EVALUATION OF THE MANAGEMENT OF SECONDARY SCHOOLS IN SOUTHERN KADUNA SENATORIAL ZONE, NIGERIA

BY

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DECEMBER, 2015

DECLARATION

I hereby declare that, this thesis titled "Evaluation of the management of secondary schools in southern Kaduna Senatorial Zone, Nigeria" has been written by me, and that it is record of my own work . It has not been presented in any previous application for higher degree. All quotations are indicated and the sources of information are specifically acknowledged by means of reference.

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Fidelis Jerry Dogo

CERTIFICATION

This thesis titled "Evaluation of the management of secondary schools in southern Kaduna Senatorial Zone, Nigeria" by Fidelis Jerry Dogo meets the regulations governing the award of master degree in Educational Administration and planning of the Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This thesis is dedicated to my beloved wife Mrs. Jemimah Fidelis, a strong pillar of support whose love, patience, understanding and encouragement, enabled me to achieve success in life. Also my dedication goes to my lovely daughters and amiable son, Favour, Freda and Frank for their love towards this academic pursuit.

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I am also indebted to the Zonal Directors, Principals, Teachers and Parents of the secondary schools used as respondents for this study. I sincerely thank my wife who bore the heavy conditions for the success of this work and to my children who did not trouble me at the time of this work.

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Abstract

The study examined the evaluation of the management of secondary schools in southern Kaduna senatorial zone, Nigeria. Descriptive survey research design was used for the study. The population sample was three hundred and eighty six (386) that is 5 Ministry of Education Officials, 60 principals from sixty secondary schools, 203 teachers and 118 Parents Teachers Association (P.T.A) officials in both public and private secondary schools in the area of study. Multi – stage, simple and stratified random sampling technique were used to select the schools, teachers and parents used for the study. A set of structured questionnaire was used to collect the data for the study. The data were analyzed using mean, percentages, frequencies, and Standard Deviation while ANOVA was employed to answered the research questions and hypotheses. The hypothesis formulated in the study was tested at 0.05 level of significance. Out of the eight hypothesis, seven were accepted and one was rejected. The study revealed that parents were much involved in the funding of secondary schools in the area covered. The study also revealed that secondary schools were moderately effective. It was discovered that there is no significant relationship between parents involvement in funding secondary school education. It is therefore evidenced that parents contribute greatly in funding secondary schools in southern Kaduna Senatorial zone. Based on the findings, some recommendations were made, two of which are: that parents and well meaning individuals in the society should joint hand with government to funds secondary schools and that government should impose the evaluation of teachers by students and others stakeholders in the education industry to enhance academic performance of students.

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TABLE OF CONTENTS

Title page		i
Declaration		ii
Certification		iii
Dedication		iv
Acknowledgement		v
Abstract		vi
Table of Contents		vii-xi
List of Tables		xi
Operational Definition of terms		xii

CHAPTER ONE: INTRODUCTION

1.1	Background to the study	1
1.2	Statement of the problem	4
1.3	Objectives of the study	6
1.4	Research questions	6
1.5	Research hypotheses	7
1.6	Basic assumptions	8
1.7	Significance of the study	9
1.8	Scope of the study	9

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction 10

2.2 Conceptual frame work of the study 10

2.2.1 Evaluation 11

2.2.2 Management 11

2.2.3 Educational Management 11

2.3 Management of secondary schools in Nigeria 12

2.4 Funding of secondary schools in Nigeria 13

2.5 Maintenance of discipline in secondary schools in Nigeria 16

2.6 Staff development in secondary schools in Nigeria 20

2.7 Decision making process in secondary schools in Nigeria 22

2.8 Supervision and inspection in secondary schools in Nigeria 26

2.9 Staffing/academic performance in secondary schools in Nigeria 33

2.10 Management of school facilities in secondary schools in Nigeria 35

2.11 Planning of schools academic calendar in secondary schools in Nigeria 43

2.12 Empirical studies 50

2.13 Summary 51

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction 54

3.2 Research design 54

3.3 Population 54

3.4 Sample and sampling technique 55

3.5 Instrumentation 58

3.6 Validity of instrument 59

3.6.1 Pilot study of the research instrument 59

3.6.2 Reliability of instrument 59

3.7 Administration of instrument 59

3.8 Methods of data analysis 60

CHAPTER FOUR: PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction 62

4.2.1 Summary of Data 62

4.2.2 Hypotheses Testing 89

4.3 Summary of Findings 95

4.4 Discussion on the findings 97

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of findings 101

5.2 Conclusions 102

5.3 Recommendations 103

5.4 Suggestions for further studies 104

5.5 References 105

Appendix 109

Questionnaires 110

LIST OF TABLES

Tables		Pages
3.1	Number of Principals Sample in Secondary Schools	55
3.2	Number of Teachers Sample in Secondary Schools	56
3.3	Number of Parents Teachers Association Officials Sample in Secondary Schools	56
3.4	Number of Directors of Educations and Numbers Samples in Secondary Schools	57
4.1	Socio-Demographic Information of the Respondents in Secondary Schools	63
4.2	Respondent Opinions on Funding in Secondary Schools	66
4.3	Opinions of respondent on Maintenance of Discipline in Secondary Schools	69
4.4	Opinions of respondent on Staff Development in Secondary Schools	72
4.5	Opinions of respondent on Decision Making in Secondary Schools	75
4.6	Opinions of respondent on the Level of Supervision and Inspection in Secondary Schools	78
4.7	Opinions of respondent on Staffing/ Academic Performance in Secondary Schools	81
4.8	Opinions of respondent on the Management of School Facilities in Secondary Schools	84
4.9	Opinions of respondent on Planning of School Academic Calendar in Secondary Schools	87
4.10	Analysis of Variance on Differences in the opinions of respondent of funding in secondary schools.	90

4.11 Analysis of Variance on Differences in the opinions of respondent on the maintenance of discipline in secondary schools. 90

4.12 Analysis of Variance on Differences in the opinions of respondent on Staff Development in secondary schools. 91

4.13 Analysis of Variance on Differences in the opinions of respondent on Decision Making in secondary schools. 92

4.14 Analysis of Variance on Differences in the opinions of respondent on the level of supervision and inspection in secondary schools. 93

4.15 Analysis of Variance on Differences in the opinions of respondent on academic performance in secondary schools. 93

4.16 Analysis of Variance on Differences in the opinions of respondent on the management of school facilities in secondary schools. 94

4.17 Analysis of Variance on Differences in the opinions of respondent on planning school academic calendar in secondary schools. 95

OPERATIONAL DEFINITION OF TERMS

Status: As used in this research means the rank occupied by a person in a social system relative to others

Principals: Means Head of Secondary School

Boarding: Means where dormitories are build for students to stay in during the term or session.

De – Boarding: Means discontinuation of the boarding system so that students go to school daily from their parents or guardians home.

Academic Performance: Means output of students as it relates to their performance in school academic programme.

Discipline: Means students behaviour which is in line with the rules and regulations of the school.

Educational qualification: Means highest qualification one has attained academically.

Stakeholders: Means Ministry of Education Officials, Principals, Teachers and Parents.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The management of education in Nigeria is dictated by the country's political structure based on federalism. Consequently, the Federal Ministry of Education makes policies decisions on education. These policies are translated as the National policies on education. National Policy on Education (2013) emphasized effective teaching and learning in the management of secondary education in Nigeria so as to realize the goals of secondary schools. Makoju (2007) pointed out that through the various management agencies such as Nigerian Educational Research and Development Council. (NERDC), National Universities Commission (NUC) and State Ministry of Education (SMOE). These agencies plan the curriculum and gives approval to what should be taught. However, based on the approved National Policy On Education, the Secondary School is headed by a school administrator with the status of principal.

From the forgoing, the principal has the power and authority in collaboration with the teaching staff to take decision on what kind of activities to be carried out in school, he control effective teaching and learning, supervise, managed school funds as well as discipline of students in the school and others.

In the same vein, the principal takes the place of parents by providing the students with require knowledge for lifelong education and serve as a link on what they started from birth to death (Makoju 2007). In this regard, the principal occupies a unique position in maintaining school discipline and administration that would permit the school as an institution of learning to accomplish its duties to the society. Igunnu (2012) and kochhar (2005) opined that the principal is concerned with the staff supervision which includes the supervision of actual teaching and learning particularly in the evaluation of learner experience or home work, test examinations and others.

These deliberate actions of the principal in conducting school administration in the school, according to kochhar (2005) are meant to implement the curriculum and instruction designed for the school which is subject to recruitment of competent staff. Also subject-teachers in the school organization work together with the principal in the day-to-day administration of the school system to enhance academic standard.

In view of this development Otu,(2010) stressed that, the school head is responsible for the management of school funds. According to Otu (2010) the success of any school programme depends very much on the way the financial imputs are managed and this, in turn, affects the overall performance of the school. She therefore opines that, it is important that all school head have a sufficient knowledge of finance to be able to be effective financial managers.

Kochhar (2oo5) enumerate the roles of subject teachers in our secondary school to include among others; "disseminations of knowledge or impacting of knowledge to students, they are role models and provide sound and moral discipline for the students to develop right attitude that would enable them serve the nation actively and as upright citizens". In order to achieve these noble tasks, the subject-teacher plays an important role in the shaping and moulding the habits, tastes, manners and above all the character of the students; Subjects teachers also participate in the guidance and counselling of the students that would guarantee the choice of the right careers in life.

Dare, (2012) pointed out that, the right instruction associated with staffing and academic performance as well as effectiveness and efficiency of every education system in the world depend on the competences, effectiveness, efficiency and devotion of the teaching force. This is because a well supervised and motivated teacher appears to have the requisite knowledge skills and ability to convert the potential human capital resources for meaningful used. In the words of Udoh and Akpa(2004) and kochhar (2005) teachers are the pivot upon which the growth and developments of the society depends , this was also confirmed by Otu (2012) when she said that the wealth, growth and developments of a nation depend largely on well motivated teachers.

From the very time when the Christian missionaries introduced western education in Nigeria, it was felt that the missionary education was deficient and not quite adequate to meet our changing societal needs. In other words, emphasis was on quantity of teachers for school system, but in contemporary Nigerian society as pointed out by Yabo (2006) the issue of quality of teachers is being given consideration "No system of education can rise higher than its teacher" and ''the way to child-centred education can only be through teacher-centred school". Kochhar (2005). For quality teachers education programme to work effectively and efficiently in our secondary schools, it is important that practicing teachers and all that is associated with the school system should have in-depth knowledge regarding teacher education and related concepts and issues.

In the same vein, Yabo (2006) viewed teaching as a noble task and guidance of students through planned activities so that they may acquire the richest learning experiences for proper transition up to tertiary level.

However, the main principle in managements of secondary schools is the involvements of teachers in school control and decision-making process. In the same vein, Dare (2009) defined authority as the right to give orders which must be religiously obeyed by the subordinates. Authority is require to control the behaviour of members of an organization. This implies that appropriate rules are required to encourage performance while sanctions are necessary to discourage behaviours and in efficiency in the organization. In other word, the person whom the order is given is bound to accept it regardless of his own judgment about the worth or otherwise of what he is ordered to do. Sometimes, principals or school managers who issued orders to staff and students regardless of their own opinions or view is the root cause of teacher oppression and there by prevent teachers from exercising meaningful control over the purposes and final social results of their studies (Musa 2009).

In view of this development, Edward (2009) pointed out that the school head is responsible for the management of school facilities. According to him, the successful management of school facilities depends on effective and proper school facilities planning. Hence in planning school academic calendar a lot of things need to be taken into consideration in order to ensure maximum utilization of the facilities which include the development of the education programme and the development of the educational specifications of the entire school structures and all facilities that are being supplied in the school.

Otu (2012) posited that, one of the areas which affect the good management in our schools appears to be on the type of administration organized in secondary schools. This tend to suggest whether in secondary school that a laissez- faire principal cannot be equal with the democratic leader who carries teacher along in both decision making process and ensures, that they are guided with basic information on the implementation of educational objectives.

These factors suggest that in a school with a laissez-faire or autocratic leader the resultant effects on their leadership style would surely determine the level of teacher's participation in decision making process. However, it is this administrative perspective that inspired the need for this research work in Southern Kaduna Senatorial Zone, Nigeria.

1.2 Statement of the Problem

In the 1970's Nigeria educational system was ranked among the best in the world. But unfortunately in recent years as posited by Dare (2012) there is a general cry on the state of education in Nigeria which is an indicative of a drastic erosion of the quality of our educational system. There is no doubt that the sector has suffered a lot of set back over the years. These associated problems are visible in the area of overpopulation with over-pupil teacher ratio, inadequacy of teaching learning facilities, inadequate funds, inaccurate data for planning, poor implementation strategies, shortage of competent teachers, policy inconsistencies and lack of commitment of personnel among others, were and are still the challenges facing secondary education from inception up to date. For efficient and effective management in the secondary schools, there must be well trained teachers, well stock libraries, facilities, manpower, accurate data for planning, good implementation of educational programmes and others. Dare (2012) argued that, teaching and learning cannot be achieved if schools were faced with problems of management, indiscipline, lack of funds, lack of competent teachers, and poor and unattractive conditions of service for teachers among others.

The challenges of Secondary Education in Southern Kaduna Senatorial zone, are common to the challenges of most others states in Nigeria that is why the budgetary allocation in the past years has been far short of the (UNESCO) recommendation of 26% and the general lack of transparency in the managements of the little finances provided has engendered shortages of instructional materials, facilities and equipment thereby making the administrative system short of adequate facilities need for effective and efficient management of secondary schools.

Most school buildings in the management of secondary schools in Southern Kaduna Senatorial zone are disgusting and in serious states of dilapidation making them unsafe for students and teachers alike. In other words, Caudil (1954) in Udoh and Akpa (2004) maintains that the school plants planning starts and ends with the children and that the buildings are to be designed to satisfy the children's physical and emotional needs. In order to meet the physical needs of the children a safe structure, adequate sanitary facilities, a balanced visual environment, an appropriate thermal environment and sufficient shelter, space for work and play should be provided. The children will learn more and work harder when facilities are adequate but in the absence of the essential facilities the children and the staff will always be anxious, not feeling at ease to carry on with the teaching /learning process. The anxiety productivity thus affects their productivity. On their part, teachers are demoralized and reluctant to accept posting to rural areas or villages which lack social amenities.

Igunnu (2012) observed that, this scenario spread round the bad image arising from non inspection and supervision of secondary schools. Inspection and supervision which is considered as an important cornerstone for good management of secondary schools suffered from lack of evaluation system, in sufficient staffing/shortages of inspectors, negative attitude towards supervision and supervisors, corruption that is, societal ills injected into the school system among others. Moreso, low level of administrative supervision by the school administrators and subject inspectors contributed to poor evaluation of teachers especially in the area of lesson plans, and lack of concern for outstanding performance demonstrated by teachers in their various stations.

In the same vein, the observed appointment process of school head associated with government political instability in policies decisions in education is generating slow progress in the performance of students as well as expected feedbacks related to record keeping and the entire management in secondary schools in the state. Teachers are very important to the success of any educational programme. Therefore, their involvement in decision Making process related to school management is yet another millstone for smooth implementation of the 9-3-3-4 system of education in Kaduna state. The level of teacher involvement is depended on the quality of skills and knowledge acquired and the level of exhibitions of enthusiasm and dedication demonstrated by the teachers on teaching as a profession.

However, Manya in Alhas (2005) point out that in the last six years in secondary certificate examination, academic performance has been below expected. For instance, in 1994 result, out of 13,389 candidates who sat for SSCE examinations, only 48 passed with five credits inclusive of English and Mathematics, and in 2012 result, out of 310,077 that sat for SSCE examination, only 45 passed with 5 credits inclusive of English and Mathematics. Also the absent of vibrant parent teacher association (P.T.A) in the Secondary schools had left a gap in the area of funding and desire for effective community contribution in the development of instructional material and equipment.

Based on the above scenario, there are widespread opinions or views for improved quality in education, there is the need for good management, adequate and well organized supervision and monitoring which Igunnu (2012) sees as an art of overseeing the activities of teachers and other educational workers in a school system to ensure that they conform with the generally accepted principles and practices of education.

In this research work, the problem of investigation is associated with an evaluation of the management of Secondary Schools in Southern Kaduna Senatorial zone. Specifically, the study focuses on the following areas such as funding, maintenance of discipline, staff development, decision making process, supervision and inspection, staffing/academic performance, management of school facilities, planning of school academic calendar among others.

1.3 Objectives of the study

The purpose of the study is to make an evaluation of the management of Secondary Schools in Southern Kaduna Senatorial Zone. To this end, the study develops the following objectives for action on seeking for available information on the significance differences of opinions of respondents. The specific objectives are to:

1. determine the funding of Secondary Schools in Southern Kaduna senatorial Zone
2. examine the maintenance of discipline in Secondary schools in Southern Kaduna Senatorial Zone.
3. find out the management of staff development in Southern Kaduna Senatorial Zone
4. assess the decision making process in Secondary Schools in Southern Kaduna Senatorial Zone
5. ascertain supervision and inspection in Secondary Schools in the area of study
6. examine the academic performance of secondary schools in Southern Kaduna Senatorial Zone
7. assess the management of school facilities in secondary schools in the area of study
8. find out the planning of secondary schools academic calendar in Southern Kaduna Senatorial Zone

1.4 Research Questions

In line with the specific objectives of the study stated above the study answered the following study questions in chapter four.

1. What are the opinions of Ministry of Education Officials, Principals, Teachers, Parents as regards parents funding of Secondary schools in Southern Kaduna Senatorial Zone?
2. What are the opinions of MOE Officials, Principals, Teachers, and Parents about maintenance of discipline in secondary schools in the area of study?
3. What are the perceptions of MOE Officials, Principals, Teachers , and Parents with regards management staff development in secondary schools in Southern Kaduna Senatorial Zone?

4. What are the opinions of MOE Officials, Principals, Teachers, and Parents as regards to decision making process in secondary schools in Southern Kaduna Senatorial Zone?
5. What are the opinions of MOE Officials, Principals, Teachers, and Parents as regards supervision and inspection in Secondary Schools?
6. What are the opinions of MOE Officials, Principals, Teachers, and Parents as regards academic performance of students in Secondary School in Southern Kaduna Senatorial Zone?
7. What are the views of MOE Officials, Principals, Teachers, and Parents as regards management of school facilities in the area of study.
8. What are the opinions of MOE Officials, Principals, Teachers, and Parents as regards planning of school academic calendar in secondary schools in the area of study.

1.5 Research Hypotheses

In view of the above research questions, the following questions null-hypotheses was tested to determine the level of significant difference in the opinions of MOE Officials, Principals, Teachers, and Parents:-

Ho_1 There is no significant difference in the opinions of Ministry of Education officials, principals, teachers and parents as regards funding of secondary schools education in the area of study.

Ho_2 There is no significant difference in the opinions of MOE officials, principals, teachers and parents with regards discipline in secondary schools in Southern Kaduna Senatorial Zone.

Ho_3 There is no significant difference in the opinions of MOE officials, principals, teachers and parents as regards staff development in secondary schools in the area of study.

Ho_4 There is no significant difference in the opinions of MOE officials, principals, teachers and parents as regards decision making in secondary schools, in Southern Kaduna Senatorial Zone.

Ho_5 There is no significant difference in the opinions of MOE officials, principals, teachers and parents with regards supervision and inspection in Secondary Schools.

Ho_6 There is no significant difference in the opinions of MOE officials, principals, teachers and parents as regards the academic performance of students in secondary schools in the area of study.

Ho_7 There is no significant difference in the opinions of MOE officials, principals, teachers and parents as regards management of school facilities in the area of study.

Ho_8 There is no significant difference in the views of MOE officials, principals, teachers and parents as regards planning of secondary schools academic calendar in Southern Kaduna Senatorial Zone.

1.6 Basic Assumptions

This study assumed that:

1. Parents in southern Kaduna senatorial zone do not see any burden in their financial involvement in funding secondary school in the area of study.
2. The maintenance of discipline in secondary schools in southern kaduna senatorial zone is similar to all secondary schools in the state.
3. The management of staff in secondary schools in southern kaduna senatorial zone is not different from other secondary schools in Kaduna State.
4. The decision making process in secondary schools in the area of study is similar to all secondary schools in the State.
5. The challenges of supervision and inspection in secondary schools in the area of study is not different from other secondary schools in the State.
6. Scarcity of funds to intensify student's academic performance is a challenge to student's academic success in Kaduna State.
7. The challenges of the management of school facilities in the area of study is similar to all secondary schools in State.
8. The challenges in planning school academic calendar in the area of study is not different from other secondary schools in the country.

1.7 Significance of the Study

This research is primarily in partial fulfilment for the award of master degree in Educational Administration and Planning. Secondly the significance of the study will shed more light on the operation of secondary schools and the outcomes or feed back of the study will enhance proper administrative management that involves teachers as the front- runners in the management of secondary schools in Southern Kaduna Senatorial zone and Nigeria as a whole.

It is true that the responses or views expressed will assist in reshaping better educational planning and evaluation leading to setting good organizational climate for teachers to explore their skills and knowledge for achieving qualitative education in the state. Furthermore, the developed notion on the role of principals, teachers toward promotion of school management had been clearly defined and the learning environment enhances for acculturation of learners experience.

In the same vein, the public are bound to benefit from the research since it create better perception on the intention of government on public and private secondary schools as a diversified policy of government that ensure the involvement of private sector in the socio-economic development of southern Kaduna Senatorial zone, but Nigeria as a whole. It is also hoped that the findings will serve as resource materials for other researchers investigating similar or related issues.

Also the findings will help the school administrators to adopt preventive measures of avoiding crisis rather than allowing it to start before measures are taken and also the findings will serve as a resource material for other researchers investigating similar or related issues.

In this regard, assessing the two systems revealed the best communication strategies which our education system need in the state, there by improving secondary school management.

1.8 Scope of the study

There are many secondary schools in Kaduna state that are operating the Day and boarding system of education. However, for an in- depth study of the secondary school management, the study was delimit only to the management of secondary schools in Southern Kaduna Senatorial zone, Nigeria. Furthermore, the research was delimited to secondary schools in Southern Kaduna Senatorial zone so as to give it particular attention.

Also, the study will be delimited only on Ministry of Education officials, principals, teachers, and parents.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction.

The aim of this research work is to evaluate the management of secondary schools in Nigeria. This chapter deals with the review of literature on the management of secondary schools. The literature review for the study is reported under the following sub- headings.

i. Conceptual framework of the study
ii. Management of secondary schools in Nigeria.
iii. Funding of secondary schools in Nigeria.
iv. Maintenance of discipline in secondary schools in Nigeria.
v. Staff development in secondary schools in Nigeria.
vi. Decision- making process in secondary schools in Nigeria.
vii. Supervision and inspection of instruction in secondary school in Nigeria.
viii. Staffing/ academic performance of secondary schools in Nigeria.
ix. Management of school facilities in secondary schools in Nigeria.
x. Planning of school academic calendar in secondary schools in Nigeria.
xi. Empirical studies
xii. Summary.

2.2 Conceptual Framework of the Study.

It is universally accepted that education should enrich an individual's knowledge and develop his potentials thereby preparing him to undertake specific task and employment functions which are essential for the transformation of their own environment. It is based on the above fact, that this section of the review concerns management concept and management theories.

2.2.1 Evaluation Awotunde and Ugodulunwa (2004) refers to evaluation as the determination of the worth of a thing. It includes obtaining information for use in judging the worth of a

programme, product, procedure, or objective in education. Yusuf (2012) defined evaluation as appraisal of the worth or value of a programme and making decisions on the basis of such appraisal. It involves identifying, obtaining and providing information (data).

