A STUDY OF THE ORGANIZATION, ADMINISTRATION AND FUNCTIONING OF FEMALE BOARDING POST PRIMARY SCHOOLS IN KATSINA STATF

BY

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ATHESIS SUBMITTED TO THE POSTGRADUATE SCHOOL IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER IN EDUCATION

DEPARTMENT OF EDUCATION

FACULTY OF EDUCATION

AHMADU BELLO UNIVERSITY

ZARIA.

1991

DECLARATION

I hereby declare that this dissertation has been produced by me. The topic has not been presented on any previous application for a higher degree. All quotations are indicated by quotation marks and sources of information are duly acknowledged by means of References.

HMBello

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CERTIFICATION

This research work entitled A STUDY OF THE ORGANIZATION, ADMINISTRATION AND FUNCTIONING OF FEMALE BOARDING POST PRIMARY SCHOOLS IN KATSINA STATE by Halimatu Muhammad Bello meets the regulations governing the award of Masters Degree in Education (Educational Administration and Planning) of Ahmadu Bello University and is approved for its contribution to knowledge and literary presentation.

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ACKNOWLEDGEMENT

The researcher would like to express her profound appreciation and gratitude to the following:

Engineer Bello Muhammad Bugaje (husband) for all the support, co-operation and assistance he rendered the researcher throughout the period of this Studay.

Federal Ministry of Education Lagos, for the sponsorship offered the researcher to undertake this course.

Professor J.C.S. Musaazi for the continuous supervision, guidance and co-operation he accorded the researcher during this study.

The Principal, Federal Government College, Jos, (Alhaji U.B. Ahmed for his co-operation and moral support.

Mrs S. I. Mohammed of Faculty of Education, A.B.U. Zaria, for her valuable contributions and amicable attitude towards the researcher.

Katsina State Ministry of Education, respective Zonal Education Directorates, School Principals, teachers and students of the various female institutions for their co-operation.

Mallam Dalhatu Dayyabu of National Institute for Policy and Strategic Studies, Kuru, Jos, for his continuous assistance and support.

DEDICATION

Dedicated to my affectionate parents

My strength of the past

To my beloved husband Engr. Muhammad Bello Bugaje,

My Joy of the present,

To my loving children,

Suleiman, Mustapha and Shamsuddeen

My Excitement for the future.

ABSTRACT

This Study was undertaken first to establish the justification or otherwise of the boarding school system in relation to the moral, discipline and academic standards of the female students in Post Primary Institutions of Katsina State Secondly, it was meant to ascertain the functioning of the schools in respect of general administration and leadership functions of the individuals who are directly responsible for managing them. Based on these views of the Principals, House Masters/Mistresses, form teachers, School Prefects and Executives of the Parent Teachers' Association were sought.

A number of literatures pertaining to concepts of organisation and boarding school system in Nigeria and some African countries like Uganda, Tanzania and Zambia as compared to other developed countries such as America and Britain were reviewed. Also a review of the administration of boarding schools in Kaduna and Katsina States with focus on roles of the principals, teachers, society and school boards in managing the schools were made. At the end, prospects, issues, advantages and disadvantages of the boarding school system were highlighted.

The population for this research consists of all the School principals, teachers, students and their parents and guardians. Since there were only eight female institutions in Katsina State, sampling was not required; therefore all the schools were involved in the study. Three main instruments were used for data collection, they include the questionnaire, observation and informal discussions. The statistical methods applied for data analysis are the two-tailed t-test, the Arithmetic mean and percentage presentation.

The major findings of the study imply that hoarding system of education among female institutions in Katsina State should be retained, basically because it has improved the moral and discipline standards of the students. However, the system is yet to yield desirable results towards academic performance of the students. This has been attributed to inadequate school facilities, poor quality of teachers and lack of students interest in school work among other factors.

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Definition of Terms

Administration:

The total process through which human and material resources are made available and made effective for accomplishing the purposes of an enterprise. It means a process of 'getting things done' through and with people; Things that lead to organizational achievement.

Boarding School:

An educational institution furnished with houses and housing facilities (dormitories) where students live during the school terms. They enjoy services of a full-time boarding staff. Students are not usually allowed out of the school premises except on health grounds, on outing days or at parents' request. Visitors are not allowed entry except with the principals' permission or on visiting days. The government provides feeding, boarding facilities and transport allowance to students.

Co-education:

An educational system of mixing male and female students in the same school. They perform almost all the school activities together such as assembly, class lessons, games and taking of meals. However, they are accommodated in separate hostels in boarding schools.

Continuous Assessment:

Regular recording of students achievements or performance in class tests; assignments and classwork on weekly, fortnightly or monthly basis. It also includes records of observations on pupils behaviours and talents.

Day Secondary Schools:

Educational institutions where children stay at home and attend the schools on daily basis usually from 8.00am to 4.00pm. Mondays to Thursday, and for shorter times on Fridays and Saturdays. In most cases students are responsible for their transportation and feeding as well as school uniforms, textbooks and stationaries.

De-boarding Schools:

This is a situation whereby the boarding houses and facilities such as dining rooms and hostels are re-structured into classrooms and workshops. The students are sent back to their various districts to stay at their various homes to attend the Day Secondary Schools nearest to them. Students whose homes are near the de-boarded schools could stay in their homes and attend the same schools as day students.

Educational Standards

Expectations of what an educated person should be able to do or meet. The level of activity established to serve as a model for evaluating performance.

Junior Secondary School

Three-year course system in post-primary school, after successful completion of primary education. (It started with the products of the Universal Free Primary Education scheme in September, 1982.

Post-Primary School:

An educational institution of six years course (maximum, beyond the primary school level. It could be a secondary grammar school, teachers' college, technical, vocational, or commercial college any other form of educational system that qualify an individual for direct admission into the university system of education.

Re-boarded Schools:

Post Primary institutions that were formally run as boarding schools, and later on de-boarded, with the students attending school on daily basis. Again such schools are changed to boarding system of education with the accommodation facilities re-structured to meet the students' needs.

Senior Secondary School:

A three-year course system beyond the Junior Secondary School level.

LIST OF ABBREVIATIONS

G.G.S.S.	-	Government Girls' Secondary School
G.G.S.S.S.S.	-	Government Girls' Special Science Secondary School
G.C.K.	-	Government College Katsina
W.T.C.	-	Women Teachers' College
W.A.T.C.	-	Women Arabic Teachers' College
J.S.S	-	Junior Secondary School
S.S.S.	-	Senior Secondary School
S.S.C.E.	-	Senior Secondary Certificate Examination
K.T.C.	-	Katsina Teachers' College
P.T.A.	-	Parent Teachers' Association
U.P.E.	-	Universal Primary Education
R.C.M.	-	Roman Catholic Mission
C.E.O.	-	Chief Education Officer
P.E.O.	-	Principal Education Officer
P.R.S.	-	Planning Research and Statistics
S.T.E.	-	Science and Technical Education
F & S	-	Finance and Supply

CHAPTER 1

INTRODUCTION

1.1 Background

Boarding system of Education has ever remained an old system of training children and youths on various professions of the Nigerian society. There were many boarding schools in the Traditional and Quranic Educational system, long before the introduction of Western Education by the Missionaries for example, the apprentice ship training is aimed at ensuring discipline and high level of concentration especially when the pupils board a way from their homes. Katsina State which was part of the former Northern Region, had implemented boarding system of Education among its post primary schools many years before Nigeria achieved independence. For instance, schools like Katsina Teachers' College (K,T,C) and Government College Katsina (G.C.K) were well established boarding schools by 1912. Nevertheless, female boarding post primary schools were non existent until shortly after independence, when by 1963, Katsina Women Teachers' College (W.T.C) was established.

However, with the rapid increase in students' population over the years there have been moves to de-board post primary schools in many southern states of Nigeria including Kwara and Plateau states in the North. This was many years before 1976 when the then Military Administration introduced the day school system in the then Kaduna State. In fact, Katsina State then part of the defunct Kaduna State attempted to de-board some of its post primary schools, as well as established many day secondary schools in some of its zones. For instance, in his studies Edem, in Kisekka (1981:31) rightly indicated that states like Kaduna, Anambra, Niger, Sokoto, Lagos, Gongola, Benue, Cross River and Bendel States were adopting the day school system; as a policy which then seemed to

have cut across party politics.

The rationale for De-boarding of Post Primary Schools and the establishment of Day Secondary School System was mainly based on provision of opportunity for larger students' intake. The system was also geared towards minimising disciplinary problems such as students riots and rampages resulting to destructions of individual and government properties; burning down of hostels as the case in Barewa College Zaria and W.T.C. Katsina in the early 1980's. Furthermore, people feel that it is cheaper to maintain day students than boarders, especially interms of feeding and provision of boarding facilities. Based on this therefore one agrees with UNESCO (1969) as quoted by Edem in Kisekka (1981:31) that the boarding school system cannot accommodate as many pupils as the day-school and consequently it is over taken by our current educational provisions which emphasise free education at all levels. In previous years, precisely during pre-independence era and about a decade after independence, the education system was very limited, hence most of the schools had to operate the boarding system since many children came from far away. With the expansion of education as provided in the constitution and the increase in the number of students, day schools became inevitable.

In the defunct Kaduna State, Day Post Primary Schools and De-boarding System of education were more established during the second republic between 1979 to 1982. However, after the second election of 1983 the then civilian governor of the state (Alhaji Lawal Kaita) directed all de-boarded Post Primary Schools to run boarding system. (New Nigerian Newspaper, 12th October, 1983). Shortly after that came the 31st December, 1983 Military coup, and the change in government eventually resulting to another change in the educational policy of Kaduna State. Hence, the boarding school system was immediately stopped by the State

Government, and the de-boarding system was reverted to, Daily Times, 1st October, 1984.

However, recent developments show that the newly created Katsina State has opted for re-boarding of all female post primary schools in the state. In his first budget speech for 1988 Fiscal year, the then state Governor Col. Sarki Muktar announced that abolishment of all Day and Co-educational Post Primary Schools in the state, saying as from this school year all female students in our post-primary institutions will be admitted as boarders. (New Nigeria, 12th January, 1988).

Although the boarding system of education was a means of providing as many children as possible with the opportunity of becoming educated citizens at minimum cost. As well as provides measure towards eradicating distructions of school buildings and valuable properties in cases of students' riots. Nevertheless, the system has been criticised and condemned by the general public. For instance, articles were being published in newspapers, magazines and other news media condemningthe day school systems. They were viewed as mush room Day Secondary Schools and Teachers' Colleges, that are mixed up in the name of co-educational system, and should therefore not have a place in the state (Kaduna), because the consequencies of such are to say the least repugnant to the societal values and belief system. Of course an educational system that is sustained largely by immorality is even more dangerous than lack of it (Sunday New Nigeria 25th March, 1984).

Other people including educationists hold the view that with the day schooling system many students are forced to reside in rented houses with foster parents as a result of physical distance and/or poor roads which permit only seasonal mobility. Such a sistuatión creates a lot of hardship and expose some, particularly the female students, to exploitation by

unscrupulous men. (New Nigerian, 16th July, 1983).

Katsina State which is predominately populated by muslims with Hausa culture and language can undoubtedly arrive at uniform decision based on their societal norms and cultural values. According to the Director of Schools, Katsina State Ministry of Education, Bakin Kasuwa (1990) reasons for the re-boarding of female post primary schools in the State were mainly based on the socio-cultural background of the community members, especially on religious grounds. He enumurated the rationale for the boarding school system as follows:

1. The idea of mingling of adolescent boys and girls in the co-educational system in the day schools was strongly opposed and considered unacceptable to the society.
2. Parents were against the free movement of female students to and from the various day schools and rather preferred that such exposure be controlled to the minimum.
3. The Boarding School System is meant to reduce the problem of truancy on the part of female students, who were observed to have been absconding from attending school after leaving their respective homes.
4. The major problem of deteriorating academic performance especially among female day students would be improved.

1.2 Statement of the problem

In spite of all the problems that surround boarding, de-boarding and Day School System, Katsina State has now adopted the policy of boarding system of education among all female post primary schools. Thus this study is directed towards investigating the organizational and administrative tasks involved in the management of the boarding institutions.

1.2.1 RESEARCH QUESTIONS

The study addresses itself to the following research questions:

1. Why did the Katsina State Government resolve on introducing the boarding school system again?
2. What effect does the boarding school system have on the moral standards of the students?
3. How does the boarding school system affect the academic performance of the students?
4. What is the effect of the boarding school system on the general discipline of the students?
5. What roles do the Ministry of Education, parents, principles, teachers and prefects of the boarding schools play towards effective management of the institutions?
6. How condusive are the boarding schools for good education?
7. How are the teachers' of the boarding schools motivated towards effective teaching?

1.3 Objectives of the Study:

The study is intended to examine the organizational and administrative set up of the boarding schools in Katsina State. Recommendations will be made to improve the mangement and organization of these schools. Specifically the study will focus on the following factors:

1. Effect of the boarding school system on the moral, discipline and academic standards of the students respectively.
2. Duties and responsibilities of boarding school administrators.
3. The teacher-pupil interaction in curricular and extra-curricular activities.

1.4 Significance of the Study

This study will contribute to existing knowledge for use in formulating educational policies in Katsina State. Educational policy makers and Ministry of Education officials in-charge of schools will find this work useful, as the recommendations could serve as means of improving the conditions of the boarding schools.

Similarly it is hoped that the findings of this study will generate new interest and insight to the school administrators, interms of effective and efficient management of boarding schools which will lead to the production of better students who will consequently become useful members of the society.

Furthermore, this study will enhance and promote knowledge among students especially those offering educational administration and planning course, at the respective degree levels.

1.5 Basic Assumptions

The study is based on the following basic assumptions:

(a) That boarding schools in Katsina State could serve as meeting and learning places where children from various cultural and ethnic backgrounds meet to learn, live, play and work together thereby helping to promote national consciousness and solidarity.

(b) That the boarding school system encourages parents to send their daughters to post primary schools and allow them to complete their Secondary Education rather than pre-mature withdrawal of female for early marriage.

(c) Boarding system in Katsina State has come to stay.

(d) That the boarding school system facilitates better healthy relationship and co-operation between the school community and society members.

1.6 Hypothesis

HO_1:

There is no significant difference in the opinions of principals and teachers as regards the effect of the boarding school system on the moral standards of the students within and outside the schools.

HO_2:

There is no significant difference in the opinions of principals and teachers as regards the effect of the boarding school system on the general discipline of the students.

HO_3:

There is no significant difference in the opinions of principals and teachers as regards the effect of the boarding school system on the academic performance of the students.

HO_4:

There is no significant difference in the views of principals and teachers with regards the roles played by Ministry of Education, School Administrators, Teachers and Prefects in the effective management of the boarding schools.

HO_5:

There is no significant difference in the opinions expressed by principals and teachers as regards the statement which says that the availability of basic learning facilities promote condusive learning atmosphere.

HO_6:

There is no significant difference in the views expressed by principals and teachers as regards the effect of effective leadership in

school administration and the achievement of school goals/objectives.

1.7 Scope and Delimitation

This study is limited to female boarding post primary schools in Katsina State. The research has explored the administration and functioning of the institutions using all the eight schools. These are the three Women Teachers' Colleges and Five Secondary Schools, that make up the total number of 8 female post primary schools in the State as at 1989/90 academic session.

The study covers the period of four years, 1988 to 1991. With the creation of Katsina State in September 1987, the State Government made all the female institutions to operate the boarding school system. Hence the research covers the period when the various institutions adopted the boarding policy to see if the system has made any significant change on the general discipline and academic standards of the students.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Introduction

The review of literature in this chapter will take the following format:

First, an examination of concepts relating to organisation and boarding school system were made. Secondly, a brief historical examination of the boarding school system in Nigeria and elsewhere in Africa is undertaken. Thirdly, education in Northern Nigeria and especially girls' education is discussed. Fourthly, administration of boarding schools in Kaduna/Katsina States with particular reference to the roles of the principal, teachers, society and school boards in running the schools are examined. Finally, the prospects, issues, advantages and disadvantages of the system are highlighted.

2.0 Concepts.

2.01 Concept of Organisation

According to Presthus (1962) in Harold and James (1975) School organizations may be referred to as a large, fairly permanent social systems designed to achieve limited objectives through the co-ordinated activities of their members. Hicks et el (1972) also quoted by Harold and James point out that all organizations have five common characteristics: (1) they involve people (2) the people interact. (3) Interactions are to some degree ordered and prescribed. (4) each individual sees the organization as in some way helping him or her, and (5) the interactions help to achieve some joint objectives that are related to individual goals. This is to say that humans, interacting purposefully, are the core elements of any organisation.

Similarly Afolayan (1989) suggests that organisations attempt to prescribe, specify, and regulate official relationships of their members

by means of organizational chart, but people also relate to one another informally for various reasons. Thus a complex organization like the school has formal and informal social dimensions, both of which have influence on each other and on the behaviour patterns of organisational members. The formal organisation is dependent on people who find in it rewarding work, status, vigorous activity in the company of their peers, a channel for agressive instincts, and an identity.

2.02 Concept of Boarding School System

Boarding School education refers to education away from hom, in a residential community of children, goes back beyond civilized society. The system still exists in primitive cultures as part of the process of initiation to manhood. In the ancient world it was still used for the training of the elite in Sparta. (Blond's Encyclopaedia of Education (1969). This definition is to some extent related to what used to obtain in the case of Nigerian educational system of boarding, as well as some African countries like Uganda, Tanzania and Zambia.

2.1 History of Boarding School System in Nigeria

In the traditional system of education, when a child is old enough to learn a specific trade, particularly in the field that is not a hereditary profession, he is sent down as an apprentice to a master tradesman who may or may not be a friend to the family. Even in a trade that is his family's speciality, he may be sent to another household in order to ensure that he takes his training seriously. However, in fields such as agricul-

ture, marketing, medicine and others, many parents prefer to train their children but will have no objection to taking on other children as wards or apprentice. Parents apprenticed and sometimes pawned their children, wards or slaves for loans. When this happens the child or ward stayed with the creditor until he had served the term of the pawn period. In cases of apprenticeship training the ward stayed with the master-craftsman who would feed and clothe him throughout his period of apprenticeship; that is until he mastered his trade, for example weaving, carving, drumming, smithing and leatherwork. (Fafunwa, 1974).

Thus, vocational training in traditional society is largely carried out through the apprenticeship system and is a time - honoured device for educating millions of African children, youths and even adults. Usually the pupils are not trained by their parents, instead they are entrusted in the hands of relatives or friends, master craftsmen in particular fields so as to ensure discipline and high-level of concentration. However, the apprentice system was less common in the Northern part of Nigeria except for some places like Niger and Kwara States where their people have over the years continued to display significantly, specialities in Arts and Crafts works like weaving, pottery and drumming. In many places like Kano, Katsina and Sokoto trades amd crafts like smithing, dying and butchery were restricted to certain families on hereditary grounds. The training was also mostly given to boys rather than girls.

With the introduction of Islamic Religion in Nigeria in the 14th century many Quranic schools have been in existence. The pupils in these schools were considered to be 'Almajirai' the corrupt word of 'Muhajirun' in Arabic meaning 'emigrants', who had left their homes in search of knowledge. (Fafunwa 1984:57). In this regard the students' parents are expected to accompany their children or send them along with money or grains and

and sometimes clothes as contribution towards the maintenance of the latter. While he remains with the 'Mallam' (Head Teacher), the 'Mallam' in turn is expected to feed, accommodate, and look into the general welfare of the pupils until they graduate from the school. Apart from learning the Quran/Arabic, the pupils in the Quranic school, just like the apprentice engage in other household work of the teacher like fetching water, compound cleaning as well as farming.

Based on that, it can be said that the current boarding system in our schools has some cultural and ethical influence of the society as they prevail in both the Traditional and Quranic systems of education. For example, apart from the regular school lessons boarding students engage in other domestic duties like sweeping, washing, and cleaning of school compound as a sort of training for household activities. Also, the recent change of school uniforms (in Katsina State) for female students from short-sleeve garment with head-tie to long trousers, long-sleeve garment and head-tie is mainly on ethical grounds, since the former was opposed by the society members.

2.2 BOARDING SCHOOL SYSTEM IN COLONIAL DAYS

2.2.1 Missionary Boarding Schools

Missionary activities in Nigeria's educational system dates back to 1842. (Taiwo, 1980). The boarding school was a feature of the mission house. It brought the children under maximum influence of the missionaries who selected the best of them for special training and positions of responsibility in the church.

