phase of administration;
2. supervision is concerned with the appropriateness of instructional expectations; and
3. supervision is that phase of administration which has particular pertinence for the expectations (products) of educational systems.

In support of those assumptions, Mbiti (1974) in Ogunsaju (2006) perceives supervision as one of the basic requirements in administration that concerns the tactics of efficient and proper management. Similarly, Good's Dictionary of Education defined supervision as all efforts of designated school officials towards providing leadership to teachers and other educational workers in the improvement of instruction. It involves the stimulation of professional growth and development of teachers, a selection and revision

of educational objectives, materials of instructions, methods of teaching and the evaluation of instructions (Good 1945 in Ogunsaju, 2006).

Rationale for Supervision in Secondary Schools

One of the most crucial reasons is to ensure that each individual teacher within the school system has been performing the duties for which he was hired.

There is need for supervision in order to improve the effectiveness of teachers so that they can contribute maximally to the attainment of the system's goals. For a supervisor to achieve the above stated objectives, it becomes necessary for him to have a clear picture of what he wants in supervision and how he can go about achieving the objectives.

Other reasons for supervising schools are to:

1. know the performance of teachers recruited to teach in the school system;
2. determine whether a teacher should be transferred, promoted, retained or dismissed;
3. improve incompetent teachers;
4. discover special abilities or qualities possessed by teachers in the schools;
5. provide a guide for staff development;
6. know the effectiveness of classroom management by the teachers;
7. know the direction of the school;
8. assess the tone of the schools and identify some of their most urgent needs (Ogunsaju, 2006).

2.11.1 Supervisory role of the principals

The Principal is saddled with many responsibilities in the school since the school is an important tier of education system upon which children acquire skills. The supervisory roles is very central among his role in maintenance of academic standards in a school. Probably, that was why Ogunsaju (1983) opined that supervision plays an

important role in the selection of organizational patterns and learning materials that will enhance educational patterns and learning. The principals need to understand the importance of supervision in education process and the impact it has on the students' performance. Ineffective supervision leads to problems like absenteeism of students from class, teachers' poor attitudes to work, wastage of human and material and general indiscipline in the school (Ezeocha, 1985). Consequently, students resort to street hawking, inter-state prostitution and several other social vices.

It is the Principal's responsibility to guide and direct teachers in the process of implementing the curriculum and ensure that facilities for teaching and learning are in order and effectively utilized (Achunine, 1998). It is very rare for success to come to a school, especially when the principal does not care to cross-check what the subordinates are doing at one time. Principals are appointed as heads of schools and to give, among others, leadership in teaching and learning process. Therefore, it implies that the quality of a secondary school will greatly depend on the ability of the principal in collaboration with the teachers, non-academic staff and students. Effective supervision is therefore, necessary in order to enhance the quality of instructions in schools that will lead to improved performance of the students.

It is the responsibility of the Principals to ensure that teachers translate the curriculum into reality through teaching their various disciplines in line with expectation of the system. Accordingly with stipulated ethics of the schools. It is the responsibility of the principals to supervise teachers' activities such as screening their lesson plans, record of work, attendance register and several others. It is the responsibility of the principal to monitor the punctuality of their subordinates to ensure that they do not leave schools

during working hours without permission. It is the responsibility of the principals to make sure that school documents such as lesson plan, record of work, attendance registers, admission register, log book, punishment book and students list are intact.

Conferences, seminars, workshops, refresher course, symposium are undertaken to ginger up academic activities in the school system. Also various researches are carried out and the findings are meant to keep the teachers abreast with innovations in the school system in order to enhance quality. Therefore, it is the responsibility of the principals to ensure that those activities are carried out in their schools. Parent Teachers Associations (PTAs), Non-Governmental Organizations (NGOs), community members make contributions to secondary education in order to sustain quality. For instance, they supply textbooks to schools, build schools, rehabilitate classrooms, supply furniture and writing materials such as chalk, pen and several others. It is the responsibility of the principals to maintain harmonious relationship with members of schools and committees. It is the responsibility of the principals to also establish a process that will encourage and ensure that every staff contribute towards the progress of their schools.

Furthermore, the principal engages in additional activities such as financial operations i.e. school finances, fund raising, school grants, salaries, agricultural account, PTA account, signing of school cheques, endorsing school's salary vouchers, building maintenance, students' scheduling, public relations, school policy regarding discipline and coordination of the instructional program.

It is also the responsibility of the Principal to attend professional meetings of School Boards of Governors, PTA meetings, signing students' certificates and testimonials, conducting school internal examinations, planning of school's annual inter-

house sports, arrangement of compound clearing, checking of admission registers, checking the scheme of work and diaries, supervision of students' activities, writing circular letters, keeping of admission registers and several others.

2.11.2 General Duties of the School Principal

The role of the Principal covers different areas including leadership, teacher evaluation, students' discipline, and several others. A good principal is balanced within all his roles and works hard to ensure that he is doing what he feels is best for all constituents involved. A school principal is the primary leader in a school building. A good leader always leads by example. Principals are positive, enthusiastic, have their hand in the day-to-day activities of the school, and listen to what their constituents says. An effective leader is available to teachers, staff members, parents, students, and community members. Good leaders stay calm in difficult situations, think before they act, and put the needs of the schools before themselves. An effective leader steps up to fill in holes as needed, even if it isn't a part of his daily routine (Jenlink 2009).

In every school the Principal is the key administrator. He is expected to perform the following duties:

- be responsible for all aspects of the day-to-day management of the secondary school and to administer and supervise systems and routines to ensure the efficient operation of this section of the school;
- delegate duties to the vice principals and develop an effective partnership, provide supervision and support in execution roles;
- ensure that the operation of the secondary school reflects the school's philosophy and to ensures that the school's mission is implemented;

- provide professional leadership for the secondary school by ensuring the highest possible quality of education for students;
- support the director in running of the whole school and when necessary to function as acting director on the director's advice; and
- promote a positive and professional learning culture (Knapp, 2009).
- management of secondary school admissions in conjunction with the Admission office and other students' matters;
- undertaking teaching duties as required by the director;
- oversee of the secondary school's curriculum policies and their implementation;
- provision of effective orientation and induction for new staff and ensuring that procedures for staff appraisal and performance;
- positive contribution to the school budget process and effective administration of the secondary school budget as delegated by the director;
- conducting regular, scheduled meetings with the secondary school Assistant Principal and the teaching staff;
- contribute to regular newsletters regarding secondary school matters; and
- assist in raising the profile of the secondary school and other schools within the community.

2.12 Evaluation of Role Performance of Principals in Secondary Schools

Given the strategic role that the principal plays in improving school effectiveness, appraisal of principal's competencies also plays a key part in professional and career development. The administrative duties of any head of organization depend on the roles he performs. Improvement in any activity, especially in teaching and learning situations,

is based on periodic criticism, clarifications, verification and justification of the existing activities. It is in view of this, that evaluation of the role performance of principals becomes imperative. The role performance of principals is a vital tool for administration in secondary schools because it is very rare for school to succeed when the Principal does not care to cross-check what the subordinates are doing.

The quality of a secondary school greatly depends on the ability of the principal teaching, non-teaching staff and students. Supervision is one of the vital roles of principals in the administration of secondary schools. Therefore, it is necessary in order to enhance the quality of instructions in schools. This will in due course lead to improved performance by the students. This is concurred in Ogunsaju (1983) when he observed that supervision plays an important role in the selection of the organizational patterns and learning materials that will enhance educational patterns and learning.

The roles perform by Principals are not devoid of criticisms. Principals need to understand the importance of their roles in the education process and the impact they have on the students' performance. For instance, in most of the schools principals neglected their roles sin terms of checking class work, attendance of teachers, guiding incompetent teachers, class visitation and so many others. Without effective leadership most of the goals of education could not be achieved. Lack of supervisory roles by the Principals leads to teachers' poor attitudes to work. It is the principal's responsibility to guide and direct teachers in the process of implementing the curriculum and ensure that facilities for teaching and learning are in order and effectively utilized (Achunine, 1998).

One of the main purposes of appointing principals as head of schools is to give leadership in teaching and learning process. Leadership in teaching and learning is not

properly handled and as a result teachers engage in petty trading during school hours. Others gather under trees and gossip. These have serious effects on the cut pat of the students.

2.13 Empirical Studies

The review in this study indicated that quite a number of researches on role performance of principals in secondary schools as well as other related issues in personnel management were conducted at the masters' degree, PGDE and Ph.D levels. Such studies were based on nursing administrators such as hospitals, health centres with only few on public organizations such as secondary schools and polytechnics. The researcher observed that, there is no established research done that assessed nine role performance of principals. Instead, most of the researches focus on only on one role performance of principals in secondary schools in the North-West Geo-political Zone, Nigeria. The researcher also observed that, there is no established research done that assessed nine role performance of principals in four states.

One of the benefits derived from this review is the wide coverage of concept, by the previous researchers. For instance, the studies conducted by Alhas (2005) on assessment of the supervisory role performance of secondary school principals in Kaduna State; Yusuf, (2005) on assessment of the roles and challenges of nursing administration; Mohammed, (2007) on Comparative Analysis of the Effect of Managerial principle on Academic performance of students in selected private and public secondary schools in Kano metropolis; Alex and Onjewu, (2006) enabled the present researcher to identify and understand concepts that are connected on role performance of principals in secondary

schools. However, most of these researches had no empirical studies in their review of related literature.

Scholars in educational research such as (Ali, 2006; and Korb, 2008) are of the opinion that the review of related literature must consist of conceptual framework as well as empirical studies.

However, the research design selected for the studies conducted by Alhas (2005), Yakubu (2005) and Mohammed (2007) were all case studies. Descriptive survey was employed in the present study in order to generalize the findings to the North-West Geopolitical Zone, Nigeria. Yakubu (2005) also failed to capture the population in his chapter three, though some of its components such as sample were included and explained.

The previous researches reviewed indicated that great attention was given to explain what constituted the target population and the samples selected for the studies. Some research topics indicated what constituted the population for the study. For instance Yakubu (2005) conducted a study on Roles of Heads of Schools: A case study of Gumel Local Government Area, whereas Onifade (2004) conducted a study on management of school records by principals in Nigeria. From the topics, one can understand that principals constituted the target population in the two studies. For instance, Yakubu (2005) did not explain the total number of the research population from which it was claimed that a total number of 120 copies of questionnaire at the ratio of 40:40:40 were distributed to the three major units. Scholars in educational research such as Olaofe (2010) opined that it is most common with inexperienced researchers to draw a sample from an unknown population.

Most of the researches reviewed in this study made use of one or two combination of research instruments to gather information for the study. However, the shortcoming discovered with the use of questionnaire in the previous studies was that the Yes or No items dominated most of the items in the questionnaire. The work of Mohammed (2007) was mainly in the form of Yes or No without room to include any relevant information.

Generally, the findings from previous studies revealed that some of the principals are not trained administrators and as result lack the managerial skills with which they would run the affairs of the schools. others lacked commitment to their duties. The findings of Yusuf (2005); Alhas (2005); and Mohammed (2007) also revealed that the principals assigned their responsibilities to some senior masters and heads of departments thereby making teachers and students to abandon classes and lessons without reasons. Previous studies reviewed concluded that for effective high school performance, principals should practice the expected supervisory roles, satisfactorily required guidance, knowledge and skills in this direction and conference, seminars, workshop and general on-the-job training.

Yusuf (2005), Alhas (2005) and Mohammed (2007) recommended that: principals of secondary schools should practice the expected roles stipulated for them in order to ensure quality education.

2.14 Summary

In this chapter, attempts have been made to review some relevant roles of principals in the administration of secondary schools. Part of the reviews was on conceptual framework. Most of the literature reviewed in this study are on the role performance of principals in secondary schools as being very effective in educational

administration, and that there were relationships between these roles and the staff/students' performance.

The first part of the review provided conceptual framework. This aspect reviewed opinions of scholars on assessment, role performance and education. The reviews on the conceptual framework clarified the concepts (role performance of principals) that were used in this study.

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

Interpersonal relationship refers to close association acquaintance between two or more people. It is the aspect of administration that gives individuals opportunity for development and self-actualization through better organization of human relationships. Interpersonal relationships helps to increase the flow of communication among workers which otherwise would have been impossible without overloading the executives by too frequently referring matters to them. Unofficial consultations among teachers and the proximity to their classrooms lead to intimate relationships. Interpersonal relationship has the potential to influence classroom performance and learning outcomes in positive ways. Interpersonal relationship tends to grow and improve gradually. As people get to know each other and become closer emotionally, and deteriorate as people drift apart, move on with their lives and form new relationship with others.

Record management is educational data bank where information are stored and can be retrieved and used for variety of important purposes. The review shows that records are grouped into statutory and non statutory. Statutory records include admission register, attendance register, scheme of work, time table, log-book, visitor book whereas non statutory records include cash book, stock book, punishment book, school calendar, inventory book and staff management. Records serve as a good reference point where through them information may be required by teachers, counsellors and curriculum planners.

School-community relationship is the way in which school and community behave towards each other. When community participates in school affairs, it makes the bond between school and community meaningful. Principals, students and staff can relate with the community by organizing sports competitions, exhibitions and invite members of the community to come and attend the events. Students and staff can help in community development programmes such as teaching adults how to read and write. The aim is to expand the learning environment beyond the classroom into the entire community and expose students to multiple experiences under different teachers, social groups, cultural institutions and economic establishment. Community participation can make schools more accountable the society that funds them, as well as reduce government control of education. Community can contribute to school by giving moral support, financial benefits, etc.

Communication is the flow of information from one channel to another. Communication fosters the smooth operation of management process. It is beneficial to school because it;

- makes management planning effective,
- explains the objectives, policies and activities,
- helps workers to understand the goals of the organization, therefore, it fosters team spirit among them, and
- enables the employees to be well informed.

Decision-making process is the process whereby a choice has to be made between two or more different alternatives to determine the future state of affairs. Personal decision concerns an individual while organizational decision concerns the organization and its function. Group decision making process involves the representatives departments under leadership in the education organization. Decisions must be made about who is to do what, how it will be done, when and where it will be. For decision-making to be effective, all sides of the issue must be examined.

Staff development aims at improving, updating or maintaining employee's skill and abilities. Further training for higher qualification is recognized as an effective approach for achieving increased efficiency and performance of teachers. It provides a structured learning and as such many have been sponsored by their institutions. It is believed that higher training would increase the ability of teachers to take on greater responsibilities and lead to improved students' performance. It allows members of staff to supplement their basic knowledge and create room for improved performance in the way services are delivered. It produces efficient men and women capable of handling children and teaching them with optimum results.

Maintenance of school facilities involves the things one does to avoid damage in order to keep the facilities in service all the time. School facilities include the site, building and other infrastructures. Individual building maintenance is carried out by the principal in conjunction with the school ward at the beginning of each school year jointly.

In district-wide maintenance, a separate maintenance department is established with a crew of workers moving from one department to another in accordance with a definite schedule of work. It facilitates teaching and learning activities, it establishes good image for an institution of learning. It inculcates the habit of cleanliness in students. It ensures the safety of occupants of such buildings. It is the responsibility of the principals to ensure payment for services.

Maintenance of discipline in school refers to teaching and encouraging moral, physical and intellectual development and a sense of responsibility in children. It gives established standard of behavior which implies self control, restraint, respect for oneself and others. Discipline enables students to graduate as educated citizens who would develop the socio-economic sector of the country.

Internal supervision is an act of watching or checking someone carrying out a task to ensure efficiency and effectiveness. It is believed that supervision determines whether a teacher should be transferred, promoted, retained or dismissed. It improves incompetent teachers. It provides a guide for staff development. It is the responsibility of the principal to guide the teachers in implementing the curriculum and ensure that facilities for teaching and learning are in order and effectively utilized. Principals should be accessible to their staff and students, assist in raising profile of the school with the community. All these have serious implications for the role performance of principals in secondary schools.

CHAPTER THREE RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methodology and procedures for collecting data. It also presents research design, the population that constituted the research subjects, the sample and sampling techniques. Instrumentation, reliability and validity of instrument, pilot test, procedures and methods of data analysis are also presented.

3.2 Research Design

The study adopted survey research design. According to Marczyk, Dematteo, Festinger (2005), this is a type of design in which the investigator gathers data from a large number of people on their behavior, attitudes and opinions. This design is appropriate for the study since data were obtained on behavior, attitude and opinion from secondary schools.

The design is also appropriate for the study because data were obtained from secondary school teachers, principals, parents/teachers association and some officials of ministry of education through the use of structured questionnaire on assessment of the role performance of principals in secondary schools in North-West Geo-Political Zone, Nigeria. The design also enabled the researcher to cover a wide range of information which answered the research questions.

3.3 Population of the Study

The population of the study consists of five thousand three hundred and nineteen principals, thirty seven thousand one hundred and nineteen teachers, ninety eight Ministry of Education Officials and three hundred and thirty six Parent Teachers'

Association officials in the North-West Geo-Political Zone, Nigeria. The North-West Geo-Political Zone, comprises of seven states namely Jigawa, Kano, Kaduna, Katsina, Kebbi, Sokoto and Zamfara. The respondents are mainly principals, teachers, Ministry of Education officials and Parents Teachers Association officials. These categories of respondents were selected to assess the role performance of principals in secondary schools.

Sample of 260 principals, 380 teachers, 18 Ministry of Education Officials and 110 Parents Teachers Association officials were distributed between the four states. The source of data collected is the National Bureau of Statistics (NBS) Abuja and Kano State Ministry of Education. The distribution of the population is shown in Table 3.1 below.

Tables 3.1: Distribution of Population of Secondary Schools Principals, Teachers, Officials of MOE, and PTA officials in North-West Geo-Political Zone, Nigeria

S/No	Zone	States	No. of Schools	No. of Principals	No. of Teachers	MOE Officials	PTA Officials	Total
1	North-West	Jigawa	781	781	1766	14	48	3390
2	North-West	Kano	1084	1084	13283	14	48	15513
3	North-West	Kaduna	1562	1562	15328	14	48	18514
4	North-West	Katsina	774	774	1718	14	48	3328
5	North-West	Kebbi	329	329	1931	14	48	2651
6	North-West	Sokoto	535	535	1902	14	48	3034
7	North-West	Zamfara	254	254	1191	14	48	1761
Total		7	5319	5319	37119	98	336	48191

Sources: National Bureau of Statistics (NBS, 2009) Abuja, Kano State MOE (2010).

3.4 Sample and Sampling Procedure

Four states from the North-West Geo-political zone, Nigeria were selected from the total of seven states. The states randomly picked from the zone, namely, Kano, Kaduna, Katsina and Sokoto. Four states were used in the study. This represents more than 30% as recommended by Aderemo (1985). Another reason was to ensure geographical spread across the North-West Geo-political zone, Nigeria. From each of the four selected states, fifty, sixty, seventy and eighty secondary schools were considered respectively. This gives a total number of 260 schools in the study. From the 260 schools selected across the zone, a total of 768 copies of questionnaire were distributed.

In selecting the four sampled states, a stratified random sampling technique was used because stratification allows variability of elements selected with each stratum more homogenous than the variation of elements between strata. According to Gupta (1979), a group of objects selected randomly from a population tends to possess the characteristics of the large group. However, this operates only if the samples are randomly chosen, which means that they are chosen by a method in which every item of the population has equal chance of selection, that is the selection process does not favour or disfavour any item or group. Therefore, simple random and purposive sampling techniques was used in arriving at the sample population used from all the four groups for the study. This is in line with Korb (2008). Here slips of paper method was used after each member of the population had been given an identification mark a,b,c to z. These identification marks was written on separate pieces of paper, folded and drawn one by one, until the required sampled were got. Two sampling techniques namely; purposive and random was used for this study.

Since the study is on the assessment of the role performance of principals in secondary schools in North-West Geo-political zone, Nigeria, officials of Ministry of Education, principals, teachers and representatives of Parent Teachers Association of the schools were used as samples. They are relevant to the study because of their involvement indiscipline of statements. According to National Bureau of Statistic (2009), and Kano State MOE Annual School Census Results (2010), there are 3955 secondary schools in the sampled states out of which 260 were used for the study. A sample of 260 principals was used in those schools. There were 32231 teachers in the sampled states out of which 380 teachers were used. There are 56 officials of Ministry of Education in the sampled states. A sample of 18 officials of MOE was used. There are 48 representatives of the PTA officials in each of the sampled states out of which 110 PTA officials were used from the states.

To get the respondents from the four categories, a sample of 768 respondents were randomly drawn from the total population of 36,434 people. This is in line with Roscoe (1969) that a population of 500 is adequate for a descriptive research in the humanities and education. Roscoe (1975) also recommends that, a sample size larger than 30 and less than 500 are appropriate for most researches and if the samples are to be broken into groups, a minimum sample size of 30 in each category should be fixed.

Cluster sampling was used to distribute 768 among the four categories as follows: 260 principals, 380 teachers, 18 MOE officials and 110 PTA officials. These samples are also considered adequate in line with submission of Fowler (1988). Table 3.2 gives the details.

Table 3.2: Population and Sample of the Study

S/N	State	No. of Principals	Sample Principals	No. of Teachers	Sample Teachers	No. of MOE	Sample MOE	No. of PTA	Sample PTA	Total
1	Kano	1084	50	13283	100	14	3	48	30	14612
2	Kaduna	1562	60	15328	110	14	4	48	25	17151
3	Katsina	774	70	1718	80	14	6	48	25	2735
4	Sokoto	535	80	1902	90	14	5	48	30	2704
Total	4	3955	260	32231	380	56	18	192	110	37202

Source: National Bureau of Statistics (2009).

3.5 Instrumentation

The main instrument for this research is questionnaire which was served to principals, teachers, PTA officials and some staff of Ministry of Education. The use of these categories of respondents is because they are stakeholders in the education system, so their views are very vital to the study. Principals, teachers, PTA officials and staff of MOE, were used for easy understanding of issues raised in the questionnaire. For easy access to the schools concerned, a letter of introduction was collected from the Head of Department of Educational Foundations and Curriculum Department, Ahmadu Bello University. The questionnaire was divided into nine sections:

Section ‘A’ personal, information (demographic information) about the respondents.

Section ‘B’ asks questions on the assessment of the role performance of principals on interpersonal relationship in secondary schools in North-West Geo-political zone, Nigeria.

Section ‘C’ asks question on the role performance of principals on school record keeping in secondary schools in North-West Geo-political zone, Nigeria. Section ‘D’

asks questions on the role performance of principals on school – community relationship

in secondary schools in North-West Geo-political Zone, Nigeria. Section 'E' asks questions on the role performance of principals on communication in Secondary Schools in North-West Geo-political zone, Nigeria. Section 'F' asks questions on the role performance of principals on decision-making process in secondary schools in North-West Geo-political zone, Nigeria. Section 'G' asks questions on the role performance of principals on staff development in secondary schools in North-West Geo-political zone, Nigeria. Section 'H' asks questions on the role performance of principals on maintenance of school facilities in secondary schools in North-West Geo-political zone, Nigeria. Section 'I' asks questions on the role performance of principals on maintenance of discipline in secondary schools in North West Geo-political zone, Nigeria. Section 'J' asks question on the role performance of principals on internal supervision in secondary schools in North-West Geo-political zone, Nigeria.

The items ranged between 10, 14 in line with the recommendation of Borg and Gall (1989). The questionnaire which consists of 90 items, was served to four categories of respondents. All the respondents were served with the same type of questionnaire. The instrument is rated on a (5) point scale. Nworgu (1991) modified Likerts Scale, (Strongly agree), agree, undecided, strongly disagree, disagree). The questionnaire was assigned to gather data and responses from the principals. Teachers, parents teachers association and ministry of education officials and officials of Ministry of Education.

The Likert five point scale questionnaire allowed respondents to indicate the existence or non-existence of the items on the questionnaire in their various role performance. It also gave room for those who are undecided. Thus the weighing of point is modified as follows:

Strongly Agree	(SA)	5 points
Agree	(A)	4 points
Undecided	(U)	3 points
Strongly disagree	(SD)	2 points
Disagree	(D)	1 point

3.6 Validity of Research Instrument

Validity can be defined as the degree to which a test is capable of achieving certain aims. It can also be defined as truthfulness (Mchrens and Hehman, 1973). In order to ascertain the validity of this instrument to the topic under review, and also its applicability to the sample of this study, to the respondents, the research instrument was validated by experts in educational administration and planning for content validity. Their suggestions were used for the correction of the instrument before it was finally administered.

3.7 Pilot Study

To seek reliability of the instrument for data collection, a pilot study was conducted on respondents using a set of nine sectional questionnaires on the assessment of the role performance of principals in secondary schools in North-West Geo-Political Zone, Nigeria, Principals and teachers of Government Day Secondary Schools Gumel in North-West Geo-political zone, Nigeria and Government Secondary School Batagarawa Katsina in North-West Geo-Political Zone, Nigeria. A total of fifty (50) copies of questionnaire were administered to forty-eight (48) teachers and two principals. The Cronbach's correlation coefficient was used to test the result.

