EVALUATION OF THE ADMINISTRATION OF FEDERAL GOVERNMENT COLLEGES (UNITY SCHOOLS) IN NIGERIA.

BY

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Ph.D/EDUC/3817/2009-2010

ABU-ZARIA

APRIL, 2014

DECLARATION

I hereby declare that this dissertation titled "Evaluation of Administration of Federal Unity Secondary Schools in Nigeria" was carried out by me under the supervision of Dr. E. I. Makoju, Dr. B. Maina and Dr. M. O. Dare, and has not been presented elsewhere for the award of Ph. D certificate. All information derived and presented has been duly acknowledged.

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APPROVAL PAGE

This is to certify that this dissertation has been read and approved as meeting the requirements in partial fulfillment for the award of Ph.D in Educational Administration and Planning, Ahmadu Bello University Zaria, Nigeria.

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DEDICATION

This work is dedicated to my family, the family of Mr. and Mrs. Frank Ahupa.

ACKNOWLEDGEMENT

I am indeed grateful to my supervisor, Dr. E. I. Makoju for his tireless effort in making all the necessary corrections, directing me on how to carry out the research work. Dr. B. Maina, the Head of Department who, even with his tight schedules in his ever busy office still spared time to go through my work to make necessary corrections always and encouraged me to work hard and Dr. M. O. Dare who helped with a listening ear, offered advise and encouragement. May the good Lord continue to bless you all and keep for other students to reap from your benevolence, Amen.

My deep appreciation goes to my husband, Mr. Frank Ahupa, my children, Maryam, Frank Jnr, Millicent, Winifred, Vincent, Victor and Thelma for their support both prayers, finance and understanding.

I am indebted to my course mates who were always there to ginger me on. Mr. Sunday Dayu, Mr. Abdullahi Olokoba, Mr. Aliyu the Katsina man and Madam Rebecca. May the Lord see you all through in your life endeavours. I am grateful to my special roommate my ABU daughter, Alaba.

To my ever ready computer operator, Madam Doris, may the Lord reward you in all you put your hand to do.

To every authority used in this work, you are acknowledged, I remain grateful to you all.

Above all, I give God Almighty my strength and my redeemer all honour, glory and adoration forever and ever.

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ABSTRACT

Most school administrators may not have the opportunity of participating in planning, site selection, recruitment, selection and placement of personnel in their schools. As administrators, they are saddled with maintenance of school facilities, orientation of the personnel and play so many other roles in the management of school organization so that the school operates in conducive environment to enhance teaching and learning. Such other roles as making informed and rational decisions, enhancing effective communication among staff, students, management and community, and making sure that interpersonal relationship are maintained in the work environment for teachers and students to perform optimally, adopt effective training and development strategies for staff, spell out clear school rules and regulations and enforce proper mechanism to ensure discipline maintenance. Adopt workable strategies to them, their relationship with their community and other stakeholders within and outside the community, adopt quality assurance mechanism for reliable examination and set the standard for admission of students to ensure quality of students admitted to schools. The task of the administrator of secondary school is enormous and demanding but he can pull through if given the adequate training. Chapter 2 reviewed literature under the following communication, interpersonal relationship, supervision and inspection, staff training and development, personnel recruitment, discipline maintenance, facilities, community relationship, administration of examination, admission of students. Questionnaire was the instrument used for this survey research. The questionnaire has 110 items and targeted the principals, vice principals, teachers and Parent Teacher Association (PTA) chairmen of 26 unity schools across the six geo-political zones of Nigeria and Abuja-The Federal Capital Territory with 780 sampled respondents. Statistical package for social sciences (SPSS) version 17 was used in analyzing the research data descriptively and inferentially and also graphical representation of respondents' personal information. Regression model was the suitable statistical tool employed in testing the 11 hypotheses. On the bases of making scientific decisions, (0.01) was used as the level of significance. Findings reveal that teachers and students are involved in decision making process on issues that concern them. The administrators are democratic in decision making. There is effective communication process in the schools. There is cordial relationship among staff, between staff and students, administration and staff and administration and students. There is enough supervision of school and instruction. There is improved staff development system, and there is a system of mentoring and menteering. Staffs are employed on merit though promotions are not regular and welfare packages are not in place. Discipline is maintained through proper orientation of staff and students. Parents Teachers Association provides and maintain most of the facilities in the schools. Schools participate in community activities and vise versa. Examinations are conducted in line with school calendar and seen as cooperate duty of the schools. Selection and admission of students are joint activity of the Federal Ministry and the administration of schools. It concluded that for effective school administration and achievement of educational goals and objectives in the face of dwindling and allocation to the education sector, administrators must apply all the tools necessary for smooth running of schools and recommended that for greater effective and efficient school achievement, individuals with proper training in education administration/management should be appointed as school administrators.

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Secondary education came into what is now Nigeria in the 19th Century largely through the effort of the Christian missions. The government for a very long time did not complement the efforts of the Christian mission. It was only in 1909 that the colonial government established its first institution, the King's College, Lagos. The establishment of King's College in 1909 marked the beginning of the dichotomy between public and private institutions.

The methods and standards of decision making processes varied greatly from one school to another due to different proprietorship and operational structure. Enrolment was highly selective and limited. Schools were at that time run on the colonial philosophical ideology which was strongly based on the assumption that education should be given to a "selected few" initially. It was hoped that the few pioneers were expected to give education to the rest of the people.

The proprietor of each school appointed the leadership which could best represent his wishes, interest and ideals, and this leadership was mainly accountable only to the proprietor. There was no form of uniformity or cohesiveness in the admission of students, because students admitted in these secondary schools were selected from all over the country. Students admitted fell between the ages of fourteen and twenty years if not more. These students were matured and therefore knew why they were in school. There was a remarkable sense of discipline in the behaviour of students. There were very few cases of deviant behaviour on the part of the students and teachers. That might have accounted for the simplicity of administration of the schools. Shortly after the civil war, most schools were hurriedly taken over by government. Most of these secondary schools lost their initial hold, things were no longer the same, schools

were now brought under a unified body which was controlled by the State School Boards of Education. All aspects of the school system changed.

The Federal Government saw the need for the Integration of Nigeria children, hence the establishment of Federal Government Colleges aka Unity Schools. Federal Government Colleges were conceived to be unifying institutions, bringing together young Nigerian teenagers from multifarious ethnic and religious divides with a view to instilling high quality education into the students in an environment of academic and developmental excellence devoid of ethnic, religious or social stratification that ruled Nigeria then and unfortunately continuous to plague Nigeria till today.

The Federal Government of Nigeria established two unity schools' in each state. These are secondary schools that draw students from all states of the federation. The number of secondary schools has grown in recent years and this is accompanied by a marked increase in the students population, and the size of most schools system, the role and task of the educational administrators has become significantly very demanding and problematic.

Objectives of Secondary Education

The primary goals of secondary education according to National Policy on Education (2004) are twofold: to (i) prepare learners for useful living within the society and (ii) for participation in higher education. Deriving from these goals are the specific objectives of secondary education which are classified into cognitive and attitudinal directed objectives.

The principal as an administrator in a school setting occupies a unique and challenging position. Because of the numerous pressures on him from the Education Board, his staff, students, parents and the community at large, the principal is always faced with conditions requiring him to act rationally all the time. Hence principals tend to take nearly all decisions in schools alone or with few members of his staff. This type of decision making which could be termed

authoritarian could be as a result of saving time or because of their leadership style. Whatever be the reason, and if decision making were to remain what it is "selection of a course of action from various alternatives" it should not be the exclusive duty of the school principal. Since it is a well established fact that, the most important responsibility of the principal is making decisions and getting actions on them; the success in any activity, therefore depends on decisions being appropriated both in content and timing.

For decision to be effective, there is the need to examine as many alternatives as possible, suggesting that, as much as possible, all those to be directly affected by a decisional issue should in one way or another be allowed to participate in taking decision on the issue. In taking such action, there should be enough input from which the best line of action could be selected. This calls for wide publicity of any decision issue as, if given, the input would be higher and would have taken into account the areas and needs of the entire staff of the organization. The administrative style of a good principal is an open participatory one where all members of staff have total input into the system and particularly into any change revealing the staff as a team of individuals, who work, argue and make decision together.

The need for personnel participation in decision making appears more for a number of reasons: it will be appreciated that the educational standards of personnel are probably higher these days. As a result, there is more awareness of what is happening around them. In some schools, it is not impossible or uncommon to find subordinate personnel who are more qualified than the principal and their vice. To this category of personnel, money alone does not give the full satisfaction they need; in addition, authority to make decisions may be more valued and satisfying by them. Since such personnel may be better equipped with facts administratively than the principal, they should be allowed a hand in decision making. Again, because of the discovery that increased Personnel Participation in Decision Making is Accompanied by Greater Ego Involvement,

Greater Identification with Organizational Goals and Higher Levels of Motivation and Satisfaction (Hewitson, 1978).

When administrators appraise personnel participation in decision making, they mean that such personnel are involved in making decision which affect them and their work and that such participation puts them above the robot level, giving them a sense of belonging and boosting their morale. The National Policy on Education encourages teachers to participate more in decision making by having a say in students promotion and certification through continuous assessment rather than the outdated reliance on the terminal examination for evaluating a student's mental and intellectual abilities, leaving the affective and psychomotor domains unassessed. With the National Policy on Education's stand on participatory decision making, personnel are required to participate more in the production and assessment of educational materials and teaching aids, the planning and development of school buildings and furniture and the evaluation of technical innovations and new techniques (NPE 2004 Revised). Other aspects of the school activities requiring participatory decision making are on matters concerning students' management, subject allocation and budget preparation. What are the situations in our secondary schools today and how are decisions taken and implement. An organization to a large extent determines and controls the decision making process. Thus, for a successful study of the decision making process of any organization, one must understand the basic structure within that organization.

Decision making therefore mobilizes the vision and energizes the resources of the organization for effective action. However, the understanding of the organization's problem in decision making is central for effective implementation of set objectives. Griffith (1959) rightly pointed out that effective decision making process follows these enumerated steps;

a. Recognition, definition and delimitation of the problem.

b. Analysis and evaluation of the problem.

c. Establishment of criteria or standards by which result will be evaluated or judged as acceptable and adequate to the end.

d. Collection of data

e. Formulation and selection of one preferred solution.

f. Putting into effect the preferred solution such as:

i. Programme solution

ii. Controlling of the activities in the programme

iii. Evaluation of the results and the process.

How has this decision making process impacted on the administrator in the areas of communication, supervision, leadership, staffing and staff welfare.

Communication is an essential element for achievement of institutional goals. It is vital for interpersonal relations and if used ineffectively, people working together will likely be in conflict most of the time. Through quality communication, cooperation is fostered among employees, teachers, parents and students. School administrators need sound communication to carry out reforms and adapt to changes in the environment. Undoubtedly, communication is one of the most important elements in promoting wholesome school organization.

The school as a bureaucracy serves the public. When the public receives information in the right form at the right time, the school delivers good service. When the public gets to communicate with the school and vice-versa, there is transparency. Thus communication and information transfer helps to raise the quality of educational services to the people.

The need for communication is an important part of human nature, but is often neglected or ignored by many school administrators. Very often they are seen confined in their offices. Contacts and association with their peers or subordinates are made very formally. Sometimes structured, filtered and full of red tapes are their communication with their staff. A secretary or liaison officer serves as receptionist who receives or filters the communication. Seldom does interpersonal connection take place. If it ever happens, it is just to explain, report

or reprimand subordinates for job half done or badly done. Communication practices of administrators and their understanding of their employees and staff are of great importance. In doing their functions and carrying out their roles, school administrators also need to consider skills in solving organizational communication problems.

Equipped with leadership qualities, the administrator is expected to manifest communication competence in terms of management skills, roles and functions in the exercise of his profession. He has to deal with different people of varied traits, orientation, ideas, needs, behaviour and qualities who compose the organization. Towards this end, he has to build mutual understanding and rapport among his peers, subordinates and community.

A closer look into administrator's communication practices along management competence reveals diversity of personalities. In managing and dealing with their subordinates, school administrators carry out varied communication practices. An imminent problem in their communication and the organizational climate looms as diverse strategies are employed that apparently affects the self-esteem, confidence, morale, and productivity of the teachers. Any educational institution's failure or success largely depends on how school administrators communicate their management competence to their staff. (www.igbm.org.page10yen).

School management and supervision become less efficient and effective when administrators' communication practices, as well as problems arising from exercises of management skills, roles and functions are regarded as less important owing to divergent personalities, character and behaviours. Some administrators are concerned with self development while others are unmindful of the need for motivation, teamwork, communication and feelings. Administrators' professional attributes and qualities that include management communication practices and problems need objective appraisal as they are deemed potent factors for achieving

organizational objectives, for fast delivery of educational services and for maximized internal efficiency. (www.igbm.org.page10yenjui-yen).

Supervision is an extremely vital part of a workplace that needs to maximize its success potential. It naturally follows, then, that poor supervision in a workplace is among the primary obstacles to achieving potential successes by a business. After all, employees no matter their task, must have proper instruction and training to ensure that they are doing their jobs correctly and with minimal risk of error or injury.

When an organization has poor supervision, there is not enough responsibility for taking action for the prevention of problems, mistakes, accidents and injuries. Poor supervision removes a very important part of employees support process, eliminating the opportunity for reference, learning and safety.

Poor supervision opens the door for unethical behaviours within an organization. With poor supervision, employees commonly feel that their work is not valued by the organization, and loyalty is difficult to form - if it forms at all. Without loyalty, employees are more likely to deviate from acceptable organizational practices. Such activities can include theft, decreased employee effort, using equipment without authorization, and falsifying documents among other things.

To avoid poor supervision in your organization, you should consider supervisors not necessarily to be role enforcers, but instead, they should be employee support people. They are the individuals who can assist employees when their work can be improved through different techniques. They impart safety knowledge and are the people to whom employees can come if they have questions and concerns about their tasks. A good supervisor should be approachable and a good people-person who knows the different equipment and jobs required by the employees, and is willing to help employees achieve. (http//:answers.yahoo.com/question/index.).

School leaders must be highly qualified, given the inconsistent demands and contradictions placed on the education system today.

Such demands are because our society is dynamically complex, highly political and undergoing unprecedented changes. True, authentic, accountable and dynamic leaders are greatly needed. Schools are faced with leadership crisis today. Different school cultures warrant different leadership strategies. However, the principles and ethics must never be compromised. School leaders with 15-20 year qualification find it difficult and impossible to manage changes in education in the 21st century.

It is not children's indiscipline which gives stress to leaders, it is their obsolete qualification which is unworkable with the challenges of the 21st century educational demands. The challenges faced in contemporary education were never faced, twenty years back. Today, school leaders are beleaguered and disorientated when faced with new challenges, some beyond their comprehension while others too alien in nature to resolve and tackle. This is one of the key reasons for stress among leaders/teachers which affects children and quality education. Most problems in schools is attributed to weakness in leadership. Dynamic leaders are needed to respond to pressures from stakeholders in education. If the education system is to become challenging and worthwhile, the search for highly qualified, dynamic and ethical leadership is paramount. Poor leadership begets poor teachers. Flexible leaders realize that school development is a team effort. Education is a partnership between Schools, the State and Community. Sound decision making relies on motivation and commitment of every staff and collaboration of the school community. Mostly, unilateral decisions are made by leaders behind closed doors. Such bureaucratic decisions reflect poor leadership. (story.aspx.htm).

It doesn't take a lot of research to tell us that discipline in school is different today than it was in the 1950. But it does take some investigation to find

out why. Various studies have shown that students who act up in school express a variety of reasons for doing so:

- Some think that teachers don't care about them
- Others don't want to be in school at all
- They don't consider goal setting and success in school important anymore
- Students are unaware that their adolescent behaviours will result in punishment they won't like
- Discipline enforcers have to go through long procedures of due process; hearings, specific charges, witnesses and appeals.

Despite these hurdles, students agree that discipline is needed in schools. If there were no discipline, the school would not be distinguished from the street.

If everyone agrees that discipline is key to safety in schools, why do we still have a problem

In many schools, teachers are intimidated by their students out of fear of retaliation, they fail to report problems or ignore them hoping that the students responsible will quit the bad behaviour by themselves.

State and Federal laws require that some special needs students receive special attention. Many adults and school systems believe that troubled students are not responsible for their actions, thus they are not punished as severely as other students.

Very simply, too many adults fail to model the behaviours they want from students. Modeling the rules that students are to follow should be required of all adults. All adults in a community, especially parents and teachers, need to model integrity, honesty, respect and self-control.

Because of internal administrative problems or lack of procedures, many school officials fail to enforce the rules or punish students for infractions. Some fear law suits from parents; others just don't care, or they are burned out of self-esteem.

Many schools have emphasized self-esteem over and above everything else. Some teachers are afraid to discipline or demand good behaviour because it will hurt the child's esteem. The result now we have ill-behaved, rude kids - but they feel good about themselves.

Basically, school discipline has become lax over the years as our relationships have weakened. Consolidated school systems and mega schools have made the separation between family and school wider than ever. These mega schools have largely ignored the local community. Also, some parents have lost touch with their children for many different reasons. For school discipline to be successful, we need to restore those relationships. Parents and schools need to work together to instill the importance of education into children of all ages. Finding discipline procedures that work is a job for students, parents and teachers to explore together. In today's society, working together within the school and community will help teach children that working as a team can effectively solve the problem (View Article-EduGuide.htm).

1.2 Statement of Problem

With practically less professional educational administrative background and knowledge, many principals are faced with so many complicated problems in the school organization. Such major problems as decision making, communication, discipline, leadership supervision, staffing and staff welfare.

Communication is often neglected or ignored by many school administrators. Very often they are seen confirmed in their offices. Contracts and association with their peers or subordinates are made formally. Sometimes structure filtered and full of red tapes are their communication with their staff. A secretary or liason officer serves as receptionist who receives or filters the communication. Seldom does interpersonal connection take place. If it over happens, it is just to explain, report or reprimand subordinates for job half done or bodily done. Communication practices of administrators and their understanding

of their employees and staff are of great importance. Communication is an essential ailment for achievement of institutional goals. It is vital for interpersonal relations and if used ineffectively, people working together will likely be in conflict most of the time. Through quality communication, cooperation is fostered among employees, teachers, parents and students. School administrators need sound communication to carry out reforms and adapt to changes in the environment. Undoubtedly, communication is one of the most important elements in promoting wholesome school organization.

The school as a bureaucracy serves the public when the public receives information in the right form at the right time, the school delivers good service. When the public gets to communicate with the school and vice-versa, there is transparency. Thus communication and information transfer helps to raise the quality of educational services to the people.

Equipped with leadership qualities, the administrator is expected to manifest communication competence in terms of management skills, roles and functions in the exercise of his profession. He has to deal with different people of varied tracts, orientation, ideas, needs, behavior and qualities who compose the organization. Towards this end, he has to build mutual understanding and rapport among his peers, subordinates and community. In doing their functions and carrying out their roles, school administrators also need to consider skills in solving organizational communication problems.

School management and supervision become less efficient and effective when administrators communication practice, as well as problems arising from exercises of management skills, roles and functions are regarded as less important owing to divergent personalities, character and behaviours. Some administrators are concerned with self development while others are unmindful of the need for motivation, team work, communication and feelings. Administrators' professional attributes and qualities that include management communication practices and problems need objective appraisal as they are deemed potent factors for achieving

organizational objectives, for fast delivery of educational services and for maximized internal efficiency.

Supervision is an extremely vital part of a workplace that needs to maximize its success potential. It naturally follows, then that poor supervision in school organization is among the primary obstacles to achieving potential successes by the education system.

When an organization has poor supervision, there is not enough responsibility for taking action for the prevention of problems, mistakes, accidents and injuries. Poor supervision removes a very important part of employees' support process, eliminating the opportunity for reference, learning and safety. Poor supervision opens the door for unethical behaviours within an organization. With poor supervision, employees commonly feel that their work is not valued by the organization, and loyalty is difficult to form-if it forms at all.

Most school administrators are inapproachable and lack the requisite knowledge required of the job. This does not help teachers to achieve maximally.

Without loyalty, teachers and staff are more likely to deviate from acceptable organizational practices. Some administrators are role enforcers rather than employee supporters. Because they are role enforcers, they become fault finders instead of helping teachers to improve on the teaching skills and techniques which enhance and improve the learning of the students.

Different school cultures warrant different leadership strategies. However, the principles and ethics must never be compromised. School leaders with 15-20 year qualification find it difficult and impossible to manage changes in education in the 21st century. What we find today in most schools is that administrators and school leaders are there on the basis of experience. School leaders must be highly qualified, given the inconsistent demands and contradictions placed on the education system today.

Such demands are because our society is dynamically complex, highly political and undergoing unprecedented changes. True, authentic, accountable and

dynamic leaders are greatly needed considering the leadership crisis that schools face today, it is not children's indiscipline which gives stress to leaders, it is their obsolete qualification which is unworkable with the challenges of the 21st century educational demands. The challenges faced in contemporary education were never faced, twenty years back. Today, school leaders are beleaguered and disorientated when faced with new challenges, some beyond their comprehension. While others were alien in nature to resolve and tackle. This is one of the key reasons for stress among leaders/teachers which affects children and quality education. Most problems in schools is attributed to weakness of leadership.

If the education system is to become challenging and worthwhile, the search for highly qualified dynamic and ethical leadership is paramount. Poor leadership begets poor teachers. Flexible leaders realize that school development in a team effort. Education is partnership between schools, the state and community, sound decision making relies on motivation and commitment of every staff and collaboration of the school community. Mostly, unilateral decisions are made by leaders behind closed doors. Such bureaucratic decisions reflect poor leadership.

It doesn't take a lot of research to tell us that discipline in school is different today than it was in the 1950s, but it does take some investigation to find out why. Various studies have shown that students who act up in school express a variety of reasons for doing so:

- Some think that teachers don't care about them.
- Other don't want to be in school at all.
- Other complain of harsh school rules and regulations.
- They don't consider goal setting and success in school important anymore probably due to lack of facilities and learning materials etc.

Because of internal administrative problems or lack of procedures, many schools fail to enforce the rules or punish students for infractions. Some fear law suits from parents; others don't just care, or they are burned out of self esteem.

Many schools have emphasized self-esteem over and above everything else. Some teachers are afraid of discipline or demand good behavior because it hurts the child's esteem.

Basically, school discipline has become lax over the years as our relationship has weakened. Some parents have lost touch with their children for many different reasons. Parents and schools need to work together to instill the importance of education into children of all ages. Finding discipline procedures that work is a job for students, parents and teachers to explore together. In today's society, working together within the school and community will help teach children that working as a team can effectively solve the problem. It is in view of the negative effects these problem may have on decision making process on the administration of federal unity secondary schools in Nigeria that this study/research is embarked upon with a view to proffer suitable suggestions and make appropriate recommendations.

1.3 Objectives:

This study is set to achieve the following objectives:

1. To find out the decision making process of Federal Unity Schools in Nigeria.
2. To evaluate the communication process of Unity Schools in Nigeria
3. To appraise the level of interpersonal relationship in the schools.
4. To examine the level of inspection and supervision in the schools.
5. To assess the training and development of staffs in the schools.
6. To evaluate the recruitment, placement and promotion process of the schools.
7. To appraise the process of maintenance of discipline in the school.
8. To assess the availability maintenance of facilities in the schools.
9. To evaluate the school community relationship.
10. To appraise the process of administration of examinations in the schools.

11. To examine the process on the admission of students in the schools.

1.4 Research Questions

The study sought to answers the following questions:

1. What is the nature of decision making process in the Federal Unity Schools?
2. How effective is the communication process in the schools?
3. How does interpersonal relationship of the colleges affect the general working environment?
4. How do supervisors and inspectors supervise and inspect the schools for effective goal achievement?
5. How are personnel recruited, placed and promoted in the schools?
6. Are staffs trained and developed to ensure motivation?
7. How is discipline maintained to ensure effective and smooth running of the schools?
8. Who is responsible for provision and maintenance of facilities in the schools?
9. Is school-community relationship maintained and cordial?
10. Who is responsible for examination administration to ensure reliability?
11. Who is responsible for the admission of students into the schools?

1.5 Hypotheses

1. There is no significant relationship between decision making process and administration of the Unity Schools.
2. There is no significant relationship between communication and administration of the Unity Schools.
3. There is no significant relationship between the tone of the organization and administration in the schools.

4. There is no significant relationship between supervision and inspection and the administration of the schools.
5. There is no significant relationship between recruitment, replacement/promotion and administration of the schools.
6. There is no significant relationship between training and staff development and the administration of the schools.
7. There is no significant relationship between administration and discipline maintenance in the schools?
8. There is no significant relationship between administration and provision of maintenance of facilities in the schools.
9. There is no significant relationship between administration and community relationship in the schools.
10. There is no significant relationship between administration of examination and administration of the schools.
11. There is no significant relationship between admission of students and administration of the schools.

1.6 Basic Assumptions

It is assumed that there are bottlenecks in the decision making process which does not allow for the smooth and successful functioning of schools. The bottlenecks are due to the principal's decision making process and the nature of the school organization, which might not suit the students and staff within the school. It is assumed that the present decision making process and other administrative activities like communication, discipline, leadership and supervision hampers the realization of school organization's goals. It is assumed that;

1. Administration impacts on decision making process in the schools.
2. Administration impacts on the communication process of the schools.

3. Administration impacts on interpersonal relationship in the schools.
4. Administration impacts on inspection and supervision of the schools.
5. Administration impacts on the recruitment, replacement and promotion of staffs in the schools.
6. Administration impacts on staff training and development in the schools.
7. Administration impacts on the maintenance of discipline in the schools.
8. Administration impacts on the provision and maintenance of facilities in the schools.
9. Administration impacts on school-community relationship.
10. Administration impacts on administration of examinations in the schools.
11. Administration impacts on admission of students.

