ASSESSMENT OF PRINCIPALS' ROLES IN THE MANAGEMENT OF SECONDARY SCHOOLS IN FUNTUA AND MALUMFASHI EDUCATION ZONES IN KATSINA STATE, NIGERIA

BY

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M.ED/P13EDFC8060

SEPTEMBER, 2017

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

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

SEPTEMBER, 2017

DECLARATION

I hereby declare that this Dissertation is as a result of my personal research work. It has never been presented anywhere for the purpose of the award of any certificate, degree or higher degree. All sources of information are either indented or acknowledged by means of references.

_____ _____

Magaji Salisu BADIYYA **Date**
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CERTIFICATION

This Dissertation entitled "Assessment of Principals' Roles in the Management of Secondary Schools in Funtua and Malumfashi Education Zones in Katsina State, Nigeria" by Badiyya Magaji Salisu meets the regulations governing the award of Master's Degree in Education (Administration and Planning) of Ahmadu Bello University; Zaria, Nigeria is approved for its contribution to knowledge and literary presentation.

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DEDICATION

I dedicate this work to my lovely family, more especially my mother, Hajiya Aisha, my husband Muhammed Tukur (MT) Suleiman and my children, Aisha M.T, Suleiman and Halimatu (Amima).

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ABBREVIATIONS

ANOVA - Analysis of Variance

WAEC - West African Examination Council

UBE - Universal Basic Education

FMOE – Federal Ministry of Education

SMOE – State Ministry of Education

SUBEB – State Universal Basic Education Board

LGEA – Local Government Education Authority

ICT – Information and Communication Technology

JSS - Junior Secondary School

SSS - Senior Secondary School

SPSS - Statistical Package for Social Sciences

UNESCO - United Nations Educational, Scientific and Cultural Organization

ABSTRACT

This study is on "Assessment of Principals' Roles in the Management of Secondary Schools in Funtua and Malumfashi Education Zones in Katsina State, Nigeria". To achieve the aim of this research, seven objectives were set in line with the research questions and hypotheses. The objectives are to; examine the leadership role performance of principals on internal supervision, determine the role performances of principals on maintenance of school facilities, assess the role performance of principals on interpersonal relationship and ascertain the leadership role performance of principals on maintenance of discipline in Senior Secondary Schools in Funtua and Malumfashi Education Zones in Katsina State, Nigeria. The study used survey method that covered all public secondary schools within Funtua and Malumfashi Education Zones in Katsina State. The study used survey design. The population of the study comprises Principals, Teachers, PTA and MOE with total number of 824. A total of 250 respondents were used as sample for the study; i.e. 15 Principals, 175 Teachers, 12 Ministry of Education Officials and 48 Parent-Teachers' Association (PTA). The questionnaire was validated by the supervisors. The researcher conducted a pilot study to test the reliability of the instruments. The reliability of the instrument was obtained at reliability coefficient of 0.71. This means the instrument was considered reliable. Questionnaire was used to collect relevant data. Seven hypotheses were formulated and the testing was done by using Analysis of Variance. The findings of the study revealed that; there was low level of maintenance of facilities such as accommodation, teaching and learning, sports, light and transport. Principals did not permit free movement of members of the local community in the school premises and as such did not carry out management of discipline alone in the schools, principals ensured that teachers access and manage record of academic performance and conduct of the students by providing them with all necessary facilities in Secondary Schools in Funtua and Malumfashi Education Zones in Katsina State, Nigeria. From the findings, it will be concluded that, there was effective communication from principals to staff and students on matters that affect the school through circulars and bulletin board. Principals encouraged teachers to have good interpersonal relationship with students. Principals did not permit free movement of members of the local community in the school premises and as such did not carry out management of discipline alone in the schools. The study, therefore, recommended that; Principals should make sure that proper orientation is conducted for newly recruited teachers before they start work and in order to enhance higher productivity in schools, good and adequate facilities, accommodation, computers with internet facilities, constant water and electricity supply provided to Secondary Schools should be properly maintained in in Funtua and Malumfashi Education Zones in Katsina State, Nigeria.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Secondary education is the education children receive after primary education and before the tertiary stage. The aim of secondary education is to prepare the individuals for useful living within the society and higher education (National Policy on Education, 2004). Secondary education formulates policies for secondary education and practice in the country. It also prescribes method of testing the students and promotes researches. In some countries, only primary or basic education is compulsory, but secondary education is included in compulsory education in most countries. In post soviet countries it is also known as general education or general middle education.

Leadership in any organization implies the action and interaction with persons and things with a view to attain a specific objective. It is the ability to plan, control, direct and co ordinate the activities of school involving both human and material resources for the achievement of school goals (Aderounmu, 1986). It is a process through which persons or groups intentionally influence others in the attainment of group goals. Leadership is defined as the act or process of influencing people so that they will strive willingly toward the achievement of objective. It is the functional behaviors of a leader in relation with subordinates, to facilitate the accomplishment of group goals. In this regard, leadership is the ability to get thing done with the assistance and cooperation of other people within the institution. Effective leadership most be provided. If the objectives of secondary education are to be achieved, for as observed by Garland and O'Reilly (1976:9), most theorists agree that organizations behave when leaders act.

The principal being the head of the school is responsible for determine the organization of the school and ensuring budget ongoing maintenance of the school building, administering the schools, budget admitting and placing students, ensuring that report cards are send to parents.

The school principal being the chief Executives of the school has the responsibility of attending meetings, acting as a resource person at those meetings, considering recommendations and reporting back on actions taken (or delegating those responsibilities to the vice Principal, developing a safe school environment with the help of parents and the community).

The Secondary school principals are responsible for demonstrating care and commitment to academic excellence and a safe teaching and learning environment, holding every one under their authority accountable for their behaviours and actions, and communicating regularly and meaningfully with all members of their school community. In addition, the role performance of principals is organizing and management of individual schools, including the budget assigned to the school by the district.

It is the responsible of the secondary school principals to have strong interpersonal and leadership skills. They must be seen to encourage Sharing of ideas between individuals and organizations. According to Follett (1964) in Peretomode (2006) state 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 relations.

Communication serves as a lubricator fostering the smooth operation of the management process.

1.2 Statement of the Problem

The principals role in secondary schools in educational zones of Malumfashi and Funtua in Katsina State, cover many different areas which include planning, interpersonal relationship, record management, school community relationship, maintenance of school facilities, internal supervisions, communication, discipline that is process of achieving objectives stated ahead time, determining what is to be done in the school system; a number of decisions relating to the clarification of school objective should be considered to help in the realization of the goals.

The focus of this research is to provide a solution to the problems of internal supervisory roles of the principals that is meant to ensure the attainment of the educational objectives which has largely been ignored. The negligence of these supervisory roles such as checking class visitation, attendance of teachers, lesson plans, lesson note and many others may be one of the fundamental reasons for poor performance of students and teachers in our senior secondary schools.

Lack of proper maintenance of school facilities by the secondary schools in Malumfashi and Funtua educational zones in Katsina state has led to shortages in teaching and learning. In view of this Lessa (1999) stated that poor maintenance cultural has been the bone 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 secondary schools have persisted over the years. Indiscipline is seen as a violation of school rules and regulation which is capable of obstructing the smooth and orderly functioning of the schools system and should be consequently avoided through

perfect orientation of students and imposition of positive sanction in case of obvious violation of the order. It is observed that some principals appear to have failed their manageable roles or responsibilities towards their students. One of the objectives of education as spelt out in National Policy on Education (2013) is to inculcate right type of value and attitude for the survival of the individual and Nigerian society.

Also in some secondary schools in the zones there are wide gaps in school – community relation that need to be ridged in Nigerian educational system as a whole. The community sees school's properties as public properties, therefore, have little or no interest on them. Records are poorly kept and managed, accurate, reliable and trustworthy, records that fulfil evidential requirements are being created but not properly managed by the school principals. From observation, it became obvious that accurate, reliable and reliable and trustworthy records are not properly kept, while some and not kept at all. For instance, many public senior secondary schools do not have copies of educational law and national policy on education in their schools. It was in view of this that Eden (2010) stated that record should be seen as a tool for attainment of school objectives and as a reutilized ritual with no useful purpose in view. Also shortage of trained personnel, finds, material resources could possibly have serious can notations on management of secondary school record by principals in senior secondary schools in the Malumfashi, and Funtua education zones of Katsina State.

There are many roles that are need to be manage by the principals but they have been ignored such as interpersonal relationship, communication and several others are not being properly handled by the principals. Consequently, the effeteness and efficiency of the schools system in achieving educational goals are affected. In view of this Knapp (2009)

stated that without effective leadership, most of the goals of educational improvement will be very difficult to achieve.

This research intends to find out the assessment of principals role in the management of secondary schools in Funtua and Malumfashi education zones in Katsina state, Nigeria. The research will targeted at providing solutions to the outline problems stated above.

1.3. Objectives of the Study

The Study was set to:

1. examine the principals' role in the management of internal supervision in secondary schools in Funtua and Malumfashi Education Zones in Katsina State, Nigeria;
2. determine the principals' role in the maintenance of facilities in secondary schools in Funtua and Malumfashi Education Zones in Katsina state, Nigeria;
3. assess the principals' role in the management of interpersonal relationship in secondary schools in Funtua and Malumfashi Education Zones in Katsina State, Nigeria;
4. ascertain the principals' role in the maintenance of discipline in secondary schools in Funtua and Malumfashi Education Zones in Katsina State, Nigeria;
5. assess the principals' role in the management of school-community relationship in secondary schools in Funtua and Malumfashi Education Zones in Katsina State, Nigeria;
6. assess the principals' role in the management of record keeping in secondary schools in Funtua and Malumfashi Education Zones in Katsina State, Nigeria; and
7. find out the principals' role in the management of communication in Secondary schools in Funtua and Malumfashi Education Zones in Katsina State, Nigeria.

1.4 Research Questions

The following research questions will help to identify the principals role in the management of secondary schools in Funtua and Malumfashi education zones in Katsina state.

1. What is the principals' role in the management of internal supervision in secondary schools in Katsina state?
2. what is the principals' role in maintenance of school facilities in secondary schools in Katsina state?
3. what is the principals' role in managing interpersonal relationship in secondary schools in Katsina state?
4. What is the principals' role in maintenance of discipline in secondary schools in Katsina state?
5. What is the principals' role in managing school-community relationship in secondary schools in Katsina state?
6. What is the principals' role in school record keeping in secondary schools in Katsina state?
7. What is the principals' role in managing communication activities in secondary schools in Katsina state?

1.5 Research Hypotheses

The following hypotheses were formulated

Ho_1. There is no significant difference in the opinions of Principals, Teachers, Ministry of Education Officials (MOE) and Parents-Teachers Association (PTA) (stakeholders)

on Principals' role in the management of internal supervision in secondary schools in Funtua and Malumfashi education zones in Katsina state, Nigeria.

Ho_2. There is no significant difference in the opinions of stakeholders on principals role in the maintenance of school facilities in secondary schools in Funtua and Malumfashi education zones in Katsina state, Nigeria.

Ho_3. There is no significant difference in the opinions of stakeholders on principals' role in the management of interpersonal relationship in secondary schools in Funtua and Malumfashi education zones in Katsina State, Nigeria.

Ho_4. There is no significant difference in the opinions of stakeholders on Principals' role in the maintenance of discipline in secondary schools in Funtua and Malumfashi education zones in Katsina State, Nigeria

Ho_5. There is no significant difference in opinions of stakeholders on principals' role in the management of school-community relationship in secondary schools in Funtua and Malumfashi education zones in Katsina state, Nigeria.

Ho_6. There is no significance difference in the opinions of stakeholders on principals' role in the management of record keeping in secondary schools in Funtua and Malumfashi education zones in Katsina state, Nigeria.

Ho_7. There is no significant difference in the opinions of stakeholders on Principals' role in the management of communication activities in secondary schools in Funtua and Malumfashi

1.6 Basic Assumptions

1. It is assumed that there will be good understanding between the principals, teachers and students.

2. Better result will be realized at the end of the session if records are properly kept.
3. It assumed that there will be maintenance of school facilities which will prevent wastage.
4. Maintenance of discipline enables school to achieve the set goals and objective.
5. Quality control will be enhancing through internal supervision in the schools on principal performance.
6. Effective communication will enhances good management in secondary schools.

1.7 Significance of the Study

It will enable the principals to live up to their responsibilities in terms of school based supervision; it will also be a great importance to the parents and the stakeholder. It will help the government in providing a suitable way of maintaining the school facilities. It will help the principals to develop good strategies for developing a good interpersonal relationship between him, the teachers and the students.

Finally at the end of the study the government will able to provide adequate fund, so that there will be availability of resources in other to enhance teaching and learning.

1.8 Scope of the Study

This research focuses on the Principals Role in the Management of Secondary Schools in Funtua and Malumfashi Education Zones in Katsina State. The study was limited to two educational zones out of seven in Katsina State. The study was limited to senior secondary schools in other to avoid confusion because we have two sections in almost all the public secondary schools in Katsina State, that is the junior section and the senior section and they both have their principals separately. Katsina State was one out of the 36

states we have in Nigeria. Katsina state has the cultural and educational similarities with the other six states in the north –west geo political zones of Nigeria.

There are 22 public senior secondary schools in Funtua Educational zone and there are 15 public senior secondary schools in Malumfashi zone and there total number of teachers in senior secondary schools in Funtua educational zone is 267 while that of Malumfashi zone is 313. Therefore, 15 senior secondary schools was selected from both the two zones, that is 15 principals where involved in the study. 175 teachers, 12 ministry of education officials and 48 parents teachers associations members where all be involved in the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter is on the review of literature on the assessment of principals role in the management of secondary schools in Katsina state. The chapter is organised under the following headings:

2.2 Conceptual Framework;

2.2.1 Meaning of Education ;

2.2.2 Meaning of Secondary School;

2.2.3 Meaning of Assessment;

2.2.4 Concept of Role;

2.3 Theoretical Framework;

2.4 Principals' Role on Internal Supervision;

2.5 Principals' Role on Maintenance of Schools Facilities;

2.6 Principals' Role on Interpersonal Relationship;

2.7 Principals' Role on Maintenance of Discipline;

2.8 Principals' Role on School-Community Relationship;

2.9 Principals' Role on Record Keeping;

2.10 Principals' Role on Communication;

2.11 Empirical Studies; and

2.12 Summary of Literature Review;

2.2.1 Meaning of Education

Education empowers, emboldens, refines civilizes, enlightens, enriches and gives confidence to man. Education is an instrument used for anything it is anything empower for doing ones job or arriving at an objective or achieving a goal. It is process or an agent employed to real a goal; it is process or a device to which one was recourse to realize a purpose (Adamu, 1996).

Education is an incontrovertible natural human endeavour in all human society; it is a process of cognitive, affective and psycho motive development with a view to molding a total contribution to the development of community and the promotion of cultural heritage (Durosano, 2002). According to Ezena (2007), sees education as a means through which the wholesome development of the individual that compose the society is affected. The human element remains and will continue to remain the most critical determinant of organization performance. This is so because it is only the human resources that are endowed with the capacity to plan, think, execute and achieve organization results. Education raises man from the state of a animal and allow him to enjoy the full blessing of a homo-sapient (Adam etal 2006). This is because it is tough reduction that one is best prepared to face the challenges one's critical sensibility and awareness as well as sharpens ones personality to enable him refine and widen him horizons (Schutz, 1963)

2.2.2 Secondary Schools

Secondary school is the education for children from age of 10 to 18. Secondary education is divided into two part: Junior and Senior Secondary Education, the Junior Secondary Education is prevocational and academic in scope.

Most courses are compulsory, except religious and language course (Electives). For students to continue into senior secondary school certificate examination in senior secondary school, students are allowed to choose which areas to concentrate on, be it science, arts, commerce, or technical studies. All students have to sit for a senior secondary certificate examination (SSCE), of which these are two. The west African senior secondary certificate examination (WASSCE) and the National Examination Council (NECO). Student must pass this before being admitted to any university (www.wikipedia.com retrieved march 10 2012

According to National policy of education 4th edition (2004) secondary education is the education children received after primary education and before the tertiary stage. The broad goals of secondary education are to prepare the individual for:

a. Useful living within the society

b. Higher education

It is the secondary education that provide

(a) All the primary school leaner's with the opportunity for education of a higher level, irrespective of sex, social status,. Religious or ethic background.

(b) After diversified curriculum to cater for the differences in talent, opportunities and future roles

(c) Provide trained manpower tin the applied science, technology and commerce at sub-professional grades.

(d) Develop and promote Nigerian Languages, art, and culture in the contract of world's cultural heritage.

(e) Inspire students with a desire for self improvement and achievement or excellence.

(f) Foster national unity with an emphasis on the communities that unite is in our diversity.

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

2.2.3 Assessment

Various definitions of assessment and the role it plays in teaching and learning. Assessment involves the use of empirical data on student learning to refine programme and improve student learning (Allen 2004). It can also be the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students, know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment result are use to improve subsequent learning (Hapa and Freed 2000).

According to Erwin (1991) Assessment in the systematic basis for making inferences about it is the process of defining. Selecting, designing and using information to increase students learning and development. Base on the definition of Palonba and Banta (1999) Assessment is the systematic collection review, and we of information about educational programs undertaken for the purpose of improving student learning and development. To assess is to determine the value of a thing at a particular point in time. To assess in school system is to determine the extent of the performance of a pupil/student in a limit of instruction on programme on the overall process of a pupil student I the UBE.

2.2.4 Role

A role is a set of connected behaviours, rights obligations, beliefs and norms as conceptualized by people in a social situation. It is an expected free or continuously behavior and may have a given individual social statue or social position.

According to sociologist Bruce (1986), the five major models of role theory include.

1. Functional role theory, which examines role development as stored social norms for a given social position.
2. Symbolic interaction role theory which examine role development as the outcome of individual interpretation of responses to behavior.
3. Stural role theory which emphasized the influence of society rather than the individual in roles and utilizes mathematical models.
4. Organizational role theory, which examines role development in organization and.
5. Cognitive role theory, which is summarized by Flynn and Lemay as the relationship between expectations and behaviors.