3.8 Reliability of the Instrument

The correlation co-efficient of Cronbach's Alpha 0.945 and 0.951 were obtained from the teachers and principals, respectively. This implies that the instrument designed is suitable and reliable. Thus establishing the reliability for the instrument used for data collection.

3.9 Procedure for Data Collection

The researcher employed personal visits to the principals, teachers, Ministry of Education officials and Parent Teachers Association officials of the selected secondary schools to collect data. Copies of the questionnaire were administered by researcher and the research assistants. 768 copies of the questionnaire were administered, 768 were returned. Thus 768 copies of the research instrument were collectively completed, retrieved and used for data analysis. This was facilitated by an introductory letter from the Department of Education, Ahmadu Bello University, Zaria.

3.10 Procedure for Data Analysis

The results of data analysis were presented hypothesis-by-hypothesis. The data collected were analysed using frequencies and percentage for the demographic variables. The hypotheses were tested using One - Way Analysis of Variance (ANOVA) because there were more than two levels of the independent variables used. All the hypotheses were tested at 0.05 level of significance. This is in line with Awotunde and Ugodulunwa (1998) who opined that One Way Analysis of Variance is a single factor analysis of variance which aims at investigating the effects of the levels of under study.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction

This chapter presents the statistical analysis, and interpretation of results of the data collected with regards to the assessment of role performance of principals in secondary schools in north-west geo-political zone, Nigeria. The chapter is structured into sections along the research objectives and questions. In the first section of the chapter, the demographic characteristics of the respondents selected with their expressed opinions on the role performance of principals in secondary schools were presented. Each of the items for the respective variables was analyzed in frequencies and percentages along the five point scale used in the study. Hypotheses were tested and discussions presented at the end of the chapter.

4.2 Analysis of Respondents' Demographic Characteristics

Four states in the North-West Geo-Political Zone were involved in the study. A total of 768 respondents made up of 380 teachers, 260 Principals, 18 Ministry of Education Officials (MOE) and 110 Parents Teachers Association (PTA) officials were selected for the assessment. The demographic variables investigated were highest level of education, years of experience on the job along with their state in the zone. The variables are classified by their options in frequencies and percentages in Table 4.1.

Table: 4.1: Classification of Respondents' Highest Educational Qualifications

Status		OND/HND	NCE	B.Ed	M.Ed	Ph.D	Others	Total
Principal	Freq	04	07	08	03	01	01	24
	%	16.7	29.2	33.3	12.5	4.2	4.2	100.0
Teachers	Freq	80	206	194	18	12	90	600
	%	13.3	34.3	32.3	3.0	2.0	15.0	100.0
MOE	Freq	06	04	12	01	00	01	24
	%	25.0	16.7	50.0	4.2	0.0	4.2	100.0
PTA	Freq	02	19	73	19	02	05	120
	%	1.7	15.8	60.8	15.8	1.7	4.2	100.0
Total	Freq	92	236	287	41	15	97	768
	%	12.0	30.7	37.4	5.3	2.0	12.6	100.0

Table 4.1 presents the qualification of the members of the Parents Teachers Association (PTA), Ministry of Education Officials (MOE) as well as the principals and teachers involved in this study. Table 4.1 also revealed that 92 representing 12.0% of the total respondents have the Ordinary National Diploma (OND) or the Higher National Diploma (HND) while 236 representing 30.0% have the Nigeria Certificate in Education. Respondents with B. Ed degree were 287 representing 37.4%, those with Masters degree (M. Ed) were 41 representing 5.3% and those with Doctorate Degrees were 15 representing 2.0%. Others with unspecified qualifications were 97 representing 12.6% of the total respondents. These qualifications were relatively distributed among the respondents in the different groups in the table. The distribution clearly showed that most of the respondents could be said to be relatively educated enough to give the required information of the role of principals in the secondary schools within the zone. Table 4.2 shows the classifications of the respondents by their years of experience in the job.

Table 4.2: Classifications of Respondents by Years of Experience on the Job.

Status		1-5yrs	6-10yrs	11-15yrs	16-20yrs	21yrs and above	Total
Principal	Freq	05	04	05	05	05	24
	%	20.8	16.7	20.8	20.8	20.8	100.0
Teachers	Freq	265	86	173	39	37	600
	%	43.1	14.3	28.8	6.5	6.2	100.0
MOE	Freq	02	03	06	08	05	24
	%	8.4	12.5	25.0	33.3	20.8	100.0
PTA	Freq	11	10	31	28	40	120
	%	9.2	8.3	25.8	23.3	33.3	100.0
Total	Freq	283	103	215	80	87	768
	%	36.8	13.4	28.0	10.4	11.3	100.0

Table 4.2 also showed that the respondents were relatively distributed across the years of experience in the table. In the overall examination, 283 representing 36.8% of the respondents have between 1 and 5space of experience on the job and 103 or 13.4% have between 6 and 10years of experience on the job while 215 representing 28.0% have between 11 and 15 space of working experience. Respondents with 16 to 20 space of working experience involved in the study were 80 representing 10.4%. Only 87 representing 11.3% of the respondents said they have between 21space and above working experience in their respective jobs. The classification clearly indicated that the respondents were in positions to give valid opinions on the role performance of principals of secondary schools in the zone. Table 4.3 shows classification of respondents by state.

Table 4.3: Classification of Respondents by State

Status		Kaduna	Katsina	Kano	Sokoto	Total
Principal	Freq	06	06	06	06	24
	%	25.0	25.0	25.0	25.0	100.0
Teachers	Freq	150	150	150	150	600
	%	25.0	25.0	25.0	25.0	100.0
MOE	Freq	06	06	06	06	24
	%	25.0	25.0	25.0	25.0	100.0
PTA	Freq	30	30	30	30	120
	%	25.0	25.0	25.0	25.0	100.0
Total	Freq	192	192	192	192	768
	%	25.0	25.0	25.0	25.0	100.0

The classifications in table 4.3 showed that equal number of the respondents in each of the groups were selected from the four states. This was necessary to ensure equal representation from the respective states in the study.

4.3 Analysis on Respondents' Opinions

In the questionnaire and objectives, the following items were raised: role performance of principals on interpersonal relationship in secondary schools, role performance of principals on record management in secondary schools, role performance of principals on school-community relationship in secondary schools, role performance of principals on communication in secondary schools, role performance of principals on decision-making process. Other roles performance of principals include staff-development in secondary schools, maintenance of school facilities in secondary schools, maintenance of discipline in secondary schools, and internal supervision in secondary schools.

4.3.1 Opinions of Respondents on the Role Performance of Principals on Interpersonal Relationship in Secondary Schools in North-West Geo-Political Zone, Nigeria

One of the variables on which the role performance of principals in the secondary schools was assessed relates to interpersonal relationship between the personnel in the secondary schools one hand and their relationship with the local community members. To assess the role performance of the principals on interpersonal relationship in secondary schools organization, the respondents' opinions on the items used for the assessment are scored in frequencies and percentages in Table 4.3.1.

Table 4.3.1: Respondents' Opinions on the Role Performance of Principals on Interpersonal Relationship in Secondary Schools in North-West Geo-Political Zone, Nigeria

S/N	Item Statement	Category of Respondents	SA		A		U		D		SD	
			Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
1	Students are not treated differently by the principal. Therefore, they do not interact on the basis of tribe, ethnicity and socio-economic background.	Principal	10	41.7	13	54.2	0	0.0	0	0.0	1	4.2
		Teachers	166	27.7	314	52.3	37	6.2	65	10.8	18	3.0
		MOE	7	29.2	15	62.5	2	8.3	0	0.0	0	0.0
		PTA	16	13.3	91	75.8	3	2.5	9	7.5	1	0.8
2	The principal establishes good rapport and creates a sound relationship with the local community. This enables school and local community to share facilities	Principal	4	16.7	17	70.8	1	4.2	1	4.2	1	4.2
		Teachers	188	31.3	331	55.2	36	6.0	35	5.8	10	1.7
		MOE	3	12.5	20	83.3	1	4.2	0	0.0	0	0.0
		PTA	17	14.2	83	69.2	9	7.5	8	6.7	3	2.5
3	The principal ensures that teaching and non-teaching staff establish good working relationship.	Principal	7	29.2	14	58.3	1	4.2	2	8.3	0	0.0
		Teachers	163	27.2	337	56.2	68	11.3	28	4.7	4	0.7
		MOE	3	12.5	19	79.2	1	4.2	1	4.2	0	0.0
		PTA	16	13.3	100	83.3	4	3.3	0	0.0	0	0.0
4	The principal has good working relationship with non-teaching staff	Principal	3	12.5	14	58.3	4	16.7	2	8.3	1	4.2
		Teachers	99	16.5	298	49.7	93	15.5	84	14.0	26	4.3
		MOE	3	12.5	20	83.3	1	4.2	0	0.0	0	0.0
		PTA	15	12.5	93	77.5	8	6.7	2	1.7	2	1.7
5	The principal encourages the non-teaching staff to show warmth love and affection to the students by making themselves available and accessible.	Principal	7	29.2	13	54.2	1	4.2	2	8.3	1	4.2
		Teachers	132	22.0	254	42.3	84	14.0	90	15.0	40	6.7
		MOE	3	12.5	17	70.8	4	16.7	0	0.0	0	0.0
		PTA	13	10.8	102	85.0	2	1.7	2	1.7	1	0.8
6	The principal' encourages the Head of Department to have harmonious working relationship with staff under him/her	Principal	12	50.0	10	41.7	0	0.0	2	8.3	0	0.0
		Teachers	332	55.3	222	37.0	32	5.3	7	1.2	7	1.2
		MOE	6	25.0	17	70.8	1	4.2	0	0.0	0	0.0
		PTA	33	27.5	86	71.7	1	0.8	0	0.0	0	0.0
7	Principals disciplinary qualities such as being moral, upright and honest make teachers relate well with him/her	Principal	11	45.8	10	41.7	1	4.2	2	8.3	0	0.0
		Teachers	279	46.5	277	46.2	37	6.2	5	0.8	2	0.3
		MOE	1	4.2	22	91.7	1	4.2	0	0.0	0	0.0
		PTA	25	20.8	93	77.5	1	0.8	1	0.8	0	0.0
8	The good interpersonal relationship the principal has with the members of school reduces gossip, rumour and ethnic bias to the barest minimum.	Principal	6	25.0	13	54.2	5	20.8	0	0.0	0	0.0
		Teachers	116	19.3	344	57.3	93	15.5	36	6.0	11	1.8
		MOE	1	4.2	22	91.7	1	4.2	0	0.0	0	0.0
		PTA	12	10.0	100	83.3	5	4.2	3	2.5	0	0.0
9	The ways and manner the principal relates with others make all staff see him as a partner	Principal	3	12.5	16	66.7	3	12.5	1	4.2	1	4.2
		Teachers	119	19.8	331	55.2	97	16.2	36	6.0	17	2.8
		MOE	0	0.0	23	95.8	1	4.2	0	0.0	0	0.0
		PTA	14	11.7	97	80.8	2	1.7	5	4.2	2	1.7
10	The good interpersonal relationship among staff and students enables teachers to organize extracurricular activities in the school	Principal	1	4.2	6	25.0	5	20.8	8	33.3	4	16.7
		Teachers	48	8.0	118	19.7	120	20.0	194	32.3	120	20.0
		MOE	0	0.0	5	20.8	2	8.3	11	45.8	6	25.0
		PTA	5	4.2	11	9.2	3	2.5	73	60.8	28	23.3

Table 4.3.1 sought the opinion of respondents on principal's role performance on interpersonal relationship. Item one was on whether students are not treated differently by the principal. Therefore, they do not interact on the basis of tribe, ethnicity and socio-economic background. The responses indicated that all the respondents agreed with the statement, principals 54.2%, teachers 52.3%, Ministry of Education officials 62.2% and PTA with 75.8%. This indicated that students were not treated differently on the basis of tribe, ethnicity and socio-economic background in the schools. This is a good development, for creates room for transparency for better performance in the schools.

Item two was on how principals establish good rapport and create a sound relationship with the local community. This enables school and local community to share facilities. The responses indicated that all the respondents agreed with the statement. Principals 70.8%, Teachers 55.2%, Ministry of Education Officials 83.3% and PTA with 69.2%. This indicated that principal establish good rapport and create a sound relationship with the local community. This is a good development because it enables the school and local community to share facilities and contribute to the well being of one another.

Item three was on how principals ensure that teaching and non teaching staff establish good working relationship. The responses indicated that all the respondents agreed with the statement. Principals 58.3%, Teachers 56.2%, Ministry of Education Officials 79.2% and PTA with 83.3%. This indicated that principals ensure that teaching and non-teaching staff establish good working relationship. This is a good development because it enables the teaching and non teaching staff to work like one family, motivate them by giving them a sense of belonging.

Item four was on how principals have good working relationship with non teaching staff. The responses indicated that all the respondents agreed with the statement. Principals 58.3%, teachers 49.7%, Ministry of Education Officials 83.3% and PTA with 77.5%. This indicated that principals have good working relationship with non teaching staff. This enhances co-operation among them.

Item five was on how principals encourage the non teaching staff to show warmth, love and affection to the students by making themselves available and accessible. The responses indicated that all the respondents agreed with the statement. Principals 54.2%, Teachers 42.3%, Ministry of Education Officials, 70.8 and PTA 85.0%. This indicated that principals encourage the non teaching staff to show warmth love and affection to the students by making themselves available and accessible. This is a good development, for it discourages indisciplinary acts and improves performance.

Item six was on how principals encourage the Head of Department to have harmonious working relationship with staff under him/her. The responses indicated that all the respondents agreed with the statement. Principals 41.7%, Teachers 37.0%, Ministry of Education Officials 70.8% and PTA with 71.7%. This indicated that principals encourage the Head of Department to have harmonious working relationship with staff under him/her. This is a welcome development, for it encourages team work and high productivity in schools.

Item seven was on how principals' disciplinary qualities such as being moral, upright and honest, make teachers relate with him/her. The responses indicated that all the respondents agreed with the statement: Principals 41.7%, Teachers 46.2%, Ministry of Education Officials 91.7% and PTA with 77.5%. This indicated that principals'

disciplinary qualities such as being moral, upright and honest make teachers relate well with him/her. This is a good development, for it enhances discipline in the school.

Item eight was on how principals' good interpersonal relationship, with the members of school reduces gossip, rumour and ethnic bias to its barest minimum. The responses indicated that all the respondents agreed with the statement: Principals 54.2%, Teachers 57.3%, Ministry of Education Officials 91.7% and PTA with 43.3%. This indicated that the good interpersonal relationship, the principal has with the members of school reduces gossip, rumour and ethnic bias to its barest minimum. This is a good development for it enhances good leadership style.

Item nine was on how the ways and manner the principals relate with others make all staff see him as a partner. The responses indicated that all the respondents agreed with the statement. Principals 66.7%, Teachers 55.2%, Ministry of Education Officials 95.8% and PTA with 80.8%. This indicated that the way and manner the principal relates with others make all staff see him as partners. This gives him /her more confidence to carry out his duties and responsibilities.

Item ten was on how good interpersonal relationship among staff him]her and students enables teachers to organize extracurricular activities in the school. The responses indicated that all the respondents disagreed with the statement: Principals 25.0%, Teachers 19.2%, Ministry of Education Officials 20.8% and PTA with 9.2%. This indicated that good interpersonal relationship among staff and students does not enable teachers to organize extra-curricular. There is need for extra-curricular activities in the school, for it enhances discipline and good health, So teachers should promote extra-curricular activities.

For the treatment of the students as far as interpersonal relationship in the school is concerned, there were no divergent opinions between the groups of respondents. For example, 10 representing 41.7% and 13 representing 54.2% for strongly agreed and agreed respectively indicated that students were not treated differently by the principal and that they do not therefore interact on the basis of tribe, ethnicity and socio-economic background. Only 1 representing 4.2% of the principals strongly disagreed with this opinion and it was the only divergent opinion among the principals. But 314 representing 52.3%, 166 representing 27.7% and 314 representing 52.3% of the teachers strongly agreed and agreed respectively with the opinion. However 37 representing 6.2% did not express their views on the issue while 65 representing 10.8% and 18 representing 3.0% disagreed and strongly disagreed with the opinion. On the part of the MOE officials, the scores were 7 representing 29.2% and 15 representing 62.5% while the PTA officials were 16 representing 13.3% and 91 representing 75.8% for strongly agree and agreed respectively. The percentages for disagreement were relatively low for all the groups on this aspect of the interpersonal relationship as it relates to the students in the secondary schools as indicated in the table.

The groups of respondents agree with the same trend that the principal establishes good rapport and creates a sound relationship with the local community which enables the secondary schools and local community to share some facilities. In the table, all the respondents strongly agreed or agreed respectively with this opinion with negligible disagreement from few of the groups. The respondents agreed that the principal ensures that teaching and non-teaching staff establish good working relationship. In the table, 7 representing 29.2% and 14 representing 58.3% of the principals, 163 representing 27.2%

and 337 representing 56.2% of the teachers, 3 representing 12.5% and 19 representing 79.2% of the MOE officials along with 16 representing 13.3% and 100 representing 83.3% of the PTA officials strongly agreed and agreed respectively with the opinion on this role performance of the principals as it affects the teaching and non-teaching staff of secondary schools. It was only among the teachers that 68 representing 11.3% refused to express their opinion on the item. Among the MOE and the PTA along with the principals, the percentages for disagreement were relatively negligible. The teachers, MOE and PTA officials even have a higher opinion on the good working relationship between principals and non-teaching staff of the schools. In the table, 3 representing 12.5% and 14 representing 58.3% of the principals strongly agreed and agreed respectively with this opinion. But among the MOE officials the score ratings were 3 representing 12.5% and 20 representing 83.3% and the PTA officials rated the relationship at 15 representing 12.5% and 93 representing 77.5% for strongly agree and agree respectively. The teachers' rating of the relationship was 99 representing 16.5% and 298 representing 49.7% for strongly agreed and agreed respectively with 93 representing 15.5% who did not express their opinion and 84 representing 14.0% along with 26 representing 4.3% who disagreed and strongly disagreed with the opinion respectively. Among the MOE and the PTA, the percentages of disagreement were relatively low.

The respondents were also unanimous on the role performance of the principals in their personal dispositions towards the students in the schools. In the table 4.3.1, 7 representing 29.2% and 13 representing 54.2% of the principals, 132 representing 22.0% and 254 representing 42.3% of the teachers, 3 representing 12.5% and 17 representing

70.8% of the MOE and 13 representing 10.8% and 102 representing 85.0% of the PTA officials strongly agreed and agreed respectively that the principal encourages the non-teaching staff to show warmth love and affection to the students by making themselves available and accessible to them in the schools. In the same vein, 12 representing 50.0% and 10 representing 41.7% of the principals, 332 representing 55.3% and 222 representing 37.0% of the teachers along with 6 representing 25.0% and 17 representing 70.8% of the MOE officials strongly agreed and agreed respectively that the principals encourage the Head of Department to have harmonious working relationship with staff who were their subordinates in the secondary schools. Among the PTA officials, 25 representing 20.8% and 93 representing 77.5% strongly agreed and agreed respectively with the opinion. Percentages of divergence to this consensus were relatively low among each of the groups as indicated in the table.

The respondents were also of the view that the Principals' disciplinary qualities such as being moral, upright and honest make teachers relate well with them in the secondary schools. This is clearly demonstrated with the high percentages for strongly agree and agree by each of the groups of respondents to item 7 in the table. The respondents were also unanimous on the role performance of the principals as it relates to harmony among the personnel in the secondary schools. In item 8 of the table, 6 representing 25.0% and 13 representing 54.2% of the principals, 116 representing 19.3% and 344 representing 57.3% of the teachers along with 1 representing 4.2% and 22 representing 91.7% of the MOE officials strongly agreed and agreed respectively that the good interpersonal relationship with the members of school reduces gossip, rumour and ethnic bias to its bearest minimum. However representing 20.8% of the principals, 93

representing 15.5% of the teachers did not express their opinion on this item and 36 representing 6.0% along with 11 representing 1.8% of the teachers disagreed and strongly disagreed respectively with the opinion. Among the principals and MOE officials, there was no disagreement. In the same vein the respondents agreed that the ways and manner the principal relates with others make all staff see him/her as a partner in the school. However, the respondents did not agree that the good interpersonal relationship among the staff and students enhances the ability of the teachers to organize extracurricular activities in the secondary schools. From these observations, it could be said that the role performance of the principals contribute positively to the development of interpersonal relationship in the secondary schools.

4.3.2 Role Performance of Principals on Record Management in Secondary Schools in North-West Geo-Political Zone, Nigeria

The role performance of principals on record management in the secondary schools was assessed using the research question two. The research question is stated, how do the principals of secondary schools perform their roles on record management in North-West Geo-Political Zone, Nigeria? The assessment here is aimed at principals' role performance to find out if school records are effectively managed by the respective personnel. In Table 4.3.2, the opinions of the respondents on the items were assessed using frequency count and percentages.

Table 4.3.2: Opinions of Respondents on the Role Performance of Principals on Management of Records in Secondary Schools in North-West Geo-Political Zone, Nigeria

S/N	Item Statement	Status	SA		A		U		D		SD	
			Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
11	The principal ensures that teachers assess and manage records of academic performance and conduct of the students by providing them with all necessary items/facilities	Principal	10	41.7	14	58.3	0	0.0	0	0.0	0	0.0
		Teachers	205	34.2	343	57.2	38	6.3	9	1.5	5	0.8
		MOE	3	12.5	20	83.3	1	4.2	0	0.0	0	0.0
		PTA	20	16.7	99	82.5	1	0.8	0	0.0	0	0.0
12	The principal ensures that schemes of work of all subjects are duly entered and managed.	Principal	8	33.3	14	58.3	1	4.2	1	4.2	0	0.0
		Teachers	237	39.5	317	52.8	34	5.7	7	1.2	5	0.8
		MOE	2	8.3	21	87.5	1	4.2	0	0.0	0	0.0
		PTA	15	12.5	102	85.0	1	0.8	1	0.8	1	0.8
13	The log book is provided and managed by the principal	Principal	5	20.8	14	58.3	3	12.5	2	8.3	0	0.0
		Teachers	150	25.0	349	58.2	62	10.3	25	4.2	14	2.3
		MOE	0	0.0	22	91.7	2	8.3	0	0.0	0	0.0
		PTA	13	10.8	100	83.3	4	3.3	2	1.7	1	0.8
14	The principal ensures that the punishment book is managed by the person assigned to manage it	Principal	4	16.7	19	79.2	1	4.2	0	0.0	0	0.0
		Teachers	142	23.7	387	64.5	50	8.3	16	2.7	5	0.8
		MOE	1	4.2	19	79.2	4	16.7	0	0.0	0	0.0
		PTA	19	15.8	99	82.5	2	1.7	0	0.0	0	0.0
15	The principal ensures that the names of visitors to the school are entered in the record book for proper record keeping	Principal	4	16.7	15	62.5	3	12.5	2	8.3	0	0.0
		Teachers	132	22.0	323	53.8	80	13.3	48	8.0	17	2.8
		MOE	2	8.3	21	87.5	1	4.2	0	0.0	0	0.0
		PTA	13	10.8	101	84.2	3	2.5	3	2.5	0	0.0
16	The principal ensures that teaching and non-teaching staff register their names in the attendance register every morning	Principal	5	20.8	4	16.7	2	8.3	11	45.8	2	8.3
		Teachers	64	10.7	159	26.5	116	19.3	230	38.3	31	5.2
		MOE	0	0.0	10	41.7	1	4.2	13	54.2	0	0.0
		PTA	3	2.5	10	8.3	9	7.5	93	77.5	5	4.2
17	The principal is very mindful of the proper management of the minutes book. Thus, minutes of every meeting is recorded in the minutes book	Principal	3	12.5	14	58.3	2	8.3	4	16.7	1	4.2
		Teachers	94	15.7	286	47.7	121	20.2	77	12.8	22	3.7
		MOE	1	4.2	16	66.7	5	20.8	2	8.3	0	0.0
		PTA	12	10.0	93	77.5	10	8.3	4	3.3	1	0.8
18	All items provided in the offices, classrooms, laboratories, staff quarters and stores are documented in the inventory book for proper record keeping	Principal	3	12.5	16	66.7	0	0.0	3	12.5	2	8.3
		Teachers	78	13.0	345	57.5	75	12.5	80	13.3	22	3.7
		MOE	1	4.2	17	70.8	4	16.7	2	8.3	0	0.0
		PTA	11	9.2	100	83.3	6	5.0	3	2.5	0	0.0
19	The principal ensures that movement of staff and students outside the school are properly kept and recorded in the exit record book	Principal	1	4.2	5	20.8	3	12.5	11	45.8	4	16.7
		Teachers	25	4.2	124	20.7	107	17.8	253	42.2	91	15.2
		MOE	0	0.0	5	20.8	2	8.3	13	54.2	4	16.7
		PTA	1	0.8	9	7.5	7	5.8	95	79.2	8	6.7
20	The principal ensures that the health records of all staff and students are documented in the health record book	Principal	7	29.2	2	8.3	3	12.5	9	37.5	3	12.5
		Teachers	59	9.8	143	23.8	122	20.3	185	30.8	91	15.2
		MOE	2	8.3	2	8.3	5	20.8	13	54.2	2	8.3
		PTA	3	2.5	9	7.5	5	4.2	77	64.2	26	21.7

Item eleven was on how principals ensure that teachers assess and manage records of academic performance and conduct of the students by providing them with all necessary items/facilities. The responses indicated that all the respondents agreed with the statement. Principals 58.3%, Teachers 57.2%, Ministry of Education Officials 83.3% and PTA with 82.5%. This indicated that principals ensure that teachers assess and manage records of academic performance and conduct of the students by providing them with all necessary items/facilities. This is a good development, it leads to good coordination, protects an institution's record.