1.7 Significance of the Study

This study is an attempt to analyze more critically some of the issues relating to decision and decision making process in the school system particularly in the Nigerian secondary school sector.

It is hoped that this study will foster team spirit and co-operation between educational administrators, their staff and students which are essential for realization of the schools goals and objectives.

It is hoped again that this study will throw more light into the new trend in the administration of formal organizations, and to find out to what extent administration impacts on decision making process, communication, inspection and supervision of schools, staff development, maintenance of discipline, recruitment, replace and promotion, interpersonal relationship, school-community relationship, maintenance of facilities, administration of examination and admission of students.

1.8 Scope of the Study

This study is limited to Federal Unity Secondary Schools in Nigeria. for wide coverage and removal of bias in the study the entire country was covered through the political zones. Two states were chosen for each of the zones. From each of the two states, two schools were used and two schools from the Federal Capital Territory (FCT) Abuja bringing the total to 26 schools.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

All human organisations, whether the formal or informal, have set goals and objectives which they wish to achieve. To achieve such aims and objectives involves skillfully planning, analysis and evaluation of the alternatives which offer themselves. This cannot be successfully done without proper decision making. In view of this, one would say that decision making is central to the success and survival of all organizations.

2.2 Conceptual Framework

2.2.1 Evaluation

Evaluation provides the basis for judgement on the worth or valve of a programme such as instruction. Beeby (1975) sees evaluation as the systematic collection and interpretation of evidence leading, as part of the process, to a judgement of a value with a view to action.

Yoloye (1978), posited that Evaluation can only be meaningfully defined if it is put in perspective or in the context of the use to which it would be put. Implying there is no one universal definition. He (Yoloye's) operational definition however, tallies with that of Alkin (1970) thus; Evaluation is the process of ascertaining the decisions to be made, selecting the related information in order to report summary data useful to decision to be made in selecting among alternatives. This definition according to Onuka (2009) emphasizes the fact the evaluation should be decision based. Sourmelis (1977) opined as follows:

The reason for evaluating something or someone is to estimate its worth or value, importance, relevance, performance . . . with a view to pricing, rating, correcting, improving or changing it. Cronbach (1983) confirms that evaluation: The collection and use of information to make decision about a programme worth

or otherwise. These definitions have thus far underscored the fact that the best way to the definition of evaluation is to situate within a context or operationalize it.

2.2.2 Evaluation of School Programmes

Evaluation is generally taken to mean deciding whether something is good of poor, favourable, it involves judging whether something we know measures up to what we expect of it. Mkpa (2006) in Anukam, Okunamiri and Ogbonna 2010 views this to mean that in evaluation we must have a standard or criteria against which to judge and we must have an idea or a description of the object, person or act or whatever it is that we would evaluate.

Accordingly, Nwankwo 1982 in Anukam, et al (2010) sees educational evaluation as the process and outcome of a particular educational activity. In response to the question, what is evaluation? Tuckman (1975) in Anukam et al (2010) opines that evaluation is a process where in the parts, processes or outcomes of a programme are explained to see whether they are satisfactory, particularly with reference to school programmes stated objectives, our own excellence. Nwaogu 1980 refers to evaluation as the appraisal of information gathered by less objectives methods, such as rating scales, anecdotal records and interviews.

Any activity with a purpose logically demands evaluation, since school administration is considered an activity with a purpose, it is necessary for school principals as administrators of their schools to enquire:

a). To what extent are the purposes being achieved?

b). Hoe effective are the means, which are being employed to achieve the purposes?

Answers to these questions will form the basis of future action, evaluation will be conducted by principals according to its purposes and needs.

Evaluation seems to be generally regarded as a universal human activity that is done by all. Every individual has values and objectives towards which he

strikes. The quality the school principals attach to activities is the extent to which such activities seem to contribute to the achievement of goals that they think are desirable.

The more they are personally concerned with the results of activities; the more they should tend to need to engage in evaluation. Since an important value of life is the development of children, school principals are expected to engage in evaluating their staff who are directly involved in the developing of children. Principals, as these responsible for administering the educational institutions, have an even clear need to evaluate. They must make significant decisions based on assessment of teaching quality. It befalls therefore on the principals the responsibility of evaluating the teacher and even the entire school programme. One of the major functions of the principal as a personnel manager is assessing teacher quality. The evaluation technique he uses will enable him to determine the capabilities and weakness of a particular teacher merit on appointment, promotion or when the deficient in subject matter knowledge, teaching method and so on. Hence evaluation of the teacher is a central part of the process. It is the principal's responsibility to evaluate the school programme. Effective evaluation is primordial to school operation and improvement for the overall achievement of goals.

Purpose of Staff and Student Evaluation

There are many different reasons why a school principal engages in evaluation. These reasons according to Anukam, et al (2010) may include the following:

- To determine whether the objectives of the school have been achieved, a school principal needs to be aware of the successes and failures in the school programme;
- To provide the basis for gaining recognition for superior and effective services;
- To provide the basis for self improvement,
- To provide the basis for motivation,
- To provide the basis for principal's administrative decisions.

In the school, students are equally evaluated and evaluation of student's performance in school during internal or external examinations is probably the type of evaluation most people are familiar with. The purposes of student evaluation are to determine the level of achievement and to predict future success in a programme of study.

The procedures yield descriptive, qualitative data about the individual's behavior and his ability to use what he has learnt in a wide variety social situations, including the learning activities planned by the school.

Evaluation is a necessary tool in monitoring school effectiveness. It involves reviewing the entire school process to ascertain the state of things since they, the principals are to be held accountable. The primary purpose of evaluation is to give directives for future work.

Evaluation of school programme possess four characteristics

a). It appraises what has been done in order to plan for the future.

b). It appraises progress towards determined goals.

c). It is accomplished by those who have participated in the enterprise to be evaluated

d). It is diagnostic and continuous

The significance of evaluation in educational administration lies in the fact that it is the spring-board on which the development of education and entire school system repose (Anukam et al, 2010).

2.2.3 Administration

Administration means top executive function and refers to the activities connected with applying rules, keeping records and implementing the policies determined by others. This shows that while 'management' relates to the process by which a co-operative group directs actions toward common goals; 'administration' on the other hand is concerned with the application of the rules and operation of the policies step by step in order to achieve the objectives (Jedo, 2007).

Sergiovanni (1980) pointed out that administration is generally defined as the process of working with and through others to efficiently accomplish organizational goals. It is "The art and science of getting things efficiently done"

Nwankwo (1987) considers administration as the careful and systematic arrangement and use of resources (human and materials), situations and opportunities for the achievement of specific objectives of a given organization.

To Udoh and Akpa (2004), administration is sometimes conceptualized as the everyday job of the manager. This may include holding together the organization, making progress towards set objectives and getting things done. This general view sees the administrator as a planner and organizer who seeks to carryout plans to operate within the frame wok of rules, policies and procedures established for the organization. Administration is, therefore, seen as the process of organizational leadership it involves the styles in which managers manage and how best the people in the organization can be led and directed.

From the forgoing, it may be observed that administration is concerned with the implementation of purposes for which an organization is established. This is through such procedures as establishing criteria for the performance of the individuals as they live within the organization and establish control that makes performance agree with plans. Therefore, the concern of administration is to direct efforts of the people in the organization towards the achievement of organizational goals and objectives.

Mbiti (1984) holds a similar view as he adds: "By administration is intended to control, supervise, plan and make decision about the various activities of an organization on the basis of established authority"

We can trace a common thread linking the various views, for example, administration is often discussed in the context of organization- home, public, business, or school. At the head of any of these establishments there is the administrator who provides the central leadership, coordinates the organizational

human and material resources and makes decisions towards the accomplishment of their goals and objectives.

Qualities of a Good Administrator

Campbell 1971 in Egunyomi (2000) identified the following characteristics of a good administrator:

- **Ability to Win Respect and Confidence**

  The full time supervisor normally works in a staff relationship rather than line authority relationship. Therefore, the persons ability to earn respect of co-workers is critical in such a role. The person's demonstrated competence, integrity, and respect for individuality of others will go far to secure the spirit of good human relationship which will earn the person in question the respect and cooperation of other challenges

- **Imagination and Sensitive**

  The quality of imagination and its concomitant sensitivity to the feelings and reactions of others are critical to successful leadership. Lack of imagination hinders resourcesfulness and insensitivity is a key to poor human relations in administration.

- **High Degree of Enthusiasm**

  Enthusiasm pre supposes interest. It is a motivating power, which drives the administrator towards achieving the goals of an organization as desired in the organizational hierarchy.

- **Adequacy**

  The successful administrator is likely to be optimistic, self confident and persistent in the face of adversity. A lack of feeling of adequacy leads to self defeatism which reduce the administrator's personality before colleagues.

- **Sense of Originality**

  An administrator may foster creativity through personal example and through the establishment of an atmosphere which supports and enhances originality. Thus an administrator should be creative, and able to manage an innovation at the organizational level.

- **Skill in Leadership**

  An administrator need to posses qualities in leadership, such a person is a leader in the sense that such a person in question is in a position to advise and direct the workers who are employed to expend concerted efforts through grouping to achieve a desired goal.

- **A Sense of Resourcefulness**

  A good administrator must be resourceful in finding new ways of working, tapping new source of assistance and suggesting procedures to try in promoting administration and should avoid communication gap between self and the workers to avoid crises. Provision should be made for suggestion box and workers participation on organizational activities should be encouraged.

- **Self Personnel**

  This is concerned with directing, managing and deploying the staff. It has to do with supervision of workers, staff promotion, staff development programmes, different ways of ensuring workers happiness within the system in order to promote high level of commitment.

- **Physical Facilities**

  The administrator should ensure provision of physical facilities in the system. The person should also ensure proper maintenance of all form of facilities available within the system in order to strengthen their life. These facilities include air condition, fans, and machines.

- **Finance and Business Management**

The administrator should ensure proper accounting system of all the founds of the organization finance.

Narrowing down the education, quality education results from quality administration in education. Educational administration is a result oriented art of getting every school activity done through staff in order to actualize the aims and objectives of education.

Quality administration entails proper planning, organizing, controlling, co-ordinating and evaluating the school managers to achieve quality result. If education managers are unable to properly harness, utilize and develop the necessary educational resources such as finance, personnel, facilities, information (data) and time, the system is bound to witness a very poor quality education output (Emenalo, 2007).

2.2.4 Educational Administration

Educational administration according to Okunamiri, Ibiam and Okunamiri (2009) means the arrangement of human (teachers and non teachers) and material (school plant, equipment, funds, constraints, etc) resources and programmes available for education and carefully using them systematically for the attainment of educational objectives. Educational administration emphasizes the mobilization of the efforts of a number of people in education towards the achievement of a common goal (Udoh and Akpa, 2004).

Nwankwo (1983) sees educational administration as a process concerned with using methods, principles and practices to establish, develop and execute the goals, policies, plans and procedures necessary to achieve the objectives of education.

To Shaw (1971), it is function, a set of tasks shared by every person in the educational institutions. Ozigi (1981) feels that it involves all the activities directed towards the attainment of the goals of teaching and learning and all

people working in the institution will have to contribute towards the accomplishment of these goals.

In his contribution, Knezevich (1975) opined that educational administration is a social process concerned with creating , maintaining, stimulating, controlling and unifying formally and informally organized human and material energies within a unified system to accomplish predetermined objectives. According to him (Knezevich), educational administration is the influencing of one group of people (the learners) to grow towards being learned, the utilizing the second group of people of people (the teachers) as agents and operating within the third group (society) using school facilities.

The review of related Literature was done on the following.

i. Decision making process in schools
ii. Communication in schools
iii. Interpersonal and Relationship in schools
iv. Inspection and Supervision in schools
v. Staff Training and Development in schools
vi. Recruitment, Placement and Promotion in schools
vii. Maintenance of Discipline in schools
viii. Provision and Maintenance of Facilities in schools
ix. School/Community Relationship in schools
x. Administration of Examination in schools
xi. Admission of Students in schools

2.3 Theoretical Framework

2.3.1 Decision Making Process in Schools

Decision making is a central responsibility of the educational administrator. It is a fundamental process in organizations. As Gregg (1957 cited in Peretomode 2006) as put it “Decision making is the very heart of administrative process and leadership. It is the process of choosing from among alternative ways of achieving

an objective or providing solution to a problem. Decision making usually involves choice and entails cost. It is not an end in itself but a means to achieving organizational goals and objectives. They are in fact, organizational responses to problems. Around his managerial function is selecting one of two or more alternative courses has developed decision theory.

Simon (1960) distinguished between two types of decision, namely, programmed and non-programmed decisions depending on the type of problem. Programmed decisions are those which are well structured, repetitive and generally routine in nature, and there are definite rules and procedures for handling them. Risks involved are not high and can therefore be more easily delegated. Perhaps most of the decisions that the principal or the head of a department makes are routine. For example, the decision to employ a new teacher or to calculate grade point average (GPA) is a programmed decision. Programmed decision are called routine decisions and are obviously the easiest for the administrator to make because there are written or unwritten policies that can easily be referred to rather than to think afresh as to how to handle certain problems.

Non-programmed decisions, on the other hand, are those that are out of the ordinary or are unique. They are new and non-repetitive, unstructured and entail high risks. They cannot be easily assessed in quantitative terms. There are no established procedures for handling the problem because of its novelty. Decisions made may mean greater expenditure of resources. An example of a non-programmed decision is a decision to construct new classroom facilities or workshops. Administrators or managers should rely heavily on their problem-solving ability, creativity, intuition, tolerance for ambiguity and judgment when they make non-programmed decisions. As Stoner (1978) points out, the ability to make a good non-programmed decisions helps to distinguish effective managers from ineffective managers.

Griffiths (1958), suggested a tripartite classification of administrative decision: intermediary, appellate and creative types of decisions.

i. **Intermediary Decision:** According to Griffiths, this type of decisions do not originate with the school administrator but are delegated to him or her by a superior in the organizational hierarchy. Intermediary decisions are said to have been made whenever school administrators (Principals) respond to a request or directive from their superiors (e.g. the School Board) to make a decision with regard to a particular matter for which the Board may have established a general policy. Although intermediary decisions can be considered as routine decisions, they can often create frustration for the administrator. As Gorton (1980) points out, this is so in circumstances where the administrator is uncertain about the decision he has been asked to make or in instances where he 'experiences ambivalence because he realizes that regardless of which way he decides, he is going to create negative feelings on the part of either his superiors or some other group who will be affected by his final determinations.

ii. **Appellate Decision:** This type of decision is called for when subordinates refer matters to the educational administrator for his deposition (Griffiths 1958). A request for an appellate decision may stem from uncertainty on the part of a school or a school Principal about how a certain problem should be handled, or a dispute between two or more subordinates settled (Gorton, 1980). For example, with reference to the issue of uncertainty, the Principal of a school may request the secondary school board to provide his institution with criteria to be used in determining whether or not a group of final year students who had beaten up a Vice-Principal should be allowed to write an examination. They have duely registered for before this misbehaviour. Alternatively, it could take the form of the school reporting the incident at the School Board and requesting it to instruct the school on what appropriate action(s) to take against the students concerned. It should

be noted that because of their very nature, appellate decisions should usually not be delegated and should not be delayed.

iii. **Creative Decision:** This is the third type of decision that the educational may make, according to Griffiths' categorization. Creative decisions are those concerned with significantly improving some aspects of education, such as curricular programmes and admission policies. Such decisions, as Gorton (1980) rightly points out, require 'insight, imagination, vision, initiation and courage on the part of the administrator'

Conditions for Decision Making

There are three possible conditions under which administrators or managers make decisions. These are conditions of certainty, risk and uncertainty.

i. **Conditions of Certainty:** Under conditions of certainty the educational administrator or manager has sufficient information to make decisions, that the exact outcome of his decisions are known in advance. He has complete knowledge of the probability of the outcome of each alternative.

ii. **Conditions of Risk:** Under this conditions, the education manager or administrator is faced with a situation in which the results are not known, but the manager/administrator is certain that the result will probably fall within a certain range of outcomes. In other words, the decision maker has come probabilistic estimates of the outcomes of each alternative. This is probably the most common situation.

iii. **Conditions of Uncertainty:** This is the circumstances under which educational administrators or managers do not know how the exact probabilities attached to the alternatives available to them and therefore have difficulty assigning probabilities to outcomes of each alternative.

According to Duncan (1972), uncertainty in organizational decision comprises three components (i) lack of information concerning environmental factors associated with particular decision making situations; (ii) inability to

accurately assess the probabilities of environmental factors affecting the success or failure of an organizational performing its function(s); and (iii) lack of knowledge regarding the costs associated with incorrect decision. Most educational managerial decisions are characterized by varying degree of uncertainty.

Features of Good Educational Decision Making

Discussing the topic "decision making management" Babalola (2006),

Pointed out that good educational managers must be good decision makers. To be in charge of the affairs of an institution, issues must be resolved carefully and successfully, instruction managers need the skills to define educational problems and issues, gather information, create options or alternative solution, evaluate possible options, make the decision (s) or make a choice among alternatives, implement the decision with people, follow-up and evaluate.

These features or qualities which a good education decision maker must possess are many; few of them are discussed below, (ChikeOkoli 2009)

i. ***Adequate Knowledge Of The Decision:*** A good educational decision maker must know that decisions are not made for the fun of it. Hence, he needs to identify the purpose, reasons (s) for making such a decision. He must be aware of the significance of which decision are made which include:
   a. It is embedded in the process of management. Therefore, a good educational manger has to take a decision before acting whether consciously or unconsciously.
   b. Decision making spreads over all the managerial functions and cover all areas of school management such a planning, organizing, coordinating, supervising, directing, controlling and so on. All these function involve thorough analysis and deciding before acting.

ii. ***He Must Be Skillful:*** For a good educational manager to be productive, he needs certain skills that will distinguish and differentiate him from his

peers. The skills required of a good educational decision maker includes analytical, creative, social, communication, problem solving skills among others.

iii. ***He Must Be Accommodating And Friendly:*** Decision made without feeling the "impulse" of those who they were made for may create anarchy, chaos, and conflict in the day-to-day running of schools. Therefore, it is expected of a decision maker to be attentive, humorous and accommodating to all categories of staff. It is by doing this that he can get and obtain the true nature of event as they occur in the institution.

iv. ***Administrator's Ability:*** As put by Oyediji and Fasasi (2006), this is the ability of the administrator to play his leadership roles. This has to do with knowledge, expertise and experience which an individual needs to acquire before he can function effectively and efficiently.

v. ***Good Leadership:*** The style of leadership in a school can also influence the quality and process of decision. While some leaders would want to take decision without involving their subordinates, (management by objectives). Administrators are however, of the view that the style of administration should be situational.

2.4 Communication in Schools

According to Peretomode (2006) communication is the transfer of information, feelings or messages from a source to a receiver. In other words, it is the process of transmitting meaning from sender to receiver. Communication does not take place unless the receiver correctly interpret the information being transmitted. Thus according to him, communication in a school is successful to the extent to which the sender of the message and a receiver have a very similar comprehension of the content of the message.

When a decision is made in a school, it must be communicated to all its subsystem affected by it. Communication pervades organizations because most

organizational processes require communication to solve problems and accomplish goals. In order to persuade, instruct, direct, request, present, inform, stimulate or develop an understanding, the school administrator must communicate (Gorton, 1980).

The importance of communication in any organization has been long recognized. Lisikar (1974) puts the importance of communication in an organization lucidly when he stated:

> *Communication is the ingredient which makes organization possible. It is the vehicle through which the basic management administrative functions are carried out: Managers and administrators direct through communication; they coordinate through communication; and they staff plan and control through communication. Hardly an action is taken in any organization without communication leading to it.*

Of all management activities, none takes as much time as that of communication. If communication is hampered, the entire organization suffers; when it is accurate, thorough and timely, the organization can move effectively toward goal achievement.

Purposes of communication in a school system. Peretomode (2006) identified at least four major purposes served by communication in a school system.

1. To influence the performance of organizational members-to motivate, direct, instruct and evaluate.
2. To clarify and express feelings
3. To serve as an information input or exchange
4. To control (Scott and Mitche, 1976 as cited in Peretomode 2006). Directions of communication flow in schools.

There are a number of possible distinct directions of communication flow within a school; vertical, downward, upward, horizontal diagonal, informal and grape-vine.

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

Downward Communication: This flows from individuals at higher levels of the hierarchy to those at lower levels in an organization. It may either be written or verbal. The most common forms of downward communications are official memos, organizational publications, policy statements, manuals, procedures and so on. The main purposes of downward communication is to direct, command and instruct. Katz and Kahn (1978), however, have suggested five basic purposes served by downward communication.

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

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

Upward Communication: This is communication that flows from subordinate to superior as Read (1962) put it, it is that form of communication that originates at the lower levels in the organization and flows to the higher levels, while upward communication is necessary to provide feedback on downward communication, it does not occur where subordinates do not trust superiors and fear reprisal (Middlemist and Hitt, 1981). The main function of upward communication, according to Wexley and Tukl (1977) is to supply information to upper levels

about what is happening at the lower levels. This type of communication includes progress reports, suggestions, explanations, and request for aids or decisions. Szilagy (1981), however, has identified four major types of information involved in upward communication.

1. The level of performance and achievement of employees
2. Identification of any unresolved problems and issues faced by employees.
3. Ideas and suggestions for improvement in an organization and
4. How employees generally feel about their jobs, fellow employees and the organization.

Horizontal (Lateral) Communication: Horizontal communication includes all transmissions of information that flow laterally within an organization. It takes place

a. Between employees on the same level
b. Between or among peers within the same work group or
c. Between groups of equivalent status across departmental boundaries.

Horizontal communication frequently occurs through meetings, written memos and informal interpersonal communication. Horizontal communication facilitates organizational coordination (between units) and problem solving and enables organization members to form relationships with their peers. There relationships are an important part of employee satisfaction. Finally, lateral communication often reduces the communication burden of superiors and also reduces communication inaccuracy by putting the relevant people in direct contact with each other (Stoner, 1978; Simpson, 1959).

Diagonal Communication: It refers to all transmissions that cut across an organization's chain of command. It most often takes the form of interactions between line and staff. According to Donnelly, Gibson and Ivancevish (1984), although diagonal communication probably is "the least used channel of communication in organization, it is important in situations in which members cannot communicate effectively through other channels.

Informal: This is the type of communication that goes on among workers whose jobs have brought close relationship. Often gossips centre around management, work procedure, allowances, job satisfaction or domestic affairs that relate to their business. In as much as human beings make up an organization, informal communication is bound to occur. The consequences either positive or otherwise on an organization depend on the circumstance and a few other factors like good will. (Jedo, 2007)

The Grape-vine: this is an informal source of information. But it is much more than that in degree and intensity. The grape-vine communication is an unofficial flow of information which is largely based on rumor. It often grows through telling and retelling. Managements owes a duty to nip it in the bud by quickly issuing positive statements to give the correction of issues (Jedo, 2007).

Effective Communication

Communication is a means to an end. It takes place when there is a message to be conveyed to another person or persons. This shows that the sender, the message and the recipient are important components in any system of communication. Thus, for communication to produce the desired results, the sender must purposefully make it clear and meaningful for it to be fully understood by the recipient. This is especially so in schools and colleges where the educational manager communicates with the Ministry of Education, Teaching Service Commission, the community, members of staff and more importantly his students. Effective communication is therefore of vital importance if educational management is to be successful. Some of the essentials for effective communication as identified by Jedo,(2007) are as follows:

i. ***Suitable Language*:** The language used in communication must always be relevant to the subject matter. It must also have consideration for the knowledge and mental ability of the recipient. For example, Lecturers do not have the same professional terms with medical practioners. In the same

manner, the language of instruction in the class room differs from that of a public lecture (Adair, 1973)

ii. ***Clearity*****:** For communicates to be effective, it must be clearly stated and worded in simple language. It must neither be too brief or too verbose. The one who communicates must presume that the recipient needs enough facts for him to understand the message. The issues raised in any communication should not be too much at a time. The presentation should be straight forward and direct to the point for correct and adequate information to be given. A good communicator starts with a sufficient grasp of his subject matter and goes on to presents it logically. This is to make it easy for the recipient(s) to follow the trend or read through for thorough understanding.

iii. ***Purpose*****:** A communicator should have a purpose and think before communicating. This means that the one to communicate with another should be clear in his mind what message he wants to pass across. Thus, before any issue is communicated. The situation must be rationally analyzed for free flow of thoughts and orderly presentation.

iv. **Implications:** Consider the implication of the communication. In other words, determine the result it will achieve. Do not write in a provocative manner so as not to hurt the feelings of the recipient even when the intentions are well- meaning.

v. **Review:** Always review the contents of the communication to see that all important and relevant facts are included. Incomplete information or a distorted one will not make it possible for the recipient to take appropriate action at the correct time.

vi. **Feedbacks:** One of the essential ingredients of communication is a feedback system. This is an information from the recipient of the message stating his views on how he has carried out the instructions. This is to ensure that the objectives of the communication is clearly understood and eventually realized (Sybril, 2002)

Communication being the means of transmission of information, thoughts ideas attitudes or emotions from one person or group to another serves as a linking process by which all parts of an establishment are tied together can be written or oral depending on the circumstances.

Written and oral communication go side by side in the job of the educational administrator to keep people informed of the activities in the establishment. Whether the communication is written or oral depends on the audience, purpose, and nature of the message and the complexity of the institution either of them as its usefulness when it is ably applied at right occasion.

Written Communication

Written communication is often associated with formal organizations. Since human memory is short and fragile, written communication makes it possible for records to be taken in a permanent form and thus aids the stability of the establishment. It must be stated that in education administration the functionaries in the Ministry of Education and the Teaching Service Commission or Boards do more of written communication than their counterparts in schools and colleges (Sybril, 2002).

