IMPACT OF SUPERVISORY ROLE PERFORMANCE OF THE COMMANDANTS ON MANAGEMENT OF PRISON SCHOOLS IN NIGERIA

BY

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APRIL, 2014

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M.ED/EDUC/6473/2009-2010

A THESIS SUBMITTED TO THE POSTGRADUATE SCHOOL, AHMADU BELLO UNIVERSITY, ZARIA NIGERIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTERS OF EDUCATION DEGREE (MED) IN EDUCATIONAL ADMINISTRATION AND PLANNING EDUCATIONAL ADMINISTRATION AND PLANNING SECTION, EDUCATIONAL FOUNDATIONS AND CURRICULUM DEPARTMENT, FACULTY OF EDUCATION, AHMADU BELLO UNIVERSITY, ZARIA

APRIL, 2014

DECLARATION

I declare that the thesis entitled **Impact of Supervisory Role Performance of the Commandants on the Management of Prison Schools in Nigeria** has been written by me in the Educational Administration and Planning section, Educational Foundation and Curriculum Department, Faculty of Education under the supervision of Dr. Bashir Maina and Dr. E.I. Makoju.

The information derived from series of literature has been duly acknowledged in the text and a list of references provided. The study was not previously presented for the award of another degree or diploma in any University.

_____ _____

Ikwuobe Yusuf Date

CERTIFICATION

This thesis entitled **Impact of Supervisory Role Performance of the Commandants on the Management of Prison Schools in Nigeria** by IKWUOBE YUSUF meets the requirement governing the award of the

Degree of Masters of Education in Educational Administration and Planning of Ahmadu Bello University; and is approved for its contribution to knowledge and literacy presentation.

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ACKNOWLEDGEMENTS

I thank God for His love, mercy, privilege, protection and guidance through the period of this academic exploit in this great institution. I appreciate and owe a debt of gratitude to the collective sacrifices and good will of so many persons notably my Supervisors; Dr. B. A. Maina who is my major supervisor and my minor supervisor Dr. E.I. Makoju. The encouragement and guidance of CP I. M. Mosadi and CP Achor Aliyu (Commandants) is invaluable to the completion of this research work. The effort of Dr. M.O.Dare of the educational administration and planning of Ahmadu Bello University Zaria and Dr. A. A. Igunnu of federal college of Education Zaria are worthy of commendation as they offered useful advice, encouragement and suggestion. I remained most grateful to my parents and loved ones particularly Mr. Ikwuobe 0tole (late), Mrs Okwumeyi Ikwuobe, my wife, Mrs Martha Ikwuobe and children: Samuel, Grace, Samson, Faith, Emmanuel, Christiana and John for their patience, prayers and encouragement. I equally say a big thank you to all the commandants and directing staff/instructors of PTC Lagos, PTS Enugu, PTS Kaduna and PSC Kaduna for their cooperation in responding to the questionnaires on this study.

DEDICATION

This thesis is dedicated to my loving wife Mrs. Martha Ikwuobe and my children: Samuel, Grace, Samson, Faith, Emmanuel, Christiana and John, and my mother Mrs. Okwumeyi Ikwuobe for their support spiritually, morally and for their patience during the period of the study.

ABSTRACT.

This study examined the impact of commandants' supervisory role performance on the management of prison schools in Nigeria. It's aimed at examining the impact of commandants' supervisory role performance on communication; to determine the impact of commandants' supervisory role performance on the maintenance of school facilities in prison schools; commandants' supervisory role performance on delegation of duties to staff in prison schools among others. To achieve the objectives of the study, descriptive survey research method was used and all the eight hypotheses were subjected to Pearson product moment correlation statistical analysis. The respondents for the studies are the commandants and directing staff/instructors of the schools under study. The population of study was 626. A sample of 120 was used for the study through stratified random sampling and simple descriptive survey techniques. Questionnaire was the only instrument for the study; content validity method was employed for the verification of the questionnaire. The data for the study was collected through visit to the sampled prison schools in Nigeria and was subjected to descriptive and inferential statistics of the PPMCC at 0.05 level of significance; simple percentages, item means and standard deviation, and the results were presented in a tabular form. The study revealed that commandants' strict supervision on staff enhanced effective lines of communication in prison schools; that commandants' strict supervision of staff helped to improve the level of school facilities maintenance and utilization in prison schools; that commandants' strict supervision of staff made delegation of responsibilities to staff very effective in prison schools among others. The researcher however among others recommended: that commandants should ensure that adequate and effective lines of communication be maintained at all times; discipline should be maintained by both staff and trainees diligently; that the maintenance of school facilities should be the priorities of both staff and trainees; that school should not exist in isolation of the community but should ensure harmonious co-existence for the development of the school among others and suggestions were also proffered for further studies.

TABLE OF CONTENT

Cover page ---------- i

Title page ---------- ii

Declaration ---------- iii

Certification ---------- iv

Acknowledgement ---------- v

Dedication ---------- vi

Abstract ---------- vii

Table of content---------- viii

List of table---------- xi

CHAPTER ONE: INTRODUCTION

1.1: Introduction ---------- 1

1.2: Statement of the problem ---------- 4

1.3: Objectives of the study ---------- 6

1.4: Research Questions---------- 7

1.5: Hypotheses of the study ---------- 8

1.6: Basic Assumptions ---------- 9

1.7: Significance of the study ---------- 9

1.8: Scope of the study---------- 10

1.9: Operational definition of Terms ---------- 10

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1: Introduction ---------- 12

2.2: The conceptual framework of the study ---------- 12

2,2.1: The concept of supervision ---------- 13

2.2.1a: who is a supervisor ---------- 15

2.2.1b: Elements of supervision---------- 18

2.2.2: The concept of role---------- 20

2.3.: The tasks and issues of the study ---------- 22

2.3.1: Impact of Commandants' supervisory role performance

on effective communication---------- 22

2.3.2: Impact of Commandants' supervisory role performance

on discipline---------- 26

2.3.3: Impact of Commandants' supervisory role performance on

maintenance of school Facilities---------- 29

2.3.4: Impact of Commandants' supervisory role performance on

school- community Relationships---------- 32

2.3.5: Impact of Commandants' supervisory role

performance on staffing---------- 34

2.3.6: Impact of Commandants' supervisory role performance

on delegation of duty ---------- 35

2.3.7: Impact of Commandants' supervisory role performance

on staff development ---------- 38

2.3.8: Impact of Commandants' supervisory role performance

on decision making ---------- 39

2.4: Empirical studies ---------- 42

2.5: Summary ---------- 44

CHAPTER THREE: RESEARCH METHODOLOGY

3.1: Introduction ---------- 45

3.2: Research design---------- 45

3.3: Population of the study ---------- 45

3.4: Sample and sampling techniques ---------- 46

3.5: Instrumentation ---------- 47

3.6: Pilot study ---------- 48

3.7: Validity of instrument of the study ---------- 48

3.8: reliability of the instrument ---------- 49

3.9: procedure for data collection ---------- 49

3.10: Methods of data analysis ---------- 49

CHAPTER FOUR: PRESENTATION OF DATA ANALYSIS

4.1: Introduction ---------- 50

4.2: Analysis and Interpretation of bio- data ---------- 50

4.3: Answering the Research Questions ---------- 52

4.4: Testing of Hypotheses ---------- 68

4.5: Findings of the study ---------- 76

4.6: Discussion of findings ---------- 76

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1: Introduction ---------- 82

5.2: Summary ---------- 82

5.3: Conclusion ---------- 83

5.4: Recommendations ---------- 84

5.5: Suggestions for Further Studies ---------- 85

References ---------- 86

Appendix ---------- 94

LIST OF TABLES

Table 3.1: Distribution of Sampled Schools and their Population---------- 46

Table 4.2.1: Distribution of Respondents by Gender---------- 50

Table 4:2.2 Distribution of Respondents by Educational Qualification---------- 51

Table 4.2.3 Distributions of Respondents by Age---------- 51

Table 4.2.4 Distributions of Respondents by Work Experience---------- 52

Table 4.3.1 Opinions of the respondents as regards the impact of commandants' Supervisory role performances and communication on the management of Nigeria prison schools ---------- 53

Table 4.3.2 Opinion of Respondents as regards the impact of commandants' Supervisory role performances and discipline on the management of Nigeria prison schools---------- 55

Table 4.3.3 Level of Responses on the impact of commandants' Supervisory role performances and school facilities on the management of Nigeria prison schools ---------- 57

Table 4.3.4 Opinion of Respondents as regards the impact of commandants' Supervisory role performances and interpersonal relationship/ school- community relations on the management of Nigeria prison schools---------- 59

Table 4.3.5 Opinions of the respondents as regards the impact of commandants' Supervisory role performances and staffing on the management of Nigeria prison schools---------- 61

Table 4.3.6 Opinions of the respondents as regards the impact of commandants' Supervisory role performances and delegation of responsibilities on the management of Nigeria prison schools---------- 63

Table 4.3.7 Opinions of the respondents as regards the impact of commandants' Supervisory role performances and staff development on the management of Nigeria prison schools---------- 65

Table 4.3.8 Opinions of the respondents as regards the impact of commandants' Supervisory role performances and decision making on the management of Nigeria prison schools ---------- 67

Table 4:4.1 Pearson Product Moment Correlation (PPMC) Statistics to Test Relationship between the impact of commandants' Supervisory role performances and communication on the management of Nigeria prison schools---------- 68

Table 4.4.2 Pearson Product Moment Correlation (PPMC) Statistics to test Relationship between the impact of commandants' Supervisory role performances and discipline on the management of Nigeria prison schools---------- 69

Table 4.4.3 Pearson Product Moment Correlation (PPMC) Statistics to test Relationship between the impact of commandants' Supervisory role performances and school facilities on the management of Nigeria prison schools---------- 70

Table 4.4.4 Pearson Product moment correlation (PPMC) statistics to test relationship between the impact of commandants' Supervisory role performances and interpersonal relationship/ school- community relations on the management of Nigeria prison schools ---------- 70

Table 4.4.5 Pearson Product moment Correlation (PPMC) Statistics to test relationship between the impact of commandants' Supervisory role performances and staffing on the management of Nigeria prison schools---------- 71

Table 4.4.6 Pearson Product moment Correlation (PPMC) Statistics to test relationship between the impact of commandants' Supervisory role performances and delegation of responsibilities on the management of Nigeria prison schools---------- 72

Table 4.4.7 Pearson Product moment Correlation (PPMC) Statistics to test relationship between the impact of commandants' Supervisory role performances and staff development on the management of Nigeria prison schools---------- 72

Table 4.4.8 Pearson Product moment Correlation (PPMC) Statistics to test relationship between the impact of commandants' Supervisory role performances and decision making on the management of Nigeria prison schools---------- 73

Table 4.4.9: Summary of hypotheses testing---------- 74

CHAPTER ONE: INTRODUCTION

1.1: Background to the study

The supervisory role performances of the commandants in school setting are very imperative to the effective management of the prison schools. The concepts of supervision and management border on the perception of the leader about his roles in achieving the stated goals of the entire system. If any commandant performs a good supervisory role in the school system, he will achieve a positive result and thereby fulfill the goals of the institution. Management is a social process designed to ensure the co-operation, participation and intervention of others which deals directly with the process of planning, organizing, staffing, leading or directing and controlling and the utilization of human and material resources in a particular system for the achievement of predetermined objectives (UNESCO, 1979 and Ogunnu, 2001). The idea of monitoring and reviewing the teaching and learning process makes management and supervision of institution very imperative in our educational institutions in order for these institutions to live up to expectation and to realize the objectives set before them. Though the roles of the commandants as instructional leader were widely advocated, they seldom practiced and that commandants spent most of their time dealing with managerial issues. The commandants' role is primarily that of a manager. Stronge (1998) calculated that school commandants spent 62.2% of their time on managerial issues and 11% on instructional leadership issues even after undergoing training or in-service for the role of instructional leader.

In a system, supervision implies the process of ensuring that policies, principles, rules, regulations and methods prescribed the use of expert knowledge and experience to oversee, evaluate and coordinate the process of improving teaching and learning in schools (Igwe 2001, Krochhar 2005 and Igbo 2002). Supervision is the instructional leadership that relates perspectives to behaviours, clarifies purposes, contributes to and support organizational actions, coordinates interactions, provides for maintenance and improvement of the instructional programmes and

assesses goals achievements. It is also the general leadership role and a coordinating role among all school activities concerned with learning (Kerry and Burke, 1989). Nwaogu (1980) viewed supervision as the process of helping, giving, advising and stimulating growth in a subordinate in order to improve on the quality of his work.

From the foregoing, it could easily be deduced that supervision is an indispensible variable in the teaching learning process, as well as the overall school and achievement of educational objectives. Supervision implies operating at close range by actually overseeing or controlling on the shop floor, dealing with situations on tile spot as they arise, whereas management implies controlling remotely by using other administrative means. Supervision and management naturally overlap in practice, partly from necessity, where managers show close personal interest in order to achieve cooperation, and partly due to lack of management training. Anything to the contrary means the failure of the programme of supervision.

Of all the major tasks of a school administrator, none is as sensitive and challenging as the one relating to the supervision of trainees, school personnel, instructional programmes, school plants and statutory records. Instructional supervision occupies a unique place in the entire education system and it becomes absolutely expedient to give it prominent attention. Nowadays, the parents and guardians are becoming more curious about the kind of education given to their children and wards. Quite often, they show their concern by demanding that the school should teach better than in the past. If quality education is to be given in schools and to improve the standard of education generally, then instructional supervision must be accorded high priority. In the school system, it is the responsibility of the school administrator to develop and maintain staff competence. In fact supervision according to National Policy on Education (FRN, 2004) was meant to ensure quality control through regular inspection and continuous monitoring of instructional and educational service. The commandant oversees the activities of both teaching and non-teaching staff in the prison school using various supervisory techniques ensuring that they

conform to the generally accepted principles of education. He also sees that high standards are maintained in the school in accordance with laid down rules and regulations.

The head of Nigeria secondary school is the principal, who is regarded as the chief executive and is responsible for all that happens in the school (Oyedeji and Fasasi, 2006). In the Nigeria Prison Service any head of prison school is called the *Commandant (*NPS, 1991*).* Obemeata (1984) and Titiloye (1997) saw the principal (commandant) as a manager, administrator, an exemplary leader, counselor, a public officer, a curriculum developer and a trainer, a nurse and even a messenger. Therefore, as a head, he is saddled with certain supervisory roles with which efficiently and effectively carried out help to improve the standards of the institution holistically. The main tasks of the commandants are interpreting policy, executing curriculum programmes, seeing to staff and trainees' discipline, physical facilities, staff development and finally maintaining school- community relations (Dare, 2009). He also delegates duties, involving staff in decision making, supervising instructional activities and development of appraisal system for quality management of the system.

Within the sphere of an organization, the supervisor (commandant) is to possess basic knowledge of supervision known as basic elements of supervision. The ability of a commandant to apply the right principles at the right time will improve his performance and supplement his technical knowledge. These basic elements of supervision are the creative ability of a commandant in building and maintaining efficient organization, controlling and creating an effective workforce within the sphere of an organization. The basic elements of supervision serve as an eye opener for the commandants to appreciate the significance of the organization structure by reorganizing the relationships within it, bearing on staff and their attitude towards work and controlling human and material resources for effective results (www.infotech25.yahoo.net)

Like the secular school, the head of the prison school is the commandant, the teaching staff are called the Directing staff, and the field officials are called the Instructors while the students or

course participants are referred to as the trainees (NPS, 1991). The supervisory roles/functions accrued to the principals of secondary schools are also applicable to the prison school commandants. Commandants of prison schools occupy unique positions and are the greatest factors in the success and failure of their schools. To buttress this, Mussazi (1988) in a paper presented at the conference of Nigeria Association of Educational Administration and planning (NAEAP) at Kaduna, submitted that school should not exist if the skills and knowledge of the heads (commandants) are in question. The organization, instruction and purpose of the school, reflect to a great extent, on the personality of the commandant. He is therefore expected to be exemplary to his staff and trainees. Perhaps the failure of prison schools for not achieving their mandate is assumed to be caused by the commandants.

1.2: Statement of the Problem

Supervision is a process which strives to stimulate others toward greater effectiveness or productivity. The functions of those engaged in supervision of instruction include supervising lessons to raise the standard of education, encouraging professional growth of teachers by giving advice and also organizing in-service-training for professional growth and development of teachers. The most crucial supervisory activities include giving direction and advice, control and stimulation of effort towards goals, observation to determine when correction or modification ought to be made in a programme within schools (Tijjani, 2007). Supervision is a sensitive job which demands a lot of time and energy in planning and implementation by the commandants. It is an extremely valuable tool for the commandants to use in improving instruction in prison schools. The commandants should not abdicate their supervisory responsibility by delegating the instructional supervision to a subordinate in the school. Knezevich (1975) remarked that "Curriculum is what the school is about. Every school administration at every level must keep in touch with what is being taught and how much is being learned".