In his studies, Musaasi (1986:159) considers some of the reasons for the establishment of boarding schools in Uganda. First, there was undoubtedly the English and the continental tradition of the boarding type of school. Second, the missionaries felt that it would be easier to

extend the influence of missionary effort. Third, there was, and remains the problem of transporting children from a much wider area if they did not have to return to their homes at night.

This is similar to the case of Tanzania's early educational system whereby the few who went to secondary schools were taken away many miles from their homes. According to the former president of the country J. K. Nyerere (1967) in Bowman et el (1971:30), "the students in the boarding schools lived in an enclave, having permission to go into town for recreation, but not relating the work of either town or country to their real life - which is lived in the school coumpound."

The situation in the two countries cited above correspond with the Nigeria's early educational system as well, especially when one considers the reasons why most missionaries preferred the children to live with them as boarders:

(i) "It would (hopely) make indoctrination total and complete;

(ii) It would guarantee regular attendance and systematic instruction.

(iii) It would encourage slave-owners who wanted to lighten their responsibility to do so." (Fafunwa, (1974:89).

Whereas in developed countries like New Zealand which as far back as 1895 had embarked on compulsory Education System for the country in which case the then Department of Education was paying the fare of children from rural areas who had to travel by rail to the nearest school and soon it granted allowances for road travel too. In instances where children had to board away from home a boarding allowance of 2^{s}. 6^{d} per week was paid, and this sum has been progressively increased to the figure of S (N.Z) 120 a year. In such ways the Education authorities gradually managed to get almost every child to school. (UNESCO, 1972:51).

This shows a great contrast between what foreign educators could offer to the African countries and what the government and its Ministry of Education could for its own people so as to encourage them to be educated as the case of New Zealand.

In essence, the missionary boarding system is aimed at preparing the students to concentrate fully on their studies undisturbed by outside influence of the society. Thereby isolating and providing them with all the essential learning and physical facilities such that they do not need to leave the school compound in search of them. This kind of enclosure do not give any chance for the students to engage in mischievious activities like sneaking out of the school compound, truancy and the like.

However, the early system of boarding schools introduced and initiated by the missionaries in African countries was such that offered for a few more aligned to the European pattern rather than that of the continent. In his further contributions Fafunwa (1974:90) has rightly indicated that children in boarding schools considered themselves superior to those who still remained in the village or town. They tended to shun the culture of their people, they preferred the music, dress, habits, food, art, etc. of the western world. The missionaries themselves, through their teachings and attitudes discouraged things African consciously or otherwise, they hoped to produce a group of people who were Nigerian only by blood but European in religion, thought and habit.

Fafunwa's perception of a culturalized pattern of missionary education is undoubtedly true picture of not only what used to obtain in the early schools, but also in the existing mission schools like Hill Chrest, Baptist and St. Murumba Secondary Schools in Jos, St. Louis Secondary School, Kano and St. Bartholomy, Wusasa Zaria. For instance encourage-

ment of low hair cuts and the prohibition of girls from hair plaiting; mode of students' dressing gowns or skirts and blouse as girls' uniforms; shirts and shorts for boys.

2.2.2 Students' Admission

There was no formality in recruiting the children into the early mission schools in Nigeria. Some of the pupils were brought by their parents or relations, others were ophans picked up at early ages while others were simply wards, (Taiwo 1980:8). According to Fafunwa (1974:89), many slave owners preferred to send their slaves to school instead of their own children, consequently many of the early educated Nigerians were ex-home slaves.

Whereas, the English system of boarding school was derived from the medieval practice of the sons of nobility being educated in the household of others, In England boarding schooling has always been associated with the governing elite. While in other contemporary countries like the Soviet Union and Isreal where residential education is used for absolutely more children than in the United Kingdom, boarding is not associated with the training of elite and takes different closed forms. (Blond's Encyclopaedia of Education, (1969).

Based on this, one feels that admission into the early missionary schools in this country did not reflect the English system of boarding per se, because at the initial stage most of the students enrolled were ophans, wards and ex-home slaves, as against the children of the Emirs and Chiefs. This was due to the fact that many parents were ignorant of the importance of their children being educated and were therefore reluctant in sending them to school, despite the 'free' tuition. Yet, "some priests and missionaries even went from door to door to persuade parents to send their children to school. Some parents insisted on being

paid by the missionaries, if they were to 'loose' their children to the mission house." Fafunwa, (1974).

2.2.3 Organization and Functions of the Schools:

As far back as the late 18th century, the missionaries had established a number of boarding institutions in Nigeria. These include, Hope Waddell Institute in old Calabar founded in (1895) and Girls' Boarding Institute at Greek Town. The former was a complex with tripartite functions and satisfactory boarding arrangement. In this boys' school there were 3 sets of classes - pupils, pupil teachers and apprentices following parallel but different curricular. The day of the pupils start from 5.30 a.m. to 9.00 p.m. Table 2.1 shows the daily routine of a typical Early Mission Boarding School in Nigeria.

TABLE 2.1

The Day of Pupils in a Typical Early Mission Boarding School of Nigeria

TIME	ACTIVITY
5.30 a.m.	The rising bell
5.45 a.m.	Prayers
6.00 a.m.	Biscuits
6.00 - 7.30 a.m.	Clearing the grounds, etc.
8.00 - 10.00 a.m.	Class lessons
10.00 - 12.00 noon	Household work
12.00 noon	Break fast
2.00 - 4.00 p.m.	Classroom lessons
5.00 p.m.	Dinner
6.30 p.m.	Prayers
7.00 - 8.30 p.m.	Preparation of lessons
9.00 p.m.	The retiring bell

Source: C.O. Taiwo (1980) The Nigerian Education System - Past.

From the outline of the pupils activities in the school, it shows that very little attention was given to academic work, barely four hours of academic coaching daily. In the Girls' boarding school of Greek Town the boarders numbered 25, with two Europeans in residence. The ages of the students ranged from 9 - 15 years; and the highest class was standard (iv), (Taiwo, 1980:26). This shows that at the initial stage only few females attended school even in the southern part of the country.

2.2.3 Financing the System:

Initially, there was free tuition in the missionary schools. Therefore the mission-supported the boarding schools by gifts from their home missions, friends and later from local church contributions. Some missions established funds to enable them to redeem slaves and then to feed, cloth and educate them. The gifts from abroad usually consisted of text books, copy books, slates, pencils, clothes, classroom equipment and money. (Fafunwa, 1974:90). While some missions used part of their salaries to meet the expenses of the boarding schools, (Taiwo, 1980:6).

2.2.5 Curriculum of the Schools

According to Taiwo, (1980:8), by the training of the missionaries and the societal policy, the education given to the children included manual training. In particular, the pupils in the boarding schools did some gardening and occasional farming around the house. For instance, at Abeokuta rice, maize and yams were planted, tended and reaped. Some of the pupils were taught skills like carpentary, brick-making, printing and masonry. The subjects learnt in the schools were mainly the 3R's - Reading and Writing (of English/Vernacular) as well as Arithmetic, all of which serve as aid towards proper acquisition of

Bible Knowledge.

Up to 1882, the Colonial Government did not pay any attention to the educational needs of Nigerians, and the field was entirely controlled by the missions. Thus, in the absence of an official or recognized Education Policy, there was lack of: common syllabus, standard text-books, regular school hours, schools were inadequately supervised interms of building, teachers, pupils and others. Central examination system was lacking, there was also lack of of uniformity in the conditions of service of teachers as well as inadequate financial support and control. (Fafunwa, 1974:92-3).

Hence, it is evident that the missionaries educational system just like the early quranic schools was far from being an organized type.

2.2.6 The Schools' Administration and Discipline:

Most of the mission schools were headed by European Missionaries. For instance, the Bonny Boys' High School in Benin City was residential and conducted under the supervision of an European Principal. According to Fafunwa (1974), "the missionaries were generally strong disciplinarians and they had abiding faith in manual labour and the road as a cure to all ills - idleness, laziness, slow learning, truancy, disobedience, irregularity of attendance and the like." Furthermore, Taiwo, (1980) mentioned that the children of Hope Waddell Institute were well disciplined, they showed good manners, and were of cheerful and healthy appearance.

However, today almost all the post primary institutions in Katsina State, and especially the female boarding school are being run by Nigerians who are mainly state indegines,. It is obvious that the students in these schools are not as disciplined as their counterparts in mission schools. This could be attributed to rapid increase in students'

population, lack of adequate learning facilities as well as inexperienced and untrained teachers in the schools.

2.3 GOVERNMENT's INTERVENTION IN THE EDUCATIONAL SYSTEM:

Until in the 1930's Nigeria's Education was almost being managed by the missionaries. However, when the Colonial Government began to show interest in the system, it participated actively by providing schools, encouraging local communities and voluntary agencies to provide schools, improved the quality and training of teachers, made provisions for better school buildings and more equipment, increased technical and agricultural education and adaptation in education. The Government also awarded grants to some mission schools and therefore exercised some control on that basis. Nevertheless there were still many non-assisted schools run by missions and private proprietors. (Taiwo, 1980).

"The early colonial administrators encouraged the building of Government Boarding Schools so that the boarders might be detached from the undersirable influence of the 'native towns' and their good character developed under continuous control and influence of a British School Master." (Edem, 1981:69). That notwithstanding, there were still very few boarders in the various schools in comparison to the number of Day Students, especially if careful analysis of the situation is made. For example, by 1912 all the 67 students of Kings College Lagos (which was a government school) were Day Students, thus the school started off as a day institution even though with boarding arrangements closely. (See Table 2.2). It also follows that the 5 assisted schools with a total population of 598 students, had only 29 students as boarders. While in the non-Assisted Schools, there were 39 boarders and 382 Day Students. The tuition fees in King's College ranged from £12.00 per annum for the

highest, While in the Assisted Schools the fees ranged from 10s 6d to 30s per quarter. (Taiwo 1980).

This indicates much higher school fees in the Government School in comparison to the Assisted. No wonder therefore, that many people then preferred to send their children to Mission Schools rather than to the Government owned schools.

TABLE 2.2

NUMBER OF DAY AND BOARDING PUPILS IN SOME SECONDARY SCHOOLS BY 1912

	Secondary Schools, 1912	Day Pupils	Boarders	Total
	Government School			
1.	King's College, Lagos	67	-	67
	Assisted Schools			
1.	C.M.S. Grammar School Lagos	152	2	154
2.	C.M.C. Girls' Seminary, Lagos	155	14	169
3.	St. Gregory's Grammar School (RCM), Lagos	71	-	71
4.	St. Mary's Convent (RCM) Lagos	24	-	24
5.	Hope Waddell Institute, Calabar	167	13	180
	Non-Assisted Schools			
1.	Wesleyan Boys' High School Lagos	96	4	102
2.	Wesleyan Girls' High School Lagos	146	8	154
3.	New High School (Private) Lagos	76	1	77
4.	Abeokuta Grammar School (C.M.S)	62	26	88
	T O T A L	1,018	68	1,086

Source: C.O. Taiwo (1980) The Nigerian Education System: Past, Present and Future Nigeria: Thomas Nelson page.

of 218,618. (Fafunwa 1974:100).

However, despite the resistance of the Northern Emirs and the missionaries managed to establish some schools. The most su of the early missionaries were the American Missionaries of the S Interior Mission, and the United Missionary Society. They estab schools in several areas, such as Igbamina in Ilorin Province, Ya Kabba Province and around Jos in the Plateau Province, by the 1900. (Babajama, 1962).

People then alleged that Mission Schools were places where went in as pagans and muslims and came out as converted christ To prevent the wholesale conversion of muslims to christianity, t muslims especially the Emirs refused to send their children to ch schools. (Fafunwa 1974:100).

In his report of 1905, Sir Frederick Lugard advocated a sy Education for Northern Nigeria. Sons of Chiefs require to be ta boarders in the school or college established for that purpose, w they would receive primary education and be brought up at an a phere of loyalty to the king, and imbibedwith ideas of truthfulne honesty, so that the next generation of native rulers may be enl

(Fafunwa 1974).

The point worth noting, is the fact that the missionaries ar
nial Masters of the North were mainly interested in educating th
children of the society rather than the common man, which has
relationship with the early system of boarding schooling in Engl
Had the early Western Educators brought a secular type of educ
the North as opined by Fafunwa (1974), they would have been a
succeed in educating the 'royal families' and consequently the w
society.

Nevertheless, later in the years the missionaries establishe
recognized boarding institutions in Northern Nigeria. These inc
St. Louis Secondary School Kano opened in 1951 by the R.C.M.
(Ozigi 1981), former Queen of Apostle Kakuri, Kaduna and St.
Secondary School, Jos. The Government Schools were the Nasa
schools at Kano and the provincial schools at Sokoto and Katsin

2.5 Organization of Boarding Schools in the Defunct North Central/Kaduna State

According to Edem, (1980:69), three types of boarding sys
were practised in African Schools - the hostel, the cottage and

integrated. In the 'hostel system of boarding' accommodation is provided at the school to the pupils who come from a considerable distance and the boarding students enjoy the services of a full-time boarding staff. Whereas 'the cottage system' makes no provision for the appointment of a full-time boarding staff. Instead the school finds accommodation outside the schools for the students, laundry and other services. While in 'the integrated system,' boarding facilities are made available on the compound and the students are under the supervision and care of the principal and his staff who control their inside and outside activities and assist them to organize their feeding, laundry and other services.

In England boarding schools exist mainly to serve the needs of those who cannot conveniently return home everyday, or have no real home. The typical English boarding school has few day pupils or none. However, only a minority of English boarding schools are part of the public preparatory school system, while the majority of them are private - even though the minority has most of the pupils since public and preparatory schools proper are on average much larger than their imitators. (Kerr 1960:217).

The distinctive feature of these schools is that they do 3 jobs instead of one:

(i) They are schools giving the same instruction as the corresponding state schools and often giving it more efficiently;

(ii) Their headmasters and housemasters, and to a lesser extent their other staff, act in 'loco parentis' often again more efficiently as they are more intelligent and more experienced than many parents.

(iii) The school itself acts in 'loco reipublicae,' it tries to do what is done for day school pupils, and much else what cannot be done for them by the community at large.

It gives them theexperience of self-government not in most cases, of a democratic type but closer in spirit of feudalism, and the opportunity to join and if need be to create a great number of societies or clubs. It also brings together more than is possible in any local school boys from many parts of the country, of the common wealth and sometimes of the world. (Kerr, 1960:219).

However, in Nigeria's Educational System and particularly in the former Kaduna State, most boarding post primary schools seem to operate the hostel system of boarding as described by Edem, (1980). This is because they contain boarding facilities like students' dormitories, kitchens and dining halls. Staff quarters are also made available within or close to the school, so that students activities can be monitored and supervised promptly, as scheduled. Also their attitudes, interests can be observed, controlled and or assessed as the need arises. Other supporting staff like the matrons, cooks, stewards, labourers and security guards contribute immensely towards the smooth running of the boarding schools by carrying out various functions and tasks. For instance, supervision, guidance and control of students activities and movements, cooking and serving their food, compound cleaning and guarding students, staff and their property.

The distinctive feature of boarding schools in England is also not far from that of Nigerian schools. As observed, boarding students are closer to their staff than their day counterparts. It is therefore expected that boarding students have ample time for lesson and preparation of lesson attendance, better material resources such as Library, Laboratories

and filmshows, as well as more regular assistance from teachers and students. These schools also provide the general students body the opportunity to join various clubs and societies either academic or non-academic. Furthermore, through the appointment or election of school prefects, class representatives and others, the students are privileged to experience self-government.

In his study (Wynne 1980) described the set up of a Chicago public school, which is sub-divided into four separate areas each allocated to a separate students' 'house.' Each house area contains a lunch room, study area and locker room for its students. Each house also has its floor and furnishing colored a common color, for instance, purple house students are assigned to houses as they enroll in school and they generally stay in the same house for their four years. Thus each house contains a cross-section of the school population. One assistant principal, a counselor and some teachers are assigned to a particular house and efforts are made to stimulate continuing contacts among the students and faculty house.

Similarly, in his contribution Edem (1980:69), suggests that effective operation of a boarding system requires that the boarders are divided into manageable groups of varying academic abilities, atheletic skills, ages and class levels and assigned to 'houses' supervised by house masters who are appointed to look after each house. The housemaster with the co-operation of the pupil leader or prefect(s) maintains order, enforces cleanliness and sanitation, encourages members to participate in school competitions and house activities, and holds house meetings.

However, the boarding school system of New Zealand do not suit or match with the schools under study, as the cottage boarding system do not actually operate in our post-prinary institutions. While there is

some relationship between the Chicago school and boarding schools in this state in terms of house-colors and assigning students in various hostels. For instance, in many Nigerian post primary schools, students' hostels are tagged with various colors - Red house, Yellow house and so on and the students assigned to respective hostels are expected to wear house dresses that correspond with their house colors. Yet the Chicago school being in a more advanced country is undoubtedly more organized than our schools, especially as regards the number of staff assigned to a house - 'an assistant principal, counsellor and some teachers.' This could be attributed to high level manpower development in the school system, which is the reverse in our case. Hence in our school system only one house-master or house-mistress is assigned to a house, and is normally assisted by his/her prefects, as clearly pointed out by Edem (1980).

Boarding schools in the former North Central State and later Kaduna State were initiated by voluntary agencies with the establishment of Mission Secondary and Primary Schools such as St. Ann's Primary School Kaduna, St. Peter's College Kaduna and St. Paul's College, Wusasa, Zaria. The students in these schools were strictly confined to the schools environment under close supervision of school principals, teachers and other non-teaching staff. They were permitted to leave the school compound only on outing days, on parents' requests, on sick grounds or for school activities like inter-school sports or debates. Except on special cases parents or guardians were allowed to visit their children once in a month in the female schools, whereas, boys were allowed to go to town(s) twice in a week Sundays and Fridays for their religious worships. While the female christian students were allowed to go to Church on Sundays.

2.5.1 Financing Boarding Schools in the State

Later developments showed that enlightened parents used to pay exhorbitant school fees to support their children's education in the mission schools. While in the Government's Schools education was virtually free. However, with Government's take over of all missionary post primary schools in the state, in Aprial 1972, the former began to take full control and management of the institutions, "with the primary aim of offering comparable facilities and opportunities to all teachers and students in the state." (Kaduna State Ministry of Information (1972). The Government also established new institutions like G.G.S.S. Soba, Kankia and Malumfashi in 1968, 1969 and 1971 respectively. Until 1972 the former North Central State Government through its Ministry of Education provided the students with free accommodation and beddings, feeding, uniforms, transport money, text-books and free tuition, (New Nigerian, 16th July, 1983) especially in Teachers' Colleges and Craft Schools.

As time went on, the then State Government in its New Educational Policy and System of School Fees of 1973, introduced a 'Sliding Scale System' of school fees payment in all post primary schools in the state, with effect from 1st January 1972. The then State Commissioner for Education, A. Hassan Rafindadi,introduced the policy stating that there will be uniform school fees irrespective of whether a school or college is owned and run by Government or a Voluntary Agency. New rates of fees are now to be charged in both Government and Voluntary Agency post primary institutions based on the sliding scale system (ranging from £2.00 to £126.00 per annum). While a fee of £30.00 flat should be charged in respect of each student from outside the state attending either a Government Teachers' College or Technical Secondary school in the state.

2.6 Administration of Boarding Schools in the Former Kaduna/Katsina States:

Campbell et el (1966) in Adebayo (1975:21) declared that "educational administration occurs in a school community and consists of facilitating the development goals and policies basic to teaching and learning; and procuring and management personnel and materials to implement teaching and learning." It is therefore obvious that the concept of administering boarding schools is a relatively broad phenomenon especially when one considers the fact that there are various sets of post primary schools operating the system, Grammar, Comprehensive and Commercial Secondary Schools, as well as Science, Technical and Teacher Training Colleges respectively. Moreso, no two administrators manage their institutions in the same way. Based on this, the researcher intends to highlight what generally prevails in the administration of boarding schools in the former Kaduna State, with specific reference to the roles of the Principals, Teachers, Students, School Board and the Community (Parent Teachers Association). Attempt will also be made to discuss some of the prospects, issues/tasks as well as consider few advantages and disadvantages of the system.