Written communication takes the following forms according to Sybril 2002, Chappel and Read (1984) and Adair (1973)

i. Issuing of instructions, internal memoranda, and so on
ii. Lectures, formal talks, etc
iii. Administrative letters which can be for internal purposes and the reply to such letters which is an administrative routine.
iv. Reports: There can be committee or Board reports, investigation reports, monthly or annual reports etc.
v. Writing of minutes of meetings of all types. It goes without saying that written communication needs a great deal of learning and practice.

Administrative letters, for example, are to conform to some laid down policies and standard in terms of content, style, language and other technicalities' All these require some efforts for mastery to be gained. No matter the academic qualification of educational administrator, he owes it a duty, for the purpose of administrative competencies, to master and use the correct forms of written communication.

Oral Communication

Oral communication takes the following ways according to Sybril, 2002, Chapel and Read (1984) and Adair (1973)

i. Formal and informal talk.

ii Instructions: These can be in form of lesson, order, brief, report and pieces of information.

iii. Informal discussion on the job performance or duties, making of appointments or contracts e.tc. This includes the use of telephone.

iv. Interview of all types: For instance, interviews can be on recruitment of staff, disciplinary action and brief of any sort.

v. Meetings: These can be ordinary staff meetings, meetings of association or professional bodies. There are conferences, seminars, and workshops, and meetings of committees or Boards that are concerned with the establishment.

vi. Consultation of all kinds: Oral communication has to do with face to face interaction, it is important for the communicator to bear in mind important factor like the audience, purpose and the occasion of the communication.

For instance, he should know when interest wane or when long announcement should not be made with regard to time and place.

During oral communication, the educational administrator can make use of visual aids to illustrate his points. These can be in form of chalkboard, pictures, photographs, films and projections of any type.

In all, oral communication makes it possible to use facial expression, gestures, body movements and the quality of the voice to convey any form of meaning or emphasis. It affords immediate feedback from the other party (or parties) and the opportunity for repetition in cases of misunderstanding or misinterpretations.

Forms of Communication

Communication whether written or oral takes the following forms (Jedo, 2007).

i. ***Instruction:*** This form of communication is common in educational institutions. For example, teachers give instructions to pupils. Heads of institutions pass instructions when they delegate authority to those under them.

ii. ***A Request:*** This takes place when workers interact with one another mainly from the lowest ranks to the topmost ranks of the establishment. For example, junior workers often request for some obligations (to be rendered for them) by the senior workers.

iii. ***An Order:*** As a form of communication, an 'order' is usually from top to bottom of the establishment. For instance, it is part of 'order' for a head of department to give some directive to those under him to carry out.

iv. ***An Observation:*** This can be in form of a remark, comment or an expression of protest to any issue.

v. ***An Information:*** This is in form of notices and the collection of data or the analysis of facts and figures for the use of the establishment.

All these forms of communication are necessary in educational establishment to enable work go on smoothly without any unnecessary hitches or breakdown. This is the more reason why people often refer to 'communication gap' as one of the basic causes of any organizational ineffectiveness, crises and unproductivity.

Barriers to Effective Communication: Effective communication is very important for the effective working of a school but difficult to achieve. A number of barriers are possible for ineffective communication. Thayer (1974) classified these barriers into four broad categories: intrapersonal, interpersonal, organizational and technological.

Intrapersonal Factor: There are two types of barriers under this category: selective perception and individual differences in communication skills. Each individual catalogs' the world in his or her own way. Selective perception, as Donnelly et al (1984) point out, occurs when people block out or distort new information, especially if it conflicts with what they believe. The result is that the receiver interprets the message transmitted quite differently from the intent of the sender. In addition to selective perception, people also differ in their ability to develop and apply basic communication skills. For instance, some people are able to read but fund it difficult to comprehend, others are unable to express themselves verbally but are able to write clear and concise messages. When such difficulties exist they are potential barrier to effective communication (Bedeian, 1980).

Interpersonal Factors: This category includes climate, trust, credibility and sender receiver similarity. Climate refers to the relationship between a superior and a subordinate arising from the attitudes and treatment each receives from the other. The lack of positive relationship between the communicator (a school principal) and the receiver (teacher) may lead to the distortion of the intended messages. Similarly, lack of credibility, distrust and suspicion between a superior and a subordinate can lead to less likelihood of effective communication. Furthermore, the degree of similarity between the sender and receiver in terms of such characteristics as frames of reference, age, sex, intelligence, socio-economic status and common attitude will affect the effectiveness of communication. Differing perceptions are caused by different frames of reference. The result is variations in the encoding and decoding processes. When these are alike (because

of similarly in the frame of reference), communication is most likely to be effective.

Organizational Factors: Organizational barriers to effective communication include hierarchical differentiation, school size, time pressure, network breakdown and status differences. The taller the school organizational structure, the more layers a message must pass through to get to those at the lower levels, the more the levels a message must pass through, the longer it takes to reach its destination and less likely it is to be accurate (Bedeian, 1980). Bass and Ryterband (1979), Campbell (1958) and March and Simon (1958) have identified condensation, closure, and expectation as individual processes that serve to distort the hierarchical transmission of information. Condensation is the tendency for what one repeats to be shorter and less detailed than what one received, an editing process. March and Simon (1958) have referred to as 'uncertainty absorption' closure refers to the tendency of relayers of ambiguous messages, such as rumours, to fill in, that is to close gaps in the information that they are transmitting. In addition, Cyert, March and Starbuck (1961) have found that relayers of information are often prone to bias communications in the directions of their own attitudes expectations in the direction of their own attitudes and expectations. In a school this sort of prejudice exists in both the transmission and reception of information among administrators, teachers, parents, students and others, hence communication could be affected within the school system.

Furthermore, the size of the school workforce (i.e. administrators, teachers and other non-academic staff) is likely to affect the accuracy of communications. Indick (1965 as cited by Peretomode 2006) has found that the larger an organization, the less likelihood there is that adequate communication will be achieved similarly, the many deadlines that must be met by administrators, teachers and others in schools, create time pressure and to a large extent constrain an individual's ability to communicate. As Middlemist and Hitt (1981) have observed, when 'people are under time pressure, the sender may not fully develop

the message before sending it. In addition, the pressure of time may not allow an opportunity to receive feedback. Network breakdown is another factor that can bring about ineffective communication in schools. For example, a misplaced memo or letter or a message not received at the appropriate time by the right person, or when staff gets so busy that they 'forget' to replay pieces of information. Finally, status problem may create problems that block upward communication because, sometimes, subordinates do not wish to express an option that is different from that of the principal (Middlemist and Hitt, 1981).

Technological Factors: The most important factor here that must be mentioned is that of information overload. The school administrator may have difficulty making a decision or communication, not because of absence of information but because of excessive information. Sometimes school administrators are so deluged with information and data that they cannot absorb or respond adequately to all of the messages directed at them. The result, as Donnelly et al, 1984 have pointed out, is that, 'they screen out' the majority of messages and consequently do not respond to all.

To sum up, communication is an indispensable instrument in the management of education. Since the educational administrator is not alone in the process, he has the task of not only knowing what to say and how to say it, but also understanding every audience and occasion. It is also his duty to study the forms, channels, effectiveness and barriers of communication in order to make him grasp its mechanics for maximum advantage.

2.5 Organizational or School Climate (Interpersonal relationship in Schools)

This describes the interpersonal relationships that exist within the organization. (1) There are often a number of climates within an organization, depending on one's place in the hierarchy and (2) to the climate of an organization or a school is a matter of impression. Organizational climate has been view from

many perspective and defined in a numbers of ways by a number of different writers.

Hodgetts and Altman (1977) define organizational climate as a set of properties of the work environment perceived by individuals who work there and which serve as a major force in influencing their job behaviour.

To Dubrin (1974), organizations have 'personalities' and that organizational climate is a measure of that personality points out:

> *Every organization has properties or characteristics possessed by many other organization; however, each organization has it own unique constellation of characteristics and properties. Organizational climate is the term used to describe this psychological structure of organizations. Climate is thus the 'feel', 'personality', or 'character' of the organization's environment.*

Chamberlin (1971) sees organizational climate as a subtle spirit that exists in a school, both in the minds of the teachers and students and in every act, which may never be exactly described or analysed, but which an experienced observer recognizes when he enters a school.

Climate might be viewed on the one hand as the enduring characteristics which describes a particular school, distinguish it from other schools, and influence the behaviour of teachers and students, and on the other as the 'feel' which teachers and students have of the school (Sergiovanni and Starratt, 1979).

The tone, ambience or atmosphere of an organization- the sense that a place has a quality uniquely its own-has come to be called the climate of the organization (Silver 1983). From the foregoing definitions a number of important points about organizational or school climate need to be outlined. Thus organization climate is :

1. A question of perception by members of an organization or school (and sometimes by visitors)
2. It is a set of unique and fairly enduring characteristics of a school.
3. These characteristics distinguish one school from another. This point is vividly portrayed by Halpin (1966) as reported in Peretomode (2006) when he wrote:

> *In one school the teachers and the principal are zestful and exude confidence in what they are doing. They find pleasure in working with each other; this pleasure is transmitted to students… in a second school the brooding discontent of teachers is palpable; the principal tries to hide his incompetence and his (or her) lack of direction behind a cloak of authority… And the psychological sickness of such a faculty spills over on the students who in their own frustration, feed back to teachers a mood of despair. A third school is marked, by neither joy nor despair, but by hollow ritual. . . in a strange way the show doesn't seem to be 'for real'*

4. Climate influences the employees' and students work behaviour and performance in the school.
5. Climate is a product of formal and informal group characteristics and other factors in the work environment-a product of the interaction between students, teachers and administration in a school.
6. School climate is subjective because it is based on perception. Being so, some differences in the perceived climate of a school may be attributable to the differences among individuals. Thus, a school climate as Hellriegel and Slocum (1976) in Peretomode (2006) have observed, could (1) Vary somewhat by virtue of the particular individual doing the perceiving. (2) The perceptions being sought are primarily macro rather than micro. The

emphasis is on a department or an organization as a whole (3) The perceived attributes being sought are primarily those of the organization or department rather than of specific individuals, and (4) differences in perceived organization climates could have varying consequences for individual motivation, productivity, organizational innovation or change and the like.

Personal policies must include the organization's resolution to the type of relationship its workers should maintain with other recognized trade unions or staff associations. As much as possible, the labour laws of the country must be respected, otherwise, the organization may not know peace. The right of all workers in any organization, however, must be respected and all agreements with workers must be honoured.

Arikewuyo (2006) argued that industrial relations deal with everything that affects the relationship between workers and employers, from the time an employee joins the organization until he leaves. The Nigeria Union of Teachers and all other unions in other levels of education ensure the protection of workers' rights within the education industry.

The Importance of Organizational or School Climate

Research findings have shown that the concept of organizational or school climate is important to educational administrators or managers for a number of reasons.

1. There is evidence that some climates are likely to yield better results for specific tasks than others (Peremotode, 2006).
2. There is evidence that managers or administrators can influence the climates of their organizations or, more specially, their own unit within the organization (Peretomode, 2006).
3. The 'fit' between the individual and the organization appears to play a significant role in determining the individual's performance and satisfaction within the organization (Downey, Hellriegel and Slocum, 1995).

4. There is evidence that managers who have positive perceptions of organizational climate have greater acceptance of self and others than those with less positive perception of organizational climate (Hand Richards and Slocum, (1973) in Peretomode 2006). The implication of this finding, as Gibson et al 1977 in Peretomode (2006) point out, is that positive climate perceptions can be important in minimizing inter-group conflict in some organizations.
5. Some research findings suggest that improving an organization's climate can be a useful strategy to improve in-group relations within the organizations.
6. There is evidence that an educational administrator will have a difficult time exercising his educational leadership roles without sufficient supportive climate within which to work.
7. Furthermore, excluding or neglecting organizational climate in favour of educational tasks can actually limit the total amount of leadership talent available in the school (Sergiovanni and Starratt 1979).
8. There is evidence that closed climate in organization tend to breed closed learning climates when open climates in organizations tend to breed open learning climates. In short, there is some research support for the conjecture that climate affects students learning outcomes (Thomas 1976).
9. There is evidence that the organizational climate experienced by a particular work group or by a particular hierarchical level in an organization is determined primarily by the leadership behaviour of echelons above it (Likert and Likert, 1976).

2.6 Inspection and Supervision of Schools

Inspection

Education in Nigeria is no more a private enterprise but a huge government venture that has witnessed a progressive evolution of government's complete and

dynamic intervention and active participation (FRN, 2004). Based on this, government has adopted education as an instrument par excellence for national growth and development and subsequently launched the Universal Primary Education (UPE) in 1976. The introduction of the UPE resulted in a sudden up-surge of students' population in primary schools. The unprecedented and unexpected increase in primary enrolment led to a subsequent increase in secondary enrolment which created the problem of providing well trained and qualified staff to meet the new demands and, answering the cruel question of how to make available suitable facilities and ensure standards.

Government take over of schools because of its realization of the importance of education, coupled with the ever-increasing number of schools and enrolment explosion as a result of the introduction of the UPE, encouraged the employment of all and sundry into the teaching field. This affected and is still affecting adversely the desired quality in education.

In an attempt to improve the quality in education, schools and ministry officials called inspectors were appointed to inspect the work of teachers and to know whether or not teachers were doing what they were suppose to do (Chike-Okoli, 2005).

Inspection is an agent of quality control of the inspectorate division of the ministry of education which is suppose to ensure as much as possible, that education in the secondary level is of high standards. This implies that it has to look into and study the elements of quality in education such as provision of resources (financial, human and material) ensuring that the right kind and number of personnel are recruited into schools to man the administrative and instructional functions of the school, ensure the availability and adequacy of facilities, infrastructure, equipment etc and also mount a supervisory mechanism of control to co-ordinate the activities of personnel and the utilization of resources toward the achievement of set goals of education.

Inspection according to Ojelabi (1981) could be defined as the critical examination and the subsequent evaluation of a school as a designated place of learning so as to make it possible for the necessary advice to be given for the purpose of improving the school. The advice that is usually offered is incorporated in the inspector's report. Inspection from the definition, is collective in nature in terms of how it affects the school. This is different from supervision which is basically individualist in nature and directed at improving the teaching learning process.

Inspection as an educational activity has been in existence as an integral part of formal education in Nigeria for some time now. It has tended to maintain the same purpose irrespective of the effect of the various historical developments that have affected education over the years. Some of the most important purpose of inspection among practitioners of education, according to Ojelabi (1981) includes the following:

i. To make sure that minimum standards are adhered to. The intention of this being to provide relative equal educational opportunity for all the children by ensuring that set school standards are maintained.
ii. To provide a forum through which purposeful and constructive advice can be rendered for the sake of improving the quality of teaching and learning in schools through improvement of educational facilities.
iii. To make sure that prudence is maintained in the way and manner that public funds are spent in running the schools.
iv. To make available to the appropriate authorities the true position of human and material resources as they concern the schools through inspection reports. Some of the issues under review here include availability of space, size of classes, state of facilities, staff strength and appropriateness of teaching qualifications of teachers as well as the inspectors perceptions of the other numerous difficulties that the school has to contend with.

v. To stimulate and provide guidance in the display of desirable educational practices while noting the various negative educational practices.

vi. To provide a verifiable foundation upon which various courses of action can be initiated by the teachers and principal locally with the school, and the inspectors and the government on a larger scale.

Supervision

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 is reliable. Reliable in terms of educational system can only be achieved through supervision (Peretomode 1995).

Ezeanolue (1989) defined supervision as all efforts of designated school officials toward providing guidance and leadership to teachers and other educational workers in the improvement of instruction. According to Nwaogu (1980), supervision is a process of an activity whereby an individual by means of advising and stimulating interest in teachers and pupils, help to improve teaching and learning situations in educational institutions. He (Nwaogu) goes on to describe the term as involving advice, direction and discussion which help to see that available resources-manpower, finance and equipment are utilized for the achievement of educational objectives.

The Universal Basic Education (UBE) programme manual (2002) prepared on supervision states that in the context of education, supervision refers to the role played by an education officer (supervisor) in being responsible and making sure that teachers do their work effectively. It therefore gave the primary objective of supervision as to enhance the quality of instruction in the school. The manual clearly states that school supervision is aimed at assisting teachers to teach the learners under their care in the most effective way.

Basis for Supervision

According to Olele (1995), the basic for supervision are:

1. Supervision should be geared towards the improvement of the teaching/learning situation for the benefit of both the teachers and the learners.
2. Supervision should help in the identification of areas of strength of teachers which should be further developed. Areas of weakness should be identified and the teacher should be helped in an understanding manner to overcome them.
3. Supervision should be democratically conducted so as to give recognition to the teachers and create a cordial working atmosphere based on good human relations.
4. Supervision should be tailored towards ensuring that the general guidelines as provided in the curriculum are followed by the teachers.
5. There should be follow-up activities that should be directed at the improvement of identified areas of teacher's weakness.
6. Supervision should help the teachers in terms of self discovery particularly in the area of improvisation and the use of modern teaching aids as a basis for improving teaching strategies. Supervisor could help to introduce teachers to a variety of audio and visual materials that help to facilitate good teaching.

Characteristics of Modern and Effective Supervision

Recognizing that today, teachers are trained and motivated; Chike-Okoli (2004) described the characteristics of modern supervision thus:

Modern supervision is a positive, democratic action aimed at the improvement of classroom instruction through the continual growth of all concerned-the child, teacher, supervisor, administrator, parents and other stakeholders. It aims at the improvement of the total teaching and learning process, and the total setting for learning.

Modern supervision is the process of bringing about improvement in instruction, by working with people who are working with pupils. It is a means of helping teachers to help themselves to teach better, so that pupils will learn more. It is concerned with making adequate provision for all of the conditions, which are essential to effective learning through effective teaching.

Modern supervision is informal, co-operative, participatory, comprehensive and dynamic. It provides for healthy rapport where very member-administrator, teacher, supervisor feel as member and part of the team and thus supervision occurs in a relaxed, conducive atmosphere which improves on public relation and better human relationships.

Modern supervision involves a two way communication system and encourages interaction and participation. It has a wide scope of focus and is based on research. Supervisors are educated and trained specialists.

The advantage modern supervision has over traditional supervision and inspection is that it affords the supervisor and the supervisee the opportunity of accepting without grudges mistakes or faults that occur during the performance of task.

A number of studies carried out in the area of modern method of supervision (clinical or face-to-face) supervision and traditional method of supervision. For example,

Achele (1987 in Afianmagbon, 2001), investigated the effects of the application of clinical supervision technique on "Teachers effectiveness and student performance in Integrated Science in Secondary Schools in Nsukka Education Zone" He found that the modern face-to-face (clinical) supervision technique induced a higher positive correlation between teachers effectiveness and students' performance than the traditional supervisory techniques.

Ani (1990 in Afianmagbon, 2007) in his study, "Effects of traditional and modified form of Cogan's clinical supervision approaches on pupils and Teachers Performance in Anambra State", found that primary and secondary school teachers

perform better when supervised with modified cogan's clinical supervisory approach and that the students and pupils perform better when taught by teachers supervised with the modified approach.

Ezeanolue (1989 in Chike Okoli 2005) in his study "The Evaluation of Supervisory Activities of Supervisory Personnel in Post Primary Institutions", found that inspectors of education were not performing their supervisory duties adequately and that principals were performing just a little above expection. This inadequacy he attributed to a number of factors. Prominent among them are:

1. ***Size of Responsibility:*** The study revealed that there were only seven subject inspectors and three co-ordinators in the ministry of education in-charge of post-primary institutions in Jos zone. These inspectors were expected to carryout different types of inspection such as full inspection, recognition inspection, administrative engagements including instructional supervision coupled with inspectoral services, they were also engaged in a lot of administrative and impromptu duties. The inspectors, therefore, hardly have time to visit all the schools and as many times as expected. All these contributed to low efficiency and effectiveness in the performance of their duties. The principals were also engaged in a lot of administrative duties as well as public relations. They pay more attention to the co-ordination of the total school activities, as a result, their instructional supervisory duties suffered. Limitation or inadequate numbers of inspectors and too much administrative work cannot allow inspectors and principals to work with individual teachers and students.
2. ***Teacher/Pupil Ratio Class Size*:** The departmental heads and teachers had many teaching periods a week, high teacher pupils ratio, many exercise books to attend to, coupled with other delegated duties and as such, they found it difficult to have enough time to provide individual instructional supervision to students.

3. ***Effect of Old System of Supervision:*** Most supervisory personnel were still confused as to what instructional supervision should be. They still nurse the idea of a superior/inferior relationship that existed in inspection. Teachers, departmental heads, and principals looked at inspectors as supervisors who must be obeyed. Some of the staff who understood and felt that they are specialists in their area often do not cooperate with the inspectors. The students still considered the inspectors to know better than their teachers thus they hardly co-operate with their teachers especially in the presence of inspectors. The situation created is often not conducive for effective instructional supervision.

4. ***Limited Authority:*** The inspectors, teachers and principals reported that they had no power to implement most of their recommendations. This was due to the fact that recommendations had to be passed on to the administrative section for further review and implementation. This resulted in a lot of delay in action and inefficiency.

   In the case of departmental heads and principals, because they had no power to recruit or dismiss teachers many of the teachers were uncooperative. As a result of this limited authority, many of the supervisors did not enjoy the cooperation of the supervisees.

5. ***Non-Implementation of Recommendations:*** The inspectors of education, principals, heads of departments reported that they put many good suggestions forward which the policy makers never implemented. Teachers put forward suggestions to departmental heads which they refer to the principals who complained of no finance or forwarded the suggestions to the ministry and the suggestions were never implemented. This non-implementation of recommendations did not only frustrate the personnel but also killed their initiative and sense of hardwork.

6. ***Inadequate Supply of Instructional Materials:*** All the supervisory personnel involved in the study complained about inadequate supply of

instructional materials such as maps, charts, globes, films and filmstrips, recordings, etc. thus greatly impeded demonstration, supervision and improvement of instruction. Many students did not have the required materials and their movement from one class into another at the change of lessons to borrow such materials that they did not have greatly disturbed learning.

7. ***Transport Problems:*** The responses to the frequency of inspection made to schools indicated that inspection visits to schools were irregular and that inspections were carried out only when the need arose and that such visits depended on the availability of transport to convey inspectors to school. Poor financial backings did not encourage inspectors to use their private cars.

2.7 Staff Training and Development in Schools

Indeed no organization or individual can be viewed as a fixed or static entity, there is the tendency for defects which may be subsequently found in the various skills possessed by the individual personnel or in the production procedures of the organization itself. With this consideration, it is very obvious that there is need to correct the defects that may occur within an organization either in skills, attitudes of the various personnel or in the production procedure. Thus, the only way to correct these defects is through training and retraining. The attempt by a given organization to train its staff logically is a step towards developing the organization itself.

Training is seen by Beach (1980) as the organized procedure by which people learn and acquire knowledge or skills for a definite purpose with the objective of achieving the aim of change in behaviour of the trainees. Ghosh (1953) quoted in Egunyomi (2000), opined that training is concerned with any process by which attitudes, skills and abilities of employee to perform a specific job are improved with the view to increase productivity. It is a deliberate attempts to improve the performances of the individuals at their jobs by changing their

behaviours to a new kind of behaviour through training. It is therefore a systematic way of correcting the deficiency in human aspect of organizational performance. Beta (1975) in Egunyomi (2000) defines training as an understanding aimed at raising the level of development of the employees regardless of whether they stay with a firm or leave and seek employment elsewhere. Beta stated further that professionals, middle level managers, top managers and executives need continued opportunities for self improvement to avoid otherwise relentless pressure towards personal obsolescence and finally concludes that human resources at all levels need frequent refresher training.

The employee development policy could express the organizations commitment to the continuous development of the skills and abilities of employees in order to maximize their contribution and to give them the opportunity to enhance their skills, realize their potentials, advance their careers and increase their employability both within and outside the organization.

Roles and responsibilities are constantly changing so employees will need to continually renew and refresh their skills and competences through training. This can happen in the course of normal working (on-the-job training) or away from the work place (off-the-job training). Some training is mandatory to comply with legal requirements, such as health and safety or finance. In education, development requires that teachers aim at teaching better than they have never taught before. It requires a shift from the usual traditional method of classroom teaching to an effective innovative teaching. Like students who learn to acquire new knowledge and ideas, teachers must be actively involved in learning, acquiring new ideas and opportunities to discuss, reflect upon, try out, and acquire better instructional approaches.

Development of teachers involves retraining teachers in the new curriculum and subject's content. Retraining increases knowledge and improves the skills and competencies of serving teachers.

Usually, professional development of serving teachers has been a one-shot workshops, seminars, conferences and sandwich programmes. Professional development of teachers in this era of reform calls for development that extends far beyond the norm. Serving teachers need opportunities to learn how to question, analyze and change instruction to teach challenging content.

According to Darling-Hammond and McLaughlin (1995), professional development involves teachers professional growth as central to school changes, which the teacher acquire both inside and outside the school. This will include, the teacher as a researcher, as peer review group, teachers involving in networking organizational partnership, and other programmes that involve teachers in national, state and local government schools and curriculum reform activities. Professional development of teachers involves activities that can stimulate teachers to observe classroom events more carefully, assess their effectiveness thoughtfully and share new insights.

Training may be used directly or indirectly to increase the job skills of an individual or a group of individuals by teaching them to perform their tasks more efficiently and effectively. Teachers may go on refresher course. For training to operate efficiently as an input/output mediator, it must be focused on the individual and the situation as the need arises (Arikewuyo and Adegbesan, 2009).