Education was viewed by many societies as the only process of transmitting from one generation to another the values, knowledge, skills, wisdom and attitude. Institutions are places where these societal values, knowledge, skills and attitude can be learned. Therefore, these institutions need competent heads who can pilot the affairs, in order to achieve objectives. For the commandants to achieve the school objectives, he should apply his supervisory roles on certain administrative roles. The commandant in trying to have quality control and achieve the goals of the institution needs to supervise both staff and trainees in areas such as policy implementation, executing curriculum programme, staff/trainees' discipline, physical facilities, staff development, good channel of communication, and school-community relations (Dare, 2009). The commandants will improve their performance considerably by using the technique of each of the basic elements of supervision to supplement their technical knowledge. The ability to apply the right principle at the right time demands something more than knowledge alone. The three basic elements of supervision are: building and maintaining an efficient organization, creating and maintaining an effective workforce and controlling (www.infotech25.yahoo.net)This means that if any commandant performs these supervisory roles and elements in its proper context, he will certainly achieve success in his school.

On the contrary, the importance of effective supervision and management to an institution cannot be overemphasized and there is an increasing awareness of this importance as organizations are becoming larger and more complex in modern times. An institution may be well staffed in terms of qualifications, total population, and distribution of expertise among the organizational units, but without effective and efficient monitoring, money and human efforts expended on the organization would be a waste. For instance, in most prison schools the general organizational climate and the channels of communication are not properly monitored. A situation where commandants pay less attention to supervision of maintenance of school facilities, staff/trainees'

discipline, staff development, delegation of duties, management of staffing and involvement of staff in decision making, institutional goals can hardly be achieved to the maximum.

From the trends of problems, the crux of the matter in the study is the impact of supervisory role performance of the commandants on the management of prison schools in Nigeria. The focus of this study can be postulated as "are the supervisory role performances of the commandants having any impact on the management of prison schools in meeting the yearning and objectives of prison schools in the study area?

1.3: Objectives of the study

The main objective of this study is to examine the impact of supervisory role performance of commandants on the management of prison schools in Nigeria.

The specific objectives include to:

i. examine the impact of commandants' supervisory role performances on the organizational communication in prison schools.
ii. examine the impact of supervisory role performances of the commandants' on the maintenance of discipline in prison schools.
iii. determine the impact of commandants' supervisory role performances on the maintenance of school facilities.
iv. to examine the impact of commandants' supervisory role performances on the interpersonal relationship among staff in prison schools and school- community relations.
v. determine the impact of commandants' supervisory role performances on the staffing of prison schools.
vi. find out the impact of commandants' supervisory role performances on the delegation of duties in prison schools.

vii. examine the impact of commandants' supervisory role performances on staff development in the prison schools.

viii. find out the impact of commandants' supervisory role performances on decision making in the Nigerian prison schools.

1.4: Research Questions

The following research questions were generated to address the problems of the study:

i. Do commandants' supervisory role performances have any impact on the communication in the Nigeria prison schools?

ii. What is the impact of commandants' supervisory role performances on management of discipline in prison schools?

iii. What is the impact of commandants' supervisory role performances on the maintenance of school facilities in prison schools?

iv. What is the impact of commandants' supervisory role performances on interpersonal relationship among staff and schools-community relations in prison schools?

v. Do the commandants' supervisory role performances have any impact on the staffing of prison schools?

vi. What is the impact of commandants' supervisory role performances on the delegation of duties in prison schools?

vii. Do commandants' supervisory role performances have any impact on staff development in the Nigeria prisons schools?

viii. What is the impact of commandants; supervisory role performances on decision making in prison schools?

1.5: Research Hypotheses

The following hypotheses were formulated to guide the study:

Ho1: There is no significant difference in the opinions of the commandants and directing staff/ instructors on the impact of commandants' supervisory role performances on the organizational communication in prison schools.

Ho2: There is no significant difference in the opinions of the commandants and directing staff/ instructors on the impact of commandants' supervisory role performances on management of discipline in prison schools.

Ho3: There is no significant difference in the opinions of commandants and directing staff/ instructors on the impact of commandants' supervisory role performances on maintenance of school facilities in prison schools.

Ho4: There is no significant difference in the opinions of commandants and directing staff/ instructors on the impact of commandants' supervisory role performances on staff/school-community relationship in prison schools.

Ho5: There is no significant difference in the opinions of commandants and directing staff/ instructors on the impact of commandants' supervisory role performances on staffing in prison schools.

Ho6: There is no significant difference in the opinions of commandants and directing staff/ instructors on the impact of commandants' supervisory role performances on delegation of duties in prison schools.

Ho7: There is no significant difference in the opinions of commandants and directing staff/ instructors on the impact of Commandants' supervisory role performances on staff development in prison schools.

Ho8: There is no significant difference in the opinions of commandants and directing staff/ instructors on the impact of commandants' supervisory role performances on decision making in prison schools.

1.6: Basic assumptions

The following assumptions were made:

1. That a good communication is essential in the management of prison schools.
2. That proper staffing by the commandants is important in the management of prison schools.
3. That proper supervision on maintenance of school facilities helps in efficient and effective management of prison schools.
4. That effective monitoring of interpersonal relationship between the school and the community helps in the management of prison schools.
5. That delegation of duties is essential for easy coordination of activities in the prison schools.
6. That lack of proper supervision causes indiscipline in the prison schools.
7. That staff development is essential in the management of prison schools.
8. That involvement of staff in decision making is essential in school management.

1.7: Significance of the Study

Supervision is a dynamic and significant aspect of every organization. It is dynamic in the sense that it needs constant study and practice in order to effect some modifications and changes so as to enable it reflects the current practice or changes in time to be able to smoothly achieve an organizational goal. These dynamics call for the re-examination and redefinition of the commandants' supervisory role performance in the prison school. The need for an effective

supervisory role performance cannot be overemphasized since schools were built for instruction which need to be effectively monitored for quality assurance. This study will assist policy makers of the Nigerian prisons service to improve upon the quality and quantity of the supervisory roles of the commandants. Again, any prospective staff that could be made commandant will be helped through this study to be aware of the supervisory roles expected of them in future. Also, it is hoped that the study will alert the commandants to become much or conscious and conversant with the supervisory roles, to improve upon it in order to achieve the goals of the prison schools. The study will equally help the Nigeria prison service to help their commandants through various courses so that they can become effective as supervisor/administrators. Also, the study contribute to the literature in the area of administration and management of education in general.

1.8: Scope of the Study.

The study was restricted to prison schools and limited to prison staff (i.e. commandants, directing staff and instructors). Its respondents are drawn from four prison schools in Nigeria comprising prison Staff College Barnawa, prison training school Enugu and Kaduna, and prison training college Lagos. The selection was based on logistics problem.

Hence, the study was limited to the examination of the impact of supervisory role performance of commandants on management of prison schools in Nigeria.

1.9: Operational definition of Terms

Commandant: This is a professional prison staff appointed by the controller general of prisons as the administrative and instructional head of prison school.

Directing Staff: These are the academic/ teaching staff of the prison schools.

Instructors: These are the field officials in the prison schools.

Institution: is an agency established by the prison department to carry out the function of educating and training of personnel.

Perception: This is the recognition and organization of sensation about something, an act, behavior of a person. In this study perception refers to any act or process of knowing objectives, facts or truths, by sense experience or by thought.

Role: is the pattern of actions and behavior associated with a particular status. It also refers to pattern of wants, goals, beliefs, feelings, attitude, values and actions which members of a community expect should characterize the typical occupant of a position.

Role Performance: This is the way the incumbent actually plays the role ascribed to the status

Supervision: as the process of guiding, directing and controlling teachers so as to improve their quality of work

CHAPTER TWO

2.0: REVIEW OF RELATED LITERATURE

2.1: Introduction

This study examined the impact of supervisory role performances of commandants on the management of prison schools in Nigeria. Literature in this area in prison was scanty and therefore the researcher decided to select various works related to the study from secular schools. The following themes constitute the chapter: The conceptual framework of the study, the concept of supervision, supervisor, role and the impact of supervisory role performance of commandants in the management of prison school and the summary.

2.2: The Conceptual Framework of the Study

The conceptual framework of this research was based on conceptualizing supervision, role and role performance of commandants in the management of prison school. These are:

Concept of Supervision

Who is a supervisor?

Elements of supervision

Concept of Role

Impact of commandants' supervisory role performances on communication

Impact of commandants' supervisory role performances on Trainees' discipline

Impact of commandants' supervisory role performances on maintenance of school facilities

Impact of commandants' supervisory role performances on school- community relations

Impact of commandants' supervisory role performances on staffing

Impact of commandants' supervisory role performances on delegation of duties

Impact of commandants' supervisory role performances on staff development

Impact of commandants' supervisory role performances on decision making

2.2.1: Concept of Supervision

Supervision and school management are inseparable. Supervision is a vital tool used by the commandants in the management of their schools for quality and control of standards in education. According to Glickman (1992), "without a strong, effective, and adequately staff program of supervision, an effective school is unlikely to result". Supervision can be defined as "the glue of a successful school" (Glickman, Gordon, & Ross- Gordon, 2007). Supervision has become an integral component and process in the operation of schools (Sergovanni & Starratt, 2002).

To supervise means to direct, oversee, guide or to make sure that expected standards are met. Thus, supervision in a school implies the process of ensuring that principles, rules, regulations and methods prescribed for purposes of implementing and achieving the objectives of education are effectively carried out. Supervision therefore involves the use of expert knowledge. Supervision can be seen as analogous to teaching in that teachers wish to improve students' behaviour, achievement, and attitudes while supervisors wish to improve teachers' behaviour, achievement, and attitudes (Glickman, 1992). Nwogu (1980) defined supervision as "the process of guiding, directing and controlling teachers so as to improve their quality of work". Wiles (1955) defined supervision as "assistance in the development of a better teaching-learning situation". Tijjani (2007) stated that supervision is the effort to stimulate, coordinate and guide the continued growth of teachers both individually and collectively for better understanding and more effective performance of all functions. Supervision is a process of working together with those who are in-charge of improving teaching (Dare, 2009). Ogunsaju (1989) conceptualized supervision as curriculum development, communication, leadership and is about the teachers and learners realize their full potentials in their respective careers. This means that, all work requires the coordination of effort. One will accomplish this by giving workers assigned tasks and assigned time in which they are to accomplish these tasks. But just giving instructions in not enough, you must give clear, specific instructions on what is to be done, monitor the worker in the course of their efforts and

hold them accountable for specific result. Again, Ogunsaju (1983) however, stated that supervision is the phase of school administration which focuses primarily upon the achievement of the appropriate instructional expectation of educational system.

Educational supervision is the systematic application of principles of supervision in solving educational problems, in order to arrive at a more sustainable level and achievement. It is therefore, a vital process and combination of activities which concerns with the teaching and improvement of the teaching environment in order to promote effective teacher performance in the school framework while, school supervision refers to a whole mechanism systematically designed to accomplish the goals of public education so that the internal structure of the school is determined by the function which are carried out towards these goals. Tijjani (2007) conceptualized school supervision as a process through which effective and result oriented teaching-learning outcomes can be realized. He went further to say that, it can be seen as a process of assessing and monitoring the educational or school system in order to bring about feedback of the system.

There are two types of supervision-internal and external. The internal supervision is usually organized by the commandant to supervise the instructional programme and other school facilities within the school, while external supervision is carried by the officials of the training unit of the prison headquarters, Abuja. Dare (2009) asserted that the development phases of supervision can be categorized into five: administrative, scientific, democratic, autocratic and human resource supervision. Effective supervision of school is essential if the objective of education is to be achieved. In line with this, national policy on education (FRN 2004) was very clear on supervision. It stated that the success of any system is dependent on inspection and supervision and adequate supervision of school is necessary so that the nation's aspiration and those of the individual are met. Taiwo (1980) stressed the need for supervision of schools which includes: to improve the teaching-learning situation in school, to help teachers in school management, to assist teachers in

developing need competences, to ensure that the school is functioning effectively, to assess the adequacy of staff and facilities in the school etc.

It was the responsibility of the commandant to supervise the school on regular basis for quality control and standards. Ndu (1997) pointed out that the presence of the commandant in the area of school activity helps to motivate and encourage members of the school to put in their best. He went further to say that, to be an effective leader, the commandant must be hardworking, dedicated and rule by example. This means that, a good school, they say, is the reflection of a good commandant. If the commandant is lousy, laissez-faire, lazy and indiscipline, the climate of the school will be unconducive to teaching and learning. The national policy on Education (FRN 1977 and 1979) emphasized the need for thorough supervision of instruction at all levels of our educational development by the commandants. The most unfortunate thing today, is that very good numbers of the commandants in our institution of learning hardly goes out to supervise instructions and other facilities in the school but, rather sit in the office in the name of administrative tight schedules. Most of them hardly come to office regularly or on time. Heads of our institutions should be alive to their responsibilities in their supervisory role so as to raise the performance of both staff and students. Therefore, commandants in effective schools should involve themselves in improving instruction and training and be responsible for day- to-day assignment of duties and supervision of the teachers.

2.2.1a: Who is a Supervisor?

A supervisor is anyone assigned the function of helping others (teachers) to improve on their instructional competencies. At the prison national level, it is the officials from the training unit. A supervisor could also be the commandant of a school, or a senior member of a school.

According to Igwe (2001), supervision in a school system implies the process of ensuring that policies, principles, rules, regulations and methods prescribed for purposes of implementing

and achieving the objectives for education are effectively carried out. Supervision involves the use of expert knowledge and experience to oversee, evaluate and coordinate the process of improving teaching and learning in schools. The above functions and processes of supervision are of course concretized by the supervisor. Ani (2007) listed the specific functions of a supervisor to include; planning, staff-development, assessment, allocation of funds and provision of instructional materials. The supervisor is concerned with getting the employees in the work unit to work toward meeting the organizational goals and objectives, this means that the supervisor does not necessarily do all the work himself/herself but is responsible for seeing that it is done through his/her employees.

The supervisor must learn how to make good decisions, communicate well with employees, makes work assignments, assign work to the right employees, plan work, train employees, motivates staff members, do performance reviews, and deal with staff in other departments (Humphery, 2000). Supervision which could be internal or external also involves evaluation, monitoring and quality control for the purposes of curriculum and instructional development and improvement. To achieve this, some specific tasks of the supervisor in a modern school have been identified and are listed as follows:

- helping teachers' individual professional growth
- acquiring cooperating spirit for team work
- making better use of teaching materials
- improving methods of teaching
- improving teacher appraisal of his students
- self evaluation of teachers' plan, work and progress
- acquisition of dignity for the teacher within the community
- faculty plan for curriculum improvement (Igwe, 2001).

According to Ani (2007), the personal qualities of an ideal supervisor include; respectability, sense of humour, creativity and inspiration. Nwosu (1997) listed the leadership qualities of supervisors to include the capacity to; appreciate the human dignity and individual worth of teachers; respect the individual differences in teachers, and appreciate the potentialities and delegate function, and authorities where and when necessary. The supervisors must speak or advise in clear language. They should therefore communicate in languages understandable and clear to the supervisee.

They should employ participative decision making approach to supervision. This is with the intention of bringing closer the supervising agencies with the schools. Above all, Nwosu maintains that the supervisor should be resourceful. Ani (2007) highlighted the professional qualities of a good supervisor to include; - knowledge of pedagogy; - in-depth knowledge of the subject matter; - ability to evaluate and explain factors in productive teaching and learning; - willingness and ability to continue and encouraging personal and professional growth. A good supervisor must be sincere, firm, approachable, and ready to help people solve their problems and encourage others to work in harmony to achieve the goals and objectives of the school system.

Effective supervision of instruction whether internal or external can only succeed if the conditions are fertile. Some of the impediments to effective supervision of instruction in schools include: - lack of experience on the part of the supervisor; favouritism, lack of personal leadership and professional qualities; - lack of incentives on the part of the government; - lack of motivation. Aiyepeku (1987) identified the functions of an inspector as a professional guide, the links between the schools and the policies of the Ministry of Education, and a professional who monitors the system in order to provide a feedback to policy makers who invariably plan for the school system. The supervisors perform the duty of "opening governments" eyes to factors militating against huge investments in education" (Aiyepeku, 1987).

2.2.1b: Elements of supervision

Supervision implies operating at close range by actually overseeing or controlling on the shop floor, dealing with situations on the tile spot as they arise, whereas management implies controlling remotely by using other administrative means. Supervision and management naturally overlap in practice, partly from necessity, where managers show close personal interest in order to achieve cooperation, and partly due to lack of management training. Within the sphere of an organization, the supervisor (commandant) is to possess basic knowledge of supervision known as basic elements of supervision. The ability of a commandant to apply the right principles at the right time will improve his performance and supplement his technical knowledge.