2.2.2 Management Aromolaran (1998) in Makoju (2007) refers to management as an act of directing the activities of people who are willing and able to be led in order to harness the six basic resources-men/women, materials, methods, machines, funds, and market to achieve organizational objectives. Terry and Franklin (1982) in Makoju (2007) sees management as a distinct process consisting of activities of planning, organizing, actuating, and controlling performed to determine and accomplish stated objectives with the use of human beings and other resources.

Igunnu (2006) sees management as effective organization and utilization of human and material resources in a particular system for achievement of identify objectives. Tijjani (2007) posited that management is the process undertaken by one or more individual to coordinate the activities of others to achieve results not achievable by one individual acting along. Halidu (2010) sees human resources management as recruitment, induction, training, and retraining, determination of condition of employment, payment of salaries and fringe benefits, evaluation of performances, career progression,

2.2.3 Educational Management Makoju (2007) refers to educational management as the utilization of available human and material resources, to achieve educational programmes.

In line with this, some management theories such as the efficiency movement, human relations and the rationalist schools of thought will be examined.

The scientific management movement was championed by Taylor (1856-1915). The main idea was to get more out of the workers through their enforced cooperation and the standardization of work methods. He emphasizes that management should make adequate provision for staff selection and training and that financial benefits should be based on merit.

Frederick Taylor also argues that educational institutions should ensure that their teachers are duty- conscious and result-oriented. He opined that management should make provisions for staff selection and training and points to the importance of pre- service and in- service training for teachers in addition to having adequate machinery put in place for staff selection. This is very paramount in educational institution such as school, because schools have goals to achieve and

for educational institutions to meet up these objective, they must have staff that are up and doing in the field hence in- service training cannot be neglected.

The Human Relation movement started between (1935- 1950) and was championed by Mary Parker Follet. She view organization as real service of business not just the production and distribution of manufactured articles. According to her, this will give an opportunity for individual development and self-fulfilment through proper organization of human resources. The process of production is as important for the welfare of society as the product of production. She believes that efficiency and its productivity, goal attainment, discipline and authority relationship should not be discarded but should be integrated with other factors which take into cognizance human feelings, needs and satisfaction. This principles of human relation should be applied to education, because welfare programmes for teachers are as important as the classroom teaching process itself. In the same vein, good condition of service for teachers will go along way to contribute to their efficiency.

The behavioural or rationalist approach to administration was pioneered by Max-Weber, Chester Bernard and Herbert Simon (1947). They perceive organization mainly as a rational decision-making process based on expertise, specialization. Werber and Simon also advocated the concept of bureaucracy. The concept of division of labour based on area of specialization on which the distribution of administrative tasks, staff selection, recruitment, retention remuneration were stressed as being able to contribute to sound decision making in the school system. All schools head need to have in-depth knowledge of management theories for effective management of our educational institutions because every aspect of school management revolve round these theories of management. The thrust of this research work will rely largely on this definition.

2.3 Management of secondary Schools in Nigeria.

Makoju, (2007). Defined Management as the utilization of resources for the achievement of set objectives. The process of accomplishing objectives with available resource connotes management. Educational management therefore refers to the utilization of available human and material resource to achieve educational programme. However, good management is very vital to the success of any organization or establishment.

Dare, (2012) point out some of the school management problems as poor and inefficient administration owing to the incompetence and in effectiveness of many educational managers.

He attributes the ineffectiveness of teaching and learning to inadequate funding, lack of essential equipment and facilities, overcrowded classrooms, lack of textbooks and materials for students, poor implementation strategy, inadequate supervision, a cute shortage of teachers, poor guidance and counselling, poor staffing and low moral among the teachers. He argues that the local communities give little or no attention to the schools and many parents show little interest on the education of their wards whether in the boarding or in the day system. This is true, looking at the situation today whereby some parents send their children to hawk on the streets and markets places despite government effort to provide education for all its citizens.

Maina, (2012) pointed out that, the amount of learning that goes on in a school is a reflection of the administrative, well qualified and well satisfied staff both in quality and quantity, adequate finances for purchase of equipment and other materials. Shortage of qualified staff and lack of funds are major challenges in the management of any educational system. For schools to be established, staff recruited, equipment purchase and others, there is needs for adequate finance. However the reality on ground is that the educational institution have been operating without enough funds, poor funding has been a major challenges of education in Nigeria.

Dare (2012) posited that the universal primary Education scheme launched by the western region in 1955, the Eastern region in 1957 and Lagos all failed because of insufficient funds. Enoh (2003) posited that several modifications were made as a result of the huge sum of money put in the universal primary education scheme in the northern area in 1958. These modification met with negative reaction in eastern and western areas where people rioted and pulled their children out of schools. These and many others are part of the factor that let to the collapse of the scheme in the areas.

2.4 Funding of Secondary Schools in Nigeria.

In planning any educational system, there is the need to consider the rate of return or cost benefit analysis from such a system. Whatever is invested in education should be compared to what is accrues to the government in the future as a result of that investment in education. However, the rate of return or cost benefit analysis should not be considered to the detriment of quality education. Quality education should be considered along with the rate of return analysis (Yabo, 2007).

To buttress this, Edem (2007: 127) posited that financial policy is usually the most perplexing problem in education. The achievement of educational programmes and the creation of educational opportunities for all depend on adequate provision of human and material resource for educational support. In many case, these may be hindered by limited national resources. He therefore advises that the solution may be to set realistic goals and expansion target which can be achieved with the available limited resources.

He also highlights the relationship of the day system of education with the economy of Kaduna state. According to him, the day system of education needs a much greater development that a boarding school in a way because it is cheaper than boarding system in terms of capitals and recurrent expenditure. He goes on to say that there is a significant difference in the maintenance of both systems. He observes that the boarding system of education cost more than the day system. For example, a total cost of two millions, eight hundred and seventeen thousand naira (2,817.00) was expended on boarding school system for one thousand students in one year, while one million, three hundred thousand naira (1,300.00) was expended on one thousand day student in one year in Kaduna state. The difference in expenditure he explains is one million, five hundred and seventeen thousand naira (Edem, 2007). From this, it is obvious that any state government would certainly favour the day system of education to the boarding system.

Maina (2012), identify the major challenges facing our educational institution, as being lack of adequate finance necessary to carryout educational activities smoothly. He argue that financial assistance given to the school system is far short of what the system requires to enable it meet the goal for which they were established. For us to be effective we have to budget accurately and remain within our reach and that is where the issue of the day system comes in, because it is much cheaper than the boarding system of education.

Udoh and Apka (2004) stressed the recurring problem in education at all levels to that of the expenses involved in establishing and maintaining educational establishment. According to them, this problem is basic to the whole issues of educational expansion in northern Nigeria. As there are competing priorities for government limited financial resources and as the cost of education continues to increase tremendously year in year out, the need for prudent financial management in order to ensure maximum utilization of available resources becomes increasingly important. These educationists attribute some factor as being responsible for the raising cost of education in Nigeria such as, the financial assistance enjoyed by many student in boarding houses through feeding, accommodation, general maintenance of boarding facilities and teachers emolument. In

view of this, they suggest that if a reasonable number of secondary school student are encourage to be day students wherever possible, substantial will be saves and used to improved teaching facilities or be used for educational expansion.

Establishing day secondary schools could also means putting some of the cost on parents as money has to be given to student whose schools are far away from home for transportation, feeding and other expenses.

Udoh and Apka (2004) estimates that the cost of maintaining a child in a boarding school can range from five to ten times as much as the cost of maintaining a child in a day school. They posit that there is no country in the world, which can produce all its children with boarding education even in secondary school level along. They suggest that instead of building one large boarding school, six small day schools could be put at almost the same cost. They are of the view that ministries of education should get rid of the common belief that boarding schools provide better education than day schools. Peretomode (2001) also agree that for school to work effectively, they need sufficient funds. Funds is needed to purchase textbooks, building, pay teachers salaries and allowances and purchase equipment to carry out their function as educational institutions.

In Nigeria, it was necessary to establish day schools due to high demand for education on government's scarce resources. In any case, if there is a way that better education can be achieved within the limited resources, there is no point or reason why any government will not go on to give its citizenry the best education especially considering that education is not a privilege but a right of every citizen and so more schools should be built to meet up the increase growth of children of school going age.

To make education accessible for the over growing population, the establishment of day schools cannot be avoided, as the cost of living in our society is on the increase, a time will come when the total cost of educating a child will fall on the parents completely.

Makoju (2012) suggests that parents need to be made to pay part of the fund of educating their children because better education cannot be borne by the government alone. For instance, textbooks, meals and transportation could be financed by the parents while other expenses can be borne by the government. Makoju seems to agree in favour of the day school system, since parents are responsible for students meals, transportation, uniform and books. This will reduce the financial burden on the government and shift part of it to the parents. However, the problem

will arise where some parents cannot afford this, confusion will set in, instead of solving the problem some children will have to stay at home doing nothing. The researcher suggest very strongly that the government, educational administrators, planners, parents and other stakeholder in the educational establishment to come together to find lasting solutions to the problems of funding education in the country as a whole.

2.5 Maintenance of discipline in secondary schools in Nigeria

Dittimiya (1995) in peretomode (2004) says that the word "discipline" involves self control, restraint, respect for self and respect for others. According to him, the disciplined person is guided in his behaviour moral and social principles and does what is right and good. A disciplined person will do what is right band good because he believes that such behaviour is better than actions which can harm other people. He does not need to be told or punished before he does the right thing. The urge to do what is right comes from within him. He concludes by defining discipline as the ability to respect constituted authority and to observe established laws and regulations of any organization or society.

Lucky and Ayuwana (2012) sees discipline as the maintenance of order in relation to set standards in an organization while Abubakar (2000) sees discipline as the ability and willingness to do what one ought to do without external control or prompting.

Yusuf (2013) sees discipline as the continuous process of positive instruction and negative correction through which students are taught to act within specified correction, while Tijjani and shehu(2007) sees discipline as " willingness" willingness, in learning and willingness in behaviours at all times. The best discipline is self discipline and self discipline is the orderly behaviours of students because they are truly convinced that it is the right thing to do and it is this conviction that makes them to be law-abiding without any enforcement such as rewards or threats of punishment.

The general public is worried at the rate of indiscipline in our educational institutions, most especially, at the secondary school level. Indiscipline behaviours, drug abuse and examination malpractice are reported constantly in various media.

Dittimiya (1995) in Peretomode (2004) observed that not a day passes without some media report of either examination leakages, students unrest, cases of indiscipline and drug abuse and other issues reflecting the unsatisfactory state of our institution. People think back and wonder where the high moral standard of yester-years had gone to and if not urgently checked

on time one wonders what will become of our society and future generations. The incessant complaints about the declined in the discipline in our schools according to lucky and Yusuf (2013) are cause by:-

Government non-challant attitude, societal and parental attitude, management and administration factors, principals and teachers attitude and student attitudes.

1. **Government Non Challant Attitude:** This include lack of proper budgetary allocation to school resulting to shortage of facilities and equipments, over emphasis on examination and certificates which promote examination malpractice, high enrolment of students without adequate facilities to train such numbers of students among others.
2. **Societal and parental attitude:** This include lack of proper upbringing of students, resulting in such students engaging in undesirable means of making ends meet, lack of co operation with schools from parents when students are punish for misconduct, careless attitude of parents to understand and check on the character of their children corruption and bribing of teachers by parents for the promotion of their children among others.
3. Management and administration factors: such as lack of close contact with members of staff and students, lack of firmness, integrity and fairness, on the part of administrators, failure to promote cordial working relationship among staff and students among others
4. **Principals and teachers attitude:** includes lack of sincerity and devotion to duty, incompetence and insubordination of staff and undue familiarity between teachers and students, lack of proper communication between principals, staff and students.
5. **Students Attitudes:** this could result from peer group influence, disobedience to school rules and regulations, joining cultism, truancy, drug abuse, indecent dressing and relationship with fellow students and even staff.

Most people see these misbehaviours as a result of the introduction of the Day secondary school system while others point accusing fingers at parents and even the society as a whole. Lucky and Yusuf (2013) posited that indiscipline of adolescents continue to be one of the major challenges facing both teachers in the classroom, parents at home as well as the society as a whole.

Lucky and Yusuf (2013) stressed that indiscipline can come up due to internal motivated discipline or externally induced discipline. Internal factor here mean obedience, systemic mode of behaviour, conformity to acceptable norms as well as orderliness without external influence. It is also a type of discipline that is more permanents and impede an individual to do what is right

and good at all times base on the knowledge of its benefits to the individual and the society. A students influence by this type of discipline would most likely maintain good behaviour even when in the in the midst of peers with deviant character. The students is also likely to maintain discipline in the larger society after graduation. External factor means compulsory compliance to establish rules and regulations, has the tendency of achieving temporary results as students may only agree to do what is right to avoid the consequences of acting otherwise, fear-inducement making learning difficult in school setting. Indiscipline in schools at this present time is one of the serious challenges facing not only Kaduna State but the Nigerian society as a whole.

School administrators in their effort to maintain moral standards in the school face many challenges. Some of these challenges are created by the education stakeholders, that is, principals, teachers, parents and even the students themselves. They could also be traceable to parents attitude towards their children's such as inadequate feeding, ill-health, inadequate supervision, laziness, bad company or influence and truancy among others.

Who do we point accusing fingers in this matter? Do we put the blame on the parents alone, government or the day school system, the society, or the boarding school system? These are all question whose answers depend on a number of factors. The problem of maintaining a peaceful environment in our secondary schools in order to have better and meaningful learning has continued to generate a lot of concern to educational stakeholders. The boarding system is not an effective solution for the lapses of the day system because lack of essential boarding facilities and equipment has contributed to many acts of indiscipline by students seriously. The lack of these often led to indiscriminate destruction of school properties by rioting students in boarding institution of learning. This behaviour hinders academic progress. The problem of indiscipline has many sides and there is no simple and ready made answer to it. According to Ozigi (1980) in Peretomode (2004) each discipline case has to be considered and treated on its merit or ground. There are people who are in support of the used of force or who see force as an effective solution to indiscipline. For instance, the military, which uses force to ensure obedience and orderliness. Lucky and Yusuf (2013) said that critics of the above view argue that externally imposed discipline is no discipline at all and that the used of force usually does not prove to be effective, it does not stop the young from repeating similar offences, nor does it prevent others from committing them. They also argue that a rational approach to the problem rather than an emotional one is one of the most effective and easy way of dealing with disciplinary cases. It might be right to say that both ways of dealing with disciplinary cases could be used to some

extent. As earlier pointed out, there is no one cure to indiscipline. It depends on the nature of the office committed, where and when and the ways in which the person administering the punishment can have an insight on the type of punishment to be given. The nature of the offences when and where will enable the person or management in charge determine whether to use cane, probation, expulsion, suspension or refer the case to the guidance and counselling unit for proper handling. In any case the objective of any educational institution is not in finding ways of punishing pupils but in bringing an end to indiscipline as a whole.

Lucky and Yusuf (2013) stress that many Nigeria's agree that indiscipline has eaten deep into the fabric of society and may alternatively destroy the country. Even then, the people should not only condemn indiscipline but also take positive steps to transform the society. According to them, whoever, tries to enforce discipline must fully appreciate and subject himself to self discipline. For instance, the school administrator who is corrupt cannot stop his staff from taking bribe, he cannot in any way convince his staff that bribery and corruption is wrong. Self discipline is also very important among school administrator and the teaching staff because a good principal serve as the keystone of the school since the future generation of students is entrusted to his care.

Many people also view indiscipline in the system as a result of goals not been spelt out clearly to the principal himself, not to mention the teachers and the students. In such instance, the principal has to familiarize himself with the objectives of the school and where non-exists, to formulate clear objectives in conjunction with his staff. Many parents have also been blamed for passing on their responsibilities to teachers and the principals. This is another reason why people have spoken against the boarding school. In the same vein, others have spoken against day school, because some of these schools are located in very far places, where students have to walk distances before getting there and in this situation a lot of things could happen on the way for instance, accidents, truancy, drugs abuse among others.

Many scholars and experts have suggested some method of handling or maintaining disciplinary problems not only in our educational institution but also in the society as a whole. Edem (2007:76) believe that sound approach to discipline is founded in giving pupils opportunities to experiment with the values and benefits of self discipline and good citizenship. Consequently, effective communication channels accompanied by faith in the pupils ability to want to be good must be maintained. To buttress his claims, Edem warns that unrestrained freedom should never be tolerated. He suggests some methods to be use in order to minimize the

occurrence of bad behaviours. These are that, all school should establish guidance and counselling centres, school rules and regulations must be clear and not too numerous and that the school climate should be favourable to the students. In boarding schools, dilapidated buildings should be renovated, late and poor feeding should be avoided. Also, school principals should make adequate provision of teaching materials to enhance good teaching and learning.

There should be sharing of responsibilities in schools for easy maintenance of discipline. Emphasis should be on severe discipline and willingness to cooperate with and respect others. According to Tijjani and shehu (2007) students indulge in unwanted behaviours because most of them have nothing doing. They suggested that, students should always be kept busy. This is very important for schools that lack facilities for games and recreational activities are bound to encounter disciplinary problems. This is because at the adolescent stage students feel big and also very energetic; they are in a world of their own and feel capable of doing anything good or bad. If they are kept busy, they think less of all these unwanted activities. Yusuf (2013) draw the attention of parents in the discipline of their children. He argues that if Parents Teacher Association (PTA) are more involved in the management of schools, it will psychologically discourage many acts of indiscipline among students as well as prove that in most of the cases, students discipline is not the sole responsibilities of the school. That reminds me of an adage that says. "Charity begins at home" so discipline should begin from students home.

If parents of a child are not disciplined or do not care about what their children or child does at home or at school whether he/she is attending day or boarding schools, it breeds indiscipline. Parents who visit the school regularly and monitor the progress report of their children or child are bound to have a disciplined children or child.

2.6 Staff Development in secondary schools in Nigeria.

Staff are perhaps the most important resources with which the school largely needs to function effectively. They are the most important assets of any organization be it public or private. This is because it is the personnel that manage all other resources for the organization to achieve its set objective or goals. Therefore, the principal of the Day school or boarding schools either public or private must be able to trained, developed, utilize and maintain its personnel for higher productivity.

Staff development may be looked at from two perspective. In the first place, it may be viewed as a function of every principal or supervisor and then, as a function of an organization which is performed by a particular department, that is the personnel department.

Makoju (2012) posited that staff development is concern with the development and effective utilization of human resources so as to achieve organizational objectives. To buttress this claim, he says it is concerned with the development and application of policies governing manpower planning, recruitment and training.

Good management of teachers through training and development is very important to the success of the school system. This is done by the individual administrator or manager under whom the teacher works. Otu (2012) argues that any educational system at any level depends solely on the principals and teachers for successful and effectively execution of its programmes and for the realization of goals and objectives. She assets that management is very important and in order to maximize efficiency and productivity of work, they must be given incentive and good conditions of service in order to achieve the goals of the organization (school). These expert also advocate close supervision, training and re-training, planning, direction, co-ordination and organization for effective management in the school system. The purpose of social institution such as the school is achieved through the combine effort of people. The day or boarding secondary school system can be enhanced or made effective through staff development, because the persons who constitute the staff of a school largely shape it's direction and effectiveness. The quality of the school can be no greater than the quality of services of the people who staff it.

Maina (2007) and Halidu (2010) asserted that, for school to be effective with the staff, the principal must have an understanding of the dynamics of staff behaviour in an institutional settings so that their individual and collective behaviours will contribute meaningfully to the fulfilment of the school objectives. If quality school programmes are to be developed and maintained, then careful attention must be given to the recruitment, training, Orientation, retention and improvement / growth of it's staff. Staff development can enhance the Day or boarding secondary school system because through this, the principal can know the strength and limitation of his staff and the needs of his school.

2.7 Decision- making process in secondary schools in Nigeria

Just as the good function of an organization depends to a large extent on the type of leader it has, so also does the functioning of organization depends on the kind of decision made concerning it.

This is true because whatever plan of action an organization take is the product of a decision. Whether such a decision work for the good of the organization or not further depends on how reasonable and relevant such a decision was.

In considering decision-making in an organization (with particular reference to a school). Enoh (2003) sees decision making as a process by which a solution is sought for a problem through the selective elimination of alternative solutions. This means that when one is faced with a problem, so many possible solutions to that problem come to mind, that is, it is the thinking at the eventual solution that is known as decision-making.

Ovwigho (2004) posited that decision making is the process of selecting a course of action from the various alternative measures that are available to the administrator. This implies a careful and conscious consideration of the possible course of action. The course of action that is eventually selected for implementation is the decision. He further stress that managers in any organization are always confronted with situations that require decisions to be made. For instance, they are daily faced with circumstances related to what is to be done, when, how, where and by whom such programmes should be executed. Some of the related issues are simple while others are complex.

Ovwigho (2004) further opine that for a successful implementation of the programmes of an organization, it is very important that the right decisions are taken. He stress that apart from leading to a waste of organizational resources, persistent making of wrong decisions by the head tends to dampen the morale of the members of the organization and often provokes or intensifies conflicts within such institutions.

Education in Nigeria is now a complex business and a substantial proportion of the nations resources is annually devoted to it. The educational administrators or school head in the various Ministries of Education, the school, Management Boards, the Local Authorities and in various educational institutions are frequently confronted with the task of deciding how best the limited resources at their disposal could be utilised to obtain optimum result. However, some of the heads of our educational establishments have occasionally resorted to spontaneous and impulsive decisions, in most, cases, on the basis of their experience and the prevailing circumstances. He further stress that these are also instances where heads of institution base their decision primarily on sentiments and the possible benefits that would accrue to them as individuals without any serious consideration being given to the likely consequences of their actions on the establishment at large.

He further maintain that there are obvious situations when rash and intuitive decisions are inevitable in an administrative setting but it is more appropriate for the head of an organization to focus his mind mainly on rational decisions.

He also maintain that rationality in decision making requires a thorough consideration of the facts or evidence before the head or administrator and an unbiased interpretation or analysis of such facts before the desired course of action is chosen. He posited that rational decision making process requires a consistent application of the related principles or procedures and a systematic evaluation of the possible costs and benefits of the various alternative measures. This implies that through this process, the head of any organization will be able to coordinate his views properly, identify possible obstacles that may be encountered when his plans are to be implemented and eventually attain the goals of his organization.

In the light of the above, Ovwigho (2004) identify the steps to be followed in the process of decision making to include; -

i. identify the problem and understand it

ii. define and specify the goals to be achieved

iii. determine the alternative courses of action that could lead to the attainment of the goals

iv. evaluate the alternative: this involves a proper analysis of the anticipated consequences of each of the alternatives

v. choose the appropriate course of action that can be most beneficial to the organization

vi. convert the selected decision into action

vii. evaluate action taken and effect changes when necessary

It must be stressed here that for decision to yield the desired results, the decision maker needs to be less emotional and unbiased about the issues to be resolved. This is because the process requires the collection of adequate information and a proper evaluation of the related facts.

Further more, he highlighted the following factors to be consider decision making: -

i. **The decision making environment: -** The school head should understand the environment under which his decisions are to be made. It is important for him to identify the right person to decide on an issue. In addition, it should be clarified whether a decision needs to be taken collectively as a group or by individual. In this regard, he posited that the nature of the decision situation is deterministic, stochastic or uncertain.

a. **Deterministic situation: -** Relates to an environment where the outcome of the decision can be predicted with certainty. This means that under a deterministic situation, each action taken is expected to lead to a single outcome. For instance, a situation where the payment of the salaries of teachers in a Local Government Area is entirely based on the possibility of receiving monthly grants from the State Primary Schools Management Board. If the Education Secretary of the Local Government fails to receive such a grant for a given month, it follows that he cannot decide to pay the teachers' salaries for that month. That is, his decision not to pay the salaries is certain and a situation of this nature does not provide for probabilities

b. **Situation characterized by risk: -** A school head who operate under this situation should understand that it is possible for each of the states of nature to occur. It means that each intended action has a known probability estimate and such an action would lead to an outcome. For instance, the commissioner for education in a state may be faced with the problem of converting all secondary schools in the state to boarding schools. Such a decision is likely to lead to other problem such as the possibility of not having enough funds to execute the project, shortage of building, teaching facilities and an eventual reduction in student's admission.

c. **Uncertainty: -** this implies that although each course of action has a known outcome, the related probability is known. That is, it is more difficult to make decision under uncertain conditions than to operate under risk.