When determining training needs, two questions need to be answered. “Is there a problem in terms of the level or type of performance? Can training be of any value in correcting such a situation? In terms of training needs, a problem is usually most pronounced among individuals just starting out on a new job, that is, employee who are newly employed and those shifted into new positions.

Employees can be retrained because the role prescriptions for the new position are different from the previous one. Fortunately the motivation for learning among these categories of employees is usually high. The education system has bought the idea of staff development from the industrial sector. Recently many teachers are being trained for more skills acquisition for better

service delivery, while the Ministries of Education have been in support of sandwich programmes through open and distance learning satellite campuses for staff. Examples of such institutions include the National Teachers' Institution (NTI) Kaduna, who organizes NCE/DLS programmes all over the federation, the National Open University of Nigeria (Noun) and other conventional Universities running sandwich courses such as B.ED, B.Sc (ED), B.A ED and during short and long vacations.

The administrator carries out the function of the staff development by identifying and indicating the staff need of the school. This deals with the qualifications and areas of specialization of existing vacancies and how the collected statistics can serve as a basis for their recruitment or making representation to the appropriate body in charge of employment matters.

Another way by which the administrator carries out development of staff is through orientation of new members of staff to the school which includes, staff students and community. The essence of this is to help make the breaking in period of the new employee less traumatic.

The administrator directly or indirectly assigns the new staff to his initial position. Subsequently, the new staff may be assigned to other roles where there will be optional utilization of his experience and talents.

The administrator can also conduct programmes of staff improvement through classroom observation and other forms of evaluation. The basis for this is to be able to identify areas of strength and weakness on the part of the teachers.

Based on observations by the administrator, activities such as in-service training can be recommended. Staff could also be encouraged to join professional associations.

The administrator through the maintenance of good human relations with staff, could motivate them both to learn and put in their best on the job.

Research findings have shown that teachers have not benefited much on training and development. For example, Oboegbulem (2007) in her work

"Professional Development of Secondary School Teachers, the role of the school administrator in Reform Agenda", found that, Non-challant attitude on the part of some school administrators about teachers' welfare, inadequate funds to embark on professional development of teachers, inadequate facilities and teaching materials and lack of well equipped library for both teachers and students are constraints to quality professional development of teachers.

2.8 Recruitment, Placement and Promotion in Schools

Recruitment involves all prospective applicants for job positions in the school system. A good recruitment program is one that is properly planned and well operated. Poor recruitment efforts could lead to the selection of poor applicants because position is to be filled too quickly. If a satisfactory recruitment effort is not made, an organization may be forced to lower its standard to accept marginal applicants (Nwachukwu 2007).

According to Beach (1985), recruitment is the process used to attract suitable applicants from the labour market in order to select the suitable person for a particular job. Recruitment is preceded by manpower need requirements. The process of recruitment starts the production of a 'personnel' specification. Personnel specification emanates from job description, which describes the type of person that may likely carry out the job successfully. Specification contents may therefore, include the following requirements:

- Physical, for example, health, strength, age, appearance and so on;
- Education and experience, for example, basic education required and work experience;
- Technical knowledge necessary for the position;
- Disposition, for example, personal qualities required like communicative ability, integrity, personality and so on, and
- Circumstances, for example personnel circumstances such as need for accommodation, distance from and domestic circumstances.

The process of recruitment also involves the policy of internal and external recruitment, which determines the type of advertisement to be placed. In recruiting personnel for secondary school, the Federal Service Commission, State Teaching Service Commission (Tescom), in collaboration with Federal Ministry of Education, the State Ministry of Education (SMDE) have the mandate to do this. For the primary school, the State Universal Basic Education Board (SUBEB), with the assistance of each Local Government Education Secretary does the job. While for the tertiary institutions, the regulatory body of such institutions gives the mandate for recruitment.

Placement is the process of putting people who have been recruited or selected for promotion into a particular job.

An organization can either recruit people internally or externally. An organization is said to have embarked on internal recruitment when vacant higher positions, for examples, where a manager resigned, an assistant manager can be promoted to fill the position instead of employing a new manager. This is good example of internal recruitment (Obiajulu and Obi 2004).

On the other hand, external recruiting is a situation where the organization cannot meet its human resource needs from within, it decides to recruit people from outside.

The methods used in external recruiting includes; advertising, employment bureaus, state employment agencies and university campuses. Recruitment requires a sound human resource planning system that includes personnel inventories, forecasts of the supply and demand of human resources, action plans and control and motivation procedure (Ivancevich et al, 1994).

Before an organization embarks on a recruitment exercise, it must be sure of its areas of need, and the number of people required, and the skill or educational qualifications required for performing the job. In addition, Susko and Breaugh (1980 in Obiajulu and Obi, 2004) insist that the applicant should be given a Realistic Job Preview (RJP). Thus making the applicant know what the job he is

applying for entails. The reason for this is that atimes people apply and are employed without actually knowing the real nature of the job they were recruited to do. In some cases, the new employee may be frustrated with the job or may find out that he does not have what it takes to perform well on his duties.

2.9 Maintenance of Discipline in Schools

Adesina (1980) refers to discipline when students are taught to respect the school authorities, to observe the school laws and regulations and to maintain an established standard of behaviour. Discipline behaviour according to Ozigi (1977), involves such characteristics as self sacrifice, diligence, co-operation, integrity, truthfulness, patriotism, consideration for others and sympathy.

Discipline involves self-control, restraint, respect for self and respect for others. 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 and 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. Discipline therefore can be defined as the ability to respect constituted authority and to observe established laws and regulations of any organization or society (Peretomode 2004).

Indiscipline could be regarded as any act that does not conform with the societal values and norms. Indiscipline takes many shapes and forms depending on how it is being carried out in its assorted forms. Indiscipline is a destructive and undeserving element to progress, training or mode of life in accordance with rules. Consequently, lack of discipline relates to misbehaviour in any form. Indiscipline act is that situation where students set aside the school rules and regulations and do what they like and leave undone what they are expected to do (Peretomode 2004). Indiscipline is any act that is inconsistent with the set down rules and regulations governing learning situation. Edem (1982) state that indiscipline as a

violation of schools rules and regulations is capable of obstructing the smooth and the orderly functioning of the school system and should be consequently avoided through perfect orientation of students and imposition of positive sanction in cases of obvious violation of the order.

Causes of Indiscipline In The Schools

There are many causes of indiscipline in schools, including such factors as ineffective teaching. Many pupils become mischievous in the classroom because the work bores them. Boredom which causes pupils to misbehave may be as a result of the teacher's method of teaching. When the teaching of a lesson becomes monotonous and uninteresting, children tend to become based and restive and may indulge in mischief as a means of showing their displeasure (Peretomode 2004).

Harsh school rules and regulations can also bring about frustration and tension in our students. Many things in the school environment can lead to frustration and tension in student. For instance, the school rules and regulations may be a source of frustration for some students since they look at the rules and regulations as obstacles. Effective and purposeful learning required mental discipline and sacrifice, but in practice, almost every pupil resist these to some degree (Ekeruo 1988).

Poor home training can also cause indiscipline in our students Linder and Gunn (1963) mentioned that many students who misbehave at school are from indiscipline homes. Their behaviour at home shows a reflection of their behaviour and school and more so, many parents fail to show good examples to their children.

The principals conference of July, 1977 identified certain factors that contribute to the causes of indiscipline in schools. These factors are: lack of facilities and equipment, authoritarian methods of administration, lack of sufficient moral and religious instruction, lack of proper communication among principal and staff and students, lack of sincerity and devotion to duty, and poor attitude to learning.

Problems and Consequences of Indiscipline

The purpose of discipline in the school context is to produce a breed of well cultivated boys and girls who will develop not only respect for themselves and the society at large , but also respect for school authorities and school regulations. Consequently, lack of discipline relates to misbehaviour in any of these areas Peretomode (2004).

Indiscipline in school will affect the development of human resources needed for social and economical transformation of the society. Indiscipline is a destructive and undeserving element to progress, training or mode of life it is a serious impediment to national development. Indiscipline allows both students and some teachers to pervert the whole aim of education, examinations and public morality. It does not encourage development. It retards progress.

In a school where students set aside the rules and regulations and do what they like and undone what they are expected to do is just like a state or a country where laws, orderliness and authorities are broken down. There is bound to be chaos and confusion. Indiscipline breeds disorderliness and underdevelopment, and militates against effective teaching and learning process in school.

Socially, it affects our personality. It does not make us to be responsible in the ways we dress, interact, and even speak to our seniors.

Economically, it affects productivity. It is an impediment to the development of human resources needed for national development, indiscipline in school is capable of obstructing the smooth and orderly functioning of the school system and thereby disrupting academic activities.

Ways of Handling Discipline Problems

Peretomode (2004) identified the following: The issue of increasing lack of discipline in the school raise the question of how best disciplinary cases are to be handled. One of the aims of a school administrator is to have a quiet, smooth and efficient school. One may be tempted to believe that one can only achieve this by

exercising strong disciplinary control which is only possible through rigid enforcement of school rules and regulations and use of punishment for those who break the rules. The people who belong to this school of though would welcome and support authoritarian type of disciple. They would also admire and support a school administrator who tolerate no nonsense from anyone. Any enforcement based on fear can only produce negative results and will not lead to the development of those traits or character that make for good citizenship nor can such authoritarian methods create a happy relationship between you and your pupils, a relationship so essential to the smooth, orderly and efficient operation of your school.

To handle discipline problems, the school administrator must formulate a set of school rules to guide the pupils in what they are expected to do or not to do. One way to make the enforcement of school rules easy is to explain the reasons for making a rule, particularly if it is one that students do not like. If they are made to understand the reasons behind the rule, they are more likely to cooperate in obeying it. New rules could be added and those that have not really worked could be deleted. Each student should have a copy of the school rules and copies should also be displayed on the notice boards.

School administrators and their staff should make a conscious effort to inculcate in the students some good manners to support and reinforce whatever good habits they have learnt at home. This is one of the important formative stages in the development of a pupils character.

The school administrator and members of staff should try always to set a good example for the pupils to copy. Leaving good manners will also come directly and indirectly through the pupils' participation in social and extra-curricula activities, and through formal teaching, religious instruction and organized lectures.

All members of staff should work purposefully together to teach and inculcate virtues of discipline in and outside the school.

Another area that the school system might use in handling the problems of indiscipline is that of counseling. For the purpose of discipline, it would be essential that counselors actually teach students the meaning of self-responsibility and the importance of self-discipline, self-control and respect for constituted authority in human lives. The school counselor can be an effective communication channel between students and parents and between students and school authorities.

How can Discipline be Improved in Schools

In deed to wage a successful war against indiscipline in our schools, all hands must be on deck. We must all be involved; there must be total revolution in our ways of life and sense of value. The homes, schools and the society must close ranks and devise concrete ways of solving this problem of indiscipline. The following are ways suggesting by Peretomode (2004).

- **Positive Parental Roles:** The positive role of parents at home in inculcating discipline in their children will help to some extent the good up-bringing of a child which will reflect in their behaviour and attitude at school. Thus, parents should try to show good and exemplary life to their children at home.
- **Use of parents/Teachers Association:** It will be ideal for parents and teachers to summon frequent meetings to tackle issues affecting the behaviour of the students at school and to see that the welfare of the students are in line with the school rules and regulations in particular and to the social values in general.
- **Training of School Administrator:** Greater attention would need to be given to the training of educational administrators who can be trusted with the effective management of human beings and who possess a very clear understanding and appreciation not only of schools as social institutions but problems of behaviour and development

- **Suggestion Box:** The school authority should provide a suggestion box where students are free to identify problems and their solutions. Any student whether senior or junior should be free to make use of the suggestion box. But no student should use the suggestion box to assassinate the character of the principal, teachers or fellow students. At the same time, suggestions made should be attended to and they should not be ignored.
- **Regular Meetings of Perfects:** This is another method to prevent riots and indiscriminate demonstration in schools. The idea of frequent meetings among the prefects will provide a forum for a full discussion of the problems that are agitating their minds. At the meeting, such grievances should be identified and solutions suggested should always be communicated to the staff and the principal of the school.
- **Government should Improve Career Prospects in Teaching:** For the teachers to play their roles most effectively, government must see that the teachers are well paid and salaries paid as at when due without undue delay. This is so because when teachers are made to feel proud of their profession they will be in a better position to inculcate and maintain discipline in their students.
- **Moral and Religious Teaching:** This should be encouraged to arrest the problems of discipline in schools. Any staff involved in aiding and abetting students indiscipline should be adequately discipline.
- Government should provide more infrastructures conducive to teaching and learning in present schools. Government should also make it as a policy that no new school is opened until the existing ones are adequately staffed, equipped and furnished. Schools should also limit their enrolment to ensure discipline. This to some extent would improve discipline in our schools.

General Discipline Maintenance

There are some broad principles to be followed in order to maintain disciple in educational institutions Banjo 1953 in Jedo (2007)

i. ***Rules and Regulations:*** Any educational establishment must have a set of rules and regulations for the workers and students to follow. Such rules and regulations should be definite and clearly outlined. Rules and regulations are to be few and be those that are related to the objectives of the organization in educational institutions. It is highly necessary to make students understand rules and regulations in order to ensure easy compliance with the rules.

ii. ***Communication Gap*****:** Attempts must always be made to see that there is little or no communication gap between the executives and the workers. One of the most fundamental causes of unrest and crisis in educational institution is the lack of good channel of communication between the administration and the students. It is a judicious use of time on the part of administration to bridge the communication gap between them and their workers as this will prevent a number of crises which, if fomented can disrupt the fabric of the whole organization.

iii. ***Consistency:*** This is one of the most effective principles in the maintenance of disciple. A boss should not punish one worker for a wrong-doing and ignore the same offence when committed by another person. Even students in institutions can easily detect acts of inconsistency on the part of their teachers. School administrators should always endeavour to treat their students equally and fairly. The idea of pin-pointing a person to be bad and wicked and thus seizing upon any slight excuse to punish him should be avoided. The organization is expected to be like a family in which everyone is accorded the same treatment.

iv. ***Good Example:*** The most effective precursor is the example of the boss or the Departmental Head. The boss must himself adhere to follow the rules

and regulations of the establishment. Any form of discipline based on the principles of "don't do as I do; do as I say", will soon lead to chaos and eventual collapse of the organization. For example, the administrator who is in the habit of coming late to work cannot compel his subordinates to be punctual. This is especially true in educational institutions where principals, head masters and teachers relate with young ones. Green-law and Bigg (1979).

No matter how hard the administrator tries to maintain discipline in an establishment it will not always be possible to do so without some forms of sanctions. Some workers are naturally insubordinate; others cannot just conform to laid down rules and regulations, while yet others simply want to resist authority by misbehaving.

In educational establishments some bodies are set up to look into the cases of indiscipline. For example, there is a staff disciplinary committee which is set up to look into cases of indiscipline among the rank and file. In most cases the disciplinary procedure is judicial in nature and workers are allowed to defend themselves through evidence based on facts and figures. (Jedo 2007).

In breach of discipline which is not serious a warning is often issued for the culprit to answer in writing; for a relatively minor offence an informal warning is enough to set the person concerned in the right path.

In cases of serious indiscipline strict disciplinary actions may be taken against the offender according to the provision of the regulations. Such actions include the following according to Bertie and Geoffrey (1990).

i. Transfer from one department to another or one station to another
ii. Suspension or termination of appointment
iii. Summary dismissal (without notice) or dismissal with pay in lieu of notice
iv. Any other punishment that is considered appropriate to the offence.

In schools, colleges and universities disciplinary committee are set up consisting both teachers and students. Cases of indiscipline involving students are

often referred to it for investigations and recommendations. Reports of such findings are sent to the head of department for his consideration and rectification. Serious cases of suspension, dismissal and withdrawal from the institutions are reported to Board of Governors and hence to the Ministry of Education.

2.10 Provision and Maintenance of Facilities in Schools

The school plant is the place interpretation of the school curriculum. One of the ways in which curriculum finds its physical expression is through the construction and internal arrangement of the school plant (Ukeje 1979) Knezevich, (1962) indicates that far more importance should be attached to the impact of plant facilities on educational experiences and the educational methods used within the school building. Therefore, an effective school plant is a controlled environmental condition which aids the teaching-learning process, and at the same time protects the physical well-being of the occupants.

Government policies on school facilities vary. In some cases the parents of pupils are expected to buy the textbooks needed, and in others the government provides them free. Library books are generally expected to be bought from public funds, which are usually too limited to support an effective library service. Sometimes governments take upon themselves the planning, constructing and equipping of school buildings with little or no consultation with the school staff who use them. Whatever policies may be, it is the duty of the principal or headmaster to maintain in good order the textbooks, records, furniture, equipment, buildings, and grounds entrusted to his care.

In our public school system rarely does a school head act as a consultant in the establishment of a school from the scratch. This means that many schools administrators may not have the opportunity of participating in the planning, site selection and specification of school facilities.

The actual role of school administrators in the area of plant management is maintenance. The school administrator should determine in advance the maintenance option that is applicable in his school system and make the best of it.

Whatever the maintenance option under which he operates, the school administrator should realize that he has the responsibility to preserve and prolong the useful life of the stock of facilities in his school. He should use wisely the resources available to him to maintain the items, buildings, furniture and equipment as far as is possible in their original condition.

Maintenance is an on-going process and is always necessary in any school however well built, furnished and equipped.

Importance of School Facilities Maintenance

Researchers have proved that physical environment affects teaching and learning process. Researchers like Stuart and Curtis (1995), Welberg and Thomas (1972) worked on the influence of the school environment and school achievement. Studies by American School Board (1963) on the Effect of Heat and Humidity on learning showed that children in classrooms with controlled temperature did better than those in the uncontrolled ones. Stuarts and Curtis in a similar study, found that children in controlled classroom were more comfortable and also superior in standardized achievement test than children in non-climate controlled schools. Wellberg and Thomas after their study concluded that children learn best when the can actively explore an environment rich in materials (Udoh and Akpa, 2004).

Lowe (1990) in his study "Interference Between Educational Facilities and Learning Climate in Elementary Schools in Texas, found that

1. Proper maintenance of school facilities positively affect teachers' morale by giving them a sense of personal safety, renewed hope and commitment as well as the belief that the district cared about what went on in school buildings.

2. Poorly maintained school facilities created a feeling of despair and frustration among teachers and students and
3. It also resulted in higher rate of absenteeism, low moral and reduced job satisfaction.

Edward (1992) in his study "Building Conditions, Parental Involvement and Students' Achievement in the District of Columbia Public School System" found that students in school buildings that were in poor condition achieved 6% below students in school buildings that were maintained in excellent conditions. He included that decaying school facilities, damaged electrical fittings, inoperative heating and cooling systems affect the learning of students and morale of staff.

Cash (1993) in his study of "The Relationship between Building Condition and Students' Achievement" found that students score on achievement test were 5% lower in school buildings with poorly maintained laboratories, libraries, workshops and classroom furniture.

Sani (2007) in his study "The Relationship Among School Plant Construction, Utilization, Maintenance and School Effectiveness in Kebbi State Secondary Schools", found that there is significant, positive and high relationship between plant maintenance and student academic performance, student conduct and school community relationship.

Oyedejei (1998) maintained that there is a positive relationship between the quality of maintenance and the level of functionality of school plant and identified the significance of school plant maintenance to include:

i. School plant maintenance makes it possible to have clean and 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 ensures that school facilities are constantly functioning in good working condition.

v. It help to slow down the rate of degradation of facilities and extends their life span.

Considering the immense value of maintenance of school facilities towards sustaining a conducive learning environment, administrators of secondary schools should re-direct their energies to developing and applying effective school plant maintenance strategies.

2.11 School-Community Relationship

School-community relations is an important aspect of school administration that deals with the deliberate and sustained effort to establish and maintain mutual understanding between the school and the community. It is a purposeful effort to establish a good rapport between the school and the community in order to achieve educational goals. Jaiyeola (1994) described school community relations as part of the operational areas of school administration in which the community surrounding the school participates in school programmes and activities.

School-community relation is the interaction between the school and the community which is aimed at bringing about mutual understanding and co-operation for the purpose of bringing up citizens which will be useful to their community and society at large. According to Lawal-Ojibara (2001) school-community relations is a two-way process, a two-way flow of ideas and activities between the school and the community, which provide the basis for mutual understanding and effective teamwork.

School-community relations is a way by which the school relates with the immediate and larger communities in which they are located. If the school relates well, then the relationship between the school and the community will be cordial. It is also a way through which the school authority projects the school to the community either in good faith or in bad light.

To Akpa (2007), school and community relationship can be seen as a relationship in which people in the community and that of organization work

together to make education better. Bakwai and Manga (2012) see school and community relationship as a two-way symbolic arrangement through which school and community co-operate with each other for the realization of their mutual goals. Contributing, Nasir (2006) states that school-community relationship is a relationship that is characterized by roles, responsibilities, rights, obligations and accountabilities. It is more than sharing costs or benefits but implies a more active involvement of parents, communities and stakeholders in policy matters, planning and implementation of education decisions. School and community cannot be separated; one cannot do without the other. Schools cannot exist in isolation of the community. They exist for the community and the community act as the basis for the exitsnce of the school, in that if there is no community, there would be no school. Every school should have proper understanding of the community where it serves, Barry and Loraine (2012) in Abdullahi (2013) state that, every school has three types of information about the community where it serves:

1. Information about the composition of the community such as the income, educational level and occupations of the majority of the residents. This is useful in formulating new programmes or adopting existing ones to meet students' particular needs.
2. The school should know what community opinion is regarding both broad education issues and day-to-day operations of the school itself.
3. The school should also have some familiarity with the educational resources available in the community in order that they can be utilized to enrich and enhance the school programmes.

Effective School-Community Relationship

Effective school-community relationship is concerned with the ways and means of promoting the relationship between the school and community to achieve cordial co-existence. This the school administrator can achieve by making it a duty to understand the composition and the behavioural patterns of the

community. The school and its resources should be made accessible to the community. Education as an open system and any open and social organization thrives on effective relationship within it and with its relevant publics. The school administrator should endeavour to promote school and community relations through the participation of the school in community activities and projects as well as community participation in some aspects of the school programme. This could be achieved by means of organizing visits to places of interest in the community and through the use of community resources. The school administrator could maintain regular contact with some outside institutions, industries and educational bodies. The principal should prepare and supply information about the school to interested members of the public and other visitors to the school (Nwaokafor, Nwankwo, Ogunsanwo and Ighali (1999).

For the achievement of the school goals and objectives, the school and the community must be in harmony and there must be mutual relationship. The school should involve the community in taking and implementing some school decisions. The community on the other hand, should always involve the school in matters concerning it. Akpotu and Nwaham (2008), state ten ways of promoting good school-community relationship.

i. The school administrator should make him/herself accessible to parents and members of the public since this would surely enhance good relationship with the community.
ii. The school should demonstrate active interest in the community life and programmes that take place in the community.
iii. The school facilities such as the school field, hall and other resources could be made available to the community for use when necessary.
iv. Community life or culture should be part of the school curriculum.
v. Use of community members as resource persons
vi. Understand the nature and needs of the community
vii. Staff of the school to live and show good example and character.

viii. Formation of Parents Teachers Association (PTA).

ix. Avoidance of local politics

x. Avoidance of any form of exploitations and extortions.

Crow (1966) provided a general guideline for effective school-community relationship as:

- A good school-community relationship should stress the aims and aspirations of the school.
- Ability to give precise and current information helps to build confidence in the school.
- All members of staff should support the community relations programmes
- Information dissemination should deal with all dimensions of the school activities
- Other educational agencies in the community should be clearly understood and their services used in service to the community.
- Good public relations should encourage school children to share fully in the community life of the people.
- Difficulties, aspirations and needs of the people should be thoroughly known to the staff in building successful programmes.
- All forms of personal pride, business and patronage should be avoided as much as possible.
- Public relations programmes should be careful throughout, it should have both short and long term objectives.
- Any reading material on the subject (School-community Relationship) should be simple, clear and concise, attempts should also be made to reach all classes of people in the community.

However, effective school community relationship is achieve when management provide maximal return to the individual and society.

2.12 Administration of Examination in Schools

Assessing the quality of learning has been, and always will be, a regular feature of classroom practice in every public school. For teachers to establish whether their pupils have been learning, they have to set, administer, score and grade examinations. Testing provides information about the examiners' abilities and performance. It also enables meaningful observations and comparisons to be made of the kind of behavior learners acquire during the teaching-learning process (Child 1997; Farrant 2000).

Similarly, performance by students should reflect similar grade, in the same test, and similar results should be obtained by groups of comparable candidates using the test on other occasions, even when marked by a different examiner. The kind of result may only be obtained if among others the test is carefully administered; implying that the quality of test management and administration ensures its validity and reliability (Walklin, 1990).

It is, therefore, incumbent upon persons entrusted with the management of tests to learn the principles and good practices of test administration to ensure these qualities of a test are upheld in testing. When test administrators are not conversant with the principles of test administration, the overall aim of examination process fails and more often than not, the examiner and the examinees suffer the consequencies (Rokundo and Mogambo, 2010).

Across the world, a number of scholars have documented vast and interesting literatures regarding principles of test administration and good testing practices in schools. Gronlund and Linn (1990), for example, suggest that tests can be successfully administered by any conscientious teacher or test administrator, as long as the prescribed testing procedures are rigorously followed. They maintained that tests administration becomes simple if:

i. The pupils are motivated to do their best,

ii. Test administration directions are followed closely,

iii. Time is accurately kept,

iv. Any significant events that might influence test scores are recorded, and

v. Testing materials are collected promptly

In Nigeria, different approaches to test administration are adopted by different examination bodies. A number of stakeholders, including the federal, state and local governments, non-governmental organizations and concerned individuals amalgamate their efforts for successful test administration in the public schools. In addition, punitive measures for these individuals who commit offences during the examination process have been put in place. The punitive majors range from imprisonment to monetary fines, depending on the types and magnitude of the offence committed during the examination process (Jegede, 2003; Nwahunanya, 2004).