These basic elements of supervision are:

-Building and maintaining an efficient organization;

-Creating and maintaining an effective workforce; and

-Controlling.

The basic elements of supervision serve as an eye opening for the commandants to appreciate the significance of the organization structure by reorganizing the relationships within it, bearing on staff and their attitude towards work and controlling human and material resources for effective results (www.infotech25.yahoo.net). The three elements of supervision must interact closely although they are considered independently. For example, no decision should be made on the fact and theories alone; the human factor must also be given due consideration. Training and a balanced outlook are essential for successful of supervisory techniques (www.infotech25.yahoo.net).

Building and Maintaining an Efficient Organization

The supervisor must be able to appreciate the significance of the organization structure and reorganize the relationships within it, in order to improve cooperation with other groups in the organization. Within the sphere of an organization, the commandant should possess knowledge of

the school background, the work of management and the commandant's position and role in the management of prison school.

A summary of duties concerning the first element of supervision is as follows:

1. Organization planning to achieve objectives
2. Keeping subordinates informed and conscious of objectives
3. Establishing and maintaining organization relationships among all subordinates
4. Explaining, directing and controlling all the activities of the section and in turn of individuals
5. Ensuring that the group is an integral part of the organization
6. Recommending changes in organization where necessary
7. Using specialists effectively
8. Coordinating all activities within the group to achieve the objective.

Creating and Maintaining an Effective Workforce

Any aspect of supervision has some bearing on workers and their attitude towards work. The effective commandant must be able to understand and motivate individuals, develop and maintain good communication and pay close attention to staff opinion and behaviour.

The scope of duties in this second element of supervision is:

1. Fostering good working relationship
2. Promoting good communication
3. Providing information. Interpreting organization policies and instructions and informing staff of their meaning to avoid ambiguity
4. Promoting and maintaining high morale, keeping in constant touch with workers; dealing with grievances as they arise; operating a suggestion scheme and encouraging participation
5. Maintaining general discipline of both staff and students
6. Interviewing candidates and orienting new employees

7. Training new and transferred employees in their jobs

Controlling the work

Controlling the work covers a wide field, which begins at the planning stage of training and ends with the finished product. The field of control includes:

1. Division and delegating of responsibility to individuals
2. Decision on the work content
3. Regulation of work performance y such factors as human relations and motivation
4. Quality control

2.2.2: The Concept of Role

Role as a concept was borrowed from the theatre meaning the part performed by a person in a play. The concept has however, taken more than ordinary meaning as used by other field/discipline. Sociologists use the term to indicate the pattern of actions and behaviour associated with a particular status. The concept of role is very complex and important for the behavioural science. A role as a concept is concerned with what a person does and how he behaves. Role consists of behaviour of someone who holds a particular status. Ngcongo (1996) saw the role as behaviours that goes with the position and is dependent on the individual's interpretation of the expectation of others within the organization. Role expectations consist of shared attribute held by persons defining the role. These expectations might include attitudes about what an incumbent should or should not do. The various offices or positions in an organization carry with them certain expectations of behaviour held by all workers and by the person occupy the role. As such, role is not peculiar to the formal organization that has set role expectations alone but with every individual and group within the formal system. Therefore, every incumbent in a status is being observed or evaluated by individuals or groups of people who have interest in the way he performs his role.

Role expectations on the other hand can be referred to as the appropriate ways the commandant ought to act and behave in their institutions. Role expectation is viewed as the expectation that one person has of the role behavior of another (Owen, 1981). Staff expects certain behaviour from their commandants and commandant had expectation of behaviour for staff. Sometimes role expectations of an incumbent and his personality may not match. No wonder Getzels (1957) stated that social behaviour results as the individual attempts to cope with an environment composed of expectations for his behaviour in ways consistent with his own independent pattern of needs. It may be possible that the expectations are not congruent with his personality. If there be perfect match between the expected role and his need disposition, then whenever he decides to perform his role there will be no problem. But if there is conflict between the two, he may either suppress his pattern of needs to meet demand or acts according to his need disposition thereby failing to fulfill the expected role.

The role as a concept helps one to understand the functions which the commandant performs as an administrator. Buruhan (1964) in a study carried out discovered that many heads, after adjusting their role performance to meet the perceived role demands of their institutions, found out that their greatest source of conflict lies in the disparity between their actual role behaviour and their ideal concept of the role. The behaviour of an individual is greatly influenced by the degree of expectations held by him/her and which others hold for him/her. It is a fact that an individual in the organization do not behave solely in a rational manner, but have attitudes and feelings which are conditioners to his/her behaviour. However, these attitudes and feelings may modify the cognitive orientations which help on teaching and learning as to define their roles.

2.3 THE TASKS AND ISSUES OF THE STUDY

2.3.1: Impact of Commandants' supervisory role performance on effective communication

Without efficient and sensitive communication, good management and supervision of teaching and learning is effective. Communication is what enables an organization to work towards its goals and it plays an important role in the life of any organization.

Effective communication is essential for a commandant to be successful in his job of creating and maintaining a healthy learning environment .Thus, the whole process of deciding to achieve a goal depends to a large extent on the quality of communication. Communication as a process that affects motivation, role performance and group effectiveness has been identified as a vital tool in school management. Koontz *et al* (1980) defined communication as the transfer of information and ideals from the sender to the receiver. Communication is the transfer of ideals or knowledge in ways that enable the recipient to understand, react to and act upon the information received (Osasona, 2000). Other writers such as Mussazi, (1982) Merrihue, (1960), Ogunsaju (1983), Browne (1989), Johnson and Johnson, (1994), NTI (2000), and Dare (2009) conceptualized communication as an effort by individuals involved in sharing their ideals, feelings, purpose, and facts and to understand the feelings, ideals, purposes, instructions and knowledge of others. Communication is a means by which people influence one another by what they say, write or do.

Communication is the process by which information is exchanged in order to initiate action or solve a problem. In a school, this may involve giving notices about activities, events, decisions and tasks which affect individuals or groups - pupils, teachers, parents, non-teaching staff, visitors to the school and others. It also suggested the sharing of opinions and ideas openly and freely, being mindful of others' views and encouraging individuals to seek for information and advice. Communication may be defined as the ability to express oneself through writing, through the spoken language and through body expressions in order to pass on a message and ensure it is well understood.

Therefore, it can be clearly seen that communication involves the process of passing information and understanding from one person to another. All the key functions of management in an organization such as planning, organizing, directing, coordinating and controlling depend on effective communication. Every competent commandant encourages effective communication by establishing channels and means of passing information to other people. Communication has a direct impact on the structure of the organization and its authority relations. Hanneman and MC Ewen (1975) viewed organization from the management perspective as an elaborate set of interconnected communication channels designed to collect, analyze and sort information. They went further to say that, communication provides a means for making decision, executing them, obtaining feedback and correcting organizational goals and procedures. Therefore, when communication stops, organizational activity ceases to exist.

There exist two kinds of communication-formal and informal just as the organization had. The formal kind of communication is more stable because of its official recognition. It was characterized by clear definition of authority relationship and duties as is the case with prison schools. Communication under the formal setting is mainly a downward (vertical) flow of information from the super ordinate to subordinates. However, an upward flow does occur also. Other channels of communication under formal include letters, memorandum, circulars, bulletins, face to face interaction and reports (Armstrong, 1984). Also, lateral communication does exist among people of the same level: for example, departmental heads. This may be horizontally or diagonally, which involves different levels who have no direct reporting relationship.

On the contrary, informal communication is not as clearly defined as the formal one. It is being formed through sheer interest, age, rank and status, similarity in role performance and attractiveness. The informal communication is by comparism, in weaker position because it is not accorded official recognition and its rules and procedures are not clearly defined. There are certain things that serve as obstacle to effective communication in school management. It is probably not

surprising that managers frequently cite communication breakdowns as one of their most important problems. However, communication problems are often symptoms of more deeply rooted problems. For Instance, Nancy (1991) pointed out that poor planning may be the cause of uncertainty; similarly, poorly designed organizational programme may not clearly communicate organizational relationships, and vague performance standards may leave managers uncertain about what is expected of them. Barriers can exist in the sender, in the transmission of the message, in the receiver, or in the feedback. This implies that the barrier could lead to misunderstanding, frictions, and inconvenience that could cost in terms of money and disruption to teamwork and morale among staff. To buttress this, Afolayan (1982) asserted that the commandant should try to release information in time and through appropriate channels, so as to avoid disruption; and that information to be passed to the school members should be interpreted in several ways.

Communication in management can be effective or ineffective. It is effective, when it breeds cooperation, understanding, initiative, willingness among staff and students. In other words, the result of good communication makes it possible for both staff and students to know what to do or what is taking place in the school. Communication in school management theory goes beyond issuance of directives or command; rather, it involves giving and receiving. Communication helped to stimulate enthusiasm and the interest and motivation of staff and students, keeps subordinates informed on the policies and plans, creates satisfactory relationship among staff and controls performance (Mussazi, 1982). For a commandant to succeed in performing his supervisory role effectively, he should communicate through various ways and methods. Nwachukwu (1988) suggested ten principles of effective communication that would help the commandant improve his supervisory role effectively:

1. Seek to clarify your ideals before communicating.
2. Examine the true purpose of each communication.

3. Consider the total physical and human setting whenever you are to communicate.
4. Consult with others where appropriate in planning communication.
5. Be mindful, while you communicate, of the overtone and content.
6. Take the opportunity to convey something to help or value the receiver.
7. Follow up your communication.
8. Communicate for tomorrow as well as for today.
9. Be sure your actions support your message.
10. Seek not only to be understood but you should understand others.

There cannot be effective supervision without good communication. Thus, commandants of prison schools should understand that their supervisory roles could lead to suspicion and disenchantment if there is inadequate information. This simply implies that for any commandant to be successful in his management of prison schools, he should provide adequate feedback and be a good listener, uses simple language in communication, avoids long, technical and complicated words.

The communication network should be designed in such a way that everyone is involved in decision making concerning the school. The flow of information should be decentralized so that all members of the school have a sense of belonging, interest and can participate actively in contributing their knowledge, skills and experience towards the attainment of school goals.

Communication is the basis for all human interaction, and interpersonal relationships cannot exist without it. It is through communication that members in relationships interact to exchange information and transmit meaning. All cooperative action is contingent upon effective communication. Managers and subordinates, team members and friends all depend on communication to understand each other, build trust, coordinate their actions, plan strategies for goal accomplishment, agree on a division of labour, and conduct group activities.

2.3.2. Impact of Commandants' supervisory role performance on trainees' discipline

Discipline is very essential in the management of school for control and quality assurance as to achieve stated objectives of any organization, which school is not an exception. Students are priceless assets and most essential elements in education. It is absolutely necessary to direct students to exhibit acceptable attitude and behaviour within and outside the school. In an attempt to achieve an organized and peaceful school environment and maintain law and order, school management specifies rules and regulations to guide the activities of members of the educational organization. Student's discipline is a prerequisite to almost everything a school has to offer students (Selfert and Vornberg, 2002).They further linked discipline with both the culture and climate of the school thus: "In order for a satisfactory climate to exist within a school, a certain level of discipline must exist". Troublesome trainees can sometimes make Instructors react emotionally to the extent of using punishment. But punishment, instead of curbing behaviour, can aggravate it (Dreikurs et al., 1998).

This situation has been a major concern to stakeholders and those in the school community who suggested that disciplinary strategies be applied by teachers and that rapport be created between students and teachers as a systematic way to solving the problems. In the school system, discipline is necessary for the effective management, if the goals of the schools are to be accomplished. It is an element of managerial tasks that involves the measurement and correction of the performance of the subordinates to make sure that the objectives of the academic industry and plans desired to attain them are accomplished. Discipline in school organization includes any rational approach used by commandants and teachers to overcome the problems of the school environment. To bring about effective discipline of trainees, the school formulates a set of rules to guide the conduct of trainees.

Discipline refers to a systematic instruction given to a student. To discipline means to instruct a person to follow a particular code of conduct. Usually, the phrase "to discipline" carries

a negative connotation. This is because enforcement of order that is, ensuring that instructions are carried out is often regulated through punishment. Consequently, in the field of child development, discipline refers to methods of modeling character and of teaching self control and acceptable behaviour. To be disciplined is then, subject to content, either a virtue, which may be referred to as discipline procedure or a euphemism for punishment, which may also be referred to as disciplinary procedure (Reyes, 2006).

School discipline refers to regulation of children and the maintenance of order ("rules") in schools. These rules may, for example, define the expected standards of clothing, timekeeping, social behaviour and work ethics. The term may be applied to the punishment which is the Consequence of transgression of the code of behaviour. For this reason, the usage of school discipline sometimes means the administration of punishment, rather than behaving within the school rules. Preventing and resolving trainees' discipline problems in schools in an effort to prevent and resolve trainees' discipline problems and ensure efficient functioning of schools, there has to be reasonable disciplinary policies and procedures. In addition, various disciplinary approach such as corporal punishment, suspension and expulsion, exclusion and civil rights issues. Where order is lacking, the school system crumbles. The National Policy on Education (2004) viewed supervision as an aspect to ensure quality and continuous monitoring of instruction and other educational services. In many schools there is lack, poor or ineffective supervision of instruction. It is the duty of the commandants to supervise and monitor instruction regularly thereby reducing inequalities within the instructional delivery system of the school. When supervision is absent, it leads to lack of communication, which leads to the indiscipline of students in the school. Trainees will become rude to the staff, authority and to one another, low grade shall be recorded in their academics, crimes of various types shall be exhibited-- absenteeism, lateness, insubordination, disruption of the activities and others. Less supervision causes gross negligence and often the cause of low morale and low productivity amongst trainees.

Discipline in schools is the readiness or ability of students to respect authority, observe and obey school rules and regulations to maintain high standard of behavior necessary for the smooth running of the teaching and learning processes. Cotton (2005) posited that discipline was the business of enforcing simple school rules that facilitate learning and minimize disruption. The rules on students discipline are aimed to enhance positive and constructive paradigm of values. Commandants are trends and they provide for a proper learning ambience. Different measures of school discipline include facing the wall, smacking, writing sentences, squatting, frog jump, standing in the corner with your face to the wall and so on. These measures were developed and were meant to sanction the misbehavior of students. In addition, trainees are given rules and regulations on admission into the school.

The measures of school discipline is to develop trainees' self-discipline and self control to enable them be on track with learning, it also enhance trainees' self esteem, it encourages individual trainees to recognize and respect the right of others, it affirms cooperation as well as responsible independence in learning (Roger, 1998). Once rules have been communicated in, fair and consistent manner, enforcement helps trainees respect the school discipline system. Gottredson (1984) found out that school organizational factors had a significant effect on delinquency rates. Supervision creates a conducive climate for cooperation, friendliness and mutual understanding to the extent that trainees and staff can profit by their experiences and that of the commandant. If a nation's educational system must develop and attain a glorious height, internal supervision of schools, especially students' behavior, must be accorded high priority.

It is the duty of prison schools commandants to ensure trainees' discipline through various supervisory strategies. However, the prevalence of cases of indiscipline among trainees in prisons schools raises doubt as to the effectiveness of supervisory strategies adopted by commandants. Hence there is the need to examine the impact of commandants' supervisory role in relation to types, trend and magnitude of indiscipline among trainees in prisons schools in Nigeria.

2.3.3: Impact of Commandants' supervisory role performance on maintenance of School Facilities.

School facility is a vital input into the educational process as its presence or absence can make or mar productivity in education. The staff and trainees cannot work effectively without adequate school facility. Some writers define the school facility (school plant) in terms of their characteristic features or physical components of schools. Adeboyeje (1994), for instance, defined it as the buildings, 'classrooms, and corridors, playgrounds and other lands…' Some other writers however prefer to define it in terms of its functions (Hagman, 1956) and as material resources that facilitate effective teaching and learning in the school (Igunnu, 2000). Ehiametalor (2001) opined that "school facilities are the operational inputs of every instructional programme". In other words, they are also educational input which enables a teacher to achieve some level of instruction efficiency and effectiveness. The school facility consists of not only the physical structure but variety of building systems, such as mechanical, plumbing, electrical and power, telecommunications, security, and fire suppression systems Farmington, 2002 and Ovwigho, 2004), . The facility also includes furnishings, materials and supplies, equipment and information technology, as well as various aspects of the building grounds, namely, athletic fields, playgrounds, areas for outdoor learning and vehicular access and parking.

Ngu (1997) has aptly described the school facility as the space interpretation of the curriculum. According to him, the curriculum finds its physical expression in the construction and arrangements of the school facility. The number and types of equipment and materials available, the sizes of learning spaces within the school building, their relations to each other, and nature of the learning environment, all have an influence on the methods and quality of teaching. Outside the school buildings and other structures the size and nature of the school site determine, to a great extent, the type of outdoor instructional and recreational activities that can take place in the school.