In the light of the above, he maintain that the planning and administration of education in Nigeria is sometimes done in a situation of uncertainty and this is one of the reasons why some of our programme could not be effectively implemented. For instance, the decision to introduce 6-3-3-4 System of Education, the Nomadic Education programme, the Universal Primary Education scheme and the universal Basic Education Scheme. Although it was possible to predict the possible impact of these programmes on the well being of the citizens and their contributions to national development, the probability of the people accepting the programme and of the

economy being buoyant enough to sustain them for a long time are some of the uncertain related issues. This means that under uncertain situation, the school administrator relies heavily on his experience and skills.

ii. **The objective of the decision maker: -** The objective of the decision maker is another factor that must be considered when decisions are being made. This is very important since school heads make decisions because they want to achieve certain goals through such decision. Therefore, the objectives to be achieved must be clearly defined.

iii. **Alternative strategies or course of action: -** Most problems or issues that require a decision to be made are likely to have alternatives courses of action for their resolution. In order to fully understand what is to be done, the school head must have a clear view of the various possible strategies from which the best measure could be selected. This is very important because inability to exhaustively identify such measures could lead to the application of an alternative which may not produce the required results.

Further more, a rational model of Decision-making process has also been identified by Iyayi (2005) in Gyang (2009). The model suggest that this process can be analyzed sequentially through:

i. **Recognition:** the need to make a decision is recognized.
ii. **Diagnosis:** the need is analyzed or defined in order to clearly recognized the decision making objectives.
iii. **Search:** A search is conducted for possible alternative solution.
iv. **Design:** each alternative solution is built up. This also include the specification of the utility functions.
v. **Evaluation:** The alternatives are compared to one another using the standards prescribe at the design stage.
vi. **Choice:** A selection is made among the alternative (the chosen alternative will be the best for the organization.)
vii. **Authorization:** the selected alternative is sanctioned for implementation by those with the power to do so.
viii. **Implementation:** the sanctioned alternative is implemented.

This implies that no matter for which model the researcher show preference, each of the other model also has its relevance and applicability in terms of decision-making process.

Therefore, the concept of decision making from this models presented, can be said to be relevance if carefully implemented within the set goals and objectives to be accomplished.

The society today has develop many organization which in many ways help its members to achieve certain goals and objectives for the progress of the member (students) and the school system itself. Every organization make provision for decision-making including our educational system. Even though the level and nature of decision-making vary in a number of ways, there will always be need to make the right decision within any given situation. Decision need to be made regularly with respect to the implementation of policies and programmes that goes on within the educational system. Therefore, the school system in order to be effective must have the ability to make decisions. Decision-making in Southern Kaduna Senatorial Zone involves the principal, staff, parents (through organized P.T.A meeting) and sometimes the students.

2.8 Supervision and inspection of secondary schools in Nigeria.

Education is a social service that is provided for the general population of a country for the purpose of educating and providing enlightenment for the people.

Through education, skills are acquired, and this enables a country to develop. To be able to effectively provide education, there is need to ensure that the educational system can be enhanced through supervision of instructions.

"Education from the above perspective was seen as the most important instrument of change in any society and that any fundamental change in the intellectual and social outlook of any society has to be preside by an educational revolution"(National policy on Education 2004).

In line with the above premise, Nwankwo (1984) in Peretomode (2001) stressed that supervision can be divided into two categories.

i. **Instructional supervision:** this are set activities which are carried out with the purpose of making the teaching and learning purpose better for the learner.
ii. **Personnel supervision:** Deals with the set of activities which are carried out by the supervisor with the basic aim of sensitizing, mobilizing and motivating staff in school toward performing their duties optimally in terms of the achievement of the stated aims and objective of the educational system. While Gyang (2009) pointed out that supervision is concerned with the management of both human and material resources. That is, in respect of human resource management supervision is concerned with the

development of staff through boosting of staff morale, the provision of adequate welfare services, the training of staff through in-service, job rotation, refresher course, on the job training and micro-teaching workshop.

In the same vein, Udoh and Akpa (2004) provided an over-view of the past and present practices on inspection of school system. They opine that right from the beginning of western education in Nigeria school, inspection has always been given serious attention even by the colonial masters. Although there were very few government owned schools, the local Native Authority schools and the missionary schools were regularly visited by officials of either the missionary supervisors or the native local authority education officers.

In modern times most schools are owned by government and therefore inspected by government officials who are referred to as inspectors. Even in private schools or secondary, need to be visited by government officials. Secondly inspection is done for a good purpose. Inspection is an official visit which is directed at finding out the challenges encountered by teachers, principals and other school personnel so that the standard of education can be improve upon and maintained.

It is usually, carried out by principals, school proprietors, schools management boards and communities who run their own schools. In this regard inspection from the view of Magama (2007) is; "An official visit to a school or organization to check that everything is satisfactory or that school rules are obeyed" furthermore, inspection is an objective process of feedback and evaluation. Inspector provide outside observation, assess situation more objectively than the stakeholders within the school. Their feedback is valuable to teachers, principals to serve as encouragement for proper school administration.

Similarly, Igunnu (2012) and Guga (2013), posited that there are (13) types of school inspection:

(1) Full General inspection- it is usually full- scale covering all aspects of school life from teaching and learning to library and laboratory facilities. It also includes inspecting relationship between school personnel. It is carried out in three to five days, that is one week or more.

(2) Routine Checking:- It is usually undertaken to monitor the day-to-day activities of a school, the teacher and head teacher. It is usually carried out in two days or more.

(3) Casual or Check-up Visit:- This is usually carried out without prior knowledge of the school. It is ordered by senior officers in the ministry. It is usually carried out in two days or more depending on the nature of investigation.

(4) Inspection for government grants or take-over of schools:- It is usually carried out in voluntary agencies schools for the purpose of government funding.

(5) Subject recognition inspection:- It is usually conducted for the purpose of approving newly introduced subjects in the school for external examination such as (SSCE). It is usually carried out as the instance of a written request by a principal when such subjects have been taught in the school up to SSII.

(6) Certification inspection:- It is usually carried out for individual teachers requiring approval of teaching ability. It is usually conducted for teachers who are close to complete their two years of probation period and if found competent are recommended for permanent and pensionable teachers.

(7) WAEC/NECO Recognition:- It is usually conducted in a school with the intention of recommending it for approval to West African Examination Council (WAEC) or National Examination Council (NECO) having met the requirement for registration as an examination center. It is usually carried out at the instance of a written request by the school principal when the pioneer students are in SS II. It is usually carried out in two days or more.

(8) Operational inspection:- It is usually carried out at the beginning and at the end of term. It is usually conducted to find out how the school has taken off or to appraise the end of term arrangements. It is conducted within the first two weeks of term and may last for four days.

(9) Professional assessment inspection:- It is usually conducted to ascertain the professional competence of teaching staff. It is usually carried out to assessed teacher punctuality, teaching methods, preparations of lessons, masters of subject matter, class control, attitude to work among others.

(10) Appraisal inspection:- It is usually undertaken to assess whether the objectives for which a particular school was established are being achieved or not. It is usually carried out in areas such as enrolment, facilities, academic performance of students among others.

(11) Administrative inspection:- It is usually carried out to oversee the total administrative machinery or system of a school.

(12) Quality assessment inspection:- It is usually conducted to assess and grade an institution in various aspects such as staffing, students population per class, adequacy of teaching materials among others.

(13) Investigative inspection:- It is usually carried out to look into specific happening in the school especially those that are detrimental to the smooth running of the school. It is usually carried out to find out the quality of Education provided and to find out whether teaching is satisfactory or unsatisfactory. According to Nwagwu (1998) in Musa (2010) the following are the basic skills or tools for inspection:

i. Adequate qualification atleaest NCE/Degree/M.ed etc.
ii. Adequate information on what inspection is all about.
iii. Professional skills for supporting teachers, principals to carryout administrative functions.
iv. Personnel ability to plan ahead, keep record of finding and identify with people along with their problems in school
v. Use of files/ observation free from subjectivity
vi. Suitable professional dressing according to ethics of teaching and learning as well as public code of dressing.

From the above perspectives, it is pertinent to say that inspection is considered as ‘‘external intervention’’ while supervision of schools instruction can be regarded as ‘‘internal intervention’’ in order to ensure effective teaching and learning and the school head depend largely on the effectiveness of teachers, students so that a coherent school environment full of team work can be created.

In this respect, Udoh and Akpa (2004) sees supervision of instruction as act of taking charge of people and being responsible for making sure that they do their work (teaching and learning). This implies that the primary goal of supervision of instructions is to enhance the quality of instruction in schools, where the principals ensure that teachers teach in such a way that the students understand, acquire manipulative skills/knowledge and attitudes stated in objectives of teaching such lesson, topic for subject translated in the scheme of work or curriculum of the school.

In light of the above, Nwagwu (1980) in Musa (2010) stressed that supervision of instruction is one of the techniques of educational administration necessary for achievement of educational objectives; therefore, supervision of instructions cannot be isolated from educational

administration since it constitutes elements of; maintenances and improvement of instructional condition, it employs placing teachers, security of jobs, provide suitable working condition and determine the use of accommodating individual differences, professional growth and developing new approaches to teaching and learning. It became possible to say that supervision of instruction has direct bearing to the school administration.

All these indicators makes it necessary for an organized training of school administrators and supervisors, especially to get such officers equip with essentials background, principles, theories, techniques and constraints of their roles as administrators.

Igunnu (2007) highlighted the principles of traditional supervision as stated below:

i. In the past people don't have the skill and knowledge on supervision for effective service delivery while today with the technological advancement, more services can be rendered.
ii. At primary and secondary schools supervisors, while at high institution accreditation based on certain guidelines in specialized areas such as teaching, administration and government activities.
iii. Supervision was carried out in the past to consolidate instruction thereby bringing development either from behavioural or specific objectives.
iv. Various experts had contributed to the development of supervision as technical services.

Dare, (2009) pointed out the differences between the traditional and modern supervision thus:

Table 2.1 Comparison of the Traditional and Modern Methods of Supervision

Traditional Inspection	Modern Supervision
(1) To find reasons for opening, closing or retaining school.	1. To analyze and discover ways of helping school to carry out effective teaching and learning
(2) It is teacher focused and school Centered	2. It is learner center
(3) Stresses strick adherence to the implementation of policies irrespective of the circumstance.	3. Examines the principles, plans programmes with the teacher and find out how they can better implemented.
(4) Inspection is done by one person, who inspected the school compound and the students	4. It is done by a team of expert in their different aspects of the school programmes
(5) Schools were only visited when there were reports or a petition against the school	5. supervision is constant and must be conducted on each school at least once in a year.
(6) The inspector or supervisor tried to make his power and authority felt in each school and on each teacher	6. the inspector power and authority is reflected in his expert advice and encouragement.
(7) The results of the inspection was usually destructive criticisms written in a secret report compiled and submitted to the Ministry of Education for immediate action	7. The outcome of the supervision is discussed by the members for suggestions and corrections
(8) Teachers were not seen and treated as colleagues but as juniors and there was no follow – up exercise	8. There was usually follow-up visit to check to what extent has the agreed upon recommendations implemented.

Source: Adopted from Dare (2009:142)

A side by side comparison shows that modern supervision can be seen as a process through which effective and result oriented teaching and learning outcomes can be realized based on principles of human relations. In other words, it can be viewed as a process of assessing and

monitoring the Educational or school system in order to bring about feedback of the system. The principles of supervision according to Tijjani and Shehu (2007) are:

i. It is geared towards improving teaching and learning process

ii. It is geared towards accepted purposes, that is, helping teachers to accomplish the general aims of teaching and learning in this sense, they would come to accept supervision as a specialized services, therefore, the role of supervision is to:-

iii. Help them to see beyond the present performance and seek improvement

iv. Identify and coordinate effort and resources for more efficiency and generate impact on important educational problems.

v. Promote continuous appraisal of performance on all those who are encourage in the school administration

vi. Supervision seek evidence of results and values of change

vii. Supervision tries to enhance the satisfaction in dealing with staff and job satisfaction.

From the above analysis of the principles of supervision, it became imperative to elaborate more on the major challenges of supervision in Nigeria. In the same vein, Tijjani and Shehu (2007) classified the challenges into three basic phases.

Government, teachers themselves and community and society. On the part of government, they identify the following as the major factors;

1. Poor remuneration of the teachers
2. Insufficient staffing/shortage of inspectors
3. Lack of material resources
4. Poor funding
5. Lack of facilities for inspectors of education to work with e.g vehicle
6. Lack of adequate training for supervisors
7. Lack of evaluation system.
8. Poor system of curriculum
9. Politicalization of appointment of supervisors.
10. Political instability
11. Constant change in educational policies

While teachers contribute to the menace of supervision in the following ways:

1. Poor attitude to work.

2. Lack of basic knowledge or formal training
3. Unqualified teachers

Similarly the community and society contribute to problem of supervision as:

1. Poor perception of the general public on teaching as a profession
2. Poor status given to the teachers.

In order to enhance a result- oriented supervision exercise in Nigeria schools, the following measure should be taken

i. Government should increase funding to education
ii. Supervisors should be sufficiently trained
iii. Attractive condition of service
iv. Non-politicalization of appointment of supervisors
v. Stability of educational policies, and implementation of reports from supervision exercises.

2.9 Staffing/Academic Performance of Secondary Schools.

In an organization where division of labour is emphasized, the function of manpower recruitment is delegated to personnel department, it is the function of the personnel office to select, train, develop, assimilate and remunerate employees (Makoju 2012).

Jibir (2006) state that the school management embraces question of leadership, decision making, management of change, curriculum planning, managing a work force of both Teachers and Professional and liaison with support services, parents and industry.

He argue that, the need for the participation of members of the community, especially in providing vital information about the calibre and attitude of people to be employed in the school cannot be over-emphasized. Members of the community can also help in promoting labour management by conducting personnel research to determine the best means of recruiting and committing employees to achieve the school goals. However, these are vital issues to be discussed with parents during Parents Teachers Association Meeting.

Similarly, most specialists and experts have expressed their opinions as regards the Secondary Schools Students Academic Performance. Many of them have tried to show that the high failure rate of students is not a recent happening in the country but traceable to the day school. All the blame is therefore virtually put on the day system and it's management.

Alabi (1989) in Okwori (2003) Opines that scholars or specialists have tried to compare the academic performance of boarders with that of day students in order to ascertain the fact that it is the system and it's management and not the students that are the problem. Ibekanma (1977) in Okwori (2003) finds a noticeable difference between the academic performance of boarders and day students in classes one, two and three with boarders scoring higher but found no significant difference in class four and so they concluded that it could be chance effect. Makoju (2012) is worried on the dangers of proliferation of day schools. He argues that the effect proliferation of such schools cannot be over-looked and that though they produce graduates in mass, what these students have cannot be described as quality education. According to them de-boarding of schools has not only lead to mass production of students but has also contributed to the falling standard of education among other factors. The size of the class affect students learning as the teacher will have a problem of controlling and even knowing individual students. Therefore they warned, that over crowding of students, enrolment and employment of untrained teachers should be checked.

Azare (2007) stressed that academic failure is caused by lack of enough input in terms of human and material facilities. He believe that shortage of good teaching staff, lack of basic amenities, lack of incentives or motivation on the part of both the students and teachers are major factors that slow down the success of any educational system.

The point he is making here is that most day schools lack adequate facilities and competent teachers which, in turn makes effective teaching and learning impossible. In the same vein, there are other specialist and experts who do not agree with the view, that day school system affects students academic performance. Atta (1985) in Okwori (2003) asserts that day school system will help to improve the standard of education because students will be directly under their parents supervision. Okwori (2003) in her study finds no significant difference between the performance of the boarders and those in the day schools in social behaviour. This she say might be due to the fact that boarding houses and schools have lost their pass glory.

Ozigi (1981) in Okwori (2003) identify some of the major challenges of the fall in standard and quality of secondary institution to include;

1. Curriculum: academic problem and wrong choice of subjects causes poor performance of students.
2. Staffing: inadequate teachers, general indiscipline and lack of commitment to work.
3. inadequacy of school equipment and other materials

4. Lack of home support.

All these factors could be applicable to both day secondary schools system and the boarding schools.

In this regard, ozigi concludes by saying that it is not right to judge or compare any academic performance from sectional examination results alone as there could be other factors for failure other than the issue of day system or boarding school system. It is important in any educational institution to have meaningful curriculum, both staff and students for effective teaching and learning.

2.10 Management of School facilities in Secondary Schools.

Schools directly or indirectly touch on the life of almost everyone in modern society, whether as a student, teacher, employer or consumer of good and services provided by school leavers. The emphasis all over the world today is on a child friendly school environment in terms of provision of facilities such as spacious and well furnished classrooms, administrative offices/staff rooms, libraries, laboratories, school dispensaries, toilets/urinals, sporting facilities e.t.c Including many other types of materials and equipment which are vital or essential for the successful functioning of the school. Of all the resource available to the school, the school facilities are the ones that are affected by neglect in terms of management and maintenance. To buttress this, Taiwo (2000) noted that the physical environment in most secondary schools in Nigeria is literacy aggressive due to poor maintenance culture. Otu (2002) in the same vein, noted that it is very common to see secondary school classrooms with broken windows and doors, collapsed ceilings, damaged roofs, cracked walls, faded paints, broken furniture's, non functional equipment, electrical fittings and damaged infrastructures/ Ovwigho (2004) added that play ground, libraries and laboratory equipment are generally in poor condition in many secondary schools.

In line with the above, Jibir (2006) view school management as a learning environment comprises of students and staff, money at hand and in the bank, materials i.e stationeries, equipment and other facilities and machines, electrical and mechanical which require careful and

proper planning, organizing, directing, coordinating and controlling in order to achieve the desired school objectives. Azare (2002) opined that the management and administration of schools includes the management and administration of the classroom and the management and administration of school community relationship.

This implies that the management of the school should be a collective decision making activity on the amount of resources (human and material) to make available to each unit and for the control exercise necessary to ensure the judicious utilization of such resource. This requires the consideration and attention of various people and organizations such as the Parents Teachers Association (PTA), Private Organizations, Non-governmental Organization together with the Local, State and the Federal Government in the management of schools if the objective of education is to be achieved. This also means that to successfully manage school facilities one must have a clear understand of what the nature of each is as well as their weakness and strength.

Castaldi (1977) In Peretomode (2001) maintain that recent advances in the field of educational psychology and electronic programming have stimulated the development of wide variety of effective teaching aids which had and still have profound effect on modern educational thinking. More so with a shift in emphasis from a teacher centered instruction to a child centered curriculum and instruction, much is required to make the educational process reflect the interest and needs of the learner. Psychologists are of the view that learning is more effective in a conducive environment and the learning process made more meaningful when attempts are made to appeal to as many of the learner's senses as possible. This, perhaps more than anything else must have informed the need for facilities in schools. To buttress this he emphasized that excellent school facilities and dedicated teachers are the basic ingredients of a good educational programme. He opined that as important as they are (schools facilities), they do not produce first rate instruction.

Similarly, Edem (2007) maintains that classrooms constitute the most basic of facilities that every school must have. He laments the Nigeria situation where many school building and facilities have been constructed without enough consideration for comfort ability of students and teachers who make use of them.

Ogbodo (1995) in Peretomode (2001), perceives school facilities as "things of education". They include Schools Building, Classrooms, Assembly Halls, Laboratories, Workshops, Libraries etc". Teaching aid and such devices such as modern educational hardware and their software in the form of Computers, Magnetic Tapes, Films, Slide Projector and Transparencies. They also include the tools that facilitate teaching and learning processes in the schools such as the print and non print media e.g Textbooks, Journals, Magazines, Reference materials e.g Encyclopedia, Charts, Maps, Atlases etc and audio visual material which falls in the category of non print media e.g Radio, Television, Tape, Recording, Cassette players etc.

To buttress the point, Edward (2009), uphold that appropriate equipment and materials are necessary ingredient to efficient teaching and learning. Ozigi (1977) in Peretomode (2001), point out that every school needs a wide range of educational equipments such as textbooks, laboratory, workshop and workshop equipment, audio – visual materials and items of furniture among others.

In line with the above, Ovwigho (2004) sees planning as the projection of the activities to be performed in an organization in order to achieve a set of goal. It is also a process of mapping out in advance a pattern of action which when implemented could lead to the attainment of the goals of an organization. it deals with the process of determining what is to be done, and the identification of the requirements for attaining the objectives in a most efficient and effective manner. He further maintain that planning involves working out in broad outlines things that need to be done and the methods of doing them to accomplish the goal of the organization. To

buttress the point, Kochhar (2005), sees facilities planning as involving determination of construction cost of various types of building, selection and procurement of school supplies and equipments.

However, planning school facilities should be designed to serve educational and other school purpose and the government needs to evaluate regularly the degree to which such facilities are effectively used to meet the purpose.

Kochhar (2005), further maintain that as the school head and their staff plan and think together about the present and future, they should consider planning of school facilities as important factor that can contribute to the enrolment of students in the school. He further stress that through adequate planning of school facilities, they can determine the types of instructional materials teachers would need for effective instructions and know whether the available classrooms will be adequate for the anticipated number of students.

Dare (2009), is of the opinions that facilities can limit educational programme, but when properly planned, it cannot only enhance the day-to-day learning process but also pave the way for launching new educational programmes in any school. From the above statement, it can enhance opportunities for new educational programme and serve the rapidly changing needs of today and tomorrow, their proper planning must be given desire attention.

Kochhar (2005), stress that "there are no two opinions on the idea that a school building must be excellent, planned spaciously, functionally and with pleasing architectural features". He further states that "buildings are to education as body is to the mind". That is "a sound mind can only be there in a sound body". This is to say that a fine building makes a fine school and a poor building a poor school. From the about assertion, we can agree that a school should be housed in beautiful buildings which are not only stimulating centers of education for children but also vital centers of community life. This can only be achieved through excellent planning of school facilities.

Yabo (2007) asserts that planning of school facilities helps government and individual school to avoid a wasteful in balance that arise out of projection based on unreliable data. He further added that situation may arise where there are pupils but not teachers or pupils without books, desk and classrooms. This perhaps was the case in the few years following the launching of Universal Primary Education (U.P.E) in 1976.

Similarly, Edem (2007) posited that maintenance of school facilities should include the regular repairs of the furniture, equipment, fixtures and the interior and exterior painting of all buildings. He further observes that the question of whether the public should be allowed to use school facilities should be at the discretion of the principal and his staff as long as there is no government policy against it. This calls for proper maintenance of available facilities.

In the same vein, Edward (2009) stressed that to ensure durability -long life of most for school equipment and facilities, teachers and school administrators should pay particular attention to their maintenance. He further opines that "the classroom should be washed when it is dirty, so also are the chairs, tables and other sitting materials, maps, globes and charts should be washed with adamp cloth annually and store in cabinets when not in used".

Similarly, Manga etal (2013) identified the significance of school plant maintenance to include:

i. School plant facilities maintenance makes it possible to have a clean healthy school environment.
ii. It ensures that school buildings and facilities are kept safe and well protected.
iii. It helps to preserve the aesthetic or beauty of the school environment.
iv. It ensure that school facilities are constantly functioning in good working condition.
v. It helps to slow down the rate of degradation of facilities and extends their life span.