Item twelve was on how principals ensure that schemes of work of all subjects are duly entered and managed. The responses indicated that all the respondents agreed with the statement. Principals 58.3%, Teachers 52.8%, Ministry of Education Officials 87.5% and PTA with 85.0%. This indicated that principals ensure that schemes of work of all subjects are duly entered and managed. This is a welcome development for it allows for efficiency which in turn leads to productivity.

Item thirteen was on how log book is provided and managed by the principal. The responses indicated that all the respondents agreed with the statement. Principals 58.3%, teachers 58.2% Ministry of Education officials 91.7% and PTA with 83.3%. This indicated that principals provide and manage log book. This is a good development, for important events are recorded and used for reference purpose.

Item fourteen was on how principals ensure that the punishment book is managed by the person assigned to manage it. The responses indicated that all respondents agreed with the statement. Principals 79.2%, teachers 64.5%, Ministry of Education officers 79.2% and PTA with 82.5%. This indicated that principals ensure that punishment book

is managed by persons assigned to manage it. This is a good development, for it prevents misappropriation by the management and allows for accountability.

Item fifteen was on how principals ensure that names of visitors to the school are entered in the record book for proper record keeping. The responses indicated that all the respondents agreed with the statement. Principals 62.5%, teachers 53.8%, Ministry of Education officials 87.5% and PTA with 84.2%. This indicated that principals ensure that names of visitors to the school are entered in the record book for proper record keeping. This is a good development, for it allows the management to know who and who visited the school and the purpose of the visit. This promotes security consciousness.

Item sixteen was on how principals ensure that teaching and non teaching staff register every morning. The responses indicated that all the respondents disagreed with the statement. Principals 16.7%, teachers 26.5%, Ministry of Education officials 41.7% and PTA with 8.3%. This indicated that principals do not ensure that teaching and non teaching staff register every morning. There is need for staff registration because its leads to punctuality and discipline among staff and students.

Item seventeen highlights whether principals are mindful of the proper management of the minutes book, thus, minutes of every meeting is recorded in the minutes book. The responses indicated that all the respondents agreed with the statement. Principals 58.3%, teachers 47.7%, Ministry of Education officials 66.7% and PTA with 77.5%. This indicated that principals are very mindful of proper management of the minutes book, minutes of every meeting are recorded in the minutes book. This is a good development for it acts as a reminder of what needs to be done to pave way for consistency.

Item eighteen was on how all items provided in the offices, classrooms, laboratories, staff quarters and stores are documented in the inventory book for proper record keeping. The responses indicated that all the respondents agreed with the statement. Principals 66.7%, teachers 57.5%, Ministry of Education Officials 70.8% and PTA with 83.3%. This indicated that all items provided in the offices, classrooms, laboratories, staff quarters, and stores are documented in the inventory book for proper record keeping. This is also a welcome development for it makes concrete proposals or suggestions for improvement and accountability.

Item nineteen was on how principals ensure that movement of staff and students outside the school are properly kept and recorded in the exit record book. The responses indicated that all the respondents disagreed with the statement. Principals 20.8%, teachers 20.7%, Ministry of Education Officials 20.8% and PTA with 7.5%. This indicated that principals do not ensure movement of staff and students outside the school are properly kept and recorded in the exit record book. The principal needs to improve on this role to ensure that movement of staff and students outside the school are properly kept and recorded in the exit record book for references.

Item twenty was on how the principals ensure that the health records of all staff and students are documented in the health record book. The responses indicated that all the respondents disagreed with the statement. Principals 8.3%, teachers 23.8%, Ministry of Education Officials 8.3% and PTA with 7.5%. This indicates that health records of all staff and students are not documented in the health record book. There is need for documentation of health records of all staff and students for it gives comprehensive

history of staff and students' health. This will enable school authorities to treat them based on their cases. For instance, mental cases, high blood pressure, epilepsy, etc.

The role performance of principals has positively impacted on the management of the secondary schools' records as demonstrated in the construct. In the first item, 10 representing 41.7% and 14 representing 58.3% of the principals, 205 representing 34.2% and 343 representing 57.2% of the teachers along with 3 representing 12.5% and 20 representing 83.3% of the MOE officials strongly agreed and agreed respectively with the suggestion that the principal ensures that teachers assess and manage record of academic performance and conduct of the students by providing them with all necessary items/facilities. Among the PTA officials, 20 representing 16.7% and 99 representing 82.5% strongly agreed and agreed with the opinion. Apart from 38 representing 6.3% of the teachers who did not express their opinion on the item, the other groups have relatively no divergent opinion going by the respective percentages of disagreement in the table. The respondents were unanimous in their opinion on the role performances of the principals as further demonstrated in item 2 of the table where 8 representing 33.3% and 14 representing 58.3% of the principals, 237 representing 39.5% and 317 representing 52.8% of the teachers along with 2 representing 8.3% and 20 representing 83.3% of the MOE officials who strongly agreed and agreed respectively with the opinion. Among the PTA officials, 15 representing 12.5% and 102 representing 85.0% strongly agreed and agreed respectively with the suggestion that the principal ensures that schemes of work of all subjects are duly entered and managed in the secondary schools.

From the expressed opinions of the respondents in the table, log books were provided and managed by the principal and the principal ensures that the punishment

book is managed by the person assigned to manage it in the respective secondary schools. On these items (3 and 4) in the table only few among the teachers did not express their opinion. But among the MOE, PTA officials and principals, there were practically no disagreement. The respondents could be said to be unanimous on the suggestion that the principal ensures that the names of visitors to the school were entered in the record book for proper record keeping.

But the respondents did not agree that the principal ensures that teaching and non-teaching staff register their names in the attendance register every morning. Even among the principals, 11 representing 45.8% and 2 representing 8.3% disagreed and strongly disagreed with the notion but 5 representing 20.8% and 4 representing 16.7% (principals) strongly agreed and agreed with the opinion. Among the teachers, only 64 representing 10.7% and 159 representing 26.5% strongly agreed and agreed respectively with the suggestion. Still on the teachers, 230 representing 38.3 and 31 representing 5.2% disagreed and strongly disagreed with the notion while 116 representing 19.3% (teachers) did not express their view on the item. Among the MOE officials 13 representing 54.2% did not agree that principals ensure that teaching and non-teaching staff register their names in the attendance register every morning but 10 representing 41.7% agreed with the suggestion. On the part of the PTA officials, 93 representing 77.5% and 5 representing 4.2% disagreed and strongly disagreed respectively with the suggestion that the principal ensures that teaching and non-teaching staff register their names in the attendance register every morning.

But the respondents could be said to be of the view that the principal is very mindful of the proper management of the minutes book which allows the minutes of

every meeting to be recorded in the minutes book of the secondary schools. Though there were dissenting views particularly on the part of the teachers, these were minor in their percentage ratings as indicated in the table for item 7. In the same vein, the respondents agreed that all items provided in the offices, classrooms, laboratories, staff quarters and stores were properly documented in the inventory book for proper record keeping in the respective schools.

This efficient record management was not however, extended to staff and students in the respective schools as indicated in item 9 of the table. In response to the item, 11 representing 45.8% and 4 representing 16.7% of the principals, 253 representing 42.2% and 91 representing 15.2% of the teachers along with 13 representing 54.2% and 4 representing 16.7% of the MOE officials disagreed and strongly disagreed respectively that the principal ensures that movement of staff and students outside the school were properly kept and recorded in the exit record book. Among the PTA officials, 95 representing 79.2% disagreed with the suggestion that the principals ensure the management of such records while 8 representing 6.7% strongly disagreed. This pattern of response was also observed for the last item in the table where the respondents did not agree that the principal ensures that the health records of all staff and students are documented in the health record book. From the opinions of the respondents, it could be said that principals do perform their role effectively on record management in secondary schools with few exception of staff and students' movement and health related issues of the staff and students.

4.3.3 Role performance of principals on school-community relationship

The objective here is to assess the role performance of principals on school-community relationship in secondary schools in the North-West Geo-Political zone. The research question used is: How do principals of secondary schools relate with their immediate community members in North-West Geo-Political Zone, Nigeria? The opinions of the groups of respondents on the items used for this assessment are tabulated in frequencies and percentages in Table 4.3.3.

Table 4.3.3: Opinions of Respondents on the Role Performance of Principals on School-Community Relationship in North-West Geo-Political Zone, Nigeria

S/N	Item Statement	Status	SA		A		U		D		SD	
			Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
21	The principal establishes cordial relationship with the members of the local community of the school	Principal	16	66.7	7	29.2	0	0.0	1	4.2	0	0.0
		Teachers	309	51.5	235	39.2	40	6.7	11	1.8	5	0.8
		MOE	9	37.5	13	54.2	1	4.2	1	4.2	0	0.0
		PTA	22	18.3	94	78.3	3	2.5	0	0.0	1	0.8
22	In the event of vacancies, for junior staff, the principal ensures that members of the local community are recruited	Principal	8	33.3	13	54.2	3	12.5	0	0.0	0	0.0
		Teachers	164	27.3	328	54.7	67	11.2	23	3.8	18	3.0
		MOE	4	16.7	19	79.2	1	4.2	0	0.0	0	0.0
		PTA	20	16.7	91	75.8	7	5.8	2	1.7	0	0.0
23	As a result of the harmonious working relationship between school and local community, the principal is able to establish a functional PTA, which strengthens the relationship.	Principal	10	41.7	14	58.3	0	0.0	0	0.0	0	0.0
		Teachers	273	45.5	286	47.7	33	5.5	5	0.8	3	0.5
		MOE	7	29.2	15	62.5	1	4.2	1	4.2	0	0.0
		PTA	29	24.2	88	73.3	3	2.5	0	0.0	0	0.0
24	Because of the good relationship between the school and the local community created by the principal, teaching and non-teaching staff are able to get accommodation in the community	Principal	14	58.3	10	41.7	0	0.0	0	0.0	0	0.0
		Teachers	280	46.7	289	48.2	26	4.3	4	0.7	1	0.2
		MOE	8	33.3	15	62.5	1	4.2	0	0.0	0	0.0
		PTA	21	17.5	97	80.8	2	1.7	0	0.0	0	0.0
25	The principal allows members of the local community to share facilities of the school such as football fields and water	Principal	13	54.2	9	37.5	1	4.2	1	4.2	0	0.0
		Teachers	280	46.7	275	45.8	36	6.0	5	0.8	4	0.7
		MOE	9	37.5	14	58.3	1	4.2	0	0.0	0	0.0
		PTA	24	20.0	94	78.3	2	1.7	0	0.0	0	0.0
26	Because of the good relationship created by the principal, between the school and local community, the staff and students can easily get water from the community in event of needs	Principal	10	41.7	13	54.2	0	0.0	1	4.2	0	0.0
		Teachers	228	38.0	309	51.5	48	8.0	9	1.5	6	1.0
		MOE	3	12.5	19	79.2	2	8.3	0	0.0	0	0.0
		PTA	23	19.2	95	79.2	2	1.7	0	0.0	0	0.0
27	The Principal makes use of the members of the local community to provide security to the school	Principal	10	41.7	12	50.0	1	4.2	1	4.2	0	0.0
		Teachers	234	39.0	308	51.3	43	7.2	8	1.3	7	1.2
		MOE	5	20.8	17	70.8	2	8.3	0	0.0	0	0.0
		PTA	26	21.7	91	75.8	2	1.7	1	0.8	0	0.0
28	The Principal makes use of the resource persons from the local community to educate the students and staff on personal hygiene	Principal	11	45.8	10	41.7	0	0.0	2	8.3	1	4.2
		Teachers	244	40.7	290	48.3	43	7.2	22	3.7	1	0.2
		MOE	4	16.7	16	66.7	4	16.7	0	0.0	0	0.0
		PTA	26	21.7	91	75.8	3	2.5	0	0.0	0	0.0
29	The Principal makes use of the local community members to give lectures on religious activities	Principal	9	37.5	13	54.2	0	0.0	2	8.3	0	0.0
		Teachers	196	32.7	337	56.2	46	7.7	17	2.8	4	0.7
		MOE	7	29.2	16	66.7	1	4.2	0	0.0	0	0.0
		PTA	24	20.0	93	77.5	2	1.7	1	0.8	0	0.0
30	The Principal ensures that children of local community qualified are given automatic admission	Principal	9	37.5	11	45.8	2	8.3	0	0.0	2	8.3
		Teachers	252	42.0	286	47.7	35	5.8	15	2.5	12	2.0
		MOE	4	16.7	17	70.8	1	4.2	2	8.3	0	0.0
		PTA	18	15.0	97	80.8	2	1.7	3	2.5	0	0.0

Table 4.3.3 sought the opinion of respondents on principal's role performance on school-community relationship. Item twenty-one sought to know whether principals establish cordial relationship with the members of the local community of the school. The responses indicated that all the respondents agreed with the statement. Principals 29.2%, Teachers 39.2%, Ministry of Education Officials 54.2% and PTA 78.3%. This indicated that principals partially establish cordial relationship with the members of the local community. There is need for principals to have rapport with the local community. It is the cordial relationship between the school and the community that will enable them to benefit from each other.

Item twenty-two was on how in the event of vacancies, for junior staff, the principal ensures that members of the local community are recruited. The responses indicated that all the respondents agreed with the statement. Principals 54.2%, teachers 54.7%, Ministry of Education Officials 79.2% and PTA with 75.8%. This indicated that principals ensure, in the event of vacancies, for junior staff, that members of the local community are recruited. This is a good development for it allows harmonious working relationship between school and the local community. This strengthens their relationship and makes the school to move forward.

Item twenty-three was on how as a result of the harmonious working relationship between school and local community, the principal is able to establish a functional PTA which strengthens the relationship. The responses indicated that all the respondents agreed with the statement. Principals 58.3%, Teachers 47.7%, Ministry of Education Officials 62.5% and PTA with 73.3%. This indicates that as a result of the harmonious

working relationship between school and community, the principal is able to establish a functional PTA, which strengthens the relationships.

Item twenty-four sought to know if as a result of the good relationship between the school and the local community created by the Principal, teaching and non-teaching staff are able to get accommodation in the community. The responses indicated that all the respondents agreed with the statement. Principals 41.7%, teachers 48.5%, Ministry of Education Officials 62.5% and PTA with 80.8%. This indicated that because of the good relationship between the school and the local community created by the principal, teaching and non teaching staff are able to get accommodation in the community. This is a good development for it creates good understanding among them as such they see one another as partners in progress.

Item twenty-five was on how the principals allow members of the local community to share facilities of the school such as football fields and water. The responses indicated that all the respondents agreed with the statement. Principals 37.5%, teachers 45.8%, Ministry of Education Officials 58.3% and PTA with 78.3%. This indicated that the principal allows members of the local community to use facilities of the school such as football fields, water etc. This is a good development for it enhances respect and trust among them and as such moves the school forward.

Item twenty-six raised the question whether as a result of the good relationship created by the principal, between the school and the local community, the staff and students get water easily from the community in event of needs. The responses indicated that all the respondents agreed with the statement. Principals 54.2%, teachers 51.5%, Ministry of Education Officials 79.2% and PTA with 79.2%. This indicated that because

of the good relationship created by the principal between the school and the local community, the staff and students easily get water from the community in event of needs. This is a good development for it guides against selfishness.

Item twenty-seven was on how the principals make use of members of the local community to provide security to the school. The responses indicated that all the respondents agreed with the statement. Principals 50.0%, teachers 51.3%, Ministry of Education Officials 70.8% and PTA 75.8%. This indicated that principals make use of members of the local community to provide security for the school. This is a welcome development for it aids progress.

Item twenty-eight was on how the principals make use of the resource persons from the local community to educate the students and staff on personal hygiene. The responses indicated that all the respondents agreed with the statement. Principals 41.7%, teachers 48.3%, Ministry of Education Officials 66.7% and PTA with 75.8%. This indicated that principals make use of the resource persons from the local community to educate the students and staff on personal hygiene. This is a good development for it allows school to move forward.

Item twenty-nine was on how the principals make use of the local community members to give lectures on religious activities. The responses indicated that all the respondents agreed with the statement, Principals 54.2%, Teachers 56.2%, Ministry of Education Officials 66.7% and PTA with 77.5%. This indicates that the principal makes use of the local community members to give lectures on religious activities. This is a good development. It enhances moral discipline, honesty, respect for those in position of authority and tolerance among staff and students.

Item thirty was on how the principals ensure that children of local community qualified are given automatic admission. The responses indicated that all the respondents agreed with the statement, Principals 45.8%, Teachers 47.7%, Ministry of Education Officials 70.8% and PTA with 80.8%. This indicated that principals ensure that children of local community qualified are given automatic admission. This is a good development for it strengthens their relationship and unites them.

In addition, the role performance of principals on school community – relationship is seen as very positive by the respondents. In the first item of the table, 16 representing 66.7% and 7 representing 29.2% of the principals, 309 representing 51.5% and 235 representing 39.2% of the teachers along with 9 representing 37.5% and 13 representing 54.2% of the MOE officials strongly agreed and agreed respectively that the principal establishes cordial relationship with the members of the local community of the school. Only 11 representing 1.8% and 5 representing 0.8% of the teachers disagreed and strongly disagreed with this suggestion while 40 representing 6.7% did not answer the question. Among the PTA officials, 22 representing 18.2% and 94 representing 78.3% strongly agreed and agreed respectively with the question. The respondents agreed unanimously with a little divergent opinion from few amongst the teachers that in the event of vacancies, for junior staff, the principal ensures that members of the local community were recruited. The number of teachers that did not agree were 23 representing 3.8% and 18 representing 3.0% who disagreed and strongly disagreed with the opinion. This opinion is further demonstrated in the third item of the table where the respondents agreed that as a result of the harmonious working relationship between the

secondary schools and local communities, the principals were able to establish a functional PTA, which strengthens the relationship.

As an end product of the cordial relationship between the secondary schools and the communities, 14 representing 58.3% and 10 representing 41.7% of the principals, 280 representing 46.7% and 289 representing 48.2% of the teachers, 8 representing 33.3% and 15 representing 62.5% of the MOE officials along with 21 representing 17.5% and 97 representing 80.8% of the PTA officials strongly agreed and agreed respectively that due to the good relationship between the school and the local community created by the principal, the teaching and non-teaching staff were able to get accommodation in the community and that the principal allows members of the local community to share facilities of the school such as football fields and water. They were of the view that the secondary schools' staff and students can easily get water from the community when such necessity arise. These are clearly expressed with high percentages for strongly agreed and agreed respectively in table 4.3.3 for items 25 and 26. The extension of the cordial relationship allows the principals to make use of the members of the local community to provide security for the school. This is clearly demonstrated in item 27 of the table and in item 28, the respondents agreed that the principals make use of the resource persons from the local community to educate the students and staff on personal hygiene as well as give lectures on the religious activities and ensures that children of local community that were qualified were given automatic admission. These are indicated in items 28, 29 and 30 in the table with high percentage score for strongly agree and agree options in the table. From these observations, the role performance of the principal could be said to have a positive impact on the school-community relationship in the zone.

4.3.4 Role Performance of Principals on Communication in Secondary Schools

The objective here is to assess the role performance of Principals on general communication in secondary schools within the north-west geo-political zone. The construct here is aimed at determining the level to which role performance of principals' aid effective communication in the secondary schools. The research question used for the assessment is stated as how do principals of secondary schools channel their communication in North-West Geo-Political Zone, Nigeria? Assess the role performance of Principals on communication in secondary schools in North-West Geo-Political Zone, Nigeria. The opinions of respondents on the selected items used in the assessment are scored in frequencies and percentages for the respective items by the groups in Table 4.3.4.

Table 4.3.4: Opinions of Respondents on the Role Performance of Principals on Communication in the Secondary Schools in North-West Geo-Political Zone, Nigeria

S/N	Item Statement	Status	SA		A		U		D		SD	
			Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
31	The Principal uses notice board to communicate to all staff and students	Principal	6	25.0	15	62.5	2	8.3	1	4.2	0	0.0
		Teachers	96	16.0	375	62.5	76	12.7	42	7.0	11	1.8
		MOE	1	4.2	19	79.2	4	16.7	0	0.0	0	0.0
		PTA	10	8.3	102	85.0	5	4.2	3	2.5	0	0.0
32	The Principal communicates to all staff and students by the use of circular.	Principal	7	29.2	13	54.2	3	12.5	1	4.2	0	0.0
		Teachers	160	26.7	361	60.2	47	7.8	23	3.8	9	1.5
		MOE	0	0.0	20	83.3	4	16.7	0	0.0	0	0.0
		PTA	10	8.3	102	85.0	5	4.2	3	2.5	0	0.0
33	The Principal communicates to the students about the daily events and activities of the school through assembly	Principal	2	8.3	12	50.0	7	29.2	3	12.5	0	0.0
		Teachers	69	11.5	222	37.0	189	31.5	92	15.3	28	4.7
		MOE	2	8.3	14	58.3	5	20.8	3	12.5	0	0.0
		PTA	11	9.2	95	79.2	7	5.8	7	5.8	0	0.0
34	The Principal communicates to the teachers about the school events and activities only during staff meeting.	Principal	3	12.5	11	45.8	4	16.7	6	25.0	0	0.0
		Teachers	67	11.2	224	37.3	133	22.2	146	24.3	30	5.0
		MOE	1	4.2	19	79.2	1	4.2	3	12.5	0	0.0
		PTA	9	7.5	94	78.3	4	3.3	12	10.0	1	0.8
35	The principal communicates to all members of school through bulletin only, which comes out every day.	Principal	3	12.5	14	58.3	3	12.5	4	16.7	0	0.0
		Teachers	68	11.3	302	50.3	89	14.8	122	20.3	19	3.2
		MOE	1	4.2	20	83.3	2	8.3	1	4.2	0	0.0
		PTA	10	8.3	96	80.0	4	3.3	9	7.5	1	0.8
36	The principal communicates to all members of the school only through bulletin which comes out once in a week	Principal	2	8.3	14	58.3	3	12.5	3	12.5	2	8.3
		Teachers	57	9.5	265	44.2	126	21.0	103	17.2	49	8.2
		MOE	0	0.0	20	83.3	4	16.7	0	0.0	0	0.0
		PTA	3	2.5	94	78.3	8	6.7	11	9.2	4	3.3
37	The principal ensures that the rules and regulations of the school are communicated to the students effectively	Principal	4	16.7	17	70.8	1	4.2	2	8.3	0	0.0
		Teachers	98	16.3	362	60.3	86	14.3	47	7.8	7	1.2
		MOE	1	4.2	20	83.3	3	12.5	0	0.0	0	0.0
		PTA	12	10.0	105	87.5	3	2.5	0	0.0	0	0.0
38	The principal ensures that the rules and regulations of the school are communicated effectively	Principal	7	29.2	13	54.2	3	12.5	0	0.0	1	4.2
		Teachers	99	16.5	374	62.3	79	13.2	36	6.0	12	2.0
		MOE	0	0.0	19	79.2	4	16.7	1	4.2	0	0.0
		PTA	14	11.7	98	81.7	5	4.2	3	2.5	0	0.0
39	The principal ensures that information received from the ministry/ proprietors are communicated effectively to all members of the school	Principal	3	12.5	16	66.7	2	8.3	2	8.3	1	4.2
		Teachers	100	16.7	346	57.7	72	12.0	57	9.5	25	4.2
		MOE	0	0.0	21	87.5	3	12.5	0	0.0	0	0.0
		PTA	13	10.8	95	79.2	6	5.0	6	5.0	0	0.0
40	The principal employs effective means of communication between school and Ministry of Education/ proprietor	Principal	4	16.7	13	54.2	1	4.2	2	8.3	4	16.7
		Teachers	61	10.2	258	43.0	85	14.2	89	14.8	107	17.8
		MOE	2	8.3	18	75.0	4	16.7	0	0.0	0	0.0
		PTA	5	4.2	87	72.5	6	5.0	14	11.7	8	6.7

Table 4.3.4 sought the opinion of respondents on principals' role performance on communication. Item thirty-one was whether the principal uses notice board to communicate to all staff and students. The responses indicated that all the respondents agreed with the statement. Principals 62.5%, teachers 62.5%, Ministry of Education Officials 79.2% and PTA with 85.0%. This indicated that principals use notice boards to communicate to all staff and students. This is a good development for it promotes awareness, punctuality and discipline.