The school facility is used not only to provide conducive environment for both teaching and learning but also to ensure a safe, secure hygienic and comfortable shelter for trainees, directing staff and other staff as teaching, learning and other activities of the school. The whole school facility and not just the school building can thus, be conceived as an instrument in education.

The place of management and maintenance of school facilities cannot be neglected. Griffin **(**2003) defined management as "a set of functions directed at the efficient and effective utilization of resources in the pursuit of organizational goals". Terry and Franklin (2003) are more specific about the activities involved in the performance of this function. According to them, "Management is a specific process consisting of the activities of planning, organizing, actuating, and controlling, performed to determine and accomplish stated objectives with the use of human beings and other resources". Weihrich and Koontz (1999) defined it as the process of designing and maintaining an environment in which individuals, working together in groups, efficiently accomplish selected aims. According to Akubue (1991), good school environment would foster desirable behavior, creativity, harmonious relationship and problem-solving skills among trainees. In the educational institutions, facilities constitute essential inputs which could generate favorable learning environment, facilitate interaction and enhance achievement of educational objectives. In fact, school curriculum would be meaningful and functional if required facilities are provided in adequate quantity at appropriate time.

In managing school facilities therefore, the commandant was advised to ensure their adequate provision, wise and appropriate usage and preservation as well as maintenance for pro-longed useful life of the facilities. Preventive maintenance occurs regularly by checking and rechecking the available facilities and taking necessary measures to prevent malfunctioning or non-functioning of a particular facility. The maintenance of school facilities is concerned with the process of taking proper care of school buildings, school plant and equipment, so as to retain initial qualities for the purpose of achieving educational objectives. It is the keeping of the school

building and equipments in as near as its original state. School facilities maintenance is therefore, the repair and up-keep of the school facilities and equipments in order that efficient services can be rendered (Ndu, 1997). The responsibility for maintaining the school facilities rested with the commandant or the school administrator. The commandant may not be knowledgeable in some aspects of school facilities maintenance such as school facility design and building construction but his/her inputs, and, in some cases, the inputs of other school staff during decision making in these areas may be necessary as it is the commandant and the school staff that will make use of the buildings after their completion. It is his/her responsibility to ensure that the school facilities is regularly checked and maintained, i.e., kept at as near its original state as possible. It is also part of his/her supervisory responsibilities to ensure that that the school facility is open for use effectively and efficiently on daily basis and that it is kept neat and tidy always. In his/her attempts to achieve these and other ends for which the school facility has been built, the commandant must make use of directing staff, other school staff and trainees, detailing their duties and roles and coordinating their efforts to ensure that the right things are done at the right time. Effective school facility maintenance ensures that school facilities are effectively used for teaching and learning with little or no interruption to its life span.

To ensure effective maintenance of the school facility, there is need to orientate the staff, trainees and other members of the school, the importance of taking care of the school property. However, some commandants are very careless on the issue of supervision of school facilities. The non-inclusion of policy guidelines for the provision, supervision and maintenance of school facilities in the National Policy on Education of either 1977, 1981, 1998, 2004, 2007 and 2009 edition has influenced the non-focus on school facilities either by school managers and government. Also statement of facilities on section 3 articles 5 and 6 of the National Policy on Education (2009) did not address concreted and proper supervision, management and maintenance policies.

Regular supervision of staff on the utilization and maintenance of facility ensures that buildings will remain operational, even under adverse weather conditions. Most important, a well checked, maintained school protects the health and safety of building occupants.

2.3.4: Impact of Commandants' supervisory role performance on School – Community relationships.

The school and community are both social systems, which is not restricted to a geographical area. With reference to the school, the community may be synonymous with neighborhood or catchment area of the school. It may be a state, local school district or area served by an elementary or secondary school. Cibulka (1978) described a community as a people obliged to one another not because of the place of birth, sex, race, religion, but people bound to one another and governed by shared taste, specific needs or common interest. Ayih (1988) quickly pointed out certain traits by which some communities are known and grouped such as technical, political, religious, social and educational. Every school relies on its community for virtually everything it requires; such things as teaching and non- teaching personnel, trainees, equipment, facilities and funding. The school therefore cannot exist in isolation of the community. A symbiotic relationship needs to exist between the school and its community as neither can do without the other. Okorie (2005) observed that the school depends on the community for a number of things, such as water, land, skilled and unskilled labour, accommodation for staff, and sponsorship in times of financial need and for the continued existence of the school. Ojedele (2000) also described community school relations as ways by which the school relates with the immediate and large communities where the schools are located.

Oyedele however noted that through the relationships that exist between the schools and community, the school heads seek to learn about the progress, development, problems, purposes, programs and the needs of the schools where the community could be involved and assisted.

Agbaje (1996) also reported that school community relations helps in bridging the gap between the towns and gowns. Suleiman (2001) also stated the importance of having community-school relations so as to enhance effective goals achievement of the schools. According to Suleiman, the schools are established for the purpose of the immediate community. On the other hand the community needs to monitor and supervise the schools to see to their needs problems and progress towards the education of their children. Bello (2011) also believed that open relationship between the school and community could bring about high opportunities that will allow community resources to be optimally utilized for the school improvement.

Agabi & Okorie (2002) defined School-Community relations as a two-way symbiotic arrangement through which the school and the community co-operate with each other for the realization of goals of the community and vice versa. Ndu (1997) remarked that school-community relations demands a two-way interpretative process between the society and its instrument, the school, a genuine cooperation in planning and working for schools, with the community giving as well as receiving ideals, a two-way flow of ideals for effective team work. The school depends on its community for customer as no school can function without the pupils or students.

School-community relations can therefore be described as the degree of understanding and goodwill, which exists between the school and the community. The school is a social institution, which is designed to serve the needs of the society. Hence no school can operate in a vacuum without the society or the community it serves. All members of the school community are affected by what happens in the larger community. Babalola and Ayeni (2009) pointed out that since no government can solely solve the financial problems of the education sector, other philanthropists, private sector, non-governmental organizations (NGO's) as well as external donors should do more in complementing government efforts in providing funding for the provision of infrastructure. When such funds are provided, members of the community come together through the Parent-

Teacher Association (PTA) to ensure the judicious use of such funds. The community on its part has a lot to gain from being involved in what happens in the school. It depends on the school for the provision of manpower needed for its continued existence as the trainees go back to the community when the school and the people's culture and norms are also transmitted through the school. Thus Agabi & Okorie (2002) asserted that there must be a harmony between what the school offers to the children and the need of the society.

The essential element in communication and school-community relations is relationship. The educational leader must establish a positive relationship among all key stakeholders. These key stakeholders consist of parents, trainees, teachers/staff, and community/business people. The commandant may be an expert in curriculum development and finances; however, the major factor in job security is his/her ability to develop a positive relationship with both internal and external stakeholders (Gallagher, Bagin, & More, 2005).

The commandant should base on his training and interaction find out and articulate the perceived educational needs and expectations of the immediate community for the development of good human relation. The commandant should endeavour to participate in communal activities to which he is invited. The commandant should maintain a good channel of communication with the parent's teachers association for the purpose of new ideas, remaining sensitive to feeling of parents and acquainting parents and guardians with the problems of the school. It was observed that, most of our commandants do not relate very well with both internal and external community in the course of carrying out their administrative functions.

2.3.5: Impact of Commandants' supervisory role performance on staffing.

Staffing involves filling, and keeping filled, the positions in the organization structure. This is done by identifying work-force requirements; inventorying the people available; and recruiting, selecting, placing, promoting, appraising, planning the careers of, compensating, and training or

otherwise developing both candidates and current jobholders to accomplish their tasks effectively and efficiently. Staffing an organization can vary greatly from one company to another. How the staffing function is structured depends on the company's size, type, strategy, budget, and staffing needs. Generally defined, staffing is the process of determining human resource needs in an organization and securing sufficient quantities of qualified people to fill those positions. Staffing is not, however, as simplistic as that definition would have one believes. Staffing is actually a complex endeavor involving a number of diverse tasks, ranging from job analysis to performance appraisal, from employment interviewing to career development, from hiring to termination. Rapala (2011) noted the point that effective staffing is everyone's responsibility and does not rest just with the staffing department. Moreover, to execute properly the human resource tasks of staffing, must be knowledgeable of the legal contexts in which staffing occurs.

Staffing may be defined as the mutual process by which the individual and the organization become matched to form the employment relationship. The staffing process is composed of a series of interrelated activities such as recruitment, selection, decision-making and job offers designed to acquire, deploy and retain the best possible staff for any organization. The culmination of the staffing process is actually hiring individuals to fill positions available within the organization (employment). In the Nigeria prison service, recruitment and posting of staff is solely the responsibility of prison authority (NPS, 1991). However, commandants can put request for the particular number of staff for his/her institution to the management who in turn decide the approval and posting to that effect.

2.3.6: Impact of Commandants' supervisory role performance on delegation of duty.

Delegation of authority is very important in school management and should be well understood by commandants as well as by the teachers especially its process and the benefits for the educational system. Modern civilization requires large number of people working together to

produce goods and services efficiently. The school as an organization is not an exception. One of the important attributes expected of commandants is, therefore, delegation of authority. The ability to lead others is a prime attribute. Ayinla (1999) asserted that to fulfill one's leadership potentials, one has to learn how to get people to work using their initiatives for better results. One also needed to develop leaders among one's staff and one of the means to achieve this is through delegation of authority (Robert & Hindle, 2001). Therefore, delegation implies the transfer of part of somebody's authority to subordinates for the purpose of helping to carry out certain responsibilities. Many commandants complain that they do not have enough time to perform some crucial duties which their position demands; the reason mainly for this is that many of them are usually interested in the details of clerical works or routine duties of their schools which they ought to have been delegated to their subordinates (Coleman & Bush, 1994). The larger an organization becomes, the more complex is its administration. This is because the number of personnel and plants, the amount of funds and services to direct and manipulate increases with the size of the organization. This calls for proper monitoring of both personnel and material resources as to achieve objectives.

As a commandant, one must ensure that delegation of authority forms an integral part of one's personal development plan. It was in this premises that Ijaiya (2000) defined delegation as "the assignment of duties, authority and responsibilities to others. If they accept the assignment, then they become a manager's delegate and are responsible for the assignment. If there is no acceptance, delegation has merely been attempted". He further stressed that delegation permits commandants to extend their influence beyond the limits of their own personal time, energy and knowledge. This means that the concept of delegation can be applicable to the school system as it is to other types of organization. Decentralization of authority is much prevalent in the management of the secondary schools. Instances abound where teachers are assigned to deal with late coming offences; maintain a clean compound by using students to pick refuse; take charge of

morning devotion; draw time-table for the school; arrange venue for meetings; and pass information across to staff.

Nwachukwu (1988) opined that delegation in practice can be seen to operate from two perceptive. At one end it is a loose control with wide freedom while at the other end is a tight control with little freedom. In his view, the level of control fluctuates between the two ends and depends on the individual involved and the situation. This means that autonomy and control serve as the basic issues in delegation. How much authority is the delegate able to exercise without referring back to the Delegator and how far should the delegator exercise direct influence over the work of the delegate? The delegation of responsibility to subordinate should be based on capability to perform the task within available resources with sufficient autonomy to undertake the task.

Delegation of duties in school is in respect of two broad categories of services. These services are academic and welfare services (Samakinde, 1983). Academic services that could be delegated include checking and correction of unit plan and lesson notes. The planning of time table, distribution of students, admission procedures, supervision of instructions, disciplinary measures, library services, laboratory services, the development of the school curriculum and evaluation of teaching and learning. For the welfare services, many of our educational institutions still perform the following services today: supervision of lodging and accommodation, feeding, general cleanliness of the school compound, supply of electricity and water, encouragement of clubs and public relations. The commandant in respective of how efficient he may be cannot single-handedly supervise these service efficiently and effectively, therefore the need to delegate to staff and trainees.

Delegation within the school system could take place in three directions namely:

1. Downward direction: - This is the usual process in which a superior officer gives authority to a subordinate to act on his behalf.

2. Upward direction: - This is when a commandant acts for or performs the work of a subordinate who is absent.
3. Lateral direction: - This is a case of a manager acting for another manager or officers at the same level acting for each other.

Some commandants find it very difficult to delegate responsibilities to their subordinates for the fear of overtaking and other vices, others due to lack of cognate managerial experience. Therefore, there is need to educate and create in them the awareness for the need to delegate some responsibilities to subordinates in the school system with proper monitoring.

2.3.7: Impact of Commandants' supervisory role performance on staff development

The place of human development in the school management and achievement of goals of the organization cannot be neglected. Training and development is the process whereby employees receive adequate training to improve their skill, knowledge, attitudes, potentials and responsibilities to enable them perform well on the job. Ngu (2005) viewed development as the process involved in grooming employee potentials and performance on job through training and education. In other words, Staff development is defined as those processes that improve the job-related knowledge, skills, or attitudes of school employees.

Training and development are strong instruments in any organization if such organization must meet with changes in the contemporary business world. Technology is at a fast movement and it is affecting our various offices. There are new applications, knowledge, usage and these require the employee to be updated in terms of knowledge and skills to enable them meet with challenges rising from the technological advancement. Peretomode (2001) explained that Employees may become obsolete and rustic if they do not update themselves with new work, methods, skills and knowledge about their work, organization and environment. The entire organization may also become rustic and obsolete if it lacks a systematic means of continually developing and reviewing

organization capabilities. Staff development is as dynamic as the environment itself. This fact has an implication for the staff in service, the need to develop on the job and keep abreast with the continual changes in the job which may be conditioned by changes in the environment in terms of scientific, technological and socio-cultural and economic advancement. He further pointed out that the determinants of training and development as acquiring more conceptual knowledge, skills and competencies both in teaching areas and nonteaching areas, obtain a high academic or professional qualifications in school/ organization hierarchy, to meet up with the new changes in the educational system, the new methods, techniques and technological developments, to keep the staff in the system, procure job security.

Edem (2007) pointed out that it is the responsibility of the commandant to provide adequate in-service and other training needs for the members of his/her staff as to enable them meet up with the modern challenges of life. The training programmes for serving staff may take the form of part-time, full-time, sandwich and weekend programmes and available in various courses in some tertiary institutions in Nigeria. Also, it is the function of the commandant to induct new staff and assign duties to them. It should be stressed that this function can be delegated to the Heads of Department, to whom the new staff is directly accountable.

However, most of the commandants in our institutions of learning today find it difficult to allow staffs under them go for training for the fear of taking over their job and other vices.

2.3.8: Impact of Commandants' supervisory role performance on Decision Making.

Decision making is central to the management of school and is a fundamental process in any organization. Gregg (1957) remarked that decision making is the very heart of any administrative process and leadership. It is the process of choosing from among alternatives ways of achieving an objectives or providing a solution to a problem. Decision-making, as an integral

part of planning is a very crucial and indispensable aspect of management and very essential for the success of instructional management. It is therefore imperative that commandant be knowledgeable in decision making for effective school administration. Peretomode, (1998) agreed that commandants as the chief executive in prison schools should posses' skills for making right decisions that will be of benefits to the school needs and the staff generally.

The commandants and staff of the Nigeria prison schools are faced with myriads of challenges in both teaching and administrative activities which seems to have consistently hampered the realization of the objectives of the school. These problems required unified effort from the school commandants and the staff for quality and effective administration. It has been observed that staff is central in the management of schools and their involvement in decision making process is such a sensitive issue in schools that neglect of it by the commandants could cause a lot of rift, conflict, misgiving and hindrance to the realization of the objectives of the school goals. The success or failure of any school is largely dependent upon the groups that make it up and effective utilization of the intellectual abilities of these group or human resources helps the development of such an organization or school. Udo and Akpa (2007) asserted that where teachers are properly commitment and adequate support with the commandant and the realization of school goal will be easy, apathy and opposition within the school will be minimized. Chukwu, (2003) posited that for a result oriented school; the staff need to be motivated using democratic leadership skills by the commandant, full involvement of the staff in programme development, provision of adequate qualified staff and adequate teaching materials.

Mullins (2005) was of the opinion that many people believed that staff participation in decision making leads to higher performance and which is necessary for survival in an increasingly competitive world. To support the above, Welfson (1998) remarked that boredom and frustration at work is often the result of an employee's lack of involvement in decision making processes with the organization's goals and a feeling that their ideas are not wanted or listened to. He further

expatiated that staff turnover increases as employee's walkout of the door for more interesting jobs. Wilkinson (1999) corroborated this fact and saw employee's involvement in decision making as empowerment while a neglect of employees in decision making was seen as an assumption that workers are untapped resources with knowledge and experience and an interest in becoming involved, employers need to provide opportunities and structures for their involvement. He also assumed that participative decision making is likely to lead to job satisfaction and better quality decisions and that gains are available both to employers (increased efficiency) and workers (job satisfaction). Staff cooperation is believed to be an indisputable asset to the commandants while involvement in decision making process by the workers could ease the commandant's mounting problems as many heads would be put together to intellectually solve problems that could have remained unsolved by the commandants alone.