This implies that principals and teachers of secondary schools in Nigeria should consider the immense value of maintenance of school facilities toward sustaining a conducive learning

environment. Also they should re-direct their energies to develop and apply effective school plant maintenance strategies.

They further enumerated the following school plant maintenance activities. The summary reads:

i. School grounds and the entire school environment be swept clean from wastes generated by animals, plants and human beings on daily basis. Pot-holes should be filled up and injurious objects removed in playground and other part of the school environment. Unwanted grasses and shrubs be cut or weeded.

ii. Electrical bulbs and fluorescent tubes are replaced when they expire. Also electrical sockets and lamp holders as well as the wiring be kept in good condition. Electric generators need to be regularly serviced to keep them functional. Power lines and transformer in the school be properly maintained. Fans and air conditioners be repaired when fault develop so as to avoid electrical fires. In addition, electrical devices such as Photocopiers, Refrigerators, Computers, Televisions, Video machines among other be kept in good condition,

iii. School plant landscaping need to be maintained regularly. Trees, flowers and grasses that need watering be watered and trimmed. Unwanted grasses need to be weeded or cut down for beautification and safety from snakes and mosquito prevention.

iv. Refuse and sewage be regularly disposed in order to maintain a health and clean school environment. Blockages in gutter be regularly cleared. Pit latrines, toilet floors, toilet seat and wash hand basin as well as urinary be regularly washed, flushed and treated with germicides. Soak way and plumbing works be kept in good condition to ensure that the water cistern toilets flush correctly and efficiently.

v. School plant security be maintained at all time. The fence be regularly cheeked to detect and seal illegal outlets. The school gate be regularly manned, checked movement of persons and vehicles especially those of visitors. All school building have burglary proofs

on windows and doors. Security light be placed at strategic points in the school and at sides of school buildings.

vi. School buildings be swept, floors and furniture scrupled of dust on daily basis. The walls be periodically repainted to give them a fresh new look. Leaking roofs and collapsed ceiling boards be repaired. Cracked walls and broken floors need to be re-plastered. Broken doors and windows be re-fixed.

vii. Machines and other mechanical devices be lubricated to make them run smoothly. Vehicles be regularly serviced and faulty spare parts and tyres changed when they expire. Laboratory and workshop equipments be kept in top condition and safety devices such as fire extinguisher be checked to ensure that they are in good condition.

viii. Water supply infrastructure such as Pipes, Taps, Wells, Boreholes, Tanks and other equipment be kept in good condition.

ix. Road network and walkways in the school need to be beautified and kept in good condition for smooth traffic of vehicles and pedestrian movement.

In light of the above, it became imperative to highlights the major challenges that grossly erode the sustenance of maintenance culture which include: -

i. Lack of working tools necessary for the execution of maintenance operations.

ii. Lack of adequate finances to purchase maintenance tools and pay for the labour that needs to be employed to carry out maintenance activities in regular basic.

iii. Lack of regular inspection to detect damaged building equipment, furniture and other infrastructure for prompt repairs.

iv. Lack of regular supervision of staff to ensure that school plant maintenance activities are executed on daily basis and in accordance with staff schedules of duties.

v. Lack of a clear schedules of duties allocated to guide staff with job descriptions of maintenance activities sharing what they should do, how to do it and when to do it.

vi. Lack of delegation of authority to committee so they can a actively participate in the performance of maintenance operation. This is mostly where school head over centralized and monopolize authority to themselves.

vii. Lack of application of punitive measure or other sanction's against staff who are found wanting in the discharge of their maintenance operations. This is to discourage deliberate negligence of duty.

viii. Lack of rewarding hardworking staff who showed exceptional commitment on performance of school plant maintenance activities, this equally discourage them from putting extra effort.

ix. Lack of adequate enlightenment programmes to educate staff on the need to embrace maintenance culture. This is coupled with lack of interest and enthusiasm by both school heads and staff towards school plant maintenance.

2.11 Planning of School Academic Calendar in Secondary Schools in the Area of Study

The main concern of a plan is the future. It tries to predict the effects of future events therefore helping the organisation to remove or reduce the limitations of the present, to meet the future with relative confidence and success. Yabo (2013), posited that planning is the projection of the activities to be performed in an organisation in order to achieve a set of goals. It is also a process of mapping out in advance a pattern of action, which when implemented could lead to the attainment of the goals of organisation. It deals with the process of determining what is to done, anticipated events, identification of the requirements, preparations for contingencies, careful formation of lines of action and the provision of an orderly sequence for achieving pre-determined goals.

Ovwigho (2004), maintain that planning involves working out in broad outlines things that need to done and the methods of doing them to accomplish the goals of the organisation.

In line with the above, Dare, (2012), sees planning "as a process of preparing a set of decisions for the future action". This implies that the collective potentials of people are the main assets of a nation in its development.The assets in the form of effective utilization of human resources can be completely wasted unless their development is carefully monitored.

To buttress the view point, Ojetokun and Omale (2005), maintain that, the rapid rate of change in the society calls for careful planning. According to them the challenges in the educational environment can be political, sociological, economic or technological and for education to maintain equilibrium in the changes society, educational manages must anticipate the future and plan ahead.

Thus, Ajayi (2003), described planning as a continuous process of obtaining and analyzing facts and from an empirical base of providing information to decision makers on how well the education system is accomplishing its goal. This reveals that planning is a systematic document of how best to utilize educational resources in such a way that the goal and purpose of education will be efficiently realized.

Education deals with human being who cannot be manipulated like machines. Because they possess unique qualities, capabilities that makes them to be dynamic, therefore in order to get their cooperation, there is need for careful planning. Careful planning in secondary schools will reduce the limitations of the present and will bring future success.

Based on the analysis of the present state of planning Ojetokun and Omale (2005), identified the tasks of school managers to include:

i. Human Resources Management: These include recruitment of personnel, their training, compensation, induction and evaluation of their performance.

ii. Material Resources Management: This involves the purchasing and distribution of the materials, storage and control of such material and purchase of apparatus, books and other teaching materials.

iii. School Discipline: This has to do with the disciplinary methods to be adopted for students and the teachers discipline.

iv. School finance these involves the fiscal setting of the school, government grants, school activities as a source of revenue and the school budget.

v. School management also manages facilities such as construction and utilization of buildings repairs and maintenance of the facilities and the playground for games and sports.

vi. Provision of welfare and medical service to both staff and students, planning at the school level.

vii. The school manager does a lot of planning at the school level. Whatever the nature of planning to be carried out, the school size is the first consideration. The size of the school-big or small will determine how detailed his planning will be.

viii. At the beginning of the academic calendar, the school manager is faced with new challenges. He meets a new set of students and staff; he makes new plans and implements decisions made with his staff. These decisions may take the form of money, the content to be taught and methods to be adopted either short or long term

This implies that, whether the school is small or big, planning and budgeting will demand much skill, material and time. As the school manager and staff plan together to achieve the desire goals, they have to think of whether there will be increase in enrolment, staff, new equipment to be purchased, new methodology, additional building or classrooms, hostel facilities for boarding students, offices and playgrounds. Also they have to consider standard science laboratory, standard workshop, standard home economics block and well

equipped library. Others include teaching aids, a standard business studies block and instructional material generally.

They further highlight the task of the school managers, as a planner to include curriculum implementation. They opine that, it is a complex task that requires the training, skills, experience and educational knowledge of the school manager in order to accomplished the goals if planning at the secondary school level. As a professional leader, he has to plan the implementation of the school curriculum. Again, the size of the school will assist him in the implementation of the curriculum. In a big school, he has many teachers to control and to supervise. He has to see to achieve class teaching, the conduct of examinations and the assessment of students performances. All this will no doubt pose greater challenges to the school managers in a big school than a small school.

Secondly, they maintain that budget planning at the secondary school level cannot be over emphasized. They posited that, budgeting at the secondary school level has a lot to do with the size of the school. According to them, the bigger the school, the more articulated the budget will be. The purpose of education no matter how inspiring cannot execute itself without the means of realizing this purpose. As Otu (2010) reports, one of the roles of principal is the allocation of financial resources, distributing resources within the budget and auditing control. This implies that, the principal must present a broad view of the educational programme to be embark upon at the beginning of a school academic calendar. This will show clearly the decision reached as regards the number and qualification of staff, population of the school, number of classrooms, the library and equipment needed by the school.

In the same vein, Otu (2012), maintain that budget whether big or small school should not be a one-man affair. The inputs from staff members must be sorted out and translated into financial terms according to the needs and nature of the school.

In support of such synthesis above, Dare, (2009), in his write up on planning enumerated five elements of planning. They are:

a. **Planning**: planning is a managerial function designed to prepare the organization for the future and to ensure that decisions regarding the use of people and resources to achieve the objectives of the organization are properly taken. This implies that individual and organization activity without plan is certainly to be frustrated and achievement may be very difficult. planning may be a short term or long term depending on what is to be achieved. He posited that school manager must be able to develop programmes and approaches for the use of the resources to achieve the stated educational goals of the school.

Furthermore, Dare, (2009) stressed that, planning being an important working tool managers of school organisatios plans because:

i. Planning leads to goal attainment
ii. Planning leads to feeling of fulfillment and satisfaction
iii. Planning helps manager to tackle future changes
iv. Planning is very essential for effective performance of the other management functions for goal attainment.

b. **Organising:** Organising is a management process by which the work is divided up among units and staff and then both units and jobs are linked together to form a unified system. Having this in mind, administrator in the school system should know that he is the organizer of both human and materials resources that would be used by employees under him to achieve the goals of the organizations. Therefore, organizing ability of a school manager is concerned with:

i. Determining the specific activities that are necessary to accomplish the planned goals.
ii. Grouping the activities into logical patterns to suit all unit

iii. Assigning the activities to different workers for goal attainment.

In this regard, Dare (2009) further stressed that, manager organizing ability and approaches determine the ways and means by which educational goals can be achieved. He posited that managers in school organizations like in the primary, secondary and universities etc should be more knowledgeable about human management because they deal much more with the workers and the managers depend on the ability and capability to manage. According to him, school managers must be aware that they must be ready to make use of those potentialities possessed by his workers. He point out that, it is also the duty of the school managers to seek for highly qualified staff from the appropriate authority when they find out that the school is in dare need of one.

c. **Commanding**: Commanding is another function of the manager in school organization. Various writers have asserted that authority is the right to issue instructions and that power is the right to make one self be obeyed. The manager by right has the power to command and issue instructions that will guide both the workers and superior officers working under his leadership. In most cases, the problem of a manager in this case is to make subordinate to obey. These points to the reality that school managers should be tactful, understanding and be flexible in approaches adopted to deal with human elements in the school. In trying to make subordinates obey him he must do the following.

i. He must possess a character worthy of emulation
ii. He should conduct periodic inspection and supervision to follow-up but not to victimize
iii. He should show good leadership behaviour
iv. He should help develop adequacies in his workers
v. He should provide a behaviour of modification

vi. He should be less rigid and meticulous in both communication and supervision pattern

d. Coordinating: Coordinating is the ability and capability of a school manager to put together human and material resources at his disposal and to use same for better achievement of the organizational objectives. He maintains that, the ability and capability of a school manager should be a strong-cord that binds members in an organization together to strive towards achieving a common goal. He opine that, to provide unity, peace and conducive atmosphere worth living in the school organization, the head must know that his ability to make effective use of staff, resources for effective result hinges on his coordinating efforts. He should use his coordinative ability to praise, reward and replenish the efforts of his workers

e. controlling: It is clear that control procedures, like many other management function, can contribute to productivity making the school more efficient.

In this regard, when control has been accomplished the management process is complete. He stressed that control is concerned with:

i. Comparing objectives with plans

ii. Making necessary adjustment and correction where there are differences between plans and objectives. Objectives must be in measurable terms for individuals as well as work groups. This occurs if planning is well done. Dare, (2009), identified four factors as significant to controlling, these are:

i. Establishment of standards

ii. Comparing of performance with standards

iii. Adjustment and correction of deviation

iv. Provision of feedback.

In this regard, he maintain that educational administrators should bear in mind that, they are not only to control human beings and resources, but must also be able to establish and maintain educational standard in the school system.

In the light of the above, Ojetokun and Omale, (2005) highlights the major challenges of planning at the secondary school level to include:

The manager have to manage both personnel and over-crowded curriculum, which has revealed to many subjects offered in the school. The subjects offered at the JSS are generalized leading to an integrated approach in pre-vocational content, while that of SSS are more specialized leading to specific specialization.

Another major challenge in coping with the high population of students in schools for effective teaching and learning is that most educational equipment imported into the schools have no spare parts and specialist to handle them makes their use to be rendered useless. Most of the teachers cannot operate the equipment not to talk about the students. This has made teaching and learning to be difficult. This therefore, calls for the need for training of staff to operate and maintain this equipment in order to enhance the teaching of science and technical subjects in the secondary school.

However, there is the need for careful planning by the school head in order for the school to achieve the desired goals. The school manager is then charged with the responsibility of implementing various school programmes for desired result both at short and long term.

Therefore, the task of the school manager and teachers in planning school calendar must be one that is aimed at generating good harmony and well-being of the school as an organization. A bad school head is the one who sees himself/herself as an authority over his/her subordinate staff and views his/her ideas as always the best. Such behaviours of the leader would

discourage the subordinate staff from putting in their best in the management of secondary school which the research intends to evaluate in southern Kaduna Senatorial zone Nigeria.

2.12 Empirical studies

The outcome of the studies by other researchers such as Alhas(2005), Olubadewo and Ogwu (2005), Ameh and Masanawa (2013) are closely related to the study being investigated. Design of study and procedure employed for data gathering are appropriate and valid for the purpose of conducting the research.

The point to be noted, however, as Olubadewo and Ogwu(2005), carried out a study titled; "Influence of parents' socio-economic status on students' Academic performance : Implications for the planning of Universal Basic Education programme" Uses the population of 1132 students and randomly selected 372 subjects from (12) junior secondary schools. The sample comprised of 31 students from each of the 12 selected schools in Kano metropolis. The researchers adopted descriptive survey design and collected the data for the study through the use of questionnaire. The study examined the implications for the planning of Universal Basic Education programme. The finding revealed that parents socio-economic status (SES) has influence on children academic performance in their JSS3 examinations in English language and Mathematics in the area of study. The methodology, population, sampling and findings are in agreement with the topic under investigated/study.

Also researcher such as Alhas (2005), while "Assessing the supervisory role performance of secondary school principals in Kaduna State, Nigeria" Use the population of 6566. Teachers population was 6160, 191 principals and 215 Ministry of Education Officials while the sample size was 361. The researcher adopted survey research design and colleted the data for the study through the use of questionnaire. The study examined the supervisory role performance of. secondary school principals on issues related to personal management, problems of

supervision, maintenance of school plants e.t.c. The study found out that there is different between expected and the observed performance of the principals in classroom instruction, maintenance of school plants and personal administration . The result of the study showed that the principals are generally not performing their duties as expected could be responsible for the common and habitual lateness among teachers and students to school, low academic performance of students, low morale of teachers, and poor students enrolment of many schools. Therefore, the methodology, sampling and findings are in support of the research under study.

Researchers such as Ameh and masanawa (2013), conducted a research titled; "The role of Parents Teachers' Association in the administration and planning of post-primary Education" Uses the population of 1560. The sample comprised of 1200 teachers, 300 parents and 60 principals from 60 secondary schools. The researchers adopted descriptive survey design and collected the data for the study through the use of questionnaire. The study revealed that, to a very large extent, parents were involved in the administration of secondary schools in Nigeria.

It should be borne in mind that academic performance of secondary school students in relation to management is the concern of this study and the existing gap this study hopes to fill when completed can be generalized to Nigeria as a whole. This is because students admitted are drawn from public and private secondary schools. Also the uniqueness of this study is that the researcher intends to establish that high academic performance in students is enhanced by proper management and for efficient learning to take place the students must be equipped with the necessary educational materials such as books and learning aids which will foster learning. So parent must not relent in their efforts so that their wards will not just pass through the school without functional education.

2.13 Summary

This chapter has reviewed some related works in the field of management and challenges of managing secondary schools generally. It also looked into management and administration of secondary schools in Nigeria, with particular reference to kaduna state. The reviewed revealed that the success of any educational institution revolve round the theories of management. Further more, view on day and boarding secondary schools and development have also been highlighted. Also the review has assisted the researcher to understand the theoretical arguments related to the management challenges facing the secondary schools. Many opinions as have been discussed in this chapter agree that the day school system is better while other say there is no difference.

Also, the reviewed indicated that for secondary schools to work efficiently and effectively they need sufficient funds and that parents need to be made to pay part of the cost of funding the education of their children because better education cannot be borne by the government alone.

Also, the review revealed that the best discipline is self discipline and self discipline is the orderly behaviours of students because they are truly convinced that is the right thing to do and it conviction that makes them to be law – abiding without any enforcement such as rewards or threats of punishment.

Furthermore, the review revealed that staff are the most important resources with which the school largely need to function efficiently and effectively. That is, staff are the most important assets of any organization be it public or private. Also the review indicate that good management of teachers through training and development is very vital to the success of the school system.

Also, the review revealed that the good functioning of an organization depends on the kind of decision made concerning it. This is true because whatever plan of action an organization take is a product of a decision. The review also indicated that heads of organization are to focus their

mind on rational decisions which requires a thorough consideration of the facts or evidence before him/her and an unbiased interpretation of such facts before the desired course of action is chosen.

In other word, the review indicate that, the success of supervision of instruction in the management of school even though found to be important as an instrument of achieving the set objective of secondary education in Nigeria and in kaduna state in particular depends largely on the quality of school administrators to adopt the principle of supervision of instruction in schools. It further revealed that good management involved multidimensional approach that required regulatory process center on various input such as teachers, facilities, infrastructures and regular supervision.

Further more, the review show the used of human relation as an important indicator through which effective academic performance in the school can be enhanced. The following are the major indicators of measuring school effectiveness: works centred environment, productive division of lesson among teachers using the principle of each according to his needs and his ability, parental and community involvement, positive organizational climate, efficient and accurate records keeping, good communication strategies between teachers and students, good parental report as a result of joint individual supervision among others.

Also, the review indicate that the successful management of school facilities depends on effective or proper school facilities planning.

CHAPTER THREE

Research Methodology

3.1 Introduction

The main aimed in this chapter, is to bring to focused the various steps and techniques involved in collecting data. It presents the research design, the population, the sample and sampling technique, the instrument for data collection, validity, reliability and pilot testing of research instrument, administration of instrument, rate of return of instrument and method of data analysis.

3.2 Research Design

The descriptive survey research design method was adopted in the study. The reason for using the survey method is because being analytical Study, this method was found suitable. The data collected was analyzed using the descriptive statistics of Mean, Percentages, Frequencies, and Standard Deviation, while the inferential statistics of ANOVA was employed to answer the research questions and hypotheses.

3.3 Population

Maina (2012) describe population as the larger group from which a sample is selected for the study. This implies that population is the group of interest to the researcher, which may take the form of individual to which the result or outcome of the study become generalized.

The population of this study comprised of 60 principals from sixty Secondary Schools, 5 Ministry of Education Officials, 118 Parents Teachers Association Officials (P.T.A), and 203 Teachers in both Public and Private Secondary Schools in Southern Kaduna Senatorial Zone, Nigeria. Their view on the management of secondary schools was sought and the data collected was analyzed to determine the significance differences between public and private schools accordingly.

3.4 Sample and sampling techniques

i. Sampling procedures

Randomization as a process has a procedure. According to Awotunde and Ugodulunwa (2004), Asika (2006) and Abdullahi (2012) all suggested that it can be by simple method called ballot techniques that depend on the use of random numbers of three, four or five digits respectively . The researcher used stratified random sampling techniques for the selection of the sample for the study. Randomization is a process by which participants are selected or elected from the population by chance and assigned treatment (Abiola, 2007). In the light of the above, Awotunde and Ugodulunwa (2004) and Abiola (2007) all suggested that a minimum of 10% of population of 2000-5000 for descriptive research and minimum of 20% of population where the population is considered small. In the same vein, they suggested that it is the circumstances of the study situation that determine what number or percentage of population would be sample. The researcher adopted this method due to the fact that all participants have equal chance of not only being selected but also being assign to any group as posited by Abdullahi, (2012) and Maina, (2012).

Furthermore, randomization eliminate selection bias and minimizes the effect of extraneous variables (Abiaola, 2007). In this case the sample size for the study consist of Ministry of Education Officials, Principals, Teachers and Parents are indicated on tables 3.4, 3.5, 3.6, and 3.7 respectively and the statistics are obtained from Ministry of Education and zonal offices.

Table 3.4 Numbers of principals sample in secondary schools

S/N	Zonal Education Office	Numbers of principals	No. Sample
1	ZEO, Kachia	56	23
2	ZEO, Zonkwa	52	10
3	ZEO. Kafanchan	54	22
4	ZEO, Godogodo	36	5
Total		198	60

Source: Ministry of Education, Inspectorate Division

The above table shows that, there are 198 principals whose opinions on the funding of secondary schools would be determine, particularly, if significance difference in the opinions of respondents exist in secondary schools. A total of 60 principals are sampled in line with the opinions of Asika, (2006), Abiola(2007) and Abdullahi (2012) that posited that sample size should not be less than 30 in any meaningful study related to determining relationship of two variables (dependent and independent variables).

Table 3.5 Showing numbers of teachers in secondary schools and the number sample

S/N	Zonal Education Office	No. of teachers in Secondary Schools	No. sample
1	ZEO, Kachia	630	55
2	ZEO, Zonkwa	614	50
3	ZEO, Kafanchan	720	65
4	ZEO, Godogodo	512	33
Total		2476	203

Source: Ministry of Education, Inspectorate Division.

The table above shows that, there are 203 teachers sampled out of 2476 teachers in southern Kaduna senatorial zone, using random numbers sampling technique from the four zonal offices in the state as indicated above.

Table 3.6 Showing number of Parents Teacher Association Officials and the number sample.

S/N	Zonal Education Office	No. of PTA Officials	No. Sample
1	ZEO, Kachia	280	40
2	ZEO, Zonkwa	260	20
3	ZEO, Kafanchan	270	40
4	ZEO, Godogodo	180	18
Total		990	118

Source: Ministry of Education, Inspectorate Division

The total aggregate population of 118 P.T.A Officials sampled out of 990 P.T.A Officials in the area of study, using random numbers sampling technique from the four zonal offices in the state as indicated above.

Table 3.7 Showing number of Directors of Education and number sample

S/N	Zonal Education Office	No. of Directors	No. Sample
1	ZEO, Kachia	1	1
2	ZEO, Zonkwa	1	1
3	ZEO, Kafanchan	1	1
4	ZEO, Godogodo	1	1
	SOME HQTs	5	1
Total		9	5

Source: Ministry of Education, Inspectorate Division

The total population of 5 directors of education sampled out of 9 Ministry of Education Officials in the area of study, using random numbers sampling technique from the four zonal offices as indicated above.

ii. **Determining Sample Size:**

Although various formulae have been propounded for determination of sample sizes by Abdullahi (2012), Asika (2006), Maina (2012), and Abiola (2007), all suggested that the best approaches is to select a large sample, since the larger the sampling the smaller the risk of sampling error. However, the sample population were drawn using Abdullahi; (2012), Asika (2006), Maina (2012), and Abiola (2007), sampling procedures.

Both purposive and randomization i.e random number of five digits was used for the selection of the sample. The samples of the study consisted of :

i. 60 Principals from sixty secondary schools

ii. 203 Teachers of secondary schools

iii. 118 Parents Teachers Association Officials

iv. 5 Ministry of Education Officials

v. The total population sampled for the study stand at 386

3.5 Instrumentation.

Although there are different methods of data collection especially when undertaking a research related to descriptive survey that verifies significance difference of opinions between sample populations. The researcher used a structured likert questionnaire and observation to collect demographic information on target audience. The questionnaire was divided into two sections:

Section A: This capture the bio data of respondent profile, location of school, ownership of school, nature of school, status including experiences.