Item thirty-two was on how the principals communicate to all staff and students by the use of circular. The responses indicated that all the respondents agreed with the statement. Principals 54.2%, teachers 60.2%, Ministry of Education Officials 83.3% and PTA with 85.0%. This indicated that principals communicate to all staff and students by the use of circular. This enhances good relation between the staff, students and the management.

Item thirty-three was on how the principal communicates events and activities of the school through assembly. The responses indicated that all the respondents agreed with the statement. Principals 50.0%, teachers 37.0%, Ministry of Education Officials 58.3% and PTA with 79.2%. This indicated that principals communicate to the students about the daily events and activities of the school through assembly. This is a good development; it creates awareness which in turn brings about discipline in an organization.

Item thirty-four was whether the principal communicates with teachers about school events and activities only during staff meeting. The responses indicated that all the respondents agreed with the statement, Principals 45.8%, Teachers 37.3%, Ministry of

Education Officials 79.2% and PTA with 78.3%. This indicates that principals communicate to the teachers about the school events and activities only during staff meeting. This is good for it promotes understanding.

Item thirty-five sought to know if the principal communicates to all members of the school through bulletin only, which comes out every day. The responses indicated that all the respondents agreed with the statement. Principals 58.3%, teachers 50.3%, Ministry of Education Officials 83.3% and PTA with 80.0%. This indicated that the principal communicates to all members of the school through bulletin only, which comes out everyday. It is a good development for it enhances good relationship between the staff, students and management because current and important information are clearly stated in the bulletin.

Item thirty-six was on how principals communicate to all members of the school only through bulletin which comes out once in a week. The responses indicated that all the respondents agreed with the statement. Principals 58.3%, Teachers 44.2%, Ministry of Education Officials 83.3% and PTA 78.3%. This indicated that principals communicate to all members of the school only through bulletin which comes out once a week. This is a good development, for it allows staff and students to be current with the latest happening in the school. It also serves as a guide on what to do and what not to do.

Item thirty-seven was on how the principals ensure that the rule and regulations of the school are communicated to the students effectively. The responses indicated that all the respondents agreed with the statement.

Principals 70.8%, teachers 60.3%, Ministry of Education Officials 83.3% and PTA with 87.5%. This indicates that the principal ensures that rules and regulations of

the school are communicated to students effectively. This is a good development, for it paves ways for discipline in the school between staff and students. This in turn enhances teaching and learning.

Item thirty-eight was on how the principals ensure that the rules and regulations of the school are communicated effectively. The responses indicated that all the respondents agreed with the statement. Principals 54.2%, Teachers 62.3%, Ministry of Education Officials 79.2% and PTA with 81.7%. This indicated that the principal ensures that rules and regulations of the school are communicated effectively. This is good development because rules and regulations promote peace, unity, and effective management.

Item thirty-nine was on how the principals ensure that information received from the ministry/proprietors are communicated effectively to all members of the schools. The responses indicated that all respondents agreed with the statement. Principals 66.7%, teachers 57.7%, Ministry of Education officials 87.5% and PTA with 79.2%. This indicated that principals ensure that information received from the ministry/proprietors are communicated effectively to all members of the school. This is a good development for it enhances human relationship and effective management of schools.

Item forty was on how the principals employ effective means of communication between schools and Ministry of Education/proprietor. The responses indicated that all respondents agreed with the statement, Principals 54.2%, Teachers 43.0%, Ministry of Education Officials 75.0% and PTA with 72.5%. This indicates that principals employ effective means of communication between schools and Ministry of Education/Proprietor. This is a good development, for communication aids understanding

among staff and students. Furthermore, with respect to the channels of communication in the schools, the respondents were unanimous that the principal uses notice board to communicate to all staff and students. These are expressed with little opposition from the respondents in item 31 of the table with very high percentages for strongly agree and agree respectively by the respondents. But the teachers did not agree that the principal communicates with all staff and students by the use of circular. Though the MOE and the PTA were completely in agreement with this suggestion but the opinion of the teachers could be taken more seriously since they are directly affected by such channels of communication by the principals of the secondary schools. There was however a consensus agreement by the respondents, that the principals communicate to the teachers about the school events and activities during staff meeting. This is seen with high percentage score for strongly agree and agree respectively for the different groups on item 34 of the table. A further confirmation of this position is seen in the response to item 34 where the respondents did not agree that the teachers receive instructions from one superior only.

The respondents agreed that principals of schools through bulletin, ensure that the rules and regulations of the schools were communicated to the students effectively. These are expressed with high percentages for strongly agree and agreed respectively for items 35, 36 and 37 in the table. In item 38, the respondents agreed that through effective communication, the principal ensures that the rules and regulations of the school are communicated effectively by ensuring that information received from the ministry or schools' proprietors were communicated effectively to all members of the schools. This could explain the expressed opinion in item 40 where the respondents generally agreed

that the principals employed effective means of communication between schools and Ministry of Education or school proprietors. This means that the channels of communication available to the principals were effectively utilized.

4.3.5 Role Performance of Principals on Decision Making Processes in Secondary Schools

The aim here is to assess the role performance of principals on decision-making processes in secondary schools in the zone. The research question used for this purpose is stated as, how do Principals of secondary schools take/make decision in North-West Geopolitical Zone, Nigeria? The opinions of respondents on the principals' role performance in the schools are presented in frequencies and percentages in Table 4.3.5.

Table 4.3.5: Opinions of Respondents on the Role Performance of Principals on Decision Making Processes in the Secondary Schools of the Zone

S/N	Item Statement	Status	SA		A		U		D		SD	
			Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
41	The principal encourages participative decision-making process where all members are involved	Principal	5	20.8	14	58.3	1	4.2	2	8.3	2	8.3
		Teachers	145	24.2	333	55.5	70	11.7	30	5.0	22	3.7
		MOE	3	12.5	20	83.3	1	4.2	0	0.0	0	0.0
		PTA	20	16.7	95	79.2	2	1.7	3	2.5	0	0.0
42	All teaching staff participate in decision making process on issues that relate to them	Principal	0	0.0	15	62.5	3	12.5	3	12.5	3	12.5
		Teachers	56	9.3	351	58.5	90	15.0	66	11.0	37	6.2
		MOE	0	0.0	21	87.5	2	8.3	1	4.2	0	0.0
		PTA	12	10.0	95	79.2	6	5.0	6	5.0	1	0.8
43	All non-teaching staff are involved in decision-making process on issues that affect them	Principal	3	12.5	16	66.7	5	20.8	0	0.0	0	0.0
		Teachers	72	12.0	368	61.3	99	16.5	52	8.7	9	1.5
		MOE	1	4.2	17	70.8	4	16.7	2	8.3	0	0.0
		PTA	7	5.8	103	85.8	5	4.2	5	4.2	0	0.0
44	Students, through the prefects, participate in the decision-making process on issues that affect them	Principal	5	20.8	11	45.8	4	16.7	4	16.7	0	0.0
		Teachers	105	17.5	354	59.0	77	12.8	50	8.3	14	2.3
		MOE	1	4.2	19	79.2	1	4.2	3	12.5	0	0.0
		PTA	15	12.5	96	80.0	3	2.5	6	5.0	0	0.0
45	The principal does not allow influence peddling to make him or her change decisions that were made by the school	Principal	3	12.5	13	54.2	6	25.0	2	8.3	0	0.0
		Teachers	112	18.7	324	54.0	115	19.2	32	5.3	17	2.8
		MOE	1	4.2	18	75.0	2	8.3	2	8.3	1	4.2
		PTA	10	8.3	99	82.5	5	4.2	4	3.3	2	1.7
46	The principal does not involve members of the school in decision making process because he feels he knows best	Principal	0	0.0	4	16.7	6	25.0	12	50.0	2	8.3
		Teachers	56	9.3	119	19.8	85	14.2	221	36.8	119	19.8
		MOE	1	4.2	7	29.2	3	12.5	9	37.5	4	16.7
		PTA	2	1.7	16	13.3	6	5.0	82	68.3	14	11.7
47	The principal involves PTA officials/members in decision-making process of the school	Principal	5	20.8	10	41.7	5	20.8	3	12.5	1	4.2
		Teachers	116	19.3	328	54.7	95	15.8	42	7.0	19	3.2
		MOE	3	12.5	15	62.5	3	12.5	3	12.5	0	0.0
		PTA	5	4.2	86	71.7	6	5.0	18	15.0	5	4.2
48	The principal does not involve Schools Based Management Committee in decision-making process on issues that relate to management of school	Principal	4	16.7	10	41.7	5	20.8	4	16.7	1	4.2
		Teachers	79	13.2	246	41.0	103	17.2	140	23.3	32	5.3
		MOE	1	4.2	13	54.2	4	16.7	5	20.8	1	4.2
		PTA	9	7.5	46	38.3	28	23.3	32	26.7	5	4.2
49	The principal ensures that decisions agreed by members of the school are implemented	Principal	3	12.5	7	29.2	5	20.8	7	29.2	2	8.3
		Teachers	80	13.3	146	24.3	98	16.3	174	29.0	102	17.0
		MOE	0	0.0	4	16.7	2	8.3	13	54.2	5	20.8
		PTA	1	0.8	9	7.5	10	8.3	47	39.2	53	44.2
50	The principal ensures that he/she takes decision in consultation with the heads of department/unit on issues that relate to them	Principal	2	8.3	3	12.5	9	37.5	5	20.8	5	20.8
		Teachers	46	7.7	83	13.8	120	20.0	219	36.5	132	22.0
		MOE	0	0.0	2	8.3	9	37.5	11	45.8	2	8.3
		PTA	5	4.2	0	0.0	3	2.5	54	45.0	58	48.3

Table 4.3.5 sought the opinion of respondents on principals' role performance on decision-making process. Item forty-one sought to know if the principals encourages participative decision-making process where all members are involved. The responses indicated that all the respondents agreed with the statement. Principals 58.3%, teachers 55.5%, Ministry of Education Officials 83.3% and PTA with 79.2%. This indicated that principals encourage participative decision-making process. This is good development, for it enhances participation in school administration for better performance.

Item forty-two was on how all teaching staff participate in decision-making process on issues that relate to them. The responses indicated that all the respondents agreed with the statement. Principals 62.5%, Teachers 58.5%, Ministry of Education Officials 87.5% and PTA with 79.2%. This indicated that all teaching staff participate in decision-making process on issues that relate to them. This is a good development for it allows staff members to contribute their quota or opinion. This promotes unity.

Item forty-three was on how all non teaching staff are involved in decision-making process on issues that concern them. The responses indicated that all the respondents agreed with the statement. Principals 66.7%, Teachers 61.3%, Ministry of Education Officials 70.8% and PTA with 85.8%. This indicated that all non teaching staff are involved in decision-making process on issue that concern them. This is necessary for it enhances commitment to work and better performance in the school.

Item forty-four was on how students, through the prefects, participate in the decision making process on issues that affect them. The responses indicated that all the respondents disagreed with the statement. Principals 20.8%, Teachers 17.5%, Ministry of Education Officials 4.2% and PTA with 12.5%. This indicated that students did not

participate in decision making process. There is need for students to be involved in decision-making process through their prefects. It is only through their participation that they can voice their opinion. This in turn will lead to transparency and give them a sense of belonging and peace.

Item forty-five was on how the principal does not allow influence peddling to make him or her change decisions that were made by the school. The responses indicated that all the respondents agreed with the statement. Principals 54.2%, Teachers 54.0%, Ministry of Education Officials 75.0% and PTA with 82.5%. This indicated that principals do not allow influence peddling to make him or her change decisions that were made by the school. This is a good development, for it allows fair play and equity in executing responsibilities. This in turn prevents rumour mongering among staff which gives room for peaceful co-existence in the school.

Item fourt-six was on how the principal does not involve members of the school in decision-making process because he feels he knows best. The responses indicated that all the respondents disagreed with the statement. Principals 16.7%, Teachers 19.8%, Ministry of Education Officials 29.2% and PTA with 13.3%. This indicated that the principal involves members of the school in decision-making process. This is a good development, for it allows staff members to contribute their quota in the decision-making process.

Item forty-seven was on how the principal involves PTA officials/members in decision-making process of the school. The responses indicated that all the respondents agreed with the statement, Principals 41.7%, Teachers 54.7%, Ministry of Education Officials 62.5% and PTA with 71.7%. This indicates that principals involve PTA

officials/members in decision-making process. This is a good development, for it allows parents of the children to have an insight of the happenings in the school and make their contributions for better performance of the school.

Item forty-eight was on how the principal does not involve school based management committee in decision-making process on issues that relate to management of the school. The responses indicated that all the respondents agreed with the statement. Principals 41.7%, Teachers 41.0%, Ministry of Education officials 54.2% and PTA with 38.3%. This indicates that principals do not involve school-based management committee in decision-making process on issues that relate to management of schools. There is need for principals to involve school based Management Committee in decision-making process on issues that relate to management of school, for participatory decision-making process leads to unity and proper coordination.

Item forty-nine was on how the principals ensure that decisions agreed by members of the school are implemented. The responses indicated that all the respondents disagreed with the statement. Principals 29.2%, teachers 24.3%, Ministry of Education Officials 16.7% and PTA with 7.5%. This indicated that decisions agreed upon by members of the school are not implemented by the principal. There is need for principals to implement decisions endorsed by members of the school. It is when the principal works hand-in-hand with his subordinates, allow them to partake in the decision making process that the school can achieve its goals.

Item fifty was on how principal ensures that they take decisions in consultation with the Heads of Department/Unit on issues that relate to them. The responses indicated that all the respondents disagreed with the statement. Principals 12.5%, Teachers 13.8%,

Ministry of Education Officials 8.3% and PTA 0.0%. This indicates that principals do not take decisions in consultation with the Heads of Department/Unit on issues that relate to them. There is need for consultation. Consultation makes headways for things to work. Principals should consult with Heads of Departments on issues that relate to them, for it aids good administration of school.

The respondents could be said to generally agree with the opinion that the principals encouraged participative decision-making process where all members are involved. In response to the first item in the table, 5 representing 20.8% and 14 representing 58.3 of the principals agreed with this opinion. But 1 representing 4.2% did not answer the question while 2 representing 8.3% and 2 representing 8.3% disagreed and strongly disagreed respectively. Among the Teachers, 145 representing 24.2% and 333 representing 55.5% strongly agreed and agreed respectively but 70 representing 11.7% did not answer the question. All the MOE (3 representing 12.5% and 20 representing 83.3%) with the exception of 1 representing 4.2% who did not answer the question, agreed that the principals encourage participative decision-making process where all members are involved. Among the PTA officials, 20 representing 16.7% and 95 representing 79.2% of the respondents agreed with the suggestion. This could explain the response to the second and third items where most of the respondents agreed that all teaching and non-teaching staff participate in decision-making process on issues that relate to them. The respondents agreed that even students participate in decision making processes in the secondary schools.

The respondents were also of the view that the principals do not allow influence peddling to make him or her change decisions that were made by the school. Though this

was a general opinion among the respondents but in item 46 the respondents did not agree that the principal does not involve members of the school on decision making process because he feels he knows best. This fact explains the opinion of the respondents in item 47 where they agreed that principals involve PTA officials and members in decision-making process of the secondary schools. There was however a divided opinion on the involvement of schools based management committee in decision-making process in the secondary schools. Though 4 representing 16.7% and 10 representing 41.7% of the principals strongly agreed and agreed, respectively with the opinion that they were not involved in decision-making process on issues that relate to management of school but 5 representing 20.8% of them, did not respond to the question and 4 representing 16.7% along with 1 representing 4.2% (principals) disagreed and strongly disagreed with the opinion. Among the teachers, 79 representing 13.2% and 246 representing 41.0% strongly agreed and agreed respectively that the principals do not involve the schools based management committee in decision-making process. Even among the teachers, 103 representing 17.2% did not respond to the question, 140 representing 23.3 and 32 representing 5.3% disagreed and strongly disagreed with the opinion. This pattern was followed by the MOE and the PTA officials. The disagreement was further extended to item 49 of the table where the respondents did not agree that the principal ensures that decisions agreed on by members of the school were implemented. And the respondents did not agree that the principals ensure that the takes decisions in consultation with the heads of department/unit on issues that relate to them. From the assessment, the role performance of principals as it relates to decision making in the secondary schools has relative involvement of the schools members.

4.3.6 Role Performance of Principals on Staff Development in Secondary Schools

The objective of the assessment here is to examine the role performance of principals on staff development in the secondary schools of North -West Geo-Political Zone, Nigeria. The research question stated as, how do principals of secondary schools develop their staff members in North-West Geo-Political Zone, Nigeria? To provide answer to this question, the opinions of the respondents on the perceived principals' role performance on staff development in the secondary schools are presented in frequencies and percentages in Table 4.3.6 for the respective individual groups. The percentages are based on the totals of the independent groups.

Table 4.3.6: Opinions of Respondents on the Role Performance of Principals on Staff Development in Secondary Schools in North West Geo-Political Zone

S/N	Item Statement	Status	SA		A		U		D		SD	
			Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
51	The principal is professionally minded	Principal	2	8.3	10	41.7	3	12.5	6	25.07	3	12.5
		Teachers	49	8.2	158	26.3	119	19.8	236	39.3	38	6.3
		MOE	0	0.0	3	12.5	2	8.3	17	70.8	2	8.3
		PTA	2	1.7	10	8.3	3	2.5	87	72.5	18	15.0
52	The principal ensures that qualified teaching and non-teaching staff are encouraged to go for in-service training	Principal	3	12.5	14	58.3	5	20.8	1	4.2	1	4.2
		Teachers	59	9.8	333	55.5	123	20.5	73	12.2	12	2.0
		MOE	1	4.2	17	70.8	5	20.8	1	4.2	0	0.0
		PTA	11	9.2	85	70.8	8	6.7	14	11.7	2	1.7
53	The principal encourages qualified non-teaching staff to go for in-service training	Principal	4	16.7	13	54.2	6	25.0	0	0.0	1	4.2
		Teachers	86	14.3	332	55.3	122	20.3	49	8.2	11	1.8
		MOE	2	8.3	20	83.3	1	4.2	1	4.2	0	0.0
		PTA	18	15.0	92	76.7	6	5.0	3	2.5	1	0.8
54	The principal encourages teaching staff to go for conferences	Principal	4	16.7	4	16.7	3	12.5	11	45.8	2	8.3
		Teachers	57	9.5	33	5.5	109	18.2	214	35.7	187	31.2
		MOE	0	0.0	6	25.0	3	12.5	14	58.3	1	4.2
		PTA	10	8.3	21	17.5	7	5.8	78	65.0	4	3.3
55	The principal encourages staff to go for conferences	Principal	4	16.7	1	4.2	4	16.7	1	4.2	14	58.3
		Teachers	99	16.5	45	7.5	105	17.5	328	54.7	23	3.8
		MOE	1	4.2	0	0.0	3	12.5	20	83.3	0	0.0
		PTA	8	6.7	6	5.0	93	77.5	12	10.0	1	0.8
56	The principal encourages the teaching staff to go for workshops	Principal	6	25.0	12	50.0	5	20.8	1	4.2	0	0.0
		Teachers	22	3.7	82	13.7	328	54.7	156	26.0	12	2.0
		MOE	2	8.3	1	4.2	21	87.5	0	0.0	0	0.0
		PTA	21	17.5	1	0.8	96	80.0	1	0.8	1	0.8
57	The principal ensures that the teaching staff participate and attend seminars	Principal	2	8.3	13	54.2	5	20.8	1	4.2	3	12.5
		Teachers	70	11.7	338	56.3	128	21.3	35	5.8	29	4.8
		MOE	0	0.0	19	79.2	3	12.5	2	8.3	0	0.0
		PTA	20	16.7	90	75.0	5	4.2	3	2.5	2	1.7
58	The principal ensures that non teaching staff participate and attend seminars	Principal	3	12.5	11	45.8	4	16.7	2	8.3	4	16.7
		Teachers	56	9.3	174	29.0	87	14.5	160	26.7	123	20.5
		MOE	0	0.0	10	41.7	7	29.2	3	12.5	4	16.7
		PTA	12	10.0	72	60.0	4	3.3	16	13.3	16	13.3
59	The Principal organizes symposium for teaching and non teaching staff in the school	Principal	3	12.5	10	41.7	6	25.0	3	12.5	2	8.3
		Teachers	83	13.8	266	44.3	100	16.7	81	13.5	70	11.7
		MOE	1	4.2	22	91.7	1	4.2	0	0.0	0	0.0
		PTA	17	14.2	82	68.3	4	3.3	10	8.3	7	5.8
60	The Principal ensures that the newly recruited staff are mentored	Principal	0	0.0	10	41.7	4	16.7	9	37.5	1	4.2
		Teachers	48	8.0	132	22.0	120	20.0	199	33.2	101	16.8
		MOE	0	0.0	5	20.8	3	12.5	14	58.3	2	8.3
		PTA	6	5.0	27	22.5	9	7.5	66	55.0	12	10.0

Table 4.3.6 sought the opinion of respondents on principals role performance on staff development. Item fifty-one sought to know if the principal is professionally minded. The responses indicated that all the respondents disagreed with the statement as shown by principals 41.7%, Teachers 26.3%, Ministry of Education Officials 12.5% and PTA with 8.3%. This indicates that the principals were professionally minded. There is need for principals to be professionally minded. The principal needs to be committed and dedicated to his/her profession. Commitment and dedication can enhance teaching and learning which will eventually increase standard in the school.

Item fifty-two posited the questionnaire: do principals ensure that qualified teaching and non teaching staff are encouraged to go for in-service training. The responses indicated that all the respondents agreed with the statement. Principals 58.3%, Teachers 55.5%, Ministry of Education Officials 70.8% and PTA with 70.8%. This indicated that principals ensure that qualified teaching and non teaching staff are encouraged to go for in-service training. This is a good development, for it increases knowledge, skills, experience and understanding of staff and these ultimately enhance the job performance of staff.

Item fifty-three was on how the principals encourage qualified non-teaching staff to go for in-service training. The responses indicates that all the respondents agreed with the statement. Principals 54.2%, Teachers 55.5%, Ministry of Education Officials 83.3% and PTA with 76.7%. This indicated that principals encourage qualified non-teaching staff to go for in-service training. This is a good initiative, for it allows staff to acquire higher degrees, acquisition of higher degrees equip staff to keep abreast with recent developments in their field of specialization.

Item fifty-four was on whether the principal encourages teaching staff to go for conference. The responses indicated that all the respondents disagreed with the statement. Principals 16.7%, Teachers 5.5%, Ministry of Education Officials 25.0% and PTA with 17.5%. This indicated that principals do not encourage teachers to go for conferences. There is need for principals to encourage their teaching staff to go for conferences, for it leads to greater confidence on staff development. In some cases, promotion of staff to another level is based on how many conferences one attended and participated. Therefore, it should be encouraged by principals.

Item fifty-five was on how the principals encourage staff to go for conferences. The responses indicated that all the respondents disagreed with the statement. Principals 4.2%, Teachers 7.5%, Ministry of Education officials 0.0% and PTA 5.0%. This indicated that principals do not encourage staff to go for conferences. There is need for principals to encourage staff to go for conferences, attending and participating in conferences gives the staff an insight, confidence and build them for challenges in future.

Item fifty-six was on how the principals encourage the teaching staff to go for workshops. The responses indicates that all the respondents agreed with the statement. Principals 50.0%, Teachers 13.7%, Ministry of Education Officials 4.2% and PTA with 0.8%. This indicated that to some certain extent principals do not encourage teaching staff to go for workshops. There is need for principals to allow and encourage staff to go for workshops. In workshop experienced men and women (mentor) are meant to teach various subjects. During workshops, new ideas are taught and learnt. Hence principals should encourage staff to go for workshops.