Contrary to this is where teachers lack motivation and involvement in decision making, truancy, excessive excuses, absenteeism and complaints usually emerge leading to general ineffectiveness, inefficiency, low productivity and non-achievement of organizational goals Awotua and Okoye (1999) reiterated that workers should be involved in decision that concern them like general working conditions, fringe benefits and staff development programs as this adds to the attractiveness of the organization climate. Short et al. (1991) said the kind of school climate that encourages involvement in decision making is characterized by openness and risk taking. This environment encourages workers to try new ideas and approaches. However, it should be noted that workers were less willing to participate in decision making if they perceive that their commandants sought their opinions but want to make the final decision rather than allowing workers that opportunity. Luthans (2005) supported this view that if commandants claim to want participation from their people but never let them become intellectually and emotionally involved and never use their suggestions, the result may be negative.

Still in line with the view, Emeneke (2004) buttressed the fact that when people are part of decision making process, there is greater opportunity of the expression of mind, ideas, existing disputes and more occasions for disagreements and agreements.

This means that the day to day participation of workers in the administrative activities enhanced workers to gain a lot of experience, remove boredom, frustration and increases workers commitment, efficiency and job satisfaction. Willingness of the commandant and conscious efforts to train the younger staff by involving them in decision making will enhance development and educational goals.

2.4 Empirical studies

There have been many studies carried out on supervision. However, the researcher could not find any that deal with the impact of commandants' supervisory role performances on the management of prison schools in Nigeria. Some studies carried out such as that of Amadi (1981) was on the supervisory need of teachers as perceived by teachers, has revealed that teachers need supervisory assistance at that secondary school level. The study shows that teachers encountered many problems in teaching which required supervisory assistance to solve these problems. Such problems include use of teaching aids, handling of students' control and discipline. Although Amadi's work did not center on the impact of commandants' supervisory role performance on the managing prison schools, his work is still relevant to the study as it highlighted some roles of the commandants.

The study of Rodney and Ann (1985) titled "the effects of principals on the instructional performance of schools revealed that principals exert a small but important influence on school performance among other variables like facilities and social environment. They posit that leadership behaviour affects the overall performance of organizations. The work was also relevant

to the study as it has shown that principal's role performance could produce high or low performances among staff and students.

Bob (1990) examines what constitutes managerial competence in secondary schools. His findings identified some criteria of managerial effectiveness that is universally applicable. Some of these are that the universally effective managers are one who:

a. Show care, concern and consideration for staff.
b. Is personally well organized, good at planning and organizing resources and exercising managerial control.
c. Shows concern for maintenance of performance standards by actively monitoring staff performance and by taking whatever action to ensure that they perform to standard while supporting and giving help when necessary.
d. Gives guidance, encouragement and general support to staff as and when required. The research findings are quite relevant to the study because it shows the competences required of the principals as managers and supervisors in their schools. These are quite basic to the supervisory role performance of commandants and forms parts of the contents of the instrument used in assessing research.

Jimoh (1994)'s work reaffirm the view by many authors that the principal's major role is that of instructional leadership which covers such responsibilities as staffing, curriculum development, instructional staff development and evaluation of overall school programme. Although the study did not focused on supervision by the principals, it was still useful to this study for it has highlighted the basic tasks of commandants and the skills necessary to perform these tasks.

In the same vein, the studies by Otu (1984) and Dubi (1989) show that the principal's office work took more of their time than the instructional leadership. Otu (1984) in her study revealed that principals of secondary schools of kwara state were more of administrative managers

than supervisors of instruction. This by implication can means that staff and students were not adequately supervised. Their findings, though not on supervisory role performance of principals provides an insight into the way commandants perform their duties. From the foregoing, it was evident that many of the studies such as Amadi (1981), Rosney and Ann (1985), Bob (1990), Jimoh (1994), Dubi (1989) and Otu (1984) centered on the instructional leadership role of the principals and other related issues. None treated the impact of commandants' supervisory role performance on the management on prison schools in Nigeria. It was in the light of this that a study on the impact of commandants' supervisory role performances on the management of prison schools in Nigeria is being carried out.

2.5: Summary

The researcher has examined the impact of commandants' supervisory role performances on the management of prison schools in Nigeria. The major concepts of the study were conceptualized and some supervisory role performances of the commandants have been identified such as organizational communications, maintenance of discipline, maintenance of school facilities, school- community relations, staffing, delegation of responsibilities, staff development and decision making including their importance to the management of prison schools in Nigeria. The significance of their importance is supported by several authors and researchers, and the empirical studies of the related works were reviewed.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter discussed the research methods and procedures adopted for the conduct of the study. These include the research design, population of the study, sample and sampling techniques, instrumentation, pilot study, validity and reliability of the instrument, procedure for data collection and mehtods for data analysis.

3.2 Research Design

In the research methodology, there is a range of research designs which differ in the extent of their precision, adequacy, purpose and setting (Bichi, 1997). For this purpose, a survey research design was adopted. Afolabi (1993) posited that a survey research involves gathering of data about a target population through a sample and generalization by the findings. A survey study is one in which a sample of the total population is studied (Nworgu, 1991). Best and Khan (1986) also opined that the method enabled the researcher to obtain the opinion of the representative sample from the target population in such a way that will permit inference to be made about the entire population.

Therefore, the researcher adopted a simple survey approach because it is appropriate for the study as it gives the researcher the flexibility to test the hypotheses and predicts the possible outcome.

3.3 Population of the study.

Nigeria prison service has five schools but for the purpose of this research, four schools were used. Therefore, the total population of the study consisted of four commandants and (626) staff of the four prison schools comprising the commandants, directing staff and instructors from Prison Training College Lagos, Prison Training School Enugu, Prison Staff College Kaduna and Prison Training School Kaduna form the population of the study.

3.4 Sample and Sampling Techniques

kolo (2003)**,** stated that in general, the use of 10% of the parent population is recommended for a research provided that the population is large enough, say 600 and above. It was in view of the above fact that 120 staff was used as sample out of a total number of 626 staff in the four prison schools. The researcher, through stratified random sampling selected a proportional sample of staff from each of the prison schools to reflect the true distribution of staff according to their location and size nationwide. The hat drawn method was used to select the respondents in order to give every member of the population of staff in each school a chance of being selected. Pieces of papers were numbered and dropped in a basket. Those who picked odd numbers up to the number of staff required in each school were selected for the study. Table 3.2 represents the sample size of numbers of staff selected.

Table 3.1: Selection of a sample of respondents from a population of 626 staffs in prison schools

Institutions	**Number of staff**	**Number of sample**
PTC LAGOS	198	35
PTS ENUGU	150	30
PTS KADUNA	148	30
PSC KADUNA	130	25
TOTAL	**626**	**120**

Source: Field Study (2014)

3.5 Instrumentation

In this study, the questionnaire was the main instrument used or employed for the collection of data. One set of questionnaires was designed for use and each was divided into two sections. The questionnaire designed was distributed to the commandants, directing staff and instructors of the selected prison schools in Nigeria.

The questionnaire was designed to obtain the opinions of the commandants and staff on the tasks or supervisory role of the commandants of the Nigeria prison schools. The assumption was that since directing staff and instructors work with commandants on daily basis to improve the teaching/learning in the school, they will be in better position to give honest and useful information about the activities of their commandants as administrators.

Before designing the instrument for the study, the researcher reviewed relevant literature and discovered that many researches on principal's instructional role had developed their instrument. Another source in constructing the instrument on the commandants' supervisory role was adapted from Jimoh (1994) instrument used for study "The Instructional Leadership role of Principals of secondary schools in Okeke Local Government Area of Kogi state". This instrument was adapted and modified to suit the present study, because Jimoh's study focused on the instructional leadership role of the secular school principals and the present study has its subjects as commandants and staff of prison schools.

Section A of each of the questionnaire borders on the general information about the respondents such as status, gender, age, academic qualifications and years of working experience. The respondents were expected to tick the appropriate columns which correspond with their professional training and knowledge. Sections B to I focused mainly on activities of the commandants as administrators. The commandants were expected to fill the questionnaire according to the degree of commitment they put to each tasks, while staff were expected to fill the

questionnaire according to how they perceive the supervisory role performed by the commandants on each of the task areas.

Sections B to I was designed on a Likert type five (5) points scale and this will be used to score the responses from the respondents as follows:

Strongly Agree	-	SA	-	5 Points
Agree	-	A	-	4 Points
Disagree	-	D	-	3 Points
Strongly Disagree	-	SD	-	2 Points
Undecided	-	D	-	1 Point

3.6: Pilot Study

A pilot study was conducted to test the reliability of the instrument. The reliability of the instrument was determined through the use of statistical package for social science (SPSS).

A total of 48 structured questionnaires were distributed to two commandants and 46 staff in two prison schools. The cronbach Alpha correlation coefficient was adopted in testing the result. The reliability index was found to be 0.95

3.7 Validity of Instrument of the Study

The construct and content validity method was heavily relied upon determining the validity of the research instrument which was self-designed. The instrument was examined and validated by experts in Educational Administration and curriculum, Ahmadu Bello University, Zaria. This was in line with kerlinger (1973) who postulated that “validation by others is an effective method for content validation of research instrument”.

3.8: Reliability of the Instrument

The reliability of the instrument was obtained after a pilot study. The test re-test method was employed. This was done by administering the instrument to a sample of 48 drawn from two prison schools namely: Prison training school and Prison staff college, Kaduna. After an interval of three weeks, the same instrument was re-administered to the same sample of forty-eight staff from two prison schools. The correlation index was found to be 0.94. Therefore, the instrument was considered to have satisfactory level for the study.

3.9: Procedure for Data Collection

In administering the study, the researcher distributed most of the questionnaire in each school personally. However, where the researcher found it convenient to use a friend or well known staff to distribute questionnaires and collect them within few days' intervals, this was arranged. Only the information supplied in the questionnaire was used to generate data needed for analysis in the study.

3.10: Methods of Data Analysis

Data collected for this study was subjected to statistical summary including frequency, tables and percentages for each of the groups. The method of data analyses were frequency tables and percentages, frequency distribution and Pearson product moment coefficient of correlation (r) was used to test the hypotheses. This is to determine whether there is significant difference between the opinion of the commandants and that of the directing staff/instructors on the supervisory roles of commandants of prison schools. Hypotheses tested was either confirmed (accepted) or disconfirmed (rejected) at 0.05 level of significance.

CHAPTER FOUR

PRESENTATION OF DATA ANALYSIS

4.1: Introduction

This chapter discusses the analysis and interpretation of the data collected through questionnaire. In the course of the analyses of the data, tables of frequencies and percentages were used. The demographic characteristics of the respondents are presented in tables of frequencies and percentages. The responses of the commandants and directing staff/Instructors who are the respondents to this study on several questions and testing of research hypotheses form the basis of the analysis in this chapter. Consequently, the analysis was presented in phases or sections. Section one is analysis of the personal data, section two is on the answering of research questions, section three is on testing the research hypotheses, section four is discussion on findings while section five is the summary of its major findings.

4.2 Analysis and Interpretation of Bio-Data

This section presents the analysis of bio-data of the respondents to the study. It includes: gender, educational qualifications, age and rank under the respective sub-headings in the tables below:

***Table 4.2.1*: Distribution of Respondents by Gender**

Gender	**Frequency**	**Percentage %**	**Valid Percent**	**Cumulative Percentages**
Male	84	70	70	70
Female	36	30	30	100.0
Total	**120**	**100.0**	**100.0**	

Details of table 4.2.1 revealed that 84 of the sampled respondents representing 70% are male while the remaining 36 representing 30% are female. The dominance of the male respondents both as commandants and directing staff is a reflection of the population imbalance in occupational distribution which is in favor of male.

Table 4.2.2: **Distribution of Respondents by Educational Qualification**

Educational Qualification	**Frequency**	**Percentage %**	**Valid percent**	**Cumulative percentages**
SSCE/WAEC	9	7.5	7.5	7.5
OND/ND	28	23.44	23.44	30.94
NCE	4	3.4	3.4	34.34
HND	24	20	20	54.34
BSc	4	3.4	3.4	57.74
B.ED	30	25	25	82.74
BA	8	6.7	6.7	89.44
M.ED	9	7.5	7.5	96.94
MCMP	2	1.7	1.7	98.64
PhD	2	1.7	1.7	I00.34
TOTAL	**120**	**100.34**	**100.34**	

A great majority of the respondents totaling 30 and representing 25% have the B**.**Ed, the respondents with HND qualification are 24 representing 20%, those with OND and ND qualifications are 28 Respondents representing 23.44%, respondents with NCE are 4 representing 3.4%, M.ED are 9 representing 7.5%, MCMP is 2 representing 1.7% while those with the PhD qualification are 2 representing 1.7%. The implication of this is that greater numbers of the respondents are qualified to provide the needed responses to the study under consideration.

4.2.3: Distribution of Respondents by Age

Age	**Frequency**	**Percentage %**	**Valid Percent**	**Cumulative Percentages**
20-25 years	2	1.7	1.7	1.7
26-30 years	20	16.7	16.7	18.4
31-35 years	33	27.5	27.5	45.9
36-40 years	29	24.1	24.1	70
41 and above	36	30.0	30.0	100.0
TOTAL	**120**	**100.0**	**100.0**	

In line with the details presented in table 4.3, 2 of the respondents representing 1.7% had between 20 – 25 years of age, 20 respondents representing 16.7% are between the ages of 26-30 years, 33 respondents representing 27.5% are within the age bracket of 31-35 years, between the ages of 36-40 years are 36 respondents representing 24.1%, 36 respondents representing 30.0% are within the age circle of 41 and above.

Table 4.2.4: **Distribution of Respondents by Rank.**

RANK	Frequency	Percentage %	Valid Percent	Cumulative Percentages
Commandants	4	3.4	3.4	3.4
Directing Staff	58	48.3	48.3	51.7
Instructors	58	48.3	48.3	100.0
TOTAL	**120**	**10.0**	**10.0**	

Table 4.4 revealed the distribution of respondents by rank. It revealed the classes of respondents who formed the basis of responses for this study. Four commandants representing 3.4%, directing staff are 58 representing 48.3% while the instructors are equally 58 representing 48.3% respectively. A consideration of this classification revealed fairly equitable distribution in the rank and files of the respondents which is capable of given this study the desired responses for analysis and generalization.

4.3 Answering the Research Questions

Respondents opinion on the eight research questions of the study were collected, collated and analyzed in the tables 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11 and 4.12. In the course of the analysis, opinions of both commandants and directing staff/instructors were taken care of.

Table 4.3.1: Opinions of the respondents on the impact of Commandants' Supervisory role performances on Communication in the Nigeria Prison Schools in the period under study

S/no	Item statements	Responses						
	Impact of Commandants supervisory role performances on communication in the Nigeria prison schools.	Strongly agreed	Agreed	Undecided	Dis agreed	Strongly disagreed	mean	SD
1	Commandants' maintain an effective line of communication with staff at all time	6957.5 %	3932.5%	00%	97.5%	32.5%	4.4000	-86384
2	Information concerning the school get to staff in good time	4134.2 %	6554.2%	00%	86.7%	65.0%	4.1583	.7295
3	There is decentralization in the flow of information in prison school	3630.0 %	5041.7%	00%	2319.2 %	2319.2%	3.8250	1.06639
4	In prison schools commandants utilize communication network effectively with strict supervision	5142.5 %	4940.8%	1.8%	1310.8 %	65.0%	4.1333	.98675
5.	Commandants breakdown of communication channel causes low staff performance	2621.7 %	4134.2%	1.8%	2924.2 %	2319.2%	3.5167	1.10752
6	Commandants of prison schools always involve senior officers in planning communication and supervision of schools	4335.8 %	6463.3%	00%	119.2%	54.2%	4.1083	.85794
7	Delay in passing information to school community leads to breakdown of law and orders	4335.8 %	5142.5%	00%	108.3%	16 13.3%	4.0583	.85794
8	Commandants use simple language in communicating with members of the community about the development of the school	5041.7 %	5949.2%	00%	43.3%	75.8%	4.2917	.72640
9	Commandants do not communicate well with the members of the community about the development in prison school	1815.0 %	2520.8%	43.3%	4638.3 %	2722.5%	3.0583	1.15443
10	Commandants withholding of information from the trainees causes gross indiscipline in prison schools.	2117.5 %	3830.0%	32.5%	3831.7 %	2218.3%	3.2833	1.16087

Response rate as shown on table 4.3.1 revealed that the commandant maintain effective line of communication with staff at all time. This fact is vindicated by the fact that majority of the

respondents agreed to this assertion. 69 respondents representing 57.5% strongly agreed and 39 respondents representing 32.5% agreed. This means that a total of 108 respondents out of 120 representing about 90% with the (mean X) response of 4.400 are comfortable with this opinion.