So, role is what the teacher does (or at least expected to do) while status is what the teacher is. In other words, "status" is the position an actor occupies, while role" is the expected behavior attracted behavior attached to that position. According to Oxford Advance Learners Dictionary (2003) roles are the function or positions the somebody has or is expected to have in an organization, in society or relationship. According to the above assumption Doe (2003) stated the role refers to one's function or what the person is appointed to do. Role is what the individual has to do order to validate the occupation of the status. (www.wikipedia.com, retrieved January 21, 2015).

Also role have be defined by Ogborn and Nimkoh (2015) as a set of socially expected and approved behavior pattern, consisting of both duties and privileges associated with a particular position in a group. Role performance is the act or style of performing a work or role before an audience. It is also a way in which someone or something functions. According to Bateman & Organ, (1983) Role performance is certain behavior of employees, which are not part of their formal job requirement as they cannot be prescribed or required in advance for a given job but they help in the smooth functioning of the organization as a special system.

2.3 Theoretical Framework

Several theories have been developed to explain how relationship are entered into and maintained, but they all are based on the idea that we are looking for specific things in a connection with others. Some of the theories are as follows:

Uncertainty Reduction Theory

This is the idea that we try to reduce uncertainty about others by learning about them. When we know more about someone, we can then predict their behavior more easily.

This theory posits that two strangers go through several stages in order to start forming a bond and decide whether they want it to continue.

The stages include:

i. The entry stage, in which they get to know about each other family education background

ii. The personal stage which involves sharing attitudes and beliefs, and where both people consider if they are really compatible.

iii. The exit stage, where the two individuals (now in some sort of relationship) either decide to keep moving forward or go their separate ways.

Social Exchange Theory

Ever think to yourself, what am I getting from this relationship? Or I feel like I am giving more than I am getting?

Dialectical Theory

There is a saying that goes; the only constant thing is change. This idea fits dialectal theory perfectly. Under this theory, relationship is in a constant state of flux, making their success determined by how those changes are handled. Only by working with the fluctuations that inevitably come with life events can interpersonal relationships is maintained.

Attached Theory

It's common knowledge that people in counselling often talk about the early relationship they had with their parents. This is partly because these early relationships can influence and shape later relationship.

Attachment theory describes the nature of a Child's initial experiences of bonding (or lack thereof) with his or her parents. It posits that we come into the world needing to emotionally attach to our caregivers and if we are given the chance to do that in healthy way, we can have successful attachment later in life. If, however, we were smothered or neglected, we can repeat what we learned.

According to Follett (1964) in Peretomode (2006) is not just the production and distribution of manufactured articles but it is give an opportunity for individual development and opportunity for individual development and self-actualization through better

organization of human relationships. In her innovation, the process of production is an important for the welfare of society or the product of production. This balance, she maintains is not achieved through and utter disregard for efficiency. With its emphasis lies on productivity, goal attainment, discipline and authority relationship but through integrating item 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 groups.

She expressed coordination in four fundamental principles of organization as follows:-

i. Coordination by direct content or the people concerned.

ii. Coordination in the early stages

iii. Coordination as the reciprocal relating to all the factors in a situation.

iv. Coordination as a continues process. This means that welfare programmes for teachers are as important as the classroom teaching process itself and good condition of service for teachers can contribute to their efficiency.

Interpersonal relationship has the potential to influence classroom performance and learning outcomes in positive ways. In supports of the above assertion, Kodz, (2011) posted that good interpersonal interaction of teachers with students has positive effect on academic achievement.

For instance, a situation whereby parents provide materials and financial support and were 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.

2.4 Principals' Role on Internal Supervision in Secondary Schools

Supervision in education has been defined by different writers. And this supervision involve two bodies or group of people that is the supervisor and the supervisee.

Supervision refers to the activity which the school principals carry out towards their teachers to offer specialized help and support in order to make teachers more effective in improving teaching and learning situation.

According to Nwaogu (1980) defined Supervision of instruction as the process of bringing about improvement in instruction by working with people who are working with the pupils. He said that Supervision is a process of stimulating growth and a means of helping teachers to help themselves.

Nwaogu also stressed that;

(i) Supervision is concerned with making adequate provision for all of the conditions which are essential to effective learning through effective teaching.

(ii) Supervision is a process of releasing energies of people in creative ways to solve individual and common problems.

(iii) Supervision is a service activity that exists only to help teachers to do their jobs better and help to improve the earning situation for children.

Nwadibia (2005) defined Supervision as a process of examing, criticizing, appraising teachers and students including the school environment to see if the entire school conforms to the set operational objectives.

Also Hoyman sees Supervision as those function of administration concerned with the provision of instructions, its continuation, its overall organization, its general planning and its evaluation.

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 if administration which has particular pertinence for the expectations (Products) of educational systems.

In support of these assumptions, Mbih (1974) in Ogunsaju (2006) perceives Supervision as are of the basic requirements in administration that concern's the tactics of efficient and proper management. And 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 (Good 1945 in Ogunsaju, 2006).

2.4.1. Objectives of Supervision

The main objective of Supervision is the evaluation of the school programmes. Some of the other important objectives are as under;

- To provide professional leadership to all educational worker working in the school system.

- To ascertain the strength and limitations of the schools and to set suitable targets for progress of the educational institutions.
- To share/inform the management, parents about the problems of the school and seek for their help in solving them out.
- To promote the professional growth of all school personnel especially that of the teachers by organizing various need based in-service programmes of varied types such as workshops, seminars etc.
- To identify the factors responsible for promoting or hindering the progress of the schools and thereby taking steps to explore or to control them.
- To guide and encourage school personnel to carryout experimentation and research in their areas working.

2.4.2. Supervisory Role of the Principals

The following are the supervisory role of the principals in the secondary schools

- Setting realistic and practicable programmes for improvement in a school.
- Creating harmony among the school personnel
- Providing constructive feedback and guidance.
- Playing a motivating and inspiring role for the betterment of the school system.
- Maintaining a proper documentation and follow up work.
- Studying latest practices in the school functioning keeping the things confidential in the required case.
- Ensuring smooth functioning of the daily routine of the school by looking after the matter such as arranging proxy periods, time table etc.

- Serving as a communication link between teachers and non academic staff and the principal and parents.
- Chalking out the strength and thereby exploring the strengths and working on the limitations of the school.
- Stay informed about the latest rules and regulations, circulars recharging the school from the government or the trust.
- Being critical and creative in the analysis of the school activities.
- Carrying out and promoting creative and innovative practices in the school system with reference to various aspects such as teaching learning process, material production, professional development of the school personnel etc.
- Seeking for the suggestions of the school personnel in taking the decisions related to their work.
- Informing the higher authority may be a principal or management regarding school activity that is serving as a communication link.
- Creating work culture with encouraging team work and leadership qualities. (www.wikipedia .com, retrieved march 4, 2010.).

2.5 Principals' Role on Maintenance of School Facilities in Secondary Schools

School plants and facilities mean the same thing and they are usually regarded on a school system as educational facilities, these includes; building such as classroom, assembly hall, workshops, library, hotels residential areas, recreational areas and playground facilities. They also include teaching aids and devices such as modern educational hardware and software.

School plants or facilities are the material things that facilitate learning and teaching school plants as consisting of building, playground, sport field and outdoor equipment.

Psychologists are of the opinion that learning is more effective in a conducive environment and the learning process is made more.

The democratization of education in Nigeria has led to remarkable increase in the number of schools all over the nation. Every town and community in the country has either a primary as secondary school or both. Some communities have tertiary institutions. People recognize these institutions as places for the education of children and youth. They are commonly characterized by school building and other features and the land on which the buildings and other features a on the land an which the buildings are erected. Some writers define the school plant in terms of these characteristic features or physical components of schools. Adeboyeje (1994), for instance, defines it as the buildings, classrooms, corridors, playgrounds and other lands. While other writers defines it in terms of its functions.

Hagman (1956) defines the school building as an instrument in education. Knezevich (1975:562) building are part of the broad concept known as the school plant. This implies that the term 'school plant' is more than the school building and the piece of land on which it is situated. According Encyclopedia of Education (2002), the school facility consist of not only the physical structure and the variety of building systems, such as mechanical, plumbing, electrical and power, telecommunications, security, and for suppression systems.

Knezevich (1975), aptly described the school plant as the space interpretation of the curriculum. According to him, the curriculum finds its physical expression in the construction and arrangements of the school plant. The school plant is used not only to provide conducive environment for both teaching and learning, but also to ensure a safe,

secure hygienic and comfortable shelters for students, teachers, and other staff as teaching, learning and other activities of the school take place. The whole school plant and not just the school building can thus be conceived as an instrument in education (Hagman, 1956). Meaning when attempts are made to appeal to as many of the learners senses as possible. This perhaps more than anything else must have informed the need of facilities in schools.

According to Hallack (2000) emphasized that the availability, relevance and adequacy of instructional materials had contributed a lot to academic achievement of students, while non availability ca contribute to poor perception of subject matter. Lorton and Walley (2009) find out that learning experiences are richest when the environment (Physical resources such as laboratory facilities) around these students meet their needs, through its adequacy and effective utilization.

Akpokiese (2003), in his findings attributed poor quality of education, low academic performance and poor skill acquisition to unavailability of material resources such as laboratory facilities in most of our secondary school.

Researchers such as Duru Opined that school plant includes the school site the school building and all th**e** equipment in the school. In essence, school plant refers to all the infrastructural physical facilities which are usually put into educational use. They also include the furniture, laboratory equipments and materials, teaching studio and the space within the school premises. According to Ogunnu (2000) school facilities are the materials resources that facilitate effective teaching and learning in the school.

2.5.1. Types and Nature of School Facilities

School plants or school facilities refers to the use school/site and all the structures that have been put in place to aid effective teaching and learning in the school such as home economic blocks, hostels (male), hostel (female), and the common room, etc.

According to this definition, school plant can be grouped into;

1. All kind of school buildings such as physical structures like classrooms, common room, female hostel, staff residential areas, etc.
2. Instructional materials
3. Non-teaching or residential facilities
4. Recreational facilities
5. Specialized facilities

2.5.2. Maintenance of School Plant/Facilities

Maintenance of school facility is concerned with keeping grounds building and equipment in their original condition of competences for efficiency. Knezevich (1975) stated that the time it takes for a building to become physically obsolete depends on the quality of the original construction and materials as well as the quality of facility keeping and maintenance.

2.5.3. Strategies for Effective Maintenance of School Plant

Harry (2001) conducted a study on school plant maintenance and the outcome of his study may be difficult to generalize the situation in Nigeria, has proposed strategies for school plant maintenance in Nigeria seem to be very appropriate and relevant to the general situation in Nigeria.

These include;

- Good planning of school plant
- Adequate funding of school plant

- Good maintenance culture of school plant
- Regular stock taking of school plant
- Effective supervision of school plant
- Evaluation of school plant
- Political interference
- Bribery and corruption
- Poor supervision and
- Poor evaluation

2.5.4. Types of Maintenance

There are two types of maintenance as follows;

1. **Individual building Maintenance**:- This is the maintenance that is carried out by the principal in conjunction with the school warden at the beginning of each school year jointly set up by the masters plan for building
2. **District-Wide Maintenance**: Here the school department with a crew of workers moving from one side to another in accordance with definite schedule of work. The force is under the direction of an expert maintenance crew. Chief or directors of works maintenance crew operate from one department to another. They give one mouth notice and leakage area they intend to cover area known by the school concerned. In addition to the above, Olagboye (1998) identified the following types of maintenance service;
    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 and repairing breakdown equipment.
3. **Breakdown Maintenance**: Its maintenance which is aimed at rectifying contingency plans for the possible purchase of spare parts.

2.5.5. Purposes and Uses of School Facilities

Facilities such as classroom, laboratories, and workshops promote the educational purposes of the school and for their facilities to serve any useful purposes. Another important aspect for school is that all buildings and other facilities should be fully utilized where the utilization is below the norms or standard the returns from the investment of such facilities become inadequate.

Agbelusi (1985) observed that the use of school plant includes the following;

1- Provide the teacher with the means of extending the rising experience of the students i.e use of teaching aids.
2- It offers the students a rich opportunity to develop communication skills while attractively engaged in solving problems which are relevant to the student and their studies.
3- It aids the teacher in the provision of meaningful sources of information for the students.
4- Provide the teacher with interest compelling spring boards which can be used to launch students into a wide varieties of learning activities.
5- It helps the teacher in overcoming physical difficulties of presenting the subject matter.

6- Multiply teacher's efficiency by the provision of tutorial stimuli and response, guidance for individual student and small group.

7- Provide the teacher with the tools to carryout diagnostic testing, research and remedial work.

8- Provide an orderly introduction to subject areas.

9- Enable the students to proceed on their own by providing basic tools concepts and generalization for further studies.

10- Always refresh the memory of students and teacher.

2.5.6. Importance of School Facilities Maintenance

Proper maintenance of school facilities helps to establish good image for an institution of learning.

Maintenance saves cost. 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.

Maintenance ensure 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.

Proper maintenance of school plants also ensure durability and serviceability of the equipment and facilities in the schools. Care and maintenance of culture increases he life span of the equipment.

2.5.7. Objectives of School Facility Maintenance

The following objective should be in focus when planning and constructing school plant;

Spatial Adequacy and Desirability

One very important objective of school plant planning that is directly related to the implementation of the educational programme is the provision of adequate and appropriately organized spaces to facilities and support teaching and learning activities. These should be enough space to accommodate the present school enrolment and any possible increase in student population in foreseeable future it is desirable that learning spaces be adequate for both individual and group work. Adequacy of space is also sought for administrative and other offices needed for rendering special services to students and staff and for storing materials and supplies for the school. Provision of adequate spaces for outdoor learning and recreation should also feature as one of the objectives of school plant development.

Health and Safety

Ensure the safety, security and good health of the learner as well as other staff of the school is another objectives that any school plant planner should accomplish. All building should be structurally adequate and enough safety features, such as fire alarm systems, firefighting equipment, and emergency exists should be provided. Learning take place effectively in an environment in which the learner feels safe and secure. Toilet and other facilities to meet the needs of the students and staff should be provided.

Adaptability

School buildings are expensive to construct and are usually intended for long term use. While in use, there may be some changes in the educational programme; new subjects may be introduced requiring new methods of teaching or equipment that may require special storage facilities, there may be unexpected increase in school enrolment and any unforeseen development that may hasten the obsolescence of buildings. In order to cope with such unforeseen circumstances, it is a desirable objective of school plant planning and construction to make the building adaptable.

Aesthetics

A school plant with beautiful surrounding is another objective of school plant planning. Attractive school environment with well designed buildings and other structures may not only stimulate learners' interest in schooling and appreciation of creative arts, but it may also engender a sense of belonging and pride for their school. Such attractive. Looking school and beautiful surrounding are also a source of pride to the members of the local community of the school.

Durability

Owing to the expected long life span of school buildings and high construction costs, durability is one of the objectives to be targeted when planning and constructing them. Durability in this case should not imply rigidity of the structure; this is because of some inevitable changes that often occur and call for building materials may be initially expensive relatively low cost of maintenance. It should be noted that many writers refer to these objectives as attributes or characteristics.

2.5.8 Principals Role in Maintaining School Facilities

The principal as the custodian of the school plant must ensure the proper utilization and maintenance of school plant in order to present loss of time, money and space. He has the responsibility of ensuring that school plants are well protected against five outbreak, pest, as well as thieves and kept in functioning condition.

In the view of Olagboye (1998), Ajayi (2007) and Yusuf (2008) school principals are to mobilize and motivate their staff and students to imbibe and internalize the maintenance culture. They added that school principals, through close supervision of the staff, student and members of the community, must ensure that;

(a) Equipment and facilities to be serviced, repaired and overhauled are actually serviced, repaired and overhauled are actually serviced, repaired and overhauled.

(b) School properties should neither be misused nor converted into private property.

(c) No component of the school plant must be illegally commercialized by individuals.

The school administrator should use some strategies for school plant maintenance, in order to ensure that all the school plats are in a function;

1. State throughout the year perhaps this is the reason why Fadipe (1998) nd Ajayi (2007) suggested fivefold strategies that will make principals put school plant into functional state throughout the school year these are;

(i) Psychological build up of staff and pupils: This involves inculcating in all members of the school community and spirit to use and handle the school plant with care.

(ii) Periodic inspection and classification of damaged infrastructure. Pupils and teachers should be involved in this area since early detection of problems on school plant any of it components will save a lot of problem. The principal should engage in periodic inspection of school infrastructural facilities with a view of detaching damages, faults and deficiencies and rectifying them.

(iii) Committee system approach: The principal can set up a number of committees which will be made up of some responsible teachers and students to receive all complaints on damages, deterioration faults and deficiencies in various aspects of school plants. In view of this a number of committees and subcommittees could be set up to handle maintenance and repair activities in the school system.

(iv) Committee Participation approach: The members of the immediate community in which a school is established should be involved in the repairs and maintenance of school plant. Professional members of the community especially those who are parent teachers association (PTA) members should be actively involved in the maintenance of school plants for minimal cost.

(v) Financing Maintenance cost internally: The principal must be resourceful in generating fund internally within the limit of government's regulations, to maintain the school plant. In view of the fact that enough funds may not be made available to public school by the government for school plant

maintenance, the principal should be aggressive in generating fund from the following internal sources of revenue, appeal to philanthropists to donate for repairs of schools, plants appeal to old students to donate for maintenance and even replacement of school plants, sales of school agricultural and Arts products and charges for the use of school plants such as halls, sports field and so on

2.6 Principals' Role on Interpersonal Relationship

Interpersonal relationship is an association between two more people that may range from fleeting to enduring. This association may be based on inference, love, solidarity, regular business interaction\s, or some other type of social commitment. (Wikipedia).

To be human is to do involve in interpersonal relationship. In this lesson, we will define interpersonal relationship as social connections with others. They can be brief or enduring. We experience a variety of interpersonal relationships on a daily basis with family, friends, significant others and people at our workplace. While every relationship is unique; there are some common themes that influence the health and continuation of all relationships.