2.6.1 Roles of the Principals in Boarding School

In their contributions Edmonson et el (1948) in Adebayo (1975:22-3), have outlined some 15 principles of School Administration as follows:

(1) Good health, social efficiency and character development are the basic determinants of all secondary school administrators.

(2) In educating the adolescents, the curriculum is a means of pupil growth, not an end in itself.

(3) In all phases of secondary education, the individuality of students and faculty shall be conserved.

(4) The secondary school organization shall be so perfected as to utilize maximally the time and energy of every member of the organization, as well as the material equipment of the plant.

(5) The secondary school organization shall also be so planned as to allow all members of the staff to function as co-ordinated parts rather than individuals.

(6) Democracy of procedure demands that both faculty and pupils have a large part in the determination of all policies and programmes.

(7) The delegation of authority shall be commensurated with the assignment of responsibility.

(8) Efficiency of procedures necessitates that the special capacities and limitations of all workers be considered in co-operative undertakings.

(9) In a co-operative programme it is essential to define the functions of each unit to prevent over-lapping.

(10) In all major administrative decisions, in the secondary schools, the matter of relative value enters as a determinant.

(11) Consideration of the school as a whole shall be the guiding principle in the determination of relative value.

(12) All administrative policies and pgorammes shall be consistent with the underlining philosophy of the school.

(13) The spirit of work of the organization shall be such as to encourage and provide for the professional growth of the staff.

(14) The principal and his staff should keep the superintendent, the Board of Education and the general public informed of the policies, programmes and achievements of the school.

(15) The whole spirit and morale of the administrator should be

fundamentally optimistic in its outlook and constructive in its policies and procedures.

Based on the enumerated principles, there is every evidence that the roles and tasks of the school principal (especially in the boarding system) are so wide and gigantic that they need the co-operation and involvement of every member of the school community. However, the specific duties of the principal vary from school to school depending on the size and organization of the institution, as well as its tradition, and population of staff and students.

The principal as the Chief Executive of his institution is directly answerable to the parent Ministry of Education and/or to the Zonal Directorate of Education as the case demands. As an employee of the State's Ministry of Education he is expected to keep the Ministry fully informed of the major happenings of the school on regular basis. These information include monthly Returns of Staff strength and students' population as well as the number of additional staff as required in specified subject areas. Also copies of minutes for important meetings like the Parents' Teachers' Association (P.T.A) the college Advisory Boards as well as copies of special speeches and addresses delivered on such occasions like Annual Speech and Prize Giving Ceremony, should be forwarded to the Ministry. Earlier on, invitation letters should be sent to the Ministry, for the authorities to send down delegation/representatives. (Former Kaduna State M.O.E. 1982).

In the school community, the Principal as the sole head is responsible and accountable to all what goes on in the Institute. As an 'overseer' he is concerned with the planning, organising, co-ordinating and evaluating all the school programmes and activities towards the accomplishment of educational objective and goals. As the Chief

Executive of the school he translates educational policies, plans and programmes into meaningful forms, then directs and guides their implementations into reality. Musaazi, (1982).

In this regard, the principal has to deal with the teaching and non-teaching staff, pupils and members of the public. He is concerned with the quality of instruction as well as the staff and students welfare. He guides the moral and spiritual tone of the schools and also maintains discipline and good human relations with people, he also has financial responsibilities of the institution. (Ozigi, 1977:12).

The school principal is also expected to play significant role in the development and training of his staff as laid down by the Ministry's regulation, through in-service training, organized seminars, workshops and conferences in and outside the school. This would henceforth lead to improved quality of teaching learning situation and consequently the achievement of educational goals.

It is certain that in a complex organization like the boarding school, the principal cannot administer all the activities alone, otherwise it results to inefficiency of task performance and consequently chaos in the institution, Ozigi (1977:13). Based on this fact, the former Kaduna State Government in its White Paper on Discipline in post primary institutions in the State (1981), approved the composition and functions of the following and any other committees that would enhance participation and communication within the school system:

(a) "Students' Advisory Council

(b) Prefects Council

(c) Academic Board

(d) Staff meeting

(e) School Advisory Board

(f) House meeting

(g) Food Committee meeting."

It is therefore part of the administrative leadership roles of the principal to delegate responsibilities to his subordinate staff and students through effective organization, co-ordination and supervision of the various functions. A number of duties are delegated to such staff like the following:

Vice Principal

Bursar

Heads of Departments

House Masters and Mistrsses

Games Masters

Patrons of Clubs and Societies

Foodmasters

Responsibilities are assigned to the staff based on the available schedule of duties from the Ministry/Zonal Education Directorate, or out of the school head's personal initiative and experience which are usually based on the personality and experience of the staff information of assigned responsibilities are communicated to the staff through staff circulars, at staff meeting or general assembly or through the school's bulletin boards.

In his study Lipham (1960) quoted by Adebayo (1975) used attitudinal instruments and interviews to determine the personal variables related to the judged effectiveness of public principals. He found that effective principals in large school system were:

(a) Inclined to engage in strong and purposeful activity.

(b) Concerned with achieving success and higher status.

(c) Able to relate well to others.

(d) Secure in their home and work environment.

Whereas ineffective principals were:

(a) deliberate and pre-occupied with speculative meeting.

(b) satisfied with present status and achievement.

(c) loothe to work with teachers but anxious to assist children.

(d) highly dependent on others for support.

(e) likely to exhibit strong emotional reactions in upsetting situations.

This study connotes that the delegation of duties to other subordinates is just apart of the principal's roles. For him to carry out his duties satisfactorily the principal needs to possess qualities such as intelligence, hardwork, patience, tolerance and helpful to others. Musaazi (1982).

The principal, occasionally gets invoved actively in school activities - for instance, classrooms' and hostels' weekly inspection, class-teaching, attending classes to observe teachers especially those on teaching practice for the purpose of evaluation reports.

2.6.2 Roles of the Teaching Staff in School Administration

Teachers have vital roles to play in the management of school activities towards the achievement of educational objectives in the system. Usually, the assigned roles are based on the individual teachers' experience, qualifications, talents and interests. Also the delegation of such responsibilities depends to a greater extent on the principals leadership quality as well as the tradition of the various institutions. The major tasks of the respective teachers in the boarding school system include those carried out by the following.

2.6.3 The Vice Principal

The duties of the Vice Principal in the boarding school require that he takes full authority and control of the institution in the absence of the principal. In smaller schools, the principal is assisted by senior teachers in carrying out certain duties like students admissions, registration of new and transfered students, allocating them to respective classes and hostels. While in bigger institutions, the functions of the Vice Principalship are assigned to two persons, j.e. Vice Principal (Administration) and Vice Principal (Academic).

The major duties of the vice principal include assisting the principal in the general administration of the school which could take the form of general registration and transfer of students; conducting Assembly in the Principal absence. He/she is also responsible for students' discipline and welfare, issuing exit permit to students who are travelling or leaving the school on genuine reasons. He keeps up to date school records and registers; takes charge of supervising regular lessons as well as preparation of staff and students' duty roster and school time table. He conducts hostels and classrooms inspection and acts as secretary to the school Advisory Board and Parent Teachers' Association Meetings. He also carries out other functions such as general supervision cum arrangement for special occasions in the school, for example, Inter-house Sports Competition. (Ozigi (1977), Ajani (1981).

The vice principal can in turn delegate some of his duties to other teachers whenever he needs their assistance. For instance, senior teacher, Academics, along with some teachers can take charge of the school time-table while the Vice Principal supervises.

2.6.4 Heads of Departments in Boarding School

Various Heads of departments have roles such as:

Responsibility for a subject or group of subjects. For example, the Head of Department for languages is responsible for the performance of staff and students under his departments who offer courses like English, French, Arabic and Vernacular. He therefore not only supervises, co-ordinates and evaluate the performances of the individual teachers but also ensures that proper academic records are well kept.

In general, the Heads of Departments are responsible for curriculum development, perform supervisory and advisory functions within the department and has responsibility for the ordering, maintenance and storage of departmental equipment (Ozigi 1977:23). He also liaises with other departments for any possible assistance.

2.6.5 House Masters/Mistresses

The following duties are usually carried out by the staff in-charge of various hostels: They are responsible for the discipline, welfare and general well being of the students in the dormitory and ensure that the prefects of the houses carry out their duties in an effective and fair manner, particularly with regard to roll-call, bed-check and cleanliness of the apartment. They keep up-to-date records of individual students in the hostel. Ensure cleanliness and healthy conditions of the hostels and surroundings; they also make preparation of the dormitories in readiness for weekly inspection. (Ajani, 1981). Furthermore, they take charge of issuing clinic permit to sick students and counselling to the students in their respective hostels.

2.6.6 Form Teachers

Respective form teachers are in-charge of the following functions:

General welfare, discipline and hygiene of the students' classes and surroundings keeping up-to-date records of pupils attendance in the respective class registers.

Appointment of form captains, compilation of termly report booklets for the students, as well as other records. Collection and distribution of transports money (from the Bursar) to the students at the end of every term. Collection and distribution of students' stationery class furniture and equipment (schedule of duties for teachers, W.T.C., Katsina 1985).

2.6.7 Kitchen/Food Master

The following are some of the duties of the Kitchen Master, in addition to his primary assignment of teaching.

He monitors and supervises the supply and distribution of food items;

Supervises the cooking and serving of students food;

Inspects and ensure good sanitation of the school kitchen as well as efficient management of foodstuff and kitchen utensils.

However, according to the then Kaduna State Governments' White Paper on students' Discipline in schools (1981), food matter should be the concern of the whole school community.... and in this respect food committee should be established with principals and local representatives as members. The principal and the staff on daily duty should occasionally eat with the students so as to ascertain the quality and quantity of cooking and supervise good table manners. This to some extent would influence the students in good eating habit as well as promote student-teacher-relationship within the school system and in the community.

The Paper further indicates that the government would make efforts to privide enough Dining-Halls for schools to enable the school authorities enforce discipline and good table manners. But where dining halls exist already, the school authority should see that food masters, matrons and duty teachers actually supervise the students properly.

2.6.8 Patrons of Clubs and Societies

These are appointed teachers responsible for the smooth running of the various clubs and societies in the school. They perform various functions as follows :-

Provide adequate publicity/information about their respective clubs and societies based on the stipulated school goals. Register interested students into the respective clubs and societies of their choice. Co-ordinate the activities of the clubs and societies during meeting, displays and other presentations. (Ajani, 1981).

2.6.9 Games Master/Mistress

Responsible for the organization of games and athletics as well as students' coaching. He takes charge of purchasing equipment for sports (Ozigi 1977:30); he also participates in organizing inter-school and Zonal Sports' competitions with other schools.

2.6.10 Roles of the Non-Teaching Staff in the Administration of Boarding Schools

This category of staff perform varied tasks necessary for the effective functioning of the school system. Some of them perform essential services of specialized nature; others are more routine. For instance, the cooks and stewards have to prepare and serve meals to the students; the driver has to convey sick students and staff to the hospital, and other students to educational meetings and or activities. The messenger has to run errand for the school; the technicians have to operate and maintain the school plants, the matrons take charge of students' welfare as well as supervise and guide their hostels' activities; the administrative assistants and the bursar have to deal with school finances and routine clerical duties. In large institutions, there may be other categories of non-teaching staff such as school librarians (who are sometimes assigned

to teach some lessons), lab and library attendants, clerical typists, carpenters, electricians and plumbers. (Ozigi 1977:33).

2.6.11 Roles of Pupils in School Administration

Students in various schools have varied organized pattern of getting involved in the schools' administration. The most common are the prefectorial and committee systems. In this respect, pupils are delegated certain responsibilities connected with the day-to-day life of the school. For instance, the organization and co-ordination of all sorts of extra-curricular activities like games, clubs and societies, or dealing with minor cases of discipline, taking responsibility for pupils' welfare, supervision of learning after school hours, arranging Advisory Services for junior pupils and checking attendance. (Ozigi. 1977:36).

In the prefectorial system, the Head-Boy or Head-Girl and a deputy are selected by the principal based on the staff's recommendation, or in a more democratic setting the general students' body is allowed to vote. The appointment of other prefects is usually done first by the students in the respective hostels and finally by the staff in a stall meeting, using the house mistress/master's and students' choice as guide. (The prefectorial). The prefectorial posts include: House Captains, Deputy House Captains and House Prefects. Others are prefects in charge of students' food, Games, Labour, Social activities, discipline, health and preparation for lessons (preps) respectively. Table 2.3 illustrates some boarding school activities in government institutions.

Whereas in the committee system the appointed committees of students are responsible for performing specific tasks and duties. For instance, a pupils' welfare committee may be responsible for pupils' food, health and personal problems. A Games Committee will have responsiblity of the organization and co-ordination of games, inter-house matches and

athletics. The House Committee may discuss specific problems and matters concerning each house, the prefects' committee may discuss general administration and policy; a staff pupils' committee provides opportunity for staff pupils' representatives to discuss matter of general and common interest to pupils. Others include social, form and discipline system functions depends to some extent, on the tradition of the institutions, quality of leadership and the support given to it by the administrator and the staff. (Ozigi 1977:37).

However, some schools operate a system of an elected school council whose members are democratically chosen by students of respective hostels and classes. The school council is a much bigger and more representative body of pupils than a committee. It is responsible for discussing a wide range of matters brought to its attention by pupils representatives. For example, it could discuss the quality of meals, the need to improve living conditions in the hostels, shortage of equipment, attitude of prefects, use of school uniform, the system of examination and assessment, staff duty roster and other aspects of school regulations. Senior Prefects are either members of the council or they are being represented. The Head Student usually preside over the council meeting. The minutes book is later passed to the principal for necessary information about the main points discussed and the action that is required to be taken. (Ozigi, 1977).

In Kaduna/Katsina States, the prefectorial system of students administration in the state boarding schools is most common while the council system is peculiar to Federal Schools such as Federal Government Colleges.

TABLE 2:3

A TYPICAL DAILY SCHEDULE FOR A GOVERNMENT BOARDING INSTITUTION IN NIGERIA AFTER INDEPENDENCE

TIME	ACTIVITY
6.00 a.m.	Wake up and wash
6.30 a.m	General Cleaning
7.00 a.m.	Morning roll call
7.20 a.m.	Class registration
7.30 a.m.	General Assembly
7.45 a.m.	First lesson begins
8.20 a.m.	Second lesson begins
9.05 a.m.	Breakfast
10.00 a.m.	Third lesson begins
10.45 a.m.	Fourth lesson begins
11.20 a.m.	Fifth lesson begins
12.00 noon	Break
12.30 p.m.	Sixth lesson begins
1.10 p.m.	Seventh lesson begins
1.50 p.m.	End of last lesson
2.00 p.m.	Lunch
3.00 p.m.	Siesta and relaxation
4.00 - 5.05 p.m.	Afternoon prep
5.15 - 6.30 p.m.	Evening activities
6.45 - 7.25 p.m.	Dinner
7.45 - 7.25 p.m.	Evening prep
9.45 p.m.	Roll call
10.00 p.m.	Lights out

Source: Albert O. Ozigi (1977) A Handbook on School Administration and Management London: Macmillan Education Limited, page 53.

2.6.12 Role of the School Board:

In Kenya's Educational System, the School Board, popularly known as the 'Board of Governors' (in the case of post primary schools) are the legal owners of the school and the care takers of the school property including finance. Thus, according to Mbiti, (1977:47) anything that affects the school plant such as construction of new buildings and any matter involving expenditure, must receive the approval of the board.

While in Nigerian situation, the School Board is being referred to with variety of terms: "the Advisory Board, the Board of Trustees, the Board of Directors" and others, Ozigi (1977:7). The writer further illustrates that most schools have statutory Boards with defined powers and specific responsibilities. For example, many school Boards have advisory functions; they advice the school principal on a wide range of matters like discipline, admission policy, development plans and budget. While some have the responsibility of appointing, disciplining and promoting staff, approving the school budget and initiating policy.

However, in the state under study, the school Board is popularly referred to as school 'Advisory Board ' and its main function is to offer advice, guidance and render assistance to the school principal in respect of effective administration of the institution. The boards also make further recommendations to the Ministry/Zonal Education Directorate on issues such as staff and students discipline, academic performance, school buildings and students uniforms, among others. (Katsina State M.O.E., 1988).

2.6.13 Role of the Society/P.T.A. in School Administration

The community in which schools are established have a number of important roles to play in order to promote effective teaching learning, unity and respect among members of the school and those of the community. These roles include:

Community's participation in decision making for schools which can be achieved through varied organized meetings of the Parent Teachers' Association, for discussions and finding solutions to pressing issues affecting the schools, for instance students' indiscipline, inadequate teaching staff and facilities.

The community can also make physical, financial, and material contributions to the schools as aids towards the provision of good education for their children. For instance, through the P.T.A. community members can organize 'Community Self-help' programmes like building more hostels, classrooms, toilets and mosque/church for the schools. They can also provide water, electricity and school bus for the staff and students' use. While in some situations, the community may have to provide funds for running some of the schools services such as payment of daily workers, settling schools' outstanding bills, repairs of furniture and so on.

Commercial organizations such as industries, factories and media houses can also help the schools to develop some educational programmes, by providing them with, for instance, research grounds, materials and other useful equipment.

Besides that, the community is expected to give moral support to the school by participating in various school activities like prize giving ceremony, sporting activities and school exhibitions.

2.7 ISSUES/TASKS OF THE BOARDING SCHOOLS

2.7.1 School Discipline:

The main problem affecting Nigeria's boarding schools in general and in the former Kaduna/present Katsina States is the issue of indiscipline among staff and students, for example, truancy, stealing, disrespect to school authorities, breaking bounds and disregard for school

rules and regulations. These and many others hamper learning progress and consequent failure in the achievement of educational goals.

According to Bernard and Lawery's (1963) in Adebayo (1975), discipline in a narrow sense denotes the keeping of order in the classroom and elsewhere in the school; but more widely it denotes the capacity of self-control which should be the outcome of the training the school provides. Some of the factors that promote discipline in the school system were out-lined at a seminar on Secondary Education in the former Mid-Western State, Benin in 1968. "These include principals ability to discipline himself and his staff; fair treatment of staff and pupils: provision of essential services - qualified and hard-working teachers; good and adequate accommodation; equipment; sports; beddings and textbooks; food; payment of staff salaries; co-operation from staff; good relations with the ministry and Board of Governors." It was a general consensus that if any of these good qualities is deficient in a school the pupils may display acts of indiscipline.

Eventhough the factors outlined in the seminar earlier quoted appear to be 'School Administration-Centred,' hence, one feels that there is too much demand on the school authorities and their staff, they are expected to give the best, while the students and their parents as well as the general society stay aloof. It is therefore expected that the school and society should co-operate meaningfully towards providing efficient educational services and guidance to the students. Thus "the 'good relationship' of the school with the Ministry and Board of Governors" should also be extended to the society in general.

According to the former Kaduna State Government's White Paper on students' discipline in school (1981), some of the disciplinary measures taken by school principals and staff in order to curb the high level of students indiscipline to the lowest include:

1. Heart-to-Heart talk
2. Dressing down/Reprimand
3. Sweeping
4. Cutting of grass/wood
5. Hoeing
6. Fetching water
7. Planting trees/flowers
8. Digging Holes
9. Washing toilets
10. Demotion
11. Decapping (if a prefect)
12. Warning
13. Gating/detention
14. Payment of damages
15. Signing of undertaking to be of good behaviour
16. Transfer to other schools
17. Corporal punishment
18. Summoning parents/guardians
19. Dismissal.

On this basis the paper adds, punishments should be properly supervised. All student offender(s) should be notified that if there is no improvement in his/her character the bad records would appear in his/her testimonial or School Leaving Certificate when leaving the school finally. Also parents should be kept informed of their children's misbehaviour by recording such in the students Terminal and Annual Reports which should be sent directly to them and not to be given to the students.

However from experience, the idea of posting students' reports to their parents have proved to be unsuccessful in the states, over the years.

This was attributed to many factors such as the poor postal system in the country, Parents transfer and their failure to furnish the schools with up-to-date addresses and complete ignorance of many parents/ guardians about the objectives of the system, as well as lack of interest of some parents towards their children's education.