In the same vein item No 8 on the respondents' questionnaire posits that Commandants use simple language in communicating with members of the community about the development of the school. In this regard the respondents' opinion shows that 50 respondents representing 41.7% strongly agreed to this statement while 59 respondents representing 49.2% agreed to it with the mean response of 4.2947. This indicates that majority of the respondents have agreed to this item statement. From the responses of the respondents above it clearly indicates that there is a relationship between communications and the commandants' supervisory role performance on the management of prison schools in Nigeria.

Table 4.3.2: Opinions of the respondents on the impact of Commandants' Supervisory role performances on control of discipline in the Nigeria Prison Schools in the period under study

/no	Item statements	Responses						
	Impact of commandants supervisory role performances on control of discipline in prison schools.	Strongly agreed	Agreed	Undecided	Disagreed	Strongly disagreed	Mean	SD
1	In prison schools rules and regulation are formulate to guide and control the conduct of trainees	8470.0%	3327.5%	1.8%	21.7%	00%	4.6417	.65844
2	Discipline is essential in the management of prison schools for quality assurance	6655.0%	4840.0%	00%	32.5%	32.5%	4.4750	.67317
3	Disciplined commandants produced disciplined trainees	8167.5%	3428.3%	00%	1.8%	43.3%	4.6250	.59497
4	Commandants do not follow the established guidelines in maintaining discipline in prison schools	108.3%	2016.7%	32.5%	4840.0%	3932.5%	2.8833	.99734
5	Indiscriminate punishment in prison schools causes indiscipline	2823.3%	4235.0%	43.3%	2924.2%	1714.2%	3.5083	1.18815
6	Lack of supervision causes indiscipline in prison schools	4335.8%	5445.0%	00%	1411.7%	97.5%	4.0500	.95134
7	Effective school supervision creates a conducive climate for co-operation and mutual understanding among trainees and staff	6655.0%	4537.5%	00%	65.0%	32.5%	4.4250	,77419
8	Staff on duty is delegated to discipline any trainees erring without consultation with commandant of the prison schools.	2016.7%	4235.0%	21.7%	2722.5%	2924.2%	3.4250	1.06639
9	The commandants are role model in the area of discipline in prison schools.	8066.7%	3630.0%	00%	1.8%	32.5%	4.6250	.58068
10	Influence from top management officers and community members do not allow proper maintenance of discipline in prison schools.	4235.0%	2722.5%	1.8%	2924.2%	2117.5%	3.6667	1.21152

Response rate as revealed in table 4.3.2 examines the impact of the commandant's supervisory roles performance and control of discipline in prison schools. The responses indicated that in prison schools rules and regulation are formulated to guide and control the conduct of trainees. This is vindicated in the fact that 84 respondents representing 70% strongly agreed and 33 respondents representing 27.5% out of 120 agreed with the mean response of 4.6417. In the same

vein the responses of respondents revealed that discipline is an essential condition in the management and control of prison schools for quality assurance. Majority of the respondents totaling 66 representing 55.0% strongly agreed and 48 respondents representing 40.0% out of 120 respondents with the mean response of 4.4750 positively reacted that discipline is essential in the management of prison schools for quality assurance. Furthermore, respondents equally affirmed that in their responses that lack of supervision equally leads to indiscipline in prison schools. 43 respondents representing 35.8% strongly agreed to this assertion and 54 respondents representing 45.0% agreed with the mean response of 4.0500. The responses of the respondents indicate that there is a strong relationship between commandants' supervisory role performance and the control of discipline in prison schools in Nigeria.

Table 4.3.3: Opinions of the respondents on the impact of Commandants' Supervisory role performances on maintenance of School Facilities in the Nigeria Prison Schools in the period under study

s/no	Item statements	Responses						
	Impact of commandants supervisory role performances on maintenance of school facilities in prison schools.	Strongly agreed	Agreed	Undecided	Dis agreed	Strongly disagreed	Mean	SD
I	There is adequate provision of school facilities in prison schools	2016.7%	2218.3%	00%	5646.7%	2218.3%	3.0500	1.15118
2	There is a proper checking of school facilities by the school commandants in prison schools.	1512.5%	7058.3%	21.7%	2520.8%	86.7%	3.5917	1.00833
3	Staff and trainees have access to the usage of school facilities on daily basis in prison schools.	3125.8%	6150.8%	1.8%	1411.7%	1310.8%	3.8917	.95086
4	Staff are properly utilized in the maintenance of school facilities by school commandants under strict supervision.	2722.5%	7260%	00%	1714.2%	43.3%	3.9083	.90745
5	Facilities are essential inputs which facilitates achievement of objectives in prison schools.	4940.8%	6957.5%	00%	I.8%	1.8%	4.3667	.62083
6	The maintenance and supervision of school facilities by school commandants help to put in good shape in prison schools.	5344.2%	5848.3%	00%	97.5%	00%	4.2917	.81370
7	Commandants of prison schools properly oriented newly posted staff on the importance of taking care of the school.	1411.7%	6856.7%	I.8%	2924.2%	86.7%	3.5417	1.01166
8	The issue of supervision of school facilities was not properly addressed by national policy on education.	3529.2%	3226.7%	75.8%	3428.3%	1210.0%	3.4500	1.32747
9	There is no adequate provision of sporting facilities to prison schools.	4235.0%	6352.5%	1.8%	65.0%	86.7%	4.1583	.81988
10	In prison schools, vehicles are mostly grounded due to commandants' lack of maintenance and supervision.	2016.7%	5142.5%	21.7%	2924.2%	1815.0%	3.4833	1.08452

Responses rate as shown on Table 4.3.3 in respect of the impact of commandants' supervisory role performances and maintenance of school facilities in prison schools reveals that

the maintenance and supervision of school facilities by school commandants help to put facilities in good shape in prison schools. Majority of the respondent totaling about 53 representing 44.2% strongly agreed and 58 respondents representing 48.3 agreed to this assertion out of a total of 120 respondents with the mean response of 4.2917. In the same vein staff are properly utilized in the maintenance of school facilities by school commandant under strict supervision. This is revealed in the opinion of respondents which shows that 27 respondents representing 22.5% strongly agreed and 72 respondents representing 60.0% agreed out of 120 respondents with the mean response of 3.9085. This therefore shows that there is significant relationship between commandants' supervisory role performances and maintenance of school facilities in prison schools.

Table 4.3.4: Opinions of the respondents on the impact of Commandants' Supervisory role performances on Interpersonal Relationship/school Community Relations in the Nigeria Prison Schools in the period under study

s/no	Item statements	Responses						
	Impact of commandants supervisory role performances on interpersonal relationship/school community relations in prison schools.	Strongly agreed	Agreed	undecided	Disagreed	Strongly disagreed	mean	SD
1	Prison schools maintain mutual relationship with its environment.	5041.7%	6150.8 %	1.8%	86.7%	00%	4.2583	.83511
2	Prison school commandants oversee the degree of inter-personal relationship between the school and community.	2520.8%	6352.5 %	43.3%	2016.7%	86.7%	3.7083	1.07996
3	The school commandant established a firm relationship between all prison schools stakeholder	2218.3%	6352.5 %	4.3%	2420.0%	75.8%	3.6250	1.10052
4	Prison schools commandant show interest in community development through the involvement of school community.	1915.8%	5747.5 %	32.5%	3025.0%	119.2%	3.4917	1.10762
5	Commandants of prison schools are knowledgeable in human relations.	3831.7%	6453.3 %	75.8%	86.7%	32.5%	3.9833	1.06891
6	There is a harmonious relationship between the commandants of prison schools and the staff.	3428.3%	5949.2 %	1.8%	2520.8%	1.8%	3.8333	1.08723
7	Members of prison schools interact well with members of other sister organization.	3226.7%	5747.5 %	21.7%	2520.8%	43.3%	3.7667	1.11320
8	Commandants are approachable at all times in their office.	4537.5%	5243.3 %	1.8%	1613.3%	65.0%	4.0333	1.02024
9	Prison school commandants do not allow harmonious relationship among the members of the school.	86.7%	2420.0 %	1.8%	5646.7%	3125.8%	2.8500	.97576
1o	Commandants of prison schools hardly allow trainees to relate with staff on personal issues.	1915.8%	4335.8 %	1.8%	3932.5%	1815.0%	3.3333	1.11772

Response rate as presented in table 4.3.4 in respect of the commandant's supervisory role performances and interpersonal relationship/school community relations in prison schools reveals that Prison schools maintain mutual relationship with its environment. This is vindicated in the response of 50 respondents representing 41.7% strongly agreed and 61 respondents representing 50.8 agreed with the mean response of 4.2583 to the assertion that prison schools maintain mutual relationship with its environment.

In the same vein, the assertion that commandants of prison schools are approachable at all the time receive positive responses from majority of the respondents totaling about 45 respondents representing 37.5% strongly agreed and 52 respondents representing 43.3% agreed out of 120 respondents with the mean response of 4.0333.

Furthermore, the item which states that, prison schools commandants oversees the degree of interpersonal relationship between the school and the community receives positive attention as 25 respondents representing 16.7% agreed and 61 respondents representing 50.8 out 0f the 120 respondents to this study with the mean response of 3.7083. This therefore reveals significant relationship between commandants' supervisory role performances and interpersonal relationship/school-community relations in prison schools.

Table 4.3.5: Opinions of the respondents on the impact of Commandants' Supervisory role performances on the staffing in the Nigeria Prison Schools in the period under study

s/no	Item statements	Responses						
	Impact of commandants supervisory role performances on staffing of prison schools.	Strongly agreed	Agreed	Undecided	Disagreed	Strongly disagreed	mean	SD
1	Commandants of prison schools are vested with the power to recruit, train and to post staff under them	1613.3%	2218.3%	00%	3932.5%	4335.8%	3.1250	1.01718
2	Commandants of prison schools are mostly responsible for staffing of schools.	108.3%	2319.2%	00%	5445.0%	3327.5%	2.9083	.98728
3	The posting of prison staff to prison schools is not the responsibility of the commandants.	3125.8%	5949.2%	00%	1512.5%	1512.5%	3.8833	.93650
4	Commandants of prison schools have no authority to make request for staff posting to their schools.	43.3%	3125.8%	00%	5041.7%	3529.2%	2.9083	.89814
5	Shortage of manpower in prison schools is caused by the commandant strict supervision	43.3%	1411.7%	00%	5848.3%	4436.7%	2.7000	.80544
6	Constant staff turnover in prison schools is due to commandants loose supervision	32.5%	2319.2%	75.8%	5243.3%	3529.2%	2.6917	.93302
7	Lack of staff in prison schools is due to commandants' religious sentiment.	43.3%	1714.2%	21.7%	5445.0%	4335.8%	2.6917	.93302
8	Gross incompetent staff posting to prison school is due to commandants compromise on posting issues of staff	1411.7%	2117.5%	1.8%	5344.2%	3125.8%	2.7250	.84974
9	Posting of staff to prison is based on punishment.	1310.8%	2319.2%	32.5%	4537.5%	3630.0%	2.9500	1.05997
10	Posting of staff to prison school is highly influenced by top management staff against commandant control.	1714.2%	2016.7%	00%	4840.0%	3529.2%	2.9833	1.05307

Response rate of respondents as shown on table 4.3.5 revealed the impact of commandant's supervisory role performances and the staffing of prison schools in Nigeria. The respondents totally disagreed strongly and disagreed to issue that the commandant's of prison schools are vested with the power to recruit, train and post staff under them. 39 respondents representing 32.5% disagreed to this assertion and a total of 43 respondents representing 35.8% strongly disagreed with the mean response of 3.1250 respectively. The same way, respondents opinion shows agreement with item which states that the posting of prison staff is not the responsibilities of the commandant a total of 90 respondents representing 75.0% with the mean response of 3.8833. This therefore means that the commandant has no power to recruit staff for the prison school.

Table4.3.6: Opinions of the respondents on the impact of Commandants' Supervisory role performances on delegation of responsibilities to Staff in the Nigeria Prison Schools in the period under study

s/no	**Impact of Commandants' Supervisory Role Performance on Delegation of Responsibilities to staff In prison schools.**	Responses						
		Strongly agreed	agreed	Undecided	Dis agreed	Strongly disagreed	mean	SD
1	Delegation of responsibilities to subordinates in prison schools is very effective.	2924.7%	5545.8 %	1.8%	20 16.7%	15 12.5%	3.7583	1.02896
2	The delegation of responsibilities to subordinates in prison schools is without relevant authority back up of the commandant.	119.2%	1411.7 %	21.7%	4940.8%	4436.7%	2.8583	.97270
3	Delegation of responsibilities to staff in prison schools is without strict supervision.	54.2%	3529.2 %	1.8%	3831.7%	4134.2%	3.0417	.90187
4	Decentralization of authorities is lacking in the management of prison schools	1512.5%	4335.8 %	00%	3831.7%	2420.0%	3.2917	1.04837
5.	The delegation of authorities to staff is not practiced in prison schools.	86.7%	3630.0 %	00%	4840.0%	2823.3%	3.0333	.98675
6	Leaders are made through delegation of responsibilities to their subordinates	1915.8%	6352.5 %	21.7%	2621.7%	108.3%	3.5917	1.04918
7	Prison commandants hardly allow responsibilities to their subordinates	75.8%	1915.8 %	1.8%	2621.7%	6755.8%	2.7250	.94346
8	Staff of prison schools always refused responsibilities as a result of threat by the commandants on their job.	97.5%	75.8%	21.7%	5848.3%	4436.7%	2.6917	.90559
9	Delegation of responsibilities to subordinates in prison schools is based on religious sentiments	86.7%	75.8%	54.2%	5344.2%	4739.1%	2.6667	.91057
10	Delegation of responsibilities to subordinates in prison schools is highly influential beyond commandants control	86.7%	1815.0 %	75.8%	3428.3%	5344.2%	2.7250	1.01222

Table 4.3.6, showing the impact of commandants' supervisory role performance and delegation of responsibilities to staff in prison schools reveals that delegation of responsibilities to subordinates in prison schools is very effective. This is evident in the opinion of majority of the respondents totaling 29 representing 24.7% strongly agreed and 55 respondents representing 45.8 that agreed with the mean response of 3.7583. In the same vein, majority of the respondents

totaling 82 representing 68.3% wholesomely agreed that Leaders are made through delegation of responsibilities to their subordinates with the mean response of 3.5917.It is in the light of the opinion of respondents that significant relationship is established between the commandants' supervisory role performances and delegation of responsibilities to staff in the prison schools.

Table 4.3.7: Opinions of the respondents on the impact of Commandants' Supervisory role performances on Staff development in the Nigeria Prison Schools in the period under study

s/no	Item statements	Responses						
	Impact of supervisory role performances on staff development in prison schools.	Strongly agreed	agreed	Undecided	Dis agreed	Strongly disagreed	mean	SD
1	There is always an induction of newly posted staff to prison schools with strict supervision by the school commandant.	1915.8%	45 37.8%	2 1.7%	33 27.5%	21 17.5%	3.3833	1.10144
2	Prison school commandants' hardly organize any programme that will facilitate staff development.	3125.8%	5344.2 %	00%	2218.3%	1411.7%	3.7750	1.03276
3	Commandants of prison schools hardly allow staff to go for training or in-service programme	75.8%	3630.0 %	32.5%	4436.7%	3025.0%	3.0000	1.00419
4	Workshop, seminars and public lectures are organized by prison school commandants for staff with strict supervision.	119.2%	4134.2 %	00%	3125.8%	3730.8%	3.2667	.95031
5.	Prison schools commandants always make right decision that benefit schools.	2722.5%	5646.7 %	86.7%	1915.8%	108.3%	3.6250	1.18862
6	Prison commandants encourage experienced staff to mentor less experienced staff with strict supervision.	2520.8%	5344.2 %	54.2%	2420.0%	108.3%	3.5250	1.21588
7	Staff are usually recommended for training based on areas of specialization by the prison commandant.	2218.3%	4436.7 %	54.2%	2319.2%	2621.7%	3.4583	1.12194
8	Prison commandant encourage staff to go for conferences	2117.5%	4940.8 %	86.7%	2016.7%	2218.3%	3.4583	1.15879
9	Prison commandants organize symposia for both directing staff and instructors.	108.3%	4436.7 %	86.7%	3428.3%	2420.0%	3.1167	1.11659
10	The orientation of the newly posted staff is hardly carried out by the prison school commandants.	2420.0%	4437.7 %	1.8%	4335.8%	86.7%	3.3917	1.19027

The table 4.3.7 revealed respondents opinion on the impact of commandants' supervisory role performances and staff development in the Nigeria prison schools. Majority of the 19 respondents representing 15.8% strongly agreed and 45 respondents representing 37.8% agreed to an assertion which posits that there is always an induction course of newly posted staff to prison schools with strict supervision by the school commandant with the highest mean response of 3.3833. This is to

give orientation to the newly employed staff on the activities of staff and prison schools in Nigeria. In the same vein Prison commandants encourage experienced staff to mentor less experienced staff with strict supervision. This is to enable them get abreast with the activities of the prison schools. Majority of the respondents showed unanimous agreement to this assertion in their responses as 25 respondents representing 20.8% have strongly agreed response and 53 respondents representing 44.2% agreed to this item statement with the mean response of 3.5250. Furthermore, staff are usually recommended for training based on their areas of specialization by the prison commandants. This items statement is vindicated by the responses from the respondents as 22 representing 18.3% strongly agreed and 44 representing 36.7% agreed with the mean response of 3.4583 And as well the prison commandant encourage staff to go for seminar and conferences. In these perspective 21 respondents representing 17.5% agreed to this assertion and 49 respondents representing 40.8% strongly agreed with the mean response of 3.1167. It is in the light of the opinion of respondents above that significant relationship is established between the commandants' supervisory role performances and staff development in the prison schools.