Section B: Capture responses of ministry of education officials, principals teachers and parents from secondary school in southern Kaduna senatorial zone, as it affect the eight hypotheses. The instrument covered questions 1 – 80 regarding funding, maintenance of discipline, staff development, decision making process, supervision and inspection, staffing/academic performance, management of school facilities and planning of school academic calendar in secondary schools.

the questionnaire was structured based on five point rating scale developed from (5) five point cluster scale response pattern that consist of: -

SA	-	strongly agree	5point
A	-	agree	4point
UD	-	undecided	3point
SD	-	strongly disagree	2point
D	-	disagree	1point.

This was done to test the null hypothesis which was formulated to determine the level of significant difference in the opinions of Ministry of Education Officials, Principals, Teachers and Parents.

3.6 Validity of instrument

In any study of this nature, the content validity as posited by kerlinger (1973), Awotunde and Ugodulunwa (2004) is usually determined by experts judgement upon through rational and logical analysis. First the instrument was faced-validated by programme analyst and test-construct validity. (free from conflict of opinions).

In addition to that, the instrument were further evaluated by expert in educational administration and statistics. The observation of these experts form the basis for the modification of the items (80) on the questionnaires.

3.6.1 Pilot Testing of the research instrument

The ***pilot testing*** of the evaluated instrument by the experts was administered on four (4) schools which are excluded from the sample population whom the final instrument was administered, ***a split-half method*** was adopted and Pearson Product Moment Correlation Coefficient (PPMCC) of 0.88 was obtained from the reliability of the instrument. The reliability co-efficient obtained was .8863. This value (.8863) according to Awotunde and Ugodulunwa (2004) implies that the instrument was reliable and could be used for the study.

3.6.2 Reliability of instrument

The reliability of the instrument or test result as posited by Awotunde and Ugodulunwa (2004) is said to be reliable to the degree that it measures accurately and consistently, yielding comparable result when administered a number of times.

In this regard, the reliability of the sample questionnaire was determined by computing co-efficient of correlation between two sets of data collected independently using the same numbers of the sampled population. Also Abiola (2007) and Dare (2012) posited that the higher the value of reliability co-efficient, the more reliable the instruments. The most educational and psychological studies indicates that reliability co-efficient of about 0.88 is considered satisfactory.

3.7 Administration of Instrument.

In order to design and administer the instrument, a structured questionnaire was developed. It was so designed to capture responses for the eight (8) research questions set for the study. Also the instrument (questionnaire) was also designed to find information to be use for the analysis of

data collected based on the research questions as well assisting towards testing eight hypotheses developed.

Therefore, permission was sought from the directors of the various zonal offices used for the study and the reason for the study was explained to them. The questionnaire was administered personally with assistance from some teachers in the selected schools. The respondents were asked to respond on five point rating scales. The questionnaire were left with some teachers in each school who serve as research assistance to collect. At the end of one week, the researcher went round the schools to collect the returned questionnaire.

3.9 Methods of Data Analysis

The data on the level of management of secondary schools, as well as funding, maintenance of discipline, staff development, decision making, supervision and inspection, staffing and academic performance, management of school facilities and planning of Schools academic calendar in southern Kaduna senatorial zone was collected in the field.

The data or information were computed, using descriptive and analytical approach which permit ready and meaningful analysis and interpretation as indicated in chapter four in this study. Also the researcher take stand on the outcome of the study through test of reliability of the assumed hypothesis to determine whether the phenomenon is valid or otherwise (accept or reject the hypothesis).

However, the corresponding values of F: ratio (deviation) are compared with the statistical table value of F. (significant value at 0.05) in order to determine the significance of the deviation of means of the respondents as follows:

1. Percentages/frequencies distribution where the mean, standard deviation of observed opinions from the ministry of education officials, teachers, principals, and parents were used to determine the independence of opinions of respondents.

2. In order to test the null – hypotheses, the raw scores was converted based on principles of inferential statistic where the responses was proportionately calculated using ANOVA (F:ratio table) in order to determine the significance difference of opinions between the eight group by determine the degree of freedom (df) and mean square/deviation of the opinions of the respondent that constituted the population mentioned above.

3. Likert rating scale as rightly identifies by Abdullahi (2012) as well as Awotunde and Ugodulunwa (2004) presented the result at 95% significance level where the rejection region was determine at 0.05 level using ANOVA F:table

4. The overall significance relationship or difference the various respondent from public and private secondary schools would be transformed to show the level of dispersion of opinions on a given item on the table to be created accordingly.

5. To analyze the 5 point likert scale based on the eight formulated hypotheses, inferential statistics, ANOVA was employed using deviation formula @ 0.05 to test the level of significance of mean between variance using F:ratio test.

In order to ensure that the data on the opinions of the sampled population were collected, the following method for data collected was adopted: -

1. It is a known fact that the first step towards effective data collection is for the researcher to familiarized himself with the nature, ownership and location of each school and respondent.
2. Discussions were held with the respondents to ensure that the questionnaires designs are fully understood.
3. The possible date the respondent may likely complete the questionnaire, efforts was made to ensure that the sampled population are fully aware on the expected date for data collection and the importance attached to the instrument and their consent sought.
4. Extra copies were produced in case the respondents misplace the first copy release earlier. To that effect a total of 545 copies was produced instead of 386.
5. All questionnaires were coded according to the respondent grouping and the professional advised from the data analyst (Mr. Cletus). This actually facilitate a solid based for easy classifications and analysis of data collected from the field.
6. The questionnaire was distributed by the researcher himself to ensure that all grey areas related to the observed phobia associated with collection of data at the local Government level is minimized accordingly.
7. Eight trained research assistance was employed to administer questionnaire to all the sample population in the four zonal offices.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction

This chapter deals with the analysis of data collected from the field on the management of secondary schools in southern Kaduna Senatorial zone, Nigeria. There are four respondents to the questionnaire which include Ministry of Education Officials, Principals, Teachers and Parent Teacher Association (P.T.A) officials. The responses are tabulated using frequency and percentages(%). The study adopted descriptive method to describe the opinions of the respondents with emphasis on significance difference on item 1 – 80.

An observation was used to clarify statements based on the availability of facilities and infrastructures used to ensure good management. Tables are drawn to show the demographic information of the respondent covering location of school, ownership of school, status, gender, qualification and working experience shown on table 4:1.

In the same vein, hypothesis testing and discussion on findings were made in this chapter. Research question and Null-hypothesis formulated in chapter one for this study were analyzed and tested using one way analysis on variance (ANOVA) as inferential strategy to determine significance difference of opinions between sample groups using degree of freedom (df) of 3 at the level of 0.05% of significance in secondary schools in southern Kaduna Senatorial zone, Nigeria.

4.2.1 Summary of Data

In this section, the data collected were subjected to descriptive analysis in order to determine the number of items accepted and rejected based on the questionnaire developed for

the study. The data presentation was divided into two distinct but related heading. 4.2.1 deals with data summary while 4.2.2 dwelled on hypothesis testing as shown below.

A. Demographic Information on the Respondents

Information of the socio-demographic information of the respondents covering the location of school, ownership of school, status, gender, qualification and working experience of respondents were collected and analyzed as shown in table 4.1 below.

Table 4.1 Showing socio-demographic information of the respondents.

Demographic information of respondent	Categories	Frequency	Percentage
Location	Urban	128	33.2
	Rural	258	66.8
		386	**100.0**
Ownership	Private	108	28.0
	Public	278	72.0
		386	**100.0**
Status	M.O.E official	5	1.3
	Principals	60	15.5
	Teachers	203	52.6
	P.T.A officials	118	30.6
		386	**100.0**
Gender	Male	236	61.1
	Female	150	38.9
		386	**100.0**
Qualifications	M.Sc/M.ED	34	8.8
	B.Sc/BA.ED/B.A	174	45.1
	H.ND	32	8.3
	N.C.E	146	37.8
		368	**100.0**
Working experience	40 years and above	12	3.1
		66	17.1
	30 – 39 years	87	22.5
	20 – 29 years	72	18.7
	10 – 19 years	149	38.6
	0 – 9 years	**386**	**100.0**

A critical look at the table above shows that one hundred and twenty eight representing (33.2%) were made up of respondents from urban secondary school while two hundred and fifty eight representing (66.8%) were from rural secondary schools.

The table further shows that one hundred and eight representing (28.0%) were made up of respondents from private secondary school while two hundred and seventy eight representing (72.0%) were from the public secondary schools.

Furthermore, the table shows that there are five Ministry of Education officials representing (1.3%), sixty principals (15.5%), two hundred and three teachers (52.6%) and one hundred and eighteen P.T.A Officials (30.6%). This gives a total of three hundred and eighty six respondents to the questionnaire administered which constituted the sample population for the study.

The table also indicated that two hundred and thirty six (61.1%) were male while one hundred and fifty (38.9%) were made up of female respondents.

In the area of qualifications, the table indicated that there are thirty four M.S/M.Ed (8.8%), B.S/BA.ED/BA one hundred and seventy four (45.1%), HND comprises of thirty two (8.3%) and NCE consist of one hundred and forty six representing (37.8%) respondent in private and public secondary school in the area of study.

Furthermore, in the area of working experiences, twelve (3.1%) had 4 years and above, while sixty six (17.1%) represent those within 30 – 39 yrs, eighty seven (22.5%) represent respondents between 20 – 29 years. Also seventy two (18.7%) of the respondent fall within 10 – 19 years and one hundred and forty nine (38.6%) of respondents fall within 0 – 9 years working experience as indicated above.

The information above indicated that (3.1%) representing twelve are retirees working in private secondary schools. Also the data above revealed the fact that there are more young officers engaged in teaching profession representing one hundred and fouty nine (38.6%) within 0 – 9

years of working experience. Therefore, there is the need for training and re-retraining of these young officers to enable them acquires new knowledge in the education sector.

B. Summary of the Opinions of Respondents on Funding in Secondary Schools

In the light of the above, this section seeks to present the opinions of the respondents as regards to item 1 – 10 of section B of the instrument that deal with the funding of secondary schools. Responses of all the respondents were collected and analyzed. Details are contained in table 4.2. below

Table 4:2 Respondents opinions on funding in secondary schools

Item No	Item Statement	Categories of Respondent	Responses					
			Agree		Undecided		Disagree	
			Freq	%	Freq	%	Freq	%
1.	Government takes full responsibility of funding secondary schools	1. M.O.E officials	2	40.0	0	0	3	60.0
		2. Principals	17	28.4	5	8.3	38	63.3
		3. Teachers	81	39.9	11	5.4	111	54.7
		4. P.T.A officials	56	47.5	6	5.1	56	47.4
2.	Parents Teachers Association Sources for funds and learning materials from NGO^{s}, Agencies, and well meaning individuals from the society to promote learning in our secondary schools	1. M.O.E officials	2	40.0	0	0	3	60.0
		2. Principals	27	45.0	4	6.7	29	48.3
		3. Teachers	136	67.0	13	6.4	54	26.6
		4. P.T.A officials	80	67.8	7	5.9	31	26.3
3	Parents contribute well during fund raising activity in the schools.	1. M.O.E officials	3	60.0	0	0	2	40.0
		2. Principals	43	71.6	3	5.0	14	23.4
		3. Teachers	156	76.9	20	9.9	27	13.2
		4. P.T.A officials	95	80.5	9	7.6	14	11.9
4	Employers of labour such as private companies contribute to funding of secondary schools.	1. M.O.E officials	3	60.0	0	0	2	40.0
		2. Principals	27	45.0	5	8.3	28	46.7
		3. Teachers	77	38.0	36	17.7	90	44.3
		4. P.T.A officials	48	40.7	20	16.9	50	42.4
5	Millennium Development Goals contribute in funding of secondary School.	1. M.O.E officials	1	20.0	1	20.0	3	60.0
		2. Principals	23	38.3	3	5.0	34	56.7
		3. Teachers	128	63.0	19	9.4	56	27.6
		4. P.T.A officials	73	61.8	18	15.3	27	22.9
6	Community organized self-help project to fund secondary schools.	1. M.O.E officials	3	60.0	0	0	2	40.0
		2. Principals	28	46.7	7	11.6	25	41.7
		3. Teachers	136	67.0	20	9.9	47	23.1
		4. P.T.A officials	79	66.9	12	10.2	27	22.9
7	Well meaning individuals complement Government efforts in funding secondary school.	1. M.O.E officials	3	60.0	0	0	2	40.0
		2. Principals	35	58.3	4	6.7	21	35.0
		3. Teachers	129	63.5	20	9.9	54	26.6
		4. P.T.A officials	80	67.8	19	16.1	19	16.1
8	Government increases financial allocation to secondary schools from time to time.	1. M.O.E officials	4	80.0	0	0	1	20.0
		2. Principals	31	51.7	7	11.6	22	36.7
		3. Teachers	104	51.2	34	16.7	65	32.1
		4. P.T.A officials	58	49.2	28	23.7	32	27.1
9	Proprietors establish revenue yielding projects to provide more finance to their secondary schools.	1. M.O.E officials	1	20.0	2	40.0	2	40.0
		2. Principals	35	58.3	10	16.7	15	25.0
		3. Teachers	125	61.6	37	18.2	41	20.2
		4. P.T.A officials	72	61.0	20	16.9	26	22.1
10	Alumni Association Launches endowment funds for their secondary school.	1. M.O.E officials	2	40.0	2	40.0	1	20.0
		2. Principals	32	53.3	9	15.0	19	31.7
		3. Teachers	123	60.6	30	14.8	50	24.6
		4. P.T.A officials	80	67.8	18	15.3	20	16.9

Table 4.2 shows the views of the respondents as regards government taking full responsibility of funding secondary schools. 40.0% of the Ministry of Education officials agreed, while 60.0% of the respondent disagreed. Only 28.4% of the principals agreed, 63.3% disagreed and 8.3% remain undecided on the issue. While 39.9% of the teachers agreed, 54.7% disagreed and 5.4% of teachers remained undecided. Also 47.5% of the P.T.A Officials agreed, 47.4% disagreed and 5.1% remain undecided on the matter.

In respect to item 2 which sought the opinions of the respondents with regards PTA officials to source for funds from NGOs and well meaning individuals to promote leaning in schools. 40.0% of the Ministry of Education officials, 45.0% of the principals, 67.0% of teachers and 67.8% of P.T.A Officials agreed while 60.0% of M.OE officials, 48.3% of principals, 26.6 teachers and 26.3% of PTA officials disagreed. However, only 6.7% of principals, 6.4% of teachers and 5.9% of PTA officials remained undecided.

On the question regarding parents contributing well during fund raising activity. 60.0% of the MOE officials, 71.6% of principals, 76.9% of teachers and 80.5% of PTA officials agreed. While 40.0% of MOE officials, 23.4% of principals, 13.2% of teachers and 11.9% of PTA officials disagreed. Only 5.0% of principals, 9.9% of teachers and 7.6% of PTA officials remained undecided on the issue. **Responding** to employers of labour such as private companies contributions to funding of secondary schools. 60.0% of the MOE officials, 45.0% of principals, 38.0% of teachers and 40.7% of PTA officials agreed. Only 40.0% of MOE officials, 467.7% of principals, 44.3% of teachers and 42.4% of Parents disagreed. While 8.3% of MOE officials, 17.7% of teachers and 16.9% of PTA remained undecided.

With regards to the contribution of Millennium Development Goals in funding secondary schools. 20.0% of the MOE officials, 38.3% of principals, 63.0% of teachers and 61.8% of PTA agreed, While 60.0% of MOE, 56.7% of principals, 27.6% of teachers and 22.9% of PTA officials disagreed. Only 20.0% of MOE, 5.0% principals, 9.4% of teachers and 15.3 PTA officials remained undecided. In response to item 6, community organizes self-help project to fund secondary schools. 60.0% pf the MOE, 46.7% of principals, 67.0% of teachers and 66.9% of PTA officials agreed. While 40.0% of the MOE officials, 41.7% of principals, 23.1% of teachers and 22.9 of the PTA officials disagreed. Only 11.6% of principals, 9.9% of teacher and 10.2% of the PTA officials remained undecided.

On the question individuals complement government effort in funding secondary school. 60.0% of the MOE officials, 58.3% of principals, 63.5% of teacher and 67.8% of the PTA officials agreed. Only 40.0% of MOE, 35.0% of principals, 26.6% of teacher and 16.1% of the PTA officials disagreed. While 6.7% of principals, 9.9% of teachers and 16.1% of Parents remained undecided. **Regarding** government increases financial allocation to schools. 80.0% of the MOE, 51.7% of the principals, 51.2% of teachers and 49.2% of the parents agreed. While 20.0% of MOE, 36.7% of principals, 32.1% of teachers and 27.1% of the PTA disagreed. Only 11.6% of principals, 16.7% of teachers and 23.7% of the parents remained undecided.

In response to item 9, which sought the opinions of respondent on proprietors to establish revenue yielding project to finance schools. 20.0% of MOE officials, 58.3% of principals, 61.6% of teachers and 61.0% of PTA officials agreed. While 40.0% of MOE, 25.0% of principals, 20.2% of teachers and 22.1% of the PTA officials disagreed. Only 40.0% of MOE, 16.7% of principals, 18.2% of teachers and 16.9% of the PTA officials remained undecided on the issue. On the question regarding, Alumni Association launches endowment funds for secondary schools. 40.0% of MOE officials, 53.3% of principals, 60.6% of teachers and 67.8% of the PTA agreed. Only 20.0% of MOE, 31.7% of principals, 24.6% of teachers and 16.9% of the PTA disagreed. While 40.0% of MOE, 15.0% of principals, 14.8% of teachers and 15.3% of the PTA officials remained undecided.

C. **Summary opinions of the respondents on Maintenance of the Discipline in secondary schools**.

This section deals with the respondents opinions on Maintenance of the Discipline in secondary schools in Nigeria with regards to items 1 – 10 of section C. The data collected were analyzed as contained in table 4.3 below.

Table 4.3 Respondent Opinions on Maintenance of Discipline in Secondary Schools.

1	Parents are made members of disciplinary committee in secondary schools.	1. M.O.E officials	4	80.0	0	0	1	20.0
		2. Principals	44	73.3	3	5.0	13	21.7
		3. Teachers	165	81.3	5.9	26	12.8	12.8
		4. P.T.A officials	97	82.2	3	2.5	18	15.3
2	School works in collaboration with parents to ensure that students are well disciplined.	1. M.O.E officials	5	100	0	0	0	0
		2. Principals	50	83.3	4	6.7	6	10.0
		3. Teachers	188	92.6	8	3.9	7	3.5
		4. P.T.A officials	114	96.7	1	0.8	3	2.5
3	Teachers talk with offending students in accordance with school/class rule.	1. M.O.E officials	5	100	0	0	0	0
		2. Principals	59	98.3	0	0	1	1.7
		3. Teachers	177	87.2	12	5.9	14	6.9
		4. P.T.A officials	106	89.9	5	4.2	7	5.9
4	Principal is friendly, firm and fair in the discharge of his/her duties	1. M.O.E officials	5	100.	0	0	0	0
		2. Principals	59	98.3	1	1.7	0	0
		3. Teachers	187	92.1	9	4.4	7	3.5
		4. P.T.A officials	110	93.3	3	2.5	5	4.2
5	Principal spelts out school goals clearly to teachers and students.	1. M.O.E officials	4	80.0	1	20.0	0	0
		2. Principals	56	93.3	1	1.7	3	5.0
		3. Teachers	183	90.2	8	3.9	12	5.9
		4. P.T.A officials	111	94.1	4	3.4	3	2.5
6	Principal makes adequate provision of teaching materials to enhance good teaching and learning.	1. M.O.E officials	4	80.0	1	20.0	0	0
		2. Principals	54	90.0	2	3.3	4	6.7
		3. Teachers	169	83.3	10	4.9	24	11.8
		4. P.T.A officials	114	96.6	2	1.7	2	1.7
7	School head share responsibilities in school for easy maintenance of discipline.	1. M.O.E officials	5	100	0	0	0	0
		2. Principals	54	90.0	3	5.0	3	5.0
		3. Teachers	196	96.5	3	1.5	4	2.0
		4. P.T.A officials	114	96.6	2	1.7	2	1.7
8	Teachers start each day of school with the positive expectation that students will behave well.	1. M.O.E officials	5	100	0	0	0	0
		2. Principals	58	96.6	0	0	2	3.4
		3. Teachers	195	96.1	1	0.5	7	3.4
		4. P.T.A officials	116	98.4	1	0.8	1	0.8
9	Teachers avoid open confrontation with students.	1. M.O.E officials	4	80.0	1	20.0	0	0
		2. Principals	58	96.6	1	1.7	1	1.7
		3. Teachers	168	82.8	10	4.9	25	12.3
		4. P.T.A officials	97	82.2	6	5.1	15	12.7
10	Teacher is encouraged to possess the attribute of a good teacher in order to maintain discipline in class.	1. M.O.E officials	5	100	0	0	0	0
		2. Principals	58	96.6	1	1.7	1	1.7
		3. Teachers	192	94.6	7	3.4	4	2.0
		4. P.T.A officials	110	93.2	6	5.1	2	1.7

Table 4.3 shows the views of the respondents on the need for parents be made members of disciplinary committee in schools. 80.0% of the MOE, 73.3% of the principal, 81.3% of teachers and 82.2% of the PTA officials agreed. Only 20.0% of MOE, 21.7% of the principals, 12.8% of teachers and 15.3% of the parents disagreed. While 5.0% of the principals, 5.9% of the teachers and 2.5% of the parents remained undecided. **Responding** on the question, school work in collaboration with parents to ensure disciplined. 100.0% of the MOE, 83.3% of the principals, 92.6% of teachers and 96.7% of the parents agreed. While 10.0% of the principals, 3.5% of the teachers and 2.5% of the parents disagreed. Only 6.7% of principals, 3.9% of teachers and 0.8% of the parents remained undecided on the issue.

With regards the question teachers talk with offending students according to class rule. 100.0% of the MOE officials, 98.3% of principals, 87.2% of teachers and 89.9% of the parents officials agreed. Only 1.7% of the principals, 6.9% of teachers, 5.9% of parents were in disagreement. While 5.9% of the teachers and 4.2% of the parents remained undecided. **On** principals be friendly, firm in the discharge of his/her duties. 100% of the MOE, 98.3% of principals, 92.1% of teachers and 93.3% of the PTA officials agreed. While 3.5% of teachers and 4.4% of the PTA officials disagreed. Only 1.7% of the principals, 4.2% of the teachers and 2.5% of the parents remained undecided. As regards principals spellings out schools goals clearly to teachers and students. 80.0% of the MOE, 93.3% of principals, 90.2% of teacher and 94.1% of the parents agreed. Only 5.0% of the principals, 5.9% of teachers and 2.5% of the PTA disagreed. While 20.0% of MOE, 1.7% of principals, 3.9% of teachers and 3.4% of parents remained undecided. **Responding** on principals to make adequate provision of teaching materials. 80.0% of the M.O.E, 90.0% of principals, 83.3% of teachers and 77.2% of the parents agreed. While 6.7% of principals, 11.8% of teachers and 20.3% of parents disagreed. Only 20.0% of MOE, 3.3% of principals, 4.9% of teachers and 2.5% of the parents remained undecided.