It has been observed that Nigerian students in Voluntary Agency post primary schools are more disciplined than their counterparts in Government Schools. However, even in the Voluntary Agency Institutions the school authorities are often forced to take drastic disciplinary measures to curb out misbehaviours. For example, some three final year students in the Anglican Women Teachers' College Benin, had their hair completely shaved at the schools Assembly after they were reported to have sneaked out of the boarding house to have their hairs dressed in preparation for Easter Celebration thereby breaking the schools rule and regulation which forbade them from dressing their hair and leaving the school without permission respectively. Also twenty other students who were found to have been guilty of habitually sneaking out from their hostels to town without permission had been black-listed and barred from enjoying all boarding facilities in the college. (Daily Times, 8th April, 1983).

However, according to the former Kaduna State's Government release of (1981) the following offences should warrant students' dismissal from school, and only with the approval of the Governor:

(a) "Voilent assault resulting in physical injury

(b) Rape

(c) Arson

(d) Sale, distribution or consumption of dangerous drugs and hemp

(e) Homosexuality

(f) Illegal pregnancy

(g) Persistent acts of serious theft

(h) Persistent acts of gross indiscipline."

Principals power to suspend students according to the regulation was thereby restored, and they shall refer all serious criminal acts to the police.

In all cases of illegal pregnancy, the school authorities and the Ministry of Education shall investigate and establish the male person responsible. If it is another male student he shall be summarily dismissed (from school). If he is in Kaduna State Civil Service, Local Government Service or Parastatal he shall be summarily dismissed. If he is not in any of these it shall be treated as a gross act of misconduct and reported to his employers. if any or be made subject to Criminal Prosecution. The service regulations and the Education Law shall be revised to provide these sanctions.

Yet, despite the strict measures taken there is continuous increase in the rates of illegal pregnancies and consequent miscarriages and abortions among female students in general.

2.7.2 Students' Feeding

As a result of rapid increase in the students population especially in the early 80's when the U.P.E. products qualified for admission into Post Primary Schools, some State Governments found it very difficult to provide feeding to the students in their respective states' schools.

For instance, Nine (9) Post Primary Institutions in Borno State, (with students population of 68,000) were forced to close down almost a month earlier than the scheduled closing date, due to lack of funds to feed the students. The State Government was accused of failure to settle the claims of food contractors totalling 9.2 million Naira, and this led the contractor to withdraw their services. Shortly before the closure of the

institutions, students of the nine schools staged violent demonstration in protest against inadequate feeding. (New Nigerian, 21st June 1983).

Similarly in Bauchi State, 28 post primary institutions remained closed after about three weeks of the scheduled resumption date, because the schools' contractors had failed to supply food to the schools. (Nigerian Standard 17th May, 1983).

Meanwhile, Government Secondary Gboko in Benue State was closed down indefinitely as a result of students' rampage over feeding - the school authority they alleged had refused to allow pupils who did not pay their feeding fees to eat with other students. (Daily Times 20th June 1983).

Even in other countries like Uganda, the costs to the government for feeding and housing boarding students of secondary schools have continued to rise over the years. Some people were of the opinion that if boarding schools are to continue to exist, they should practise the principles of self-reliance, whereby the schools possibly establish agricultural projects especially in rural areas. While those in urban areas should initiate some productive activity to offset costs, such as poultry raising, furniture making and toiloring (Musaazi, 1986).

While in Zambia, boarding schools existed mainly in rural areas, and nearly all post primary schools in urban areas were day schools. (Mwanakatwe, 1968). This is viewed to be a means of reducing educational expenses by the government as well as easing the hardships of children from rural areas, especially as regards long distances from their homes to school.

These are certainly some of the measures that need to be considered and applied in the Nigeria system of education, especially by those who prefer to operate the boarding school system.

2.7.3 Studnets' Accommodation

In the 'good old' days when education was preserved for the privileged few, schools like Barewa College Zaria in the 1950's had a total of only 250 students from forms 1 - 6. However, today education is meant for 'all citizens,' as a result the students population have increased rapidly. For instance schools like Government College Kaduna erolled notless than 2,010 form 1 intake for the 1983 session. (New Nigerian 6th July, 1983).

On this regard it would be very difficult for the schools to manage basic facilities like hostels, toilets and classrooms among others, that are designed for an optimum of 1,000 students per school; as indicated in the state's white paper. Hence, it is difficult for the school authorities to exercise control on the students, because these students can not be checked on their beds or on their seats in the classrooms, since not all of them have one. All these constitute a great number of problems to the teachers and students as well, since effective teaching-learning situation can not take place in congested and uncomfortable atmosphere.

It is also obviously difficult to administer effective discipline in this type of environment, even though the "Government is aware of the fact that the inadequacy of physical facilities in schools is one of the conditions making for indiscipline and is reviewing the financing of education in the state with a view to producing adequate and necessary funds for the facilities and their maintenance." Kaduna State White Paper on Students' Discipline in Schools (1981).

2.7.4 School Fees

Despite the fact that parents pay some amount of money as school fees for their children's education, however such amount is negligible when compared to the governments' expenditure on education. For instance in

the former North Central State's First Development Plan (1970-74) the sum of £9,142,000 was budgeted for education, that was about 30.8 per cent of the state total expenditure. While Parents were asked to pay maximum amount of £126.00 and £60.00 as school fees for three children for Boarding and Day Students respectively, and a minimum of £3.00 and £2.00 on that regard. (New Policy on Education and New System of School Fees (1973). For the Fourth National Development Plan (1981-85) Kaduna State Government spent N255.2 million Naira (Adesina, 1980).

Yet, parents often express dissatisfaction with any move made by the government to increase school fees. For example, when the former civilian government of Kwara State increased the students' fees to N140.00 per term, appeals were made to the government to cut down the fees, for instance, the appeal made by the States Students' Union of the Federal Polytechnic Bauchi. (Nigerian Herald, 21st December, 1982).

2.8 Advantages of Boarding Schools

Boarding houses provide opportunities for the pupils' personal growth, development and social integration; they become closely involved in the life of their boarding houses and therefore develop community spirit which is an important part of their education.

Such schools are also convenient for pupils whose homes are far from their schools, who may find it difficult to get suitable accommodation near the schools and who may be too young to fend for themselves.

The boarding institutions provide reasonable security and protection for pupils which is obviously a necessity for girls and younger pupils.

While some share the opinion that boarding houses help staff and pupils to communicate more easily and faster with each other than the situation in Day Schools.

The schools also provide employment for ancillary workers such as cooks, stewards, matrons and others. (Ozigi and Ocho (1981).

Other people feel that these schools help students to concentrate more on their studies and also make school authorities share with parents the heavy burden of maintaining and training their children. (Nigerian Herald 15th October, 1983).

In other developed countries like England, boarding school system is considered to be of benefit because more regular hours are kept and a suitable diet can be enforced. This improves health, attendance and attentiveness in class and producing a higher standard of play in all games. For instance, Woolver Stone Junior XV composed exclusively of boys who had never played Rugby before, yet won all ten matches in the first season of its existence.

In these boarding schools, homework and preparations for lessons can be properly supervised in classrooms, and this results in improved academic performance. Boys whose parents were not taking much interest in their up-bringing gain from being in the hands of properly qualified and conscientious educators for two thirds of the year. While those who caome from good homes still have their homes for one-third of the year and a good school for the rest of the time. (Kerr, 1960:220).

Due to their all-round nature of work, boarding schools produce better school teachers than their day counterparts, because the duties they perform are very challenging and inspiring.

2.9 Disadvantages of Boarding Schools

In spite of their obvious advantages, further extension of existing boarding schools or the establishment of new ones is bound to raise such problems as:

The high cost of their maintenance - Boarding schools contribute substantially (more than 60 percent) to the total recurrent cost of education. It has been argued that part of the money spent on the maintenance of

such institutions could be more profitably used in other areas of need like - getting more equipment for schools, building more classrooms and more schools.

A major cause of the frequent unrest among students has to do with their feeding and living conditions. This problem can be avoided of a policy of having non boarding schools is adopted.

In some African countries for example Tanzania, boarding schools are considered to be means of isolating students from the life of the community where the process of their adjustment to society becomes more difficult later because of the privileges they have enjoyed at school, resulting in their inability to appreciate the hard life of the common man and the less privileged. (Ozigi and Ocho (1981).

Others argue that the boarding system was a heritage of colonial education. It was initiated as an attraction for parents to bring their children to school thereby relieving them of some of the financial burdens of educating their children. They feel that in present day Nigeria, with a teaming population of school age children one cannot operate the colonialist system of education however success can be achieved through the willing sacrifice and contribution of the masses particularly parents and students. (New Nigerian 16th July, 1983).

Except in few cases like that of Zambia, boarding system encouraged the concentration of schools in urban centres. This the system can cater for a few in elite schools against the ever rising need for mass education. (Nigerian Herald 15th October, 1983).

The review of related literature has provided the researcher with insight as regards how boarding schools should be effectively managed towards realising worthwhile educational goals. A number of questionnaire items were drawn from the review, which enabled the investigator to make

comparisons between the ideal and prevailing situations in the schools. This consequently made it possible to draw conclusions based on the research findings.

2.10 Summary

In this chapter discussions were centred around the Organization, Administration and Functioning of boarding school system in Nigeria as well as few other countries. Brief history of boarding school system in the Nigeria's traditional societies, Quranic schools and in Voluntary Agency Institutions have been examined. Also focus was made on the Missionary Educational System in Northern Nigeria, as well as the Administration and Management Systems of boarding schools after the defunct North Central State Government's take over of schools from the missionaries.

Other aspects included the administration of boarding schools in Kaduna/Katsina States based on the prevailing systems of some other countries like U.S.A., Britain and New Zealand. On this regard certain administrative roles and expectations of the school community and the society were highlighted with relevant illustrations. These include among others - roles of the School Principal, teaching and non-teaching staff, School Advisory Boards, Parent-Teachers' Associations and the general community, in the smooth and effective administration of the school towards worthwhile educational goals. Finally, problems, advantages and disadvantages of the study were outlined.

CHAPTER 3

RESEARCH DESIGN, METHOD AND PROCEDURES

3.1 Introduction

The study investigates the administration and functioning of female boarding post primary schools in Katsina State of Nigeria. Under this section, details of research design, methods and procedures of data collection are indicated. Specifically, discussions are based on the following sub-items viz - population, instruments for data collection and methods of data analysis.

3.2 Population and Sampling Procedures

As at the time of this study, there was a total number of (8) female post primary schools in the state in the 1989/90 academic session. Hence the schools' principals, teachers, students and their parents/ guardians formed the population of the study. Considering the small number of the schools, sampling was not required, therefore all the eight boarding institutions were involved. Table 3.1 shows a list of the female boarding institutions in the state. These schools are mainly of two categories namely: Women Teachers Colleges and Girls Secondary Schools, except in the case of Women Arabic Teachers' College Dutsin-ma and Special Senior Secondary School, Sandamu, that have specialities in Arabic and science subjects respectively.

Table 3.1 : List of Female Boarding Schools; Students and Teachers population by 1990

S/No.	School	Location	Year Established	Total No Stds	Tchr
1.	Women Teachers College	Katsina	1963	1786	25
2.	Government Girls Secondary School	Malumfashi	1968	1400	51
3.	Government Girls Secondary School	Kankiya	1969	1298	44
4.	Women Teachers College	Kabomo	1976	1430	52
5.	Women Arabic Teachers College	Dutsin-ma	1982	1182	45
6.	Government Girls Secondary School	Jibiya	1982	1505	50
7.	Special Science Senior Sec. School	Sandamu	1983	171	21
8.	Government Girls Secondary School	Mani	1984	1196	27

Source: Department of Planning, Research and Statistics, Ministry of Education, Katsina State.

A combination of sampling techniques were used in the selection of sample for the study. First, the study was designed to include all school principals and the chairmen and vice chairmen of the respective parents teachers associations of the 8 schools. In which case, the whole population of the mentioned categories were taken. Thus, the study included 8 school principals, 16 parents teachers association (PTA) Executives.

Secondly, stratified sampling method was used in the selection of samples from the teachers and students population respectively.

3.3 Instruments for Data Collection

Three main instruments were used to collect data in order to ensure accuracy and validity of the information obtained. These were as follows:

(a) Questionnaires

(b) Observation

(c) Informal discussions.

3.3.1 Questionnaires

There were three types of questionnaires which were administered to the four groups of respondents. These are the "closed" type of written questionnaires that contained the Likerts 5 point scale (see appendix). Because the respondents differ in their status each group was given a specific types of questionnaires to respond to. For instance, the principals and teachers responded to the same type of questionnaires because they are directly responsible for the management of the schools. Thus their questionnaires contain the highest number of 40 items that deal with various aspects of the school administration, students discipline and academic standards. There are however common items for all the respondents especially those related to students discipline and academic performance.

3.3.2 Validation of Research Instrument

Some of the questionnaire items were drawn from the review of related literature while others were based on the discussions held with the Ministry of Education officials like the Director of Schools. Later the questionnaires were forwarded to the researcher's Supervisor who approved most of the items. Finally, the instrument used for the study was examined by the Panel of Internal Supervisors (at the proposal defence) who found it appropriate for use.

3.3.3 Observation

The researcher made a number of observations regarding the general learning environments. For instance, the researcher went round some of the students hostels, dinning halls and classrooms and had a view on the conditions of accommodation facilities and infrastructures, as well as the sanitation of the academic environments generally. Various interaction among members of schools community were also noted especailly

teacher-pupils interaction in the classrooms and the way the students relate among themselves.

3.3.4 Informal Discussions

In addition to the questionnaires and observations, informal discussions were held with the respective principal and vice principals. These discussions were meant to assist the researcher to establish a rapport with the schools administrators. Some of the issues discussed were those related to students' feeding, uniforms as well as discipline and students attitudes to work.

3.4 Method of Data Analysis

This study made use of the ordinal scale of measurement for the questionnaires which mean that the data were not normally distributed. Hence, only the non-parametric statistics was used for the analysis.

The assistance of a professional analyst was sought to compute and analyse the principals and teachers questionnaires using computers. In this regard the two-tailed t-test was applied to test the six hypothesis propounded for the study, as well as the significant difference in the opinions of the respondents on the different variables at 0.05 (95%) level of significance.

The second statistical test used was the Mean Weighing which made it possible to determine the level of the respondents agreement or disagreement on the respective variables. For example, a mean of 1.00 to 2.4 signifies simple disagreement while that of 3.4 to 4.4 indicates general agreement. These Means are based on the scale of rating in the questionnaire.

The third method used was the percentage presentation analysis aimed at testing the popularity of opinions of the respondents that is to say, the higher the percentage the higher the number of respondents who

show agreement, neutrality or disagreement on the respective items.

3.5 Summary

In the foregone discussions of this chapter, details were given about the methods and procedures of data collection and statistical methods of analysing the data. All the eight schools were involved in the study. Selection of samples from the parent population was based on the administrative functions and responsibilities of those selected. They include school principals and teachers, students and parents/guardians. Research instruments used include 'closed' type of questionnaire items, observation and informal discussions. The statistical methods adopted were mainly the t-test, mean and percentages.

CHAPTER 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

This chapter deals with the presentation, analysis and interpretation of the data collected through the use of the three sets of questionnaires. These questionnaires were administered to the four groups of respondents, that is; Principals, Teachers, Parents and Students. As can be seen in the appendices, the first set of questionnaires was administered to the principals and teachers; the second set was the parents' questionnaires and the third was meant for the students. A total of three hundred and thirty questionnaires were administered to the students and three hundred and twenty two (97%) were collected. One hundred and seventy four questionnaires were received from the principals and teachers out of the two hundred given to them, this represents (87%) return. On the parents' part, eleven questionnaires (68%) were returned out of the 16 sent to them.

The Principals and Teachers questionnaires were divided into four broad parts dealing with variables related to school administration, students' discipline, academic performance and the financial involvement of the boarding school system respectively. The Parents and Students instruments were divided into two main parts containing items relating to students' discipline and parental/students involvement in the general management of the boarding schools. Thus, the analysis of each set of questionnaires was done separately. Discussions are however based on the opinions of all the respondents.

Analysis of the Principals and Teachers responses was based on the use of the two tailed t-test and arithmetic means. The t-test was used to test the six hypothesis of the study. In this regard, when a

given calculated t-value is less than the t-critical value of 1.645 at a given degree of freedom (df), then the hypothesis is accepted at a 0.05 level of significance. Whereas if the given t-calculated value is greater than the t-critical value of 1.645 at a given degree of freedom (df) then the hypothesis is rejected at 0.05 level of significance.

The Arithmetic mean ($\bar{x}$) was used to determine the level of respondents' agreement or disagreement on the respective items. Thus a mean of 1.4 and lower indicates strong disagreement, that of 1.5 to 2.4 signifies simple disagreement. Whereas a mean of 2.5 to 3.4 stands for neutrality. A mean of 3.5 to 4.4. shows simple agreement and that of 4.5 and above indicates strong agreement.

In the analysis of parents and students questionnaire simple percentages were used in each case. Discussions of results were based on the general agreement or disagreement expressed by the respondents on each item.

4.2 HYPOTHESIS

This section deals with the presentation, analysis and interpretation of the 40 items in the Principals and Teachers questionnaire which constitute the six hypothesis to be discussed. The questionnaire, as shown in the appendix is divided into four sections. Each of the sections deals with a factor related to the effective and efficient management of the boarding schools towards the achievement of worth while educational goals. These factors include those related to students' discipline, academic performance, school administration and financial involvement of the schools.

The statistical method used in testing the hypothesis is the two tailed t-test with specified degree of freedom [df]. Thus when the t-calculated value is greater than the t-critical value, the hypothesis is

accepted at 0.05 level of significance respectively.

4.2.1 HYPOTHESIS ONE

HO_1:

There is no significant difference in the opinions of principals and teachers with regards to the effect of boarding school system on the moral standards of the students within and outside the schools. Table 4.1 illustrates the results of testing this hypothesis.

Table 4.1: Principals and Teachers views regarding the moral standards of the boarding students.

Respondents	N	DF	$\bar{X}$	SD	SE	t-cal	P	t-crit
Principals	7		15.43	3.51	1.3			
		171				1.22	0.27	1.645
Teachers	166		13.78	3.65	0.28			

As indicated in the table above, the calculated t-value of 1.22 is obtained, whereas the t-critical value of 1.645 is tabulated at 0.05 significant level with 171 degree of freedom. Since the t-calculated value is less than the t-critical value, the hypothesis which states that there is no differences in the opinions of principals and teachers regarding the effect of the boarding school system on the moral standards of the students is retained at 0.05 significant level.

This means that, the four items (items 1-4) of the questionnaire, which make up this hypothesis have all been supported by the respondents. Considering the first item for instance, it shows that both principals and teachers have generally agreed that boarding school system have minimized the issue of immorality such as illegal pregnancies among female students.

This general agreement may be due to the respondents' feeling that there are less cases of pregnancies among female students than before, specifically when the schools were operating the day school system. However, it is important to realize the fact that such minimal cases of pregnancies among boarding students nowadays is not enough guarantee to say that the students no longer indulge in sexual misconduct. Nevertheless it is possible that they avoid the risks of getting pregnant through the use of various family planning methods like contraceptives, especially now that the individuals level of awareness is daily being improved by rapid technological development.

It is also possible that even when the students become pregnant, they may not be easily identified because of rapid increase in students population, which makes it very difficult for the school authorities to arrange for regular medical examinations of all the boarding students. Such over population also makes it impossible for the people in-charge (Matrons, House mistresses and Form Master/Prefects) to have close observation of the individual students in this regard. All these provide enough chance for the students to even abort such pregnancies unnoticed.

Item two states that with the constructed walls around the female boarding schools thé problem of students' sneaking out of the school compound without permission have been completely eradicated. The principals' and teachers' responses correspond with the parents view on the issue, possibly because they feel that there are few cases of irresponsible acts like sneaking, since the students do not easily get access to the outer environment as it used to prevail when the schools were merely fenced with barbed wire.

It has been observed that the high wells around the schools serve as barriers between the school and the external environment. Hence the

walls provide additional security to both teachers and students, in that the boarding students are less exposed to public attraction, but with the wire-fencing around the schools, it was quite easier for the students to leave the school compound without permission.

On the issue of truancy and lateness, (item three) the Principals and Teachers just like the parents and students share the same view that cases of students' truancy and lateness to school have greatly reduced with the re-introduction of the boarding school system.