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, neighbourhoods, and places of workshop. They may be regulated by law or mutual agreement and are the basis of social groups and society as a whole

2.6.1 Importance of Interpersonal Relationships

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

1. Need to belong: According to Maslow's hierarchy of needs, human need to feel love (Sexual/non sexual) and acceptance from social groups (family, peer groups). In fact the need to belong is so innately ingrained that it may be strong enough to overcome physiological and safety needs, such as children's attachment to abusive parents or staying in abusive romantic relationships.
2. Social exchange: Another way to appreciate the importance of relationships is in terms of a reward framework. This perspective suggest in relations that are rewarding in both tangible and intangible ways. The concept fits into a large theory of social exchange. This theory is based on the idea that relationship develop as result of cost-benefit analysis. Individuals seek out rewards in interaction with others and are willing to pay a cost for said rewards. In the best-case scenario, rewards will exceed costs, producing a net gain.

This can lead to "Shopping around or constantly comparing alternatives to maximize the benefits (rewards) while minimizing costs.

Related self: relationship arte also important for their ability to help individual develop a sense of self. The relational self is the part of an individual's self-concept that consists of the feelings and beliefs that one has regarding oneself that develops based on interaction with others. In other words, ones emotions and behavior are shaped by prior

relationships. Thus, prior and existing relationship influence one's emotions and behaviors in interactions with new individuals, particularly those individual that remind him or her of others in his or her life.

2.6.2 Stages of Interpersonal Relationship

Interpersonal relationships are dynamic systems that change continuously during their existence. Like living organisms, relationships have a beginning a life span, 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 psychologist George Levinger (1983) formulated a model which describe heterosexual, adult romantic relationship, but it has been applied to other kinds of interpersonal relation as well.

According to the model the natural development of relationship fellows five stages:

1. **Acquaintance and Acquaintanceship:-** Becoming acquainted depends on previous relationships, physical proximity, first impressions, and variety of other factors. If two people begin to like each other, contained 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, compatibility and such filteriarg 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 relationship, 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 relationship deteriorate, but those that do tend to show signs of trouble boredom, resentment and dissatisfaction may occurs and individual may communicate less and avoid self-disclosure. Loss of trust and betrayals may take place as the downward spiral continues, eventually ending the relationship. (Alternatively, the participants may find some way to resolve the problem and re-establish trust and belief in others).

5. **Termination:** The final 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. Friendships may involve some degree of transitivity. In other words, a person may become a friend of an existing friend's friend.

2.6.3 Interpersonal Skills

Interpersonal skills includes:-

- **Verbal communication:-** What we say and how we say it
- **Non verbal communication:-** What we communicate without words, body language is an example.
- **Listening Skills:-** How we interpret both the verbal and nonverbal messages sent by others.
- **Negotiating:-** working with others to find a mutually agreeable outcome
- **Problem Solving:-** Working with others to identify, define and solve problems.

- **Decision Making:-** Exposing and analyzing options to make sound decisions.
- **Assertiveness:-** communicating our values, ideas, beliefs, opinions, needs and wants freely.

2.7 Principals' Role on Maintenance of Discipline in Secondary Schools

An obedient student is in compliance with the school rules and codes of conduct. These rules may for example, define the excepted standards of clothing, timekeeping, social conduct, and work ethic. The term discipline is also applied to the punishment that is the consequence of breaking the rules.

School discipline is the system of rules punishments, and behavioral strategies appropriate to the regulation of children or adolescents and the maintenance of order in schools.

Indiscipline means uncontrolled behavior. (Dictionary for Advance Learners (2008). And discipline is one of the most difficult aspects of administration is perhaps deciding the right type of reward or punishment to be administered on pupils/students for good or bad conduct. Discipline involves the administration of reward and punishment as an essential ingredient in the success of the school.

Broadly speaking, discipline entails setting and defining clear expectations about students' behavior. To promote active learning in or outside classroom situation students must behave well. They must be actively involved in setting rules and regulations to govern their conduct. However, indiscipline means the absence of discipline. Thus where indiscipline reigns, disciplines is lacking. This stability and continued existence in that society are in dangers, discipline instead, life and property become insecure, and the continued existence of the society becomes precarious.

According to Eden (2002), he stated that indiscipline as a violation of school rules and regulation is capable of obstructing the smooth and orderly functioning of the schools system and should be consequently avoided through perfect orientation of students and imposition of positive sanction in case of obvious violation of the order.

Dittinuiya (1996), said that indiscipline could be regarded as any act that does not conform with the societal values and norms. Indiscipline is also a distinctive and undeserving element to progress, training or mode of life in accordance with rules.

Consequently, lack of indiscipline relate to misbehavior in any form. Indiscipline act is that situation where students set aside the school rules and regulations and do what they like and leave undone what they are expected to do. Indiscipline is any act that is inconsistent with the set-down rules and regulations governing learning situation. Again according to Peretomode (1995) means unruly behavior, disobedience and general disorder.

Moreover, lack of indiscipline according to Annen (1996) relate to misbehavior in any form indiscipline act is that situation where student set aside the schools rules and regulation and do what they like and leave undone what they are expected to do. That indiscipline is any act that is inconsistent with the set down rules and regulations governing a learning situation.

2.7.1. Forms of Indiscipline

According to Zubaida (2009) she identifies various forms of indiscipline among the secondary school students such as truancy, lateness to school, cultism, drug abuse, insulting/assaulting, stealing, rioting, and many other anti-social vices. According to Zubaida (2009) and Eyinade (1999), a number of these acts of indiscipline were directed against constituted authorities and established rules. An example of this is refusal to wear

the right school uniform and going out of bounds without permission. The respect which teachers command among students had been seriously worn-off. And some teachers have not done much to help the situation by their actions. This problem has turned to a national issue.

2.7.2. Causes of Indiscipline Acts in Schools

Indiscipline acts in schools is not an obscure problem or phenomenon that it causes cannot be ascertained. Infact, scholars have carried out extensive studies on it and have been able to identify several factors that have led to its occurrence in our institutions of learning being it locally, nationally and internationally. For instance, Ozigi and Canlan (1979) as cited by Oyetubo and Olaiya (1979) as cited by Oyetubo and Olaiya (2009) presented seven likely causes of the phenomenon in school and which include;

(a) The idea of democracy with its emphasis on the rights and freedom of the individual.

(b) The "generation gap" in ideas, beliefs and value about the nature of man, life and society.

(c) The high level of sophistication of young men and women compared with that of the old generation.

(d) The influence of the media (i.e the newspaper, the radio and television) which carry regular reports about students power against authority.

(e) The failure of adults, both in society and at the school to set standard of good behaviours for young men and women to follow.

(f) The failure of many homes to provide basic and essential moral training in the upbringing of the children and the failure of parents to see good examples and

(g) The failure in communication between young men and women insisting on their right and the authorities who tend to set the issues involved simply from the "official' point of view.

2.7.3. Role of Principals on Discipline

The principals, under the direction of their district school boards, take a leadership role in the daily operation of a school. They provide this leadership by:

- Demonstrating care and commitment to academic excellence and a safe teaching and learning environment.
- Holding everyone under their authority accountable for their behavior and actions.
- Communicating regularly and meaningfully with all members of their school community. In addition, Principals are responsible for the organization and management of individual schools. Including the budget assigned to the school by the district.

The principal is the head teacher in the school and in addition to any teaching duties; each principal is responsible for;

1. Determining the organization of the school and ensuring ongoing maintenance of the school buildings.
2. The EQ Edge, stein & H. Book

2.8. Principals' Role on School Community Relationship in Secondary Schools

The concept of school and schooling system are generally viewed as the place and process of knowledge transmission. According to Molagun and Taiwo (2000) referred to school as exclusive special institution whether under public or private auspices, which has been deliberately set up by the society to carry out the process of learning with a selected group of people from the community. The school is a planned social institution which acts as an instrument of society for teaching the young ones. In this institution, the interest of both the adults and children within the school converge with those of parents and citizens outside it.

The school can be viewed from two angles; it is a model of the community, 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. Therefore, the school and the community regard each other as partners (Musaazi, 1982).

Ezewu (1981) views community as a natural congregation of human being who lives in a specific location and share common sentiments.

The school is an open system that learning makes learners to interact with its environment; and with the school environment itself. These members of the community include the family, parents, teachers, and the students.

The school and the community are like two sides of a coin, they are interrelated and inseparable.

2.8.1 Role of School toward the Development of Education

This school is situated in a community, the school is responsible for the transmission of culture, beliefs and attitudes to the new property, cleanliness and hygiene, entertainment of the generation of the particular community.

The school performs the following organizational and administrative functions.

- In order to realize the objectives of the institution, it is necessary to build up a good team of teachers. The school may not be directly responsible for staff recruitment but whether the school or not, we can do a lot to influence the retention of staff through knowing the staff collectively and individually and try to understand their personal and social problems and needs.
- The school should establish satisfactory staff relationship through effective communication. This keeps the staff, communities informed of the plan, policies and programme. This will help to ward-off misunderstanding arising from ignorance of inadequate information.
- The school is given the full responsibility for the interviewing of students; they submit the final list to the employer for its information and formal approval only. Where as in other places, it has no say at all in the process of selection.
- The school also formulate a set of rules to guide the students in what they are expected to do or not to do. These rules usually covers areas such as; meal food, use of uniform and private clothing, class attendance, absence from school, causes of illness, emergencies, care of school outside visitors. Use of electricity and library facilities. Other rules include consideration for others,

courtesy, obedience, table manner, respect for elders and seniors, bullying and fighting.

- Maintaining good school community relationships and participating in community development projects.
- Managing the school finances and applying the appropriate checks and balances in financial deals on behalf of the school.
- The school is concerned with the taking into consideration individuals psychological needs so as to achieve organization goals through motivation.
- The school also provides co-curricular activities to develop skills in games, and physical development.

2.8.2 Role of Community toward the Development of Education

The school is an institution within the large society. The parent in the larger community and the public at large has some role expectation of the school in a particular society. Ojibara (2002) stated that, the larger the society expects pupils to develop certain attitude and mental attributes necessary for the improvement of the quality of the lives and that of the society.

The following are the ways by which the school can promotes its educational programmers:

- Since the school is to transmit the values of the society to the new generation, the community should respects and value the school more if training is to become related to its life.
- Community should be prepared to accept the good ideas school introduces.

- In some cases where the school has shortage of teachers, the community of the school employs teachers to support the government staff and the payment will be from community purse.
- Another role performed by the community is that of assistance in supporting the school financially and morally.
- Some community is buoyant enough financially to build classrooms for their school. And in some cases the community has direct contact with the local school board to influence their activities in promoting teaching/learning process.
- The community teaches the children acceptable ways of living in the society, that is to educate them on the norms of the society. Because one of the authority in the field of education stated that "Education is a process of living as useful and acceptable members of the community".

2.8.3 Relationship between School and Community

It will be unwise to regard school community relationship in the light of one dictating to the other. The relationship is rather reciprocal, the kind that stresses the influence one on the other in equitable terms. This is to say that there is no permanent beneficiary. Either party stands to gain from other in turns. This is why flexibility becomes the watch ward in school community relationship. Either party should be ready to part with ideas viewed as profitable for the benefit of other party, (Ozigi, 1078).

Likewise, other party should be prepared to accept whatever useful ideas that are introduced by others once it becomes that an old idea is crude or less useful than the newly acquire one. Time should not be wasted in replacing the old with the new. Ones a nation is

not ready to change a policy affecting the education of the young ones. It becomes difficult to establish the correct sort of school- community relation needed. If we do not adopt education policies that directly related to the needs of our immediate society. Then there is bound to be chaos in the operation of our school. System in Nigeria, for instance, no school could hope to produce young agricultural personnel relevant to our economy without first changing the programmes to suite our local Agricultural situation (Musaazi, 1985).

At this time, we still place more emphasis o the academic subjects which may not lead to immediate gainful employment. This is largely why many young ones who leave school have to go elsewhere in the urban areas where jobs are likely to be found. This means that the objective of training such young ones have been defeated as they were supposed to grow up and live a useful life in the community that brought them up.

According to Oyedele (2000), the area of concern for school community relationship has to do with the nature of most of the populations of our schools in relation to the social background of the teachers. In a school where children predominantly belong to one ethnic background different from that of some teachers, it becomes likely that the parents of these children (in the community) may not regard the teachers as part of them. They may not be prepared to welcome the ideas of these teachers once they tend to part from their traditional norms. This is why again there is need to enhance better understanding, accommodating to each other.

Another school community relationship has to do with the head teacher serving as public relations officer. Do not give people the impression that you are too important or too busy to see or meet anybody. You should be courteous and treat people with tact considerations, sympathetic and understanding.

Demonstrate active interest in community life through promoting the involvement and participation of the school in suitable social activities and extra moral programmes. For instance, the school can organize cultural activities, club meetings, and social welfare. Programmes, adult education schemes, sporting activities and community project. Some members of staff can serve as members of local committees. The school can initiate support or help in social programmes such as clean-up campaign, relationship club, the organization to help the destitute, further education programmes and nursery education.

The relationship between school relationships could exist by making some school facilities and resources available to the community for educational and social purposes. For example; the parent-teachers association could hold their meetings in the schools, the local education officer might use the assembly for conducting common entrance examination or evening classes. During vacations, the halls in the school could be used as venues for in-services courses as the students association might wish to hold dances or meeting.

At time, some items of furniture could be borrowed for important official occasion. Instead of refusing them, the school should instead commit people in writing in case of loss or damage to property. The students should study important aspect of the community as part of their curriculum. Also, resource people from the community could be invited to lecture or teach any aspect of communal life. Pupils could also pay educational visits to places o interest in the community. Through all these the school's interest ion promoting and sharing the cultural life of the community. Also the community can be invited to visit o attend these activities. They could also be invited to participate.

2.8.4 Ways for Improving School Community

There are many useful ways through which relationship between the school and the community can be fostered for better productivity.

Musaazi, (1982), highlighted the following ways of improving school community relationship:

- Students can also be taken round local factories where local experts help in teaching them the operations of their trades.
- Local arts and crafts can be taught at school but learning becomes more profitable when such local experts are involved in the training of the skills to the young ones.
- Other avenue includes extending services to the community. By involving parents and other members of the community in organized school events such as sports and other activities this stand a better chance of creating a further mutual understanding and closer links between the school and the community. The school should make itself not only accessible to the community when community development activities are organized. But also participate fully when ever called upon to do so (Musaazi, 1985). Likewise, the community should not hesitate to invite the school or even to offer to organize such a community development even in favor of the school.

2.9 Principals' Role on Record Keeping

A record is any information that is written or stored or paper film or computer so that it can be used for the purpose of achieving. The record involves things, ideas concepts and

facts known from which conclusions may be drawn after proper analysis for purposes they are intended to serve the objectives for which the school is established.

Adeyanju and Nkon (200) in Bello and Abubakar (2007:31) consider schools records to consist of all books and files or other documents that contain information regarding the schools activities, staff and students as well as school property.

In school administration, school records are the essential elements in education delivery. They provide clear picture on various dimensions on what the school as a organization is all about.

The records are statutory or non-statutory proper maintenance of the records makes storage, retrieval and processing through electronic or non electronic gadget easy and a necessary tool to the success of the school.

According to Mbiti (1974) schools records include all books and files containing information on what goes in school, which is in the school and the type of properties owned by the school. Record 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 data that is collected and kept for future use constitutes a "record"

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.

The compulsory school records which are mandatory by law to be kept in each school in Nigeria are as follows:

i. Log book

ii. Admission, progress and withdrawal register

iii. Class attendance register

iv. Diaries and records of work book

v. Visitor book

vi. School leaving certificate

vii. Transfer certificate booklet

viii. Corporal punishment, punishment &Reward Books

ix. A copy of education law

x. A copy of national policy on education

xi. Store Regulation

xii. Civil Service Rules

xiii. Financial Instruction

xiv. Capital Assets Register (s)

Other School Records

These records are kept for the day to day administration of the school and we as occasion demands. They can be referred to as non statutory instruction from the board of Governors/Advisory

i. staff meeting book

ii. ministry circular book

iii. committee minutes book

iv. continuous assessment dossier and report sheets

v. external examinations results and analysis for last tree (where applicable)

vi. previous inspection reports

vii. master time table and analysis

viii. time book

ix. movement book

x. head teacher annual report (Speech days)

xi. financial records

xii. notice books

xiii. duty book-Teacher/prefect

xiv. lesson note

xv. Any other records

2.9.1 Classification of School Records

Broadly speaking, school records could be classified into three main groups for management convenience. However most of the records overlap in terms of use, storage and retrieval.

a. Human resources Records: this involves records of school staff, pupils and visitors, it covers data on welfare, statistics, training, training evaluation of performance, retention etc. such records include admission register, attendance register, visitors book, time book, staff records etc.

b. Physical facilities records: These are records of school site, construction, buildings, plants, repairs, furniture, play grounds, book, teaching materials etc. the records include stock book, school pant equipments, building register etc.

c. Administrative Records: These are records mainly for administrative purposes, the head teacher mostly maintains them such records include variety of information in files, finance, logbook discipline book, etc.

Management implies directing planning programming, regulating, financing, personnel and equipment management input and time control the conduct of meeting and upward as well as down ward communications (Igwe, 1990).

In further development, management is viewed as staffing financing, structure and responsibility, information, communication, human relation, coordination, consultation, decision making procedure equipment and maintenance unforeseen event, planning, control and evaluation (Emerson, 1970). All the sub-themes are relevant in the management of school records.

It implies that, management of school records in about coordinating, directing, controlling, completing, keeping, programming, planning, evaluating, communicating and promoting sound human relation in operating the records.

Human nature being what it is forgets and finds it difficult to remember even very important events and their dates of occurrence. When they appear to remember there could be distortion, exaggeration or/ and omission.

Keeping record help to solve such problems that can arise from loss of memory. Records that are adequately kept help to perform their duties effectively and efficiently and build up his of the pupils/students. Good and adequately kept records supply accurate information about the schools head teacher, teachers, pupils/students and supervisory activities.