Item fifty-seven was on how the principals ensure that the teaching staff participate and attend seminars. The responses indicated that all the respondents agreed with the statement. Principals 54.2%, Teachers 56.3%, Ministry of Education Officials 79.2% and PTA with 75.0%. This indicated that the principal ensures that teaching staff participate in and attend seminars. This is a good development, for it allows one to have series of experience and greater confidence on staff development.

Item fifty-eight was on how the principals ensure that non teaching staff participate in and attend seminars. The responses indicated that all the respondents agreed with the statement. Principals 45.8%, Teachers 29.0%, Ministry of Education Officials 41.7% and PTA with 60.0%. This indicated that the principal ensures that non teaching staff participate and attend seminars. This is a good development because presentation in seminar leads to greater confidence on staff.

Item fifty-nine was on how the principal organizes symposium for teaching and non teaching staff in the school. The responses indicated that all the respondents agreed with the statement. Principals 41.7%, Teachers 44.3%, Ministry of Education Officials 91.7% and PTA with 68.3%. This indicated that principals organize symposium for teaching and non teaching staff in the school. This is a good development for it allows experts and mentors to lecture the inexperienced staff on a particular subject. This creates awareness among them.

Item sixty was on how the principals ensure that the newly recruited staff are mentored. The responses indicated that all the respondents disagreed with this statement. Principals 41.7%, Teachers 22.0%, Ministry of Education Officials 20.8% and PTA with 22.5%. This indicated that principals do not ensure that newly recruited staff are

mentored. There is need for newly recruited staff to be given orientation or induction. This will enable them to get acquainted with the environment. The newly recruited staff need to be guided on what to do, when and how to do it. This will help him from making mistakes and pave ways for teaching and learning.

Generally, there was no consensus among the respondents about the professionalism disposition of the principals in secondary schools. In the table, 2 representing 8.3% and 10 representing 41.7% of the principals strongly agreed and agreed respectively that they were professionally minded in the school. But 3 representing 12.5% did not respond to the question while 6 representing 25.7% and 3 representing 12.5% disagreed and strongly disagreed with the suggestion. Among the teachers, only 49 representing 8.2% and 158 representing 26.3% strongly agreed and agreed with the suggestion. But 119 representing 19.8% did not respond to the question while 236 representing 39.3% and 38 representing 6.3% (teachers) disagreed and strongly disagreed respectively with the suggestion that the principals were professionally minded in the secondary schools. The MOE and the PTA officials generally did not agree that the principals were professionally minded.

There was, however, a consensus among the respondents that principals ensure that qualified teaching and non-teaching staff were encouraged to go for in-service training. This effort of the principals is said to even extend to all staff of the secondary schools. This is clearly demonstrated with the high frequency scores agreement by the respondents on item 53 and 54 of the table. But the respondents did not agree that the principals usually encourage teaching staff to go for conferences and workshops. This is demonstrated by the high percentage scores of disagreement by the respondents for items

54, 55 and 56 in the table. This pattern could be seen to cut across items 57 and 58 in the questionnaire where the role performance of the principals is not seen to have impacted positively on staff development in terms of training. However, the respondents agreed that the principals sometimes organize symposium for teaching and non teaching staff in the schools. But the respondents did not agree that the principals usually ensure that the newly recruited staff were mentored. From the analysis of the respondents' opinions in this table, the role performance of principals could be said to have minimally on staff development in the secondary schools within the zone.

4.3.7 Role Performance of Principals on the Maintenance of Facilities in Secondary Schools in North West Geo-Political Zone

The aim here is to examine the role performance of principals on the maintenance of school facilities in secondary schools of the zone. The research question used for this purpose asks how do Principals of secondary schools maintain their school facilities in North-West Geo-Political Zone, Nigeria? The construct is aimed at determining the extent to which the role performance of the principals has impacted on the maintenance of facilities for teaching and learning in the secondary schools. The opinions of the respondents on the suggested items used for the assessment are scored in frequencies and percentages by the individual groups in Table 4.3.7.

Table 4.3.7: Opinions of Respondents on the Role Performance of Principals on Maintenance of Facilities in Secondary Schools in North West Geo-Political Zone, Nigeria

S/N	Item Statement	Status	SA		A		U		D		SD	
			Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
61	The Principal ensures that teaching facilities such as chairs, desks are properly managed by the students	Principal	1	4.2	5	20.8	4	16.7	7	29.2	7	29.2
		Teachers	51	8.5	101	16.8	98	16.3	227	37.8	123	20.5
		MOE	1	4.2	8	33.3	4	16.7	6	25.0	5	20.8
		PTA	2	1.7	13	10.8	6	5.0	65	54.2	34	28.3
62	The Principal ensures that the chalk board is properly managed	Principal	1	4.2	4	16.7	4	16.7	8	33.3	7	29.2
		Teachers	41	6.8	124	20.7	119	19.8	209	34.8	107	17.8
		MOE	0	0.0	10	41.7	4	16.7	6	25.0	4	16.7
		PTA	1	0.8	10	8.3	5	4.2	79	65.8	25	20.8
63	The Principal ensures that the teaching aids provided to the teachers are properly utilized	Principal	4	16.7	3	12.5	5	20.8	6	25.0	6	25.0
		Teachers	63	10.5	210	35.0	131	21.8	129	21.5	67	11.2
		MOE	2	8.3	9	37.5	4	16.7	4	16.7	5	20.8
		PTA	8	6.7	20	16.7	13	10.8	62	51.7	17	14.2
64	The Principal ensures that laboratory facilities such as chemical and other essential items are provided and utilized	Principal	2	8.3	13	54.2	5	20.8	3	12.5	1	4.2
		Teachers	110	18.3	251	41.8	109	18.2	85	14.2	45	7.5
		MOE	0	0.0	20	83.3	3	12.5	1	4.2	0	0.0
		PTA	4	3.3	74	61.7	6	5.0	27	22.5	9	7.5
65	The Principal ensures that relevant textbooks are provided and utilized properly	Principal	5	20.8	12	50.0	5	20.8	1	4.2	1	4.2
		Teachers	221	36.8	243	40.5	84	14.0	46	7.7	6	1.0
		MOE	3	12.5	19	79.2	1	4.2	1	4.2	0	0.0
		PTA	28	23.3	84	70.0	4	3.3	4	3.3	0	0.0
66	The Principal ensures that library is well maintained	Principal	7	29.2	14	58.3	2	8.3	1	4.2	0	0.0
		Teachers	149	24.8	302	50.3	58	9.7	65	10.8	26	4.3
		MOE	2	8.3	17	70.8	1	4.2	3	12.5	1	4.2
		PTA	16	13.3	95	79.2	2	1.7	3	2.5	4	3.3
67	The Principal ensures that welfare service facilities are provided and well utilized	Principal	9	37.5	11	45.8	1	4.2	3	12.5	0	0.0
		Teachers	248	41.3	252	42.0	60	10.0	32	5.3	8	1.3
		MOE	7	29.2	15	62.5	1	4.2	1	4.2	0	0.0
		PTA	29	24.2	84	70.0	1	0.8	5	4.2	1	0.8
68	The Principal ensures that health facilities are well provided and utilized	Principal	5	20.8	9	37.5	6	25.0	4	16.7	0	0.0
		Teachers	103	17.2	264	44.0	109	18.2	105	17.5	19	3.2
		MOE	1	4.2	10	41.7	4	16.7	9	37.5	0	0.0
		PTA	13	10.8	36	30.0	6	5.0	65	54.2	0	0.0
69	The Principal ensures that games facilities are well provided and utilized	Principal	7	29.2	11	45.8	5	20.8	1	4.2	0	0.0
		Teachers	116	19.3	289	48.2	144	24.0	41	6.8	10	1.7
		MOE	1	4.2	17	70.8	5	20.8	1	4.2	0	0.0
		PTA	15	12.5	87	72.5	7	5.8	11	9.2	0	0.0
70	The Principal ensures that teaching facilities are provided and utilized	Principal	5	20.8	14	58.3	3	12.5	2	8.3	0	0.0
		Teachers	161	26.8	338	56.3	78	13.0	19	3.2	4	0.7
		MOE	5	20.8	17	70.8	1	4.2	1	4.2	0	0.0
		PTA	25	20.8	87	72.5	5	4.2	2	1.7	1	0.8

Table 4.3.7 sought the opinion of respondents on principals' role performance on maintenance of facilities. Item sixty-one was on how the principal ensures that teaching facilities such as chairs, desks are properly managed by the students. The responses indicated that all the respondents disagreed with this statement. Principals 20.8%, Teachers 16.8%, Ministry of Education Officials 33.3% and PTA with 10.8%. This indicated that principals do not ensure maintenance of facilities such as chairs, desks etc. There is need for maintenance of school facilities such as desks, chairs and others that provide comfort for the pupils. Maintenance allows derivation of maximum benefit from their use. If facilities are not maintained, they dilapidate and wear out faster than their lifespan.

Item sixty-two was on how the principals ensure that the chalk board is properly managed. The responses indicated that all the respondents disagreed with the statement. Principals 16.7%, Teachers 20.7%, Ministry of Education Officials 41.7% and PTA with 8.3%. This indicated that principals do not ensure proper management of chalkboard. There is need for proper management of chalkboard, for it aids teaching and learning.

Item sixty-three was on how the principals ensure that the teaching aids provided to the teachers are properly utilized. The responses indicated that all the respondents disagreed with this statement. Principals 12.5%, Teachers 35.0%, Ministry of Education Officials 37.5% and PTA with 16.7%. This indicates that principals do not ensure proper utilization of teaching aids provided to the teachers. There is need for principals to ensure proper utilization of teaching aids provided for the teachers, for teaching aids enhance teaching and learning.

Item sixty-four was on how the principals ensure that laboratory facilities such as chemical and other essential items are provided and utilized. The responses indicated that all the respondents agreed with this statement. Principals 54.2%, Teachers 41.8%, Ministry of Education Officials 83.3% and PTA with 61.7%. This indicated that principals ensure that laboratory facilities such as chemical and other essential items are provided and utilized. This is a good development, for it enhances teaching and learning and in turn leads to quality performance in the school.

Item sixty-five raised the question whether principals ensure that relevant textbooks are provided and utilized properly. The responses indicated that all the respondents agreed with this statement. Principals 50.0%, Teachers 40.5%, Ministry of Education Officials 79.2% and PTA with 70.0%. This indicated that principals ensure relevant textbooks are provided and utilized. This is a good measure because, relevant textbooks influence teaching and learning. This in turn enhances standard.

Item sixty-six was on how principals ensure that the school library is well maintained. The responses indicated that all the respondents agreed with this statement. Principals 58.3%, Teachers 50.3%, Ministry of Education Officials 70.8% and PTA with 79.2%. This indicated that principals ensure that school libraries are well maintained. This is a good development, for it allows researches and completion of assignments, which improve efficiency in education.

Item sixty-seven was on how the principals ensure that welfare service facilities are provided and well utilized. The responses indicated that all the respondents agreed with the statement. Principals 45.8%, teachers 42.0%, Ministry of Education Officials 62.5% and PTA with 70.0%. This indicated that principals ensure that welfare service

facilities are provided and well utilized. This is a good development, for it promotes and helps to motivate staff in a school setting.

Item sixty-eight was on how the principals ensure that health facilities are well provided and utilized. The responses indicated that all the respondents agreed with this statement. Principals 37.5%, Teachers 44.7%, Ministry of Education Officials 41.7% and PTA with 30.0%. This indicated that principals ensure that health facilities are well provided and in good shape and are properly utilized. This is a good development. It is important to maintain the facilities and the bay where students can be treated by the Dispensary Attendant or Medical Officer. This can promote healthy environment.

Item sixty-nine was on how the principals ensure that games facilities are well provided and utilized. The responses indicated that all the respondents agreed with this statement. Principals 45.8%, Teachers 48.2%, Ministry of Education Officials 70.8% and PTA with 72.5%. This indicated that principals ensure that games facilities are well provided and utilized. This connotes good progress, for it promotes discipline, and makes people physically fit and people who are physically fit have a lower risk of heart disease.

Item seventy was on how the principals ensure that teaching facilities are provided and utilized. The responses indicated that all the respondents agreed with the statement. Principals 58.3%, Teachers 56.5%, Ministry of Education officials 70.8% and PTA with 72.5%. This is a welcome development because teaching and learning facilities are inseparable. Teaching facilities such as pictures, maps, diagrams, graphs, workbooks, audio visual aids such as tape recorder, television, slide, radio and others make learning enjoyable, create interest in the learners, aid the teacher in his/her presentation, make

teaching and learning attractive, interesting and make learning concrete. It also helps the learner to have an in-depth understanding of the subject matter.

Furthermore, the respondents did not agree that the role performance of the principals could be said to have impacted positively on the maintenance of facilities in secondary schools of the zone. This observation cuts across the responses to items 61 to 63 in the table. The opinion could partly be attributable to the fact that maintenance of facilities did not squarely rest on the shoulders of the principals alone since it requires adequate funds for accomplishment. This would mean that efforts of the principals alone may not be adequate as assessed in this study. However, the respondents agreed in item 64 of the table that the principal ensures that laboratory facilities such as chemical and other essential items were provided and utilized. This is indicated by 2 representing 8.3% and 13 representing 54.2% of the principals, 110 representing 18.3% and 251 representing 41.8% of the teachers along with 20 representing 83.3% of the MOE officials who strongly agreed and agreed respectively that the principals ensure that laboratory facilities such as chemical and other essential items were provided and utilized. Among the PTA officials, 4 representing 3.3% and 74 representing 61.7% of them strongly agreed and agreed with the opinion respectively. The percentages for disagreement on this item were relatively low across the groups of respondents as indicated in the table. This pattern of response was observed for the role performance of the principals as it relates to them ensuring that relevant textbooks are provided and utilized properly in the secondary schools. The respondents were also of the opinion that the principals ensure that the schools' libraries were well maintained. These were

indicated with high frequency scores for agreement with the suggestions for items 65 and 66 in the table.

The respondents were in agreement in item 67 where 9 representing 37.5% and 11 representing 45.8% of the principals, 248 representing 41.3% and 252 representing 42.0% of the teachers along with 7 representing 29.2% and 15 representing 62.5% of the MOE strongly agreed and agreed respectively that the principals ensured that welfare service facilities are provided and well utilized. Even among the PTA officials, 29 representing 24.2% and 84 representing 70.0% strongly agreed and agreed respectively with this opinion. The percentages for disagreement were relatively low. In item 68, only the principals and teachers held the view that the role performance by the principals has significant impact on the provision of health facilities in the secondary schools. For the principals, 5 representing 20.8% and 9 representing 27.5% along with 103 representing 17.2% and 264 representing 44.0% of the teachers strongly agreed that the principals ensure that health facilities were well provided and utilized in the secondary schools. Though, 6 representing 25.0% of the principals and 109 representing 18.2% of the principals did not respond to the question but 4 representing 16.7% and 105 representing 17.5% of the teachers disagreed with the opinion. Among the MOE and PTA officials, most did not agree that the role performance of the principals enabled them to ensure that health facilities were well provided and utilized. The respondents however agreed that the principals ensured that games and teaching facilities were well provided and utilized in the secondary schools.

4.3.8 Role Performance of Principals on Discipline in Secondary Schools in North West Geo-Political Zone

The aim of this assessment is to examine the role performance of principals on maintenance of discipline in secondary schools. The research question associated with the objective asks how do Principals of secondary schools maintain discipline in their schools within the North-West Geo-Political Zone of Nigeria? The opinions of the respondents on the role performance of principals in relation to maintenance of discipline in the schools are presented in frequencies and percentages in Table 4.3.8.

Table 4.3.8: Opinions of Respondents on the Role Performance of Principals on Discipline in Secondary Schools in North-West Geo-Political Zone, Nigeria

S/N	Item Statement	Status	SA		A		U		D		SD	
			Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
71	The Principal is morally sound as such staff and students see him as a role model	Principal	3	12.5	14	58.3	2	8.3	3	12.5	2	8.3
		Teachers	154	25.7	298	49.7	69	11.5	55	9.2	24	4.0
		MOE	1	4.2	21	87.5	1	4.2	1	4.2	0	0.0
		PTA	17	14.2	88	73.3	5	4.2	9	7.5	1	0.8
72	Teachers are morally upright such that students see them as role model	Principal	2	8.3	9	37.5	4	16.7	7	29.2	2	8.3
		Teachers	48	8.0	207	34.5	88	14.7	213	35.5	44	7.3
		MOE	0	0.0	12	50.0	5	20.8	6	25.0	1	4.2
		PTA	6	5.0	83	69.2	4	3.3	18	15.0	9	7.5
73	Principal ensures that teachers who are found wanting are disciplined by means of dismissal or suspension	Principal	5	20.8	17	70.8	1	4.2	1	4.2	0	0.0
		Teachers	71	11.8	388	64.7	86	14.3	46	7.7	9	1.5
		MOE	1	4.2	21	87.5	2	8.3	0	0.0	0	0.0
		PTA	17	14.2	99	82.5	2	1.7	1	0.8	1	0.8
74	Principal ensures that teachers who are found wanting are demoted or transferred to another school	Principal	4	16.7	12	50.0	1	4.2	6	25.0	1	4.2
		Teachers	92	15.3	321	53.5	79	13.2	97	16.2	11	1.8
		MOE	1	4.2	20	83.3	2	8.3	1	4.2	0	0.0
		PTA	12	10.0	95	79.2	2	1.7	11	9.2	0	0.0
75	The Principal ensures that students who are found wanting are dismissed or suspended	Principal	3	12.5	15	62.5	4	16.7	1	4.2	1	4.2
		Teachers	110	18.3	338	56.3	99	16.5	40	6.7	13	2.2
		MOE	1	4.2	20	83.3	1	4.2	2	8.3	0	0.0
		PTA	18	15.0	94	78.3	3	2.5	4	3.3	1	0.8
76	The Principal ensures that students found wanting are served with warning letter	Principal	3	12.5	9	37.5	4	16.7	6	25.0	2	8.3
		Teachers	74	12.3	271	45.2	140	23.3	89	14.8	26	4.3
		MOE	0	0.0	17	70.8	2	8.3	5	20.8	0	0.0
		PTA	11	9.2	89	74.2	7	5.8	11	9.2	2	1.7
77	The Principal uses the disciplinary committee in the maintenance of the behaviour of staff and students	Principal	3	12.5	16	66.7	2	8.3	0	0.0	3	12.5
		Teachers	73	12.2	368	61.3	85	14.2	56	9.3	18	3.0
		MOE	0	0.0	21	87.5	2	8.3	0	0.0	1	4.2
		PTA	13	10.8	100	83.3	5	4.2	1	0.8	1	0.8
78	The Principal uses School Based Management Committee to maintain discipline in the school	Principal	3	12.5	9	37.5	6	25.0	6	25.0	0	0.0
		Teachers	65	10.8	281	46.8	136	22.7	87	14.5	31	5.2
		MOE	1	4.2	13	54.2	4	16.7	5	20.8	1	4.2
		PTA	5	4.2	88	73.3	4	3.3	13	10.8	10	8.3
79	The Principal ensures that no teacher is above the law when it comes to enforcement of discipline in the school	Principal	6	25.0	6	25.0	4	16.7	7	29.2	1	4.2
		Teachers	98	16.3	244	40.7	91	15.2	108	18.0	59	9.8
		MOE	1	4.2	13	54.2	1	4.2	8	33.3	1	4.2
		PTA	4	3.3	22	18.3	5	4.2	58	48.3	31	25.8
80	The Principal believes that all students are equal when it comes to enforcement of discipline in the school	Principal	4	16.7	8	33.3	4	16.7	5	20.8	3	12.5
		Teachers	98	16.3	209	34.8	96	16.0	138	23.0	59	9.8
		MOE	1	4.2	13	54.2	2	8.3	7	29.2	1	4.2
		PTA	6	5.0	16	13.3	5	4.2	45	37.5	48	40.0

Table 4.3.8 sought the opinion of respondents on principals' role performance on the maintenance of discipline. Item seventy-one inquired if the principal is morally sound as such staff and students see him as a role model. The responses indicated that all the respondents agreed with this statement. Principals 58.3%, Teachers 49.7%, Ministry of Education Officials 87.5% and PTA with 73.3%. This indicated that the principal is morally sound as such staff and students see him/her as a role model. This is a good development, pupils look at their heads as mirror and as an instrument of learning. His ability to give up objectionable habits and adopt certain virtues enhance discipline in school setting.

Item seventy-two queried if the teachers are morally upright as such students see them as role models. The responses agreed with this statement. Principals 37.5%, Teachers 34.5%, Ministry of Education Officials 50.0% and PTA with 69.2%. This indicated that teachers are morally upright as students see them as role models. Therefore, punishment should be rational and rapport between teachers and administrator, teachers and pupils should be cordial. Schools should supply adequate physical facilities, instructional facilities and better curriculum will help in maintaining discipline.

Item seventy-three was on how principals ensure that teachers who are found wanting are disciplined by means of dismissal or suspension. The responses indicated that all the respondents agreed with this statement. Principals 70.8%, Teachers 64.7%, Ministry of Education Officials 87.5% and PTA with 82.5%. This indicates that principals ensures that teachers who are found wanting are disciplined by means of dismissal or suspension. This is a good development, for it will minimize indiscipline among teachers in the school.

Item seventy-four was on how principals ensure that teachers who are found wanting are demoted or transferred to another school. The responses indicated that all the respondents agreed with this statement. Principals 50.0%, Teachers 53.5%, Ministry of Education Officials 83.3% and PTA with 79.2%. This indicated that the principal ensures that teachers who are found wanting are demoted or transferred to another school. Hence teachers ought to work under stipulated regulations. This will promote good school management.

Item seventy-five was on how the question whether principals ensure that students who are found wanting are dismissed or suspended. The responses indicated that all the respondents agreed with this statement. Principals 62.5%, Teachers 56.3%, Ministry of Education Officials 83.3% and PTA with 78.3%. This indicated that the principal ensures that students who are found wanting are dismissed or suspended. This is a welcome development, for it can minimize crimes to the lowest minimum and this can in turn pave ways for peace and unity.

Item seventy-six was on how the principals ensure that students found wanting are served with warning letter. The responses indicated that all the respondents agreed with this statement. Principals 37.5%, Teachers 45.20%, Ministry of Education Officials 70.8% and PTA with 74.2%. This indicates that principals ensure that students found wanting are served with warning letter. This is a good development for it will serve as a deterrent to other students who intend to misbehave as well as prevent occurrence of such offence. This is also good for effective management of school.

Item seventy-seven was on how principals use disciplinary committee in the maintenance of behavior of staff and students. The responses indicated that all the

respondents agreed with this statement. Principals 66.7%, Teachers 61.3%, Ministry of Education Officials 87.5% and PTA with 83.3%. This indicates that principals use disciplinary committee in the maintenance of behavior of staff and students. This is a good development for it helps to guide against rampage, selfishness and in turn pave ways for qualitative and quantitative performance.

Item seventy-eight was on how the principal uses school based management committee to maintain discipline in the school. The responses indicated that all the respondents agreed with this statement. Principals 37.5%, Teachers 46.8%, Ministry of Education Officials 54.2% and PTA with 73.3%. This indicated that principals use school based management committee to maintain discipline in the schools. This is a good development, for it allows peace to reign and as a result enhance better performance.

Item seventy-nine was on how the principals ensure that no teacher is above the law when it comes to enforcement of discipline in the schools. The responses indicated that all the respondents disagreed with this statement. Principals 25.0%, Teachers 16.3%, Ministry of Education Officials 4.2% and PTA with 3.3%. This indicated that principals do not uphold and enforce the dictum that no teacher is above the law, when it comes to enforcement of discipline in the school. All the teachers should be treated equally no matter their status. To be fair and just enhances.

Item eighty was on how the principal believes that all students are equal when it comes to enforcement of discipline in the school. The responses indicated that all the respondents agreed with this statement. Principals 33.3%, Teachers 34.8%, Ministry of Education Officials 54.2% and PTA with 13.3%. This indicates that principals to some extent believe that all students are equal when it comes to enforcement of discipline in

the schools. All students are equal and should be treated equally no matter their background when it comes to enforcement of discipline. This in turn will enhance better performance.

Generally, the construct clearly shows that the role performance of principals is perceived to have very positive impact on discipline in the secondary schools. In item 71, 3 representing 12.55 and 14 representing 58.3% of the principals strongly agreed and agreed with this suggestion. Only 3 representing 12.5% and 2 representing 8.3% of the principals disagreed and strongly and strongly disagreed with the notion and 1 representing 4.2% did not respond to the question. On the part of the teachers, 154 representing 25.7% and 298 representing 49.7% strongly agreed and agreed respectively. But 69 representing 11.5% of teachers did not respond to the question while 55 representing 9.2% and 24 representing 4.0% of teachers disagreed and strongly disagreed with the suggestion. On the part of the MOE and the PTA officials, the opinion is unanimous that the principals were morally sound such that staff and students see them as role models. The teachers and principals did not agree that teachers in the secondary schools were morally upright such that students see them as role models. This is, however, contradicts the opinions of the MOE and PTA officials who upheld the views that the teachers were morally upright such that students see them as role models.