On the question regarding school head sharing responsibilities in schools for easy maintenance of discipline. 100.0% of the MOE officials, 90.0% of principals, 96.5% of teachers and 96.6% of the parents agreed. Only 5.0% of principals, 2.0% of teachers and 1.7% of the PTA disagreed. While 5.0% of principals, 1.5% of the teachers and 1.7% of parents remained undecided. **Responding** to teachers start each day of school with positive attitude toward students. 100% of the MOE, 96.6% of principals, 96.1% of teachers and 98.4% of the parents agreed. While 3.4 of the principals, 3.4% of teachers and 0.8% of the parents disagreed. Only

0.5% of the teachers and 0.8% of the parents remained undecided. With regards teaching avoiding open confrontation with students. 80.0% of the MOE official, 96.6% of principals, 82.8% of teachers and 82.2% of the parent agreed. While 1.7% of principal, 12.3% of the teachers and 12.7% of parents disagreed. Only 20% of MOE, 1.7% of principals, 4.9% of teachers and 5.1% of parents remained undecided. As regards teacher encouragement to posses good attribute. 100.0% of the MOE officials, 96.6% of principals, 94.6% of teacher and 93.2% of parents agreed. Only 1.7% of principals, 2.0% of teachers and 1.7% of the parents disagreed. While 1.7% of principals, 3.4% of teachers and 5.1% of the PTA officials remained undecided.

D. Summary opinions of the respondents on Staff Development in secondary schools.

This section deals with the respondents opinions on Staff Development in secondary schools in Nigeria with regards to items 1 – 10 of section D. The data collected were analyzed as contained in table 4.4 below.

Table 4.4 Respondent Opinions on Staff Development in Secondary Schools.

1	Teachers are encouraged to go for further studies in order to acquire new knowledge.	1. M.O.E officials	5	100.0	0	0	0	0
		2. Principals	58	96.6	1	1.7	1	1.7
		3. Teachers	191	94.1	4	2.0	8	3.9
		4. P.T.A officials	112	94.0	3	2.5	3	2.5
2	Incentive and good condition of service be given to principal and teachers from time to time.	1. M.O.E officials	4	80.0	0	0	1	20.0
		2. Principals	5.7	95.0	0	0	3	5.0
		3. Teachers	178	87.7	2	1.0	23	11.3
		4. P.T.A officials	104	88.2	3	2.55	11	9.3
3	Government appoint experience, dedicated and qualified teachers to serve as principal in public schools.	1. M.O.E officials	5	100	0	0	0	0
		2. Principals	51	85.0	5	8.3	4	6.7
		3. Teachers	171	84.3	13	6.4	19	9.3
		4. P.T.A officials	98	83.1	9	7.6	11	9.3
4	Teacher up-grading training programme be revisited during holidays.	1. M.O.E officials	5	100	0	0	0	0
		2. Principals	51	85.0	2	3.3	7	11.7
		3. Teachers	166	81.8	15	7.4	22	10.8
		4. P.T.A officials	105	89.0	4	3.4	9	7.6
5	Proprietor of secondary school recruit experience and qualified teacher to serve as principal.	1. M.O.E officials	5	100.0	0	0	0	0
		2. Principals	49	81.6	4	6.7	7	11.7
		3. Teachers	182	89.7	7	3.4	14	6.9
		4. P.T.A officials	98	83.0	8	6.8	12	10.2
6	Training and retraining of teacher through ICT be given priority by government	1. M.O.E officials	4	80.0	1	20.0	0	0
		2. Principals	52	86.7	2	3.3	6	10.0
		3. Teachers	182	81.7	10	4.9	11	5.4
		4. P.T.A officials	106	89.9	6	5.1	6	5.0
7	More qualified teachers be employed to make the teaching force stronger.	1. M.O.E officials	5	100.0	0	0	0	0
		2. Principals	54	90.0	1	1.7	5	8.3
		3. Teachers	191	94.1	7	3.4	5	2.5
		4. P.T.A officials	112	94.9	2	1.7	4	3.4
8	Principal organized seminars and workshops for teachers	1. M.O.E officials	4	80.0	1	20.0	0	0
		2. Principals	50	83.3	4	6.7	6	10.0
		3. Teachers	158	77.7	9	4.4	36	17.7
		4. P.T.A officials	90	76.3	6	5.1	22	18.6
9	Government emphasized merit and competence in the selection of school personnel	1. M.O.E officials	5	100.0	0	0	0	0
		2. Principals	45	75.0	6	10.0	9	15.0
		3. Teachers	160	78.8	19	9.4	24	11.8
		4. P.T.A officials	99	83.9	7	5.9	12	10.2
10	Principal Organized Workshop for Teachers.	1. M.O.E officials	3	60.0	0	0	2	40.0
		2. Principals	40	66.7	10	16.7	10	16.6
		3. Teachers	139	68.5	16	7.9	48	23.6
		4. P.T.A officials	88	74.6	9	7.6	21	17.8

Table 4.4 shows the views of respondents with regards to teachers encouragement to further their studies to acquire new acknowledge. 100% of the MOE officials, 96.6% of principals, 94.1% of teachers and 94.0% of the parents agreed. While 1.7% of principals, 3.9% of teachers

and 2.5% of the parents disagreed. Only 1.7% of the principals, 2.0% of teachers and 2.5% of the parents remained undecided. **With** regards to incentive and good condition of service be given to principals and teachers. 80.0% of MOE officials, 95.0% of principals, 87.7% of teachers and 88.2% of parents agreed. While 20.0% of MO.E, 5.0% of principals, 11.3% of teachers and 11.5% of parents disagreed. Only 1.0% of teachers and 2.5% of parents remained undecided.

In respect of item 23, which sought the opinions of the respondents about government appointing experience and qualified teacher to head public schools. 100% of MOE, 85% of principals, 84.3% of teachers and 83.1% of parents agreed. Only 6.7% of principals, 9.3% of teachers and 9.3% of parents disagreed. While 8.3% of principals, 6.4% of teachers and 7.6% of the parents remained undecided. **Responding** to teacher up-grading training programme to be revisited. 100% of MOE officials, 85% of principals, 81.8% of teachers and 89.0% of parents agreed. While 11.7% of principals, 10.8% of teachers and 7.6% of parents disagreed. Only 3.3% of principals, 7.4% of teachers and 3.4% of parents remained undecided.

On the question proprietor recruit only qualified teacher to serve as principal. 100% of MOE officials, 81.6% of principles, 89.7% of teachers and 83.0% of the parents agreed. While 11.7% of principals, 6.9% of teachers and 6.8% of parents disagreed. Only 6.7% of principals 3.4% of teachers and 6.8% of the parents remained undecided. **On** training and retraining of teacher through ICT by government. 80.0%, 86.7%, 89.7% and 89.9% of both agreed. While 10.0%, 5.4% and 5.0% of only principals, teachers and parents disagreed. Only 20.0%, 3.3%, 4.9% and 5.1% of both remained undecided.

Responding to the question that more qualified teacher be employed to make teaching force stronger. 80% of MOE, 90.0% of principals, 94.1% of teachers and 94.9% of parents agreed. Only 8.3% of principals, 2.5% of teachers and 3.4% of parents disagreed. While 1.7% of principals, 3.4% of teachers and 1.7% of the parents remained undecided. **On** principals organized seminars and conferences for teachers. 80.0% of MOE, 83.3% of principals, 77.7% of teachers and 76.3% of parents agreed. While 10.0% of principals, 17.9% of teachers and 18.6% of parents disagreed. Only 20.0% of MOE, 6.7% of principals, 4.4% of teachers and 5.1% of parents remained undecided.

On government emphasizes merit in the selection of staff. 100% of the MOE officials, 75.0% of principals, 78.8% of teachers and 83.9% of the parents agreed. While 15.0% of principals, 11.8% of teachers and 10.2% of parents disagreed. While 16.7%, 7.9% and 7.6% of

principals, teachers and parents remained undecided. **On** principal to organized workshop for teacher. 60.0% of MOE, 66.7% of principals, 68.5% of teachers and 74.6% of parents agreed. While 40.0% of MOE, 16.6% of principals, 23.6% of teachers and 17.8% of parents disagreed. Only 16.7% of principals, 7.9% of teachers and 7.6% of parents remained undecided.

E. **Summary opinions of the respondents on Decision Making in secondary schools**.

This section deals with the respondents opinions on Decision Making in secondary schools in Nigeria with regards to items 1 – 10 of section D. The data collected were analyzed as contained in table 4.4 below.

Table 4.5 Respondent Opinions on Decision Making in Secondary Schools.

1	Teachers are actively involved in the decision making process in the school.	1. M.O.E officials	4	80.0	1	20.0	0	0
		2. Principals	52	86.7	0	0	8	13.3
		3. Teachers	193	95.0	3	1.5	7	3.5
		4. P.T.A officials	113	95.8	1	0.8	4	3.4
2	Principal implement important decisions taking during P.T.A meeting.	1. M.O.E officials	5	100.0		0	0	0
		2. Principals	58	96.6	0	0	2	3.4
		3. Teachers	191	94.1	4	2.0	8	3.9
		4. P.T.A officials	108	91.5	2	1.7	8	6.8
3	Parents are involved in decision making in the school.	1. M.O.E officials	4	80.0	1	20.0	0	0
		2. Principals	48	80.0	2	3.3	10	16.6
		3. Teachers	164	80.8	15	7.4	24	11.8
		4. P.T.A officials	92	78.0	6	5.1	20	16.9
4	Principal takes decisions alone in the school.	1. M.O.E officials	2	40.0	0	0	3	60.0
		2. Principals	31	51.7	1	1.7	28	46.6
		3. Teachers	51	25.1	9	4.4	143	70.5
		4. P.T.A officials	18	15.3	11	9.3	89	75.4
5	Ministry of Education Officials takes decision with principals from time to time.	1. M.O.E officials	3	60.0	1	20.0	1	20.0
		2. Principals	37	61.7	2	3.3	21	35.0
		3. Teachers	141	69.5	22	10.8	40	19.7
		4. P.T.A officials	83	70.4	13	11.0	22	18.6
6	Students are involved in decision making process in the school.	1. M.O.E officials	3	60.0	1	20.0	1	20.0
		2. Principals	38	63.3	2	3.3	20	33.4
		3. Teachers	96	47.2	28	13.8	79	39.0
		4. P.T.A officials	59	50.0	15	12.7	44	37.3
7	Community are considered in decision making process	1. M.O.E officials	4	80.0	0	0	1	20.0
		2. Principals	48	80.0	3	5.0	9	15.0
		3. Teachers	166	81.8	13	6.4	24	11.8
		4. P.T.A officials	100	84.8	4	3.4	14	11.8
8	Proprietor of secondary school involved parents and teacher in decision making process	1. M.O.E officials	5	100.0	0	0	0	0
		2. Principals	49	81.6	0	0	11	18.4
		3. Teachers	183	90..1	6	3.0	14	6.9
		4. P.T.A officials	96	81.4	11	9.3	11	9.3
9	School manager take decision on daily basis.	1. M.O.E officials	3	60.0	0	0	2	40.0
		2. Principals	37	61.7	5	8.3	18	30.0
		3. Teachers	123	60.6	26	12.8	54	26.6
		4. P.T.A officials	64	54.2	18	15.3	36	30.5
10	Ministry of Education officials involved teachers and parents in decision making process	1. M.O.E officials	4	80.0	0	0	1	20.0
		2. Principals	41	68.3	4	6.7	15	25.0
		3. Teachers	143	70.5	16	7.9	44	21.6
		4. P.T.A officials	72	61.0	17	14.4	29	24.6

Table 4.5 shows the opinions of respondents on teachers active involvement in decision making in school. 80.0% of MOE, 86.7% of principals, 95.0% of teacher and 95.8% of the parents agreed. While 13.3% of principals, 3.5% of teachers and 3.4% of parents disagreed. Only

20.0% of MOE, 1.5% of teachers and 0.8% of the parents remained undecided. **On** principals to implement important decision taking at the PTA meeting. 100% of MOE, 96.6% of principals, 94.1% of teachers and 91.5% of the parents agreed. Only 3.4% of principal, 3.9% of teachers and 6.8% of parents disagreed. While 2.0% of teachers and 1.7% of the parents were undecided.

On the question parents be involved in decision making in the school. 80.0% of the MOE officials, 80.0% of principals, 80.8% of teacher and 78.0% of the PTA officials agreed. While 16.6% of principals, 11.8% of teachers and 16.9% of the parents disagreed.. Only 20.0% of MOE, 3.3% of principals, 7.4% of teachers and 5.1% of parents remained undecided. **Responding** principals taking decision alone in school. 40.0% of MOE, 51.7% of principals, 25.1% of teachers and 15.3% of the parents agreed. Only 60.0% of M.O.E, 46.6% of principals, 70.5% of teachers and 75.4% of parents disagreed. While 1.7% of principals, 4.4% of teachers and 9.3% of parents remained undecided.

With regards to Ministry of Education taking decision with principals. 60.0% of MOE, 61.7% of principals, 69.5% of teachers 70.4% of the parents agreed. While 20.0% of MOE, 35.0% of principals, 19.7% of teachers 18.6% parents disagreed. Only principals, 20.0 % of MOE, 3.3% of principals, 10.8% of teachers and 11.0% of the parents remained undecided. **On** students to be involved in decision making. 60.0% of MOE, 63.3% of principals, 47.2% of teachers and 50.0% of parents agreed. Only 20.0% of MOE, 33.4% of principals, 39.0% of teachers and 37.3% of the parents disagreed. While 20.0% of MOE, 3.3% of principals, 13.8% of teachers and 12.7% of parents remained undecided.

Responding to community be considered in decision making 80.0% of MOE, 80.0% of principals, 818% of teachers and 84.8% of the parents agreed. While 20.0% of MOE, 15.0% of principals, 11.8% of teachers and 11.8% of the parents disagreed. Only 5.0% of principals, 6.4% of teachers and 3.4% of the parents remained undecided. **On** proprietor of secondary school to involved parents and teachers in decision making. 100% of MOE, 81.6% of principal, 90.1% of teachers and 81.4% of the parents agreed. Only 18.4% of principals, 6.9% of teachers and 9.3% of parents disagreed. While 3.0% of teachers and 9.3 of the parents remained undecided.

In respect to item 39, which sought the opinions of respondents about school manager taking decision daily. 60.0% of MOE, 61.7% of principals, 60.6% of teachers and 54.2% of the parents agreed. While 40.0% MOE, 30.0% of principals, 26.6% of teacher and 30.5% of the parent disagreed. Only 8.3% of principals, 12.8% of teachers and 15.3% of the parents remained

undecided. **Responding** to Ministry of Education involving teachers and parents in decision making. 80.0% of MOE, 68.3% of principals, 70.5% of teachers and 61.0% of the parents agreed. Only 20.0% of MOE, 25.0% of principals, 21.6% of teachers and 24.6% of the parents remained undecided.

F. Summary opinions of the respondents on Supervision and Inspection in secondary schools.

This section deals with the respondents opinions on Supervision and Inspection in secondary schools in Nigeria with regards to items 1 – 10 of section F. The data collected were analyzed as contained in table 4.5 below.

Table 4.5 Respondent Opinions on Supervision and Inspection in Secondary Schools.

1	Supervision and Inspection are aimed at correcting mistake where necessary	1. M.O.E officials	5	100	0	0	0	0
		2. Principals	47	78.4	5	8.3	8	13.3
		3. Teachers	188	92.6	11	5.4	4	2.0
		4. P.T.A officials	112	94.9	2	1.7	4	3.4
2	Incentives are given to supervisors and inspectors regularly	1. M.O.E officials	4	80.0	0	0	1	20.0
		2. Principals	53	88.4	2	3.3	5	8.3
		3. Teachers	156	76.9	22	10.8	25	12.3
		4. P.T.A officials	99	83.9	11	8.3	8	6.8
3	Dilapidated classrooms are renovated by the government based on inspection report	1. M.O.E officials	5	100	0	0	0	0
		2. Principals	50	83.3	3	5.0	7	11.7
		3. Teachers	182	89.6	15	7.4	6	3.0
		4. P.T.A officials	110	93.3	3	2.5	5	4.2
4	Supervision and Inspection are friendly with due notice	1. M.O.E officials	5	100	0	0	0	0
		2. Principals	50	83.3	3	5.0	7	11.7
		3. Teachers	180	88.6	12	5.9	11	5.5
		4. P.T.A officials	102	86.4	4	3.4	12	10.2
5	Classroom visitation is one approach to supervision of instruction	1. M.O.E officials	5	100	0	0	0	0
		2. Principals	54	90.0	2	3.3	4	6.7
		3. Teachers	187	92.1	10	4.9	6	3.0
		4. P.T.A officials	104	88.2	8	6.8	6	5.0
6	Seminars and workshops are organized for supervisors from time to time.	1. M.O.E officials	5	100	0	0	0	0
		2. Principals	55	91.7	2	3.3	3	5.0
		3. Teachers	186	91.6	6	3.0	11	5.4
		4. P.T.A officials	107	90.7	1	0.8	10	8.5
7	Findings from supervisors and inspectors are made known to both teachers and principals.	1. M.O.E officials	4	80.0	0	0	1	20.0
		2. Principals	56	93.3	2	3.3	2	3.4
		3. Teachers	188	92.6	8	3.9	7	3.5
		4. P.T.A officials	104	88.2	8	6.8	6	5.0
8	Supervision and inspection in secondary schools are closely monitored.	1. M.O.E officials	5	100.0	0	0	0	0
		2. Principals	55	91.7	1	1.7	4	6.6
		3. Teachers	192	94.6	8	3.9	3	1.5
		4. P.T.A officials	112	95.0	3	2.5	3	2.5
9	Frequent supervision of instruction in secondary schools are carried out regularly by the supervisors	1. M.O.E officials	5	100.0	0	0	0	0
		2. Principals	53	88.3	0	0	7	11.7
		3. Teachers	178	87.7	14	6.9	11	5.4
		4. P.T.A officials	109	92.3	3	2.5	6	5.0
10	Principal undertakes on the spot inspection to see things for himself/herself.	1. M.O.E officials	5	100.0	0	0	0	0
		2. Principals	53	88.3	4	6.7	3	5.0
		3. Teachers	184	90.7	10	4.9	9	4.4
		4. P.T.A officials	108	91.5	8	6.8	2	1.7

Table 4.6 shows the opinions respondents as regard supervision and inspection which aim at correcting mistakes. 100% of M.O.E officials, 78.4% of principal 92.6%of teachers and 94.9% of the P.T.A officials agreed. While 13.3% of principal , 2.0% of teachers and 3.4% of the parents disagreed. Only 8.3% of principals, 5.4% of teachers and 1.7% of the parents remained undecided. **On** incentive be given to supervisors regularly . 80.0% of M.O. E, 88.4% of principal, 76.9% of the teachers and 83. 9% of the parents agreed. Only 20.0% of M.O.E, 8.3% of the principals , 12.3% of teachers and 6.8% of the parents disagreed. While 3.3% of principals, 10.8% of teachers and 8.3% of the parents remained undecided.

Responding to government renovating dilapidated classrooms based on report. 100% of M.O.E, 83.3% of principals, 89.3% of teachers and 93.3% of the parents agreed. While 11.7% of principals, 3.0% of teachers and 4.2% of the parents disagreed. Only 5.0% of principals 7.4 % of teachers and 2.5% of the parents remained undecided. **On** supervision and inspection be friendly with due notice. 100% of M.O.E officials, 83.3% of principals, 88.6% of teachers and 86.4% of the parents agreed. Only 11.7% of principals, 5.5% of teachers and 10.2% of the parents disagreed. While 5.0% of principals, 5.9% of teachers, and 3.4% of the parents remained undecided

On classroom visitation as an approach to supervision of instruction 100% of M.O.E, 90.0% of principals, 92.1% of teachers and 88.2% of the parents agreed. While 6.7% of principals, 3.0% of teachers and 5.0% of the parents disagreed. Only 3.3% of principals, 4.9% of teachers and 6.8% of the parents remained undecided. Responding to question on seminars, and workshops to be organize for supervisors 100% of M.O.E, 91.7% of principals, 91.6% of teachers and 90.7% of the parents agreed. While 5.0% of principals, 5.4% of teachers and 8.5% of the parents disagreed. Only 3.3% of principals, 3.0% of teachers and 0.8% of the parents remained undecided.

As regard findings from supervisors be made known to both teachers and principals 80.0% of M.O.E, 93.3% of principals, 92.6% of teachers and 88.2% of the parents agreed. While 20.0% of M.O.E, 3,4% of principals, 3.5% of teachers and 5.0% of the parents were in disagreement. Only 3.3% of principals, 3.9% of teachers and 6.8% of the parents remained undecided. **On** supervision and inspection be closely monitor. 100% of M.O.E, 91.7% of principals, 94.6% of teachers and 95.0% of the parents agreed. While 6.6% of principals, 1.5% of teachers and 2.5% of the parents disagreed. Only 1.7% of principals, 3.9% teachers and 2.5% of the parents remained undecided.

Responding to the questions of frequent supervision of instruction to be carried out regularly by the supervisors. 100% of M.O.E, officials , 88.3% of principals, 87.7% of teachers and 92.3% of the parents agreed. While 11.7% of principals, 5.4% of teachers and 5.0% of parents disagreed. Only 6.9% of teachers and 2.5% of parents remained undecided. **On** principals to undertake on the spot inspection to see things for themselves. 100% of M.O.E 88.3% of principals, 90.7% of teachers and 981.5% of the parents agreed..Only 5.0% of principal s , 4.4% of teachers and 1.7% of the parents disagreed. While 6.7% of principals, 4.9% of teachers and 6.8% of the parents remained undecided.

G. **Summary opinions of the respondents on Staffing/ Academic Performance in secondary schools**.

This section deals with the respondents opinions on Staffing/Academic Performance n secondary schools in Nigeria with regards to items 1 – 10 of section G. The data collected were analyzed as contained in table 4.7 below.

Table 4.7 Respondent Opinions on Staffing/ Academic Performance in secondary schools.

1	Teachers welfare and salaries are improved upon in order to check the diversion of valuable academic time to other businesses.	1. M.O.E officials	5	100.0	0	0	0	0
		2. Principals	57	95.0	0	0	3	5.0
		3. Teachers	192	94.6	4	2.0	7	3.4
		4. P.T.A officials	114	96.6	2	1.7	2	1.7
2	Qualified teachers are employed to ensure effective teaching and learning.	1. M.O.E officials	5	100.0	0	0	0	0
		2. Principals	56	93.3	1	1.7	3	5.0
		3. Teachers	190	93.6	7	3.4	6	3.0
		4. P.T.A officials	113	95.8	3	2.5	2	1.7
3	Staff student ratio are greatly reduce through adequate recruitment for academic excellence.	1. M.O.E officials	5	100.0	0	0	0	0
		2. Principals	59	98.8	0	0	1	1.7
		3. Teachers	181	89.2	6	3.09	16	7.8
		4. P.T.A officials	110	93.3	5	4.2	3	2.5
4	Government employed competence staff to teach in schools to ensure high academic performance.	1. M.O.E officials	5	100.0	0	0	0	0
		2. Principals	59	98.8	0	0	1	1.7
		3. Teachers	192	94.6	2	1.0	9	4.4
		4. P.T.A officials	109	92.4	2	1.7	7	5.9
5	Teachers and support staff serve as role models to students by possessing requisite professional and academic qualification.	1. M.O.E officials	4	80.0	1	20.0	0	0
		2. Principals	55	91.7	2	3/3	3	5.0
		3. Teachers	196	96.5	5	2.5	2	1.0
		4. P.T.A officials	114	96.6	2	1.7	2	1.7
6	Government initiate refresher courses, retreats and workshops for principals and teachers to improved academic performance.	1. M.O.E officials	5	100.0	0	0	0	0
		2. Principals	55	91.7	3	5.0	2	3.3
		3. Teachers	196	96.5	4	2.0	3	1.5
		4. P.T.A officials	115	97.5	1	0.8	2	1.7
7	Parent and stakeholders provide the child with all necessary materials needed by him/her to study in the school.	1. M.O.E officials	5	100.00	0	0	0	0
		2. Principals	54	90.0	1	1.7	5	8.3
		3. Teachers	171	84.2	9	4.4	23	11.4
		4. P.T.A officials	98	83.1	10	8.5	10	8.4
8	Training and re-training of teachers are made compulsory in order to increase their academic performance.	1. M.O.E officials	4	80.0	1	20.0	0	0
		2. Principals	51	85.0	5	8.3	4	6.7
		3. Teachers	187	92.1	7	3.4	9	4.5
		4. P.T.A officials	112	94.9	4	3.4	2	1.7
9	Government impose the evaluation of teachers by students and other stakeholders compulsorily to enhance academic performance.	1. M.O.E officials	4	80.0	0	0	1	20.0
		2. Principals	48	80.0	5	8.3	7	11.7
		3. Teachers	152	74.8	20	9.9	31	15.3
		4. P.T.A officials	89	75.4	12	10.2	17	14.4
10	Teachers who are found to be up and doing in the area of promoting high academic standard are rewarded for others to emulate.	1. M.O.E officials	5	100.0	0	0	0	0
		2. Principals	54	90.0	1	1.7	5	8.3
		3. Teachers	190	93.6	7	3.4	6	3.0
		4. P.T.A officials	110	93.2	6	5.1	2	1.7

Table 4.7 shows the views of the respondents about teachers welfare and salaries be greatly improved. 100% of M.O.E, 95.0% of principals , 94.6% of teachers and 96.6% of the parents agreed. While 5.0% of principals, 3.4 % of teachers and 1.7% of the parents disagreed. Only 2.0% of teachers and 1.7% of the parents remained undecided. **On** qualified teachers be employed to ensure effective teaching and learning. 100% of M.O.E, officials, 93.3% of principals , 93.6% of teachers and 95.8% of the parents agreed, while 5.0% of principals , 3.0% of teachers and 1.7% of the parents disagreed. Only 1.7% of principals , 3.4% of teachers and 2.5% of the parents remained undecided.