Records and the right way to keep them are discussed by Ozigi (1977, Bello (1981), NTI (2000), Fasazi (2004, Out (1991), Ibrahim (2001), Fagbongbe, Talabi (1985) in their various work. Proper records keeping help to build a picture of the pupils students over a period of time this encouraging the teacher to think about his pupils as individuals.

They give new teacher a back ground of their pupils/students. In large schools where the teacher has problem of knowing the individual child very well, records supply information and provide the head teachers of the school with basis for discussing with parents.

Records also serve as an evidence on defence when parents are not pleased with the performance or progress of their children and when they want to argue unnecessarily or when they intend to take legal action against the school.

The records also help the higher institutions of learning who may seek information about students scholastic achievements particularly the Federal Republic of Nigeria on the "National policy on education" or issue about continuous assessment on which the level of education will be based.

Also adequate record keeping will help the inspectorate of Education department as well as the school head teacher who may need facts and figures to enable them assess and evaluate the progress made in the school and thus be able to offer useful pieces of advice and make concrete proposals or suggestions for improvement.

2.9.2 Importance of School Records

According to Fasasi (2004), school records are important in the following ways.

1. School records serve as a book in which information is deposited and kept with the hope of retrieving and utilizing in the future

2. Proper keeping of school records could enhance planning process.
3. It serves as historical record; provide knowledge an students' performance and facilities schools financial administration.
4. Its provide a basis for advisory and counseling services.
5. School records enables are the term and yearly academic performance of students.
6. It enhances effective supervision and inspection of schools
7. It provides parent with information about their children
8. Data collected from school records of pupil's enrolment and school facilities can be analyzed in order to determine the number of teachers and other resources that would be needed by the school.
9. Within the school, records would enhance planning for placement of students into higher classes etc.

2.10 Principals' Role on Communication

Management of school records as about communication. No discussion on school records is complete without a discourse on the subject communication. Communication in schools as an organization is absolutely necessary. Without effective communication management of school records in general is a mirage.

Communication refers to an act, process or means of conveying or transmitting of message, information or idea from one person to another in a way that both persons understand the message exactly. Also according to A. Rimi (2010) communication is to pass on news, information or make your emotions or feelings known to someone else in any way considered possible. Effective communication therefore, is where the receiver of

information understands the message in exact manner as wished by the sender or transmitter. It implies that the sender or transmitter of the message too, is quite clear about what the message is intended to convey. On the contrary if the receiver does not understand the message or information fully or at all, there communication is ineffective or poor.

According to Dare (2006) communication is 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 organization including the public enterprise and schools. Communication is the life blood of any organization, without which no activity of an organization is possible, Yabo (2007).

2.10.1 Significance of Communication

The success of the school or organization is dependent on social interaction which can be achieved through communication. It is a vital instrument in any human activity. Through electronic or non-electronic, formal or informal communication the activities of the school as at local, state or federal levels are closely monitored and appraised. Without communication therefore, administrative machinery of the school or any organization public or private, big or small, complex or simple will break down.

At school level, communication enables the management to know who to reward or punish, when to place orders for the new equipment or effect repairs of existing ones, apply for more teachers, when to pay workers salaries, when to access pupils/students, teachers etc.

2.10.2 Purpose of communication

According to Scott and Mitchell (1976) in peretemode (2006), the purposes of communication are as follows;

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

2.10.3 Importance of Communication

George (1964) in Bagobiri and Kassah (2006) makes the following contribution n 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 organizer to be carried out effectively

iv. Management activities to be followed effectively and managerial control to be applied effectively.

2.10.4 Channels of Communication

In established organization e.g. schools; there are two broad channels of communication; formal and informal. The channels form the basis for information flow in the organization.

a. Formal Communication Channels:

(1) **Line of Command:** Communication in the line of command of organization takes vertical and horizontal forms.

(i) **Vertical Communication:** In the vertical communication channel, there are two ways; the downward flow and the upward flow. Contrary to the upward flow in the downward flow information passes from the top members of staff. E.g. in schools; headmasters or principals to the lower level.

(ii) **Horizontal Communication:** In the horizontal communication the flow of information is between the various units that make up an organization e.g. departments in schools. Information passes or flows from one organization to another.

(2) **Policy Publication:** it is another formal channel of communication usually contained in management, meetings, reports, circulars, letters etc.

(3) **Notice Board:** this is another formal channel of communication usually placed at strategic places e.g. notice for pupils/students or staff in schools.

(4) **Suggestion Box:** This is becoming popular because of the on-going democratization process in the policy. It enables members of the school forward suggestions or comments on the organization's policies/programmes. The suggestions/comments should be geared towards improving service delivery.

(5) **Personnel Matters:** This is another formal channel of communication most frequently used in public organizations in forms of letters, interview etc.

(6) **Committee's/group's Deliberations:** Committees or groups are set up with a view to discussing various.

b) Informal Communication Channels.

There are many informal channels of communication some of which are enumerated below.

- Unrecorded or informal meetings with some members of the organization.
- Social gathering or occasion's when management makes informal addresses or statements.

- Grapevine, it operates among all members of the organization in form of gossips, rumour or scandal usually during daily contact of staff at work place, in the staff common room, in the staff canteen, side talks during meetings etc. it is the oldest form of informal channel of communication.

2.10.5 Barriers to Effective Communication

Barriers to effective communication refer to a situation where right information has not reached the recipient as intended by the sender. Barriers to effective communication occur as a result of either or a combination of the following:

i. Wrong information is passed to wrong audience.

ii. Right information is passed to right audience but in distorted manner

iii. Employing adequate channels of communication in passing information.

iv. Information is passed at the wrong time

v. Information is passed at the wrong environment

These barriers impede proper management of school records because communication is rendered in effective.

How to Communicate Effectively

The following are some considerations for effective communication geared towards promoting sound:

i. Understand your audience: Assess the person who will receive the information carefully in terms of job background, education, language spoken, social status, experience gained, attitudes, mood etc. adequate knowledge of the audience will help the sender of the message in the choice of appropriate channels of communication.

ii. Know the subject matter: Before effective communication takes place, it is important the sender knows the subject matter very well. He should know the purpose for which to communicate.

iii. Choose appropriate channels of communication: Then following factors should be considered for effective information flow to guide choice of communication channels.

- Speed for urgency of the information
- Number of people affected
- Accuracy and importance of the information.
- Security or secrecy of information
- Time available to pass the information
- Permanency of the information
- Status and, or impression you desire to create.

iv. Self-assessment: The sender of information or message should as well assess himself. Self analysis entails recognizing your own strength and weaknesses. This will help you bring yourself closer to the recipient and pass the information accordingly. It will remove fear and emotional instability and develop courage to pass the information effectively.

2.10.6 Golden Rules for Effective Communication for Management of School Records

There are five golden rules essential for effectives communication for management of school records. Leadership is about communication. Effective communication should be the preoccupation of leaders. The rules are as follows:

1. Be a Good Listener:

Learn to listen attentively. Be a good listener. Learn to listen with your HEAD, learn to listen with your HEART, and learn to listen with your HANDS. Listening is an essential diplomatic tool for effective communication. According to Isaac Marcosson, the world's champion interviewer "Many people fail to make good favourable impression because they don't listen attentively.

2. Avoid Argument:

An argument is never won completely. Even if you think you win, it is certainly an empty victory because you never capture the good will of your opponent. Avoid argument if you want to promote effective communication and realize the good intention of the school. Abraham Lincoln said that better to give your path to a dog than be bitten by it, in contesting for the right, even killing the dog cannot cure the bites (Oshuntogun 2004).

3. Learn to Smile:

A Chinese proverb says that a man or woman without a smiling face must not open a shop. This is indeed the secret of effective communication and good management. Everybody in the world is seeking happiness. A cheerful and smiling face creates happiness. Greet your colleagues with a smiling face. Promotes the attitude of courage, fairness and good cheer.

4. Show Respect:

Learn to address people respectively. Address them in the titles or names they like best. Certainly respect begets respect, insults begets insult no matter your status. The fact is that every human being feels himself/herself important and superior to you in some way and

a sure way to win his confidence is to let him/her to realize in some way that you recognize his/her importance in his/her little world.

It is suggested wisely that if you must deal with a crook, there is only one way of getting the better side of him, treat him/her as if he/she were a honourable gentleman/lady. Make a quick study of him/her psychology so that you treat him/her as a distinct individual. He/she will so moved by such treatment that she/he may answer to it, and be proud that someone trust him/her (Oshuntogun 2004).

5. Avoid Criticism and Condemnation:

Do not embark on criticism or condemnation. Any fool can criticize, condemn or complain. Instead of judging people by condemning or criticizing them try to understand them well. Usually, criticism makes a person to try to justify his action at all costs.

Managers of school should therefore, show understanding, love and co-operation in dealing with operators of school records in particular.

2.11 Empirical Studies

The review in this research indicated that a number of researches on Principals Role in the Management of secondary schools as well as other related issues in administrative management were conducted at the degree, masters, PGDE and Ph.D levels. But the researcher observed that, there was no established research done to assess the seven Principals Role in the Management of Secondary Schools in Katsina State, Nigeria. And also the researcher observed that there is no established research done that assess the seven Principals Role in the Management of Secondary Schools in the two educational zones in the state that is the Funtua and Malumfashi Educational Zones.

With the help of the previous researchers a wide coverage of knowledge, concept and experience have seen derived in other to conduct the present study.

Ibrahim (2014) that conducted a study on the assessment of administrative task performance of principals in secondary schools in Nasarawa State; Balarabe (2014) on Assessment of leadership role performance of principal in government secondary schools in Kaduna metropolis. Five objectives were designed to achieve the aim of the study among the objectives are to: examine the principal role performance in decision making process, determine the principal role performance in maintenance of discipline.

The designed used for the study was survey type. The population of the study was 1025 from which 45 respondents were used as a sample study. The instrument used for the study was structured questionnaire.

The instrument was validated by an expert in the field areas before it finally deployed. Pilot study was also conducted outside the study area from which 0.75 was realized. Analysis of Variance (ANOVA) was used to test the hypotheses testing.

The summary of major findings are;

1. The study established significant relationship on the opinions of respondents on the extent to which discipline help students in their performance.
2. There exist significant relationship on the opinions of respondents on the extent to which staff students welfare services in the school enhances performance of students and staff.

The study concluded that, effective mentainance of school facilities regular staff development and proper maintenance of staff and students welfare among other variables in secondary schools in Nassarawa State, Nigeria.

Based on the outcome of the data analysis, the study recommended that; the principal engage all staff in the decision making process in general, regular promotion of teachers should be ensured as and when due to as to enhance effective job performance and among others.

All these studies enable the present researcher to identify and understand concepts that are relevant to the Principals Role in the Management of secondary schools. But it is not all the researchers that included empirical study in their review of related literature. A descriptive survey was used in the present study to seek the opinions of stakeholders in order to generalize the finding to the Katsina State, unlike the previous research conducted by Ibrahim (2014). Also, Ibrahim (2014) did not explain the total number of the research population, five hypotheses were tested in his study while the present research have seven hypotheses testing.

Balarabe (2014) conducted a research on Assessment of Leadership Role Performance of Principal in Government Secondary Schools in Kaduna State, Nigeria. Seven objectives were designed to achieve the aim of the study among the objectives are to: examine the principal role performance in maintenance of school facilities, determine the principal role performance in maintenance of discipline, ascertain the role performance of principals in the management of funds in the schools and find out the role performance of principals on staff development.

The designed used for the study was survey. The total population of the study was 38561, from which 259 respondents that is; 37 principal, 148 teachers and 74 students were used as a sample study. The instrument used for the study was structured questionnaire.

The instrument was validated by an expert in the field areas before it finally deployed. Pilot study was also conducted outside the study area from which .914 was realized which shows that the instrument was reliable. Analysis of Variance (ANOVA) was used to test the seven (7) hypotheses.

The summary of major findings are;

1. There is no significant difference in the opinions of the principal, teachers and students on the supervisory role performance of principals in government secondary schools in Kaduna State
2. There is significant difference in the opinions of the principal, teachers and students on the role performance of principals on mentainance of school facilities in government secondary schools in Kaduna State.
3. There is no significant difference in the opinions of the principal, teachers and students on the role performance of principals on staff development in government secondary schools in Kaduna State.

The study concluded that, principals delegate senior staff to supervise instructions in the school and they believed in the maintenance of school facilities and that, the outcome of the study showed that principals encouraged teachers to go for further studies.

Based on the outcome of the data analysis, the study recommended that; the principal should encouraged to be more transparent in the management of funds in the schools and in the running of the schools in general;

Principals should made to go for administration and planning course so, that they would be more effective in the smooth running of the school and the achievement of educational goals.

All these studies enable the present researcher to identify and understand concepts that are relevant to the role performance of principals in secondary schools. The relevance of the previous and the present study to explain the role that is expected to the principals of senior secondary schools as administrators in the schools.

2.12. Summary

This chapter on the review of related literature has focused on areas that have been researched into all over the world and have bearing to the topic of the research. People's views and comments on the issue have been discussed. Issues such as community relationship, interpersonal relationship, communication, record maintenance and the Principals Role in the maintenance of discipline in secondary schools have been discussed.

The implication of poor maintenance of record and indiscipline in secondary school. The primary function of secondary schools which is to prepare the individual for useful living within the society and provide the students with high quality education and these cannot achieve without the principals performing their roles as an administrators.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

The focus of this chapter is to outline the methodology employed in conducting the research. Therefore, the attainment of one's aims of any research work can be greatly determined by the act of method and the successful, application of such method adopted. The chapter discusses the following in sequence and logical order.

- Introduction
- Research Design
- Population of the Study
- Sample and Sampling Techniques
- Instruments use in collecting Data
- Procedure for Data Collection
- Data Analysis

3.2. Research Design

The research design adopted for the conduct of this study was the survey research method. Survey research investigates a target population. The size of certain population may be too large that the researcher may not be able to investigate every member of the population. In the situation, sample is used to represent the population.

This researcher decided to use the survey research method because only a part of the population is studied and finding from this can be generalised to the entire population. (Nwargu, 1991:55)

3.3. Population of the Study

The population consist of 47 principals, 580 teachers 37 ministry of education officials and 160 Parents Teachers Association Officials making total of 824 in the Funtua and Malumfashi Education Zones in Kastina State, Nigeria. The respondent was selected to assess the principals role in the management of senior secondary schools.

The researcher considers the use of parents because the responsibility of sending the children to school lies with the parents. While the principals, the teachers and ministry officials were used because it is their responsibility to provide functional and effective education to the students.

3.4. Sample and Sampling Procedure

For the purpose of this study, random sample technique was adopted in the administration of the questionnaire. Random sampling is when each unit in the population has an equal chance of being selected (Henderson, 1993) the advantage is that, it has less sample errors and as a result, the findings will easily be generalized to large population. Also in each school, simple random sampling technique was adopted to choose the principals, teachers, Parent Teachers Association members and also the ministry of education officials were chose as the target population. Aderounmu (1985) suggest that 30% percentage of a population of this magnitude can be used as the sample size to this end the total of (250) respondents was used as sample for the study; i.e. 15 Principals out of 47, 175 Teachers out of 580, 12 Ministry of Education Officials out of 37 and 48 Parent Teachers Association (PTA) out of 160 as shown in table 1.

Table 1: Sample of the Study

S/N	Zones	Populations and Samples							
		Principals		Teachers		MOE		PTA	
		Population	Sample	population	Sample	population	Sample	Population	Sample
1	Funtua	22	7	267	81	17	6	80	24
2	Malumfashi	25	8	313	94	20	6	80	24
Total		**47**	**15**	**580**	**175**	**37**	**12**	**160**	**48**

Source: Funtua and Malumfashi Education Zones (2016)

3.5. Instrumentation

The instrument that was used in this study was questionnaire, which was designed by Maina (2016) titled questionnaire on the principals role in the management of secondary schools designed by Maina (2016) for use by postgraduate students in conducting researches and was adopted by the researcher. The questionnaire was served to principals, teachers, PTA officials and some staff of Ministry of Education. These categories of respondents were used because they are stakeholders in the education system, so their view is very important to the study.

The questionnaire was divided into eight sections: Section "A" Personal, Information (demographic information) about the respondents. Section "B" on the assessment of principals' role in the management of interpersonal relationship in secondary school in Funtua and Malumfashi education zones in Katsina state, Nigeria. Section "C" on principals' role in the management of school record keeping in secondary schools in Funtua and Malumfashi education zones in Katsina State. Section 'D' on principals' role in the management of school- community relationship in secondary schools in Funtua and Malumfashi education zones in Katsina state, Nigeria. Section "E" was on the principals'

role in the management of communication in secondary schools in Funtua and Malumfashi education zones Section "F" was on the principals' role in the of maintenance of school facilities in secondary schools in Funtua and Malumfashi in Katsina state, Nigeria. Section "G" was on the principals' role in the maintenance of discipline in secondary schools in Funtua and Malumfashi in Katsina state, Nigeria.

Section "H" was on the principals' role in the management of internal supervision in secondary schools in Funtua and Malumfashi education zones. The questionnaire was assign to gather data (responses) from the principals, teachers, parents' teachers association and ministry of education officials. And all the respondents were serving with the same type of questionnaire.

3.5.1 Validity of Research Instrument

In the view of Olaofe (2010), he asserts that validity is the ability of the research instrument to measure, as adequately as possible; the variables purported to be measured. The content validity was determined by giving to my supervisors to make meaningful commentary and observations. The items were restructured in line with the objectives and hypotheses. Kerlinger (1986) and Gray (1976) both hold the view that, the validation of the content of the research instrument by experts is an important and capable technique

3.5.2 Pilot Test

The researcher conducted a pilot study to test the reliability of the instruments. Teachers were selected from two secondary schools owned by the Katsina State educational zones for the pilot study. The schools were not among the schools that constitute the sample. 70 items design in the Questionnaire was administered to the teachers at random. Parent's

questionnaires were administered through their children for the pilot study. Principals and ministry of education officials questionnaire was also be administer at the same time.