The respondents unanimously agreed that principals ensure that teachers who were found wanting were disciplined by means of dismissal or suspension, demoted or transferred to another school. These are clearly indicated in the responses to items 73 and 74 respectively by the groups of respondents. The same measure of discipline is extended to the students as expressed by the respondents to items 75 and 76 in the table. On the

modalities used in enforcing discipline, 3 representing 12.5% and 16 representing 66.7% of the principals, 73 representing 12.2% and 368 representing 61.3% of the teachers along with 21 representing 87.5% of the MOE officials strongly agreed and agreed respectively that the principal uses the school disciplinary committee in the maintenance of discipline and ensure that the behaviour of staff and students conform to the expected standard. This is expressed by the respondents in items 77 and 78 of the table. However, the PTA officials disagreed with the MOE officials, principals and teachers that the measures of discipline are applied equally to all teachers and students of the secondary schools. In item 79 of the table, 58 representing 48.3% and 31 representing 25.8% of the PTA officials disagreed and strongly disagreed respectively with the suggestion that principals ensure that no teacher was above the law when it comes to enforcement of discipline in the school and that all students were equal when it comes to enforcement of discipline in the school. This was equally the response of the PTA officials on items 80 of the table where 45 representing 37.5% and 48 representing 40.0% disagreed and strongly disagreed that all students were equal when it comes to enforcement of discipline in the school. From these observations, the measures of discipline enforced by the principals in the schools are not completely devoid of some cleavages.

4.3.9 Role Performance of Principals on Internal Supervision in Secondary Schools in North-West Geo-Political Zone

The assessment here is aimed at determining the role performance of Principals on internal supervision in secondary schools in the zone. The research question used for the investigation asks, how do principals of secondary schools carry out their internal supervision in North-West Geo-Political Zone, Nigeria? In Table 4.3.9, the opinions of the groups on the suggested items for the internal supervision of the schools are presented in frequencies and percentages.

Table 4.3.9: Opinions of Respondents on the Role Performance of Principals on Internal Supervision in Secondary Schools in North-West Geopolitical Zone, Nigeria

S/N	Item Statement	Status	SA		A		U		D		SD	
			Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
81	The Principal goes round every day from one class to another to ensure instructions are taking place	Principal	6	25.0	11	45.8	4	16.7	3	12.5	0	0.0
		Teachers	147	24.5	315	52.5	68	11.3	52	8.7	18	3.0
		MOE	1	4.2	20	83.3	2	8.3	1	4.2	0	0.0
		PTA	17	14.2	89	74.2	2	1.7	4	3.3	8	6.7
82	The Principal ensures that teachers adhere to scheme of work. He/she checks scheme of work of all teachers from time to time	Principal	3	12.5	11	45.8	7	29.2	1	4.2	2	8.3
		Teachers	87	14.5	308	51.3	93	15.5	73	12.2	39	6.5
		MOE	0	0.0	14	58.3	2	8.3	8	33.3	0	0.0
		PTA	14	11.7	100	83.3	2	1.7	2	1.7	2	1.7
83	The Principal ensures that teachers prepare lesson plans before going to the class	Principal	4	16.7	15	62.5	3	12.5	1	4.2	1	4.2
		Teachers	110	18.3	340	56.7	118	19.7	21	3.5	11	1.8
		MOE	2	8.3	19	79.2	3	12.5	0	0.0	0	0.0
		PTA	28	23.3	81	67.5	10	8.3	1	0.8	0	0.0
84	The Principal ensures that teachers provide lesson notes	Principal	6	25.0	14	58.3	2	8.3	1	4.2	1	4.2
		Teachers	138	23.0	341	56.8	76	12.7	28	4.7	17	2.8
		MOE	4	16.7	15	62.5	1	4.2	4	16.7	0	0.0
		PTA	32	26.7	84	70.0	2	1.7	2	1.7	0	0.0
85	The Principal ensures that new teachers posted to the school are mentored by the experienced teachers	Principal	10	41.7	6	25.0	1	4.2	6	25.0	1	4.2
		Teachers	124	20.7	307	51.2	81	13.5	60	10.0	28	4.7
		MOE	4	16.7	12	50.0	5	20.8	3	12.5	0	0.0
		PTA	38	31.7	71	59.2	2	1.7	8	6.7	1	0.8
86	The Principal ensures that appropriate and relevant textbooks are provided for teachers and students to use	Principal	2	8.3	4	16.7	6	25.0	6	25.0	6	25.0
		Teachers	55	9.2	137	22.8	112	18.7	204	34.0	92	15.3
		MOE	1	4.2	4	16.7	8	33.3	10	41.7	1	4.2
		PTA	7	5.8	23	19.2	7	5.8	72	60.0	11	9.2
87	The Principal ensures that all classroom's facilities such as desks, chairs and chalkboards are in order	Principal	6	25.0	11	45.8	6	25.0	1	4.2	0	0.0
		Teachers	104	17.3	345	57.5	98	16.3	41	6.8	12	2.0
		MOE	3	12.5	19	79.2	1	4.2	1	4.2	0	0.0
		PTA	19	15.8	85	70.8	4	3.3	11	9.2	1	0.8
88	The Principal ensures that teachers only teach what they specialize on	Principal	4	16.7	13	54.2	4	16.7	3	12.5	0	0.0
		Teachers	110	18.3	385	64.2	64	10.7	35	5.8	6	1.0
		MOE	3	12.5	18	75.0	2	8.3	1	4.2	0	0.0
		PTA	15	12.5	99	82.5	5	4.2	1	0.8	0	0.0
89	The Principal ensures that teachers go to classes at the appropriate time	Principal	7	29.2	10	41.7	4	16.7	3	12.5	0	0.0
		Teachers	129	21.5	356	59.3	64	10.7	32	5.3	19	3.2
		MOE	0	0.0	19	79.2	2	8.3	2	8.3	1	4.2
		PTA	15	12.5	99	82.5	3	2.5	1	0.8	2	1.7
90	The Principal emphasizes to teachers on proper time and class management for effective content delivery	Principal	4	16.7	14	58.3	6	25.0	0	0.0	0	0.0
		Teachers	125	20.8	367	61.2	65	10.8	27	4.5	16	2.7
		MOE	2	8.3	21	87.5	1	4.2	0	0.0	0	0.0
		PTA	18	15.0	98	81.7	2	1.7	1	0.8	1	0.8

Table 4.3.9 sought the opinion of respondents on principals role performance on internal supervision. Item eighty-one inquired if the principal goes round every day from one class to another to ensure instructions are taking place. The responses agreed with this statement. Principals 45.8%, Teachers 52.5%, Ministry of Education Officials 83.3% and PTA with 74.2%. This indicated that the principal goes round every day from one class to another to ensure instructions are taking place. This is a good development, for it prevents deviation and enhances teaching and learning process.

Item eighty-two was on how the principals ensure that teachers adhere to scheme of work. He/she checks scheme of work of all teachers from time to time. The responses agreed with the statement. Principals 45.8%, Teachers 51.3%, Ministry of Education Officials 58.3% and PTA with 83.3%. This indicated that principals ensure that teachers adhere to scheme of work. He/she checks scheme of work of all teachers from time to time. This is a good progress, for it allows consistency in the statement of work.

Item eighty-three was on how the principals ensure that teachers prepare lesson plans before going to the class. The responses agreed with the statement. Principals 62.5%, Teachers 56.7%, Ministry of Education Officials 79.2% and PTA with 67.5%. This indicated that principals ensure that teachers prepare lesson plans before going to the class. This is good development, for it gives the teacher confidence, meaningful objectives.

Item eighty-four was on how the principal ensures that teachers provide lesson notes. The responses agreed with the statement. Principals 58.3%, Teachers 56.8%, Ministry of Education Officials 62.5% and PTA with 70.0%. This indicated that principals ensure that teachers provide lesson notes. This is a good development, for it

enables the teacher to give consideration to such factors as the nature of the topic to be taught, the best way to put it across and the possible problems learners may encounter while learning it. Lesson planning also gives the teacher confidence in front of his class and enhances a logical and sequential presentation of learning experience. Lesson notes promote efficiency during instruction.

Item eighty-five was on how the principal ensures that new teachers posted to the school are mentored by the experienced teachers. The responses disagreed with the statement. Principals 41.7%, Teachers 20.7%, Ministry of Education Officials 16.7% and PTA with 31.7%. This indicated that principals do not ensure that new teachers posted to the school are mentored by experienced teachers. There is need for newly posted teachers to schools to be guided by the experienced teachers in the school. This will enable them to get familiar with the school environment, what to do and how to do it.

Item eighty-six was on how the principal ensures that appropriate and relevant textbooks are provided for teachers and students to use. The responses disagreed with the statement. Principals 16.7%, Teachers 22.8%, Ministry of Education Officials 16.7% and PTA 19.2%. This indicated that principals do not ensure that appropriate and relevant textbooks are provided for teachers and students to use. There is need for principals to ensure that appropriate and relevant textbooks are provided for teachers and students to use. Appropriate and relevant textbooks aid teaching and learning process.

Item eighty-seven was on how the principal ensures that all classroom facilities such as desks, chairs and chalkboards are in order. The responses agreed with the statement. Principals 45.8%, Teachers 57.5%, Ministry of Education Officials 79.2% and PTA with 70.8%. This indicated that the principal ensures that all classroom facilities

such as desks, chairs and chalkboards are in order. This is a good development, for it makes necessary movement possible, adds beauty to the room and creates the kind of classroom environment which makes learning easier and more beneficial. This in turn makes for the comfort of his pupils, health and psychological upliftment.

Item eighty-eight was on how the principal ensures that teachers only teach what they specialize on. The responses agreed with the statement. Principals 54.2%, Teachers 64.2%, Ministry of Education Officials 75.0% and PTA with 82.5%. This indicated that the principal ensures that teachers only teach what they specialize on. This is a good development, for it allows mastery of the subject matter, which leads to better performance. Specialization is necessary for efficiency and appropriate use of labour. This in turn leads to effective transmission of learning and ultimately the goal of that level of education will be achieved.

Item eighty-nine was on how the principal ensures that teachers go to classes at the appropriate time. The responses agreed with the statement. Principals 41.7%, Teachers 59.3%, Ministry of Education Officials 79.2% and PTA 82.5%. This indicated that the principal ensures that teachers go to classes at the appropriate time. This is good progress. Punctuality enhances teaching and learning.

Item ninety was on how the principal emphasizes to teachers on proper time and class management for effective content delivery. The responses disagreed with the statement. Principals 16.7%, Teachers 20.8%, Ministry of Education Officials 8.3% and PTA 15.0%. This indicated that principals do not emphasize to teachers the necessity of proper time and class management for effective content delivery. There is need for principals to emphasize to teachers proper time and class management.

However, though there were minor divergent opinions among the groups of respondents but the consensus of opinion was that the principal goes round the school during the lesson hours to ensure that instructions are taking place. The respondents were of the view that the principals ensure that teachers adhere to scheme of work and that they check the scheme of work of all teachers from time to time. There was some divergent opinion by the MOE officials in which 8 or 33.3% disagreed that the principals usually check the teachers' scheme of work in the schools. The respondents agreed that the principals ensure that teachers prepare lesson plans before going to the class and that teachers provide lesson notes for the students. These were expressed with high percentages for agreement in the table for items 82, 83 and 84 respectively.

The demonstration of the role performance of principals on the internal supervision of the secondary schools in the zone is further seen in item 85 where 10 representing 41.7% and 6 representing 25.0% of the principals, 124 representing 20.7% and 307 representing 51.2% of the teachers along with 4 representing 16.7% and 12 representing 50.0% of the MOE officials strongly agreed and agreed respectively that principals ensure that new teachers posted to the schools are mentored by the experienced teachers. Only 6 representing 25.0% and 1 representing 4.2% of the principals, 60 representing 10.0% and 28 representing 4.7% of the teachers along with 3 representing 12.5% of the MOE officials disagreed and strongly disagreed with this opinion. 81 representing 13.5% of teachers, 5 representing 20.8% of MOE of officials along with 1 representing 4.2% of the principals did not answer the question. On the part of the PTA officials, 38 representing 31.7% and 71 representing 59.2% strongly agreed and agreed respectively with the opinion. But 8 representing 6.7% and 1 representing 0.8% of PTA

officials disagreed and strongly disagreed with the opinion. 2 representing 1.7% did not answer the question.

The respondents did not agree that principals of the schools usually ensure that appropriate and relevant textbooks were provided for teachers and students to use. However, the respondents agreed that as part of their duties, the principals ensured that all classrooms facilities such as desks, chairs and chalkboards were in order and that teachers only teach what they specialized on in the secondary schools. As part of supervision, the respondents agreed that the principals usually ensure that teachers go to classes at the appropriate time and in item 10 of the table the respondents agreed that the principals usually emphasize to teachers the proper time and class management for effective content delivery of lessons in the secondary schools. From the observations, it could be said that the role performance of principals is positive in the internal supervision of the secondary schools in the zone.

4.4 Hypotheses Testing

The hypotheses raised in the study are aimed at determining possible significant difference in the opinions of the respondents on the role performance of principals in secondary schools. Each of the component variables of role performance was individually utilized as one of the hypotheses of the study. The hypotheses are tested as follows:

The nine hypotheses raised in the study were aimed at assessing the role performance of principals in secondary schools in North-West Geo-Political Zone, Nigeria.

Hypothesis I

Hypothesis one states that there is no significant difference in the opinions of the principals, teachers, Ministry of Education officials and PTA officials of secondary schools on the assessment of the role performance of principals on interpersonal relationship in secondary schools in North-West Geo-Political Zone, Nigeria. Details of the result are presented in table 4.4.1.

Table 4.4.1: One Way Analysis of Variance on the Role Performance of Principals on Interpersonal Relationship in Secondary Schools in North-West Geo-Political Zone, Nigeria

Sources	Sum of Squares	DF	Mean Square	F	P value
Between Groups	.123	3	.041	.289	.833
Within Groups	108.152	764	.142		
Total	108.274	767			

(F-critical = 2.60, $P > 0.05$)

Table 4.4.1 revealed that there is no significant difference in the opinions of the Principals, Teachers, Ministry of Education officials and PTA representatives on the perceived role performance of principals on interpersonal relationship in secondary schools within the zone. The observed F-value (0.289) is lower than the critical value of 2.60 at the same degree of freedom. The observed level of significance 0.833 is higher than the fixed level of 0.05 ($p = 0.05$). The null hypothesis which says that there is no significant difference in the opinion of respondents on the assessment of role performance of principals on interpersonal relationship in secondary schools in North-West Geo-Political Zone, Nigeria is therefore retained. The mean scores of the respondents on the variable are presented in table 4.4.1.2.

Table 4.4.1.2: Mean scores of the respondents on the role performance of principals on interpersonal relationship in secondary schools.

Designation	N	Mean	Std. Deviation	Std. Error
Principal	260	3.9000	.44721	.09129
Teachers	380	3.8367	.39562	.01615
MOE	18	3.8750	.25065	.05116
PTA	110	3.8425	.26494	.02419
Total	768	3.8408	.37572	.01356

The mean scores of the respondents indicated in the table are all within the agreement level. This means that all the respondents agreed that role performance of principals on interpersonal relationship in the secondary schools could be said to be effective for maintenance of good cordial interpersonal relationship between staff and the communities where the schools were located respectively. The variability on the mean scores is not very high. This accounted for the no significant observation in the test.

Hypothesis II:

Table 4.4.2 revealed that there is no significant difference in the opinions of the Principals, Teachers, Ministry of Education officials and PTA on the perceived role performance of principals on record management in secondary schools in North-West Geo-Political Zone, Nigeria. Details of the result are presented in table 4.4.2.

Table 4.4.2: One Way Analysis of Variance on Role Performance of Principals on Record Management in Secondary Schools by the Respondents

Sources	Sum of Squares	DF	Mean Square	F	P value
Between Groups	1.582	3	.527	4.214	.006
Within Groups	95.628	764	.125		
Total	97.210	767			

(F-critical = 2.60, P < 0.05)

Table 4.4.2 revealed significant difference in the opinions of the respondents on the role performance of principals as it affects record management in the secondary

schools. This is indicated with an observed F-value of 4.214 and a significant level of 0.006 ($P < 0.05$). With these observations, there is sufficient evidence to reject the null hypothesis. Scheffe test on individual group in table 4.4.2.1.

Table 4.4.2.1: Mean scores of the respondents on the role performance of principals on the record management in secondary schools.

Designation	N	Mean	Std. Deviation	Std. Error
Principal	280	3.6250	.37677	.07691
Teachers	380	3.6020	.37656	.01537
MOE	18	3.5083	.20624	.04210
PTA	110	3.4833	.23275	.02125
Total	768	3.5813	.35601	.01285

From the mean scores in the table, the respondents could be said to have agreed that role performance of principals had positive impact on the record management of the secondary schools. The only divergent opinion here was the PTA officials whose opinion was not very high relative to other groups like the MOE, Teachers and the Principals. However, a mean separation test was performed on the mean scores to establish the group that was significantly different from the others on the effectiveness of the role performance of principals on record management of the secondary schools. The Scheffe procedure was used for the test and the result is summarized in Table 4.17.

Table 4.4.2.2: Result of Scheffe Test on Respondents Role Performance of Principals on Record Management of the Secondary Schools in North-West Geo-Political Zone, Nigeria

(I) Status	(J) Status	Mean Difference (I-J)	Std. Error	P value
Principal	Teachers	.02300	.07365	.992
	MOE	.11667	.10213	.728
	PTA	.14167	.07911	.361
Teachers	Principal	-.02300	.07365	.992
	MOE	.09367	.07365	.656
	PTA	.11867(*)	.03538	.011
MOE	Principal	-.11667	.10213	.728
	Teachers	-.09367	.07365	.656
	PTA	.02500	.07911	.992
PTA	Principal	-.14167	.07911	.361
	Teachers	-.11867(*)	.03538	.011
	MOE	-.02500	.07911	.992

* The mean difference is significant at the 0.05 level.

The observed significant variability between the groups' expressed opinion on the role performance of principals on record management of the secondary schools was between the teachers and the PTA officials. Between the MOE and the Teachers, no significant difference was observed. The PTA were not significantly different from the principals and the MOE. The principals were not significantly different from the Teachers, the MOE and the PTA officials.

Hypothesis III:

Hypothesis three states that there is no significant difference in the opinions of the Principals, Teachers, Ministry of Education officials and PTA of secondary schools on the assessment of the role performance of principals on school-community relationship in secondary schools in North-West Geo-Political Zone, Nigeria. Details of the result are presented in table 4.4.3

Table 4.4.3: One Way Analysis of Variance on the Role Performance of Principals on School-Community Relationship in Secondary Schools in North-West Geo-Political Zone, Nigeria

Sources	Sum of Squares	DF	Mean Square	F	P value
Between Groups	1.648	3	.549	2.967	.031
Within Groups	141.511	764	.185		
Total	143.160	767			

(F-critical = 2.60, P < 0.05)

Table 4.4.3 revealed that the respondents differ significantly in their opinions of the role performance of principals on school-community relationship in secondary schools in the zone. The observed F-value (2.967) is higher than the critical value of 2.60 at the same (3, 764) degree of freedom. The observed level of significance obtained in the test is 0.031 (P < 0.05). With this evidence the null hypothesis could be rejected. The mean scores of the respondents on the variable are presented in Table 4.4.3.1.

Table 4.4.3.1: Mean scores of respondents on the role performance of principals on school-community relationship in secondary schools.

Designation	N	Mean	Std. Deviation	Std. Error
Principal	260	4.3250	.36624	.07476
Teachers	380	4.2703	.45110	.01842
MOE	18	4.1542	.38784	.07917
PTA	110	4.1567	.33147	.03026
Total	768	4.2507	.43203	.01559

The mean scores in the table clearly showed that all the respondents were in agreement that the role performance of principals on school-community relationship in secondary schools within the zone had positive impact on the school-community relationship. The observed variability in the mean scores is clearly an issue of the magnitude of the scores by the groups. However, a mean separation test was performed on the scores to establish groups that were significantly different from the others in their perceived role performance of the principals on the school-community relationship in the secondary schools. The result of the Scheffe procedure used in the test is summarized in Table 4.4.3.2. Scheffe test on the variables are tabulated in table 4.4.3.2.

Table 4.4.3.2: Result of Scheffe Test on the Respondents Role Performance of Principals on School-Community Relationship in Secondary Schools in North-West Geo-Political Zone, Nigeria

(I) Status	(J) Status	Mean Difference (I-J)	Std. Error	P value
Principal	Teachers	.05467	.08959	.946
	MOE	.17083	.12424	.596
	PTA	.16833	.09624	.383
Teachers	Principal	-.05467	.08959	.946
	MOE	.11617	.08959	.641
	PTA	.11367*	.04304	.054
MOE	Principal	-.17083	.12424	.596
	Teachers	-.11617	.08959	.641
	PTA	-.00250	.09624	1.000
PTA	Principal	-.16833	.09624	.383
	Teachers	-.11367*	.04304	.054
	MOE	.00250	.09624	1.000

* The mean difference is significant at the 0.05 level.

The test revealed that the teachers and PTA officials were the only groups that were significantly different from each other in their ratings of the role performance of principals on school-community relationship in the secondary schools. Between other groups (principals vs teacher, principals vs MOE official and MOE vs Teachers) no significant difference was observed in their ratings.

Hypothesis IV:

Hypothesis four states that there is no significant difference in the opinions of the Principals, Teachers, Ministry of Education officials and PTA of secondary schools on the assessment of the role performance of principals on communication in secondary schools in North-West Geo-Political Zone, Nigeria. Details of the result are presented in table 4.4.4

Table 4.4.4: One Way Analysis of Variance on the Role Performance of Principals on Communication in Secondary Schools in North-West Geo Political Zone, Nigeria

Sources	Sum of Squares	DF	Mean Square	F	P value
Between Groups	10.574	3	3.525	14.737	.000
Within Groups	182.720	764	.239		
Total	193.293	767			

(F-critical = 2.60, P < 0.05)

Table 4.4.4 revealed that the respondents differ significantly in their opinion on the role performance of principals on communication in secondary schools within the zone. The observed F-value in the test (14.737) is higher than the critical value of 2.60 and the level of significance obtained for the test is 0.000 (P < 0.05). This means that the null hypothesis states that there is enough evidence to reject the null hypothesis. The mean scores of the groups on the variable are presented in Table 4.4.4.1.

Table 4.4.4.1: Mean scores of the respondents on role performance of principals on communication in secondary schools

Designation	N	Mean	Std. Deviation	Std. Error
Principal	260	3.7500	.58235	.11887
Teachers	380	3.5813	.51204	.02090
MOE	18	3.8250	.31519	.06434
PTA	110	3.8883	.36188	.03303
Total	768	3.6422	.50201	.01811

The scores in the table clearly revealed that all the respondents agreed that role performance of principals positively impacted on communication in secondary schools within the zone. The observed significant variability in the scores could therefore be attributable to the magnitude of the groups' ratings. To determine the groups that were significantly different from the others in the rating, a post hoc test was conducted on the mean scores using the Scheffe procedure. The result is summarized in Table 4.4.4.2.

To determine the group that was significantly different from the others in the rating, a post hoc test was conducted on the eman scores using the Scheffe procedure. The result is summarised in Table 4.4.4.2.

Table 4.4.4.2: Result of Scheffe test on the respondents on role performance of principals on communication in Secondary Schools in North-West Geo Political Zone, Nigeria

(I) Status	(J) Status	Mean Difference (I-J)	Std. Error	P value
Principal	Teachers	.16867	.10180	.433
	MOE	-.07500	.14117	.963
	PTA	-.13833	.10935	.659
Teachers	Principal	-.16867	.10180	.433
	MOE	-.24367	.10180	.127
	PTA	-.30700(*)	.04890	.000
MOE	Principal	.07500	.14117	.963
	Teachers	.24367	.10180	.127
	PTA	-.06333	.10935	.953
PTA	Principal	.13833	.10935	.659
	Teachers	.30700(*)	.04890	.000
	MOE	.06333	.10935	.953

* The mean difference is significant at the 0.05 level.

The observed significant difference among the ratings of the respondents on the role performance of principals on communication in the secondary schools was between the PTA officials and the teachers. Between the principals and the teachers, no significant difference was observed in their ratings and the principals were not different from the MOE officials. The means scores of MOE officials and the PTA officials have variability.