Related to the punitive measures, according to Adewale (2008); if less emphasis is placed on paper qualification and continuous assessment encouraged, irregularities during examination administration can be eliminated, and consequently, the examination administration process can be more effective.

Principles of Test Administration

The paramount guiding principles in administering any classroom test is that all examinees should be given a fair chance to demonstrate their achievement of the learning outcomes intended or planned. This implies physical and psychological environment in which the examination is taking place has to be conducive for the examinee to facilitate the achievement of the testing outcome. The factors that might interfere with validity of the measurement also have to be controlled. Even though the evidence regarding the effects of physical and environmental conditions on test performance is inconclusive, examinees should be as relaxed as possible and distractions should be eliminated or minimized. Whereas distractions during testing are known to have little effect on the scores of students, they may have profound effect on especially young children (Gronlund and Linn, 1990; Mehrens and Lehmann, 1999; Linn and Miller, 2005).

Another principle is students having positive attitude towards a test. People are likely to perform better at any endeavour, including test taking, when they approach the experience with a positive attitude. Unfortunately, teachers frequently fail to help students develop positive attitudes towards tests. Students are not likely to perform at their best when they are excessively tense. Thus the experience of test anxiety among some students (Thorndike, 1977; Mehrens and Lehmann, 1999; Linn and Miller, 2005; Rolu and Mogambo, 2010).

It is imperative that test administrators are qualified enough and trusted persons. This is to ensure that tests are properly managed to obtain valid and reliable results. Test administrators need to have the opportunity to learn their responsibilities as a prerequisite to accurate test results (United States Department of Labour, 1999). It should also be noted that a well prepared test is easy to administer, and the reverse is true with a poorly prepared test. It is equally important to realize that a successful test administration exercise is a product of test planning. Cheating is most likely to occur in a poorly planned test, thus, proving a challenge to test administration (Fontana, 1995; Mehrens and Lehmann, 1999, Cottrel, 2001; Linn and Miller, 2005). However, a good test administration irrespective of test preparation is paramount.

Good Test Administration Practices

Good testing practice rest in the hands of the examiner, who should ensure the testing exercise, runs smoothly. The period before the test, during and after the test should be effectively managed to realize a highly efficient testing period.

Period Before the Test

Security of testing instruments: All test materials used in the assessment process, whether paper-and-pencil or computer-based must be kept secured. Lack of security may result in some test takers having access to test questions before the test, thus, compromising the quality, and invalidating their scores. To prevent irregularities, test administrators should, for example, keep testing materials in

locked rooms or cabinets and limit access to those materials to staff involved in the assessment process. Test security is also a responsibility of test developers to ensure the test is not compromised over time. To maintain their security, test developers should introduce new forms of tests periodically (Gronlund and Linn, 1990; United States Department of Labour, 1999).

Related to security of tests, testing authorities should endeavour to open cartons containing test materials and inspect the contents to verify that appropriate test levels and quantities have been received. After inspection of the testing materials, they should be securely stored since examination monitors may during unannounced visits inspect the materials to ascertain the seals have not been tampered with before the due date (Gronlund and Linn, 1990).

After securing an adequate number of tests, the following considerations should be part of prior preparation checklist:

a. Examinees and parents have been notified regarding the test date and time.
b. Candidates have been reminded to bring materials necessary for the test.
c. All students with special needs (e.g. glasses and hearing aids) have been considered before the start of the test.
d. All adequate invigilation has been planned
e. Examination administrators have read appropriate test administration procedures such as timing, examination regulations and test modifications.
f. The rooms where the test is to be conducted have adequate ventilation and lighting and have been properly arranged.
g. Seat are arranged in such a way that candidates cannot look at each other's work.
h. Candidates have been thoroughly prepared for the examination by suggesting to them the ways of studying, giving them practice tests like those to be used, teaching them testing skills and stressing the value of tests as for improving learning (Gronlund and Linn, 1990; National College Testing Association, 2010).

i. When all is set for the exam, secure the room, including the writing "Test in Progress, Donot Enter".

Period During the Test

The proper preparation for examination may not produce the desired results if the conditions during the test are mishandled. It is the cardinal duty of the test administrators or institutions to ensure that conditions during testing ensure successful testing (Gronlund and Linn, 1990). The following are guidelines that need to be observed to ensure required conditions for successful testing are fulfilled:

- Observe precision in giving instructions or clarifications. When an examiner announces that there will be "a full three hours" to complete the test and then talks for the first fifteen minutes, examinees feel that they are being unfairly deprived of testing time. Besides, just before a test is no time to make assignments, admonish the class, or introduce the next topic. In other words, examinees are mentally set for the test and will ignore anything not pertaining to the test for fear it will hinder their recall of information needed to answer the questions. Thus, the well intentioned remarks fall on "deaf ears and merely increase anxiety toward the test and create hostility toward the teacher.
- Avoid interruptions: At times, an examinee will ask to have an ambiguous item clarified, and it may be beneficial to explain the item to the entire group at the same time. All other distractions outside and inside the examination room should be eliminated, where possible. The challenge, however, is t hat more often than not, the distractions are beyond the text administrators' reach.
- Avoid giving hints to students who ask about individual items. If the item is ambiguous, it should be clarified for the entire group. If it not ambiguous, refrain from helping the pupil to answer it. The challenge is that at times,

refraining from giving hints to examinees who ask for help may be difficult especially for new comers in the field of testing. Nevertheless, giving unfair aid to some students decreases the validity of the test results and lowers class morale.

- Discourage cheating: When there is good teacher-student rapport and students view tests as helpful rather than harmful, cheating are usually not a problem. Under other conditions, however, it ought be necessary to discourage cheating by special seating arrangements and careful supervision. Candidates receiving unauthorized assistance from other examinees during an examination have the same deleterious effect on validity of test results and class morale as does receiving special hints from the teacher. We are interested in pupils doing their best, but for valid results, their scores must be based on their own unaided efforts.

Careful proctoring of the testing session, such as, periodically walking around the room and observing how the students are doing is also of paramount importance as preventing cheating. The obstacle is that many teachers define proctoring as "being present in the examination room. They consequently become physically present but spend their time reading a novel, writing a letter or marking and scoring previous tests. The best way to proctor an examination is to observe students doing the test and not being preoccupied to one's desk (Gronlund and Linn, 1990; Mehrens and Lehmann, 1999).

Another way of discouraging cheating is discouraging students from using any form of communication devices, either in the room where the testing is being administered or while on a supervised break, such as a bathroom visit. It would be better if students are reminded earlier that they may not use any devices including but not limited to cellular phones, pagers, audiocassette players, personal digital assistants, video devices, associated headphones, handsets, microphones, or earphones while taking an examination.

- Ensure that no eating takes place in the examination hall. Students should not be allowed to bring any food items in the examination room, unless it is on proven medical grounds. Under such circumstances, it is advisable that special arrangements are made in advance for purpose of securing a designated area where the food items could be kept, to avoid distracting those who do not require the food items.
- Identify each examinee to prevent a situation where someone may attempt to take the examination on someone's behalf. Students should therefore, be informed in advance to bring with them their identify cards and or examination cards (Mbarara University of Science and Technology, MUST, 2008).
- Handle emerges appropriately: If an examinee becomes ill during the examination, and must leave the examination hall, they should not be allowed to return. The test administrator is advised to make a comprehensive report about the candidate's situation to make it possible for authorities to consider a retest for such a candidate, to be scheduled for another time.
- Inform students on progress of testing. It is the responsibility of the test supervisor or invigilator to keep the students informed of the time remaining e.g. writing the time left on the blackboard at 15 minutes intervals (Mehrens and Lehmann, 1999).

Period After the Test

Orderliness is needed for a successful testing process until all the test materials are securely in the hands of the test administrators. After the completion of the examination, the following are expected.

a. All test materials and documents, both used and unused should be collected and accounted for. They may be kept in a secure and lockable facility.

b. Count through candidates' scripts to ensure their number corresponds with the names on the examination attendance register. Counting also eliminates scenarios where the attendance register shows a student attended an examination but his/her script is not available.

Tests or examinations are among the components of the teaching learning process in any public school system, and it is conducted at all levels of learning in different institutions in Nigeria, Africa and the globe. Established examination bodies have set regulations and procedures in the administration of the tests or examinations to individuals, whether in the classrooms or designated settings. Just as classroom environment is vital for teaching-learning and personal educational growth and development of the individual, so is participation in examinations. Therefore, during test administration process,

a. All examinee should be accorded a fair chance through the provision of conducive physical and psychological environment.
b. Candidates involved in the examination should develop positive attitudes, adhere to the rules, and therefore conduct themselves decently during the examination.
c. Teachers' roles must be recognized because they contribute to the success of examination or test administration.
d. To realize a smooth test administration exercise, the period before, during and after the test should be carefully managed.

2.13 Admission of Students to School

Admission of students is only based upon meeting certain prescribed conditions which include entry qualifications, age, performance in entrance examinations and interviews.

To ensure proper admissions of students to schools, the following guidelines should be adhered to:

i. all admitted students should be issued letters of admission, the school prospectus and orientation programme; and

ii. certain health requirements should be met for entry into school. Every student admitted must be made to furnish the school with some pertiment information on his/her health status.

Abdullahi (2002) states that before the Nigerian civil war which began in 1967, Christian missions controlled well over 70% of the primary schools, over 80% of the secondary schools and over 70% of the Teacher Training Colleges all over Nigeria. Nigeria later engaged in civil war that lasted for about three years. The experience of the civil war created a need for a type of education that will not only promote national unity and dynamic economy but remove social inequalities, poverty, illiteracy, diseases and fear. Abdullahi contends that it was then discovered that the kind of education offered by the mission is not suitable for achieving these needs. In addition, government is of the opinion that it should have a central control of education and to operate an integrated system of education which will guarantee standard and fair distribution of educational facilities and be committed to the process of running the schools.

Consequently, from the mid-seventies, the governments took over all primary and secondary schools in their domains and there was increase in school enrolment. In furtherance of the desired unity of the Nigerian nation, the federal government equally operated a policy of establishing two Federal Government Colleges in each states; one being for the girls and the other mixed. These schools later known as Unity Schools. Nwana in 1998 puts the number of these schools together at 47 including Suleija Academy. Today the Unity Schools stood at 104 including the science and technical federal colleges.

Nwana (1998) added that the admission policy into these schools is such that while reserving reasonable percentage of places on strict academic merit and also on quota for the catchment areas, an equally reasonable quota is reserved on the principle of equality of states.

Under the current arrangement, 30 percent of available slots will be given to pupils on merit; another 30 percent will be distributed based on state quota while 30 per cent will be distributed based on environment while the remaining 10 per cent will be distributed on what the ministry called "exigency" http://www.punding.com/article.aspx

http://www.nigeriavillagesquare.com/forum/mainsquare

Unity schools admission is centralized such that selections are done by all principals of the schools at the venue decided by the Minister of Education. In the selection and placement process, the Federal Government guidelines/criteria on admission into Unity Colleges are strictly followed hence the strict supervision by the minister or the representative.

http://www.compassnewspaper.org/index/editorial.

2.14 Empirical Studies

Empirical studies are reports of results of studies that used data derived from actual observation or experimentation. They are studies that use statistics to make indisputable point rather than quote experts.

Here are some empirical studies that are related to this work "Evaluation of the Administration of Federal Unity Secondary Schools in Nigeria". Works done in Nigeria and elsewhere were highlighted in this work.

In their work "Assessment of Secondary School Administration" The Community Perspective, Oghuvu and Okoro (2007) findings revealed that principals and teachers are dedicated to their professional duties; principals controlled the teachers and students effectively. This finding re-consists with those of Akpotu and Oghuvu (2004) that principals and teachers donot contribute adequately towards community development and majority of them are not adequately educated in the language and culture of the communities where they serve. A good number of the students are familiar with the culture and can speak the language of the community.

The general assessment of secondary schools administration by community leaders, who received western education during the missionary schools, was

unsatisfactory as revealed by their research. The unsatisfactory administration of secondary schools in Nigeria could be responsible for the alleged fall in the standard of secondary education. It could also be the cause of increase in drop-out-rate, examination malpractice, lack of scientific and technological development in the country because secondary education is the basis for a sound higher education.

School administrators and teachers are not adequately committed towards the eradication of illiteracy, poverty through proper integration of communities with modern scientific and technological developments through teaching and learning. In promoting the administration of secondary schools, the study reveals that, all communities should set up education development and monitoring committee and also establish effective Parent Teacher Association in every school under the control of the community leaders. This could lead to positive involvement of communities in the administration of secondary schools resulting in the preservation of the communities' culture (Ogbebor, 1992).

Sex and location of communities do not influence the perception of community leaders on teachers' dedication to duty and contribution towards community development, students' discipline and involvement in community development and the identified ways of enhancing the administration of secondary schools in Nigeria. there are indicators that retired teachers, religious leaders and other community leaders are not satisfied with secondary school administration in Nigeria.

"School Evaluation: From Compliancy to Quality" An International Perspective on Evaluation and Assessment, an Organization, for Economic Cooperation and Development (OECD) Publication (2013), School evaluation plays important role in evaluation and assessment frame work and can exact considerable influence.

School evaluation concentrates on key processes such as teaching and learning, school leadership, educational administration, school environment and the management of human resources. It does so in association with an analysis of student outcomes, both the achievement/progress of students and the equity of students' results. It also takes into accounts inputs such as the infrastructure, funding and characteristics of the school staff.

In their work "Assessing Learning-Centred Leadership, Ellen, Joseph, Joseph, Stephen and Cravens of Learning Sciences Institute Vanderbilt University in 2007

averred that there was consistent with the works of Hallinger and Heck, 1996; Heck and Hallinger 1999. There model attempts to capture in broad strokes how education leadership should be assessed. Quoting Adair (1983), Ellen et al (2007) noted that leadership involves three overlapping domains in an organization such as school: group maintenance needs, task needs and individual needs. Adair goes on to suggest elements in each of these leadership domains including defining the task, planning, briefing (communicating), controlling, evaluating, motivating, organizing and setting an example.

Based upon the prevailing views of effective leadership and the research on school improvement: planning, implementing, supporting, advocating communicating and monitoring. Following a systems view of organizations, Ellen et al (2007) acknowledge that the processes are interconnected and recursive and are highly reactive to one another. Reviewed individually, for example monitor teaching for high quality instruction, leaders first need to plan for the collection of key data; they need to communicate both the need for the data and the results. Leaders need to implement changes based on the information gleaned from the monitoring, and they need to support teachers to help them improve their instruction.

Planning is an essential process of leadership. Planning helps leadership focus resources, tasks and people. Change Studies document the importance of planning (Clark, Lotto and Astuto, 1989). Learning centred leaders donot see planning as a ritual or overly bureaucratic. They engage in planning as a mechanism to realize the core components of the school. Effective principals are highly skilled planners and infact, they are proactive in their planning work (Leithwood and Montgomery, 1982). Planning is needed in each of the core components; it is an engine of school improvement that builds common purpose and a shared culture. Learning centred leader devote considerable time and undertake careful planning to guarantee that the school employs excellent, highly qualified teachers, as well as faculty whose values and instructional framework are consistent with the mission and culture of the school (Levine and Lezotte 1990; Teddle, Stringfield, Winpleberg and Kirley, 1989).

Another example of planning for high quality instruction involves professional development. In order to continue providing high quality instruction, teachers must participate in on-going professional development. Effective leaders assume an active role

in planning staff training activities along with overall professional development system of the school Berman and McLaughlin (1978; Clark, Lotto and McCarthy (1980), contrast this planned approach to the more typical scenario where teachers simply choose workshops from a menu of options offered through the district or the state.

Planning is key to other core components as well, for example, effective leaders plan a high priority on curriculum planning (Leithwood and Montgomery, 1982). They also actively plan for the collection of data needed to both implement system accountability in the school and to monitor the curriculum and instruction quality. Further, effective leaders create systematic plans to engage the large school community (Goldring and Hausman 2001).

Implementing

After planning, leaders implement: they put into practice the activities necessary to realize high standard for student performance. In a comprehensive review research on "implementation on curriculum and instruction", Fullan and Ponfret (1977) concluded that "implementation is not simply an extension of planning. . . it is a phenomenon in its own right" (Pp. 336). Effective leaders take the initiative to implement and are proactive in pursuing their school goals (Manasseh, 1985).

Learning centred leaders are directly involved in implementing policies and practices that further the core components in their schools. For example, effective leaders implement joint planning time for teachers and other structures as mechanisms to develop a culture of learning and professional behavior (Hallinger and Murphy 1985; Leithwood and Jantzi, 2005, Wharton-McDonald, Pressley and Hampton, 1988). Similar, they implement programmes that build productive parent and community relations as a way to achieve connections to external communities (Leithwood and Jantzi 2005).

School leadership engages with school staff to implement rigorous curriculum that is aligned with high standards of students performance. They implement high quality instructional programmes (Austin, 1978; Weber 1971; Wellisch, MacQueen, Carriere and Duck, 1978) and as noted by Murphy and colleagues (2006), they are personally involved with school faculty to implement assessment system at the classroom and school levels

for systematic accountability (Clark and McCarthy, 1983; Marzano, Waters and McNulty, 2005; Weber 1971).

Supporting

Leaders create enabling conditions: they secure and use financial, political, technological and human resources necessary to promote academic and social learning. Supporting is a key process that ensures the resources necessary to achieve core components are available and used well. This notion is closely related to the transformational leadership behaviours associated with helping people to be successful (Leithwood and Jantzi, 2005).

The literature is clear that learning centred leaders devote considerable time to supporting teachers in their efforts to strengthen the quality of instruction (Conley, 1991, Leithwood and Jantzi, 1990). This support takes varied forms, as noted by Murphy and Colleagues (2006). For example, from a financial and technological perspectives leaders make sure that teachers have all the necessary materials and resources required to be highly effective instructors. In terms of social and human capital, leaders provide access to new sources of knowledge and make certain that teachers have high quality support to expand, enhance and refine their instructional skills (Cawelti, 1997; Newmann, 1997; Wilson and Corcoran, 1988). Leaders demonstrate personal interest in staff and make themselves available to them (Marzano et al, 2005). Leaders also provide support for high quality instruction by ensuring that teachers have guidance as they work to integrate skills learned during professional development into their instructional behaviours (Berman and McLaughlin, 1978) support is also a key process in ensuring a culture of learning and professional behavior. Murphy and Colleagues (2006), noted that leaders support integrated communities of practice by providing the infrastructure to such as time and space, that nurtures informal learning throughout the school (little, 1982; Newmann, 1997; Venezky and Winfield, 1979). Shared decision making and other participatory mechanisms and structures provide a framework of support for culture of learning and professional behavior (Lezott, Hathaway, Miller, Passalacqua and Brookover 1980; Little 1982; Rutherford, 1985). Leaders realize that their unique position is garnering and

allocating resources to bring communities of professional practice to life (little 1982; Rutter et al, 1979).

Advocating

Leaders promote the diverse needs of students within and beyond the school. Advocating for the best interest and needs of all children is a key process of learning centred leadership. Learning centred leaders advocate for rigorous curriculum for all students. They ensure that policies in the school do not prevent or create barriers for certain students to participate in classes that are deemed gateways to further learning, such as algebra. They ensure that special needs students receive content-rich instruction; they manage parental pressure that often create favoritism in placing students in particular classes. Both the instruction and content of the schools educational programmes honour diversity (e.g., the use of culturally rich educational materials). (Ogden and Germinario, 1995; Roueche and Baker, 1986). Through advocacy. Learning centred leadership works with teachers and other professional staff to ensure that the schools culture both models and supports respects for diversity. Learning centred leaders make their advocacy public. Further, advocacy is central to the systematic accountability for the academic and social learning of the diverse body of students.

Learning centred leaders advocate on behalf of all children in their relationship with the external community. As Murphy et al (2006) note: "Learning centred leaders proactively respond to external policy initiatives (e.g., speak at public forums, address civic organizations) to ensure that public policy advantages students in their schools and their families" Effective leaders model their advocacy by developing civic capacity with key institutions and organizations in the school's community (Goldring and Hausman, 2001). They guide service providers, youth development specialists, and private organizations to create opportunities to serve children with multiple and varying needs (Butty, LaPoint, Thomas and Thompson, 2001). Learning centred leadership advocates on behalf of parents and their students in the political community and educational bureaucracy.

Communicating

Leaders develop, utilize and maintain systems of exchange among members of the school and with its external communities. In studying school change, Loucks, Bauchner, Crandal,Schmidt and Eisman (1982) found that principals played major communication roles, both within and among school staff, and with others in the district and in the community (P.42).

Learning centred leaders communicate unambiguously to all the stakeholders and constituencies both in and outside the school about the high standards of student performance. "Effective principals continually communicate their high expectations to students and staff (Manasseh, 1985, P. 447). These communications all for clear, focused articulations of the goals of the school (Leithwood and Montgomery, 1982; Venezky and Winfield, 1979).

Leaders communicate regularly and through multiple channels with families and community members including businesses, social service agencies and faith based organizations (Edmonds Fredericksen, 1978; Garibaldi, 1993). Through ongoing communication, schools and the community serve as resources for one another that informs, promote and link institutions in support of student academic and social learning.

Communication plays a key role in systematic performance accountability as well. As noted by Murphy et al (2006), learning centred leaders hold faculty and students accountable by communicating the results of accountability data (Eubanks and Levine, 1983). Effective leaders provide teachers and parents with assessment results on an ongoing basis (Levine and Stark, 1982; Venezky and Winfield, 1979). Information about students progress is communicated regularly in an accessible form, at multiple times across an array of forums, and in multiple formats (Eubanks and Levine, 1983; Leithwood and Montgomery, 1984; Wynne, 1980).

Communication is central to developing a culture of learning and professional behavior in the school. Integrated communities of practice cannot emerge nor can they function if there is no open and adequate communication amongst teachers, leaders and students Bryk. Camborn and Louis (1999), noted that strong professional communities emerge when school engages in reflective dialogue, "engaging in extended

conversations" (P. 754). Leadership must support and participate in these important conversations.

Monitoring

Monitoring refers to systematically collecting and analyzing data to make judgements that guide decisions and actions for continuous improvement. A key transformational leadership behavior is monitoring school activity (Leithwood and Jantzi, 2005).

In terms of the core components, learning centred leaders monitor the schools curriculum assuring alignment between rigorous academic standards and curriculum coverage (Eubanks and Levine, 1983). They monitor students' progress of study to ensure that all students have adequate opportunity to learn rigorous content in all academic subjects (Boyer, 1983; Murphy and Hallinger, 1985).

Learning centred leadership also undertakes an array of activities to monitor the quality of instruction, such as ongoing classroom observations. Heck (1992) found that ineffective elementary schools principals were less likely than principals in effective elementary schools to monitor classroom instructions through regular classroom visits. Effective leaders also actively monitor the procedures put into place to improve quality instruction such as the use of cooperative planning time by teachers or professional development leadership monitors the effectiveness of professional development by assessing the extent to which staff instructional practices are changing and improving and ultimately impacting students learning and achievement (Eubank and Levine, 1983).

Monitoring student achievement is central to maintaining systematic performance accountability. Murphy et al (2006) have noted that learning centred leaders are knowledgeable about assessment practices and are personally involved with faculty in monitoring assessment systems at the classroom and school levels (Clark and McCarthy, 1983; Marzano, McNulty, 2005). Learning centred principals help teachers use data to identify individual students who need remedial assistance tailor instruction to individual students' needs, identify and correct gaps in curriculum, improve or increase the involvement of parents on students learning and assign and re-assign students to classes or groups. Furthermore, effective leaders use data to help teachers identify areas where they need to strengthen content knowledge or teaching skills. In other words, monitoring

is used to focus on profession development. Heck, (1992) found that effective principals use test results to monitor programme improvement as a mechanism to focus on systematic accountability. Monitoring through data is also used to engage external school community by analyzing strengths, weakness and opportunities for school improvement.

Other research findings that are related to this work include: those of Okorie (1994), Anisiobi (1994), Ukairo (1998), Ekwekwe (1998) and Okunnamiri (2007).

Okorie found that the predominantly used medium in secondary schools in Nigeria were face-to-face conferences, announcements and notice boards. He added that the media that were occasionally used were formal reports while memoranda and telephones were rarely used.

Ukairo discovered that the assembly method was the most predominantly used pattern in his area of study, while Ekwekwe unearthed that inexperienced principals use mostly the verbal medium of communication. Anisiobi on his part found that most principals relegated non-verbal communication to the background. However, the finding of Okunnamiri indicated that telephone was the most predominantly used communication technology by secondary school principals in Abia State.

On interpersonal relationship, Thomas (1976), Likert and Likert (1976), Sergiovanni and Starrat (1979) Downer, Hellriegel and Slocum (1995) and Peretomode (2006) had these to say:

There is evidence that some climate are likely to yield better results for specific tasks than others (Peretomode, 2006).

The ‘fit’ between the individual and the organization appears to play a significant role in determining the individual’s performance and satisfaction within the organization (Downey, Hellriegel and Slocum, 1995).

There is evidence that managers who have positive perceptions of organizational climate have greater acceptance of self and others than those with less positive perception of organizational climate. This implies that positive climate perceptions can be of importance in minimizing inter-group conflict in some organizations.

Excluding or neglecting organizational climate in favour of educational tasks can actually limit the total amount of leadership talent available in the school (Sergiovanni and Starrat 1979).

There is evidence that closed climate in organization tend to breed closed learning climates. In short, there is some research support for the conjecture that climates affects students' learning outcomes (Thomas, 1976).