3.5.3 Reliability of the Instrument

The reliability of the instruments was tested using the split half method. According to Wimmer and Dominick (1989:231) this method involves the summing up of the scores on the odd and even items on the questionnaires separately. The reliability of the instrument was obtained at reliability coefficient 0.71. This means that the instrument was considered reliable. A correlation coefficient (r) was obtained by applying the person produce moment correlation coefficient (PPMR) formula.

3.6 Procedure for Data Collection

A letter of introduction was received at the head department office by the researcher and take to the project supervisor for approval by signing. The letter request the school principals of the selected schools and other respondents to allow the researcher access to certain relevant documents and some valuable information.

Since the researcher can now gain access easily to the respondents, we would visit the schools, make relevant observations, interview the respondents and eventually administer the questionnaire. This is the survey procedure as it deals with humanity.

It is worthy of note here that, the questionnaire was administer to the respondents within two days so that they do not jump into false conclusion in their response. After this, the researchers retrieve the complete questionnaires for analysis. The questionnaire includes closed and open-ended questions to enable easy coding and to give respondents chances for personal ideas respectively.

3.7 Methods of Data Analysis

All the information through questionnaire was compiled, analysed, and discussed by the researcher. The researcher used descriptive statistic in which frequency was counts, simple percentages, means, standard deviation was and one way analysis of variance (ANOVA) was considered appropriate for the study.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents and analysed the data collected from the research investigation, the chapter covers the results and discussion based on the 250 samples used in the study out of which all respondents correctly filled and returned their questionnaire. Data analysis was based on the questionnaire received from the sample in the study. The seven (7) null hypotheses raised for the study were tested at 0.05 level of significance. Tables were also used for the presentation of information derived from the analysis.

4.2 Bio Data

The bio data of the respondents were collected and analyzed. The details shows in table 2.

Table 2: Bio-data of respondents

S/N	Bio-data	Category	Frequency	Percentage
1	Status	Principals	15	6.0
		Teachers	175	70.0
		MOE	12	4.8
		PTA	48	19.2
2	Genders	Male	162	64.8
		Female	73	29.2
3	Nature of School	Boarding	41	16.4
		Day	188	75.2
		Boarding and Day	6	2.4
4	Location	Urban	87	60.4
		Rural	151	34.8

N= 250 for each variable

Table 2 shows the status of the respondents, 15 representing (6.0%) are principals, 175 representing (70.0%) are teachers, 12 representing (4.8%) are MOE, while 48 representing

(19.2%) are PTA. On the gender, the table showed that 162 respondents, representing (64.8%) are male and 73 representing (29.2%) are females. On the nature of the school, 188 representing (75.2%) are day school, 41 representing (16.4%) are Boarding school while, 6 representing (2.4%) are day/boarding school The location of the respondents showed that, 87 representing (34.8%) are from Urban area while, 151 representing (60.4%) are from Rural area.

4.3 Response to Research Questions

The researcher used 3.00 as the mean otherwise known as decision mean since the instrument was structured along a modified five point likert scale structure to take decision on whether to accept or reject the research question after comparing it with the cumulative mean. Therefore, a mean score of 3.00 and above indicate positive response to the research question and accepted while a mean score below 2.5 indicate negative answer to the research question and rejected. This is shown below:

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

$$\frac{5+4+3+2+1}{5} = 15/5 = 3.00 \text{ (Decision mean)}$$

4.3.1: Principals' Role in the Management of Internal Supervision in Secondary Schools in Funtua and Malumfashi Education zones in Katsina State, Nigeria

To answer this research question, the opinions of principals, teachers, Ministry of education Officials and Parent Teachers Association were sought and analysed. Respondents of all stakeholders were collected, analyzed and presented in the table 3.

Table 3: Opinion of Stakeholders on the Principals Role in the Management of Internal Supervision in Secondary Schools in Funtua Malumfashi Education zones in Katsina State, Nigeria

S/N	Item Statement	Categories of Respondents	SA	A	U	D	SD	Mean	St.Dv
1	The principal goes round classrooms every day to ensure instructions are taking place	Principals	3	12	-	-	-	3.80	2.007
		Teachers	33	92	6	32	10	3.57	1.215
		PTA	3	33	6	3	1	3.60	1.005
		MOE	2	10	-	-	-	4.17	.389
2	The principal ensures that teachers make entries in the scheme of work every week	Principals	3	11	-	1	-	4.07	.704
		Teachers	24	70	23	49	7	3.28	1.192
		PTA	4	20	17	4	2	3.35	1.041
		MOE	2	5	2	2	-	3.50	1.087
3	The principal ensures that teachers prepare lesson plans and lesson notes before they go to class	Principals	9	6	-	-	-	4.60	.507
		Teachers	69	78	8	14	2	4.05	1.146
		PTA	8	30	10	-	-	3.96	.617
		MOE	5	7	-	-	-	4.42	.515
4	The principal ensures that teachers only teach areas their specialized	Principals	8	7	-	-	-	4.53	.516
		Teachers	29	52	22	38	46	3.90	.675
		PTA	9	33	6	-	-	4.06	.561
		MOE	3	7	-	1	1	4.25	.452
5	The principal ensures that teachers are not overloaded	Principals	8	7	-	-	-	4.53	.516
		Teachers	40	48	32	29	45	3.64	1.057
		PTA	9	24	3	12	-	3.63	1.064
		MOE	7	-	3	2	1	3.42	.452
6	The principal does encourage experienced teachers to mentor the inexperienced ones	Principals	4	6	-	8	6	3.67	1.291
		Teachers	24	82	26	32	10	3.43	1.142
		PTA	2	30	4	11	1	3.44	.965
		MOE	4	-	-	6	2	2.33	1.435
7	The principal ensures that HODs mentor the new staff posted on their departments	Principals	9	3	1	-	2	4.00	.001
		Teachers	41	99	22	14	6	3.79	.944
		PTA	11	31	2	4	-	4.02	.785
		MOE	5	4	-	-	2	3.42	2.109
8	The principal ensures that teachers attend classes	Principals	5	7	-	3	-	4.13	.743
		Teachers	60	89	11	3	12	4.07	.977
		PTA	13	18	10	4	3	3.65	1.313
		MOE	5	4	-	3	-	3.92	1.240
9	The Principal ensures that students are always in class	Principals	-	15	-	-	-	4.00	.450
		Teachers	45	86	21	3	9	3.66	1.157
		PTA	5	28	6	7	2	3.52	.163
		MOE	2	6	2	1	1	3.93	.669
10	The Principal care about orientation for newly recruited teachers before they start work	Principals	3	8	-	4	-	3.67	1.113
		Teachers	6	56	45	7	55	3.671	
		PTA	20	-	9	14	5	2.92	1.069
		MOE	4	-	2	3	3	2.58	1.240

Source: Field survey (2016)

Table 3 shows the opinions of Principals, Teachers, PTA and MOE on the principals' role in the management of Internal Supervision in Secondary Schools in Funtua Malumfashi Education zones in Katsina State, Nigeria. In response to item 1, which attempts to find out whether principal goes round classrooms every day to ensure instructions are taking place, the responses from the respondents shows the mean of principals as 3.80, teachers 3.57, MOE 3.60 and PTA is 1.07. Likewise item 2 attempts to find out if principal ensures that teachers make entries in the scheme of work every week 4.07 principals agreed, 3.58 teachers agreed, 4.22 PTA and 3.120 MOE agreed with the idea. Hence, item 3 investigates whether principal ensures that teachers prepare lesson plans and lesson notes before they go to class, the opinion of respondents shows that 4.60 principals agreed, 4.05 teachers agreed, 3.96 PTA and 4.46 MOE agreed with the statement. In item 4, find out opinions of respondents if principal ensures that teachers only teach areas their specialized. It was found out that 4.52 principals, 4.90 teachers, 4.06 PTA and 4.25 MOE agreed with the idea. Item 5 stated that principal ensures that teachers are not overloaded. In response to this, 4.53 of principals, 3.64 teachers, 3.63 PTA and 3.54 MOE accepted the idea. Item 6 and 7 which attempts to find out whether principal does encourage experienced teachers to mentor the inexperienced ones, principal ensures that HODs mentor the new staff posted on their departments the responses from the respondents were all agreed. Likewise item 8 and 9 attempts to find out if principal ensures that teachers attend classes and Principal ensures that students are always in class were also agreed by the respondents. Hence, item 10 investigates whether Principal care about orientation for newly recruited teachers before they start work, the opinion of respondents' shows that 3.67 principals agreed, 3.671 teachers agreed, 2.92 PTA and 2.98 MOE agreed with the statement.

4.3.2: Principals' Role in Maintenance of School Facilities in Secondary Schools in Funtua and Malumfashi Education Zones in Katsina State, Nigeria

To answer this research question, the opinions of principals, teachers, Ministry of education Officials and Parent Teachers Association were sought and analysed. Respondents of all stakeholders were collected, analyzed and presented in the table 4.

Table 4: Opinion of Stakeholders on the Principals' Role in Maintenance of School Facilities in Secondary Schools in Funtua and Malumfashi Education Zones in Katsina State, Nigeria

S/N	Item Statement	Categories of Respondents	SA	A	U	D	SD	Mean	St.Dv
1	Principal ensures that teaching facilities are well maintained	Principals	3	12	-	-	-	3.80	2.007
		Teachers	33	92	6	32	10	3.57	1.215
		PTA	3	33	6	3	1	3.60	1.005
		MOE	2	10	-	-	-	4.17	.389
2	Principal ensures that learning facilities are well maintained	Principals	3	11	-	1	-	4.07	.704
		Teachers	24	70	23	49	7	3.28	1.192
		PTA	4	20	17	4	2	3.35	1.041
		MOE	2	5	2	2	-	3.50	1.087
3	Principal ensures that sport facilities are well maintained	Principals	9	6	-	-	-	4.60	.507
		Teachers	69	78	8	14	2	4.05	1.146
		PTA	8	30	10	-	-	3.96	.617
		MOE	5	7	-	-	-	4.42	.515
4	Principal ensures that Health facilities are well maintained	Principals	8	7	-	-	-	4.53	.516
		Teachers	29	52	22	38	46	3.90	.675
		PTA	9	33	6	-	-	4.06	.561
		MOE	3	7	-	1	1	4.25	.452
5	Principal ensures that water facilities are well maintained	Principals	8	7	-	-	-	4.53	.516
		Teachers	40	48	32	29	45	3.64	1.057
		PTA	9	24	3	12	-	3.63	1.064
		MOE	7	-	3	2	1	3.42	.452
6	Principal ensures that light facilities are well maintained	Principals	4	6	-	8	6	3.67	1.291
		Teachers	24	82	26	32	10	3.43	1.142
		PTA	2	30	4	11	1	3.44	.965
		MOE	4	-	-	6	2	2.33	1.435
7	Principal ensures that staff quarters are well maintained	Principals	9	3	1	-	2	4.00	.001
		Teachers	41	99	22	14	6	3.79	.944
		PTA	11	31	2	4	-	4.02	.785
		MOE	5	4	-	-	2	3.42	2.109
8	Principal ensures that food facilities are well maintained	Principals	5	7	-	3	-	4.13	.743
		Teachers	60	89	11	3	12	4.07	.977
		PTA	13	18	10	4	3	3.65	1.313
		MOE	5	4	-	3	-	3.92	1.240
9	Principal ensures that transport facilities are well maintained	Principals	-	15	-	-	-	4.00	.450
		Teachers	45	86	21	3	9	3.66	1.157
		PTA	5	28	6	7	2	3.52	.163
		MOE	2	6	2	1	1	3.93	.669
10	Principal ensures that school records are well maintained	Principals	3	8	-	4	-	3.67	1.113
		Teachers	6	56	45	7	55	3.671	
		PTA	20	-	9	14	5	2.92	1.069
		MOE	4	-	2	3	3	2.58	1.240

Source: field survey, 2016

Table 4 shows the opinions of Principals, Teachers, PTA and MOE on the principals' role in the Maintenance of Facilities in Secondary Schools in Funtua and Malumfashi Education zones in Katsina State, Nigeria. In response to item 1, which attempts to find out whether Principal ensures that teaching facilities are well maintained, the responses from the respondents show the mean of principals as 3.80, teachers 3.57, MOE 3.60 and PTA is 1.07. Item 2 attempts to find out if Principal ensures that learning facilities are well maintained 4.07 principals agreed, 3.58 teachers agreed, 4.22 PTA and 3.120 MOE agreed with the idea. Hence, item 3 investigates whether Principal ensures that sport facilities are well maintained, the opinion of respondents shows that 4.60 principals agreed, 4.05 teachers agreed, 3.96 PTA and 4.46 MOE agreed with the statement. In item 4, find out opinions of respondents if Principal ensures that sport facilities are well maintained. It was found out that 4.52 principals, 4.90 teachers, 4.06 PTA and 4.25 MOE agreed with the idea. Item 5 Principal ensures that Health facilities are well maintained. In response to this, 4.53 of principals, 3.64 teachers, 3.63 PTA and 3.54 MOE accepted the idea. Item 6 and 7 which attempts to find out whether Principal ensures that light facilities are well maintained and Principals ensures that staff quarters are well maintained the responses from the respondents were all agreed. Likewise item 8 and 9 attempts to find out if Principal ensures that food facilities are well maintained and Principals ensures that transport facilities are well maintained were also agreed by the respondents. Hence, item 10 investigates whether Principal ensures that school records are well maintained, the opinion of respondents' shows that 3.67 principals agreed, 3.671 teachers agreed, 2.92 PTA and 2.98 MOE agreed with the statement.

4.3.3: Principals' Role in the Management of Interpersonal Relationship in Secondary Schools in Funtua and Malumfashi Education Zones, Katsina State, Nigeria.

To answer this research question, the opinions of principals, teachers, Ministry of education Officials and Parent Teachers Association were sought and analysed. Respondents of all stakeholders were collected, analyzed and presented in the table 5.

Table 5: Descriptive Statistics on the Principals' Role in the Management of Interpersonal Relationship in Secondary Schools in Funtua and Malumfashi Education Zones, Katsina State, Nigeria.

SN	Item Statement	Respondents	SA	A	U	D	SD	Mean	St.Dv
1.	The principal in my school interacts with his/her subordinates freely	Principals	9	3	-	2	1	3.80	2.007
		Teachers	65	100	-	10	-	1.00	.000
		MOE	6	6	-	-	-	4.50	.522
		PTA	12	24	6	4	5	1.23	.665
2.	The principal encourages teachers to in harmony	Principals	6	8	-	1	-	4.40	.507
		Teachers	80	89	2	2	-	1.55	.717
		MOE	5	7	-	-	-	4.42	.515
		PTA	10	22	6	10	1	3.120	1.97
3.	The principal encourages teachers to have good interpersonal relationship with students	Principals	8	7	-	-	-	4.40	.507
		Teachers	35	120	11	6	3	1.53	.830
		MOE	6	6	-	-	-	1.151	.515
		PTA	15	20	6	4	7	3.225	1.901
4.	The principal in my school emphasize on peaceful coexistence among students	Principals	9	3	3	-	-	4.40	.507
		Teachers	65	108	2	-	-	2.83	1.007
		MOE	7	5	-	-	-	4.56	1.288
		PTA	12	14	-	10	9	3.222	.672
5.	The principal's leadership role leads to good relationship between school and local community	Principals	5	10	-	-	-	4.33	.488
		Teachers	63	95	17	-	-	1.60	1.014
		MOE	5	2	2	3	-	1.87	.982
		PTA	20	12	5	3	8	4.00	1.723
6.	The principal is at logger heads with staff in my school	Principals	3	1	3	-	8	1.27	1.033
		Teachers	6	45	37	56	25	1.30	.749
		MOE	5	4	3	-	-	1.70	.899
		PTA	22	10	1	4	8	3.21	.997
7.	The principal's ability to relate well with teachers makes them disengage from extracurricular activities in the schools	Principals	-	6	-	7	2	2.26	1.175
		Teachers	9	41	15	90	11	2.04	1.197
		MOE	5	7	-	-	-	2.16	1.65
		PTA	21	11	2	10	-	3.100	1.98
8.	The principal relate well with his/her vice principals in my schools	Principals	9	3	3	-	-	4.40	.828
		Teachers	7	4	6	2	-	1.55	.880
		MOE	7	4	-	1	-	1.89	.954
		PTA	12	23	-	5	2	4.11	.8772
9.	Officials of MOE/Board of directors see the principals as an responsible person	Principals	9	3	-	2	1	3.80	2.007
		Teachers	53	120	-	2	-	1.60	.970
		MOE	3	8	-	1	-	1.91	.991
		PTA	21	11	2	-	7	3.21	1.521
10.	The PTA officials have good inter personal relationship with principal	Principals	8	7	-	-	-	4.53	.516
		Teachers	56	102	10	5	2	2.70	.657
		MOE	3	6	-	1	-	2.68	.660
		PTA	20	12	1	-	8	3.971	1.618

Source: Field survey (2016)

Table 5 presents the opinions of principals, teachers, PTA and MOE on the principals' role in the management of Interpersonal Relationship in Secondary Schools in Funtua and Malumfashi Education zones in Katsina State, Nigeria. In response to item 1, which attempts to find out whether principal in my school interacts with his/her subordinates freely, the responses from the respondents show the mean of principals as 3.80, teachers 1.00, MOE 4.50 and PTA is 1.23. Item 2 attempts to find out if principal encourages teachers to work in harmony 4.40 principals agreed, 1.55 Teachers agreed, 4.22 PTA and 3.120 MOE agreed with the idea. Hence, item 3 investigates whether principal encourages teachers to have good interpersonal relationship with students, the opinion of respondents shows that 3.1 principals agreed, 3.71 Teacher agreed, 2.10 and 4.00 MOE agreed with the statement. In item 4, find out opinions of respondents if principal in my school emphasize on peaceful coexistence among students. It was found out that 4.40 principals, 2.83 teachers, 3.22 PTA and 4.56 MOE agreed with the idea. Item 5 stated that principal's leadership role leads to good relationship between school and local community. In response to this, 4.33 of principals, 1.60 teachers, 1.87 PTA and 4.00 MOE accepted the idea. Item 6 and 7 which attempts to find out whether principal is at logger heads with staff in my school, principal's ability to relate well with teachers makes them disengage from extracurricular activities in the school the responses from the respondents were all agreed. Likewise item 8 and 9 attempts to find out if principal relate well with his/her vice principals in my school and Officials of MOE/Board of directors see the principal as a responsible person were also agreed by the respondents. Hence, item 10 investigates whether PTA officials have good interpersonal relationship with principal., the opinion of respondents shows that 4.53 principals agreed, 2.70 teacher agreed, 2.68 PTA and 3.97 MOE agreed with the statement.