Hypothesis V:

Hypothesis five states that there is no significant difference in the opinions of the Principals, Teachers, Ministry of Education officials and PTA of secondary schools on the assessment of the role performance of principals on decision-making process in secondary schools in North-West Geo-Political Zone, Nigeria. Details of the result are presented in table 4.4.5

Table 4.4.5: One Way Analysis of Variance on the Role Performance of Principals on Decision-Making Process in Secondary Schools in North-West Geo-Political Zone, Nigeria

Sources	Sum of Squares	DF	Mean Square	F	P value
Between Groups	2.434	3	.811	4.760	.003
Within Groups	130.193	764	.170		
Total	132.626	767			

(F-critical = 2.60, P < 0.05)

Table 4.4.5 revealed that there is significant difference in the opinions of the respondents on the role performance of principals with respect to decision making process in secondary schools. This is indicated with an observed F-value of 4.760 and a probability level of significance of 0.003 (P < 0.05) in the table. With these observations,

there is sufficient evidence to reject the null hypothesis. The mean scores of the groups on the variable are presented in Table 4.4.5.1.

Table 4.4.5.1: Mean scores of the respondents on role performance of principals on decision making process of the secondary schools

Designation	N	Mean	Std. Deviation	Std. Error
Principal	260	3.3708	.36293	.07408
Teachers	380	3.3923	.43234	.01765
MOE	18	3.3458	.31205	.06370
PTA	110	3.2367	.32999	.03012
Total	768	3.3659	.41583	.01501

Though the scores of the respondents on the role performance of principals on decision-making process of the secondary schools were generally low, the rating of the PTA officials was lower than any of the scores for the other groups. The teachers' rating is higher than any of the other groups. Since the variability in the mean was found to be significant a post hoc test was conducted using the Scheffe procedure to determine the mean scores that were significantly different from the other in the groups' ratings. The result of the Scheffe procedure used in the test is summarized in Table 4.4.5.2.

Table 4.4.5.2: Result of Scheffe Test on the Respondents Role Performance of Principals on Decision-Making Process in Secondary Schools in North-West Geo-Political Zone, Nigeria

(I) Status	(J) Status	Mean Difference (I-J)	Std. Error	P value
Principal	Teachers	-.02150	.08593	.996
	MOE	.02500	.11917	.998
	PTA	.13417	.09231	.550
Teachers	Principal	.02150	.08593	.996
	MOE	.04650	.08593	.961
	PTA	.15567(*)	.04128	.003
MOE	Principal	-.02500	.11917	.998
	Teachers	-.04650	.08593	.961
	PTA	.10917	.09231	.706
PTA	Principal	-.13417	.09231	.550
	Teachers	-.15567(*)	.04128	.003
	MOE	-.10917	.09231	.706

* The mean difference is significant at the 0 .05 level.

The test revealed that the observed significant variability in the mean scores was between the PTA officials and the teachers. Between the principals and the other three groups (PTA officials, MOE and teachers) no significant difference was obtained in the test. The MOE officials were also not significantly different from any of the other groups in their ratings.

Hypothesis VI:

Hypothesis six states that there is no significant difference in the opinions of the Principals, Teachers, Ministry of Education officials and PTA of secondary schools on the assessment of the role performance of principals on staff development in secondary schools in North-West Geo-Political Zone, Nigeria. Details of the result are presented in table 4.4.6.

Table 4.4.6: One Way Analysis of Variance on the Role Performance of Principals on Staff Development in Secondary Schools in North-West Geo-political Zone, Nigeria

Sources	Sum of Squares	DF	Mean Square	F	P value
Between Groups	.506	3	.169	1.095	.350
Within Groups	117.597	764	.154		
Total	118.103	767			

(F-critical = 2.60, P > 0.05)

Table 4.4.6 revealed that the respondents did not differ significantly in their opinion on the role performance of principals on staff development in the secondary schools. This is indicated with an observed F-value of 1.095 which is lower than the critical value of 2.60 and the probability level obtained in the test 0.350 (P > 0.05). Therefore the null hypothesis which states that there is no significant difference in the opinions of the respondents on the assessment of the role performance of principals on staff development in secondary schools in North-West Geo-Political Zone, Nigeria is thus

retained. The mean scores of the respondents on the role performance of principals on staff development in secondary schools are presented in Table 4.4.6.1.

Table 4.4.6.1: Mean scores of the respondents on the role performance of principals on staff development in the secondary schools

Designation	N	Mean	Std. Deviation	Std. Error
Principal	260	3.3917	.36584	.07468
Teachers	380	3.3473	.40964	.01672
MOE	18	3.3625	.20602	.04205
PTA	110	3.4167	.33086	.03020
Total	768	3.3600	.39240	.01416

The mean scores of the respondents in the table are all clearly very low implying that they did not rate the role performance of principals on staff development in the secondary schools to be very positive. In other words, they did not agree that the role performance of principals has really impacted positively on staff development in secondary schools within the zone. This negative perception of the respondents accounted for the no significant difference observed in the test.

Hypothesis VII:

Hypothesis seven states that there is no significant difference in the opinions of the Principals, Teachers, Ministry of Education officials and PTA of secondary schools on the assessment of the role performance of principals on maintenance of school facilities in secondary schools in North-West Geo-Political Zone, Nigeria. Details of the result are presented in table 4.4.7.

Table 4.4.7: One Way Analysis of Variance on the Role Performance of Principals on Maintenance of School Facilities in Secondary Schools in North-West Geo-Political Zone, Nigeria

Sources	Sum of Squares	DF	Mean Square	F	P value
Between Groups	4.577	3	1.526	8.210	.000
Within Groups	141.963	764	.186		
Total	146.540	767			

(F-critical = 2.60, P < 0.05)

Table 4.4.7 revealed that the respondents were significantly different in their opinions on the role performance of principals with respect to the maintenance of school facilities in secondary schools of the zone. This is indicated with an observed F-value of 8.210 and a significant level of 0.000 ($P < 0.05$) in the table. With this observation, there is enough evidence to reject the null hypothesis that there is no significant difference in the opinion of the respondents on the assessment of the role performance of principals on maintenance of school facilities in secondary schools in North-West Geo-Political Zone, Nigeria.

Table 4.4.7.1: Mean scores of the respondents on the role performance of principals on the maintenance of school facilities in secondary schools

Designation	N	Mean	Std. Deviation	Std. Error
Principal	260	3.4500	.40647	.08297
Teachers	380	3.5187	.44925	.01834
MOE	18	3.5125	.45808	.09351
PTA	110	3.3058	.32340	.02952
Total	768	3.4831	.43710	.01577

The mean scores for the respective groups showed that they agreed that the role performance of principals on maintenance of schools facilities enhance the management of secondary schools. There were variations in the mean scores but these were mainly on

the degree of assertiveness of the impact by the respective groups. The post hoc test used for establishing the group that was significantly different from the others in their opinion of the perceived impact is summarized in Table 4.46.

The post hoc test used for establishing the group that was significantly different from the others in their opinions is summarized in Table 4.4.7.2.

Table 4.4.7.2: Result of Scheffe Test on the Respondents on Role Performance of Principals on Maintenance of School Facilities in Secondary Schools in North-West Geo-Political Zone, Nigeria

(I) Status	(J) Status	Mean Difference (I-J)	Std. Error	P value
Principal	Teachers	-.06867	.08973	.900
	MOE	-.06250	.12444	.969
	PTA	.14417	.09639	.525
Teachers	Principal	.06867	.08973	.900
	MOE	.00617	.08973	1.000
	PTA	.21283(*)	.04311	.000
MOE	Principal	.06250	.12444	.969
	Teachers	-.00617	.08973	1.000
	PTA	.20667	.09639	.205
PTA	Principal	-.14417	.09639	.525
	Teachers	-.21283(*)	.04311	.000
	MOE	-.20667	.09639	.205

* The mean difference is significant at the 0 .05 level.

The result indicated that the principals were significantly different from the teachers and the Ministry of Education officials on maintenance of school facilities. Between the teachers, PTA and Education officials, no significant difference was observed in their opinions.

Hypothesis VIII:

Hypothesis eight states that there is no significant difference in the opinions of the Principals, Teachers, Ministry of Education officials and PTA of secondary schools on the assessment of the role performance of principals on maintenance of discipline in secondary schools in North-West Geo-Political Zone, Nigeria. Details of the result are presented in table 4.4.8.

Table 4.4.8: One Way Analysis of Variance on the Role Performance of Principals on Maintenance of Discipline in Secondary Schools in North –West Geo-Political Zone, Nigeria

Sources	Sum of Squares	DF	Mean Square	F	P value
Between Groups	.164	3	.055	.354	.787
Within Groups	118.464	764	.155		
Total	118.629	767			

(F-critical = 2.60, P > 0.05)

Table 4.4.8 did not show significant difference between the respondents in their perceived role performance of principals on maintenance of discipline in secondary schools. The critical value (2.60) indicated at the bottom of the table is higher than the observed F-value of 0.354. The level of significance observed in the test is 0.787 (P > 0.05). Therefore the null hypothesis that there is no significant difference in the opinion of the respondents on the assessment of the role performances of principals on maintenance of discipline in secondary schools in North-West Geo-Political Zone, Nigeria is thus retained. The mean scores of the respondents on the variable are presented in Table 4.4.8.1.

Table 4.4.8.1: Mean scores of the respondents on the performance of principals on maintenance of indiscipline in secondary schools.

Designation	N	Mean	Std. Deviation	Std. Error
Principal	260	3.4792	.35506	.07248
Teachers	380	3.5290	.42327	.01728
MOE	18	3.5833	.21803	.04450
PTA	110	3.5108	.24522	.02239
Total	768	3.5263	.39328	.01419

The table shows that all the respondents agreed that there is a positive impact of the role performance of principals on maintenance of discipline in the secondary schools.

The mean scores were approximately rated at the same level by the individual groups. This accounted for the no significant variability observed in the test of the hypothesis.

Hypothesis IX:

Hypothesis nine states that there is no significant difference in the opinions of the Principals, Teachers, Ministry of Education officials and PTA of secondary schools on assessment of the role performance of principals on internal supervision in secondary schools in North-West Geo-Political Zone, Nigeria. Details of the result are presented in table 4.4.9.

Table 4.4.9: One Way Analysis of Variance on the Role Performance of Principals on Internal Supervision in Secondary Schools in North-West Geo-Political Zone, Nigeria

Sources	Sum of Squares	DF	Mean Square	F	P value
Between Groups	3.127	3	1.042	6.920	.000
Within Groups	115.066	764	.151		
Total	118.193	767			

(F-critical = 2.60, P < 0.05)

Table 4.4.9 revealed that the respondents differ significantly in their opinions on the role performance of principals as it relates to the internal supervision of secondary schools in the zone. This is deduced from an Observed F-value of 6.920 at the level of significance of 0.000 (P < 0.05). With these observations, there is enough evidence to reject the null hypothesis that there is no significant difference in the opinions of the respondents on the assessment of the role performance of principals on internal supervision in secondary schools in North-West Geo-Political Zone, Nigeria. The mean scores of the groups on the role performance of principals on internal supervision of the secondary schools are presented in Table 4.4.9.1.

Table 4.4.9.1: Mean scores of the respondents on the role performance of principals on internal supervision in secondary schools

Designation	N	Mean	Std. Deviation	Std. Error
Principal	260	3.6917	.48894	.09980
Teachers	380	3.7283	.40369	.01648
MOE	18	3.6958	.31825	.06496
PTA	110	3.9000	.28432	.02596
Total	768	3.7530	.39255	.01417

Going by the mean scores in the table, all the respondents agreed that the role performance of principals impacted positively on the internal supervision of secondary schools in the zone. However, the ratings differed in their magnitude. To determine the group that was significantly different in their rating from the others, a post hoc test was conducted on the mean scores using the Scheffe procedure. The result of the Scheffe procedure used for the mean separation is summarized in Table 4.4.9.2.

Table 4.4.9.2: Result of Scheffe Test on Respondents on the Role Performance of Principals on Internal Supervision in Secondary Schools in North-West Geo-Political Zone, Nigeria

(I) Status	(J) Status	Mean Difference (I-J)	Std. Error	P value
Principal	Teachers	-.03667	.08079	.977
	MOE	-.00417	.11203	1.000
	PTA	-.20833	.08678	.125
Teachers	Principal	.03667	.08079	.977
	MOE	.03250	.08079	.983
	PTA	-.17167(*)	.03881	.000
MOE	Principal	.00417	.11203	1.000
	Teachers	-.03250	.08079	.983
	PTA	-.20417	.08678	.138
PTA	Principal	.20833	.08678	.125
	Teachers	.17167(*)	.03881	.000
	MOE	.20417	.08678	.138

* The mean difference is significant at the 0 .05 level.

The result of the test revealed that the observed significant difference in the expressed opinions was between the teachers and the PTA officials. Between the principals, MOE and the PTA, no significant difference was observed and between the teachers, principals and the MOE officials, no significance difference was observed.

4.5 Summary Hypotheses Testing

Table 4.5 gives a summary of the statistical analyses conducted to test the nine hypotheses formulated in chapter one of this research work.

Table 4.5: Summary of Hypotheses Testing

SN	Hypotheses	Statement Method	Alpha level	Result	Restate
1	There is no significant difference in the opinions of respondents on the assessment of the role performance of principals on interpersonal relationship in secondary schools in North-West Geo-Political Zone, Nigeria.	ANOVA	0.05	Not significant, Ho retained	There is no significant difference in the opinions of respondents on the assessment of the role performance of principals on interpersonal relationship in secondary schools in North-West Geo-Political Zone, Nigeria.
2	There is no significant difference in the opinions of respondents on the assessment of the role performance of principals on record management in secondary schools in North-West Geo-Political Zone, Nigeria.	ANOVA	0.05	Significant, Ho rejected	There is significant difference in the opinions of respondents on the assessment of the role performance of principals on record management in secondary schools in North-West Geo-Political Zone, Nigeria.
3	There is no significant difference in the opinions of respondents on the assessment of the role performance of principals on school-community relationship in secondary schools in North-West Geo-Political Zone, Nigeria.	ANOVA	0.05	Significant, Ho rejected	There is significant difference in the opinions of respondents on the assessment of the role performance of principals on school-community relationship in secondary schools in North-West Geo-Political Zone, Nigeria.
4	There is no significant difference in the opinions of respondents on the assessment of the role performance of principals on communication in secondary schools in North-West Geo-Political Zone, Nigeria.	ANOVA	0.05	Significant, Ho rejected	There is significant difference in the opinions of respondents on the assessment of the role performance of principals on communication in secondary schools in North-West Geo-Political Zone, Nigeria.
5	There is no significant difference in the opinions of respondents on the assessment of the role performance of principals on decision making process in secondary schools in North-West Geo-Political Zone, Nigeria.	ANOVA	0.05	Significant, Ho rejected	There is significant difference in the opinions of respondents on the assessment of the role performance of principals on decision making process in secondary schools in North-West Geo-Political Zone, Nigeria.
6	There is no significant difference in the opinions of respondents on the assessment of the role performance of principals on staff development in secondary schools in North-West Geo-Political Zone, Nigeria.	ANOVA	0.05	Significant, Ho rejected	There is no significant difference in the opinions of respondents on the assessment of the role performance of principals on staff development in secondary schools in North-West Geo-Political Zone, Nigeria.
7	There is no significant difference in the opinions of respondents on the assessment of the role performance of principals on maintenance of school facilities in secondary schools in North-West Geo-Political Zone, Nigeria.	ANOVA	0.05	Significant, Ho rejected	There is significant difference in the opinions of respondents on the assessment of the role performance of principals on maintenance of school facilities in secondary schools in North-West Geo-Political Zone, Nigeria.
8	There is no significant difference in the opinions of respondents on the assessment of the role performance of principals on maintenance of discipline in secondary schools in North-West Geo-Political Zone, Nigeria.	ANOVA	0.05	Not significant, Ho retained	There is no significant difference in the opinions of respondents on the assessment of the role performance of principals on maintenance of discipline in secondary schools in North-West Geo-Political Zone, Nigeria.
9	There is no significant difference in the opinions of respondents on the assessment of the role performance of principals on internal supervision in secondary schools in North-West Geo-Political Zone, Nigeria.	ANOVA	0.05	Significant, Ho rejected	There is significant difference in the opinions of respondents on the assessment of the role performance of principals on internal supervision in secondary schools in North-West Geo-Political Zone, Nigeria.

Table 4.5 shows that the nine hypotheses were tested using one way Analysis of Variance (ANOVA) and Scheffe test to test the nine hypotheses at 0.05 level of significance. In the analysis, the calculated P. value in hypothesis one, six and eight is less than the critical value. Consequently, the three hypotheses (1,6 & 8) were retained, while the P. value in hypotheses two, three, four, five, seven and nine is higher than the critical value. Consequently, the six hypotheses (2, 3, 4, 5, 7 & 9) were rejected. This implies that the opinions of principals, teachers, Ministry of Education officials and Parents Teachers Association officials of secondary schools in North-West Geo-Political Zone, Nigeria, on the assessment of the role performance of principals in secondary schools in North-West Geo-Political Zone, Nigeria are at variance with the role performance of principals in secondary schools with some few exceptions. Therefore the respondents find the role performance of principals not quite relevant to secondary schools system in Nigeria.

4.6 Summary of Findings

On the basis of the findings, the study established that:

1. Role performance of principals in secondary schools has been achieved on interpersonal relationships in the schools.
2. Role performance of principals in secondary schools has not been realized on record management in the schools.
3. Role performance of principals in secondary schools has not been achieved on schools-community relationship in the schools.
4. Role performance of principals in secondary schools has not been actualized on om terms of communication in the schools.

5. Role performance of principals in secondary schools has not been attained on decision-making process in the schools.
6. Role performance of principals in secondary schools has positively impacted on staff development in the schools.
7. Role performance of principals in secondary schools has not been actualized on maintenance of school facilities in the schools.
8. Role performance of principals in secondary schools has been realized on maintenance of discipline.
9. Role performance of principals in secondary school has not been attained on internal supervision.

4.7 Discussion of the Major Findings

This study assessed the role performance of principals in secondary schools in North-West Geo-Political Zone, Nigeria. Nine null hypotheses were tested in line with the objectives and research questions of the study. The variables assessed on the role performance of the principals were interpersonal relationship, record management, school-community relationship and communication. Others were decision-making processes, staff development, maintenance of school facilities, discipline and internal supervision in secondary schools.

From the test of hypothesis 1, where the opinions of the principals, teachers, MOE and PTA officials were tested, no significant difference was observed in their opinion on the role performance of the principals on interpersonal relationship among the staff and students in the secondary schools. From the opinion obtained in the test, it was observed that all the groups (principals, teachers, MOE and PTA officials) agreed that the

principals performed their roles perfectly in the schools. The null hypothesis was therefore retained. The finding here agrees with Peretomode (2006) who postulated that the real service of businessmen is not just the production and distribution of manufactured articles but it is to give an opportunity for individual development and self-actualization through better organization of human relationships. The research stated that any enduring society or organization must be based upon a recognition of the motivating desire of the individual and of the group. In line with this finding, Kodz, (2011) posited that good interpersonal interaction of teachers with students has positive effect on academic achievement.

Hypothesis two tested for significant differences in the opinions of the respondents (Principals, teachers, MOE and PTA officials) on the role performance of principals as it relates to record management in secondary schools. The result of the analysis of variance used revealed significant variability in the opinions of the groups. From a post hoc test carried out, it was observed that the significant difference obtained in the test was between the scores of the teachers and PTA officials. The observed difference was as a result of the PTA officials who did not acknowledge significant impact of the principals' role performance on the schools' records management and the teachers who rated the role very high. The null hypothesis was therefore rejected. The finding here is consistent with the report of Durosaro (2002) who stated that records are important tools for effective planning and administration of a school and that school records occupy strategic position in the effective and efficient organisation and administration of the schools.

In the test of hypothesis three, the differences between the respondents on the role performance of the principals on school-community relationship were observed. The result revealed that the respondents differed significantly in their opinions on the role performance of the principals on school – community relationship. The null hypothesis was therefore rejected. From the post hoc test carried out, it was observed that the observed significance was between the ratings of the teachers and the PTA officials. The teachers had a higher rating of the role performance on the school-community relationship than the PTA officials who did not rate the role performance high. The finding here is in line with the World Bank (1995) report in Madagascar, in which it was stated that where government investment at the primary level was too low, parents and communities contributed money, labour and materials to help the system and that communities and parents involvement helps achieve effective curriculum modification, which helps in the acquisition of learning materials.

Hypothesis four tested for significant difference in the opinions of the principals, teachers, MOE and PTA officials on the role performance of principals as it affects communication in secondary schools in the zone. The result of the Analysis of Variance conducted for the test revealed that the groups differed significantly on the role performance of the principals with respect to communication in the secondary schools. The null hypothesis was therefore rejected. From the scores, it was observed that all the respondents agreed that the principals perform their expected role perfectly in the secondary schools. The observed significant difference between the teachers and the PTA was therefore an issue in the level of rating where the teachers were found to have significantly higher scores than the PTA officials. The finding is in line with the report of

Yabo (2007), where it was stated that communication is the life-blood of any organization without which no activity of an organization will be possible. The report further stated that in an organization, communication constitutes the primary means by which sound human relationships are established and cultivated.

In hypothesis five, significant difference in the opinions of the groups of respondents on the role performance of principals as it relates to decision making process of the secondary schools was observed. The groups were found to differ significantly in their opinions on the role performance of the principals on the decision making processes of the secondary schools. The null hypothesis was therefore rejected. From the mean separation test, it was observed that the observed significant difference was between the teachers and the PTA officials. The null hypothesis was therefore rejected. The scores revealed that all the groups agreed that the role performance of the principals has positive impact on the decision-making processes of the secondary schools.

Hypothesis six test for significant difference in the opinions of the respondents on the role performance of principals as it relates to staff development in the secondary schools. The result of the One Way Analysis of Variance used in the test did not reveal significant variability in the scores of the group on the variable. The null hypothesis was therefore retained. From the scores it was found that all the groups shared the same opinion on the role performance of the principals with regards to staff development in the secondary schools. The finding here is a reflection of the report by Kyeyune (2008), in which it was stated that the Head teacher plays many roles and for them to fit the profile of principals described as change agents, they must not only manage but lead. Furthermore, as gatekeepers, must be up to the task and hence the need for continuous

professional development in order to promote teachers' effectiveness in class. The finding agrees with Resser (2011) who asserted that professional development is a means of supporting people in the work place to understand more about the environment in which they work, the job they do and how to do it better.

In the test of hypothesis seven, the opinions of the principals, teachers, MOE and PTA officials on the role performance of principals with respect to the maintenance of school facilities in secondary schools were compared. The result of the One Way Analysis of Variance used for the test revealed significant difference between the groups. The null hypothesis was therefore rejected. From the test, it was observed that the groups did not really see much improvement in the principals' role performance on the maintenance of schools facilities. The observed significant difference was therefore an issue of rating by the teachers which was found to be higher than that of the PTA officials. The finding here is consistent with Nwachukwu (1992) who asserted that all parts of a school plant are continually depreciating and Adehimbe (1997) who observed that poor maintenance culture and at times, attitudes of some school heads towards science and science equipment, all for alternative efforts at making science teaching and learning what it is supposed to be.

In hypothesis eight, significant difference in the opinions of the respondents on the role performance of principals with respect to the maintenance of discipline in the secondary schools was observed. The result of the test did not reveal significant variability in the scores of the groups on the variable. The null hypothesis was therefore retained. From the scores, it was observed that the respondents were of the view that the role performance of principals has positively impacted on the level of discipline in the

secondary schools. The finding here agrees with Santrock (2005) who observed that behavior is everything we do that can be directly observed and it is learned and unlearned experiences of an organism that is developed as a result of internal and environment interactions towards the attainment of a motive

In the test of hypothesis nine, significant difference in the opinions of the respondents on the role performance of principals on internal supervision of the secondary schools was tested. The result revealed that the respondents differed significantly in their opinions on the role performance of the principals with respect to internal supervision of the secondary schools. The null hypothesis was therefore rejected. It was observed that the respondents disagreed that the role performance of the principals has positive impact on the internal supervision of the secondary schools. This finding is consistent with Hauwa (2012), who stated that the traditional roles of school managers were mainly centered on the management of school facilities, direction and supervision of teachers, and building positive school-community relationships. The finding here is also consistent with Ogunsaju, (2006), who asserted that supervision involves the stimulation of professional growth and development of teachers, a selection and revision of educational objectives, materials of instructions, methods of teaching and the evaluation of instructions.

4.7.1 Summary of Major Findings

The observed F. value in the six hypotheses test is higher than the critical value of 2.60. This means there is significant difference in the opinions of the principals, teachers, Ministry of Education officials and Parents Teachers Association officials on the issues raised in the study. In view of this, the null hypotheses were rejected. On the other hand,

the critical value of 2.60 is higher than the F. value in the three hypotheses test. This means there is no significant difference in the opinions of the respondents on the issues raised in the study, therefore null hypotheses retained.