There is evidence that organizational climate experienced by a particular work group or by a particular hierarchical level in an organization is determined primarily by the leadership behavior of echelons above it (Likert and Likert, 1976).

In his work on supervision and inspection, Ezeanolue (1989) found that inspectors of education were not performing their supervisory duties adequately and that principals were performing just little above exceptions. This he attributed to a number of factors. Predominantly among them being size of responsibility, teacher/pupil ratio, effect of old system of supervision, limited authority, none implementation of recommendations, inadequate supply of instructional materials, transport problems.

On recruitment, promotion, and general development of teachers, Oboegbulam (2007) found that non-challant attitude on the part of some school administrators about teachers' welfare, inadequate funds to embark on professional development of teachers, inadequate facilities and teaching materials and lack of well equipped library for both teachers and students are constraints to quality professional development of teachers.

On provision and maintenance of facilities and their effect, researchers like Stuart and Curtis (1995), Welberg and Thomas (1972) American School Board (1963) Lowe (1990), Edward (1992) Cash (1993) Oyedeji (1998) and Sanni (2007) had these to say:

The research by American School Board found that children in classrooms with controlled temperature did better than those in uncontrolled ones. Stuart and Curtis in a similar study found that children in controlled classroom were more comfortable and also superior in standardized achievement tests than children in non-climate-controlled schools. Wellberg and Thomas concluded that children learn best when they can actively explore an environment rich in materials. Lowe (1990) found that proper maintenance of school facilities positively affects teachers' morale by giving them a sense of personal safety, renewed hope and commitment as well as belief that the district cared about what went on in school buildings. Poorly maintained school facilities created a feeling of despair and frustration among teachers and students and also resulted in Higher rate of absenteeism, low morale and reduced job satisfaction. Edward (1992), found that students

in school buildings that were in poor condition achieved 6% below students in school building that were maintained in excellent conditions. He concluded that decaying school facilities, damaged electrical fittings, inoperative heating and cooling system affect the learning of students and morale of staff. Sanni (2007) found that there is a significant, positive and high relationship between plant maintenance, student academic performance, student conduct and school-community relationship. Oyedeji (1998) maintained that there is a positive relationship between the quality of maintenance and the level of functionality of school plant.

2.15 Summary

Evaluation is the systematic collection and interpretation of evidence leading, as part of the process, to a judgement of a value with a view to action. It is the process of ascertaining the decisions to be made, selecting the related information in order to report summary data useful for decision to be made in selecting among alternatives. The reason for evaluating something or someone is to estimate its worth or value, importance, relevance, performance...with a view to pricing, rating, correcting, improving or changing it. There is no one, universal definition of evaluation. The best way to the definition of evaluation is to situate within a context or operationalize it.

Administration is a process of working with and through others to efficiently accomplish organizational goals. It is the art and science of getting things efficiently done. Administration is the careful and systematic arrangement and use of resources (human and materials), situations and opportunities for the achievement of specific objectives of a given organization. It is sometimes conceptualized as the everyday job of the manager. This may include holding together the organization, making progress towards set objectives and getting things done. The concern of administration is to direct efforts of the people in the organization towards the achievement of organizational goals and objectives.

Educational administration is the arrangement of human (teachers and non-teachers) and materials (school plant, equipment, funds, constraint, etc) resources

and programmes available for education and carefully using them systematically for the attainment of educational objectives. It emphasizes the mobilization of the efforts of a number of people in education towards the achievement of a common goal. It involves all activities directed towards the attainment of the goals of teaching and learning and all people working in the institution will have to contribute towards the accomplishment of these goals. Educational administration is a social process concerned with creating, maintaining, stimulating, controlling and unifying formally and informally organized human and material energies within a unified system to accomplish predetermined objectives.

Decision making is a fundamental process in organizations. It is the very heart of administrative process and leadership. Decision making is a central responsibility of the educational administrator. It is the process of choosing from among alternative ways of achieving an objective or providing solution to a problem. Decision making usually involves choice and entails cost. It is not an end in itself but a means to achieving organizational goals and objectives. They are organizational responses to problems. Decisions are of two types, namely programmed and non-programmed decisions depending on the type of problem.

Programmed decisions are those which are well structured, repetitive, and generally routine in nature, and there are definite rules and procedures for handling them. Risks involved are not high and can therefore be more easily delegated. Perhaps most of the decisions that the principal or the head of a department makes are routine. For example, the decision to employ a new teacher or to calculate grade point average (GPA) is a programmed decision. Programmed decisions are called routine decisions and are obviously the easiest for the administrator to make because there are written or unwritten policies that can easily be referred to rather than think afresh as to how to handle certain problems.

Non-programmed decisions, on the other hand, are those that are out of the ordinary or are unique. They are new and non-repetitive, unstructured and entail high risks. They cannot be easily assessed in quantitative terms. There are no

established procedures for handling the problem because of its novelty. Decisions made may mean greater expenditure of resources. An example of a non-programmed decision is a decision to construct new classroom facilities or workshops. Administrators or managers should rely heavily on their problem-solving ability, creativity, intuition, tolerance for ambiguity and judgement when they make non-programmed decisions. The ability to make a good non-programme decisions helps to distinguish effective managers from ineffective managers.

A tripartite classification of administrative decisions include: intermediary, appellate and creative decisions.

Intermediary decisions do not originate with the school administrator but are delegated to him or her by a superior in the organizational hierarchy. Intermediary decisions are said to have been made whenever school administrators (principals) respond to a request or directive from their superiors (e.g., the School Board) to make a decision with regard to a particular matter for which the Board may have established a general policy.

Appellate decisions are called for when subordinates refer matters to the educational administrators for his disposition. A request for an appellate decision may stem from uncertainty on the part of a school or a school principal about how a certain problem should be handled, or a dispute between two or more subordinates settled. For example, with reference to the issue of uncertainty, the principal of a school may request the secondary board to provide his institution with criteria to be used in determining whether or not a group of final year students who had beaten up a Vice-Principal should be allowed to write an examination they have duely registered for before this misbehavior. It should be noted that because of their very nature, appellate decisions should usually not be delegated and should not be delayed.

Creative decisions are decisions that the educational administrator may make. Creative decisions are those concerned with significantly improving some

aspects of education, such as curricular programmes and admission policies. Such decisions require insight, imagination, vision, initiation and courage on the part of the administrator.

A good education decision maker must posses some qualities which may include-

i). **Adequate Knowledge of the Decisions:** He needs to identify the purpose, reason(s) for making such a decision. He must be aware of the significance of which decisions are made

ii). **He must be Skilful:** He needs certain skills that will distinguish and differentiate him from peers. The skills required of him includes analytical, creative, social, communication, problem-solving skills among others.

iii). **He must be Accommodating and Friendly:** Decisions made without feeling the 'impulse' of those who they were made for may create anarchy, chaos and conflict in the day-to-day running of schools. It is expected of a decision maker to be attentive, humorous and accommodating to all categories of staff.

iv). **Administrative Ability:** The ability of the administrator to play his leadership roles. It has to do with knowledge, expertise and experience which an individual needs to acquire before he can function effectively and efficiently.

v). **Good Leadership:** The style of leadership in a school can also influence the quality and process of decision. While some leaders would want to take decisions without involving their subordinates (management by objectives), administrators are however, of the view that the style of administration should be situational.

Communication is the transfer of information, feelings or messages from a source to a receiver. In other words, it is the process of transmitting meaning from sender to receiver. Communication in a school is successful to the extent to which

the sender of the message and a receiver have a very similar comprehension of the content of the message.

When a decision is made in a school, it must be communicated to all its subsystem affected by it. Communication pervades organizations because most organizational process require communication to solve problems and accomplish goals. In order to persuade, instruct, direct, request, present, inform, stimulate or develop an understanding, the school administrator must communicate.

Of all management activities, none takes much time as that of communication. If communication is hampered, the entire organization suffers; when it is accurate, thorough and timely, the organization can move effectively toward goal achievement.

There are a number of possible distinct directions of communication flow within a school; vertical, downward, upward, horizontal, diagonal, informal and grapevine. The grapevine communication as an informal source of communication is much more than that in degree and intensity. It often grows through telling and retelling, and largely based on rumour. Management owes it a duty to nip it at the bud by quickly issuing positive statements to give the correction of issues.

Communication as a means to an end takes place where there is a message to be conveyed to another person or persons. The sender, the message and the recipient are important components in any system of communication. Therefore, for communication to produce the desired results, the sender must purposefully make it clear and meaningful for it to be fully understood by the recipient. This is especially so in schools and colleges where the educational manager communicates with the Ministry of Education, Teaching Service Commission, the community, members of staff and more importantly his students. Effective communication is therefore of vital importance if educational management is to be successful.

The interpersonal relationship in any organization is determined by the organizational climate of such organization. Therefore organizational climate describes the interpersonal relationship that exist within the organization.

Organizational climate is a set of properties of the work environment perceived by individuals who work there and which serve as a major factor in influencing their job behaviour. It is a subtle spirit that exists in a school, both in the minds of the teachers and students and in every act, which may never be exactly described or analysed, but which an experienced observer recognizes when he inters a school.

Climate might be viewed on the one hand as the enduring characteristics which describes a particular school, distinguish it from other schools, and influence the behaviour of teachers and students, and on the other as a feel which teachers and students have of the school. School climate influences the employees' and students work behaviour and performance in the school.

It is a question of perception by members of a school organization and sometimes by visitors. It is a set of unique and fairly enduring characteristics of a school.

It is a product of formal and informal group characteristics and other factors in the environment-a product of the interaction between students, teachers and administration in a school.

Personal policies must include the organizations resolution to the type of relationship its workers should maintain with other recognized trade unions or staff associations. As much as possible, the labour laws of the country must be respected, otherwise, the organization may not know peace. The right of all workers in any organization, however, must be respected and all agreements with workers must be honoured.

Education in Nigeria is a huge venture that has witnessed a progressive evolution of government's complete and dynamic intervention and active participation. Based on this, government has adopted education as an instrument

par excellence for national growth and development and subsequently launched the Universal Primary Education (UPE) in 1976 and the subsequent take over of schools of the mid 1970.

In an attempt to improve the quality in education, schools and ministry officials called inspectors were appointed to inspect the work of teachers and to know whether or not teachers were doing what they were suppose to do.

Inspection is an agent of quality control of the inspectorate division of the ministry of education which is suppose to ensure as much as possible, that education in the secondary level is of high standards. This implies that it has to look into and study the elements of quality in education such as provision of resources (financial, human and material) ensuring that the right kind and number of personnel are recruited into schools to man the administrative and instructional functions of the school, ensure the availability and adequacy of facilities, infrastructure, equipment etc and also mount supervisory mechanism of control to co-ordinate the activities of personnel and the utilization of resources toward the achievement of set goals of education.

Supervision on the other hand 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. Supervision is all efforts of designated school officials toward providing guidance and leadership to teachers and other educational workers in the improvement of instruction.

Supervision is a process of an activity whereby an individual by means of advising and stimulating interest in teachers and pupils, help improve teaching and learning situations in educational institutions. The term involves advise, direction and discussion which help to see that available resources (manpower, finance and equipment) are utilized for the achievement of educational objectives. The primary objective of supervision is to enhance the quality of instruction in the school. Inspection and supervision are therefore *sine qua non* to improvement of schools and teaching and learning process. Inspection is collective in nature in terms of

how it affects the school and supervision is basically individualistic in nature and directed at improving the teaching/learning process.

Training is a deliberate attempt to improve the performance of the individuals at their jobs by changing their behaviours to a new kind of behaviour through training. It is a systematic way of correcting deficiency in human aspect of organizational performance. Training is an understanding aimed at raising the level of development of the employees regardless of whether they stay with a firm or leave and seek employment elsewhere.

Roles and responsibilities are constantly changing so employees will need to continually renew and refresh their skills and competences through training. This can happen in the course of normal working (on-the job-training) or away from the work place (off-the-job training).

Development of teachers involves retraining teachers in the new curriculum and subject's content. Retraining increases knowledge and improves the skills and competencies of serving teachers.

Professional development involves teachers' professional growth as central to school changes, which the teacher requires both inside and outside the school. Professional development of teachers involves activities that can stimulate teachers to observe classroom events more carefully, assess their effectiveness thoughtfully and share new insights.

Training may be focused directly or indirectly to increase the job skills of an individual or a group of individuals by teaching them to perform their tasks more efficiently and effectively. Teachers may go on refresher course. For training to operate efficiently as an input/output mediator, it must be focused on the individual and the situation as the need arises.

The administrator carries out the function of the staff development by identifying and indicating the staff need of the school. This deals with the qualifications and areas of specialization of existing vacancies and how the

collected statistics can serve as a basis for their recruitment and making representation to the appropriate body in charge of employment matter.

Another way by which the administrator carries out development of staff is through orientation of new members of staff to the school which includes, staff, students and community. The essence of this is to help make the breaking in period of the new employee less traumatic.

The administrator can also conduct programmes of staff improvement through classroom observation and other forms of evaluation. The basis for this is to be able to identify areas of strength and weakness on the part of the teachers.

Based on the observations by the administrator, activities such as in-service training can be recommended. Staff could also be encouraged to join professional associations.

The administrator through the maintenance of good human relations with staff, could motivate them both to learn and put in their best on the job.

Related to training and development is recruitment, placement and promotion. Recruitment is the process used to attract suitable applicants from the labour market in order to select the suitable person for a particular job. Recruitment is preceded by manpower need requirements. The process of recruitment starts the production of a ‘personnel’ specification.

The process of recruitment also involves the policy of internal and external recruitment, which determines the type of advertisement to be placed. In recruiting personnel for secondary school, the Federal Service Commission, State Teaching Service Commission in collaboration with the Federal Ministry of Education, the State Ministry of Education, have the mandate to do this.

Placement is the process of putting people who have been recruited or selected for promotion into a particular job. An organization can either recruitment people internally or externally. An organization is said to have embarked on internal recruitment when vacant higher positions, for example, where a manager

resigned, an assistant manager can be promoted to fill the position instead of employing a new manager.

On the other hand, external recruiting is a situation where the organization cannot meet its human resources needs from within, it decides to recruit people from outside.

Before an organization embarks on a recruitment exercise, it must be sure of its areas of need, and the number of people required, and the skill or educational qualifications required for performing the job. The applicant should be given a Realistic Job Preview (RJP). Thus making the applicant know what the job he is applying for entails. The reason for this is that atimes people apply and are employed without actually knowing the real nature of the job they were recruited to do.

Discipline refers to when students are taught to respect the school authorities, to observe the school laws and regulations and to maintain an established standard of behaviour.

Discipline involves self control, restraint, respect for self and respect for others. Consequently, lack of discipline relates to misbehavior in any form. Indiscipline is any act that is inconsistent with the set down rules and regulations governing learning situations. It is a violation of school rules and regulations capable of obstructing the smooth and the orderly functioning of the school system. This should be avoided through perfect orientation of students and imposition of positive sanction in cases of obvious violation of the order. Some cases of indiscipline in schools include, ineffective teaching as a result of teacher's method of teaching; uninteresting lesson which leads to boredom on the students; harsh school rules and regulations that create tension and frustration in students; poor home training, lack of facilities and equipment; authoritarian methods of administration, lack of sufficient moral instruction, lack of proper communication among principal and staff and students, lack of sincerity and devotion to duty, and poor attitude to learning.

Indiscipline in school will affect the development of human resources needed for social and economical transformation of the society. Indiscipline is a destructive and underserving element to progress, training or mode of life. It is a serious impediment to national development. It allows teachers and students to pervert the whole aim of education, examination and public morality. It does not encourage development. It retards progress. It breeds disorderliness, and underdevelopment and militates against effective teaching and learning process in schools.

Economically, it affects productivity. It is an impediment to the development of human resources needed for economic development. Discipline can be improved in schools through; positive parental roles, use of Parents/Teachers Association, training of school administrators, suggestion box, regular meeting of prefects, improved career prospects in teaching, moral and religious instruction, clearly outlined rules and regulations, effective communication, consistency in punishing offenders, good example, etc.

The school plant is the place interpretation of the school curriculum. One of the ways in which curriculum finds its physical expression is through the construction and internal arrangement of the school plant. An effective school plant is a controlled environmental condition which aids the teaching-learning process, and at the same time protects the physical well-being of the occupants.

In our public school system rarely does a school head act as a consultant in the establishment of a school from the scratch. This means that many schools administrators may not have the opportunity of participating in the planning, site selection and specification of school facilities.

The actual role of the school administrator in the area of plant management is maintenance. The school administrator should determine in advance the maintenance option that is applicable in his school and make the best of it. Whatever maintenance under which option he operates, the administrator should realize that he has the responsibility to preserve and prolong the useful life of the

stock of facilities in his school. He should use wisely the resources available to him to maintain the items, buildings, furniture and equipment as far as is possible in their original condition.

School-community relationship is a purposeful effort to establish a good rapport between the school and the community in order to achieve educational goals. School-community relation is the interaction between the school and the community which is aimed at bringing about mutual understanding and co-operation for the purpose of bringing up citizens which will be useful to their community and society at large.

Schools exist for the community and the community acts as the basis for the existence of the school, in that if there is no community, there would be no school. Every school should have proper understanding of the community where it serves.

For effective school-community relationship the administrator should make it a duty to understand the composition and behavioural patterns of the community. The school and its resources should be made accessible to the community. Education is an open system and any open and social organization thrives on effective relationship within it and with its relevant publics. The school administrator should endeavour to promote school-community relations through the participation of the school in community activities and projects as well as community participation in some aspects of the school programmes. This could be achieved by means of organizing visits to places of interest in the community and through the use of community resources.

For the achievement of school goals, and objectives, the school and the community must be in harmony and there must be mutual relationship.

To establish whether pupils have been learning, teachers must have to set, administer, score and grade students through examinations. Testing or examination provides information about the examinees abilities and performance.

It also enables meaningful observations and comparisons to be made of the kind of behaviour learners acquire during the teaching-learning process.

Performance by students should reflect similar grade, in the same test, and similar results should be obtained by groups of comparable candidates using the test on other occasions, even when marked by a different examiner. The kind of result may only be obtained if among others the test is carefully administered, implying that the quality of test management and administration ensures its validity and reliability.

The paramount guiding principles in administering any classroom test is that all examinees should be given a fair chance to demonstrate their achievement of the learning outcomes intended or planned. This implies physical and psychological environment in which the examination is taking place has to be conducive for the examinee to facilitate the achievement of the testing outcome. The factors that might interfere with validity of the measurement also have to be controlled. Examinees should be as relaxed as possible and distractions should be eliminated or minimized.

Another principle is students having positive attitude towards a test. People are likely to perform better at any endeavour, including test taking, when they approach the experience with a positive attitude. Teachers should help students to develop these positive attitudes towards test. It is imperative that test administrators are qualified enough and trusted persons. This is to ensure that tests are properly managed to obtain valid and reliable results. Test administrators need to have the opportunity to learn their responsibilities as a prerequisite to accurate test results. A well prepared test is easy to administer than a poorly prepared test. A successful test administration exercise is a product of test planning. Cheating is most likely to occur in a poorly planned test. A good test administration irrespective of test preparation is paramount.

Good testing practice is in the hands of the examiner, who should ensure the testing exercise runs smoothly. The period before the test, during and after the test should be effectively managed to realize a highly efficient testing period.

Admission of students to school is based upon meeting prescribed conditions which include entry qualifications, age, performance in entrance examinations and interview. In Federal Unity Schools, the admission policy is such that while reserving reasonable percentage of places on strict academic merit and also on quota for catchment areas an equally reasonable quota is reserved on the principle of equality of states.

Under the current arrangement, 30 percent of available slots is given to pupils on merit; another 30 percent is distributed based on state quota while 30 percent is distributed based on environment while the remaining 10 percent is distributed based on what the ministry called exigency.

Admission into Federal Unity Secondary Schools is centralized. Principals of all the 104 schools meet at a prescribed venue under the supervision of the Minister's representative to select and place students.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the sources of data, method and procedures applied in the collection of data. The focus of the chapter includes, research design, population of the study, sample and sampling technique, instrumentation, pilot study, validation of instrument, reliability of instrument, administration of instrument and method of data analysis.

3.2 Research Design

A survey research design was used for this study. Surveys and questionnaires are used extensively in the behavioural sciences as relatively efficient ways to gather large amounts of information. By representing people with a few carefully constructed questions, it is possible to obtain self reported answers about attitudes, opinions, personal characteristics and behaviours (Gravetter and Forzano, 2006). Contributing on this line, Sambo (2006) reasoned that survey research design is appropriate when the total population cannot be assessed in such instances, information is gathered on a representative sample from which inferences are made on the whole population. The researcher is undertaking the survey research design in order to survey the opinions and attitudes of a large population of people, using a representative selection from such population since the problem being investigated is focused on the evaluation of administration of unity secondary schools in Nigeria, the method is most appropriate because the respondents are scattered in different parts of Nigeria with one or more characteristics in common.

3.3 Population

Gravetter and Forzano (2006) view a population as the entire set of individuals of interest to a researcher. Although the entire population usually does not participate in a research study, the results from the study are generalized to the entire population.

According to Ary, Jacobs and Razavieh (2002) a population is defined as all members of any well-defined class of people, events or objects.

Following from the above, the population for this study is made up of all Principals, Staff, Vice-principals and PTA chairmen of Federal Unity Secondary Schools in Nigeria represented on table 3.1.

Table 3.1 School Population by Zones

Zones	States	Number of Schools per Zone	Selected States	No. of Schools Per zone
North Central	Benue(4), Kwara (2), Kogi (2), Nasarawa (3), Niger (5) and Plateau (2)	18	Benue and Plateau	4
North East	Adamawa (2), Bauchi (2), Borno (3), Gombe (2), Taraba (3) and Yobe (2)	18	Adamawa and Bauchi	4
North West	Jigawa (2), Kaduna (3), Katsina (3), Kano (2), Sokoto (4), Zamfara(2) and Kebbi (2)	18	Kaduna and Kano	4
South-East	Abia (3), Anambra (3), Eboyi (2), Enugu (2) and Imo (2)	12	Anambra and Enugu	4
South-South	Akwa-Ibom(4) , Bayelsa (3), Cross River (3), Delta (2), Edo (3) and Rivers (3)	18	Cross River and Delta	4
South-West	Ekiti (4), Lagos (4), Ogun (3), Osun (2) and Oyo (2)	18	Lagos and Ogun	4
FCT Abuja		6	FCT Abuja	2
Total	36 States and FCT Abuja	104		26

Source: FME (2014)

3.4 Sample and Sampling Techniques

According to Ary et al (2002) a sample is a proportion of a population. According to Gravetter and Forzano (2006) a sample is a set of individuals selected from a population and usually is intended to represent the population in a research study. The individuals who are selected to participate in the research study are the sample. Sampling involves taking a portion of the population, making observations on this smaller group, and then generalizing the findings to the parent population, the larger population from which the sample was drawn (Ary et al 2002).

The stratified sampling technique was used for the study. According to Ary et al (2002) when the population consists of a number of subgroups, or strata, that may differ in the characteristics being studied, it is often desirable to use a form of probability sampling called stratified sampling. The basis for stratification was geographic, characteristics of the population, gender, age and year of teaching etc. Random sampling was also applied. This is to give every state a chance of being selected.

Nigeria has 36 states with 6 geo-political zones. Two states were randomly selected from each zone giving us 12 states and the FCT. This is to eliminate bias and increase confidence of result. This is in line with the recommendation of Roscoe (1969) in Maichibi (2000) that 30% of total population can be used as a sample study. The zones are:

The North Central geo-political zone comprising Benue, Kwara, Kogi, Nasarawa, Niger and Plateau.

The North East geo-political zone comprising Adamawa, Bauchi, Borno, Gombe, Yobe and Taraba.

The North West geo-political zone Jigawa, Kaduna, Kastina, Kano, Sokoto, Kebbi and Zamfara.

The South East geo-political zone comprising Abia, Anambra, Ebonyi, Enugu and Imo.

The South South geo-political zone comprising Akwa-Ibom, Bayelsa, Cross River, Delta, Edo and Rivers.

The South West geo-political zone comprising Ekiti, Lagos, Ogun, Osun and Oyo. And the FCT Abuja.

In order to eliminate bias and increase confidence of result, a random sampling technique was adopted in the selection of states, schools, Principals, vice principals, teachers, non teachers and PTA chairmen.

12 states, 26 schools and 780 respondents.

The sampled states include: Plateau, Benue, Adamawa, Bauchi, Kano, Kaduna, Anambra, Imo, Cross-River, Delta, Lagos, Ogun And The FCT.

A total of two secondary schools were selected from each of the 12 states for the study. In each school, 30 questionnaire was distributed to the principals, vice-principals (administration, academies and special duties), guidance counseling, senior board house masters (male and female), heads of departments, subjects heads, teachers and PTA chairman. There were 780 respondents or participants.

The researcher adopted the idea of Nwana (1982) which argues that there is no fixed and inviolate rule regarding the size of the sample. To him, no fixed percentage and number is ideal rather it is the circumstance of the study situation that determines what number of respondents i.e. the purposive random sampling.

3.5 Instrumentation

A structured questionnaire is the instrument that was used for data collection of this study. As stated by Kerlinger (1973), the questionnaire technique of data collection provides vital information on how a researcher obtains the needed details on which the result and conclusion from the study are based. The questionnaire is commonly used to collect data from a survey of large disperse groups of respondents. Also questionnaire is adjudged to be the simplest and in many ways, the best procedure of measuring views and opinion. Similarly, the

questionnaire is capable of eliciting information from respondents with sincere confidentiality and secrecy which protect respondents when giving information. The questionnaire for this study was designed in line with the objectives, research questions and hypotheses of this study: Evaluation of administration of Unity Secondary Schools in Nigeria.