4.3.4: Principals' Role in Maintenance of Discipline in Secondary Schools in Funtua and Malumfashi Education Zones in Katsina State, Nigeria

To answer this research question, the opinions of principals, teachers, Ministry of education Officials and Parent Teachers Association were sought and analysed. Respondents of all stakeholders were collected, analyzed and presented in the table 6.

Table 6: Descriptive Statistics on the Principals' Role in Maintenance of Discipline in Secondary Schools in Funtua and Malumfashi Education Zones in Katsina State, Nigeria

SN	Item Statement	Respondents	SA	A	U	D	SD	Mean	St.Dv
1.	The Principal is disciplined as such he/her has the right to discipline others	Principals	9	3	-	-	1	3.80	2.007
		Teachers	65	100	-	10	-	1.00	.000
		MOE	6	6	-	-	-	4.50	.522
		PTA	12	24	6	4	5	1.23	.665
2.	The principal is capable to discipline teachers in my school	Principals	6	9	-	1	-	4.40	.507
		Teachers	80	89	2	2	-	1.55	.717
		MOE	5	7	-	-	-	4.42	.515
		PTA	10	22	6	10	1	3.120	1.97
3.	The Principal is capable to discipliner students in my school	Principals	8	8	-	-	-	4.40	.507
		Teachers	35	120	11	6	3	1.53	.830
		MOE	6	6	-	-	-	1.151	.515
		PTA	15	20	6	4	7	3.225	1.901
4.	The Principal is capable to discipline non-academic staff in my school	Principals	9	3	3	-	-	4.40	.507
		Teachers	65	108	2	-	-	2.83	1.007
		MOE	7	5	-	-	-	4.56	1.288
		PTA	12	14	-	10	9	3.222	.672
5.	The Principal allows free interaction between teachers and students	Principals	5	10	-	-	-	4.33	.488
		Teachers	63	95	17	-	-	1.60	1.014
		MOE	5	2	2	3	-	1.87	.982
		PTA	20	12	5	3	8	4.00	1.723
6.	The Principal allow free interaction between non-academic staff and students	Principals	3	1	3	-	8	1.27	1.033
		Teachers	6	45	37	56	25	1.30	.749
		MOE	5	4	3	-	-	1.70	.899
		PTA	22	10	1	4	8	3.21	.997
7.	The Principal allows free movement of members of the local community in the school premises	Principals	-	6	-	7	2	2.26	1.175
		Teachers	9	41	15	90	11	2.04	1.197
		MOE	5	7	-	-	-	2.16	1.65
		PTA	21	11	2	10	-	3.100	1.98
8.	The Principal allows staff on duty to discipline erring students	Principals	9	3	3	-	-	4.40	.828
		Teachers	7	4	6	2	-	1.55	.880
		MOE	7	4	-	1	-	1.89	.954
		PTA	12	23	-	5	2	4.11	.8772
9.	The Principal carry out management of discipline alone in my school	Principals	9	3	-	2	1	3.80	2.007
		Teachers	53	120	-	2	-	1.60	.970
		MOE	3	8	-	1	-	1.91	.991
		PTA	21	11	2	-	7	3.21	1.521
10.	The Principal discipline staff and students because of influence peddling	Principals	8	7	-	-	-	4.53	.516
		Teachers	56	102	10	5	2	2.70	.657
		MOE	3	6	-	1	-	2.68	.660
		PTA	20	12	1	-	8	3.971	1.618

Source: Field survey (2016)

Table 6 shows the opinions of Principals, Teachers, PTA and MOE on the principals' role in the Maintenance of discipline in secondary schools in Funtua and Malumfashi in Katsina State, Nigeria. In response to item 1, which attempts to find out whether principal is disciplined as such he/her has the right to discipline others, the responses from the respondents shows the mean of principals as 3.80, teachers 1.00, MOE 4.50 and PTA is 1.23. Likewise item 2 attempts to find out principal is capable to discipline teachers in my school 4.40 principals agreed, 1.55 teachers agreed, 4.22 PTA and 3.120 MOE agreed with the idea. Hence, item 3 investigates whether Principal is capable to discipliner students in my school, the opinion of respondents shows that 3.1 principals agreed, 3.71 teacher agreed, 2.10 and 4.00 MOE agreed with the statement. In item 4, find out opinions of respondents if Principal is capable to discipline non-academic staff in my school. It was found out that 4.40 principals, 2.83 teachers, 3.22 PTA and 4.56 MOE agreed with the idea. Item 5 stated that Principal allows free interaction between teachers and students. In response to this, 4.33 of principals, 1.60 teachers, 1.87 PTA and 4.00 MOE accepted the idea. Item 6 and 7 responses from the respondents were all agreed. Likewise item 8 and 9 attempts to find out if Principal allows staff on duty to discipline erring students and Principal carry out management of discipline alone in my school were also agreed by the respondents. Hence, item 10 investigates whether Principal discipline staff and students because of influence peddling, the opinion of respondents' shows that 4.53 principals agreed, 2.70 teachers agreed, 2.68 PTA and 3.97 MOE agreed with the statement.

4.3.5: Principals' Role in the Management of School-Community Relationship in Secondary Schools in Funtua and Malumfashi Education Zones in Katsina State, Nigeria

To answer this research question, the opinions of principals, teachers, Ministry of education Officials and Parent Teachers Association were sought and analysed. Respondents of all stakeholders were collected, analyzed and presented in the table 7.

Table 7: Opinion of Stakeholders on the Principals' Role in the Management of School- Community Relationship in Secondary Schools in Funtua and Malumfashi Education Zones in Katsina State, Nigeria

S/N	Item Statement	Categories of Respondents	SA	A	U	D	SD	Mean	St.Dv
1	Principal invite resource persons from local community to give talks to students on religious issues	Principals	3	12	-	-	-	3.80	2.007
		Teachers	33	92	6	32	10	3.57	1.215
		PTA	3	33	6	3	1	3.60	1.005
		MOE	2	10	-	-	-	4.17	.389
2	Principal invites that people from local community are made to give talks on health issues	Principals	3	11	-	1	-	4.07	.704
		Teachers	24	70	23	49	7	3.28	1.192
		PTA	4	20	17	4	2	3.35	1.041
		MOE	2	5	2	2	-	3.50	1.087
3	Principal invites the local community to witness school programmes/events	Principals	9	6	-	-	-	4.60	.507
		Teachers	69	78	8	14	2	4.05	1.146
		PTA	8	30	10	-	-	3.96	.617
		MOE	5	7	-	-	-	4.42	.515
4	Principal allows members of the local community to share school facilities such as water and football field	Principals	8	7	-	-	-	4.53	.516
		Teachers	29	52	22	38	46	3.90	.675
		PTA	9	33	6	-	-	4.06	.561
		MOE	3	7	-	1	1	4.25	.452
5	The Principal attends of local community to cement good relationship between school and local community	Principals	8	7	-	-	-	4.53	.516
		Teachers	40	48	32	29	45	3.64	1.057
		PTA	9	24	3	12	-	3.63	1.064
		MOE	7	-	3	2	1	3.42	.452
6	The Principal ensures that majority of lower positions of non-academic staff are occupied by the local community	Principals	4	6	-	8	6	3.67	1.291
		Teachers	24	82	26	32	10	3.43	1.142
		PTA	2	30	4	11	1	3.44	.965
		MOE	4	-	-	6	2	2.33	1.435
7	The Principal ensures that preference is given to the local community during admission excise	Principals	9	3	1	-	2	4.00	.001
		Teachers	41	99	22	14	6	3.79	.944
		PTA	11	31	2	4	-	4.02	.785
		MOE	5	4	-	-	2	3.42	2.109
8	The Principal ensures that consumables and other essential items for staff and students are purchased from the local community	Principals	5	7	-	3	-	4.13	.743
		Teachers	60	89	11	3	12	4.07	.977
		PTA	13	18	10	4	3	3.65	1.313
		MOE	5	4	-	3	-	3.92	1.240
9	The Principal uses elders in the local community in tackling problems of indiscipline	Principals	-	15	-	-	-	4.00	.450
		Teachers	45	86	21	3	9	3.66	1.157
		PTA	5	28	6	7	2	3.52	.163
		MOE	2	6	2	1	1	3.93	.669
10	The Principal uses his position to get accommodation for staff in the local community	Principals	3	8	-	4	-	3.67	1.113
		Teachers	6	56	45	7	55	3.671	
		PTA	20	-	9	14	5	2.92	1.069
		MOE	4	-	2	3	3	2.58	1.240

Table 7 shows the opinions of Principals, Teachers, PTA and MOE on the principals' role in the management of School-community Relationship in Secondary in Secondary Schools in Funtua and Malumfashi Education zones in Katsina State, Nigeria. In response to item 1, which attempts to find out whether Principal invite resource persons from local community to give talks to students on religious issues, the responses from the respondents shows the mean of principals as 3.80, teachers 3.57, MOE 3.60 and PTA is 1.07. Likewise item 2 attempts to find out if Principal invites that people from local community are made to give talks on health issues 4.07 principals agreed, 3.58 teachers agreed, 4.22 PTA and 3.120 MOE agreed with the idea. Hence, item 3 investigates whether Principal invites the local community to witness school programmes/events, the opinion of respondents' shows that 4.60 principals agreed, 4.05 teachers agreed, 3.96 PTA and 4.46 MOE agreed with the statement. In item 4, find out opinions of respondents if Principal allows members of the local community to share school facilities such as water and football field. It was found out that 4.52 principals, 4.90 teachers, 4.06 PTA and 4.25 MOE agreed with the idea. Item 5 stated that principal communicate to school community development from local community. In response to this, 4.53 of principals, 3.64 teachers, 3.63 PTA and 3.54 MOE accepted the idea. Item 6 and 7 which attempts to find out whether Principal ensures that majority of lower positions of non-academic staff are occupied by the local community, Principal ensures that preference is given to the local community during admission excise the responses from the respondents were all agreed. Likewise item 8 and 9 attempts to find out if principal ensures that consumables and Principal uses elders in the local community in tackling problems of indiscipline were also agreed by the respondents. Hence, item 10 investigates whether Principal uses his position to get accommodation for

staff in the local community, the opinion of respondents' shows that 3.67 principals agreed, 3.671 teachers agreed, 2.92 PTA and 2.98 MOE agreed with the statement.

4.3.6: Principals' Role in the Management of Record Keeping in Secondary Schools in Funtua and Malumfashi Education zones in Katsina State, Nigeria

To answer this research question, the opinions of principals, teachers, Ministry of education Officials and Parent Teachers Association were sought and analysed. Respondents of all stakeholders were collected, analyzed and presented in the table 8.

Table 8: Descriptive Statistics on the Principals' Role in the Management of Record Keeping in Secondary School in Funtua and Malumfashi Education zones in Katsina State, Nigeria

SN	Item Statement	Respondents	SA	A	U	D	SD	Mean	St.Dv
1.	The Principal ensures that teachers access and manage record of academic performance and conduct of the students by providing them with all necessary items/facilities	Principals	9	3	-	-	1	3.80	2.007
		Teachers	65	100	-	10	-	1.00	.000
		MOE	6	6	-	-	-	4.50	.522
		PTA	12	24	6	4	5	1.23	.665
2.	The Principal ensures that schemes of work of all subjects are duly entered and managed	Principals	6	9	-	1	-	4.40	.507
		Teachers	80	89	2	2	-	1.55	.717
		MOE	5	7	-	-	-	4.42	.515
		PTA	10	22	6	10	1	3.120	1.97
3.	The log book is provided and managed by the principal	Principals	8	8	-	-	-	4.40	.507
		Teachers	35	120	11	6	3	1.53	.830
		MOE	6	6	-	-	-	1.151	.515
		PTA	15	20	6	4	7	3.225	1.901
4.	Principal ensures that the punishment book is managed by the person assign to manage it.	Principals	9	3	3	-	-	4.40	.507
		Teachers	65	108	2	-	-	2.83	1.007
		MOE	7	5	-	-	-	4.56	1.288
		PTA	12	14	-	10	9	3.222	.672
5.	The Principal ensures that the name of visitors to the school are entered in the record book for proper record keeping	Principals	5	10	-	-	-	4.33	.488
		Teachers	63	95	17	-	-	1.60	1.014
		MOE	5	2	2	3	-	1.87	.982
		PTA	20	12	5	3	8	4.00	1.723
6.	The Principal ensures that teaching and non-teaching staff register their names in the daily attendance register every morning	Principals	3	1	3	-	8	1.27	1.033
		Teachers	6	45	37	56	25	1.30	.749
		MOE	5	4	3	-	-	1.70	.899
		PTA	22	10	1	4	8	3.21	.997
7.	The Principal is very mindful of the proper management of the minutes book.	Principals	-	6	-	7	2	2.26	1.175
		Teachers	9	41	15	90	11	2.04	1.197
		MOE	5	7	-	-	-	2.16	1.65
		PTA	21	11	2	10	-	3.100	1.98
8.	Principal ensure that classrooms, laboratories, staff quarters and stores are documented in the inventory book for proper record keeping	Principals	9	3	3	-	-	4.40	.828
		Teachers	7	4	6	2	-	1.55	.880
		MOE	7	4	-	1	-	1.89	.954
		PTA	12	23	-	5	2	4.11	.8772
9.	The Principal ensures that movement of staff and students outside the school are properly kept and recorded in the exits record book	Principals	9	3	-	2	1	3.80	2.007
		Teachers	53	120	-	2	-	1.60	.970
		MOE	3	8	-	1	-	1.91	.991
		PTA	21	11	2	-	7	3.21	1.521
10.	The Principal ensures that the health records of all staff and students are documented in the health record book.	Principals	8	7	-	-	-	4.53	.516
		Teachers	56	102	10	5	2	2.70	.657
		MOE	3	6	-	1	-	2.68	.660
		PTA	20	12	1	-	8	3.971	1.618

Source: Field survey (2016)

Table 8 shows the opinions of Principals, Teachers, PTA and MOE on the Principals' Role in the Management of Record Keeping in Secondary School in Funtua and Malumfashi Education Zones in Katsina State, Nigeria. In response to item 1, which attempts to find out whether Principal ensures that teachers access and manage record of academic performance and conduct of the students by providing them with all necessary items/facilities, the

responses from the respondents show the mean of principals as 3.80, teachers 1.00, MOE 4.50 and PTA is 1.23. Item 2 attempts to find out Principal ensures that schemes of work of all subjects are duly entered and managed 4.40 principals agreed, 1.55 teachers agreed, 4.22 PTA and 3.120 MOE agreed with the idea. Hence, item 3 investigates whether the log book is provided and managed by the principal, the opinion of respondents shows that 3.1 principals agreed, 3.71 teacher agreed, 2.10 and 4.00 MOE agreed with the statement. In item 4, find out opinions of respondents if Principal ensures that the punishment book is managed by the person assign to manage it. It was found out that 4.40 principals, 2.83 teachers, 3.22 PTA and 4.56 MOE agreed with the idea. Item 5 stated that Principal ensures that teaching and non-teaching staff register their names in the daily attendance register every morning. In response to this, 4.33 of principals, 1.60 teachers, 1.87 PTA and 4.00 MOE accepted the idea. Item 6 and 7 responses from the respondents were all agreed. Likewise item 8 and 9 attempts to find out if Principal ensure that all items provided in the offices, classrooms, laboratories, staff quarters and stores are documented in the inventory book for proper record keeping and Principal ensures that movement of staff and students outside the school are properly kept and recorded in the exits record book in my school were also agreed by the respondents. Hence, item 10 investigates whether Principal ensures that the health records of all staff and students are documented in the health record book, the opinion of respondents' shows that 4.53 principals agreed, 2.70 teachers agreed, 2.68 PTA and 3.97 MOE agreed with the statement.

4.3.7: Principals Role in the Management of Communication in Secondary Schools in Funtua and Malumfashi Education Zones, Katsina State, Nigeria.

To answer this research question, the opinions of principals, teachers, Ministry of education Officials and Parent Teachers Association were sought and analysed. Respondents of all stakeholders were collected, analyzed and presented in the table 9.