Boarding students unlike their day counterparts, are opportuned to be under constant and closer supervision of both teaching and non-teaching staff as well as school prefects who are responsible for checking and monitoring the students in various school programmes. For instance, house mistresses and matrons ensure that the students leave their dormitories promptly in order to attend to their lessons, games and other school activities punctually.

Regarding item four, the principals and teachers just like the parents/guardians may show support for the idea of phasing out the visiting days for many reasons. Perhaps the system contributes to further disciplinary problems like un-healthy competitions and stealing among students, since in most situations the school authorities find it difficult to control and monitor visitors movements within the schools due to their mass number. This makes it possible for even the unauthorised visitors to trude into the schools and provide the students with unapproved materials like electric gadgets, expensive materials, large amount of money and provisions.

4.2.2 HYPOTHESIS TWO

HO_2

There is no significant difference in the opinions of principals

and teachers regarding the effect of the boarding school system on the general discipline of the students. The table below indicates the t-values of the hypothesis testing.

Table 4.2: Views expressed by Principals and Teachers on the general discipline of the boarding students.

Respondents	N	DF	$\bar{X}$	SD	SE	t-cal	P	t-crit
Principals	7		21.71	3.55	1.33			
		164				0.12	0.91	1.645
Teachers	159		21.55	4.96	0.39			

Table 4.2 indicates that the observed t-value of 0.12 was calculated and a critical t-value of 1.645 was tabulated at 0.05 level of significance with 164 degree of freedom. In this case, the calculated t-value is less than the critical t-value, therefore the null hypothesis is retained at 0.05 level of significance. This result shows that all the five items which made up the second hypothesis have been accepted by the respondents. These items are considered one by one in the discussions that follow:

Item five of the Principals and teachers' questionnaire which is the first of the second hypothesis indicates that it is easier to control students under the boarding system of education than in the day school system. The preference of boarding school system over the day system on this regard could be because the principals and teachers can guide the students through acceptable norms and values of the school community without external interference from the society. In boarding schools, students are being guided by more established rules and regulations than in the day schools. For instance, with the help of various

channels of communications like schools bulletin boards, general assembly and organized meeting, students get adequate information about various school activities and schedules, which they are expected to abide by. Whereas in the day system of education, the few rules and regulations set by the schools often conflict with more established ones set by the home. This makes it difficult for the school to have adequate control of the students interms of physical appearance and behaviour, as well as attitudes towards school activities.

The principals and teachers' responses tally with the views expressed by parents on the issue of whether parents play important roles in the general discipline of their daughters in boarding schools (item six). This issue is fully discussed under the first part of the parents data. However it is important to add that parents may also be required to show concern and appreciation towards any possitive contributions made by the students or the school authorities, gearing towards effective socialization of the children. For instance, parents could encourage their children to participate more actively in educational competitions such as Arts and Science exhibitions, Queezes and debates especially when the parents give audience to such activities and provide parental advice or material and or financial assistance.

The seventh item states that boarding students are highly disciplined. The respondents agreement on this statement may be to some extent when the boarding students are being compared with their day counter parts, as the case in item five. Boarding students may have to conform to the school norms since they are within the sytem most often. It is therefore the schools that determine the behaviour of the students who are being trained in the system, and for them to be acceptable members of the boarding school system they have to meet up with expectations of the schools.

Similarly the respondents share common view of disagreement on the 9th item which states that boarding students hardly abide by school rules and regulations. This item has some relationship with the previous item, thus it means that both the principals and teachers felt that the students usually abide by school rules and regulations. It is possible for the students to be law abiding depending on the leadership style that prevail in the school, the leadership qualities of the principals and the type of support accorded to him/her by the members of the school community.

However, there is significant difference in the opinions expressed by principals and teachers in respect of the 9th item where the principals and teachers have $\bar{x}$ of 1.857 and 2.34, respectively; with calculated t-value of 1.74 and t-critical value of 1.645 with degree of freedom 172 at 0.05 level of significant, (see appendix iv). This shows divided opinion on whether or not most of the boarding students are rude and disobedient to staff. This response contradicts the respondents views on related items (7th and 8th items) already discussed. It therefore signifies that the students are sometimes rude and disobedient to their staff as against the students' personal view on the same issue. This item is further discussed under the first part of the students' data.

There is also a significant difference in the opinions of the two groups of respondents as regards item ten, which suggests that cases of students riots are minimal in the boarding schools. The Appendix further illustrates that the principals and teachers have a mean value of 4.286 and 3.818 respectively, while the degree of freedom is 170, the calculated t-value is 2.38 and the critical t-value of 1.645 at 0.05 significant level. Another analysis on the same item reveals that about 70% of the students have expressed positive view, while about 20% indicated

negative opinion regarding the statement. Generally speaking, it shows that, students riots still prevail in boarding schools. However, it does not necessarily mean that riots take place in female boarding schools, but possibly in similar institutions like Federal Government Colleges and Unity schools in the country.

4.2.3 HYPOTHESIS THREE

HO_3

There is no significant difference in the opinions of Principals and teachers as regards the effect of boarding school system on the students involvement and achievements in academic and none academic programmes of their schools.

Table 4.3: Principal and Teachers views regarding the boarding students' involvement and achievement in various school programmes.

Respondents	N	DF	X	SD	SE	t-cal	P	t-crit
Principals	7		11.86	1.46	0.55			
		173				3.34	0.012	1.645
Teachers	167		9.93	2.06	0.16			

The above table shows that the respondents, views concerning the four items which constitute the third hypothesis tend to differ significantly.

However, considering the opinions expressed on item eleven, regarding whether the boarding school system enables the students to take active part in extra-curricular activities of their schools, the principals and teachers share similar views on the statement with means of 4.14 and 4.126 respectively, (see appendix iv).

Boarding students are expected to participate more actively in extra-curricular activities like games and sports, as well as organized clubs and society meetings mainly because basic sporting facilities like games fields and halls are provided for in the boarding schools, in order to take care of students interest and skills. Ideally speaking therefore, boarding students may spend their leisure time on games and sporting activities for relaxation and physical fitness towards better academic performance. Over the years, governments have taken special interests towards promoting sporting activities through organising games and sports competitions among schools, and Educational Zones. Students may consequently take interest in this respect so as to bring fame and honour to themselves and to their respective schools.

On the issue of the extent to which the boarding school system encourages high academic achievement among students (item 12) the principals and teachers have a means of 4.429 and 4.317 in each case. This result indicates insignificant difference in the opinions of the respondents on the statement. The principals and teachers have exprssed the same opinion on item 13 which states that boarding students perform very well in classwork, assignments and examinations. This may be due to the items' close relationship. The principals and teachers general agreement on the idea contained in item 13 also corresponds with the parents and students view over the issue, even though the students seem to have the highest score of 93%.

Principals and teachers may expect better academic interests and performance among boarding students basically because even psychologically the students' minds are more prepared towards academic achievement than day students. This could be attributed to the organized and routine programmes of the boarding schools which are often enhanced by

schedules and time-table systems. So long as the students remain in the schools they become acquented with the schools values consciously or otherwise. For instance, they voluntarily respond to dinning room bells, get used to the daily lessons and preps time-table, become familiar with their teachers' interests and dislikes as well as how to find and use the library books. These and many other instances could be factors responsible for better academic performance of the boarding students.

Nevertheless, the Students' Results in the Final Examinations for 1988 and 1990 as shown in table 4.4. were as follows:

Table 4.4: Teacher Training and Senior Secondary Certificate Examination Results for 1988 Academic Session.

Schools	1988 Result				English Language		
	Total No. of Candidates	Credit Pass	Pass	%Pass	Credit Pass	Fail	%Pass
W.T.C. Katsina	148	7	30	25%	6	28	17.6%
W.T.C. Kabomo	867	38	136	20%	47	185	20.6%
W.A.T.C. Dutsinma	53	9	14	43.4%	3	8	27.3%
		4 Credits Pass and above					
G.G.S.S. Kankia	156	10		6.4%	3	153	1.9%
G.G.S.S. Malumfashi	130	5		6.5%	13	117	10%
G.G.S.S. Jibia	136	7		9.5%	7	129	1.2%
G.G.S.S.S. Sandamu	65	6		9.2%	5	60	7.6%
*G.G.S.S. Mani	-	-		-	-	-	-

Source: Katsina State Ministry of Education, Department of Research, Planning and Statistics.

* Newly Converted Secondary School.

On the other hand, the views expressed by the respondents on the

14th item tend to differ very significantly, considering the means of 3.57 and 1.659 obtained by the principals and teachers respectivelly. The item states that boarding school system trains the students to be lazy.

From the table above, it can be deduced that the academic standard of the boarding students is relatively low, especially among the Senior Secondary Students whose overall percentage Pass in the S.S.C. Examinations (for the respective schools) is less than 10%. Also looking at the Students results for English Language, it is evident that the Students have problems with the Language considering their woeful failure on the subject. For example students of Government Secondary School, Kankia could only make 1.9% pass in English Language. Such poor results are most likely to affect the Students academic performance generally.

Similarly, a summary of the overall students results (including the boarding students) in Senior Secondary Certificate Examinations (S.S.C.E) for the 1990 academic session in respect of Katsina State indigenes with five or more Credits reveal as follows:

Table 4.5: Summary of S.S.C.E. Results for 1990 According to the Respective Educational Zones.

S/No	ZONE	No of Registered Schools	No of Recorded Schools	No of Registered Students	No of successful Students	% Zonal	% State
1.	Katsina	07	3	1,072	27	4%	1%
2.	Daura	14	6	774	28	0.3%	0.1%
3.	Dutsin-ma	09	2	600	02	1%	0.2%
4.	Malumfashi	10	6	889	06	3%	1%

Source: Ministry of Education, Katsina State. Department of Research, Planning and Statistics.

In essence, the table above as well as table 4.4. show unsatisfactory academic standards among the Students of Katsina State generally and particularly among the boarding schools. They in turn seem to contradict with the principals, teachers, parents and students views that the students perform very well in Classwork, Assignments and Examinations. If at all the students demonstrate positive effort in their classwork and assignments, such effort would have been reflected in the Final Examinations.

Boarding students could be viewed as lazy when they fail to direct their efforts towards the realization of school objectives or goals, like satisfactory results, and good conduct. It may take the form of students' display of non-challant attitude to school work or deliberate refusal to carry out essential assignments like compound cleaning. However, the stated weaknesses notwithstanding, students who take active part in cultural dances, drama and sports for instance, may not be considered as lazy.

4.2.4 HYPOTHESIS FOUR

HO_4

There is no significant difference in the mean views expressed by principals and teachers with regards to the roles played by the State Ministry of Education, parents, school administrators, teachers and prefects in the effective management of the boarding schools.

Table 4.6: Views expressed by Principals and Teachers regarding the roles of the society and school community in the effective management of boarding schools.

Respondents	N	DE	$\bar{X}$	SD	SE	t-cal	P	t-critical
Principals	7	172	13.00	1.63	0.62	0.48	0.66	1.645
Principals	167		12.00	2.26	0.18			
Principals	7	170	10.29	2.06	0.78	0.31	0.76	1.645
Teachers	165		10.03	3.04	0.24			
Principals	7	171	13.71	2.14	0.81	1.04	0.33	1.645
Teachers	166		14.60	3.45	0.27			
Principals	7	171	16.43	2.37	0.90	0.39	0.71	1.645
Teachers	166		16.07	3.36	0.26			

The table above indicates the various administrative duties discharged in boarding schools as expressed by the respondents. It illustrates that the fourth hypothesis is divided into four sub-hypothesis because it contains many variables that have to be grouped into parts for easier discussions. Based on the t-test results all the sub-hypothesis are retained since the t-calculated values of 0.46, 0.31, 1.04 and 0.39 are less than the t-critical value of 1.645, with 172, 170, 171 and 171 degrees of freedom (df) and at 0.05 significant levels respectively. This means that all the 17 items under the main hypothesis have been agreed upon by the respondents.

Item 15 is the starting point of the fourth hypothesis and it required to find out whether or not the boarding school system should be continued in Katsina State of which the respondents expressed mutual agreement. This implies that the school principals and teachers just like the parents and students are in support of retaining the boarding school system.

Boarding school system may be preferred by the school community for many reasons. First, Educational Policies are likely to be more

successfully implemented when both teachers and students are within the same learning environment. Taking the continuous assessment system as an important aspect of the national policy on post primary education for instance, teachers of boarding schools may provide more realistic information about the students' academic performance, motor skills, physical and psychological developments since they have regular contacts with the students in the classrooms, dormitories, play grounds, libraries or dinning halls. Secondly, the school administrators are directly responsible for the overall discipline of the students which enables them to take appropriate disciplinary action like corporal punishment, detention and others against defaulting students without unnecessary interruption from the society. Hence permanent solutions to disciplinary problems such as truancy, stealing, bullying could probably be solved with the boarding school system.

The general support expressed by the respondents over the 16th item also corresponds with the parents and students views respectively. Thus all the respondents in this study seem to agree with the idea that the society appreciate governments' effort for re-introducing the boarding school system in Katsina State. Further discussions are made in the second part of this section.

The Principals and Teachers expressed similar opinion on the positive contributions made by the prefects towards good management of the boarding schools (Item 17). This could be due to the varied administrative responsibilities the prefects carry out especially after school hours. Such students are expected to protect the general students' interests by adequately representing them in decision making on matters affecting their welfare such as food, accommodation and other essential services. At the same time, the prefects need to co-operate with the school

administration in terms of successful management of the institutions generally. It is therefore almost impossible for any school system to function effectively without any organized system of students' leadership.

There is however, considerable differences of opinion between the two groups of respondents on item 18 which suggests that teachers display good examples to the students in terms of personal appearance and general behaviour. In this regard, the principals and teachers have mean values of 3.429 and 4.036 respectively. This signifies that principals hold neutral view while teachers have positive opinion on the statement.

With the societal persistent opposition over the short school uniforms of female students in the last five years, teachers may have to conform to the approved mode of decent dressing at least within the schools. From the educational point of view also, teachers are supposed to display good examples to the students in respect of dressing and acceptable behaviour. Nevertheless, in extreme cases teachers may not have to adopt to the socio-cultural norms of a community especially in situations where teachers have different societal/cultural background.

The two groups of respondents seem to express neutral views on item 19 which points out that students under the authoritarian leadership style are highly disciplined; considering the means of 2.57 and 3.23 scored by the principals and teachers respectively. Authoritarian leadership style may fail to favour boarding school system in many ways. Perhaps the coercive and forceful attributes of the leader may create tension and agression among the school personnels including the students, and this can eventually hinder effective teaching results, in respect of students achievements in various school activities. More often, students under the authoritarian leadership style may display more of unruly

behaviour than orderliness since the leader may possibly suppress the students feelings (for too long) and completely eradicate their initiative. In the end the individuals could resort to rampage and riots thus destroying and damaging government and public property, which the boarding system of education is expected to guard against.

The respondents however seem to differ in their opinions in respect of a similar item, (Item 21) which indicates that students under autocratic school climate achieve high standard in their academic work. In this regard the principals' and teachers have means of 3.857 and 3.14 respectively. This signifies that while the principals' scores show positive view, that of the teachers indicate neutrality.

There may be need for school administrator to have good control of the students, and exercise his legitimate authority on the teachers in order to make them dedicated towards goal achievement, such as excellent performance in examinations. School rules and regulations may have to be made to promote acceptable behaviour and sense of hardwork considering the general luke warm attitude of teachers and students in the discharge of their respective primary duties in the schools.

Looking at Item 20, the principals and teachers seem to generally agree on the idea that students under a democratic leadership style are more disciplined, giving their mean scores as 3.857 and 3.62 respectively. Democratic leadership style may be preferred by a school community for a number of possible reasons. First, from the theoretical view point, school objectives/goals are easily achieved because individuals skills, talents and experience are being utilized to the maximum through active involvement and participation in various school programmes. Secondly, since both teachers and students are involved in decision making, the democratic leader is most likely to instill permanent discipline among

boarding students because they have to follow the rules and regulations set by them.

The respondents have further expressed positive views on the next three related items (Items 22-24). For instance, the principals and teachers scored a mean of 3.714 and 3.73 respectively on the idea of proper supervision of students during preps, (item 22), while they scored mean values of 4.429 and 4.293 on item 23, and 4.571 and 4.108 on item 24 respectively. These scores show that the respondents have generally agreed that the boarding school system promote better teacher-pupil interaction; as well as enables the teachers to organise remedial classes for the students. However, it is worth noting that the principals seem to have strong agreement on item 24, considering their mean value of 4.571.

Teachers and prefects can possibly organize hitch-free-study periods for the boarding students because in most of the schools, majority of the teaching staff reside in the schools' compounds. This makes it easier for duty teachers to supervise students activities like games and preps after school hours.

Similarly, the daily increase in staff-strength and students' population makes it possible for the school authorities to also increase the number of staff and prefects for the daily school duties based on a comprehensive duty-roaster. These factors can also serve in other related situations like promoting better teacher-pupil interaction and organization of remedial classes for the students.

Further analysis reveals divided opinions of the respondents on Item 25. In this case the principals and teachers have mean values of 2.000 and 2.69 respectively. This shows that the principals share negative opinion, while teachers remain neutral on the idea that teachers of

boarding schools lack enough time to adequately prepare for their lessons due to their engagement in other extra-curricular activities.

Teachers may have extra time to prepare well for their proceeding leesons even during school hours since they could have free periods in between their respective lessons. Also after school hours, when the teachers are not in charge of routine activities of the school they may use their leisure time to mark students' assignment as well as make lesson notes. Furthermore, teachers can possibly use the holiday period to properly organize the scheme of work and all the possible lesson plans before a new term or session begins.

There is however a general consensus of opinion between the two groups of respondents concerning the next two related items (items 26 and 27). This is to say that the principals and teachers have generally agreed that the ministry of education, society members and Parents Teachers Association (P.T.A) of the respective schools co-operate with the boarding schools and provide moral, financial and material supports in running the institutions.

Female education seems to be receiving considerable attention from both the government and society members. For example, the rate of pre-mature withdrawal of female students (from schools) for early marriage has drastically reduced possibly because the level of parents' awareness on the importance of their daughters' education is daily increasing. This may therefore be responsible for the immense contribution of the P.T.A. towards the successful management of the boarding schools. For instance, the association has engaged in the construction of important building structures such as wall-fence, pit-toilets, mosques in the schools, as well as provision of vehicles to ease transportation problems.

Other service organizations in the society also offer very useful services to the schools. For instance, government hospitals provide the students with free medical services, Ministry of Works helps to repair school vehicles, Water Board, provides the schools with water-tankers in cases of water shortage. Furthermore, the schools' Advisory Boards come to the aids of respective schools in difficult situations like settling disputes with members of the society as well as solving prevailing disciplinary problems of the Schools.

Items 28-30, mainly relate to financial management of the boarding schools, in which the respondents seem to generally agree upon. This is to say that the principals and teachers support the idea that the governments' expenditure over the maintenance of boarding schools is very high, even though they accept that students' school fees help greatly in students' maintenance, yet according to them the boarding school system is very economical to parents. Thus, boarding schools seem to serve as means of relieving parents from financial burden in respect of students' feeding, medication and accommodation among others.

Item 31 have some basic relevance with the last 3 items just discussed, because it provides solution of reducing expenditure on students' feeding. On this basis the principals and teachers expressed general agreement over the idea that boarding schools where possible should establish agricultural projects like farming and poultry in order to achieve a measure of self-sufficiency on food stuff.

4.2.5 HYPOTHESIS FIVE

HO_5

There is no significant difference in the opinions of principals and teachers as regards the statement which suggests that the availability of basic learning facilities promote condusive atmosphere for learning.

Table 4.7: Principals and Teachers' view on learning facilities of boarding schools.

Respondents	N	DF	X	SD	SE	t-cal	P	t-crit
Principals	7		11.43	2.51	0.95			
		170				0.38	0.38	1.645
Teachers	165		12.38	4.54	0.35			

From the illustrations in the table above, the t-calculated value of 0.94 was obtained and the t-critical value of 1.645 was tabulated at 0.05 level of significance with 170 degree of freedom. Based on this the t-calculated value is less than the t-critical value, hence the null hypothesis is retained at 0.05 level of significance.