The questionnaire was made up of the rating scale questions. A rating scale question according to Gravetter and Forzano (2006) requires a participant to respond by selecting or numerical value on a predetermined scale. The numerical scale that accompanies each question typically represents a range of alternatives from very positive to very negative. A common example uses a 5-point scale on which individuals rate their level of agreement or disagreement with simple statement.

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

The rating scale is usually presented as a horizontal line divided into categories so that participants can simply circle a number or mark an X at the location corresponding to their response. This type of rating scale question is often called a Likertscale (or a Likert-type scale) after RensisLikert, who developed the 5-point response scale as part of a much more sophisticated sealing system (Likert, 1932).

Each of the questionnaire has two sections. Section A is meant to find out some personal information about the respondents. Such information about age, marital status, sex, qualifications and working experience. Section B has 11 sub scales.

a. Decision making process in Unity Schools in Nigeria
b. Communication in Unity Secondary Schools in Nigeria.

c. Interpersonal relationship in Unity Secondary Schools in Nigeria.
d. Inspection and supervision in Unity Secondary Schools in Nigeria.
e. Recruitment, placement and promotion in Unity Secondary Schools in Nigeria.
f. Staff training and development in Unity Secondary Schools in Nigeria.
g. Maintenance of discipline in Unity Secondary Schools in Nigeria.
h. Provision and maintenance of facilities in Unity Secondary Schools in Nigeria.
i. School-community relationship in Unity Secondary Schools in Nigeria.
j. Administration of examination in Unity Secondary Schools in Nigeria.
k. Admission of students in Unity Secondary Schools in Nigeria.

3.6 Validity of Research Instrument

Olaofe (2010) defines validity as the ability of the research instrument to measure as adequate as possible the variables purported to be measured. To Gravetter and Forzano (2006) the validity of a measurement procedure concerns whether it actually measures the variable that it claims to measure. According to Ary et al (2002) the new standards for Educational and Psychological Testing 1999, prepared by the American Educational Research Association AERA) defines validity as "the degree to which evidence and theory support the interpretations of test scores entailed by proposed uses of tests". Assessing validity is important to the researcher because most instruments used in educational and psychological investigations are designed for measuring hypothetical constructs. The content validity method was used to determine the validity of the instrument. The instrument was validated by the study supervisor and statisticians for inputs to determine the viability of the research instrument. Their approval was used as measure of confirmation of validity of the instrument.

3.7 Pilot Study

A pilot study was conducted in two schools of similar characteristics as the samples. This is in order to make amendment to the questionnaire where necessary. Pilot study is considered to determine both content and face validity of an instrument. This trial run, or pilot study, according to Ary et al (2002), will first of all, help the researcher to decide whether the study is feasible and whether it is worthwhile to continue. It provides an opportunity to assess the appropriateness and practicality of the research methodology. It permits a preliminary testing of the hypothesis, which may give some indication of its tenability and suggest whether further refinement is needed. Stating further, Ary et al (2002) opined that unanticipated problems that appear can be solved at this stage, thereby saving time and effort later. Following the result of the pilot study which elicited specific answers from the respondents, the content and face validity of the instrument was established.

The reliability of a scale indicates how free it is from random error. The most commonly used statistic is Cronbach's coefficient alpha (available using SPSS). This statistic provides an indication of the average correlation among all of the items that make up the scale. Values range from 0 to 1, with higher values indicating greater reliability.

Different levels of reliability are required, depending on the nature and purpose of the scale, commonly a minimum level of .7 is recommended. However in this research instrument which is divided into eleven sections and the reliability of each section is computed below using SPSS Statistics.

3.8 Reliability of the Instrument

Reliability is the ability of an instrument to consistently measure what is supposed to measure. According to Gravetter and Forzano (2006) A measurement procedure is said to have reliability if repeated measurements of the same individual under the same conditions produce identical or nearly identical values.

The reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring (Ary et al 2002).

To determine the reliability of the research instrument for this study, the Cronchback Alpha Statistic and the Statistical Package for the social Science (SPSS) co-efficient was used for the test, the calculated level of consistency was at a significant level of 0.05. From this result, the significance of the reliability of coefficient is positive, since it can be approximated to 1. This is in line with Awotunde, Ugodulunwa and Ozorji (2002) and Akuezuilo (1998) suggestions that a correlation that is close to 1 is high. Therefore the instrument is reliable and valid for data collection of this study.

Reliability for section B

Scale: ALL VARIABLES

Reliability Statistics	
Cronbach's Alpha	N of Items
0.723	10

Reliability for section C

Scale: ALL VARIABLES

Reliability Statistics	
Cronbach's Alpha	N of Items
0.819	10

Reliability for section D

Scale: ALL VARIABLES

Reliability Statistics	
Cronbach's Alpha	N of Items
0.724	10

Reliability for section E

Scale: ALL VARIABLES

Reliability Statistics	
Cronbach's Alpha	N of Items
0.816	10

Scale: ALL VARIABLES

Reliability Statistics	
Cronbach's Alpha	N of Items
0.809	10

Reliability for section G

Scale: ALL VARIABLES

Reliability Statistics	
Cronbach's Alpha	N of Items
0.828	10

Reliability for section H

Scale: ALL VARIABLES

Reliability Statistics	
Cronbach's Alpha	N of Items
0.773	10

Reliability for section I

Scale: ALL VARIABLES

Reliability Statistics	
Cronbach's Alpha	N of Items
0.718	10

Reliability for section J

Scale: ALL VARIABLES

Reliability Statistics	
Cronbach's Alpha	N of Items
0.84	10

Reliability for section K

Scale: ALL VARIABLES

Reliability Statistics	
Cronbach's Alpha	N of Items
0.722	10

Reliability for section L

Scale: ALL VARIABLES

Reliability Statistics	
Cronbach's Alpha	N of Items
0.835	10

3.9 Administration of the Instrument

The questionnaire was administered by the researcher and assisted by a research assistant from each of the selected zones, who were trained by the researcher. The target group was principals, vice principals, senior boarding house masters, guidance counselors, heads of departments, subjects heads teachers and PTA chairmen of selected Federal Unity Schools in Nigeria.

3.10 Method for Data Analysis

The research raw data was coded in a computer agreed format and finally analyzed using the maximum likelihood method of statistical package SPSS version 17 statistics. Descriptive statistics which consist of frequencies and means were clearly computed in order to answer some research questions. Similarly inferential statistics was computed to test all the research hypotheses using regression model and product moment correlation to confirm the relationship between variables.

CHAPTER FOUR
PRESENTATION, ANALYSIS AND DISCUSSION OF DATA

4.1 Introductions

In this chapter, data are presented, analyzed and discussed according to issues raised in chapter one. Statistical package for social sciences (SPSS) version 17 was utilized in analyzing the research data descriptively using frequency and simple percentages. This is to enable the researcher make a general description of the data. Regression model was the suitable statistical tool employed in testing the eleven hypotheses at 0.01 level of significance. Regression seeks to establish whether or not variables are correlated. It is a measure to which variables change together. It goes further to measure the extent of the change

4.2 Background of Respondents

This section of the chapter presents table and graphical display of the respondents basic information in this study. The background information covers educational qualification, age range, sex and years of working experience of the respondents.

Frequencies for all items

Bio Data Analysis

Table 4.2.1: Age Range Analysis

This section presents the age range of respondents. Items 1-5 of the personal information of the questionnaire relate to this section. Item 1 sought to find out how many of the respondents were within the age range of between 25-29 years. Item 2 tried to find out how many of the respondents fall within the age bracket of 30-34 years. Item 3 tried to find out the number of respondents that fall within the age bracket of 35-39 years. Item 4 tried to find out how many of the respondents fall within the range of 40-44 years , while item 5 sought to find out the number of the respondents that fall within the age range of 45-50 years and above.

The responses of all the respondents on issues that relate to age range were collected, analyze and presented in a table using frequency and simple percentages. Thus table 4.2.1 gives the detail.

Table 4.2.1 Age Range of Respondents

S/No.	Age Brackets	Frequency	Percent	Valid Percent	Cumulative Percent
1	25-29 yrs	42	5.4	5.6	5.6
2	30-34 yrs	82	10.5	11	16.6
3	35-39 yrs	99	12.7	13.3	29.9
4	40-44 yrs	265	34	35.5	65.3
5	45-50 yrs	259	33.2	34.7	100
	Total	747	95.8	100	
Missing	System	33	4.2		
Total		780	100		

From table 4.2.1 on age range, there were 42 representing 5.4% of the respondents between the ages of 25-29 years. For 30-34 years, there were 82 representing

10.5% of the respondents. For 35-39 years, there were 99 representing 12.7% of the respondents. For ages between 40 -44 years, there were 265 representing 34% of the respondents. 45-50 years had 259 representing 33.2% of the respondents. Represented in the graph.

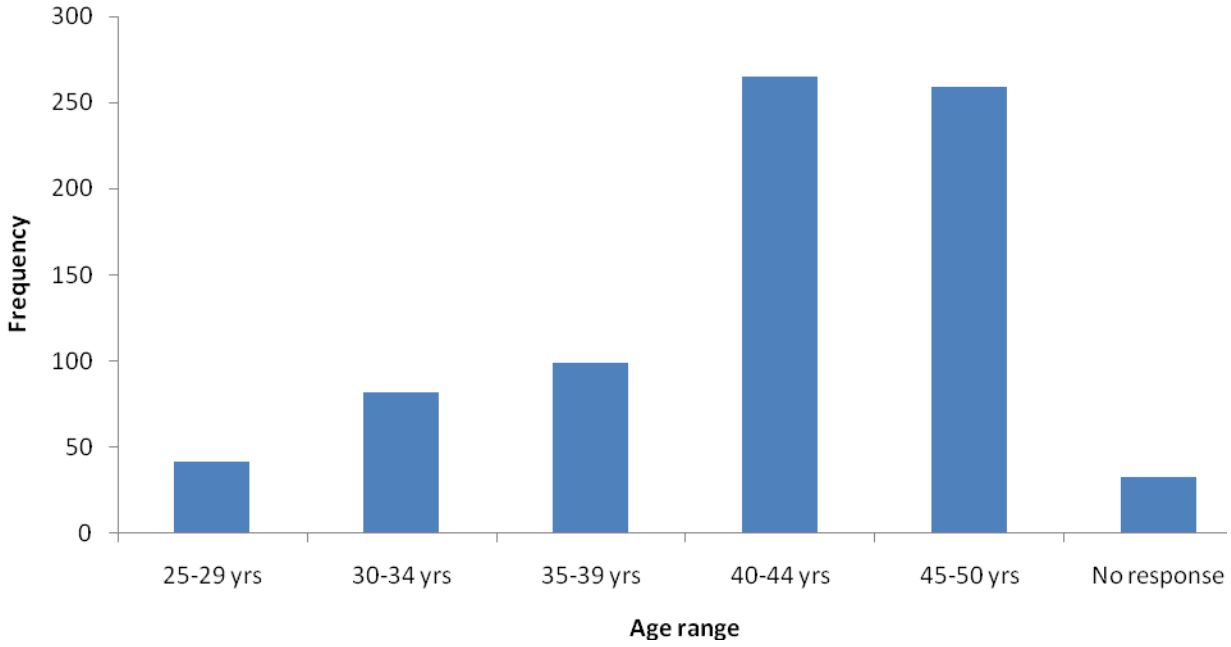


Figure 1: Distribution of respondent according to age group

Table 4.2.2: Marital Status Analysis

This section presents the marital status of respondents on evaluation of administration of Unity Secondary Schools in Nigeria. Items 1-4 of the personal information on marital status of the questionnaire relate to this section.

Item 1 sought to find out how many of the respondents were married. Item 2 tried to find out the number of the respondents that were single. Item 3 tried to find out how many of the respondents that were divorced while item 4 sought to find out the number of the respondents that were widowed.

The responses of all the respondents on issues that relate to marital status were collected, analyzed and presented in a table using frequency and simple percentages. Thus table 4.2.2 gives the details.

Table 4.2.2: Marital Status of Respondents

S/No.	Marital Status	Frequency	Percent	Valid Percent	Cumulative Percent
1	**Married**	668	85.6	85.6	85.6
2	**Single**	58	7.4	7.4	93.1
3	**Divorced**	18	2.3	2.3	95.4
4	**Widowed**	36	4.6	4.6	100
	Total	780	100	100	

From table 4.2.2: Marital status. 668 representing 85.6% of the respondents were married. 58 representing 7.4% of the respondents were single. 18 representing 2.3% of the respondents were divorced and 36 representing 4.6% of the respondents were widowed. Represented in the graph.

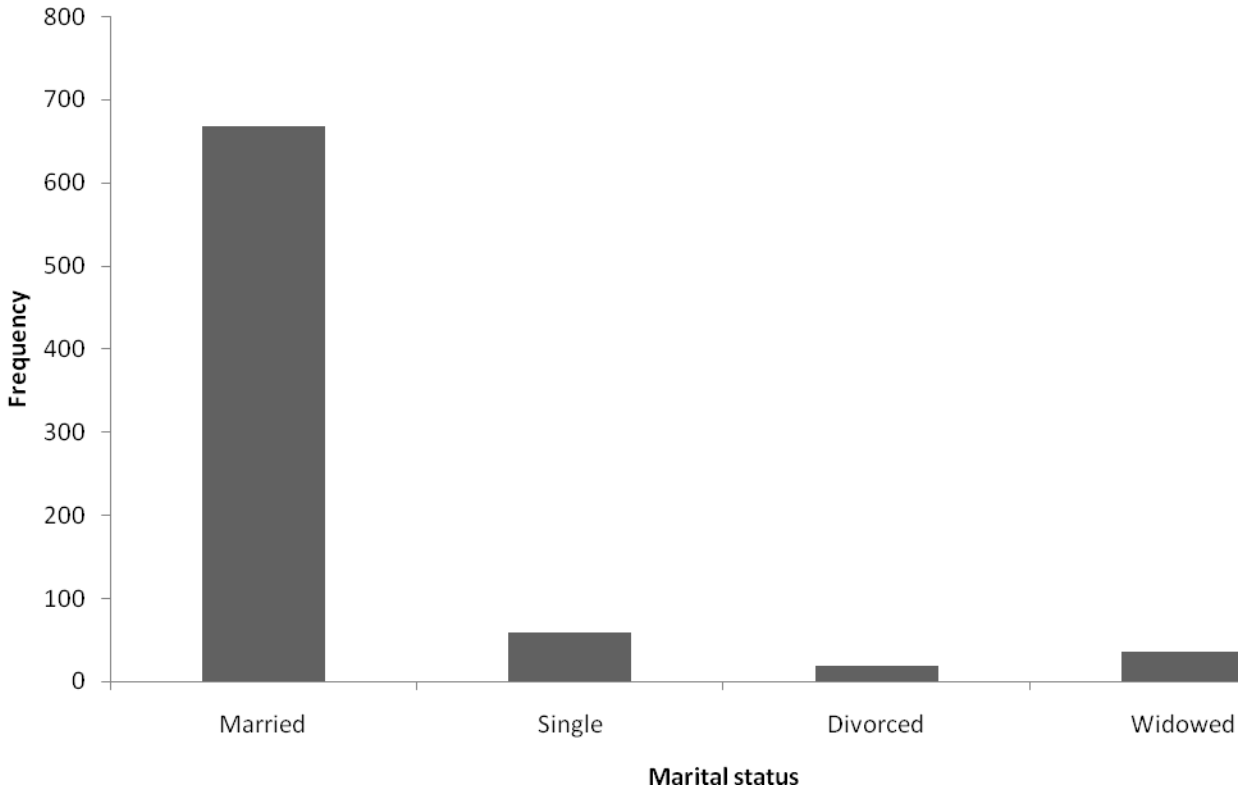


Figure 2: Respondents marital status

Table 4.2.3: Sex Analysis

This section presents the sex of respondents on evaluation of administration of Unity Secondary Schools in Nigeria. Items 1 and 2 of the personal information on sex of the questionnaire relate to this section.

Item 1 sought to find out the number of the respondents that were males while item 2 tried to find out the number that were females.

The responses of the respondents on issues that relate to sex were collected, analyzed and presented in a table using frequency and simple percentages. Thus table 4.2.3 gives the details.

Table 4.2.3: Sex of Respondents

S/No.	Sex	Frequency	Percent	Valid Percent	Cumulative Percent
1	**Male**	476	61	61.6	61.6
2	**Female**	297	38.1	38.4	100
	Total	773	99.1	100	
Missing	**System**	7	0.9		
Total		780	100		

From table 4.2.3 on sex, 476 representing 61% of the respondents were males while 297 representing 38.1% of the respondents were females. Represented in the graph.

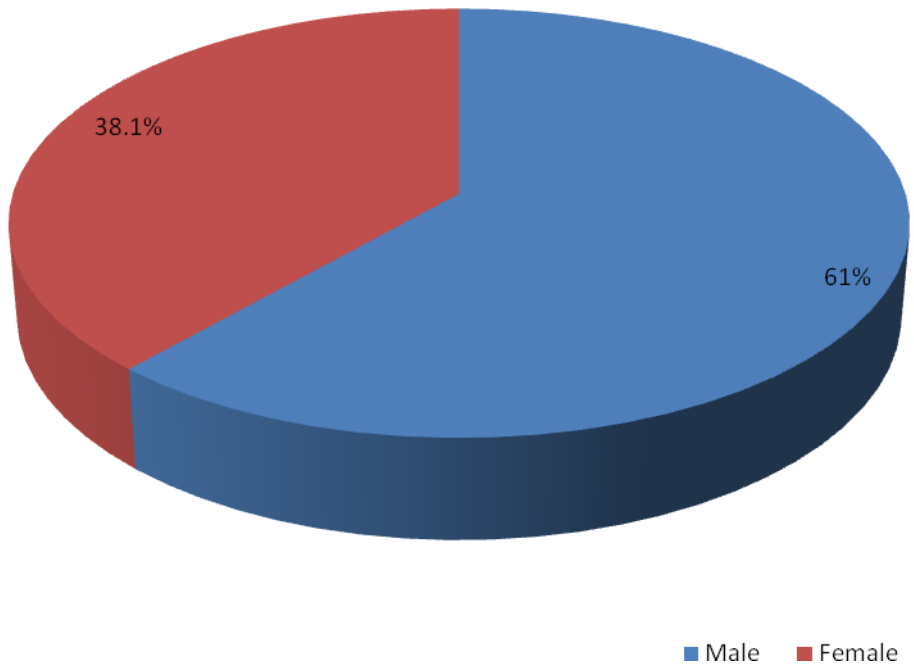


Figure 3: Distribution of respondents according to sex

Table 4.2.4: Educational Qualification Analysis

This section presents the highest qualification of respondents on evaluation of the Federal Unity Secondary Schools in Nigeria. Items 1-7 of the personal information on highest qualification of respondents on the questionnaire relate to this section.

Item 1 sought to find out how many of the respondents had NCE certificates. Items 2 sought to find out how many had HND certificates. Item 3 tried to find out how many respondents had B.Ed certificates. Item 4 sought to find out how many of the respondents had a degree but not in education. Item 5 tried to find out how many had PGDE. Item 6 tried to find out how many of the respondents had masters in Education while item 7 sought to find out how many respondents had master but not in Education.

The responses of the respondents on issues that relate to highest qualification were collected, analyzed and presented in a table using frequency and simple percentages. Thus table 4.2.4 gives the details.

Table 4.2.4: Educational Qualification of Respondents

S/No.	Qualification	Frequency	Percent	Valid Percent	Cumulative Percent
1	**NCE**	32	4.1	4.1	4.1
2	**HND**	33	4.2	4.2	8.3
3	**B.Ed**	346	44.4	44.4	52.7
4	**Bachelors degree not in Education**	53	6.8	6.8	59.5
5	**PGDE**	174	22.3	22.3	81.8
6	**Masters in Education**	81	10.4	10.4	92.2
7	**Masters not in Education**	61	7.8	7.8	100
	Total	780	100	100	

From table 4.2.4 on Highest Educational Qualifications 32 representing 4.1% of the respondents had NCE. 33 representing 4.2% of the respondents had HND. 346 representing 44.4% had B.Ed. 53 representing 6.8% of the respondents had university degree but not in education. 174 representing 22.3% of the respondents had PGED. 81 representing 10.4% had Master in Education (M.Ed). 61 representing 7.8% had Masters degree but not in education. Represented in the graph.

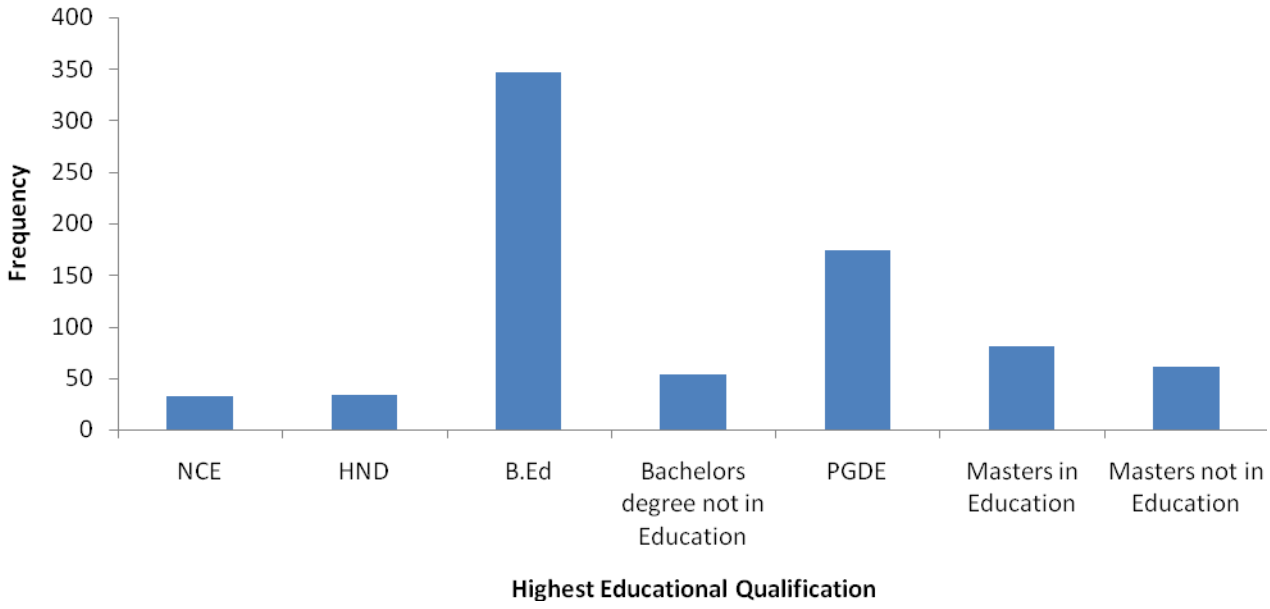


Figure 4: Educational background of the respondents

Table 4.2.5: Work Experience Analysis

This section presents the working experience of the respondents on evaluation of the Federal Unity Secondary Schools in Nigeria. Items 1-6 of the personal information years of working experience of respondents on the questionnaire relate to this section. Item 1 sought to find out how many of the respondents had worked for 1 year. Item 2 tried to find out how many of the respondents had worked for 6-10 years. Item 3 sough to find out how many of the

respondents had worked for 11-15 years. Item 4 sought to find out how many had worked for 16-20 years. While item 5 tried to find out how many respondents had worked for 21-25 years, item 6 sought to find out how many had worked for 26 and above years.

The responses of the respondents on issues that relate to years of working experience were collected, analyzed and presented in a table using frequency and simple percentages. Thus table 4.2.5 gives the details.

Table 4.2.5: Work Experience of Respondents

S/No.	Working Experience	Frequency	Percent	Valid Percent	Cumulative Percent
1	**1-5 yrs**	14	1.8	1.8	1.8
2	**6-10yrs**	85	10.9	11.1	12.9
3	**11-15yrs**	65	8.3	8.5	21.4
4	**16-20yrs**	134	17.2	17.5	38.9
5	**21-25 yrs**	301	38.6	39.2	78.1
6	**26 & above**	168	21.5	21.9	100
	Total	767	98.3	100	
Missing	**System**	13	1.7		
Total		780	100		

Table 4.2.5 on years of working experience, there were 14 representing 1.8% of the respondents of between 1-5 years of working experience. 85 representing 10.9% of the respondents had worked for between 6-10 years. 65 representing 8.3% of the respondents had worked for between 11 and 15 years. 134 representing 17.2% of the respondents had worked for 16-20 years. 301 representing 38.6% of the respondents had worked for 21-25 years and 168 representing 21.5% of the respondents had worked for 26 years and above. Represented in the graph.