Table 9: Opinion of Respondents on the Principals Role in the Management of Communication in Senior Secondary School in Funtua and Malumfashi Education zones in Katsina State, Nigeria

S/N	Item Statement	Respondents	SA	A	U	D	SD	Mean	St.Dv
1	The principal communicates to staff and students on matters that affect the school through circulars	Principals	3	12	-	-	-	3.80	2.007
		Teachers	33	92	6	32	10	3.57	1.215
		PTA	3	33	6	3	1	3.60	1.005
		MOE	2	10	-	-	-	4.17	.389
2	The principal communicates to staff and students on matters that affect the school through Bulletin Boards	Principals	3	11	-	1	-	4.07	.704
		Teachers	24	70	23	49	7	3.28	1.192
		PTA	4	20	17	4	2	3.35	1.041
		MOE	2	5	2	2	-	3.50	1.087
3	The principal briefs members of staff before morning assemblies	Principals	9	6	-	-	-	4.60	.507
		Teachers	69	78	8	14	2	4.05	1.146
		PTA	8	30	10	-	-	3.96	.617
		MOE	5	7	-	-	-	4.42	.515
4	The principal communicate to members of staff development from the ministry of education/board of directors	Principals	8	7	-	-	-	4.53	.516
		Teachers	29	52	22	38	46	3.90	.675
		PTA	9	33	6	-	-	4.06	.561
		MOE	3	7	-	1	1	4.25	.452
5	The principal communicate to school community development from local community	Principals	8	7	-	-	-	4.53	.516
		Teachers	40	48	32	29	45	3.64	1.057
		PTA	9	24	3	12	-	3.63	1.064
		MOE	7	-	3	2	1	3.42	.452
6	The principal allows free flow of information from bottom to top	Principals	4	6	-	8	6	3.67	1.291
		Teachers	24	82	26	32	10	3.43	1.142
		PTA	2	30	4	11	1	3.44	.965
		MOE	4	-	-	6	2	2.33	1.435
7	The principal allows free flow of information from top to bottom	Principals	9	3	1	-	2	4.00	.001
		Teachers	41	99	22	14	6	3.79	.944
		PTA	11	31	2	4	-	4.02	.785
		MOE	5	4	-	-	2	3.42	2.109
8	The principal has good selection of words in communicating to staff and students	Principals	5	7	-	3	-	4.13	.743
		Teachers	60	89	11	3	12	4.07	.977
		PTA	13	18	10	4	3	3.65	1.313
		MOE	5	4	-	3	-	3.92	1.240
9	The principal communicates objective evaluation of staff in the school.	Principals	-	15	-	-	-	4.00	.450
		Teachers	45	86	21	3	9	3.66	1.157
		PTA	5	28	6	7	2	3.52	.163
		MOE	2	6	2	1	1	3.93	.669
10	The principal ensures that ICT facilities are installed for students and staff to communicate with other people outside school.	Principals	3	8	-	4	-	3.67	1.113
		Teachers	6	56	45	7	55	3.671	
		PTA	20	-	9	14	5	2.92	1.069
		MOE	4	-	2	3	3	2.58	1.240

Source: Field survey (2016)

Table 9 shows the opinions of Principals, Teachers, PTA and MOE on the principals' role in the management of Interpersonal Relationship in Secondary Schools in Funtua and Malumfashi Education zones in Katsina State, Nigeria. In response to item 1, which attempts to find out whether principal communicates to staff and students on matters that affect the school through circulars, the responses from the respondents shows the mean of principals as 3.80, teachers 3.57, MOE 3.60 and PTA is 1.07. Likewise item 2 attempts to find out if principal communicates to staff and students on matters that affect the school through Bulletin Boards 4.07 principals agreed, 3.58 teachers agreed, 4.22 PTA and 3.120 MOE agreed with the idea. Hence, item 3 investigates whether principal briefs members of staff before morning assemblies, the opinion of respondents shows that 4.60 principals agreed, 4.05 teacher agreed, 3.96 PTA and 4.46 MOE agreed with the statement. In item 4, find out opinions of respondents if principal communicate to members of staff development from the ministry of education/board of directors. It was found out that 4.52 principals, 4.90 teachers, 4.06 PTA and 4.25 MOE agreed with the idea. Item 5 stated that principal communicate to school community development from local community. In response to this, 4.53 of principals, 3.64 teachers, 3.63 PTA and 3.54 MOE accepted the idea. Item 6 and 7 which attempts to find out whether principal allows free flow of information from bottom to top, principal allows free flow of information from top to bottom the responses from the respondents were all agreed. Likewise item 8 and 9 attempts to find out if principal has good selection of words in communicating to staff and principal communicates objective evaluation of staff in the school. were also agreed by the respondents. Hence, item 10 investigates whether principal ensures that ICT facilities are installed for students and staff to communicate with other people outside school, the opinion of respondents' shows that

3.67 principals agreed, 3.671 teachers agreed, 2.92 PTA and 2.98 MOE agreed with the statement.

4.4 Hypotheses Testing

This section deals with hypotheses testing. The hypotheses were related to variables identified in the research objectives. The issues include; principals' role in the management of internal supervision, principals' role in the maintenance of schools facilities, principals' role in the management of interpersonal relationship in secondary schools, principals' role in the maintenance of discipline in secondary schools, principals' role in the management of school-community relationship in secondary schools, leadership role of principals in the management of record keeping in secondary schools and principals' role in the management of communication activities in secondary schools in Funtua and Malumfashi Education Zones in Katsina state, Nigeria. The seven (7) hypotheses were tested using one way Analysis of Variance (ANOVA) at 0.05 level of significance. A hypothesis is rejected if the p-value is less than the level of significance set by the study.

Hypothesis 1

There is no significant difference in the opinions of Principals, Teachers, Ministry of Education Officials (MOE) and Parent-Teachers Association (PTA) on Principals Role in the Management of Internal Supervision in. Items 1-10 in the questionnaire relate to these Hypotheses. Responses of all stakeholders were collected, analyzed and presented in a table using ANOVA. Thus, Table 10 gives the details.

Table 10: Summary of Analysis of Variance (ANOVA) of the Stakeholders Opinion on Principals' Role in the Management of Internal Supervision in Secondary Schools in Funtua and Malumfashi Education Zones in Katsina State, Nigeria

Status	Sum of Square	Df	Mean Square	F	Prob.	F. critical	Decision
Between groups	284.901	3	94.937	3.125	.047	3.01	Retained
Within groups	7081.428	246	30.393				
Total	**7366.329**	**249**					

Table 10, shows that f-ratio value (3.125) at 3 df 246 and at the level 0.05. The critical value (3.01) is greater than f. ratio values (3.125), the probability level of significance P (.047) is greater than 0.05. This means that there is no significant difference in the opinions of principals, Teachers and PTA/SBMC on Principals Role in the Management of Internal Supervision in Secondary Schools in Funtua and Malumfashi Education Zones in Katsina State, Nigeria. Therefore, the null hypothesis is retained.

Hypothesis 2

There is no significant difference in the opinions of Principals, Teachers, Ministry of Education Officials (MOE) and Parent-Teachers Association (PTA) on Principals Role in the Maintenance of School Facilities in Secondary Schools in Funtua and Malumfashi Education zones in Katsina State, Nigeria. Items 1-10 in the questionnaire relate to these Hypotheses. Responses of all stakeholders were collected, analyzed and presented in a table using ANOVA. Thus, Table 11 gives the details.

Table 11: Summary of Analysis of Variance (ANOVA) of the Stakeholders Opinion on Principals' Role in the Maintenance of School Facilities in Secondary School in Funtua and Malumfashi Education zones in Katsina State, Nigeria.

Status	Sum of Square	Df	Mean Square	F	Prob.	F. critical	Decision
Between groups	314.523	3	104.841	3.999	.008	3.01	Rejected
Within groups	6449.977	246	26.219				
Total	**6764.500**	**249**					

Table 11 shows that, f-ratio value (3.999) at 3 df 246 and at the level 0.05. The critical value (3.01) is less than f. ratio values (3.999), the probability level of significance P (.008) is less than 0.05. This means that there is no significant difference in the opinions of principals, Teachers, PTA and MOE on Principals Role in the Maintenance of School Facilities in Secondary Schools in Funtua and Malumfashi Education zones in Katsina State, Nigeria. Therefore, the null hypothesis is rejected.

Hypothesis 3

Hypothesis one states that there is no significant difference in the opinions of Principals, Teachers, Ministry of Education Officials (MOE) and Parent-Teachers Association (PTA) on principals' role in the Management of interpersonal relationship in secondary schools in Funtua and Malumfashi education zones in Katsina State, Nigeria. Items 1-10 in the questionnaire relate to this Hypothesis. Responses of all stakeholders were collected, analyzed and presented in a table using ANOVA. Thus, Table 12 gives the details.

Table 12: Summary of Analysis of Variance (ANOVA) of the Stakeholders Opinion on Principals' Role in the Management of Interpersonal Relationship in Secondary Schools in Funtua and Malumfashi Education Zones in Katsina State, Nigeria

Status	Sum of Square	Df	Mean Square	F	Prob.	F. critical	Decision
Between groups	24.806	3	8.269	.536	.658	3.01	Retained
Within groups	3798.170	246	15.440				
Total	**3822.976**	**249**					

Table 12, shows that f-ratio value (.536) at 3 df 246 and at the level 0.05. The critical value (3.01) is greater than f. ratio values (.536), the probability level of significance P (3.01) is greater than 0.05. This means that there is no significant difference in the opinions of principals, Teachers and PTA/SBMC on principals' role in the management of interpersonal relationship in secondary schools in Funtua and Malumfashi education zones in Katsina state, Nigeria. Therefore, the null hypothesis is retained.

Hypothesis 4

There is no significant difference in the opinions of Principals, Teachers, Ministry of Education Officials (MOE) and Parent-Teachers Association (PTA) on Principals Role in the Maintenance of discipline in secondary schools in Funtua and Malumfashi in Katsina State, Nigeria. Items 1-10 in the questionnaire relate to these Hypotheses. Responses of all stakeholders were collected, analyzed and presented in a table using ANOVA. Thus, Table 13 gives the details.

Table 13: Summary of Analysis of Variance (ANOVA) of the Stakeholders Opinion on Principals' Role in the Maintenance of Discipline in Senior Secondary Schools in Funtua and Malumfashi in Katsina State, Nigeria

Status	Sum of Square	Df	Mean Square	F	Prob.	F. critical	Decision
Between groups	550.262	3	183.421	10.449	.000	3.01	Rejected
Within groups	4089.940	246	17.553				
Total	**4640.203**	**249**					

Table 13, shows that f-ratio value (10.449) at 3 df 246 and at the level 0.05. The critical value (3.01) is less than f. ratio values (10.449), the probability level of significance P (.000) is less than 0.05. This means that there is no significant difference in the opinions of principals, Teachers and PTA/SBMC on Principals Role in the Maintenance of discipline in secondary schools in Funtua and Malumfashi in Katsina State, Nigeria. Therefore, the null hypothesis is rejected.

Hypothesis 5

There is no significant difference in the opinions of Principals, Teachers, Ministry of Education Officials (MOE) and Parent-Teachers Association (PTA) on Principals Role in the Management of School-community Relationship in Secondary Schools in Funtua and Malumfashi Education zones in Katsina State, Nigeria. Items 1-10 in the questionnaire relate to these Hypotheses. Responses of all stakeholders were collected, analyzed and presented in a table using ANOVA. Thus, Table 14 gives the details.

Table 14: Summary of Analysis of Variance (ANOVA) of the Stakeholders Opinion on Principals' Role in the Management of School-community Relationship in Secondary Schools in Funtua and Malumfashi Education Zones in Katsina State, Nigeria.

Status	Sum of Square	Df	Mean Square	F	Prob.	F. critical	Decision
Between groups	570.275	3	190.092	7.332	.000	3.01	Rejected
Within groups	6378.209	246	25.928				
Total	**6948.484**	**249**					

Table 14 shows that, f-ratio value (7.332) at 3 df 246 and at the level 0.05. The critical value (3.01) is less than f. ratio values (7.332), the probability level of significance P (.000) is less than 0.05. This means that there is no significant difference in the opinions of principals, Teachers, PTA and MOE on Principals Role in the Management of School-community Relationship in Secondary Schools in Funtua and Malumfashi Education zones in Katsina State, Nigeria. Therefore, the null hypothesis is rejected.

Hypothesis 6

There is no significant difference in the opinions of Principals, Teachers, Ministry of Education Officials (MOE) and Parent-Teachers Association (PTA) on Principals Role in the Maintenance of Record Keeping in Secondary School in Funtua and Malumfashi Education zones in Katsina State, Nigeria. Items 1-10 in the questionnaire relate to these Hypotheses. Responses of all stakeholders were collected, analyzed and presented in a table using ANOVA. Thus, Table 15 gives the details.

Table 15: Summary of Analysis of Variance (ANOVA) of the Stakeholders Opinion on Principals' Role in the Maintenance of Record Keeping in Secondary School in Funtua and Malumfashi Education Zones in Katsina State, Nigeria

Status	Sum of Square	Df	Mean Square	F	Prob.	F. critical	Decision
Between groups	120.717	3	40.239	2.240	.084	3.01	Retained
Within groups	4419.827	246	17.967				
Total	**4419.827**	**249**					

Table 15 shows that, f-ratio value (2.240) at 3 df 246 and at the level 0.05. The critical value (3.01) is greater than f. ratio values (2.240), the probability level of significance P (.008) is greater than 0.05. This means that there is no significant difference in the opinions of principals, Teachers, PTA and MOE on Principals Role in the maintenance of Record Keeping in Secondary School in Funtua and Malumfashi Education zones in Katsina State, Nigeria. Therefore, the null hypothesis is retained.

Hypothesis 7

There is no significant difference in the opinions of Principals, Teachers, Ministry of Education Officials (MOE) and Parent-Teachers Association (PTA) on Principals Role in the Management of Communication in Secondary School in Funtua and Malumfashi Education zones in Katsina State, Nigeria. Items 1-10 in the questionnaire relate to these Hypotheses. Responses of all stakeholders were collected, analyzed and presented in a table using ANOVA. Thus, Table 16 gives the details.

Table 16: Summary of Analysis of Variance (ANOVA) of the Stakeholders Opinion on Principals' Role in the Management of Communication in Secondary Schools in Funtua and Malumfashi Education Zones in Katsina State, Nigeria

Status	Sum of Square	Df	Mean Square	F	Prob.	F. critical	Decision
Between groups	473.594	3	157.865	8.565	.000	3.01	Rejected
Within groups	4294.507	246	18.431				
Total	**4768.101**	**249**					

Table 16, shows that f-ratio value (8.565) at 3 df 246 and at the level 0.05. The critical value (3.01) is less than f. ratio values (8.565), the probability level of significance P (.000) is less than 0.05. This means that there is no significant difference in the opinions of principals, Teachers and PTA/SBMC on Principals Role in the Management of communication in Secondary Schools in Funtua and Malumfashi Education Zones in Katsina State, Nigeria. Therefore, the null hypothesis is rejected.

Table 17: Summary of the Seven Null Hypotheses Tested

S/N	Ho Statement	Statistical Tested Used	Result	Level of Sig.	Decision
1	There is no significant difference in the opinions of respondents on principals' role performance on internal supervision in senior secondary schools in Funtua and Malumfashi education zones in Katsina state, Nigeria	Analysis of Variance (ANOVA)	f-ratio is 3.125, while f-critical is 3.01 level of significance	0.05	$\mathbf{H_o}$ was retained. This means there was no significant difference in the opinions of the respondents
2	There is no significance difference in the opinions of respondents on principals' role performance on maintenance of facilities in senior secondary schools in Funtua and Malumfashi education zones in Katsina state, Nigeria	Analysis of Variance (ANOVA)	f-ratio is 3.999, while f-critical is 3.01 level of significance	0.05	$\mathbf{H_o}$ was rejected. This means there was a significant difference in the opinions of the respondents
3	There is no significant difference in the opinions of respondents on Principals' role performance on interpersonal relationship in senior secondary schools in Funtua and Malumfashi education zones in Katsina state, Nigeria.	Analysis of Variance (ANOVA)	f-ratio is .536, while f-critical is 3.01 level of significance	0.05	$\mathbf{H_o}$ was retained. This means there was no significant difference in the opinions of the respondents
4	There is no significant difference in the opinions of respondents on Principals' role performance on maintenance of discipline in senior secondary schools in Funtua and Malumfashi education zones in Katsina State, Nigeria	Analysis of variance (ANOVA)	f-ratio is 10.449, while f-critical is 3.01 level of significance	0.05	$\mathbf{H_o}$ was rejected. This means there was a significant difference in the opinions of the respondents
5	There is no significant difference in opinions of the respondents on principals' role performance on school-community relationship in senior secondary schools in Funtua and Malumfashi education zones in Katsina state, Nigeria	Analysis of Variance (ANOVA)	f-ratio is 7.332, while f-critical is 3.01 level of significance	0.05	$\mathbf{H_o}$ was rejected. This means there was a significant difference in the opinions of the respondents
6	There is no significance difference in the opinions of respondents on Principals' role performance on record maintenance in senior secondary schools in Funtua and Malumfashi education zones in Katsina state, Nigeria	Analysis of Variance (ANOVA)	f-ratio is 2.240, while f-critical is 3.01 level of significance	0.05	$\mathbf{H_o}$ was retained. This means there was no significant difference in the opinions of the respondents
7	There is no significant difference in the opinions of respondents on Principals' role performance on communication activities senior secondary schools in Funtua and Malumfashi education zones in Katsina state, Nigeria	Analysis of Variance (ANOVA)	f-ratio is 8.565, while f-critical is 3.01 level of significance	0.05	$\mathbf{H_o}$ was rejected. This means there was a significant difference in the opinions of the respondents

4.5 Summary of Major Findings

The following are the major findings of the study. The findings show that:

1. Principals care about orientation for newly recruited teachers before they start work in Secondary School in Funtua and Malumfashi Education Zones in Katsina State, Nigeria;
2. There was low level of maintenance of facilities such as accommodation, teaching and learning, sports, light and transport in Secondary School in Funtua and Malumfashi Education Zones in Katsina State, Nigeria;
3. Principals encouraged teachers to have good interpersonal relationship with students;
4. Principal did not permit free movement of members of the local community in the school premises and as such did not carry out management of discipline alone in the schools;
5. Principals did not invite resource persons from local community to give talks to students on religions, health issues in Secondary School in Funtua and Malumfashi Education Zones in Katsina State, Nigeria;
6. Principals ensured that teachers access and manage record of academic performance and conduct of the students by providing them with all necessary items facilities in Secondary School in Funtua and Malumfashi Education Zones in Katsina State, Nigeria; and
7. Principals communicate to staff and students on matters that affect the school through circulars and bulletin board.

4.6 Discussions of the Findings

This study aimed at investigating the Principals Role in the Management of Secondary Schools in Funtua and Malumfashi Education Zones in Katsina State. It objectives were to assess the followings: principals' role performance on interpersonal relationship, communication, internal supervision, maintenance of discipline, school-community relationship, maintenance of school facilities and record keeping in Secondary Schools in Funtua and Malumfashi Education Zones in Katsina State.