Responding to question staff students ratio be greatly reduce through adequate recruitment. 100% of M.O.E, officials, 98.3% of principals, 89.2% of teachers and 93.3% of the parents agreed. While 1.7% of principals, 7.8% of teachers and 2.5% of the parents disagreed. Only 3.0% of teachers and 4.2% of the remained undecided. **On** the need for government to employed competence staff to teach in schools. 100% of M.O.E, 98.3% of principals, 94.6% of teachers and 92.4% of the parents agreed. While 1.7% of principals, 4.4% of teachers and 5.9% of the parents disagreed. Only 1.0% of teachers and 1.7% of the parents remained undecided.

With regards teachers and support staff to serve as role models to students. 80.0% of M.O.E, officials, 91.7% principals, 96.5% of teachers and 96.6% of the parents agreed. Only 5.0% of principals, 1.0% of teachers and 1.7% of the parents disagreed. While 20.0% of M.O.E, 3.3% of principals , 2.5% of teachers and 1.7% of the parents remained undecided. **On** parents and stakeholders to provide their children with needed materials to learn in school. 100% of M.O.E, officials, 90.0% of principals, 84.2% of teachers and 83.1% of the parents agreed,. While 8.3% of principals, 11.4% of teachers and 8.4% of the parents disagreed . only 1.7% of principals, 4.4% of teachers and 8.5% of the P.T.A officials remained undecided.

Similarly, item 58, seeks the opinions of respondents on the need for training and re–training of teachers be made compulsory. 80.0% of the M.O.E, Officials, 85.0% of principals, 92.1% of teachers and 94.9% of the parents disagreed. While 6.7% of principals 4.5% of teachers and 1.7% of the parents disagreed. Only 20.0% of M.O.E, 8.3% of principals, 3.4% of teachers and parents remained undecided. **On** government to impose the evaluation of teachers by students and other stakeholders compulsory. 80.0% M.O.E, 80.0% of principals, 74.8% of teachers and 75.4% of the parents agreed. While 20.0% of M.O.E, 11.7% of principals 15.3% of principals 14.4% of parents disagreed. Only 8.3% of principals, 9.9% of

teachers and 10.2% of the parents remained undecided. **Responding** to questions on teachers who are found up and doing be rewarded for others to emulate . 100% of M.O.E, 90.0% of principals, 93.6% of teachers and 93.2% of the parents agreed. While 8.3% of principals, 3.0% of teachers and 1.7% of the parents disagreed. Only 1.7% of principals, 3.4% of teachers and 5.1% of the parents remained undecided.

H. **Summary opinions of the respondents on Management of School Facilities in secondary schools**.

This section deals with the respondents opinions on Management of School Facilities n secondary schools in Nigeria with regards to items 1 – 10 of section G. The data collected were analyzed as contained in table 4.8 below.

Table 4.8 Respondent Opinions on Management of School Facilities in secondary schools.

1	Effective equipment management training are organized for principal and teachers.	1. M.O.E officials 2. Principals 3. Teachers 4. P.T.A officials	5	100	0	0	0	0
			55	91.6	1	1.7	4	6.7
			197	97.0	2	1.0	4	2.0
			112	95.0	3	2.5	3	2.5
2	All doors to school workshops and classrooms are metal types	1. M.O.E officials 2. Principals 3. Teachers 4. P.T.A officials	5	100	0	0	0	0
			50	83.3	4	6.7	6	10.0
			170	83.7	18	8.9	15	7.4
			100	84.8	11	9.3	7	5.9
3	Burglary proofs are provided to all windows of workshops, laboratory and libraries.	1. M.O.E officials 2. Principals 3. Teachers 4. P.T.A officials	4	80.0	1	20.0	0	0
			54	90.0	2	3.3	4	6.7
			181	89.2	13	6.4	9	4.4
			109	92.4	3	2.5	6	5.1
4	Principal strive to report promptly any faults to the appropriate authority for prompt repair to avoid the occurrence of any disaster in the school.	1. M.O.E officials 2. Principals 3. Teachers 4. P.T.A officials	5	100	0	0	0	0
			55	91.6	1	1.7	4	6.7
			188	92.6	7	3.4	8	4.0
			111	94.1	2	1.7	5	4.2
5	Security lights are fixed in strategic points in the school	1. M.O.E officials 2. Principals 3. Teachers 4. P.T.A officials	5	100.0	0	0	0	0
			56	93.3	2	3.3	2	3.4
			190	93.6	6	3.0	7	3.4
			112	94.9	2	1.7	4	3.4
6	Principal appoint an experienced teacher to take care of the school buildings, equipment and facilities.	1. M.O.E officials 2. Principals 3. Teachers 4. P.T.A officials	4	80.0	1	20.0	0	0
			52	86.7	3	5.0	5	8.3
			177	87.2	10	4.9	16	7.9
			98	83.1	7	5.9	13	11.0
7	Parents are involved in the management of school facilities in secondary schools	1. M.O.E officials 2. Principals 3. Teachers 4. P.T.A officials	5	100	0	0	0	0
			48	80.0	3	5.0	9	15.0
			158	77.8	16	7.9	29	14.3
			84	71.2	10	8.5	24	20.3
8	All school classrooms, workshops, libraries and laboratories are locked after use daily.	1. M.O.E officials 2. Principals 3. Teachers 4. P.T.A officials	5	100.0	0	0	0	0
			56	93.3	1	1.7	3	5.0
			182	89.7	12	5.9	9	4.4
			107	90.7	3	2.5	8	6.8
9	Students enrolment do not exceed 25 to avoid over stretching of existing facilities.	1. M.O.E officials 2. Principals 3. Teachers 4. P.T.A officials	5	100	0	0	0	0
			46	76.7	6	10.0	8	13.3
			152	74.8	23	11.3	28	13.9
			94	79.6	12	10.2	12	10.2
10	Regular workshops, seminars and conferences are organized to enlighten teachers on the need for school plant maintenance culture.	1. M.O.E officials 2. Principals 3. Teachers 4. P.T.A officials	5	100	0	0	0	0
			53	88.3	1	1.7	6	10.0
			187	92.1	7	3.4	9	4.5
			109	92.4	6	5.1	3	2.5

Table 4.8 shows the views of the respondents with regards to effective equipment management training be organized for principals and teachers. 100% of M.O.E, officials, 91.6% of principals 97.0% of teachers and 95.0% of the parents agreed. While 6.7% of principals, 2.0% of teachers and 2.5% of the parents disagreed. Only 1.7% of principals, 1.0% of teachers and 2.5% of the parents remained undecided. **Responding** to all doors to school workshops and classrooms be metal type. 100% of M.O.E, officials, 83.3% of principals, 83.7% of teachers and 84.8% of P.T.A officials agreed. While 10.0% of principals, 7.4% of teachers and 5.9% of the parents disagreed. Only 6.7% of principals, 8.9% of teachers and 9.3% of the parents remained undecided.

On the question burglary proof be provided to all windows of workshops and laboratories. 80.0% of M.O.E, officials, 90.0% of principals, 89.2% of teachers and 92.4% of the parents agreed. While 6.7% of principals, 4.4% of teachers and 5.1% of the parents disagreed. Only 3.3% of principals, 6.4% of teachers and 2.5% of the P.T.A officials remained undecided. **With** regards principals striving to report faulting of equipment to authority for repairs. 100% of M.O.E, 91.6% of principals, 92.6% of teachers and 94.1% of the parents agreed. Only 6.7% of principals, 4.0% of teachers and 4.2% of the parents disagreed. While 1.7% of principals, 3.4% of teachers and 1.7% of the parents remained undecided.

Responding to the need for security light to be fixed in strategic position in school. 100% of M.O.E, officials, 93.3% of principals, 93.6% of teachers and 80.0% of the parents agreed. While 3.4% of principals, teachers and parents disagreed. Only 3.3% of principals, 3.0% of teachers and 1.7% of the parents remained undecided. **As** regards principals appointing experienced teacher to care for school building, equipment and facilities. 80.0% of M.O.E, 86.7% of principals, 87.2% of teachers and 83.1% of the parents agreed. Only 8.3% of principals, 7.9% of teachers and 11.0% of the parents disagreed. While 20.0% of M.O.E, 5.0% of principals 4.9% of teachers and 5.9% of the parents remained undecided.

In response to the questions that, parents be involved in the management of school facilities. 100% of M.O.E, 80.0% of principals, 77.8% of teachers and 71.2% of the parents agreed. While 15.0% of principals, 14.3% of teachers and 20.3% of the parents disagreed. Only 5.0% of principals, 7.9% of teachers and 8.5% of the parents remained undecided. **On** all school classrooms, workshops, libraries be locked after use. 100% of M.O.E, 93.3% of principals, 89.7% of teachers and 90.7% of the parents agreed. Only 5.0% of principals, 4.4%

of teachers and 6.8% of the parents disagreed. While 1.7% of principals, 5.9% of teachers and 2.5% of the parents remained undecided.

With regards to students enrolment not exceeding 25 to avoid over-stretching of existing facilities. 100% of M.O.E, officials, 76.7% of principals, 74.8% of teachers and 79.6% of the parents agreed. While 13.3% of principals, 13.9% of teachers and 10.2% of the parents disagreed. Only 10.0% of principals, 11.3% of teachers and 10.2% of the parents remained undecided. **On** regular workshops, seminars and conferences be organized to enlighten teachers to imbibe maintenance culture. 100% of M.O.E, 88.3% of principals 92.1% of teachers and 92.4% of the parents agreed. While 10.0% of principals, 4.5% of teachers and 2.5% of the parents disagreed. Only 1.7% of principals, 3.4% of teachers and 5.1% of the parents remained undecided.

I. **Summary opinions of the respondents on Planning of School Academic Calendar in secondary schools**.

This section deals with the respondents opinions on Planning of School Academic Calendar in secondary schools in Nigeria with regards to items 1 – 10 of section I. The data collected were analyzed as contained in table 4.9 below.

Table 4.8 Respondent Opinions on Planning of School Academic Calendar in secondary schools.

1	Principals/teachers are involved in planning of School calendar	1. M.O.E officials	4	80.0	0	0	1	20.0
		2. Principals	48	80.0	4	6.7	8	13.3
		3. Teachers	169	83.2	19	9.4	15	7.4
		4. P.T.A officials	100	84.8	8	6.8	10	8.4
2	Parents are involved in the planning of school calendar	1. M.O.E officials	0	0	1	20.0	4	80.0
		2. Principals	34	56.7	5	8.3	21	35.0
		3. Teachers	81	39.9	36	17.7	86	42.4
		4. P.T.A officials	41	34.7	19	16.1	58	49.2
3	Principal always put in place, planned measures to prevent students' uprising	1. M.O.E officials	3	60.0	1	20.0	1	20.0
		2. Principals	48	80.0	2	3.3	10	16.7
		3. Teachers	174	85.7	16	7.9	13	6.4
		4. P.T.A officials	103	87.3	6	5.1	9	7.6
4	Teachers are effective and efficient because they plan their lesson well	1. M.O.E officials	4	80.0	1	20.0	0	0
		2. Principals	51	85.0	2	3.3	7	11.7
		3. Teachers	184	90.7	12	5.9	7	3.4
		4. P.T.A officials	108	91.5	6	5.1	4	3.4
5	Teachers break the curriculum content into weeks, before planning a lesson.	1. M.O.E officials	3	60.0	0	0	2	40.0
		2. Principals	51	85.0	1	1.7	8	13.3
		3. Teachers	193	95.0	6	3.0	4	2.0
		4. P.T.A officials	109	92.4	5	4.2	4	3.4
6	A well planned lesson note helps the teacher to adequately prepare for his/her lesson	1. M.O.E officials	4	80.0	0	0	1	20.0
		2. Principals	56	93.3	2	3.3	2	3.4
		3. Teachers	191	94.1	5	2.5	7	3.4
		4. P.T.A officials	110	93.3	5	4.2	3	2.5
7	Government ensure the condition of service of teachers are well planned to check brain drain syndrome.	1. M.O.E officials	4	80.0	0	0	1	20.0
		2. Principals	45	75.0	4	6.7	11	18.3
		3. Teachers	164	80.8	15	7.4	24	11.8
		4. P.T.A officials	99	83.9	10	8.5	9	7.6
8	Government plans conducive housing and transportation for teachers to make them comfortable	1. M.O.E officials	5	100	0	0	0	0
		2. Principals	40	66.7	4	6.7	16	26.6
		3. Teachers	143	70.5	8	3.9	52	25.6
		4. P.T.A officials	86	72.9	7	5.9	25	21.2
9	Government plans well in providing adequate learning facilities and extra curricular instruction for cognitive and psychomotor development of Students.	1. M.O.E officials	5	100	0	0	0	0
		2. Principals	43	71.7	5	8.3	12	20.0
		3. Teachers	153	75.4	9	4.4	41	20.2
		4. P.T.A officials	92	78.0	7	5.9	19	16.1
10	Age and ability of the students are paramount in planning the school curricular.	1. M.O.E officials	5	100	0	0	0	0
		2. Principals	47	78.3	4	6.7	9	15.0
		3. Teachers	178	87.7	14	6.9	11	5.4
		4. P.T.A officials	106	89.9	7	5.9	5	4.2

Table 4.9 shows the opinions of the respondents on principal/teachers be involved in planning of school calendar. 80.0% of M.O.E, 80.0% of principals, 83.2% of teachers and 84.8% of the parents agreed. While 20.0% of M.O.E, 13.3% of principals, 7.4% of teachers and 8.4% of the parents disagreed. Only 6.7% of principals, 9.4% of teachers and 6.8% of the parents remained undecided. **As** regards parents involvement in planning of school calendar . 56.7% of principals, 39.9% of teachers and 34.7% of the parents agreed. Only 80.0% of M.O.E, 35.0% of principals, 42.4% of teachers and 49.2% of the parents disagreed. While 20.0 % of M.O.E, 8.3% of principals, 17.7% of teachers and 16.1% of the parents remained undecided.

Responding to item statement on principals putting in place planned measures to prevent students uprising. 60.0% of M.O.E, officials, 80.0% of principals, 85.7% of teachers and 87.3% of the parents agreed. While 20.0% of M.O.E, 16.7% of principals , 6.4% of teachers and 7.6% of the parents disagreed. Only 20.0% of M.O.E, 3.3% of principals , 7.9% of teachers and 5.1% of the parents remained undecided. **On** the question teachers are effective and efficient because they plan their lesson well. 80.0% of M.O.E, officials, 85.0% of principals, 90.7 % of teachers and 91.5% of the parents agreed. While 11. 7% of principals, 3.4% of teachers and parents disagreed. Only 20.0% of M.O.E, 3.3% of principals , 5.9% of teachers and 5.1% of the pa rents remained undecided.

On teachers breaking the curriculum content into weeks before planning a lesson. 60.0% of M.O.E, officials, 85.0% of principals, 95.0% of teachers and 92.4% of the parents agreed. Only 40.0% of M.O.E, 13.3% of principals, 2.0% of teachers 3.4% of the parents disagreed. While 1.7% of principals, 3.0% of teachers and 4.2% of the pa rents remained undecided. **With** regards to a well lesson planned note helps the teacher to prepare his/her lesson. 80.0% of M.O.E, officials, 93.3% of principals, 94.1% of teachers and 93.3% of the parents agreed. While 20.0% of M.O.E, 3.4% of principals, and teachers and 2.5% of the P.T.A remained undecided.

In response to item 77, 80.0% of M.O.E, officials, 75.0% of principals 80.8% of teachers and 83.9% of the parents agreed. While 20.0% of M.O.E, 18.3% of principals, 11.8% of teachers and 7.6 % of the parents disagreed. Only 6.7% of principals, 7.4% of teachers and 8.5% of the P.T.A officials remained undecided. **Responding** to item 78, 100% of M.O.E officials, 66.7% of principals 70.5% of teachers and 72.9% of the parents agreed. Only 26.6%

of principals, 25.6% of teachers and 21.2% of the parents disagreed. While 6.7% of principals, 3.9% of teachers and 5.9% of the parents remained undecided.

In responding to item 79, 100% of M.O.E, officials, 71.9% of principals, 75.4% of teachers and 78.0% of the parents agreed. While 20.0% of principals 20.2% of teachers and 16.1% of the parents disagreed. Only 8.3% of principals, 4.4% of teachers, and 5.9% of the parents remained undecided and 5.9% of the parents remained undecided. In respect to item 80, 100% of M.O.E, officials, 78.3% of principals, 87.7% of teachers and 89.9% of the parents agreed. While 15.0% of principals, 5.4% of teaching and 4.2% of the parents disagreed. Only 6.7% of principals, 6.9% of teachers and 5.9% of the P.T.A officials remained undecided on the issue.

4.2.2 Hypotheses Testing

The researcher formulated eight hypotheses in null form for the study. These were aimed at determining the possible significance difference between the opinions of the respondents that include Ministry of Education Officials, Principals, teachers and P.T.A officials on the management of secondary schools in southern Kaduna senatorial zone.

All the hypotheses were tested at the 0.05% of significance using Oneway analysis of variance (ANOVA) with degree of freedom (df)3. Thus a total of 386 questionnaire returned which shows df of (3,382) within groups.

Hypothesis 1:

This hypothesis states that, there is no significant difference in the opinions of ministry of education officials, teachers, principals and parents as regards funding between public and private secondary schools. For details see section B of the questionnaire.

Table 4:6 Analysis of variance (ANOVA) no difference in the opinions of Ministry of Education Official, Teachers, Principals and Parents as regards funding of secondary schools education in the area of study.

Variable	Sum of squares	Mean square	df	F.cal	Prob	Critical value
Between Groups	737.515	245.838	3	4.754	.03	8.85
Within Groups	97531.938	51.712	382			
Total	20491.453		385			

From the above table the calculated f-ratio value (4.754) at 382 df 3 and at the level of 0.05. The critical value (8.85) is greater than f-ratio value (.865) and observed level of significance P (.03) is less than 0.05. This means that there is a significant difference between the opinions of ministry of education officials, teachers, principals and parents as regards funding of secondary schools. Therefore the null hypothesis is ***rejected***.

Hypothesis 2

There is no significant difference in the opinions of ministry of education officials, teachers, principals and parents with regards discipline in secondary schools in southern Kaduna senatorial zone.

Table 4.7. Analysis of variance (ANOVA) on difference in the opinions of ministry of education officials, teachers, principals and parents with regards discipline in secondary schools in southern Kaduna senatorial zone.

Variable	Sum of squares	Mean square	df	F.cal	Prob	Critical value
Between Groups	48.201	6.067	3	.688	.560	8.85
Within Groups	8915.104	23.338	382			
Total	8963.306		385			

From the table 4.7 above, the calculated f-ratio value (.688) at 382 df 3 and at the level of 0.05. The critical value (8.85) is less than f-ratio value (.688) and observed level of significance P (.560) is greater than 0.05. This means that there is no significant difference between the opinions of Ministry of Education Official, teachers, principals and parents with regards discipline in Secondary Schools in Southern Kaduna Senatorial Zone. Therefore, the null hypothesis is ***retained***

Hypothesis 3

There is no significant difference in the opinions of ministry of education officials, teachers, principals and parents as regard staff development of secondary schools education in the area of study.

Table 4:8. Analysis of variance (ANOVA) on difference in the opinions of ministry of education officials, teachers, principals and parents as regards staff development of secondary schools education in the area of study.

Variable	Sum of squares	Mean square	df	F.cal	Prob	Critical value
Between Groups	83.916	27.972	3	.629	.597	8.85
Within Groups	16990.522	44.478	382			
Total	17074.438		385			

Table 4.8 above shows the calculated F-ratio value (.629) at 382 df3 at the level of 0.05. The critical value (8.85) is greater than f-ratio value (.629) and observed level of significance p(.597) is greater than 0.05. This means that there is no significant difference in the opinions of Ministry of Education Officials, teachers, principals and parents as regards staff development of secondary schools education in the area of study. Therefore, the null hypothesis is **retained**.

Hypothesis 4

There is no significant difference in the opinions of ministry of education officials, teachers, principals and parents as regards decision making in Secondary Schools Education in the Southern Kaduna Senatorial Zone.

Table 4:9. Analysis of variance on difference in the opinions of ministry of education officials, teachers, principals and parents as regards decision making in Secondary Schools in Southern Kaduna Senatorial Zone.

Variable	Sum of squares	Mean square	df	F.cal	Prob	Critical value
Between Groups	81.509	27.170	3	.705	.550	8.85
Within Groups	14724.449	38.546	382			
Total	4805.959		385			

From the table 4:9 above, shown the calculated f-ratio value (705) at 382 df 3 and at the level of 0.05. The critical value (8.85) is greater than f-ratio value (.705) and observed level of significance P (.8.85) is greater than 0.05. This means that there is no significant difference in the opinions of ministry of education officials, teachers, principals and parents as regards decision making in Secondary Schools Education in Southern Kaduna Senatorial Zone. Therefore, the null hypothesis is ***retained.***

Hypothesis 5

There is no significant difference in the opinions of Ministry of Education Officials, teachers, principals and parents as regards supervision and inspection in secondary schools.

Table 4:10. Analysis of variance on difference in the opinions of ministry of education officials, teachers' principals and parents as regards supervision and inspection secondary schools.

Variable	Sum of squares	Mean square	df	F.cal	Prob	Critical value
Between Groups	102.019	34.006	3	1.118	.341	8.85
Within Groups	1542.600	30.406	382			
Total	1736.018		385			

From the table 4:10 above, shows the calculating f-ratio value (1.118) at 382 df 3 at the level of 0.05. The critical value (8.85) is greater than f-ratio value (1.118) and observed level of significant P (.341) is greater than 0.05. This means that there is no significant difference in the opinions of Ministry of Education Officials, teachers, principals and parents as regards supervision and inspection in secondary schools. Therefore, the null hypothesis is ***retained***.

Hypothesis 6

There is no significant difference in the opinions of Ministry of Education Officials, teachers, principals and parents as regards academic performance in secondary schools in the area of study.