Table 4.3.8: Opinions of the respondents on the impact of Commandants' Supervisory role performances on decision making in the Nigeria Prison Schools in the period under study

s/no	Item statements.	Responses						
	Impact of commandants supervisory role performances on decision making in prison schools.	Strongly agreed	Agreed	Undecided	Dis agreed	Strongly disagreed	mean	SD
1	Staff is always involved in decision making by the prison commandant.	2016.7%	5445.0%	00%	2520.8%	2117.5%	3.5760	1.00136
2	Commandants of prison schools hardly utilize the opinion of staff in the school management.	2520.8%	3730.8%	21.7%	4537.5%	119.2%	3.3167	1.22291
3	Commandants of prison schools welcome staff opinion on issues that concern the school development.	1915.8%	7058.3%	00%	1411.7%	1714.2%	3.7833	.85192
4	The commandant strict supervision of staff on decision making process enhances workers commitment to their job.	1613.3%	7562.5%	21.7%	1613.3%	119.2%	3.7250	.91635
5.	Decision arrived at during meeting are always implemented by the prison schools commandant.	1210.0%	5747.5%	54.2%	2823.3%	1815.0%	3.3583	1.07528
6	Issues that require swift actions are decided by the prison school commandant only.	1714.2%	4840.0%	54.2%	3327.5%	1714.2%	3.3250	1.14615
7	Trainees through representatives take part in decision making process on issues that relate to them.	1411.7%	8268.3%	1.8%	1915.8%	43.3%	3.7417	1.18579
8	Prison commandants seek the opinion of members of staff before implementing decision taken so far.	2520.8%	4033.3%	54.2%	2924.2%	2117.5%	3.4250	1.18579
9	Prison school commandants hardly involve staff in decision making.	1310.8%	3428.3%	21.7%	4638.3%	2528.8%	3.0833	1.08142
10	Prison schools commandants involve trainees in decision making process on issue that relate to them.	2319.2%	6352.5%	43.3%	1512.5%	1512.5%	3.7167	1.02230

Response rate as presented on table 4.3.8 showed that the prison schools commandants welcome staff opinion on issues that concern the school development. This is indicated in the opinion of majority of the respondents totaling 19 representing 15.8% and 70 respondents

representing 58.3% with the mean response of 3.7833 strongly agreed and agreed with this assertion respectively. In the same vein, trainees through their representatives take part in decision making process on issues that relates to them. This position is affirmed through the opinion of the respondents as majority of the respondents accounting for 96 representing 90.0% of the total respondents testified to this claim with the mean response of 3.7417.Furthermore, the opinion of respondents on the item statement which posits that the commandants strict supervision of staff on decision making process enhance workers commitment to their job. The position of responses shows that majority of the respondents totaling 91 out of 120 representing 75.8% agreed to this assertion. The position of the respondents on the issue of decision making shows significant relationship between commandants' supervisory roles performance and decision making process in the prison schools in Nigeria.

4.4. Testing of null hypotheses.

H_OI: The hypothesis states that there is no significant relationship between the impact of commandants' supervisory role performances and communication in the Nigeria Prison Schools.

Table 4.4.1: Pearson Product Moment Correlation (ppmc) to test relationship between the impact of Commandants' Supervisory Role Performances on Communication in the Nigeria Prison Schools

Variables	N	Mean	S.D	Corr index r	Df	Prob	Critical r.
The Impact Of Commandants Supervisory Role Performances	120	282.7500	25.78491	.471	.118	.000	.195
On communication	120	4.34893	38.8333				

Table 4.4.1: revealed that the observed correlation coefficient (.471) is higher than the critical value of (.195) at the degree of freedom (df) 118. The observed level of significance P value (.000) is less than 0.05 which means that there is a significant relationship between the

impact of commandant's supervisory role performance and communication in prison schools in Nigeria. Therefore the null hypothesis is rejected.

H_OII: The hypothesis states that there is no significant relationship between the impact of commandants' supervisory role performance and students discipline in prison schools in Nigeria.

Table 4.4.2: Pearson product moment correlation (ppmc)to test relationship between the impact of commandants' supervisory role performances on management of students discipline in the Nigeria prison schools

Variables	N	Mean	S.D	Corr. index r	Df	Prob.	Critical r.
Impact of commandants supervisory role performances on discipline in prison schools	120 120	282.7500 40.3250	25.78491 3.87876	.456	118	.000	.195

The table 4.4.2 revealed that the observed correlation coefficient (.456) is higher than the critical value of (.195) at the degree of freedom (df) 118. The observed level of significance P value (.000) is less than 0.05 which means that there is a significant relationship between the impact of commandant's supervisory role performance and management of discipline in prison schools in Nigeria. Therefore the null hypothesis is rejected.

H_OIII: the hypothesis states that there is no significant relationship between the commandants' supervisory role performance and maintenance of school facilities in prison schools in Nigeria.

Table 4.4.3: Pearson Product Moment Correlation (PPMC) to test relationship between the impact of commandants' supervisory role performances on maintenance of school facilities in the Nigeria Prison Schools

Variables	N	Mean	S.D	Corr index r	Df	Prob	Critical r.
Impact of commandants supervisory role performances on maintenance of school facilities	120 120	282.7500 37.7333	25.78491 4.62317	.695	118	.000	.195

The table 4.4.3 revealed that the observed correlation coefficient (.695) is higher than the critical value of (.195) at the degree of freedom (df) 118. The observed level of significance P value (.000) is less than 0.05, which means that there is a significant relationship between impact of supervisory role performance and the maintenance of chool facilities in Nigerian prison schools. Therefore the null hypothesis is rejected.

H_OIV: the hypothesis states that there is no significant relationship between the impact of commandants supervisory role performances on interpersonal relationship among staff and school community relations in prison schools.

Table 4.4.4: Pearson Product Moment Correlation (PPMC) to Test Relationship between the impact of Commandants' Supervisory Role Performances on Interpersonal Relationship among Staff and School Community Relations in Prison Schools

Variables	N	Mean	S.D	Corr index r	Df	Prob	Critical r.
Impact of commandants supervisory role performances on interpersonal relationship among staff/ school-community relations	120 120	282.7500 36.8833	25.78491 6.73282	.739	118	.000	.195

The table 4.4.4 revealed that the observed correlation coefficient (.739) is higher than the critical value of (.195) at the degree of freedom (df) 118. The observed level of significance P value (.000) is less than 0.05, which means that there is a significant relationship between the impact of commandants' supervisory role performances and interpersonal relationship among staff and school community relations in Nigeria prison schools in Nigeria. Therefore the null hypothesis is rejected.

H_O V: The hypothesis states that there is no significant relationship between the impact of commandants' supervisory role performances and staffing in prison schools.

Table 4.4.5: Pearson Product Moment Correlation (PPMC) to test relationship between the impacts of commandants' supervisory role performances on staffing in Prison Schools

Variables	N	Mean	S.D	Corr index r	Df	Prob	Critical r.
Impact of commandants supervisory role performances on staffing in prison schools	120 120	282.700 29.8667	25.78491 5.00577	.692	118	.000	.195

The table 4.4.5 revealed that the observed correlation coefficient (.692) is higher than the critical value of (.195) at the degree of freedom (df) .118. The observed level of significance P value (.000) is less than 0.05. That means that there is a significant relationship between the impact of commandants' supervisory role performances and staffing in prison school in Nigeria. Therefore the null hypothesis is rejected.

H_OVI: The hypothesis states that there is no significant relationship between the impact of commandants' supervisory role performances and the delegation of duties in prison schools.

Table 4.4.6: Pearson Product Moment Correlation (PPMC) to Test relationship between the impact of commandants' supervisory role performances on delegation of duties in Prison Schools

Variables	N	Mean	S.D	Corr index r	Df	Prob	Critical r.
Impact of commandants supervisory role performances on delegation of responsibilities	120 120	282.7500 30.3833	25.78491 5.44056	.615	118	.000	.195

The table 4.4.6 revealed that the observed correlation coefficient (.615) is higher than the critical value of (.195) at the degree of freedom (df) 118. The observed level of significance P value (.000) is less than 0.05. That means that there is a significant relationship between the impact of commandants' supervisory role performances and delegation of responsibilities in prison schools in Nigeria. Therefore the null hypothesis is rejected.

H_OVII: The hypothesis states that there is no significant relationship between the impact of commandants' supervisory role performances and staff development in prison schools.

Table 4:4.7. Pearson Product Moment Correlation (PPMC) to test relationship between the impact of commandants' supervisory role performances on staff development in Prison Schools

Variables	N	Mean	S.D	Corr index r	Df	Prob	Critical r.
Impact of commandants supervisory role performances on staff development	120 120	282.7500 34.0000	25.78491 5.29309	.737	118	.000	.195

The table 4.4.7 revealed that the observed correlation coefficient (.737) is higher than the critical value of (.195) at the degree of freedom (df) 118. The observed level of significance P value (.000) is less than 0.05. That means that there is a significant relationship between the impact of commandants' supervisory role performances and staff development in prison school in Nigeria. Therefore the null hypothesis is rejected.

H_o Viii: The hypothesis states that there is no significant relationship between the impact of commandants' supervisory role performances and decision making in prison schools.

Table 4.4.8: Pearson Product Moment Correlation (PPMC) to test relationship between the impact of commandants' supervisory role performances on decision making in Prison Schools

S

Variables	N	Mean	S.D	Corr index r	Df	Prob	Critical r.
Impact of commandants supervisory role performances on decision making	120 120	5.3246 34.7250	2.6623 4.11997	.745	118	.000	.195

The table 4.4.8 revealed that the observed correlation coefficient (.745) is higher than the critical value of (.195) at the degree of freedom (df) 118. The observed level of significance P value (.000) is less than 0.05. That means that there is a significant relationship between the impact of commandants' supervisory role performances and decision making process in prison schools in Nigeria. Therefore, the null hypothesis is rejected.

Table 4.4.9: Summary of Hypotheses Testing

S/N	Hypotheses Statement	Statistical Test	Results	Level of significance	Conclusion
Ho i	There is no significant difference in the opinions of the commandants and directing staff/instructors on the impact of commandants supervisory role performance on the communication in prison schools	Pearson Product moment correlation coefficient (ppmcc)	Prob. Value is .000	**0.05**	The hypothesis was rejected
Ho ii	There is no significant difference in the opinions of the commandants and directing staff/instructors on the impact of commandants supervisory role performance on management of discipline in prison schools	PPMCC	Prob. Value is .000	**0.05**	The hypothesis was rejected
Ho iii	There is no significant difference in the opinions of the commandants and directing staff/instructors on the impact of commandants supervisory role performance on maintenance of school facilities in prison schools	PPMCC	Prob. Value is .000	**0.05**	The hypothesis was rejected
Ho iv	There is no significant difference in the opinions of the commandants and directing staff/instructors on the impact of commandants supervisory role performance on school/community relationship in prison schools	PPMCC	Prob. Value is .000	**0.05**	The hypothesis was rejected
Ho v	There is no significant difference in the opinions of the commandants and directing staff/instructors on the impact of commandants supervisory role performance on staffing in prison schools	PPMCC	Prob. Value is .000	**0.05**	The hypothesis was rejected
Ho vi	There is no significant difference in the opinions of the commandants and directing staff/instructors on the impact of commandants supervisory role performance on delegation of duties to staff in prison schools	PPMCC	Prob. Value is .000	**0.05**	The hypothesis was rejected
Ho vii	There is no significant difference in the opinions of the commandants and directing staff/instructors on the impact of commandants supervisory role performance on staff development in prison schools	PPMCC	Prob. Value is .000	**0.05**	The hypothesis was rejected
Ho viii	There is no significant difference in the opinions of the commandants and directing staff/instructors on the impact of commandants supervisory role performance on decision making in prison schools	PPMCC	Prob. Value is .000	**0.05**	The hypothesis was rejected

From table 4.4.9, it could be discovered that all the hypotheses (from 1-8) were rejected to mean that:

- Hypothesis 1 was rejected to mean that: there was significant relationship between the the opinions of the commandants and directing staff/instructors on the impact of supervisory role performances on the organizational communication in prison schools
- Hypothesis 2 was rejected to mean that: there was significant relationship between the the opinions of the commandants and directing staff/instructors on the impact of supervisory role performances on the management of discipline in prison schools
- Hypothesis 3 was rejected to mean that: there was significant relationship between the the opinions of the commandants and directing staff/instructors on the impact of supervisory role performances on maintenance of school facilities in prison schools
- Hypothesis 4 was rejected to mean that: there was significant relationship between the the opinions of the commandants and directing staff/instructors on the impact of supervisory role performances on staff/school- community relationships in prison schools
- Hypothesis 5 was rejected to mean that: there was significant relationship between the the opinions of the commandants and directing staff/instructors on the impact of supervisory role performances on staffing in prison schools
- Hypothesis 6 was rejected to mean that: there was significant relationship between the the opinions of the commandants and directing staff/instructors on the impact of supervisory role performances on delegation of duties in prison schools
- Hypothesis 7 was rejected to mean that: there was significant relationship between the the opinions of the commandants and directing staff/instructors on the impact of supervisory role performances on staff development in prison schools
- Hypothesis 8 was rejected to mean that: there was significant relationship between the

the opinions of the commandants and directing staff/instructors on the impact of supervisory role performances on decision making in prison schools

4.6: Findings of the Study

1. The commandants' strict supervision on staff enhanced effective line of communication in prison schools.
2. The commandants' effective supervision enhanced the level of discipline among staff and trainees n prison schools.
3. The commandants' strict supervision of staff helped to improve the level of school facilities maintenance and utilization in prison schools.
4. The commandants' strict supervision of staff enhanced harmonious relationship between prison schools and immediate environment.
5. The commandants' strict supervision on staff enhanced staffing in prison school.
6. The commandants' strict supervision of staff made delegation of responsibilities to staff very effective in prison schools.
7. Strict supervision by the commandants' on staff enhanced staff development in prison schools.
8 The commandants' strict supervision of staff on decision making process enhanced workers' commitment to their job in prison schools.

4.7. **Discussions of the findings.**

The analysis of the data collected for this study provided some insight into the main objectives of the study, which was to examine the impact of commandants' supervisory role

performance on the management of prison schools in Nigeria. The study was made up of a sample of 120 respondents comprising commandants and directing staff/instructors, on various issues relating to the impact of commandants' supervisory role performances in the effective management of prison schools in Nigeria whose responses were analyzed in three sections of this chapter; this section discusses the findings as they conform or disagree with opinions of some authors as earlier cited in the literature review.

Majority of the respondents accounted for over 90% were of the view that the commandants' strict supervision of staff enhanced effective line of communication in prison schools. Communication is a spring board that facilitates effective and efficient achievement of any organizational goals. All sections and management of an organization such as planning, organizing, directing, coordinating and controlling depends to a large extent on effective communication to succeed. It was based on this that Hanneman and M.C Ewen (1975) viewed organization from the management perspective as an elaborated set of interconnected communicational channels designed to collect, analyze and sort information. Therefore when communication stops, organizational activities cease to exist. In the same vein, the commandants used simple language in communicating with members of the community about the development of the school. It was on the basis of this that Nwachukwu (1988) posited that for commandants to be successful in his management of prison schools, he should provide adequate feedback and be a good listener, uses simple language in communication, avoid long, technical and complicated words.

On the finding of commandants' supervisory role and trainees' discipline in prison schools, majority of the respondents have agreed that commandants' strict supervision enhanced discipline in prison schools. Discipline is an essential condition in the management and control of prison school for quality assurance. Selfert and Vonberg (2002) asserted that discipline is pre-requisite to almost everything a school has to offer students in their desire to succeed in life. They further

linked discipline with both culture and climate of the school thus: for a satisfactory climate to exist in schools and the commandants to succeed in their responsibilities, certain level of discipline must exist. Where discipline is lacking, the school system is bound to fail. It was on the basis of this that the National Policy on Education (2004) saw supervision as a condition to enhance discipline as an aspect to ensure quality and continuous monitoring of instruction and other educational services.