However, to give general description of the stakeholders on the issues raised, frequencies and simple percentage were used. The following are discussions arising from the major findings of the study. Table 3 shows the opinions of Principals, Teachers, PTA and MOE on the Principals Role in the Management of Internal Supervision in secondary Schools in Funtua and Malumfashi Education zones in Katsina State, Nigeria. From the response of the respondents it was majorly agreed that principal goes round classrooms every day to ensure instructions are taking place, principal as well ensures that teachers make entries in the scheme of work every week. In support of these assumptions, Mbih and Ogunsaju (2006) perceive supervision as basic requirements in administration that concern's the tactics of efficient and proper management.

Table 5 presents the opinions of principals, teachers, PTA and MOE on the Principals Role in the Management of Interpersonal Relationship in Secondary Schools in Funtua and Malumfashi Education zones in Katsina State, Nigeria. In response to item 1, it was agreed with the majority of the respondents that principal interacts with his/her subordinates freely. Item 2 attempts to find out if principal encourages teachers to work in harmony which was mostly agreed by the opinions of respondents. This is in line with Kodz (2011) who was in

opined that good interpersonal interaction of teachers with students has positive effect on academic performance. Hence, majority of the respondents were all agreed that principal encourages teachers to have good interpersonal relationship with students, it was also found that there are peaceful coexistence among students, principal's leadership role leads to good relationship between school and local community. Item 6 and 7 which attempts to find out whether principal is at logger heads with staff in my school, principal's ability to relate well with teachers makes them disengage from extracurricular activities in the school the responses from the stakeholders were all agreed. In others related items, it was also agreed with the majority of the stakeholders that principal relate well with his/her vice principals in my school and Officials of MOE/Board of directors see the principal as a responsible person were also agreed by the respondents. Hence, item 10 investigates whether PTA officials have good interpersonal relationship with principal.

Table 6 presents the opinions of Principals, Teachers, PTA and MOE on the Principals Role in the Maintenance of discipline in secondary schools in Funtua and Malumfashi Education Zones in Katsina State, Nigeria. On the importance of maintaining of discipline in the school, it was found that out that the maintaining discipline among staff and students enhance greater performance of the principal administrative task performance, teachers instructional management and the overall development of the students. With the special reference to the school system however, discipline is often observe the school rules and regulations and to maintain an established standard of behaviour and the staff serve as role models in an orderly manner.

On the opinions of Principals, Teachers, PTA and MOE on the Principals Role in the Management of School-community Relationship in Secondary Schools in Funtua and

Malumfashi Education Zones in Katsina State, Nigeria. In response to item 1, which attempts to find out whether Principal invite resource persons from local community to give talks to students on religious issues was agreed by the respondents and that, Principal invites that people from local community are made to give talks on health issues. Principal invites the local community to witness school programmes/events. Ojibara (2002) opined that, the larger the society expects pupils to develop certain attitude and mental attributes necessary for the improvement of the quality of the lives and that of the society.

Table 8 presents the opinions of Principals, Teachers, PTA and MOE on the Principals Role in Maintenance of Record Keeping in Secondary School in Funtua and Malumfashi Education Zones in Katsina State, Nigeria. In response to item 1, majority of the respondents agreed that, Principal ensures that teachers access and manage record of academic performance and conduct of the students by providing them with all necessary items/facilities. Item 2 was also agreed with the majority of responses from stakeholders that, Principal ensures that schemes of work of all subjects are duly entered and managed this was in line with Yabo (2007) that record keeping is a continuous process of collecting and coalating information on every academic and administrative function that forms parts of the growth and development of a school.

Table 9 shows the opinions of Principals, Teachers, PTA and MOE on the Principals Role in the Management of communication in Secondary Schools in Funtua and Malumfashi Education zones in Katsina State, Nigeria. In response to item 1, it was majorly agreed with the respondents that principal communicates to staff and students on matters that affect the school through circulars, principal communicates to staff and students on matters that affect the school through Bulletin Boards. Hence, there was generally

agreement among the respondents that principal do briefs members of staff before morning assemblies. This was opined by Yabo (2007) that communication is the life blood of any organization, without which no activity of an organization is possible. In others related items it was agreed by the respondents that principal communicate to members of staff development from the ministry of education/board of directors, principal communicate to school community development from local community. Principal has good selection of words in communicating to staff and principal communicates objective evaluation of staff in the school. Principal ensures that ICT facilities are installed for students and staff to communicate with other people outside school.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study has focused on Principals Role in the Management of Secondary Schools in Funtua and Malumfashi Education Zones in Katsina State, Nigeria. This chapter will be discussed under the following headings:

5.1 Summary of the study;

5.2 Conclusions; and

5.3 Recommendations;

5.2 Summary of the study

The first chapter sets the tone and direction for the study. It introduced the background to the study and described the problems the research investigated. Seven objectives and research questions were set to guide the researcher. The specific objective of the study was to find out principals' role in the management of interpersonal relationship, communication, internal supervision, maintenance of discipline, school-community relationship, maintenance of facilities and record keeping in Secondary Schools in Funtua and Malunfashi Education Zones in Katsina State. Seven null hypotheses were also formulated to guide the research.

The study covers 15 public senior secondary schools in Funtua and Malumfashi Education Zones in Katsina State and is significant because, it will enable the principals to live up to their responsibilities in terms of school based supervision, it will also be a great importance to the parents and the stakeholder. It will help the government in providing a suitable way of maintaining the school facilities. It will help the principals to develop a good

strategies for developing a good interpersonal relationship between him, the teachers and the students.

Finally, at the end of the study the government will able to provide adequate fund, so that there will be availability of resources in other to enhance teaching and learning. The key variables are operationally defined to conclude the chapter.

Chapter two focuses on analyzing the works of several scholars who have written on the interpersonal relationship, communication, internal supervision, maintenance of discipline, school-community relationship, maintenance of facilities and record management in various climes. The conceptual framework provides a base as it explores the concepts of the research study. The system theory provided the theoretical frame work for the study. Scholarly works on the variables; interpersonal relationship, communication, internal supervision, maintenance of discipline, school-community relationship, maintenance of facilities and record management are reviewed. An empirical study of related works to show the relationship of the study to previous studies was carried out. It revealed some similarities to the present research, but its uniqueness in terms of scope and variables covered are highlighted.

Research methodology is covered in chapter three. The research design used is the descriptive survey. The population consist of 47 principals, 580 teachers 37 ministry of education officials and 160 Parents Teachers Association Officals in the Funtua and Malumfashi Education Zones in Kastina State, Nigeria. Making a total of eight hundred and twenty four (824). A sample of 250 was purposively selected from fifteen schools out of fourty seven. A questionnaire titled “Questionnaire for the Principals Role in the Management of Secondary Schools in Funtua and Malumfashi Education Zones in Katsina

State, Nigeria." containing 70 items was deployed to collect data for the study. The instrument was validated by lecturers in the Department of Educational Administration and Planning of Ahmadu Bello University Zaria, a pilot study was carried out before it was finally deployed to the field with the reliability of 0.72 was realized.

The fourth chapter presented the analysis of the data in form of frequency and percentage tables. The research questions are answered using mean scores and standard deviation. The seven null hypotheses are tested using analysis of variance (ANOVA) at 0.05 alpha level and three were retained and four were rejected. Some of the major findings are:

Principals care about orientation for newly recruited teachers before they start work in Secondary School in Funtua and Malumfashi Education Zones in Katsina State, Nigeria. Principals communicate to staff and students on matters that affect the school through circulars and bulletin board. Principal encourages teachers to have good interpersonal relationship with students. Principal did not permit free movement of members of the local community in the school premises and as such did not carry out management of discipline alone in the schools.

Principal don't invite resource persons from local community to give talks to students on religions, health issues in Secondary School in Funtua and Malumfashi Education Zones in Katsina State, Nigeria

There was low level of maintenance of facilities such as accommodation, teaching and learning, sports, light and transport in Secondary School in Funtua and Malumfashi Education Zones in Katsina State, Nigeria.

Principal ensures that teachers access and manage record of academic performance and conduct of the students by providing them with all necessary items facilities in Secondary School in Funtua and Malumfashi Education Zones in Katsina State, Nigeria

5.3 Conclusions

From the findings of the study it can be concluded that, Principals do care about orientation for newly recruited teachers before they start work in Secondary School in Funtua and Malumfashi Education Zones in Katsina State, Nigeria.

There was effective communication between principals, staff and students on matters that affect the school through circulars and bulletin board. Principal encourages teachers to have good interpersonal relationship with students. Principal did not permit free movement of members of the local community in the school premises and as such did not carry out management of discipline alone in the schools.

It was also concluded that, Principal did not permit free movement of members of the local community in the school premises and as such did not carry out management of discipline alone in the schools for effective students academic achievement.

It was also concluded that, invitation of resource persons from local community to give talks to students on religions, health issues in Secondary School in Funtua and Malumfashi Education Zones in Katsina State, Nigeria has positive impact on the students academic performance.

5.4 Recommendations

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

1. Principals should make sure that proper orientation is conducted for newly recruited teachers before they start work in Secondary School in Funtua and Malumfashi Education Zones in Katsina State, Nigeria;
2. In order to enhance higher productivity in schools, good and adequate facilities, accommodation, computers with internet facilities, constant water and electricity supply provided to the schools should be properly maintained;
3. Principal should encouraged teachers to have good interpersonal relationship with their students to enhanced effective teaching and learning;
4. Principals should be encouraged to allow the two (2) vice principals to decide on issues that need urgent attention when principals were not in the school;
5. Stakeholders' in the local communities should make meaningful contributions on disciplinary issues between teachers and students during the PTA meeting. Also, principal should always invite resource person from the local community to give talks on religions and health matters;
6. Principals' should ensure that, punishment book, log book, minute's book and health book are properly kept and managed in secondary school in Funtua and Malumfashi Education Zones in Katsina State, Nigeria; and
7. Principals should communicate to staff and students on matters that affect the school through circulars and bulletin board in secondary school in Funtua and Malumfashi Education Zones in Katsina State, Nigeria.

5.5 Suggestions for Further Studies

Due to the findings, implications and the limitations of this study, the researcher made the following suggestions for further studies:

1. It is recommended that seminar should be conducted in other states or zones of the country and how to improve team work among educators;
2. This study should be repeated in other schools not covered by this study, or in other state of Nigeria in order to confirm or disapprove the findings in this study; and
3. Nationwide study of this nature (Principals Role in the Management of Secondary Schools in Funtua and Malunfashi Education Zones in Katsina State, Nigeria) will help to minimize if not eradicated the problem from school system in Nigeria.
4. It is recommended that this study should be conducted in the junior section of the secondary school in Katsina State.

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APPENDIX I

QUESTIONNAIRE ON THE PRINCIPALS' ROLES IN THE MANAGEMENT OF SECONDARY SCHOOLS DESIGNED BY B. A. MAINA (2016) FOR USE BY POSTGRADUATE STUDENTS IN CONDUCTING RESEARCHES

Department of Educational
Foundations and Curriculum,
Faculty of Education,
Ahmadu Bello University,
Zaria.

28th December, 2015

QUESTIONNAIRE

Dear Sir/Madam,

REQUEST TO FILL A QUESTIONNAIRE

The researcher is a pg student conducting a research on "Assessment of Principals' Role in the Management of Secondary Schools in Funtua and Malumfashi Educational Zones in Katsina State, 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 Katsina State Secondary Education.

Thank you for your cooperation.

Yours sincerely,

Badiyya Magaji Salisu
P13EDFC8060

QUESTIONNAIRE ON THE PRINCIPALS' ROLES IN THE MANAGEMENT OF SECONDARY SCHOOLS DESIGNED BY B. A. MAINA (2016) FOR USE BY POSTGRADUATE STUDENTS IN CONDUCTING RESEARCHES

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 Principals' Role in the Management of Secondary Schools in Funtua and Malumfashi Educational Zones in Katsina State, 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. Status: a. Principal [ ] b. Teacher [ ] c. Official of M.O.E/Proprietor [ ]
2. Gender: a. Male [ ] b. Female [ ]
3. Ownership of School: a. Private [ ] b. Public [ ]
4. Type of School: a. Day School [ ] **b.** Boarding [ ] **c.** Boarding/Day [ ]
5. Location of School: a. Rural [ ] b. Urban [ ]

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

SECTION B: Principals Role in the Management of Interpersonal Relationship in Secondary Schools in Funtua and Malumfashi Educational zones in Katsina State, Nigeria

S/N	Item Statement	Strong agreed	Agreed	Undecided	Disagreed	Strongly Disagreed
1	The principal in my school interacts with his/her subordinates freely					
2	The principal encourages teachers to work in harmony					
3	The principal encourages teachers to have good interpersonal relationship with students					
4	The principal in my school emphasize on peaceful coexistence among students					
5	The principal's leadership role leads to good relationship between school and local community.					
6	The principal is at logger heads with staff in my school					
7	The principal's ability to relate well with teachers makes them disengage from extracurricular activities in the school					
8	The principal relate well with his/her vice principals in my school					
9	Officials of MOE/Board of directors see the principal as an responsible person					
10	The PTA officials have good interpersonal relationship with principal.					

SECTION C: Principals Role in the Management of Communication in Secondary School in Funtua and Malumfashi Educational zones in Katsina State, Nigeria

S/N	Item Statement	Strong agreed	Agreed	Undecided	Disagreed	Strongly Disagreed
11	the principal communicates to staff and students on matters that affect the school through circulars					
12	The principal communicates to staff and students on matters that affect the school through Bulletin Boards					
13	The principal briefs members of staff before morning assemblies					
14	The principal communicate to members of staff development from the ministry of education/board of directors					
15	The principal communicate to school community development from local community					
16	The principal allows free flow of information from bottom to top					
1 7	The principal allows free flow of information from top to bottom					
18	The principal has good selection of words in communicating to staff and students					
19	The principal communicates objective evaluation of staff in the school.					
20	The principal ensures that ICT facilities are installed for students and staff to communicate with other people outside school.					

SECTION D: Principals Role in the Management of Internal Supervision in Secondary Schools in Funtua Malumfashi Educational zones in Katsina State, Nigeria

S/N	Item Statement	Strong agreed	Agreed	Undecided	Disagreed	Strongly Disagreed
21	The principal goes round classrooms every day to ensure instructions are taking place					
22	The principal ensures that teachers make entries in the scheme of work every week					
23	The principal ensures that teachers prepare lesson plans and lesson notes before they go to class.					
24	The principal ensures that teachers only teach areas their specialized.					
25	The principal ensures that teachers are not overloaded					
26	The principal does encourage experienced teachers to mentor the inexperienced ones					
27	The principal ensures that HODs mentor the new staff posted on their departments					
28	The principal ensures that teachers attend classes					
29	The Principal ensures that students are always in class.					
30	The Principal care about orientation for newly recruited teachers before they start work.					

SECTION E: Principals Role in the in Maintenance of discipline in secondary schools in Funtua and Malumfashi in Katsina State, Nigeria

S/N	Item Statement	Strong agreed	Agreed	Undecided	Disagreed	Strongly Disagreed
31	The Principal is disciplined as such he/her has the right to discipline others					
32	The principal is capable to discipline teachers in my school					
33	The Principal is capable to discipliner students in my school					
34	The Principal is capable to discipline non-academic staff in my school					
35	The Principal allows free interaction between teachers and students					
36	The Principal allow free interaction between non-academic staff and students					
37	The Principal allows free movement of members of the local community in the school premises					
38	The Principal allows staff on duty to discipline erring students.					
39	The Principal carry out management of discipline alone in my school.					
40	The Principal discipline staff and students because of influence peddling					

SECTION F: Principals Role in the Management of School-community Relationship in Secondary Schools in Funtua and Malumfashi Educational zones in Katsina State, Nigeria

S/N	Item Statement	Strong agreed	Agreed	Undecided	Disagreed	Strongly Disagreed
41	Principal invite resource persons from local community to give talks to students on religious issues					
42	Principal invites that people from local community are made to give talks on health issues					
43	Principal invites the local community to witness school programmes/events					
44	Principal allows members of the local community to share school facilities such as water and football field					
45	The Principal attends of local community to cement good relationship between school and local community.					
46	The Principal ensures that majority of lower positions of non-academic staff are occupied by the local community					
47	The Principal ensures that preference is given to the local community during admission excise.					
48	The Principal ensures that consumables and other essential items for staff and students are purchased from the local community.					
49	The Principal uses elders in the local community in tackling problems of indiscipline.					
50	The Principal uses his position to get accommodation for staff in the local community.					

SECTION G: Principals Role in the in Maintenance of Facilities in Secondary Schools in Funtua and Malumfashi Educational zones in Katsina State, Nigeria

S/N	Item Statement	Strong agreed	Agreed	Undecided	Disagreed	Strongly Disagreed
51	Principal ensures that teaching facilities are well maintained.					
52	Principal ensures that learning facilities are well maintained.					
53	Principal ensures that sport facilities are well maintained					
54	Principal ensures that Health facilities are well maintained					
55	Principal ensures that water facilities are well maintained					
56	Principal ensures that light facilities are well maintained					
57	Principal ensures that staff quarters are well maintained					
58	Principal ensures that food facilities are well maintained					
59	Principal ensures that transport facilities are well maintained					
60	Principal ensures that school records are well maintained					

SECTION H: Principals Role in the Management of Record Keeping in Secondary School in Funtua and Malumfashi Educational Zones in Katsina State, Nigeria

S/N	Item Statement	Strong agreed	Agreed	Undecided	Disagreed	Strongly Disagreed
51	The Principal ensures that teachers access and manage record of academic performance and conduct of the students by providing them with all necessary items/facilities					
52	The Principal ensures that schemes of work of all subjects are duly entered and managed.					
53	The log book is provided and managed by the principal					
54	Principal ensures that the punishment book is managed by the person assign to manage it.					
55	The Principal ensures that the name of visitors to the school are entered in the record book for proper record keeping					
56	The Principal ensures that teaching and non-teaching staff register their names in the daily attendance register every morning.					
57	The Principal is very mindful of the proper management of the minutes book.					
58	Principal ensure that all items provided in the offices, classrooms, laboratories, staff quarters and stores are documented in the inventory book for proper record keeping					
59	The Principal ensures that movement of staff and students outside the school are properly kept and recorded in the exits record book					
60	The Principal ensures that the health records of all staff and students are documented in the health record book.					