This means that the respondents share the same views over the four items (items 32-35) that make up this particular hypothesis. The items affect the availability and effective usage of basic boarding and learning facilities in the schools under study. Averagely, the principals and teachers seem to either express general agreement or neutrality over the four items. For example, the 32nd item suggests that students' hostels and classrooms are adequate and they provide condusive atmosphere for learning. In response the principals and teachers have mean values of 2.00 and 2.89 which denote negative and neutral views respectively. Similarly, on the question of whether or not other basic learning facilities such as libraries, laboratories and teaching equipment are sufficiently provided in the boarding schools; the principals and teachers score means of 2.286 and 2.76 respectively. This shows that the two groups of respondents share negative and neutral views on the idea respectively. Based on the available results, the analysis indicates that boarding and learning facilities are not sufficiently provided in the

boarding schools.

Inadequacy or shortage of school facilities could be due to several factors such as over population which can result to over congestion in classrooms and hostels. Others could be misuse or wastage of available resources.

Tables 4.8, 4.9 and 4.10 provide further information about the classrooms accommodation, the students population and staff in each of the 8 schools for the years covering 1988 to 1991 as shown in Tables 4.8 and 4.9.

Table 4.8: Students-Teachers' Population versus Number of classrooms for the Respective Schools from 1988 to 1991.

S/No	SCHOOLS	YEARS											
		1988			1989			1990			1991		
		STDS	Teaching staff	No of cls	STDS	Teaching staff	No of cls	STDS	Teaching staff	No of cls	STDS	Teaching staff	No of cls
1.	W.T.C. Katsina	1340	53	30	1555	81	36	1824	95	38	1786	85	33
2.	W.T.C. Kabomo	2146	24	36	1956	46	30	1009	37	27	1430	52	32
3.	W.A.T.C D/ma	1141	23	14	980	29	16	1137	35	17	1182	45	18
4.	G.G.S.S. Kankia	1120	27	28	1112	52	27	1224	46	26	1298	44	28
5.	G.G.S.S. M/Fashi	1784	28	25	1159	54	24	1405	47	26	1400	51	26
6.	G.G.S.S. Jibia	1003	21	14	1310	44	18	1525	50	18	1505	50	25*
7.	G.G.S.S.S. Sandamu	606	15	8	555	18	12	888	25	17	171	21	7
8.	G.G.S.S. Mani	168	12	8	379	19	10	934	19	16	1196	27	26

Source: Katsina State Ministry of Education, Department of Planning, Research and Statistics.

From the table above, the following analysis was made in terms of the students teacher ratio and average number of students per class, in each of the eight schools.

Table 4.9 : Teacher-Students Ratio Versus Average Number of Students Per Class between 1988 to 1991.

	SCHOOLS	YEARS							
		1988		1989		1990		1991	
		Teacher-Stds' Ration	Average No of Stds Per Class	Teacher-Stds' Ratio	Aver-age No of Stds per Cls	Teac-Stds Rati.	Aver-age No of Stds per Cls	Teac-Stds Rati	Aver-age No of Stds per Cls
		1:		1:		1:		1:	
1.	W.T.C. Katsina	24	43	19	43	19	48	21	54
2.	W.T.C. Kabomo	89	59	42	65	27	37	27	44
3.	W.A.T.C. D/Ma	49	81	33	61	32	66	26	65
4.	G.G.S.S. Kankia	41	40	21	41	26	47	29	46
5.	G.G.S.S. M/Fashi	63	71	21	48	29	54	27	53
6.	G.G.S.S. Jibia	47	71	29	72	30	84	30	100
7.	G.G.S.S.S.S. Sandamu	40	75	30	46	35	52	8	24
8.	G.G.S.S. Mani	14	21	19	37	49	58	44	46

Table 4.10: Total number of class streams and students population in each of the schools at 1991.

	Name of School	CLASSS STREAMS							
		Junior Sec.			Senior Sec.			T. T.	Total No. of Students
		1	2	3	1	2	3	Total	
1.	W.T.C. Katsina	8	6	10	3	3	3	33	1786
2.	W.T.C. Kabomo	8	8	8	3	2	3	32	1430
3.	W.A.T.C. D/Ma	3	4	4	3	2	2	18	1182
4.	GGSS Kankia	8	7	5	3	3	2	28	1298
5.	GGSS M/Fashi	3	4	3	5	6	5	26	1400
6.	GGSS Jibia	4	3	2	2	2	2	15	1509
7.	GGSS Mani	8	4	4	3	3	4	26	1198

The table above indicates acute shortage of classroom accommodation in some of the schools. For instance, Government Girls' Secondary School Jibia, which is a Unity School meant for the Exchange Programme, has an average of over 100 students per class, while Women Arabic Teachers College Dutsin-ma has about 65 students per class.

As regards the extent of effective and efficient utilization of the available teaching/learning equipment (item 34) the respondents appear to be neutral considering their mean scores of 3.29 and 3.389 respectively.

However, the school principals seem to express positive view on item 35 which suggests that students make efficient use of dinning halls under the supervision of boarding school staff and prefects, with mean score or 3.857. This positive view may be related to the factors discussed under item 22-24 of the fourth hypothesis.

4.2.6 HYPOTHESIS SIX

HO_6:

There is no significant difference in the opinions of principals and teachers as regards the effect of effective leadership in (boarding) School Administration and the achievement of school goals and objectives.

Table 4.11: Principals and Teachers' views on leadership in Boarding School Administration.

Respondents	N	DE	X	SD	SE	t-cal	P	t-crit
Principals	7	163	23.00	4.32	1.6	1.03	0.34	1.645
Teachers	158		24.73	4.76	1.38			

According to the illustration on the table above, the t-calculated value of 1.03 was obtained and the t-critical value of 1.645 was tabulated

at 0.05 significant level with 163 degree of freedom. Based on the computation, the t-calculated value is less than the critical t-value, hence the null hypothesis is accepted at 0.05 level of significance.

This analysis reveals that the two groups of respondents have expressed general agreement on the five items that make up the sixth hypothesis. These items include:

Item 36 which states that teaching and non teaching staff of the boarding schools carry out their assignments effectively.

There are several factors responsible for individuals dedication to work, and in the case of boarding schools, it could be as a result of the students' keen interest or anxiety to learn, as compaired to their day counterparts. Leadership style is also likely to influence staff performance, for instance a democratic leader can get the best from his staff in respect of making them use their talents, skills and knowledge voluntarily.

Item 37 Teachers are well motivated to perform their duties deligently through regular promotions and provision of other incentives like good housing accommodation and prompt payment of entitlements.

The creation of Katsina State in 1987 has made it possible for many government sectors including the state ministry of education to settle outstanding salary/grant arrears to their personnel, as well as made payments of various loan schemes such as housing, furniture and vehicle loans. Perhaps that is why the principals and teachers gave positive response to the item.

Item 38 Staff are adequately trained on their job through in-service training programme, organised seminars, workshops and conferences.

In the last five years various state governments along side with teachers associations like the Nigerian Union of Teachers (NUT) have

stressed the need to have qualified teaching personnel in our primary and post primary schools, in order to improve the deteriorating educational standards in the country. Consequently there has been mass training of teachers (especially through correspondent courses) organised by various educational sectors such as Universities, Institutes of Education and Nigerian Teachers Institutes (NTI). May be these are some of the reasons why the respondents expressed general agreement on the item.

However, statistical information about the qualifications of teachers for the respective schools as at 1991 academic session reveals that most of the teaching staff of the female institutions are holders of Nigerian Certificate in Education (NCE). Also a considerable proportion (about 13%) do not possess the teaching qualification. Table 4.9 provides further illustration on this regard.

Item 39: School records on students' performance, hostel and classroom attendance as well as general behaviours are properly utilized and maintained.

The New National Policy of Education has placed great importance on Continuous Assessment System of almost all the school activities the students engage in. This has possibly made it necessary for the boarding schools in particular to properly use and maintain school records in respect of their own performances as well as those of their students.

Item 40: Boarding students keep their hostels, classrooms and surroundings clean and tidy.

The principals and teachers general agreement corresponds with the students response on the same item as discussed in the 3rd part of this paper.

Table 4. 12: Teachers' Qualification Versus Total Number in each school as at September, 1991.

S C H O O L S

Categories	WTC Katsina	WTC Kabomo	WATC D/ma	GGSS Kankia	GGSS M/Fashi	GGSS Jibia	GGSS Sandamu	GGSS Mani *
Graduate Plus Qualification	13	14	12	9	5	8	4	-
Graduate	10	10	1	4	12	6	11	-
N.C.E	51	20	22	26	19	31	2	-
Others	11	6	10	6	6	5	1	-
Total	85	50	45	45	42	50	18	-

Source: Katsina State Ministry of Education.

*Information not obtained.

It is worth mentioning here that, even though the total number of teaching staff for the respective schools appear to be adequate, yet most of them are not qualified enough to teach in Post Primary Institutions particularly at Senior Secondary/Teacher Training School levels. Hence, the low levels of teachers qualification can as well be said to be a contributing factor towards the deteriorating academic performance among the students.

4.3 Parents' Data

The parents' questionnaire consists of Fifteen (15) items which include statements about the functioning of boarding school system among female post primary schools in Katsina State. This section is divided into two parts. The first part contains eight (8) items and requires parents'

views on issues relating to general discipline of the schools. The second part deals with parents' involvement in the management of the boarding schools as regards various school activities, such as students' maintenance, financial assistance and moral support. The items are illustrated in the tables and discussions that follow.

4.3.1 General Discipline in the Boarding Schools

Item one of the questionnaire required to find out whether or not the boarding school system among female post primary schools was initiated to minimize the 'free' movements of female students to and from their respective schools. As indicated in table 4.13, all the parents (100%) agreed with the statement. Thus generally speaking, all parents support the idea that boarding school system helps in the curtailment of female students' movements.

There are several reasons why Boarding Schools may be preferred. First, parents have strong opposition towards their daughters' exposure to societal harzards while attending the day schools. Probably parents fear that female day students can get involved into sexual laxity with their male counterparts or men within the society; or they can be introduced to other mischieves like stealing and smoking. Secondly, according to the societal norms and values, when female children reach the puberty stage (usually between the age of 14-18), their movements are expected to be curtailed, otherwise they should get married. This factor also has Islamic religious binding. Islam being the pre-dominant religion of the society stipulates that parents should give out their daughters for marriage when they are matured, and or restrict their movements until they get married.

Item 2 was meant to find out the extent at which the boarding school system has reduced the alleged prostitution among female students

Table 4.13: Views expressed by Parents on the General Discipline among Female Boarding Schools in Katsina State.

	List of Items	Strongly Agreed		Agreed		Neutral		Disagreed		Strongly disagree	
		5	%	4	%	3	%	2	%	1	%
1.	The present boarding school system was initiated to minimize the 'free' movement of female students to and from schools.	6	54.5	5	45.5	0	0	0	0	0	0
2.	The system has greatly reduced the alleged prostitution among Female Students.	3	27.3	6	54.5	2	18.2	0	0	0	0
3.	Female students no longer mingle with their male counterparts in other institutions, as well as those outside the school community	3	27.3	7	63.6	1	9.1	0	0	0	0
4.	Visiting days should be completely abolished in Female Institutions. since most parents do not have time to visit their daughters, instead male visitors dominate the scene.	5	45.5	2	18.2	1	9.1	3	27.3	0	0
5.	The boarding school system has improved the moral standard of the students in the society, especially in terms of personal appearance, social attitude and behaviour.	1	9.1	7	63.6	1	9.1	1	9.1	0	0
6.	Cases of truancy and lateness to school have greatly reduced with the re-introduction of boarding system in Katsina State.	1	9.1	7	63.6	1	9.1	1	9.1	0	0
7.	Parents play important roles in the general discipline of their children in boarding schools.	5	45.5	3	27.3	2	18.2	1	9.1	0	0
8.	Students in boarding schools are highly disciplined.	0	0	9	81.8	1	9.1	0	0	1	9

in Katsina State. On this item, approximately 82% of the parents are in agreement that the Boarding School System reduces sexual misconduct (prostitution) among the students.

It has been observed that with the Day School System, there were rampant cases of pregnancies among single students as well as cases of day students not returning to their homes after school or not attending the schools at all when they leave home. However, with the boarding system, it is hoped that students' movements are checked and consequently few cases of sexual misconduct may occur.

The second item has a strong relationship with item 5 which shows that majority of the parents (91%) support the view that boarding school system has played an important role in improving the moral standards of students especially in terms of personal appearance, social attitude and behaviour.

Similarly the third item had a general response of parents in the agreement category (91%). Parents felt that female students should not mingle with male students in other institutions as well as non-schooling boys outside their schools. It is possible that this general agreement was due to lots of controversy over co-educational system among post primary schools in the State. It might have been felt that such mingling could easily lead the students to indulge into moral misconduct.

The fourth item suggests that visiting days should be completely abolished in female boarding schools, since most parents do not have time to visit their daughters personally, instead male visitors in disguised form of parents/guardians come to visit the girls. About 63% of the parents expressed the view that visiting days should be abolished. However, 27% of the parents supported the idea of retaining the visiting days.

However, looking at it from the educational point of view, visiting days among female boarding students are necessary for many reasons. Parents or relatives need to check on their children's welfare while in school; they attend to some of their personal requirements which the school cannot possibly meet. Such visits in turn relieve the students from academic tension and boredom. Perhaps that is why 27% of the parents support the retention of visiting days. Parents who do not seem to consider such visits as important probably have many daughters in various schools and may not easily visit them often. This could possibly provide opportunity for male students to replace the parents, and constitute more disciplinary problems for the schools. Over the years there have been instances where unapproved male visitors disguised as parents or guardians provided students with expensive materials, gadgets and food items which the parents when contacted by school authorities, could not account for.

As regards item 6, a total of 73% of the respondents express the view that boarding school system has minimized the problem of truancy and lateness to school.

Hence, it is almost certain that boarding students in the State have no cause to play truancy or attend to classes late since they are within the school environment at all times. With the day school system students may abscond from school or report to school late because of distance or domestic problems. Such absentism may be regarded as being responsible for poor academic performance among day students.

The seventh item of the questionnaire investigates on the parents' roles on the general discipline of their children in boarding schools. In response, a good majority of the parents (73%) have agreed that they (parents) play important roles in this respect.

It is necessary for parents to co-operate with the School authorities so as to ensure good students' discipline in any school system. For instance, school administrators may require to discuss students' disciplinary problems (and possible solutions) with the parents concerned, as in cases like perpetual stealing, fighting and drug addiction. Other general problems like possession of unwanted gadgets, weapons and other materials can be channelled through Parents Teachers Association meetings or College Advisory Boards.

The last item in table 4.12, requires to establish whether or not boarding students are highly disciplined. As illustrated in the table, 82% of the parents responded positively.

4.3.2 Parents Involvement in the Management of Boarding Schools

The first item (9) on this part as shown in Table 4.14 entails establishing whether parents and students appreciate government's effort for re-introducing the boarding School System among female institutions. Approximately 82% of the parents have accepted that both parents and students are in support of the re-introduction of the boarding school system in Katsina State.

There is no doubt about the fact that government spend huge sum of money for the establishment and maintenance of the boarding schools, especially when one considers the largely increasing students' population. Yet, comparatively speaking, the early boarding students of 1960's enjoyed more privileges and better learning facilities than the present ones, possibly because of their limited number. Hence, there were practically no school fees; students got free uniforms, text and exercise books, beddings and toileteries. In fact, everything was free. However, in return, such "Special Students" displayed unruly behaviour to the extent that they frequently demonstrated against the school authorities

Table 4.14: Views expressed by Parents on parents role in the effective management of Female Boarding Schools in Katsina State.

	List of Items	Strongly Agreed		Agreed		Neutral		Disagreed		Strongly disagree	
		5	%	4	%	3	%	2	%	1	%
9.	Parents and students appreciate government's effort for re-introducing the boarding system in female institutions	4	36.5	5	45.5	1	9.1	1	9.1	0	(
10.	Boarding schools should be allowed to continue in Katsina State.	6	54.4	4	36.4	1	9.1	0	0	0	(
11.	Parents pay relatively small amount of money as school fees for the maintenance of their children in boarding schools.	1	9.1	8	72.7	2	18.2	0	0	0	
12.	With the contructed-walls around the boarding schools (a scheme initiated by the P.T.A) students no longer sneak out of the school compound without permission.	1	9.1	8	72.7	1	9.1	1	9.1	0	
13.	It is very expensive to maintain boarding students, since parents are now responsible for their children's essential things like books, beddings, uniforms etc.	0	0	6	54.5	0	0	5	45.5	0	
14.	Boarding students perform very well in classwork, assignments and examination.	1	9.1	8	72.7	1	9.1	0	0	1	9
15.	Boarding School System makes the students lazy since they are not under their parents' supervision.	0	0	0	0	0	0	9	81.8	2	18

and both school and government property were destroyed.

It is worth stressing here that, despite all the hardships brought about by the Structural Adjustment Programme (SAP) in Nigeria and Katsina State in particular, students of the State's boarding schools have never attempted to display any form of riots, since the re-introduction of the boarding school system in 1987. This is enough appreciation towards the government's effort indeed.

Item 9 has close relationship with item 10 which illustrates that most of the parents (91%) support the idea of retaining the boarding school system in the State.

Boarding Schools are important to the society for many reasons. First, parents feel that their daughters are safer in such institutions than in day schools. For example when students leave their respective homes to go to school or vice versa, they are likely to get involved in vehicle accidents or indulge in mischievous activities and other social vices. In which case neither the school or the home can account for what happens to the children on their way to school or when they close from school. But with the boarding school system, school authorities take full control of the students and can therefore be held responsible for anything that happens to them while in school. Another possible reason is that, boarding students are likely to perform better academically, than the day students, because they have all the basic learning facilities at their disposal at all times. For instance, boarding students observe afternoon and night preps; they are also assisted by their teachers and fellow students when the need arise. Whereas day students have little or no such advantages because of their domestic duties at home.

Item eleven (11) intends to assess the rate of school fees for the boarding schools. On this regard, a large proportion of the parents

under study (82%) hold the view that the school fees are not high. This is to say that parents have no grudges against the payment of Fourty Naira (N40.00) as minimum school fees per annum and One Hundred and Twenty Naira (N120.00) as maximum.

However, on item 13 majority of the parents (82%) seem to accept the fact that it is very expensive to maintain boarding students, since parents are now responsible for their children's essential things like books, beddings and uniforms.

The cost of students maintenance have actually escalated beyond reasonable doubts. Yet, the problem is not peculiar to boarding schools alone, it is not even cheaper to maintain day students as parents are still responsible for their meals, books uniforms and transport fares.

On the other hand, item twelve (12) is meant to investigate whether the problem of female students' sneaking out of the boarding schools has reduced (now that high walls have been constructed around the respective institutions). A large percentage (82%) agreed that boarding students no longer sneak out of the school compound without permission.

In response to the fourteenth item, which states that boarding students perform very well in classwork, assignments and examinations, 82% of the respondents have expressed general agreement on the statement. Possibly this is based on the strong belief that boarding students should be in a proper position to perform better academically than their day counterparts, because they have more time to devote to their studies, and the basic learning facilities are always within their reach.

The final item (15) on this section is undoubtedly a unique one, as none of the parents showed any form of agreement or neutrality on the statement which says that boarding school system makes the students lazy. Thus all the parents (100%) are of the opinion that the boarding school

system motivates their children to be active learners even though they are not under their parents' supervision. Hence parents have full confidence on the School Community whom they entrusted their children to, and therefore relay on the schools to make the students active and useful members of the society in general.

4.4 Boarding Schools' Discipline and the Involvement of Schools Prefects in the Management of the Schools

The students' questionnaires contain twenty (20) items that are divided into two main parts. Part one comprises seven (7) items which focus on factors relating to discipline in boarding schools. The second part deals with information related to the general management of boarding schools as it affects curricular and extra-curricular activites of the system. Students' opinions on this regard are presented on the tables and discussions that follow.

4.4.1 Factors Related to Students Discipline in Boarding Schools

The first item (1) in this section (Table 4.15) dealt with truancy and lateness among boarding students. As can be seen on the table, Eighty-six percent (86%) of the respondents indicated that truancy and lateness are almost non-existent in the schools. This general acceptance on the issue (of truancy and lateness) tallies well with the parents' agreement that the problem is greatly minimised by the boarding school system.