Furthermore, responses rate on the commandants' supervisory role performance on the maintenance of school facilities indicated that maintenance of school facilities helped to put the school in good shape. School facilities are vital inputs that enhanced the teaching and learning experiences. Also, in the words of Knezevich (1977) he aptly described the school facility as the space interpretation of the curriculum. Both teachers and the learners cannot effectively achieve their goals in the absence of such facilities. Ndu, (1997) was of the opinion that the maintenance of school facilities is concerned with the process of taking proper care of school buildings, school plants and equipments so as to retain initial qualities for the purpose of achieving educational objectives. It was on the basis of this that Ehiemetalor (2001) opined that school facilities are the operational inputs of every instructional programme. It is the responsibilities of the commandants to ensure adequate protection and maintenance of school facilities using the teachers and students through constant supervisory roles.

The hypothesis on the impact of commandants' supervisory role performances on the maintenance of school-community relationship revealed that prison schools maintain cordial relationship with its environment as a result of commandants' strict supervision. The school is a social unit within the community which is charged with the responsibilities of preserving and enhancing the socio-cultural and economic fortunes of the community and its members. This was carried out through the school curriculum. Therefore the school community does not exist in isolation of the community. A symbiotic relationship needed to exist between the school and the

community. It was on the basis of this assertion that okorie (2005) observed that the school depends on the community for a number of things. Therefore the prison school commandants are approachable at all the time. This was to enable all the stake holders to access them to discuss issues that could enhance the development of the school from time to time.

On the staffing of the prison schools, the commandants of prison schools do not have the power to recruit staff into prison schools. It was on the basis of this assertion that NPS (1991) clearly stated that issues of recruitment and posting of staff in prison is solely the responsibility of prison authority. Staffing in the prison schools involves the filling of vacant position in an organizational structure through employment of qualified personnel. It requires some due process that supersedes the power of an individual and that was why Rapala (2011) noted that effective staffing is everybody's responsibility and does not rest just with the staffing department. Therefore to execute properly the human resource task of staffing must be knowledgeable of the legal context in which staffing occurs.

Delegation of responsibilities to subordinate was very effective in prison schools. The commandants so many at times do not have the time and capacity to carry out certain functions which was part of their responsibilities and requires the efforts of their subordinates through delegation of authorities. It was on this note that Ijayiya (2000) defined delegation as the assignment of duties, authorities and responsibilities to others. This was to enhance administrative responsibilities of the commandants in prison schools.

Through delegation of responsibilities leadership is made. It was on this premise that Robert and Hindle (2001) reported that one needed to develop leaders among staff and one means to achieve this was to delegate authorities to subordinates. The ability to lead others is a prime attributes which every worker desired to achieve.

On the impact of commandants' supervisory role and staff development, the place of human development and achievement of goals of the organization cannot be neglected. Training

and development is the process whereby employees receive adequate training to improve their skills, knowledge, attitudes, potentials and responsibilities to enable them performed well on their job. It was on the basis of this that induction courses are always organized to newly posted staff in prison schools. This was to enable them meet with the challenges of work for improved performance. It was based on this that Edem (2007) hinted that it is the responsibility of the commandants to provide in-services and other training needs for members of his/her staff. Equally, staff of prison schools go for seminar, workshop and conferences. The essence of attending seminar, workshop and conferences is to update knowledge and keep abreast with new knowledge. There are new applications, knowledge, usage and these require the employee to be updated with in terms of knowledge and skills to enable them meet with challenges arising from the technological advancement. It was in line with this development that peretomode (2001) observed that employees may become obsolete and rustic if they do not update themselves with new work methods, skills and knowledge about their work and organizational environments.

On the impact of commandants' supervisory role performances on the involvement of staff in decision making, the opinion of staff of prison schools are always considered in the development of the school. Decision making is central to the management of school and is a fundamental process in any organization. The commandants are not an island. They depended on the opinions and decisions of their staff to succeed in their supervisory role performances. It was based on this assertion that Mullins (2005) was of the opinion that staff participation in decision making leads to higher performance and which is very necessary for the survival of an increasing world. The opinion of Udoh and Akpa (2007) on this issue was the same. It was on this note that the decisions of the trainees are equally important through their representatives in the development of schools. Succiently, Emeneke (2004) buttressed this when he said that, when people are part of decision making process, there is greater opportunity of the expression of mind, ideas, existing

disputes and more occasions for disagreement and agreement capable of enhancing effective job performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.

5.1: Introduction

This chapter gives the summary of the work, in addition it presents conclusion drawn from the study. The chapter finally presented some workable recommendations arising from the findings for subsequent practical implementation of policies that will help to enhance efficient role performance of the commandants of prison schools in Nigeria for greater productivity. Suggestions for further studies are equally provided in this concluding chapter.

5.2 Summary

The study was designed to examine the commandants' supervisory role performances and management of prison schools in Nigeria.

The introductory aspect focused on background to the study, statement of the problem, objectives , research questions, hypotheses and scope of the study

Chapter two discussed areas related to the issues raised in the objectives such as communication , management of discipline, maintenance of school facilities, school-community relationships, staffing, delegation of responsibilities, staff development and decision making were reviewed.

Methodology adopted for the study was descriptive survey. Structured questionnaire was the instrument for the study. The instrument was validated by the lecturers in Educational Administration and planning section of Department of foundations. The final draft was approved by the project supervisors. Pilot study was conducted and the reliability coefficient obtained was 0.95.

Frequency counts of the respondents were obtained using simple percentage while pearson product moment correction coefficient was employed to test hypotheses at 0.05 level of significance. The results proved that the critical values are lesser than the f-ratios and observed levels of significance (p) are lesser than 0.05

All the hypotheses of the study were rejected as the study therefore, shown significant relationship between the impact of supervisory role performance of commandants on management of prison schools and the opinions of the respondents in communication, management of discipline, maintenance of school facilities, school- community relationships, staffing, delegation of responsibilities, staff development and decision making.

5.3 Conclusions

From the results of the study, it was found that respondents' designation, gender, agr educational qualifications and working experience are significant parameters in measuring competence before appointing prison schools commandants. It was found out by the researcher that there exist significant relationships between the opinions of commandants and directing staff/instructors on the supervisory role performance of commandants on management of prison schools in Nigeria in terms of communication, discipline, school facilities, school- community relationships, staffing, delegation of responsibilities, staff development and decision making.

It was concluded that strict supervision of staff enhanced effective lines of communication in the management of prison schools

The maintenance of school facilities is paramount in the management of prison schools as such the commandants should strictly supervise both staff and trainees effectively.

Discipline in prison schools is crucial in the management of schools. This is mainly due to the fact that commandants are role models in discipline so therefore, effective supervision is needed by the commandants in the running of their administration.

Delegation of responsibilities is essential in the management of prison schools therefore, commandants should ensure regular delegation of responsibilities to subordinates to give them sense of responsibilities and belonging.

A good interpersonal relationship adds value to living. Commandants should ensure harmonious co-existence between prison schools and its immediate community.

Staff development is essential in the management of prison schools therefore, commandants should ensure training and retraining of the under them for high productivity.

Decision making is paramount in the management of prison schools. Therefore, commandants should strictly supervise the process of decision making in order to commit staff to their job.

5.4 Recommendations

Based on the findings of the study, the following recommendations will go a long way in improving the commandants' supervisory role performances in Nigerian prisons.

1. Communication is the life wire of every organization and the commandants should ensure that adequate and effective lines of communication are maintained at all times.
2. Discipline should be maintained by both the trainers and trainees diligently.
3. The maintenance of school facilities should be the priorities of both staff and trainees
4. The school should not exist in isolation of the community but should ensure harmonious co-existence for the development of the school.
5. The commandants should be given the mandate to recruit staff where and when necessary
6. Commandants should ensure regular delegation of responsibilities to subordinates to give them a sense of responsibility and belonging.
7. Regular training and re-training of prison staff should be ensured through in-service courses, seminar, workshop and conferences to enable them enhance their performance on the job.
8. Decision on the affairs and development of the school should be jointly arrived at with all staff and trainees to ensure harmonious co-existence and development.

5.5 Suggestions for Further Studies

The researcher hereby suggested that similar studies be replicated in other military and Para- military schools which the same programme is being run such as Army, Navy, Airforce and Police so that ideas can be compared and holistic action be taken by the prison authority in other to realize full and proper supervisory role performance of commandants in the management of prison schools in Nigerian.

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Appendix I: Questionnaire

Dear Sir/Ma,

This questionnaire is on the **Impact of commandants' supervisory role performance on management of prison schools in Nigeria** questionnaire for Commandants, Directing staff and Instructors. It is solely for research purpose. Your objective response to each item in this questionnaire will be highly appreciated and confidentially treated.

Thank you.

Yours faithfully

IKWUOBE, Yusuf

SECTION A: SOCIO-DEMOGRAPHIC CHARACTERISTICS

Tick appropriate opinion that corresponds with your view on each statement. Do not tick more than one except where otherwise stated.

1. **Status:** (a) Commandant ( ) (b) Deputy Commandant ( ) (c) Directing staff ( ) (d) Instructors ( )
2. **Gender:** (a) Male ( ) (b) Female ( )
3. **Age:** (a) 20-25 ( ) (b) 26-30 ( ) (c) 31- 35 (d) 36- 40 (e) 41 and above ( )
4. **Academic Qualification:** (a) SSCE/WAEC ( ) (b) OND/ND ( ) (c) NCE( ) (d) HND ( ) (e) B.ED/B.A ( ) (f) M.ED ( ) (g) Others specify ----------
5. **Years of working Experience:** (a) 0- 10 ( ) (b) 11- 20 ( ) (c) 21- 30 ( ) (d) 31 and above ( )

SECTION B:

Commandants' supervisory role performances and communication in the Nigeria prison schools

S/NO	Item statement	Strngly Agree 5	Areed 4	Stongly Disagree 3	Diagree 2	Unecided 1
1	Commandants maintain an effective line of communication with staff at all time.					
2	Information concerning the school gets to staff in good time.					
3	There is decentralization of flow of information in prison schools.					
4	In prison schools commandants utilize communication network effectively with strict supervision					
5	Commandants' breakdown of communication channels causes low staff performance.					
6	Commandants of prison schools always involve senior officers in planning communication and supervision of schools					
7	Delayance in passing of information to school community leads to breakdown of law and order					
8	Commandants use simple language in communicating with members of the school					
9	Commandant do not communicate well with the members of the community about the development in prison school					
10	Commandants' withholding of information from the trainees causes gross indiscipline in prison school					

SECTION C

Commandants' supervisory role performance and control of discipline in prison schools

S/NO	Item statement	Srongly Agree 5	Agreed 4	Strongly Disagree 3	Disagree 2	Undecided 1
11	In prison schools rules and regulations are formulated to guide and control the conduct of trainees.					
12	Discipline is essential in the management of prison schools for quality assurance					
13	Disciplined commandants produce disciplined trainees.					
14	Commandants do not follow the established guidelines in maintaining discipline in prison schools.					
15	Indiscriminate punishment in prison schools causes indiscipline.					
16	Lack of supervision results to indiscipline in prison schools.					
17	Effective school supervision creates a conducive climate for cooperation and mutual understanding among trainees and staff.					
18	Staff on duty is delegated to discipline any trainees erring without consultation with commandant in prison schools.					
19	The commandants are to be a role model in the area of discipline in prison schools.					
20	Influence from top management officers and community members do not allow proper maintenance of discipline in prison schools					

SECTION D

Commandants' supervisory role performance and maintenance of school facilities in prison schools

S/NO	Item statement	Strongly Agree 5	Agreed 4	Strongly Disagree 3	Disagree 2	Undecided 1
21	There is adequate provision of school facilities in prison schools.					
22	There is a proper checking of school facilities by the school commandants in prison schools.					
23	Staff and trainees have access to the usage of school facilities on daily basis in prison schools.					
24	Staff are properly utilized in the maintenance of school facilities by school commandants under strict supervision.					
25	Facilities are essential inputs which facilitate achievement of objectives in prison schools.					
26	The maintenance and supervision of school facilities by school commandants helps to put it in good shape in prison schools.					
27	Commandants of prison schools properly oriented newly posted staff on the importance of taking care of the school properties.					
28	The issue of supervision of school facilities was not properly addressed by national policy on education					
29	There are no adequate provision of sporting facilities to prison schools					
30	In prison schools, vehicles are mostly grounded due to commandants' lack of maintenance and supervision					

SECTION E

Commandants' supervisory role performance and interpersonal relationship/school-community relations in prison schools

S/NO	Item statement	Strongly Agree	Agreed 4	Strongly Disagree 2	Disagree 2	Undecided 1
31	Prison schools maintain mutual relationship with its environment.					
32	Prison schools commandants oversee the degree of interpersonal relationship between the school and community.					
33	The school commandants established a firm relationship between all prison schools stakeholders					
34	Prison schools commandants show interest in community development through involvement of school community.					
35	Commandants of prison schools are knowledgeable in human relations.					
36	There is a harmonious relationship between the commandants of prison schools and the staff					
37	Members of prison schools interact well with members of other sister organization					
38	Commandants are approachable at all times in their offices.					
39	Prison school commandants do not allow harmonious relationship among the members of the schools.					
40	Commandants of prison schools hardly allow trainees to relate with staff on personal issues.					

SECTION F

Supervisory role performances of commandants and the staffing of prison schools

S/NO	Item statement	Strongly Agree 5	Agreed 4	Strongly Disagree 3	Disagree 2	Undecided 1
41	Commandants of prison schools are vested with the power to recruit, train and to post staff under them					
42	Commandants of prison schools are mostly responsible for staffing of prison schools					
43	The posting of prison staff to prison schools in not the responsibilities of the commandants.					
44	Commandants of prison schools have no authority to make request for staff posting to their schools					
45	Shortage of manpower in prison schools is cause by the commandants' strict supervision					
46	Constant staff turnover in prison schools is due to commandant's loose supervision					
47	Lack of staff in prison schools is due to commandants' religious sentiment					
48	Gross incompetent staff posting to prison schools is due to commandants' compromise on posting issues of staff					
49	Posting of staff to prison schools is based on punishment					
50	Posting of staff to prison schools in highly influenced by the top management staff against commandants' control					

SECTION G

Commandants' supervisory role performances and delegation of responsibilities to staff in prison schools

S/NO	Item statement	Strongly Agree 5	Agreed 4	Strongly Disagree 3	Disagree 2	Undecided 1
51	Delegation of responsibilities to subordinates in prison schools is very effective					
52	The delegation of responsibilities to subordinates in prison schools is without relevant authority back- up of the commandants.					
53	Delegation of responsibilities to staff in prison schools is without strict supervision					
54	Decentralization of authority is lacking in the management of prison schools					
55	The delegation of responsibilities to staff is not always practiced in prison schools.					
56	Leaders are made through delegation of responsibilities in prison schools					
57	Prison commandants hardly allow delegation of responsibilities to their subordinates					
58	Staff of prison schools always refusing responsibilities as a result threat by the commandants on their job					
59	Delegation of responsibility to subordinates in prison schools is based on religious sentiment					
60	Delegation of responsibility to subordinates in prison schools in highly influential beyond commandants' control.					

SECTION H

Commandants' supervisory role performances and staff development in the Nigeria prison schools

S/NO	Item statement	Strongly Agree 5	Agreed 4	Strongly Disagree 3	Disagree 2	Undecided 1
61	There is always an induction of newly posted staff to prison schools with strict supervision by the school commandants.					
62	Prison schools commandants hardly organize any program that will facilitate staff development					
63	Commandants of prison schools hardly allow staff to go for training or in-service programme					
64	Workshops, seminars and public lectures are organized by prison school commandants for staff with strict supervision.					
65	Prison schools commandants always make right decisions that benefits schools.					
66	Prison commandants' encourage experienced staff to mentor less experienced staff with strict supervision					
67	Staff are usually recommended for training based on areas of specialization by the prison commandants.					
68	Prison commandants encourage staff to go for conference					
69	Prison commandants organizes symposia for both Directing staff and Instructors					
70	The orientation of the newly posted staff is hardly carried out by the prison school commandants.					

SECTION I

Commandants' supervisory role performances and decision making in prison schools

S/NO	Item statement	Strongly Agree 5	Agreed 4	Strongly Disagree 3	Disagree 2	Undecided 1
71	Staff are always involve in decision making by the prison schools commandants.					
72	Commandants of prison schools hardly utilize the opinion of staff in the school management.					
73	Commandants of prison schools welcome staff opinion on issues that concern the school development					
74	The commandants strict supervision of staff on decision making process enhances workers commitment to their jobs					
75	Decision arrived at during meeting are always implemented by the prison school commandants					
76	Issues that require swift actions are decided by the prison commandants only					
77	Trainees through representatives take part in decision making process on issues that relate to them					
78	Prison commandants seek the opinion of members of the staff before implementing decisions so far taken					
79	Prison schools commandants hardly involve staff in decision making					
80	Prison schools commandants involve trainees in decision making process on issues that relate to them					