Table 4:11. Analysis of variance on difference in the opinions of Ministry of Education Officials, teachers, principals and parents as regards academic performance in secondary schools in the area of study.

Variable	Sum of squares	Mean square	df	F.cal	Prob	Critical value
Between Groups	27.305	9.102	3	.313	.816	8.85
Within Groups	1494.321	29.081	382			
Total	1548.319		385			

From the table 4:11 above, shows the calculated f-ratio value (.313) at 382 df at the level 0.05. The critical value (8.85) is greater than f-ration (.313) and observed level of significant P (.816) is greater than 0.05. This means that there is no significant difference in the opinions of Ministry of Education Officials, teachers, principals and parents as regards academic performance in secondary schools in the area of study. Therefore, the null hypothesis is ***retained***

Hypothesis 7

There is no significant difference in the opinions of ministry of education officials, teachers, principals and parents as regards management of school facilities in the study area.

Table 4:12. Analysis of variance on difference in the opinions of Ministry of Education Officials, teachers, principals and parents as regards management of school facilities in the study area.

Variable	Sum of squares	Mean square	df	F.cal	Prob	Critical value
Between Groups	92.718	30.906	3	.746	.525	8.85
Within Groups	15834.943	41.453	382			
Total	15927.661		385			

From the table 4:12 above, shows the calculated f-ratio value (.746) at 382 df 3 at the level of 0.05. The critical value (8.85) is greater than f-ratio value (.746) and observed level of significant P (.525) is greater than 0.05. This means that there is no significant difference in the opinions of Ministry of Education Officials, teachers, principals and parents as regards management of school facilities in southern Kaduna senatorial zone. Therefore, the null hypothesis is ***retained***.

Hypothesis 8

There is no significant difference in the opinions of Ministry of Education Officials, teachers, principals and parents as regards planning of secondary schools academic calendar in southern Kaduna senatorial zone.

Table 4:13. Analysis of variance on difference in the opinions of Ministry of Education Officials, teachers, principals and parents as regards planning of secondary schools academic calendar in southern Kaduna senatorial zone.

Variable	Sum of squares	Mean square	df	F.cal	Prob	Critical value
Between Groups	165.752	55.251	3	1.799	.147	8.85
Within Groups	11730.466	30.7089	382			
Total	11896.218		385			

From the table 4:13 above, shows the calculated f-ratio value (1.799) at 382 df 3 at the level of 0.05. The critical value (8.85) is greater than f-ratio value (1.799) and observed level of significant P (.147) is greater than 0.05. This means that there is no significant difference as regards the opinions of Ministry of Education Officials, teachers, and parents as regard planning of Secondary Schools Academic Calendar in Southern Kaduna Senatorial Zone. Therefore, the null hypothesis is ***retained***.

4.3 Summary of Major Findings

This section presents the summary of major findings of the study: The findings revealed that:-

1. For the success of the management of secondary school, it is the perceptions of the respondents that government should increase their financial allocation to secondary schools from time to time as well as applauded the efforts of MDGs, NGOs, parents and well

meaning individuals in area such as building of classrooms, drilling of borehole, provision of books e.t.c. to promote learning in our secondary schools. Similarly, heads of schools need to establish revenue yielding projects such as establishment of bookshops, farms, catering services, allocating of land for temporary market structures, consultancy service e.t.c. to support government in funding education.

2. It is the opinions of respondents that school need to works in collaboration with parents to ensure that students are well disciplined as well as the need for school heads to share responsibilities in school for easy maintenance of discipline and that teachers should start each day of school with the positive expectation that students will behave well.
3. Staff Development of teachers had been unanimously agreed by majority of the respondents as an indispensable tool for development of teaching as a profession. By so doing, teachers are bound to gain new skills for improvement of school management/classroom management and that proprietors of secondary schools should employed only qualified personnel to serve as heads of schools.
4. Similarly, teachers, parents and students should be actively involved in decisions that affect them and that important decisions reached at the Parents Teachers' Association (P.T.A) meeting are implemented by the school heads. Also government should involved principals in the decision making process as agreed by majority of the respondents.
5. In the same vein, majority of the respondents agreed that, there should be frequent supervision of instructions and facilities in secondary schools and that for good management of secondary schools inspectors need to share with the teachers the findings of inspection for better performance. Also agreed by majority of respondents that supervision and inspection should attract incentives for proper transparency and accountability of the supervisor stewardship. Also discovered is that, supervision and inspection should be friendly with due notice. This suggests that inspection is not witch-hunting but are aim at correcting mistakes. Also agreed is the need for government to take appropriate step towards renovation of dilapidated structures based on reports from the school management.

6. The study further revealed that government should initiate refresher courses, retreats for teachers and principals to improved academic performance of students and that training and re-training of teachers are made compulsory in order to increase their academic performance. Also discovered is the need for government to reduce staff students ratio through adequate recruitment for academic excellence while teachers welfare and salaries are improved upon in order to check the diversion of valuable academic time to other businesses.
7. Similarly, majority of the respondents agreed that school managers should reports promptly any faults to the appropriate authority for prompt repair to avoid the occurrence of any disaster in the school and that all classrooms, workshops, libraries and laboratory are locked after use while security lights are fixed in strategic places in the school.
8. Also discovered is the need for government to join hand with other stakeholders for effective and efficient planning of school academic calendar. Also agreed by majority of the respondents is that heads of school should always put in place, planned measures to prevent students uprising rather than allowed it to start before planned measures are taken.

4.4 Discussions of the findings

This section presents the discussions based on the findings of the study:

The study revealed that the funding of education is a joint responsibility of the Federal, State and Local governments and the privates sector. In this connection, government welcomes and encourages the participation of parents, local community, well meaning individual, Millennium Development Goals (MDGs), private companies, Non -Governmental Organization (NGOs) in the management of secondary schools NPE(2004). This support the opinions of respondents that parents and others organizations are much involved in the funding of secondary schools in the area of the study.

The study further revealed that, to a very large extent, parents and teachers were involved in the maintenance of discipline in secondary schools in the area of study. The results showed that the parents, teachers and the schools worked hand- in-hand in order to ensure that the students are well disciplined. It is also shown that parents sometimes are appointed members of

disciplinary committees in schools. Ameh and Masanawa (2013) posited that, the involvement of parents and teachers in school activities would create strong and cordial home-school relationship required for the growth and development of secondary schools education.

The study also showed that in secondary schools in the area covered were moderately effective. The implication is that the future is bright for the society and the students alike. This submission is contrary to the position of Omoregie (2006) who submitted that the secondary schools are no longer effective. The author argued that the secondary schools are haven of criminals where future thugs are bred.

The study showed that there were regular conducts of workshops, seminars and conferences for teachers through principals staff development programmes in the area of study. Teachers are released to further their studies at all level of education. The significant differences in the view of the respondents showed that even if in-service training was regular, the condition of the exercise would still affects the quality of teachers' development in the area of study. Though most of the respondents believed that a highly trained teacher(s) will performed better in carrying out his/her responsibilities, Yabo (2006). Also NPE(2004), stressed that: "training and re-training of teachers through ICT are those activities which are designed to improved the overall competence of the staff in a specific direction and beyond the job he/she do.

The study further showed that there was no significant relationship between parents' involvement in decision making process and secondary school effectiveness. Considering the level of participation of parents in school activities, it could be expected that their involvement would enhance the tone of the school and contribute to the effectiveness of the school, but this study has proved otherwise because parents' have temporal contribution. This implies that parents involvement in school decision making may not guarantee effectiveness in the schools.

The effectiveness of the school as revealed in this study might have been caused by some other factors not considered in this study. The findings of the study therefore contradicts that of Hillman and Mortimore (1995) were the study was carried out in advanced countries, the present study was carried out in Nigeria where the activities of parents are still subject to review by the principals before being involved in decision making.

The study also revealed that principals are not performing their expected role in classroom instructions implies the need for principals to improve upon their supervisory work. There is a need for principals to participate in planning the implementation of curriculum, work closely with teachers, visit classroom to supervise teaching and learning. In addition, the principals should check lesson plan and conduct demonstration lessons for teachers to update their knowledge and skill. In this view Ukeje (1992), in Alhas (2005), notes that instructional supervision is generally carried out through classroom visitation, conferences and demonstration to help, guide and direct teachers and also stimulate their interest in their work. This also suggest the principal's close interaction by helping teachers by way of knowing their problems and participating in their year group meeting also motivates teachers to do their work which ensures the attainment of educational objectives.

The study further revealed that positive parental care or attitude towards the child, such as high interest in the child's academic efforts, provision of household equipment like Tv, computer, books, educative video, radio, good school, closeness and intimacy with him were associated with positive academic performance Backman etal (1968), in Olubadewo and Ogwu (2005). This implies that, there cannot be any meaningful success in children's learning without good planning for their education. Both governments and educational planners should have at the back of their minds when planning the curriculum of education; the various

background of students. Balanced plans that consider the various age and ability and agitate for provision of equipment always help the middle and low parents.

Fraser (1969) in Olubadewo and Ogwu (2005), researched on effects of home environment on 408 Aberdeen children and their academic achievement. He discovered that the two highest factors that correlate with educational attainment are parental encouragement and parental education. Parents, who are fairly or highly educated, would still aspire to see that their children are better educated than they. This inspiration forces them to motivate their young ones by providing for their basic needs in education, hence their performances in their academic work in schools are also good. This further explains the reason why children from higher background performed individually higher than those from the middle and low.

The study also revealed that the expected roles of principals in the maintenance of school plant indicate that principals should make effort to take care of school facilities by way of supervising closely the staff in-charge of school facilities to ensure that school facilities are not damaged, misused or converted into personal use. They are also to carry out minor maintenance work and imbide in school include textbooks (the library), vehicles, fuel, stationary, classrooms, laboratories, equipment, buildings, farm, land e.t.c need to be properly taken care of by the school principal. However, because they are diverse and need frequent attention, the principals can delegate authority to vice principals or senior masters. Lack of proper maintenance of school plants leads to wastage or shortages. Lessa (1999) in Alhas (2005) posited that poor maintenance culture has been the bane of Nigerian academic woes. Consequently, he affirms that shortages within a school system can be overcome by efficient maintenance practices such as preventive maintenance which consist of routine checks and regular servicing of equipment.

CHAPTER FIVE

SUMMARY, CONCLUTIONS AND RECOMMENDATIONS

This chapter presents the summary of the findings, conclusions drawn from the findings and recommendations made for further improvement and studies.

5.1 Summary

This study pays particular attention on the evaluation of the management (Independent variable) of secondary schools (dependent variable) in Nigeria. Various concepts and studies relevant to the study were reviewed. Among those reviewed are the concepts of management, funding, maintenance of discipline, staff development, decision making, supervision and inspection, staffing/ academic performance, management of school facilities and planning of school academic calendar in secondary schools in Nigeria.

A descriptive survey research design method was adopted for the study. The sample of the study consist of (5) five ministry of Education Officials, (60) sixty principals from 60 secondary schools in both public and private secondary schools, (203) two hundred three teachers in both public and private secondary schools and (118) Parents Teachers Association Officials (PTA).

A structured questionnaire was the instrument used for this study. The questionnaire was administered to ministry of education officials, principals, Teachers and Parents in the area of study. A total of Three eighty six (386) respondents were sampled for the study using stratified random sampling techniques. The data collected from the instruments were analysed and tested using ANOVA to answered the research questions and hypotheses. Based on the above, eight hypotheses were formulated to tests the significance difference in the opinions of the respondents.

5.3 Conclusions

Based on the findings of this study, the following conclusions are drawn.

1. Majority of the respondents hold the opinions that funding of secondary schools is a joint responsibility of government, MDGs, NGOs as well as well-meaning individuals in the society.
2. From the result of the study, it was discovered that parents and teachers need to be made members of disciplinary committee in schools. Also school principals need to share responsibility and spelt out school goals clearly to teachers and students.
3. Also revealed is the need for teacher up-grading training and retraining of teachers through ICT during holidays while workshops and Seminars are organized for principals and teachers.
4. Also revealed was parents, teachers and students are actively involved in decision making process that affect them in schools. Also important decision taken at the P.T.A meeting are implemented as agreed by majority of respondents.
5. It was also observed that there is need for frequent supervision of instruction by school head and the findings of the inspection are made known to both teachers and principals. Based on report dilapidated classrooms need to be renovated by the government for good management of schools.
6. Also revealed is the need for qualified teachers are employed while students teacher ratio are greatly reduce for academic excellence. Also government need to initiate refresher course for principals and teachers.
7. Most respondents hold the opinions that effective equipment management training be organized for principals and teachers alike while parents are involved in the management of school facilities.

8. Majority of the respondents hold the opinions that age and ability of the learner be considered in planning the school calendar while government need to plans conducive housing and transportation for teachers.

5.4 Recommendations

In view of the findings and conclusions of the study, it is hereby recommended that:

1. Government agencies responsible for education should give priority to education through adequate budgetary allocation for the provision of necessary services at the secondary school level including teaching and welfare. Money is needed to pay for some services and labour rendered by hired staff while school administrators need to prudently manage their limited funds and explore other sources of funding to ensure sustainable school operations.
2. Teachers should try as much as possible to deal with disciplinary issues privately than cause a student to "loose face" in front of their friends. They should start each day of school with the positive expectation that students will behave well. Students should seek to be intellectual and moral models, thus calculating self discipline rather than waiting to be forced to do what is right. This can also be done by aspiring to succeed through academic integrity.
3. More qualified teachers should be employed to make the teaching force stronger. Also officers with less than 5 years of teaching experience need to be given refresher training on classroom management.
4. Far-reaching decision reached at the Parents. Teachers Associations should be implemented, and that all schools should be encouraged to have functional Parents Teachers Associations (P.T.A) and hold meeting regularly, this will foster good relationship between staff and the community.

5. Frequent supervision of instruction should be carried out regularly by supervisors. While findings from supervisors and inspectors should be made known to both teachers and principals.
6. Teachers and support staff should serve as role models to students by possessing requisite professional and academic qualifications coupled with the exhibition of high morals, honesty and integrity in their discharge of duties.
7. School administrators should appoint an experienced staff whose sole responsibility should be to take care of the school buildings, equipment and facilities and the appointed staff should make a checklist of all components of the school plant for regular or periodic survey and inspection.
8. Principals should strive to put in place, planned measures to prevent students uprising rather than allowing it to kick start before planned measures are taking and that government should plan well in providing adequate learning facilities and extracurricular instruction for cognitive and psychomotor development of students.

5.5 Suggestions for Further Studies

1. That similar research on the management of secondary schools should be carried out in Kaduna State, for instance on the perception of secondary school teachers on the role of leadership in achieving organizational goals and objectives.
2. There should be a study on an assessment of the influence of parents' socio-economic status on students' academic performance in Kaduna State
3. There should be a study on the evaluation of the management of school facilities in secondary schools in Kaduna State.

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APPENDIX A

QUESTIONNAIRE FOR M.O.E OFFICIALS, PRINCIPALS, TEACHERS AND PARENTS ON THE EVALUATION OF THE MANAGEMENT OF SECONDARY SCHOOLS IN SOUTHERN KADUNA SENATORIAL ZONE, NIGERIA.

Dear Respondent,

1. This questionnaire is aimed at collecting information that represent your opinions on the five options stated from item 1-10 each in respect of the above mentioned research topic.
2. Indeed, your opinions on management of secondary schools in southern Kaduna senatorial zone, Nigeria will contribute not only to the overall success of the research work, but would serve as a catalyst towards effective management in our secondary schools in Kaduna State as well as Nigeria as a whole.
3. You are free to tick (√) one option on each item that represent your opinions, and be assured of confidentiality in the treatment of your opinions.

Yours faithfully

Fidelis Jerry Dogo.

SECTION 'A'

BIO DATA

(1).	Location of School	(a) [ ] Urban
		(b) [ ] Rural
(2).	Ownership of School	(a) [ ] Private
		(b) [ ] Public
(3).	Nature of School	(a) [ ] Boarding
		(b) [ ] Day
		(c) [ ] Boarding/ Day
(4).	Status	(a) [ ] M.O.E Official
		(b) [ ] Principal
		(c) [ ] Teacher
		(d) [ ] PTA Official
(5).	Gender	(a) [ ] Male
		(b) [ ] Female
(6).	Teaching Qualifications	(a) [ ] Ph.D
		(b) [ ] M.Ed
		(c) [ ] B.Ed
		(d) [ ] N.C.E/PGDE
		(e) [ ] Others
(7).	Years of Working Experience	(a) [ ] 40 Years and Above
		(b) [ ] 30 – 39 yrs
		(c) [ ] 20-29 yrs
		(d) [ ] 10-19 yrs
		(e) [ ] 0-9 yrs.

PLEASE TICK (√) IN THE APPROPRIATE COLUMN

SECTION B: Funding Of Secondary Schools in Southern Kaduna Senatorial Zone

S/NO	ITEM	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
1.	Government takes full responsibility of funding secondary schools.					
2.	Parents Teachers Association Sources for funds and learning materials from NGOs, Agencies, and well meaning individuals from the society to promote learning in our secondary schools					
3.	Parents contribute well during fund raising activity in the schools.					
4.	Employers of labour such as private companies contribute to funding of secondary schools.					
5.	Millennium Development Goals contribute in funding of secondary School.					
6.	Community organized self-help project to fund secondary schools.					
7.	Well meaning individuals complement Government efforts in funding secondary schools.					
8.	Government increases financial allocation to secondary schools from time to time.					
9.	Proprietors establish revenue yielding projects to provide more					

	finance to their secondary schools.					
10.	Alumni Association Launches endowment funds for their secondary schools.					

SECTION C: Maintenance of Discipline in Secondary Schools in Southern Kaduna Senatorial Zone

S/NO	ITEM	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
1.	Parents are made members of disciplinary committee in secondary schools.					
2.	School works in collaboration with parents to ensure that students are well disciplined.					
3.	Teachers talk with offending students in accordance with school/class rule.					
4.	Principals are friendly, firm and fair in the discharge of his/her duties					
5.	Principal spelts out school goals clearly to teachers and students.					
6.	Principal makes adequate provision of teaching materials to enhance good teaching and learning.					
7.	School heads share responsibilities in school for easy maintenance of discipline.					
8.	Teachers start each day of school with the positive expectation that students will behave well.					
9.	Teachers avoid open confrontation with students.					
10.	Teachers are encouraged to possess the attribute of a good teacher in order to maintain discipline in class.					

SECTION D: Staff Development in Secondary Schools in Southern Kaduna Senatorial Zone

S/N	**ITEM**	**Strongly Agree**	**Agree**	**Undecided**	**Strongly Disagree**	**Disagree**
1	Teachers are encouraged to go for further studies in order to acquire new knowledge.					
2	Incentive and good condition of service are given to principals and teachers from time to time.					
3	Government appoint experience, dedicated and qualified teachers to serve as principal in public schools.					
4	Teachers up-grading training programme are revisited during holidays.					
5	Proprietor of secondary school recruit experience and qualified teacher to serve as principal.					
6	Training and retraining of teacher through ICT are given priority by government.					
7	More qualified teachers are employed to make the teaching force stronger.					
8.	Principals organized seminars and conferences for teachers.					
9.	Government emphasized merit and competence in the selection of school personnel					

10.	Principals organized workshops for teachers.					

SECTION E: Decision Making Process In Secondary Schools In Southern Kaduna Senatorial Zone

S/N	**ITEM**	**Strongly Agree**	**Agree**	**Undecided**	**Strongly Disagree**	**Disagree**
1	Teachers are actively involved in the decision making process in the schools.					
2	Principals implement important decisions taking during P.T.A meeting.					
3	Parents are involved in decision making in the schools.					
4	Principals take decisions alone in the schools.					
5	Ministry of Education Officials take decision with principals from time to time.					
6	Students are involved in decision making process in the schools.					
7	Community are considered in decision making process.					
8.	Proprietor of secondary school involved parents and teachers in decision making process.					
9.	School manager take decision on daily basis.					

10.	Ministry of Education Officials involved teachers and parents in decision making process.					

SECTION F: Supervision and Inspection of Secondary Schools in Southern Kaduna Senatorial Zone.

S/N	**ITEM**	**Strongly Agree**	**Agree**	**Undecided**	**Strongly Disagree**	**Disagree**
1	Supervision and Inspection are aimed at correcting mistakes where necessary					
2	Incentives are given to supervisors and inspectors regularly					
3	Dilapidated classrooms are renovated by the government based on inspection report					
4	Supervision and Inspection are friendly with due notice					
5	Classroom visitation is one approach to supervision of instruction					
6	Seminars and workshops are organized for supervisors from time to time.					
7	Findings from supervisors and inspectors are made known to both teachers and principal.					
8.	Supervision and inspection in secondary schools are closely monitored.					
9.	Frequent supervision of instruction in secondary schools are carried out regularly by the supervisors.					
10.	Principals undertake on- the –spot inspection to see things for himself/herself.					

SECTION G: Staffing/Academic Performance in Secondary Schools in Southern Kaduna Zone.

S/N	**ITEM**	**Strongly Agree**	**Agree**	**Undecided**	**Strongly Disagree**	**Disagree**
1	Teachers welfare and salaries are improved upon in order to check the diversion of valuable academic time to other businesses.					
2	Qualified teachers are employed to ensure effective teaching and learning.					
3	Staff student ratio are greatly reduce through adequate recruitment for academic excellence.					
4	Government employed competence staff to teach in schools to ensure high academic performance.					
5	Teachers and support staff serve as role models to students by possessing requisite professional and academic qualification.					
6	Government initiate refresher courses, retreats and workshops for principals and teachers to improved academic performance.					
7	Parents and stakeholders provide the child with all necessary materials needed by him/her to study in the school.					
8.	Training and re-training of teachers are made compulsory in order to increase their academic performance.					

9.	Government impose the evaluation of teachers by students and other stakeholders compulsorily to enhance academic performance.					
10.	Teachers who are found to be up and doing in the area of promoting high academic standard are rewarded for others to emulate.					

SECTION H: Management of School Facilities in Secondary Schools in Southern Kaduna Senatorial Zone

S/N	**ITEM**	**Strongly Agree**	**Agree**	**Undecided**	**Strongly Disagree**	**Disagree**
1	Effective equipment management training are organized for principal and teachers.					
2	All doors to school workshops and classrooms are metal types					
3	Burglary proofs are provided to all windows of workshops, laboratory and libraries.					
4	Principals strive to report promptly any faults to the appropriate authority for prompt repair to avoid the occurrence of any disaster in the school.					
5	Security lights are fixed in strategic points in the school.					
6	Principals appoint an experienced teacher to take care of the school buildings, equipment and facilities.					
7	Parents are involved in the management of school facilities in secondary schools					
8.	All school classrooms, workshops, libraries and laboratories are locked after use daily.					

9.	Students enrolment do not exceed 25 to avoid over stretching of existing facilities.					
10.	Regular workshops, seminars and conferences are organized to enlighten teachers on the need for school plant maintenance culture.					

SECTION I.: Planning Of Schools Academic Calendar in Southern Kaduna Senatorial Zone

S/N	**ITEM**	**Strongly Agree**	**Agree**	**Undecided**	**Strongly Disagree**	**Disagree**
1	Principals/teachers are involved in planning of School calendar					
2	Parents are involved in the planning of school calendar					
3	Principals always put in place, planned measures to prevent students' uprising					
4	Teachers are effective and efficient because they plan their lesson well					
5	Teachers break the curriculum content into weeks, before planning a lesson.					
6	A well planned lesson note helps the teacher to adequately prepare for his/her lesson					
7	Government ensure the condition of service of teachers are well planned to check brain drain syndrome.					
8.	Government plans conducive housing and transportation for teachers to make them comfortable					
9.	Government plans well in providing adequate learning facilities and extra curricular instruction for cognitive and psychomotor development of students					
10.	Age and ability of the students are paramount in planning the school curricular.					