Item two (2) on the other hand was generally opposed by the students, for about seventy-one percent (71%) of them show complete disagreement on the view that boarding school students are rude and disobedient to their staff. This suggests that boarding students consider themselves to be obedient and respectful towards their staff members. Yet such opinion seems to contradict what has been expressed in some boarding schools. For instance, it is said that students deliberately

Table 4.15: Opinions of Students on Discipline in Boarding School System in Katsina State.

	List of Items	Strongly Agreed		Agreed		Neutral		Disagreed		Strongly Disagree	
		5	%	4	%	3	%	2	%	1	%
1.	Cases of truancy and lateness to school have greatly reduced with the boarding School System.	193	59	87	26.6	11	3.4	18	5.5	14	4.3
2.	Boarding Students are generally rude and disobedient to the Staff.	33	10.1	39	11.9	19	5.8	82	25.1	149	45.
3.	Boarding School System has improved the moral standards of the students in the society since cases of illegal pregnancies have been minimized.	173	52.9	110	33.6	18	5.5	09	2.7	13	3.
4.	Prefects show good examples to other students in terms of general behaviour and personal appearance.	219	66.9	82	25.1	07	2.1	06	1.8	13	3.
5.	Cases of Students' riots are not common in boarding schools.	124	37.9	106	32.4	31	9.5	33	10	29	8.
6.	Students no longer sneak out of the school compound without permission.	105	32.1	91	27.8	27	8.3	51	15.6	50	15
7.	Students keep their hostels, classrooms, toilets and surroundings clean.	248	75.8	63	19.3	11	3.4	04	1.2	03	0

refuse to do their assignments. Others refuse to eat their food in the dinning halls. So one wonders how obedient and respectful the students are!

As regards the third item, which suggests that the boarding school system has minimized cases of illegal pregnancies among the students, a large proportion of the respondents (87%) shared general agreement on the view that the moral standards of the boarding students have improved, since there are less cases of unwanted pregnancies among them. This majority support has some basic relevance with the parents views on the issue as earlier discussed in the previous section.

It is worthy to take note of the alarming support given to item four by the respondents as many as 67% of the students expressed strong agreement, and a total of 92% indicated full support on the idea that boarding school prefects show good examples to other students in terms of general behaviour and personal appearance.

This general consensus may be due to the fact that majority of the respondents were school prefects, hence there is every possibility for them to be biased. Even though school prefects are supposed to set good examples for other students, however in practical situation, the prefects divert from their exemplary roles and behave contrary to the school norms. For instance, it is often reported that house prefects resume to schools lately. Others remain in the hostels during lessons, while many appear in wrong uniforms during school hours.

Further analysis reveals that a considerable percentage (70%) of the students hold the view that there are no cases of riots in the boarding schools (item 5). This response may be attributed to the fact that, even when all schools were operating the boarding school system, there were very few cases of riots among female institutions. This was possibly

because females are regarded to be soft minded and less violent than males, hence they are easily controlled.

There is also obvious agreement on the 6th item, which states that boarding students no longer sneak out of the school premises without permission, since approximately 60% of the students agreed with the statement. However, a reasonable percentage (31%) feel that the problem of 'sneaking' still exists among the boarding students. This view creates an impression that the issue of students' leaving the school compounds through undersirable means have not been fully taken care of. Probably, such students climb the high-walls, or get access to the school gates to find their ways out.

The last item on the table (item 7) have gained the highest majority suppot, in that about 94% of the respondents accept the opinion that boarding students keep the school environment clean. There is no doubt that this general consensus seems biased, since it contradicts the obtaining conditions of the schools. From observation, there is partial sanitation of the schools during the week days. However, attempts for general cleaning are made on week ends

4.4.2 Information Related to Curricular and Extra-Curricular Activities of the Boardig Schools

As illustrated in Table 4.16 there is strong agreement among an overwhelming proportion (80%) of the respondents in respect of item eight, while a total of 97% expressed general support on retaining the boarding school system in Katsina State. This mass consensus seem to augur well with the parents opinion on the issue.

Similarly, majority of the students ranging from 80% and above have indicated full agreement on ten out of the remaining twelve items related to students involvement in the general activities of the schools. The ten

Table 4.16: Opinions of Students' as regards the General Management of Boarding Schools.

		Strongly Agreed		Agreed		Neutral		Disagreed		Strongly Disagreed	
		5	%	4	%	3	%	2	%	1	%
8.	Boarding Schools should be allowed to continue in Katsina State.	262	80.1	54	16.5	05	1.5	02	0.6	02	0.6
9.	Students appreciate government effort for re-introducing the boarding school system among female post primary schools in the State.	212	64.8	74	22.6	13	3.9	18	5.5	09	2.7
10.	Visiting days should be completely phased out in boarding schools since the students are not often visited by their parents.	34	10.4	29	8.9	13	3.9	61	18.7	162	49.5
11.	Students make effective and efficient use of basic facilities like Dinning rooms/halls, Libraries and laboratories.	194	59.3	77	23.5	17	5.2	14	4.3	24	7.3
12.	Boarding School system provides the students with opportunity for active participation in extra-curricular activities.	177	54.1	94	28.7	20	61	09	2.7	06	1.8
13.	Homework is properly observed and supervised by the people in charge.	174	53.2	102	31.2	18	5.5	16	4.9	11	3.4
14.	Boarding Students perform very well in class-work, assignments and examinations.	219	66.9	80	24.5	13	3.9	05	1.5	07	2.1
15.	Boarding School System makes the Students lazy.	35	10.7	23	7.0	10	3.1	47	14.3	208	63.6
16.	Teachers can easily organize remedial classes for the Students.	175	53.5	96	29	29	8.9	10	3.1	12	3.7
17.	Boarding School system encourages high academic achievement among students since they have enough time to devote for their students.	224	68.5	80	24.5	11	3.4	04	1.2	06	1.8

	Strongly Agreed		Agreed		Neutral		Disagreed		Strongly Disagreed	
	5	%	4	%	3	%	2	%	1	%
gh the P.T.A. provide the boarding schools.	180	55	103	31.5	26	7.9	08	2.4	07	2.1
tributions towards good	206	26.9	92	28.1	08	2.4	06	18	08	2.4
nd guide the students cially, etc.	221	67.6	84	25.7	08	2.4	04	1.2	0.5	1.5

items are 9, 11, 12, 13, 14, 16, 17, 18, 19 and 20. It is worth noting that items 17, 19 and 20 have been strongly supported by approximately 70%, 63% and 68% of the respondents respectively.

These responses suggest that boarding school system provided the students with varied opportunities for high academic achievement and consequently worth while Educational Objectives in the school system as well as in the society as a whole.

However, it is interesting to also observe the strong opposition which 50% of the students showed over the issue of phasing out visiting days (item 10) in the schools. Generally a reasonable majority (68%) of them have shown disagreement. (It is certain that the percentage would have been higher if the item had been legible on the sets of questionnaires distributed to the Students).

From the students responses, they seem to object to the idea of abolishing visiting days and therefore want the system to continue, as against the parents' views of phasing out visiting days in female boarding schools.

There was also a similar disagreement on the opinion that Boarding School System makes the students lazy (Item 15). For about 64% of the respondents strongly disagreed with the statement, and 78% indicated disagreement generally.

4.5 Organisational Structure of Katsina State Ministry of Education

The organisational structures for the administration and management of schools in Katsina State are shown in Appendices v and vi.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Education is undoubtedly an important tool for national development since it determines the level of performance in all other organizations. In the Nigerian Educational System, each State has the power to administer its Post Primary Education to suit its purpose. The popular adage is "when you educate a man you educate an individual, but when you educate a woman you educate a nation." Little wonder therefore that Katsina State embarked on the gigantic project of operating boarding school system among its female post primary institutions. Considering the deteriorating economic situation in the country it is only basic to observe that the State Government is having streneous time in the management of the boarding schools.

Yet, it is pertinent to realize that the rationale of establishing schools is not just to produce academically sound individuals, but also to provide the students with social, moral and intellectual training that will enable them to become acceptable and useful members of the society. The general feeling that educational standards have fallen has long been an old controversy. Consequently, it is resolved that the home, the school community and the larger society are to be blamed. To some extent the school is regarded to be in a better position to "raise the standards" of education if only they could be better managed.

In this respect, the study has examined the opinions of Principals, teachers, parents and female students of boarding post primary schools in Katsina State, with the view to finding out the contributions of the boarding system to the school community and the larger society. Specifically, the study focused on the students' discipline and academic performance. It also considered some administrative tasks of running

the Institutions such as leadership roles, staff development and training as well as parental involvements. This chapter deals with the summary of the study, conclusions and recommendations for further work.

5.2 Summary of Findings

Based on the information obtained from the expressed views of the respondents, researchers observation and personal experience of the prevailing conditions of the schools, the following summary of findings were deduced.

(i) Support for the Boarding School System

Majority of the population under study, particularly parents and students about 90.8% and 96.6% of them respectively have indicated overwhelming support for the retention of the boarding school system. While principals and teachers have mean values of 4.429 and 4.617 respectively. Similarly they expressed high appreciation towards the government for re-introducing the system. In line with this, the principals and teachers have acknowledged the moral, financial and material support accorded to the schools by both the state and local governments, and the society in general in order to promote effective management of the respective Boarding Institutions.

(ii) Learning Facilities

(a) In spite of the Teachers' neutral view over the availability of basic school facilities, the principals have confirmed that the students hostels and classrooms are not adequate, (considering their mean value of 2.00). Further analysis also shows that in some of the schools there is an average of 65 students per class even as at 1991. This makes the learning environment highly incondusive.

This matter is however receiving Governments' attention as recently the State Ministry of Education has announced the establishment of four new female boarding schools in order to de-congest the present ones.

(b) On a related issue, the principals have also expressed negative opinion over the sufficiency of basic learning facilities such as laboratories, libraries and other teaching materials. To this effect students' performance in science subjects is far below expectations.

(c) The study shows that the average staff-student ratio (ranging from 1:8 to 1:44) as at 1991 academic session was satisfactory, except that about 61% of the teaching staff are either N.C.E. holders or non-professional teachers.

(iii) Academic Performance

Standards of education could be partially assessed in the light of students' academic performance over the years.

From the responses of the population under study one can conveniently state that boarding school system encourages high academic achievement among the students since they have enough time to devote to their studies. In thisregard the respondents generally agreed that the students perform very well in class work, assignments and examinations. Accordingly, the boarding students were believed to attend to their preparations for lessons periods (preps) regularly, under proper supervision of the staff and prefects.

However, further analysis of the students' academic performance over the years have indicated discouraging results in the final examinations, (ranging from 5.2% to 25% overall pass) with an exceptional case of 43.4% pass for W.A.T.C. Dutsin-ma for 1988 academic session. Of course this contradicts the impression

dation and prompt payment of entitlements. They also cla
that they receive adequate training through in-service pro
organised seminars, workshops and conferences.

Nevertheless, the records examined show relatively
prospects for the development of teachers. Although in-s
courses are pursued, very little job enlargement and job e
ment take place in the schools. This is to say that there
hardly any form of "in-house" training like organised semi
and workshops encouraged by the respective schools. Ho
the Ministry of Education seems to make efforts toward se
few of the science teachers on conferences.

v. Students' Discipline

The study shows that the boarding school system ha
minimised the issue of immorality like illegal pregnancies a
female students. It also indicates that cases of truancy a
lateness to school have greatly reduced with the re introd
of the boarding school system. Furthermore, the respond
hold general consensus that the issue of students' sneakin
of the school compound without permission have been prop
tackled.

Yet, a considerable proportion of the students (about 30%) have shown negative opinion on the issue, whereas the teaching staff remain neutral, considering the Mean ($\bar{X}$) value of 3.36 they scored in the item. These are indications of prevailing sneaking out of boarding students from the schools.

Another analysis also shows that majority of the parents (ranging from 82% to 100%) feel that the boarding school system has curtailed the free movements of female students in the society; the students no longer mingle with their male counterparts and other men outside the school community. Thus the boarding educational system has improved the moral standards of the students especially in terms of personal appearance, social attitudes and behaviours.

On the issue of visiting days in the boarding institutions, parents feel that the system should be phases out, while teachers and students considered its retention to be necessary.

The study also reveals that there is peace and harmony in the respective school communities. For instance, the students have never endulge in any form of riots or demonstration since the inception of the boarding school system in 1978. This may be in line with the principals and teachers' views that it is easier to control boarding students than day-school students.

5.3 CONCLUSIONS

From this study, one can state that the Boarding School System in Katsina State has made a number of achievements despite the numerous setbacks it encounters. First, the system has been able to promote high enrollment of students into the post primary schools. This signifies a positive response of parents as

against the initial withdrawal of their daughters from the Day Schools for early marriage. Secondly, the Parents' Teachers' Associations (P.T.As) contribute immensely in the general administration and management of the Institutions more than ever before, considering the vital services and co-operation they offer to the schools. Thirdly, the moral/discipline standards of the students have greatly improved. This is as a result of both government's and parents' effort towards good character development and moral attitude, through public enlightenment in the media organizations on the consequencies of social vices. Similarly the enclosed nature of the schools have minimized unnecessary loitering of students in the society. Furthermore, the boarding system has successfully promoted peace and harmony among the school communities as there has never been any case of students' riots/demonstration after the re-introduction of the system.

However, the academic performance of the students have not shown significant improvement. This is due to inadequate teaching, learning and boarding facilities, as well as poor quality of teachers especially in English Language. With continuous effort by the State Ministry of Education and the respective Zonal Directorates towards the improvement of the boarding schools, it may be possible for the schools to achieve better academic standard in future. It is also obvious to observe that it is highly expensive to maintain the system particularly in respect of students' feeding, accommodation and medication. And with the rapid increase in students' population it may proof very difficult for the government to adequately cater for students need in this regard.

5.4 Recommendation for Improvement of the Boarding School System

In view of the foregone conclusions the following recommendations are made:

(i) Boarding/Learning Facilities

Having observed the acute shortage of students' accommodation facilities such as hostels, classrooms and toilets, it is recommended that their number be sufficiently increased in order to make the students comfortable enough to concentrate on their school work.

Learning facilities such as laboratory equipment, current text books and journals should be made available in the science laboratories and libraries respectively. Similarly teachers should be provided with sufficient teaching aids like text books, cardboards, exercise books, chalk and duster as well as other stationaries for more meaningful teaching-learning situation.

The abandoned heaps of broken furniture dumped in the schools need to be repaired so as to minimize the shortage of desks and chairs in the classrooms and beds in the students' hostels. More durable ones are necessary for subsequent usage. Students should be made to pay for future damages of school furniture.

The quality of dinning room furniture also need to be improved if desirable eating habits are to be properly inculcated in the students.

(ii) Administrative/On the Job Training

Since most of the schools are being headed by young Lady-principals, it is necessary that they are well equipped with modern techniques and methods of effective administration. Hence it is recommended that the principals be made to go

through some training in school management before or after appointment. Their performances can then be further improved through conferences and seminars. Regular meetings of all female principals should be organized by the State Ministry of Education to enable them share and exchange ideas.

On the part of the teachers, they also need to keep up with new knowledge and new techniques of teaching. Therefore more provisions should be made for professional growth through in-service and on-the-job training. In this regard, teachers could be organized into functional groups to conduct seminars and lectures during the holidays, this will enable them share ideas through meaningful discussions.

Professionals in other educational fields could be invited by the respective schools to organize workshops and seminars on current pressing educational issues like the Continuous Assessment System, computer education, and the like.

(iii) Students' Discipline

Standard of Education do not only refer to academic performance but also mean the discipline standard of the educated individuals of a given society. For effective learning to take place, both teachers and students have to be disciplined. Of course very little or no success can be achieved in an unruly, disorderly and chaotic set up.

(a) Thus it is recommended that the society members join hands with the School Community in the inculcation of self-discipline among the boarding students. This can be done through extra moral lessons at home as well as setting good behavioural examples by the parents.

It is not just enough for the Parents' Teachers' Associations to make generous donations to the schools, but it is also necessary for both teachers and parents to be physically present for the various meetings of the association. This is to provide immediate solutions to pressing problems of the schools including disciplinary issues. It is further recommended that parents should give special honour to invitation for occasions of the schools such as speech and prize giving, sports and exhibitions. Their presence will enable them witness their childrens success or failure in varied school programmes and in turn appreciate their efforts or otherwise.

(b) Proper assessment of students conducts should be carried out more regularly by the respective Form Teachers and House Mistresses. Juvenile deliquent cases should be constantly referred to the Schools' Guidance and Counselling Department early during the term. This will enable the counsellors to apply varied counselling techniques that are found to be helpful to the students.

(c) Persistent instances of students misbehaviour like stealing, sneaking, rudeness should be instantly communicated to the parents in writing requesting their immediate attention in the school. This makes it possible for the two parties to hold further discussions and find possible solutions to the prevailing and future problems.

(d) There is also the need for parents to take stricter disciplinary measures of instilling discipline in their children, and should readily support the administration of corporal punishment by the school authorities whenever it is found necessary.

(vi) Students Academic Performance

As observed, the students have difficulty in speaking and understanding the English Language. This can go along way to hamper their academic progress in other subjects of the school curriculum, since English is the official language of instruction.

The issue of poor understanding of English Language has to be tackled right from the Primary School level. Most lessons in the schools are taught in the students' mother-tongue. When these pupils go to post primary schools, they find it extremely difficult to communicate in English. Nigeria has not yet decided on a Lingua-Franca. It is therefore recommended that the School Administion, Teachers and students of Post Primary Schools put in extra effort to maintain effective usage of the English Language as medium of instructions. This can be achieved through organized remedial lessons of English, situational drills, and instructions that will provide the pupils with better opportunity for active participation in classroom activities. Similarly, spoken English rather than mother-tongue should be encouraged among the students through organized inter-house Debates, English Drama and similar activities after school hours, especially on week-ends.

These and other measures are likely to improve the level of students' understanding of school lessons especially those related to the sciences and consequently improvement on the overall academic performance.

The issue of poor attitude of students towards school work can be solved when teachers show more seriousness in discharging their respective duties. Teachers should not only be well prepared for their lessons but should also be punctual enough to teach them.

(v) Students' Feeding

It is recommended that students school fees be proportionately increased to improve on the students feeding. This will minimize the amount and rate at which parents send food items to their daughters especially during the Ramadan Fasting period.

Agriculture lessons are better demonstrated on school farms. It is therefore recommended that Farmlands should be acquired for the boarding schools or expanded in the case of schools that have them already. Female students should be trained to farm when possible. If products such as food crops and vegetables are produced in a reasonable scale by a large school population it will greatly subsidise the financial cost of students feeding.

(vi) School Sanitation

Teachers and Prefects should ensure better sanitation of the school environment especially within the students hostels, classrooms and toilets. Daily inspection of the hostels and classes should be carried out by the respective House Mistresses and Form Masters. While Senior Masters and Mistresses including the Principals conduct routine general inspection of the school environment in turn. Records of the inspection results should be properly updated, so as to reinforce satisfactory effort of cleanliness through award of prizes and possible tokens.

5.5 Recommendations for Further Studies:

1. This study was limited to female Post Primary Institutions in Katsina State. It is recommended that a study of this nature be conducted in male Post Primary Institutions so as to provide basis for comparison.

2. Basically, the study is a form of Survey Research, it is further suggested that an Experimental Research be carried out for more comprehensive results.

3. This study has sought and used the opinions of Principals, teachers, parents and students. A more intensive study should be conducted involving the Ministry of Education/Zonal Directorate personnel.

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APPENDIX I

PRINCIPALS AND TEACHERS QUESTIONNAIRE:

Name of School: _____

Please tick (✓) against one of the 5 alternatives.

Section A:- Information relating to moral standard of students.

S/No.	Items	Strongly Agreed	Agreed	Neutral	Disagreed	Strongly Disagreed
1.	The boarding school system have minimized the issue of immorality among female students, for example illegal pregnancies.					
2.	With the constructed walls around the institutions, the problem of students sneaking out of the school compound without permission have been completely eradicated.					
3.	Cases of truancy and lateness to school have greatly reduced with the re-introduction of boarding school system in the State.					
4.	Visiting days should be completely phases out in female institutions since most parents do not have time to visit their daughters at School.					

7.	Boarding students are highly disciplined.				
8.	Some of these students hardly abide by school rules and regulations.				
9.	Most of the boarding students are rude and disobedient to staff.				
10.	Cases of students riots are minimal in the schools.				