The study came up with the following findings:

Fundamentally, the researcher discovered that proper utilization of some certain skills has been identified to contribute to the realization of role performance of principals in secondary schools in the North-West Geo-political zone of Nigeria. Skills such as human relations, maintenance of dynamic harmonious human relations contributed to the attainment of interpersonal relationships. In order to improve the administration and realization of the role performance of principals in secondary schools, the principal must promote good human relationship among staff, He/she must ensure that his/her staff are promoted when due and are given all other benefits due to them in order to motivate them and thus improve efficiency and effectiveness within the school system. Principals must also ensure that teaching and non-teaching staff establish good working relationship.

In support of the above assertion, Ogunsaju (2006), stated that a good school manager must be clean both in person and mind. He must be temperate both in speech and act, be honest and square and be able to look at men straight in the eye. He must possess high sense of personal honour. He must be a man of affairs, possessed of good common and business sense, be good at getting work out of other people and keeping himself as free as possible from routine service so as to have time to observe, to study, to think, to plan, to advise, to guide and to lead.

Similarly, the researcher discovered that proper utilization of certain techniques has been identified to contribute to the realization of the role performance of principals

on staff-development in secondary schools in the North-West Geo-political zone of Nigeria. The principal ensures that qualified teaching and non-teaching staff are encouraged to go for in-service training, encourages teaching staff to go for conferences, workshops, participate and attend seminars, symposium while newly recruited staff are mentored. These and many others contribute to the attainment of role performance of principals in secondary schools.

In the same vein, the researcher noted that proper utilization of certain managerial strategies are identified as contributory factors to the realization of role performance of principals on maintenance of discipline in secondary schools in the North-West Geo-political zone of Nigeria. The researcher noted that the first step towards having effective student discipline is to make sure that teachers know what is expected of them when it comes to student discipline.

According to Jenlink and Patrick (2000) a good principal will listen to all sides of an issue without jumping to conclusions and collects as much evidence as he can. He decides whether the student is guilty of a disciplinary infraction and what penalty should be enforced. An effective principal always documents discipline issues, makes fair decisions and informs parents when necessary. A good leader always leads by example, stays calm in difficult situations, thinks before he acts and puts the needs of the school before self.

The researcher is convinced that in order to enhance teaching and learning process, acquire and retain quality manpower, maintain the standard and objectives of the education system, the role performance of principals should be encouraged in all aspects especially in the area of funding, design and implementation of curriculum and

monitoring and evaluation. Therefore role performance of principals in secondary schools becomes imperative.

On the other hand, the researcher also discovered that improper utilization of certain managerial strategies has been identified to militate against the realization of role performance of principals on record management in secondary schools in North-West geo-political zone, Nigeria. Lack of safety and confidentiality of school records has been identified as a major factor militating against records management. The researcher noted that inadequate knowledge of record keeping and unavailability of record materials has also been identified as a factor militating against the realization of record management. In support of the above assertion, Edem (2007) posited that as a result of lack of commitment on the part of the administrators, some records are not properly kept while others are not kept at all. For example, many schools including government owned ones, do not have copies of the education law and National Policy on Education, in their schools. Records should be seen as a tool for attainment of school objectives, and as a routinized ritual with no useful purpose in view.

Factors militating against the actualization of role performance of principals on school-community relationship in secondary schools in the North-West Geo-political zone, Nigeria were identified, the researcher noted, however that the relationships here are casual. In line with the above, Knapp (2009) stated that the principal's role in engaging the external community is little understood. Relationship between the school and the community in terms of social interaction is not always a one-way process. It is not a question of how the school can serve the community or how the community can control the school. The inter-relationship between the school and the community,

involves a careful understanding of the influence of one upon the other. In agreement with Knapp's assertion, Musaaazi (1982) asserted that the school can be viewed from two angles: it is a model of the community and it is also the community school from both angles, the school has a broader function that brings it into close relations with the surrounding community. The school needs to be in close relationship with the community because of the moral, financial and material support which the community gives to the school. Thus the community's participation in school affairs makes the line between schools and community more meaningful. Therefore the school and community regard each other as partners.

Important factor that militates against the attainment of role performance of principals on decision-making processes in secondary schools in the North-West Geo-political zone of Nigeria is constrained by applicability. The researcher noted that there is constraint in the applicability of decision-making. In line with the above assertion, Dorsey (1957) in Ogunsaja (2006) stated that an understanding of the decision-making process is important for all principals because the school, like all formal organizations, is basically a decision-making structure. Decision-making is therefore seen as problem solving, of a sort of mental rehearsal.

The researcher discovered that misunderstanding of words, language, or signs used by either party are bound to cause confusion and mistrust in the attainment of role performance of principals in secondary schools in the North-West Geo-political zone of Nigeria.

Money is one of the factors that militate against maintenance of school facilities. The researcher observed that money is hardly budgeted for emergency maintenance of school buildings. In agreement with the above assumption Denga (2005) ascertained that in areas prone to natural disasters, the practice as noted earlier is always to divert funds set aside for other purposes for the repair of facilities damaged by the natural event.

Money and time have always contributed to the problem of inefficiency related to supervision. In classrooms, children are taught by unqualified and experience teachers. In agreement with the above, Ogunsaju (2006) opined that for the inspectorate division to function properly, the chief inspector in charge of school supervision in conjunction with his zonal colleagues need to declare a commitment of comprehensive supervision. To achieve this stated objective, the major problem must be identified and discussed in detail. Supervisors should try to promote harmony among staff and also ensure instructional improvement by showing concern for basic research and blending it with theory and practice. They must stand out for quality in the type of staff they work with in school system and be prepared to encourage them for further studies through provision of a good staff development programme.

Inspite of the manpower development which is capable of addressing the problems and constraint of role performance of principals in secondary schools in the North-West Geo-political zone, Nigeria were not established. The researcher observed that failure of some principals to perform their roles effectively has negatively affected their duties through the promotion of suspicion and lack of confidence among teachers, parents and many others.

The researcher noted that supervision of class work, teachers' attendance and class visitation have not been regularly carried out due to deficiency of personnel with supervisory professional know-how. Consequently the actualization of objective of role performance of principals in the North-West Geo-political zone becomes very difficult.

1. It was discovered that records are not properly kept and managed in secondary schools by principals in the North-West Geo-political zone. As a result, all kinds of certificates are been facilitated, students are given fake certificates and examination results.
2. Another finding of this study is that communication is ineffective. This has led to breakdown of law and order and promoted misunderstanding between staff members of schools in the North-West Geo-political Zone of Nigeria. The organization of the schools are, in turn, grossly affected.
3. School-Community relationship was found to be ineffective in secondary schools in North-West Geo-political zone, Nigeria because the principals fail to perform their roles. Goodwill and assistance that ought to flow from the community are thus with-held.
4. Internal supervision by the principals that is meant to enhance performance of the students has been ignored. It was discovered that principals no longer check class work, teachers' attendance and class visitation. This has increased the number of hawkers on our streets, since time meant for school lessons are used to carry out personal businesses.

5. It was discovered that attention of the principals are more on the acquisition of wealth than on administration of schools in the North-West Geo-Political Zone of Nigeria. School facilities are not maintained by the principals. Principals do not imbibe the maintenance culture on staff and students. Heavy and expensive school equipment lie unattended to. Some are not installed and even when installed are never put to use due to carelessness of the principals such lukewarm attitude kills the morale of pupils who are interested in going to school.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of chapters one to four. The chapter also includes the conclusions, recommendations and suggestions for further studies.

5.2 Summary

The advent of contemporary technologies and the dynamics evolved in the educational system worldwide call for a conscious approach in the management of schools. Secondary school is the bastion of moulding the solid base for students in all fields of endeavours. The principals are the administrative heads of the secondary schools. As such, they are responsible for the day-to-day running of the schools. The effectiveness of the principals in their role performance in secondary schools cannot therefore be over-emphasized. However, the general schools system has seen a general degradation both in facilities, academic performance, staff welfare and a host of others.

In order to carry out the assessment of the effectiveness of the role performance of principals in secondary schools, a structured questionnaire was designed and partitioned into ten components. The questions ranged between 10, 14 in line with the recommendation of Borg and Gall (1974). The first section of the questionnaire solicited for the demographic characteristics of the respondents who were principals, teachers, Ministry of Education Officials and Parent Teachers Association officials. The remaining nine sections were used to assess the variables on role performance of the principals in the schools. The questionnaire was validated and pilot-tested for reliability and consistency. The tested instrument was then administered to equal number of teachers,

principals, MOE and PTA officials in four states of the North-West Geopolitical Zone of Nigeria through a stratified random sampling procedure. A total of 380 teachers, 260 principals, 18 MOE officials and 110 officials of the PTA in the selected secondary schools were thus selected for the study. In all 768 respondents who were directly associated with the management of secondary schools in the states selected were involved in the assessment.

Nine hypotheses were tested in the study. The findings from the test and analysis of the data are stated below.

5.3 Conclusions

Role performance of principals in secondary schools is essential and it is meant to enhance the performance of the schools. Therefore, appropriate execution of these role: such as interpersonal relationship, record keeping, school-community relationship, communication, decision-making process, staff development, maintenance of school facilities, maintenance of discipline, internal supervision will enable teachers and students to be alive to their responsibilities and work conscientiously towards the achievement of educational objectives.

The research has focused on the role performance of principals in secondary schools in the North-West Geo-Political Zone of Nigeria. The study identified opinions of principals, teachers, MOE and PTA officials on the role performance of principals and relevance of the role in schools, highlighting the impact they have on the smooth running of the institution.

The study created awareness that the role performance of principals on interpersonal relationship, record management, school-community relationship,

communication, decision-making process, staff development, maintenance of school facilities, maintenance of discipline and internal supervision are of paramount importance in every school. Role performance of principals in secondary schools are essential. They are meant to enhance the performance of the schools.

Therefore, appropriate execution of the roles will enable teachers and students to be alive to their responsibilities and work conscientiously towards the achievement of educational objectives.

It is worth noting that the study clearly established that role performance of principals in secondary schools has been achieved on interpersonal relationship, staff development and maintenance of discipline in the schools. On the other hand, role performance of principals in secondary schools has not been actualized on record management, school-community relationship, communication, decision-making process, maintenance of school facilities and internal supervision. This is not cheering at all, the mandate of Nigerian secondary schools is to train future leaders and therefore there is need for proper role performance of principals that will enable students acquire knowledge that will bring about change which will manifest in their skills, attitudes, values, beliefs, quality and proficiencies in communicating the desirable knowledge.

Recommendations given as a way forward should be put into practice. i.e government and non-government organizations in collaboration should motivate principals by sponsoring them within and outside Nigeria to broaden their knowledge and professional proficiency. This will enable them to learn share and exchange ideas.

5.4 Recommendations

The roles of principals may not be able to serve their purpose in secondary schools unless certain measures are taken by the school administrators. Based on the findings and conclusion of this study, it is obvious that the principals are not performing their roles as expected in all the schools covered. The following recommendations are, therefore, worthy of note.

1. School principals should endeavour to promote interpersonal relationship within and outside the school by forging acquaintance and getting to know each other.
2. Principals and classroom administrators should develop a positive attitude towards record keeping. For instance, at school level, a seminar on record keeping should be held and samples of all records should be made available for teachers. Through this method records such as log-book and punishment book which are usually kept in the principal's office, would be seen and handled by younger teachers. In addition, teachers should acquire knowledge on modern methods of record keeping which are made available through modern information technology. Also school authorities and wealthy individuals should provide facilities that are required for record keeping. From example, record books, files, audio and visual equipments should be provided in sufficient quantity with storage facilities which will enhance safety of the records from theft, mutilation and destruction. Accessibility to records by unauthorized persons, should be avoided in all schools. There should be adequate training and retraining of school principals on effective management of school records through seminars, workshops and conferences.

3. School administrators should sustain high level of community involvement in school administration in order to maintain cordial relationship between the community and the school authorities. Furthermore principals need to reach out to identified stakeholders and partners to partake in their administration of schools. Administrators should ensure that community and all the people in the school system have close link and unity for the attainment of organizational goals.
4. Effective communication is important for the survival of any organizations as such school administrators should maintain effective communication network for all members of the schools to project their views and to protect their rights
5. The principals should involve both staff and students' representatives in matters that have to do with them in decision-making process
6. School administrators should encourage their staff to go for further studies, attend seminars, conferences, workshops symposium, in-service training when due. This will groom them towards attaining high standard in education.
7. Maintenance culture should be emphasized in schools. Furthermore, the principals should make a checklist of all components of the school plants for regular periodic survey and inspection. Also where the principal has no authority to undertake any maintenance, he should quickly report to the appropriate authority especially when disaster occurs. This will help to strengthen the administrative will and interest towards ensuring lasting and high quality school facilities. The principals should also strive to make optimum use of all available facilities in the institution.

8. Discipline is evil as such principals should ensure effective supervision in the schools at all time to ensure a conducive working atmosphere in the classroom and prevent misconduct by the teachers and learners. Principals and parents should be worthy models for these future generations. Both the home and school environment should be made exciting and conducive for learning to the children (students) and other educational requirements such as library, laboratory, workshop should be provided and equipped by parents, teachers, government and all stakeholders in education. All schools should be taught how to promote good behaviour and respect for constituted authorities and stakeholders that will be acceptable in the society.
9. The principal and his supervisory team should promote harmony among staff and ensure instructional improvement by showing concern for basic research and blending it with theory and practice. They should also show signs of commitment to the principles of democracy and as lovers of children must be prepared to meet their needs.

5.5 Suggestions for Further Studies

- This study is limited to the assessment of the role performance of principals in secondary schools in selected states in the North-West Geo-political zone of Nigeria. It could be replicated in other geo-political zones to encourage efficiency in the management of secondary schools across the country.
- There is need also to critically assess the role performance of the Heads of schools at all levels of education in the country to ascertain their efficiency in administration and ultimately in the achievement of educational goals.
- The study could involve a comparative assessment of secondary schools between North-west Geo-political zone and South-west-Geo-political zone, Nigeria.

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APPENDIX I

ASSESSMENT OF THE ROLE PERFORMANCES OF PRINCIPALS IN SECONDARY SCHOOLS IN NORTH-WEST GEO-POLITICAL ZONE, NIGERIA

Department of Educational
Foundations and Curriculum,
Faculty of Education,
Ahmadu Bello University,
Zaria.
2nd July, 2014.

Dear Sir/Madam,

REQUEST TO FILL A QUESTIONNAIRE

The researcher is a Ph.D student conducting a research on “Assessment of the Role Performance of Principals in Secondary Schools in North-West Geo-Political Zone, Nigeria”. Information supplied will not have any implication on respondents. Your honest opinion will enhance the quality and validity of this research in providing result with the view to solving educational problems in Nigerian Secondary Education.

Thank you in anticipation of your cooperation.

Yours sincerely,

Maryam Adamu Garba
Ph.D/EDUC/12350/2007-2008

**ASSESSMENT OF THE ROLE PERFORMANCE OF PRINCIPALS IN
SECONDARY SCHOOLS IN NORTH-WEST GEO-POLITICAL ZONE, NIGERIA**

Instruction:

The questionnaire is classified into various sections. Section ‘A’ requests for the demographic data of the respondents to enable the researcher categorize the information required in other sections.

Section ‘B’ consists of statements on various aspects of Assessment of the Role Performance of Principals in Secondary Schools in North-West Geo-Political Zone, Nigeria”. For each of this statement, please indicate your opinion by making a tick in the appropriate column.

SECTION A BIODATA

Instruction: Please tick [] in the appropriate box that relates to you.

1. Educational Qualification:

(a) OND/HND [] (b) N.C.E [] (c) B.Ed/B.sc [] (d) M.Ed []

(e) Ph.D [] (f) others, please specify.....

3. Status:

(a) Principal [] (b) Teacher [] (c) PTA official [] (d) M.O.E

Official []

4 Years of Working.

(a) 1 - 5 [] (b) 6 - 10 [] (c) 11 - 15 [] (d) 16 - 20 []

(e) 21 – 25 and above []

5. State:

(a) Kaduna [] (b) Katsina [] (c) Kano [] (d) Jigawa []

(e) Sokoto [] (f) Zamfara []

INSTRUCTION: Please tick [✓] in the column that relates to your opinion.

SECTION B: Role performance of Principals on interpersonal relationship in Secondary Schools in North –West Geo-Political Zone, Nigeria.

S/N	Item Statement	Strongly agree	Agree	Undecided	Strongly Disagree	Disagree
1	Students are not treated differently by the principal. Therefore, they do not interact in the basis of tribe, ethnicity and socio-economic background.					
2	The principal establishes good rapport and creates a sound relationship with the local community. This enable school and local community to share facilities					
3	The principal ensures that teaching and non- teaching staff establish good working relationship.					
4	The principal has good working relationship with non-teaching staff					
5	The principal encourages the non-teaching staff to show warmth love and affection to the students by making themselves available and accessible.					
6	The principal’s encourages the Head of Department to have harmonious working relationship with staff under him/her					
7	Principals disciplinary qualities such as being moral, upright and honest make teachers relate well with him/her					
8	The good interpersonal relationship, the principal has with the members of school reduces gossiping, rumour and ethic barest to it minimum.					
9	The ways and manner the principal relates with others make all staff see him as a partner					
10	The good interpersonal relationship among staff and students enables to teachers organize extracurricular activities in the school					

**SECTION C: Role performance of Principals on Record management in Secondary
Schools in North –West Geo-Political Zone, Nigeria**

S/N	Item Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
11	The principal ensures that teachers assess and manage record of academic performance and conduct of the students by providing them with all necessary items/facilities					
12	The principal ensures that schemes of work of all subjects are duly entered and managed.					
13	The log book is provided and managed by the principal					
14	The principal ensures that the punishment book is managed by the person assign to manage it					
15	The principal ensures that the name of visitors to the school are entered in the record book for proper record keeping					
16	The principal ensures that teaching and non-teaching staff register their names in the attendance register every morning					
17	The principal is very mindful of the proper management of the minutes book. Thus, minutes of every meeting is recorded in the minutes book					
18	All items provided in the offices, classrooms, laboratories, staff quarters and stores are documented in the inventory book for proper record keeping					
19	The principal ensures that movement of staff and students outside the school are properly kept and recorded in the exist record book					
20	The principal ensures that the health records of all staff and students are documented in the health record book					

SECTION D: Role performance of Principals on school- community relationship in Secondary Schools in North –West Geo-Political Zone, Nigeria

S/N	Item Statement	Strongly agree	Agree	Undecided	Strongly Disagree	Disagree
21	The principal establishes cordial relationship with the members of the local community of the school					
22	In the event of vacancies, for junior staff, the principal ensures that members of the local community are recruited					
23	As a result of the harmonious working relationship between school and local community, the principal is able to establish a functional PTA, which strengthens the relationship.					
24	Because of the good relationship between the school and the local community created by the principal, teaching and non-teaching staff are able to get accommodation in the community					
25	The principal allows members of the local community to share facilities of the school such as football fields and water					
26	Because of the good relationship created by the principal, between the school and local community, the staff and students can easily get water from the community in event of needs					
27	The Principal makes use of the members of the local community to provide security to the school					
28	The Principal makes use of the resource persons from the local community to educate the students and staff on personal hygiene					
29	The Principal makes use of the local community members to give lectures on the religious activities					
30	The Principal ensures that children of local community qualified are given automatic admission					

SECTION E: Role performance of Principals on communication in Secondary Schools in North- West Geo-Political Zone, Nigeria

S/N	Item Statement	Strongly agree	Agree	Undecided	Strongly Disagree	Disagree
31	The Principal uses notice board only to communicate to all staff and students					
32	The Principal communicates to all staff and students by the use of secular.					
33	The Principal communicates to the students about the daily events and activities of the school through assembly					
34	The Principal communicates to the teachers about the school events and activities only during staff meeting.					
35	The principal communicates to all members of school through bulletin only, which comes out every day.					
36	The principal communicates to all members of the school only through bulletin which comes out once in a week					
37	The principal ensures that the rules and regulations in the school are communicated to the students effectively					
38	The principal ensures that the rules and regulations of the school are communicated effectively					
39	The principal ensures that information received from the ministry/ proprietors are communicated effectively to all members of the schools					
40	The principal employs effective means of communication between school and Ministry of Education/ proprietor					

SECTION F: Role performance of Principals on decision-making process in Secondary Schools in North –West Geo-Political Zone, Nigeria

S/N	Item Statement	Strongly agree	Agree	Undecided	Strongly Disagree	Disagree
41	The principal encourages participative decision-making process where all members are involved					
42	All teaching staff participate in decision making process on issues that relate to them					
43	All non-teaching staff are involved in decision-making process on issues that involved them					
44	Students, through the prefects, participate in the decision-making process on issues that affect them					
45	The principal does not allow influence peddling to make him or her change decisions that were made by the school					
46	The principal does not involve members of the school on decision making process because he feels he knows best					
47	Principal involves PTA officials/members on decision-making process of the school					
48	The principal does not involve Schools Based Management Committee in decision-making process on issues that relate to management of school					
49	The principal ensures that decisions agreed by members of the school are implemented					
50	The principal ensures that he takes decision in consultation with the heads of department/unit on issues that relate to them					

SECTION G: Role performance of Principals on staff development in Secondary Schools in North –West Geo-Political Zone, Nigeria

S/N	Item Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
51	The principal is professionally minded					
52	The principal ensures that qualified teaching and non-teaching staff are encouraged to go for in-service training					
53	The principal encourages the qualified non-teaching staff to go for in-service training					
54	The principal encourages teaching staff to go for conference					
55	The principal encourages staff to go for conference					
56	The principal encourages the teaching staff to go for workshop					
57	The principal ensures that the teaching staff participate and attend seminars					
58	The principal ensures that non teaching staff participate and attend seminars					
59	The Principal organizes symposium for teaching and non teaching staff in the school					
60	The Principal ensures that the newly recruited staff are mentored					

**SECTION H: Role performance of Principals on the maintenance of facilities in
Secondary Schools in North –West Geo-Political Zone, Nigeria**

S/N	Item Statement	Strongly agree	Agree	Undecided	Strongly Disagree	Disagree
61	The Principal ensures that teaching facilities such as chairs, desks are properly managed by the students					
62	The Principal ensures that the chalk board is properly managed					
63	The Principal ensures that the teaching aids provided to the teachers are properly utilized					
64	The Principal ensures that laboratory facilities such as chemical and other essential items are provided and utilized					
65	The Principal ensures that relevant textbooks are provided and utilized properly					
66	The Principal ensures that library is well maintained					
67	The Principal ensures that welfare service facilities are provided and well utilized					
68	The Principal ensures that health facilities are well provided and utilized					
69	The Principal ensures that games facilities are well provided and utilized					
70	The Principal ensures that teaching facilities are provided and utilized					

SECTION I: Role performance of Principals in maintenance of discipline in Secondary Schools in North –West Geo-Political Zone, Nigeria

S/N	Item Statement	Strongly agree	Agree	Undecided	Strongly Disagree	Disagree
71	The Principal is morally sound as such staff and students see him as a role model					
72	Teachers are morally upright such that students see them as role model					
73	Principal ensures that teachers who are found wanting are disciplined by means of dismissal or suspension					
74	Principal ensures that teachers who are found wanting are demoted or transferred to another school					
75	The Principal ensures that students who are found wanting are dismissed or suspended					
76	The Principal ensures that students found wanting are served with warning letter					
77	The Principal uses indisciplinary committee in the maintenance of the behaviour of staff and students					
78	The Principal uses School Based Management Committee to maintain discipline in the school					
79	The Principal ensures that no teacher is above the law when it comes to enforcement of discipline in the school					
80	The Principal believes that all students are equal when it comes to enforcement of discipline in the school					

SECTION J: Role performance of Principals on internal supervision in Secondary Schools in North –West Geo-Political Zone, Nigeria

S/N	Item Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
81	The Principal goes round every day from one class to another to ensure instructions are taking place					
82	The Principal ensures that teachers adhere to scheme of work. He/she checks scheme of work of all teachers from time to time					
83	The Principal ensures that teachers prepare lesson plan before going to the class					
84	The Principal ensures that teachers provide lesson notes					
85	The Principal ensures that new teachers posted to the school are mentored by the experienced teachers					
86	The Principal ensures that appropriate and relevant textbooks are provided for teachers and students to use					
87	The Principal ensures that all classroom's facilities such as desks, chairs and chalkboards are in order					
88	The Principal ensures that teachers only teach what they are specialized					
89	The Principal ensures that teachers go to classes at the appropriate time					
90	The Principal emphasizes to teachers on proper time and class management for effective content delivery					