Section C:- Information relating to the academic performance of the students.

11.	Boarding School System enables the students to participate actively in curricular and extra-curricular activities of their schools.				

12.	Boarding school system encourages high academic achievement among students since they have enough time to devote to their studies.					
13.	Boarding students perform very well in classwork, assignments and examinations.					
14.	Boarding school system trains the students to be lazy.					

Section D:- Information relating to the Administration and Management of the Boarding Schools.

15.	Boarding schools should be allowed to continue in Katsina State.					
16.	Both parents and students appreciate governments' effort for re-introducing the boarding school system.					
17.	School prefects make positive contribution towards good management of the boarding school system.					

18.	Teachers display good examples to the students in terms of personal appearance and general behaviour.					
19.	It is some people's opinion that students who are under authoritarian leadership style are highly disciplined.					
20.	Others share the view that students under a democratic leadership style are more disciplined.					
	standard in their academic work.					
22.	Home works (preps) are the students with the supervision of duty teacher and school prefects.					
23.	Boarding school system promote better teacher-pupil interaction.					

	curricula activities.				
26.	The Ministry of Education and the society members co-operate with the boarding schools and provide moral support in running the institutions.				
27.	Members of the society through the P.T.A. provide financial and material support to the institutions.				
28.	It is very expensive to maintain boarding schools.				
29.	School fees being paid by students' parents/guardians contribute greatly towards the maintenance of their children in school.				

	sufficiency thereby reducing the expenditure on food stuff.				

Section E:- Information relating to facilities of the Boardin Schools.

32.	The students' hostels and class-rooms are adequate and they provide condusive atmosphere for learning.				
33.	Other basic learning facilities such as laboratories, libraries and teaching equipment are sufficiently provided in the boarding schools.				
34.	Such facilities are satisfac-torily being utilized by both teachers and students.				

35.	Students make efficient use of school Dinning halls/rooms, under the supervision of staff and prefects.					

SECTION F:- Information relating to leadership function in the administration of Boarding Schools.

36.	Both teaching and non-teaching staff of these schools carry out their assignments effectively.					
37.	Teachers are well motivated to perform their duties deligently through regular promotions and provision of other incentives such as good housing accommodation and prompt payment of entitlements.					
38.	Staff are adequately trained on their job through in-service training programme, organised seminars, workshops and conferences.					

39.	School records on students' performance hostel/classroom attendance as well as general behaviours are properly utilized and maintained.					
40.	Boarding students keep their hostels classrooms and surroundings clean and tidy.					

APPENDIX II

QUESTIONNAIRE FOR PARENTS

Please tick (✓) against one of the 5 alternatives in each case, to show your opinions about the statements that follow.

Part A: Information relating to students' discipline.

S/No.	Items	Strongly Agreed	Agreed	Neutral	Dis-agreed	Strongly Disagreed
1.	The present boarding system of education in Katsina State was initiated to minimize the 'free' movement of female students to and from schools					
2.	The system has greatly reduced the alleged prostitution among female students.					
3.	Female students no longer mingle with their male counterparts in other institutions as well as other men outside the school community.					
4.	Visiting day system should be completely abolished in female institutions, since most parents do not have time to visit their daughters personally, instead male visitors dominate the scene.					

	with the re-introduction of boarding school system in the State.				
7.	Parents play important roles in the general discipline of their children in boarding schools.				
8.	Students in boarding schools are highly disciplined.				

Part B: Information relating to Parents' Involvement in the general management of the boarding schools.

9.	Parents and students appreciate government's effort for re-introducing the boarding school system in female institutions.				

12.	With the constructed walls around the boarding schools (a scheme initiated by the the P.T.A) students no longer sneak out of the School compound without permission.				
13.	It is very expensive to maintain boarding students since parents are now responsible for their children's essential things like books, beddings, uniforms, etc.				
14.	Boarding students perform very well in classwork, assignments and examinations.				
15.	Boarding school system makes the students lazy since they are not under the parents' supervision.				

APPENDIX III

QUESTIONNAIRE FOR STUDENTS

PART "A": Information relating to discipline.

Please (✓) against one of the 5 alternatives.

S/No	Items	Strongly Agreed	Agreed	Neutral	Dis-Agreed	Strongly Disagreed
1.	Cases of truancy and lateness to School have greatly reduced with the boarding school system.					
2.	Boarding Students are generally rude and disobedient to the staff.					
3.	Boarding school system has improved the moral standards of the students in the society since cases of illegal pregnancies have been minimized.					
4.	Prefects show good examples to other students in terms of general behaviour and personal appearance.					
5.	Cases of students' riots are not common in boarding schools.					
6.	Students no longer sneak out of the school compound without permission.					

7.	Students keep their hostels, classrooms, toilets and surroundings clean.					

PART "B": Information relating to students involvement in the school administration.

Please (✓) .....

8.	Boarding schools should be allowed to continue in Katsina State.					
9.	Students appreciate government effort for re-introducing the boarding school system among female post primary schools in the State.					
10.	Visiting days should be completely phased out in boarding schools since the students are not often visited by their parents.					
11.	Students make effective and efficient use of basic facilities like Dinning rooms/halls, Libraries and laboratories.					

19.	School prefects make positive contributions towards good management of boarding schools.					
20.	Teachers and other staff assist and guide the students in various ways, academically, socially, etc.					

APPENDIX IV - PRINCIPALS AND TEACHERS' SCORES IN RESPONSE TO APPENDIX I.

CI	N	MEAN	STDEV	SE MEAN	T	P
1	7	4.429	0.787	0.30	0.79	0.46
2	166	4.187	0.828	0.064		
C2						
1	7	3.571	0.976	0.37	0.56	0.60
2	167	3.36	1.21	0.094		
C3						
1	7	4.571	0.535	0.20	2.32	0.053
2	167	4.078	0.857	0.066		
C4						
1	7	2.86	1.35	0.51	1.44	0.20
2	167	2.11	1.10	0.085		
C5						
1	7	4.714	0.488	0.18	0.68	0.52
2	159	4.585	0.649	0.051		
C6						
1	7	3.857	0.900	0.34	0.60	0.57
2	165	3.648	0.961	0.075		
C7						
1	7	4.000	0.577	0.22	1.34	0.22
2	167	3.689	0.999	0.077		
C8						
1	7	3.00	1.00	0.38	-0.14	0.89
2	166	3.05	1.14	0.088		
C9						
1	7	1.857	0.690	0.26	-1.74	0.13
2	167	2.34	1.12	0.087		

C10						
1	7	4.286	0.488	0.18	2.38	0.049
2	165	3.818	0.864	0.067		
C11						
1	7	4.14	1.07	0.40	0.04	0.97
2	167	4.126	0.830	0.064		
C12						
1	7	4.429	0.535	0.20	0.53	0.61
2	167	4.317	0.686	0.053		
C13						
1	7	3.857	0.690	0.26	-0.37	0.72
2	167	3.958	0.901	0.070		
C14						
1	7	3.57	1.13	0.43	4.42	0.0045
2	167	1.659	0.743	0.057		
C15						
1	7	4.429	0.535	0.20	-0.90	0.40
2	167	4.617	0.674	0.052		
C16						
1	7	4.429	0.535	0.20	0.69	0.51
2	167	4.281	0.821	0.062		
C17						
1	7	4.286	0.488	0.18	1.29	0.24
2	166	4.036	0.746	0.058		
C18						
1	7	3.429	0.787	0.30	-2.01	0.092
2	167	4.036	0.744	0.058		

C19	N	MEAN	STDEV	SE MEAN	T	P
1	7	2.571	0.535	0.20	-3.01	0.017
2	165	3.23	1.07	0.084		
C20						
1	7	3.857	0.900	0.34	0.69	0.52
2	167	3.62	1.03	0.080		
C21						
1	7	3.857	0.900	0.34	1.5761	0.086
2	166	3.14	1.07	0.083		
C22						
1	7	3.714	0.488	0.18	0.10	0.92
2	166	3.73	1.02	0.079		
C23						
1	7	4.429	0.535	0.20	0.63	0.55
2	167	4.293	0.873	0.068		
C24						
1	7	4.571	0.535	0.20	2.20	0.064
2	167	4.108	0.792	0.061		
C25						
1	7	2.00	0.577	0.22	-2.90	0.020
2	166	2.69	1.18	0.092		
C26						
1	7	4.143	0.690	0.26	1.27	0.26
2	167	3.808	0.911	0.071		
C27						
1	7	4.429	0.535	0.20	1.45	0.19
2	167	4.120	0.856	0.066		
C28						
1	7	3.714	0.951	0.36	-0.78	0.47

C29	N	MEAN	STDEV	SE MEAN	T	P
1	7	3.571	0.976	0.37	-0.60	0.57
2	167	3.796	0.954	0.074		
C30						
1	7	4.000	0.577	0.22	1.18	0.28
2	167	3.72	1.07	0.083		
C31						
1	7	4.429	0.535	0.20	0.26	0.80
2	166	4.373	0.725	0.056		
C32						
1	7	2	0	0	-8.31	0.000
2	166	2.89	1.37	0.11		
C33						
1	7	2.286	0.756	0.29	-1.57	0.16
2	165	2.76	1.21	0.094		
C34						
1	7	3.29	1.25	0.47	-0.22	0.84
2	167	3.389	0.956	0.074		
C35						
1	7	3.857	0.900	0.34	1.61	0.16
2	167	3.29	1.24	0.096		
C36						
1	7	3.714	0.756	0.29	-1.14	0.30
2	158	4.051	0.873	0.069		
C37						
1	7	3.57	1.27	0.48	-0.58	0.59
2	166	3.86	1.40	0.11		

C38	N	MEAN	STDEV	SE MEAN	T	P
1	7	3.14	1.21	0.46	-1.28	0.25
2	167	3.74	1.16	0.89		
C39						
1	7	3.571	0.787	0.30	-1.25	0.26
2	167	3.952	0.856	0.066		
C40						
1	7	4.286	0.488	0.18	1.85	0.11
2	166	3.928	0.758	0.059		

KEY:

C1 - 40 refers to list of items in Questionnaire in Appendix 1.

1 - refers to Principals

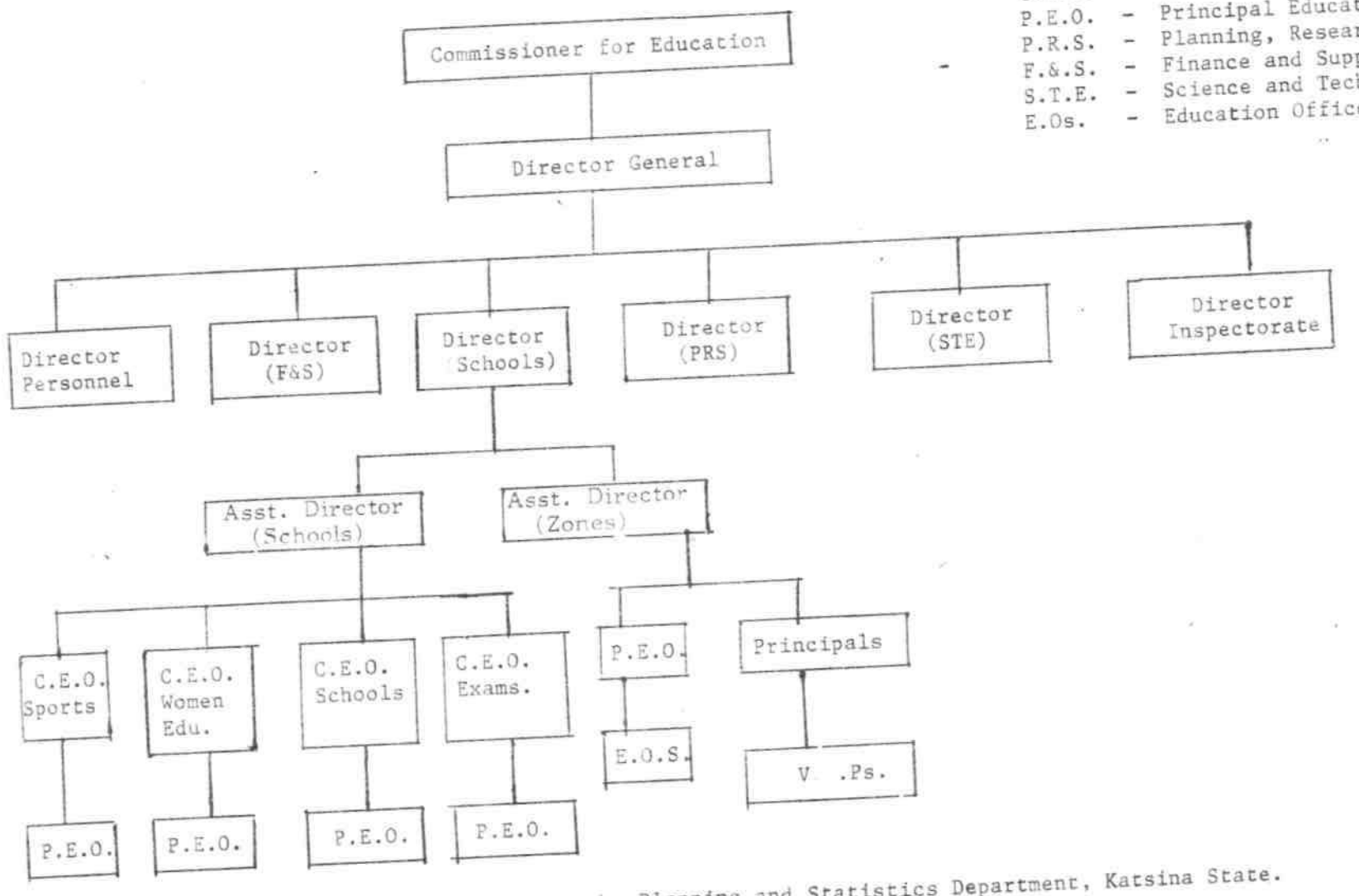
2 - refers to Teachers.

APPENDIX V

Organizational Structure of Katsina State Ministry of Education in Relation to Post Primary Schools' Administration

Key

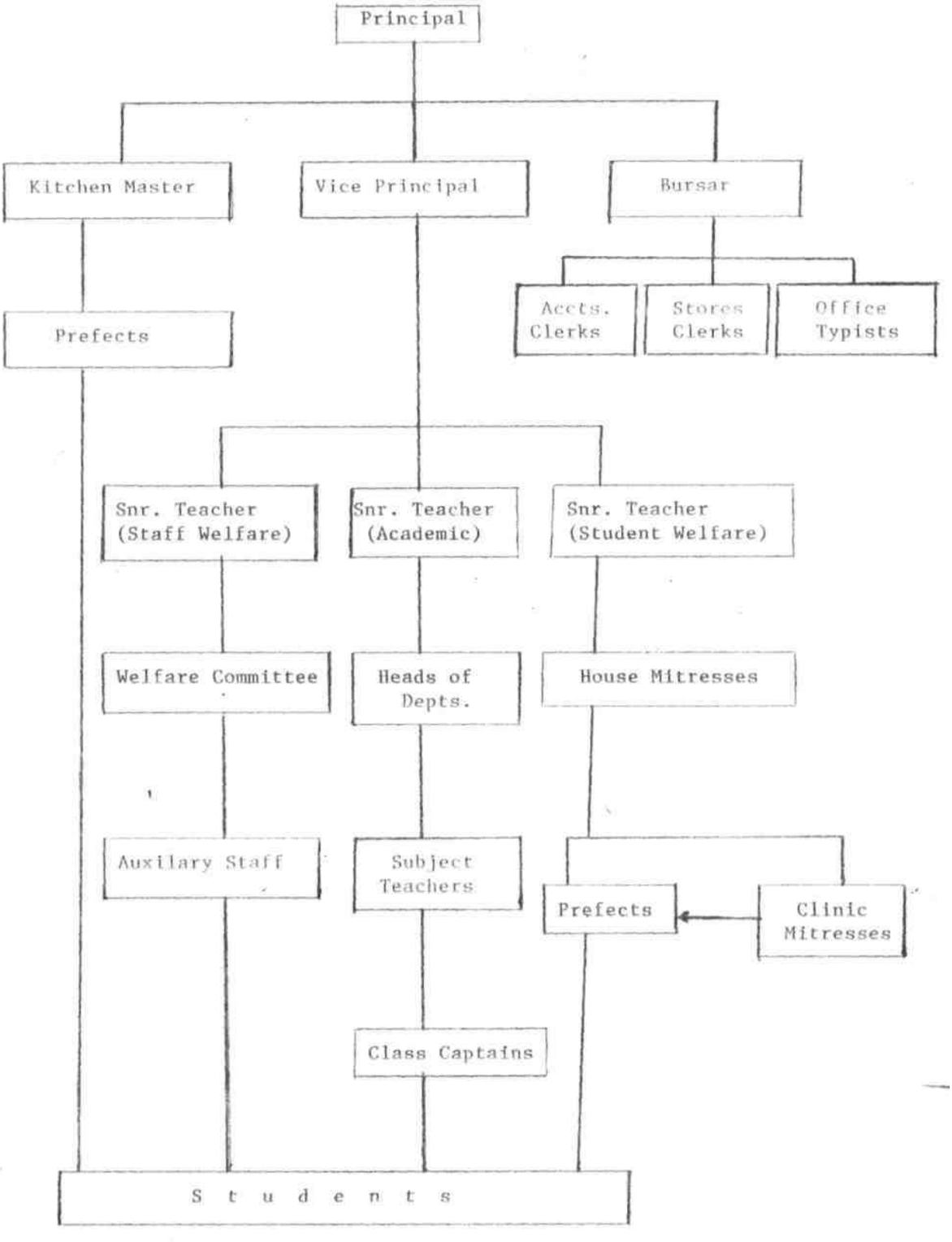
C.E.O. - Chief Education Officer.
P.E.O. - Principal Education Officer
P.R.S. - Planning, Research and Statistics
F.&.S. - Finance and Supply
S.T.E. - Science and Technical Education
E.Os. - Education Officers



Source: . Ministry of Education Research, Planning and Statistics Department, Katsina State.

APPENDIX VI

Organizational Chart of a Boarding Post Primary School in Katsina State



Source: Ministry of Education, Zonal Office, Katsina.

Appendix VI

AHMADU BELLO UNIVERSITY, ZARIA
FACULTY OF EDUCATION

Date: 12th April, 1991

The Permanent Secretary
Ministry of Education
Katsina, Katsina State of Nigeria

Dear Sir,

COLLECTION OF RESEARCH DATA

The bearer Mrs. H. M. Bello is conducting research in The Administration, Organisation and Functioning of Female Boarding Post Primary Schools, in Katsina State.

for the degree of M.Ed (Educational Administration and Planning)

The Faculty of Education will be grateful if you could permit ~~him~~/her to conduct classroom experimentation/ collect data at the respective female institutions in the State, as well as Parent-Teachers Association of the Various female Schools.

Thank you for your continued cooperation with us.

Yours sincerely,

Prof J. C. S. Musaazi
Post-Graduate Studies Committee.

APPENDIX VIII

MINISTRY OF EDUCATION KATSINA STATE

ZONAL DIRECTORATE OF EDUCATION KATSINA

MOE/EDKT/ADG.321/VOL.1/120.

ZONAL DIRECTOR: Office Tel .....
House Tel. .....

DEPUTY ZONAL DIRECTOR: Office Tel .....

S. E. O. (ACCTS). Office Tel. .....

TELEGRAM: KATZOEDUCATE

Ref: No .....

ZONAL DIRECTORATE OF EDUCATION
P. M. B. 2012
Katsina

Date... 18th April, 91.

The Principal,
W.T.C. Katsina,
G.G.S.S. Jibia.

RE: COLLECTION OF RESEARCH DATA
MRS. H.M. BELLO.

This is to introduce the above named, as a post-graduate student of Facult of Education, A.B.U. Zaria, undertaking research for her Thesis.

You are hereby requested to give her maximum co-operation, on her requirements within your area of jurisdiction, please.

(I.Y. SAULAWA)
ASST. DIRECTOR,
KATSINA ZONE.

APPENDIX IX

Katsina State
MINISTRY OF EDUCATION
(Daura Zonal Directorate)
Daura

P. M. B. 1021
Tel: 065 - 57103

Our Ref.....

Date.....

Your Ref .....