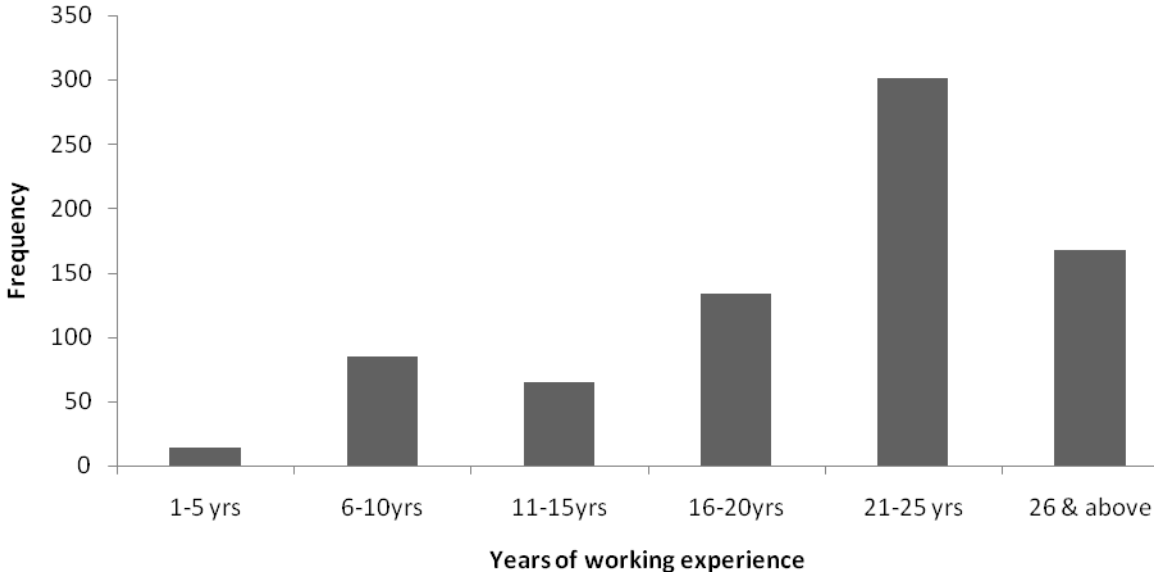


Figure 5: Distribution of respondents according to years of teaching experience

Table 4.3: Research Question Analysis

Table 4.3.1: What is the Nature of Decision Making Process in Unity Schools.

This section presents the opinions of respondents on decision making process in Unity Secondary Schools in Nigeria. Items 1-10 in the questionnaire relate to this section. Items 1-3 were attempts to find out from the respondents whether decisions were made through due process in which teachers were involved and committee system was adopted. However, items 4 and 5 tried to find out whether students were involved in decision making process on issues that affect them and whether the principals decide on issues that require urgent attention.

Items 6 and 7 attempted to find out whether the decisions relating to labour was reached between authority and union leaders, and if non-teaching staff were involved in decision making process in Unity Secondary Schools. While item 8 sought the opinions of the respondents on whether administrators honoured the decisions that were reached, item 9 tried to find out if administrators allows influence peddling to make him/her change once decisions are reached. Item 10

sought the opinions of respondents on whether members of staff were over stressed on involvement in decision making process.

The responses of all the respondents on issues that relate to decision making process in Unity Secondary Schools in Nigeria were collected analyzed and presented in a table using frequency and simple percentages. Thus table 4.3.1 gives the details.

Table 4.3.1: Opinion of Respondents on Decision Making Process

	STATEMENT	**SA**	**A**	**U**	**D**	**SD**	**N**	**Mean**	**Std. Deviation**
1	In my school before decisions are made there is due process to be followed	484 62.8	212 27.2	13 1.7	70 9.1	- -	780	4.4218	0.90798
2	Decisions are made through committee process	295 37.8	350 44.9	52 6.7	47 6	28 3.6	772 99	4.0842	1.0068
3	Teachers are involved in decision making process on issues that affect them	324 41.5	348 44.6	35 4.5	36 14.6	12 1,5	755 96.8	4.2397	0.86764
4	Students are involve in decision making process on issues that affect them	202 25.9	412 52.8	48 6.2	52 6.7	46 5.9	760 97.4	3.8842	1.06558
5	Issues that require urgent attention are decided upon by the principal	424 54.4	195 25	77 9.9	36 4.6	- -	732 93.8	4.3757	0.86083
6	Decision relating to labour is reached between authority and labour leaders	44 5.6	167 21.4	185 23.7	236 30.3	96 12.2	727 93.2	2.7648	1.12496
7	Decision making process also involves non-teaching staff.	135 17.3	375 48.1	94 12.1	85 10.9	58 7.4	747 95.8	3.5944	1.13917
8	The administrator honours the decisions that are reached.	226 29	306 39.2	84 16.8	109 14	4 6.2	773 99.1	3.7154	1.202
9	The administrator never allows influence peddling to make him/her change once decision reached.	13 1.7	88 11.3	119 15.3	319 40.9	212 27.2	751 96.3	2.1625	1.01992
10	Members of staff are over stressed on involvement in decision making process.	20 2.6	31 4	84 10.8	422 54.1	223 28.6	780	1.9782	0.88536

From Table 4.3.1 above, it could be inferred that 696 representing 89.3% of the respondents agreed that decision are made in Federal Unity Schools through due process while 71 representing 9.1% of the respondents disagreed.

645 representing 82.7% of the respondents agreed that decisions are made through committee process, 75 representing 9.6% of the respondents disagreed while 52 representing 6.7% respondents were undecided on decision making through committee process.

772 representing 96.1% of the respondents agreed that teachers are involved in decision making process on issues concerning them, 48 representing 6.1% of the respondents disagree with teachers involvement on decision making process concerning them while 35 representing 4.5% of the respondents are undecided or neutral as to whether teachers are involved in decision making concerning them.

614 representing 78.7% of the respondents agreed that students are involved in decision making process of issues concerning, 98 representing 12.6% of the respondents disagreed with this while 48 representing 6.2% of the respondents were undecided on this opinion.

619 representing 69.4% of the respondents agreed that issues requiring urgent attention are decided by the principal. While 77 representing 9.9% respondents were undecided as to whether principals decide on issues requiring urgent attention, 36 representing 4.6% respondents disagreed.

332 representing 42.5% of the respondents disagreed that decision relating to labour was reached between the authority and unions leaders

211 representing 27.0% of the respondents disagreed with this statement while 185 representing 3.7% were undecided on the statement.

510 representing 55.4% of the respondents agreed that decision making process involves non-teaching staff, 143 or 18.3% of the respondents disagreed with this statement while 94 representing 2.1% were undecided with this statement.

532 representing 68.2% of the respondents agreed that the administrator honours the decisions that are reached, 157 or 20.2% of the disagreed while 84 representing 10.8% respondents could not decide whether the administrator honours decisions reached.

531 representing 68.1% of the respondents disagreed that the administrator allows influence peddling to make him/her change once decisions are reached, 119 respondents representing 15.3% were undecided while 101 respondents representing 13.0% of the respondents agreed.

645 representing 82.7% of the respondents disagreed that members of staff were over stressed on involvement in decision making process 84 representing 10.8% of the respondents were undecided, 51 representing 6.6% of the respondents agreed that staff were over stressed on involvement in decision making process.

Table 4.3.2: How Effective is the Communication Process in the School

This section presents the opinions of respondents on communication in Unity Secondary Schools in Nigeria. Items 11-20 in the questionnaire relate to this section. Items 11-13 were attempts to find out from the respondents Educational policies, rules and regulations and promotion matters are communicated to staff in which educational policies, rules and regulations and promotion matters are communicated to staff through meetings, bulletins, modern information and communication technologies. Items 14 and 15 tried to find out whether staff and students were communicated as soon as there are changes in the school system and information from Federal Ministry of Education were communicated to them.

Items 16 and 17 sought to find out whether information on welfare and development pages were communicated to staff. Item 18 sought to find out whether meetings to communicate resolutions on school community relationship are held as soon as decisions are reached. While item 19 tried to find out whether decisions on discipline matters are communicated to staff and students, item 20

sought to find out whether communication on changes in administration like change of heads, change in the system, reforms etc are made to personnel.

The responses of all the respondents on issues that relate to communication in Unity Secondary Schools in Nigeria were collected analyzed and presented in a table using frequency and simple percentages. Thus 4.3.2 gives the breakdown.

Table 4.3.2: Opinion of Respondents on Communication Process

	STATEMENT	**SA**	**A**	**U**	**D**	**SD**	**N**	**Mean**	**Std. Deviation**
11	Educational policies are communicated to staff through meetings, bulletins, modern information communication technologies (GSM, Internet etc).	340 43.6	393 50.4	13 1.7	13 1.7	- -	759 97.3	4.3966	0.61386
12	Rules and regulations, conditions of service are communicated to staff often and timely.	180 23.1	403 51.7	28 3.6	121 15.5	28 3.6	760 97.4	3.7711	1.09145
13	Promotion matters are communicated to staff.	345 44.2	366 46.9	16 2.1	21 2.7	32 4.1	780	4.2449	0.93857
14	Students are communicated as soon as there are changes in the school system.	416 53.3	319 40.9	32 4.1	13 1.7	- -	780	4.459	0.65645
15	Information are communicated to staff and students as soon as they are received from Federal Ministry of Education.	485 62.2	245 31.4	43 5.5	- -	- -	773 99.1	4.5718	0.59713
16	Information on welfare packages are communicated to staff.	151 19.4	381 48.8	100 12.8	112 14.4	30 3.8	774 99.2	3.6602	1.06675
17	Information on development packages are communicated to staff.	124 15.9	301 38.6	184 24	150 19.2	12 1.5	774 99.2	3.4845	1.02574
18	Meetings to communicate resolutions on school community relationship are held as often as decisions are reached.	176 22.6	452 57.9	85 10.9	43 5.5	12 1.5	768 98.5	3.9596	0.83888
19	Information on decisions on discipline matters are communicated to staff and students.	271 34.7	409 52.4	69 8.8	- -	12 1.5	761 99.6	4.2181	0.73609
20	Communication on changes in administration like change of heads, change in system, reforms etc are made as soon as there is any.	259 33.2	400 51.3	75 9.6	46 5.9	- -	780	4.1179	0.80686

It could be observed from the table above that education policies are communicated to staff through various means as 733 representing 94% of the respondent agreed that education policies are communicated to staff through meetings, bulletins, modern information communication technologies, 13

representing 1.7% of the respondents disagreed while 13 representing 1.7% were undecided.

Rules and regulations and conditions of service were communicated to staff often and timely with 583 representing 74.8% of the respondents agreeing with this. 149 representing 19.1% of the respondents disagreed while 28 representing 3.6% respondents are undecided.

On promotion matters being communicated to staff, 711 representing 91.1% of the respondents agreed that they are communicated on matters on promotion. 53 representing 6.8% of the respondents said they were not communicated while 16 representing 2.1% of the respondents could not decide.

On communication to students on changes in the school system, 735 representing 94.2% of the respondents agreed that students were communicated on changes in the school system. While 34 representing 4.1% of the respondents could not decide on communication to students on changes in school system, 13 representing 1.7% of the respondents disagreed.

As to whether information from the Federal Ministry of Education are communicated to staff and students, 730 representing 93.5% of the respondents agreed that information are communicated to staff and students as soon as they are received from the Federal Ministry of Education while 43 representing 5.5% of the respondents were undecided on this.

On communication on welfare packages to staff, 532 representing 68.2% of the respondents were of the view that information on welfare packages are communicated to staff. 142 representing 18.2% of the respondents disagreed with this while 100 representing 12.8% of the respondents could not decide.

On information development packages, 680 representing 87.1% of the respondents agree that information are communicated to staff on development packages. However, While 69 representing 8.8% of the respondents were undecided, 12 representing 1.5% of the respondents disagreed.

628 representing 80.5% of the respondents agreed that meeting to communicate resolutions on school community relationship are held as soon as decisions are reached. While 85 representing 10.9% respondents were undecided, 55 representing 7.0% of the respondents disagreed.

On communication on discipline matters, 680 representing 87.1% of the respondents agreed that information on decisions on discipline matter are communicated to staff and students. While 69 representing 8.8 respondents were undecided, 12 representing 1.5 of the respondents disagreed.

On communication to stakeholders on changes in administration, 759 representing 84.5% of the respondents agreed that communication on changes in administration like change of heads, change of system, reforms in the system etc are made as soon as there is any. 75 representing 9.6% of the respondents were undecided while 46 representing 5.9% of the respondents disagreed.

Table 4.3.3: How does Interpersonal Relationship affect the General Working Environment of the School.

This section presents the opinions of respondents on inter-personal relation in Federal Unity Secondary School in Nigeria. Items 21-30 in the questionnaire relate to this section. Item 21 was an attempt to find out to find out from the respondents whether there is cordial relationship among personnel in the schools. Item 22 tried to find out whether feelings were expressed so that little misunderstanding will not generate to heavy problems. Item 23 sought to find out whether issues were tackled as soon as they come up as a result of free flow of expression. Items 24-27 attempts to find out whether inter-perssonnel conflicts minimized and conflicts are handled in which interpersonal conflicts are minimized in order not to allow escalation of problems and conflicts are resolved through dialogue and suppression and submission. Item 28 sought to find out whether there is suppression of feelings that may lead to strained relationship. Item 29 tried to find out if the general environment is unpleasant to work in because feelings were not

expressed while item 30 ought to find out if co-works were difficult to meet because of the attitude of the administrator in tacking interpersonal problems.

The responses of all the respondents on issues that relate to inter-personal relationship in Federal Unity Secondary School in Nigeria were collected, analysed and presented in a table using frequency and simple percentages. Thus 4.3.3 gives the breakdown.

Table 4.3.3: Opinion of Respondents on Interpersonal Relationship

	STATEMENT	**SA**	**A**	**U**	**D**	**SD**	**N**	**Mean**	**Std. Deviation**
21	In my school, the relationship among personnel is cordial	305 39.1	359 46	23 2.9	41 5.3	32 4.1	760 97.4	4.1368	1.00445
22	Feelings are expressed so that little misunderstanding will not generate to heavy problems	230 29.5	445 57.1	23 2.9	36 4.6	32 4.1	766 98.2	4.0509	0.9449
23	Issues are tackled as soon as they come up, this is as a result of free flow of expression	291 37.3	358 45.9	50 6.4	69 8.8	12 1.5	780	4.0859	0.96088
24	Inter personal conflicts are minimized so as not allow escalation of problems	236 30.3	496 63.6	28 3.6	26 2.6	- -	780	4.2154	0.6286
25	Conflicts are resolved through suppression and submission	126 16.2	288 36.9	109 14	195 25	62 7.9	780	3.2833	1.22678
26	Conflicts are resolved through dialogue	259 33.2	352 45.1	58 7.4	33 4.2	44 5.6	746 95.6	4.004	1.06499
27	The workers are not pleasant to work with because of suppressive nature of conflict resolution	92 11.8	190 24.4	107 13.7	246 31.5	138 17.7	773 99.1	2.8085	1.3114
28	There is alot of suppression of feelings that little problems generate into big ones	47 6	88 11.3	158 20.3	237 30.4	231 29.6	761 97.6	2.3206	1.19526
29	The general environment is to work in because feelings are not expressed	65 8.3	91 11.7	159 20.4	213 27.3	232 29.7	760 97.4	2.4	1.26699
30	My co-workers are hard to meet because of the attitude of the administrator in tackling inter-personal problems	38 4.9	86 11	68 8.7	328 42.1	248 31.8	768 98.5	2.138	1.1346

Table 4.3.3 above shows that:

664 representing 85.1% of the respondents agreed that the relationship among the personnel of there is cordial. 73 representing 9.4% of the respondents disagreed while 23 representing 2.9% of the respondents were undecided.

675 representing 86.6% of the respondents agreed that feelings are expressed so that little misunderstandings does not generate to heavy problems. 68 representing 8.7% respondents disagreed with while 23 representing 2.9% of the respondents were undecided.

649 representing 83.2% of the respondents agreed that issues are tackled as soon as they come-up. This is a result of free flow of expression. 81 representing 10.3% of the respondents disagreed with this while 50 representing 6.4% of the respondents were undecided.

On minimization of inter-personal conflict, 742 representing 93.9% of the respondents agreed that interpersonal conflicts are minimized so as not to allow escalation of problems. While 28 representing 3.6% of the respondents were undecided, 26 representing 2.6% of the respondents disagreed.

On resolution of conflict through suppression and submission, 414 representing 53.1% of the respondents agreed that conflicts are resolved through suppression and submission. However 257 representing 32.9% of the respondents disagreed with the statement while 109 representing 14% of the respondents could not decide.

On resolution of conflict through dialogue, 611 representing 78.3% of the respondents agreed that conflicts are resolved through dialogue in their school. 77 representing 9.8% of the respondents disagreed with the statement while 58 representing 7.4% of the respondents were undecided.

On unpleasant work environment, 484 representing 49.2% of the respondents disagreed that, the workers are not pleasant to work with because of the suppressive nature of conflict resolution. However, 282 representing 36.2% of the respondents agreed that the workers are pleasant to work with because of the

suppressive nature of conflict resolution while 107 representing 13.7% were undecided.

468 representing 60.0% of the respondents disagreed that there is a lot of suppression of feelings that little problems generate into big one. While 158 representing 20.3% were undecided, 137 representing 17.3% of the respondents agreed.

445 representing 56.6% of the respondents disagreed that the general environment is unpleasant to work in because feelings are not expressed. 159 representing 20.4% of the respondents were undecided while 156 representing 20.0% of the respondents agreed.

576 representing 73.9% of the respondents disagreed that their co-workers are hard to meet because of the attitude of the administrator in tackling inter-personal problems. 124 representing 15.9% of the respondents agreed that their co-workers are hard to meet because of the attitude of the administrator in tackling interpersonal problems while 68 representing 8.7% of the respondents could not decide.

Table 4.3.4: How do Supervisors and Inspectors Supervise and Inspect Schools for Effective Goal Achievement.

This section presents the opinion of respondents on inspection and supervision of federal unity secondary school in Nigeria. Items 31-40 in the question relate to this section. Item 31 was an attempt to fund out from the respondents whether their school were inspected and supervised enough. Items 32-34 tried to find out whether the administrator is tactful and supervision s adequately, upto-date in the job and if there is enough instructional supervision. Items 35 and 36 sought to find out if the schools were inspected externally or rarely inspected. Item 37 tried to find out if teachers were supervised at all. However, items 38 and 40 tried to find out whether the supervisor is around when

needed and knows the job well, while item 39 sought to find out if the inspectors were too traditional for modern time if they were fault founders.

The responses of all the respondents on issues that relate to inspection and supervision in Federal Unity Secondary Schools in Nigeria where collected, analysed and presented in a table using frequency and simple percentages. Thus table 4.3.4 gives the breakdown.

Table 4.3.4: Opinion of Respondents on Inspection and Supervision

	STATEMENT	**SA**	**A**	**U**	**D**	**SD**	**N**	**Mean**	**Std. Deviation**
31	There is enough inspection and supervision of my school	82 10.5	204 26.2	12 1.5	337 43.2	145 18.6	780	2.6679	1.32275
32	The administrator is tactful and supervises adequately	277 35.5	271 34.7	76 9.7	83 10.6	44 5.6	751	3.8708	1.19358
33	The supervisor is up-to- date in his supervisory job	199 25.5	332 42.6	136 17.4	69 8.8	44 5.6	780	3.7346	1.10552
34	There is enough instructional supervision of personnel	167 21.4	279 35.8	148 19	121 15.5	52 6.7	767	3.5059	1.18725
35	My school is rarely inspected externally	98 11.8	154 19.7	95 12.6	249 31.9	189 24	780	2.6346	1.34769
36	My school has never been inspected	33 4.2	26 3.3	14 1.8	150 19.2	529 67.8	752	1.516	1.01113
37	I am never supervised at all	- -	46 5.9	- -	250 32.1	472 60.5	768	1.5052	0.78112
38	The supervisor is around when needed	77 9.9	273 35	56 7.2	232 29.7	106 13.6	744	2.9772	1.2901
39	The inspectors are too traditional for modern time inspection , they are fault finders	- -	90 11.5	26 3.3	416 53.3	240 30.8	772	1.956	0.89999
40	The supervisor knows the job well	56 7.2	511 65.5	106 13.6	86 11	13 1.7	772	3.6619	0.83282

The findings from the responses on inspection and supervision show that:

482 representing 61.8% of the respondents disagreed that there is enough inspection and supervision in there school. 286 representing 36.5% of the

respondents agreed that there is enough inspection and supervision of their school while 12 representing 1.5% of the respondents were undecided.

548 representing 70.2% of the respondents agreed that the administrator is tactful and supervises adequately. 127 representing 16.2% of the respondents disagreed that the administrator is tactful and supervises adequately while 76 representing 9.7% of the respondents were undecided.

531 representing 68.1% of the respondents agreed that the supervisor is up-to-date in his supervisory work. While 136 representing 17.4% were undecided, 113 representing 14.4% of the respondents disagreed.

On adequate instructional supervision, 446 representing 57.2% of the respondents agreed that there is enough instructional supervision of teachers. 173 representing 22.2% of the respondents disagreed that there is enough instructional supervision while 148 representing 19% were undecided.

On external inspection, 436 representing 55.9% of the respondents disagreed that their school is rarely inspected externally. 252 representing 31.5% of the respondents agreed that their school is rarely inspected externally while 98 representing 12.2% of the respondents were undecided.

674 representing 87.0% of the respondents disagreed with the statement that their school has never been inspected. 59 representing 7.5% of the respondent agreed that their school has never been inspected while 14 representing 1.8% of the respondents were undecided.

On I am never supervised at all, 722 representing 92.6% of the respondents disagreed that they have never been supervised at all. 46 representing 5.9% were undecided.

On whether the supervisor's around when needed, 350 representing 44.7% of the respondents agreed that the supervisor is around when needed. 341 representing 43.3% of the respondents disagreed with this while 56 representing 7.2% of the respondents could not decide.

On the trend of inspectors, 656 representing 84.1% of the respondents disagreed with: the inspectors are too traditional for modern inspection, they are fault finders. 90 representing 11.5% of the respondents agreed that they are too traditional and fault finders while 26 representing 3.3 of the respondents could not decide.

567 representing 72.7% of the respondents agreed that the supervisor knows his job well. While 106 representing 13.6% of the respondents were undecided, 99 representing 12.7% of the respondents disagreed.

Table 4.3.5: Are Staff Trained and Developed to Ensure Motivation

This section presents the opinions of respondents on staff training and development in Unity Secondary Schools in Nigeria. Item 41-50 in the questionnaire relate to this section. Item 41 tried to find out whether staff are sent for higher training. Item 42 sought to find out whether improved staff development brought about better coordination at work. However, item 42 and 44 sought to find out whether salaries and benefits are commensurate with qualification and also come as at and when due. Items 45 tried to find out whether there is a system of mentoring and mentee process among the senior and junior staff in the schools. Items 46-48 however, sought to find out when teachers go on refresher courses, conference workshops etc and if courses attended were focused on the situational needs of individuals and on the basis of choice of the administrator. Item 49 sought to find out whether the labour laws of the country are expected while item 50 tries to find out whether there is low productivity because staff are rarely developed.

The responses of all the respondents on issues relating to staff training and development in Unity Secondary Schools in Nigeria were collected analyzed and presented in a table using frequency and simple percentages. Thus table 4.3.5 gives the breakdown.

Table 4.3.5: Opinion of Respondents on Staff Training and Development

	STATEMENT	SA	A	U	D	SD	N	Mean	Std. Deviation
41	Staff are sent for higher training	117 15	340 43.6	93 11.9	136 17.4	94 12.1	780	3.3205	1.26159
42	Improved staff development brought about better coordination at work in my school	216 27.7	391 50.1	114 14.6	48 6.2	- -	769 98.6	4.0078	0.82439
43	The salaries and benefits are commensurate with qualifications as obtainable else where.	58 7.4	169 21.7	157 20.1	147 18.8	201 25.8	732 3.8	2.6393	1.31121
44	The salaries come as at and when due	182 23.3	327 41.9	96 12.3	110 14.1	47 6	762 97.7	3.6391	1.17001
45	There is mentoring and mentee system amongst senior and junior staff	96 12.3	317 40.6	226 29	53 6.8	51 6.5	743 95.3	3.4764	1.03141
46	Teachers often go on refresher courses, conferences, workshops and symposia	187 24	302 38.7	81 10.4	104 13.5	51 6.5	726 93.1	3.646	1.20689
47	Attendance on courses are focused on the situational needs of individuals	41 5.3	300 38.5	178 22.8	194 24.9	55 7.1	768 98.5	3.1016	1.06508
48	Courses attended are focused on the basis of choice of the administrator	48 6.2	246 31.5	198 25.4	202 25.9	52 6.7	746 95.6	3.0483	1.0658
49	Labour laws of the country are respected in the school	96 12.3	414 53.1	50 6.4	184 23.6	24 3.1	768 98.5	3.487	1.08075
50	There is low productivity because staff are rarely developed	89 11.4	225 28.8	80 10.3	302 38.7	84 10.8	780 100	2.9141	1.24797

Table 4.3.5 above shows that:

457 representing 58.6 respondents agreed that staff are sent for high training, 230 representing 29.5% of the respondents disagree while 93 representing 11.9% of the respondents could not decide.

607 representing 77.8% of the respondents agreed that improved staff development brought about better co-ordination of work in their schools. While 114 representing 14.6% of the respondents were undecided, 48 representing 6.2% of the respondents disagreed

348 representing 44.6% of the respondents disagreed on this statement: salaries and benefits are commensurate with qualifications as obtainable elsewhere. 227 representing 29.1% of the respondents agreed that salaries and benefit are commensurate with qualification while 157 representing 20.1% of the respondents were undecided.

509 representing 65.2% of the respondents agreed that salaries are regular. 157 representing 20.1% of the respondents disagreed while 96 representing 12.3% of the respondents were undecided.

On mentoring and mentee system among staff, 413 representing 52.9% of the respondents agreed that the process exists in their school. While 226 representing 29% of the respondents were undecided, 104 representing 13.3% of the respondents disagreed.

489 representing 62.7% of the respondents agreed that teachers often go on refresher courses, conferences, workshops and symposia. 155 representing 20.0% of the respondents disagreed with this while 81 representing 10.4% of the respondents were undecided.

On attendance on courses, 341 representing 43.8% of the respondents agreed that attendance on courses are focused on the situational needs of individuals. 249 representing 24.9% of the respondents disagreed while 178 representing 22.8% of the respondents were undecided.

294 representing 37.7% of the respondents agreed that courses are attended are focused on basis of choice of the administrator. 254 representing 31.3% disagreed with this while 198 representing 25.4% of the respondents could not decide.

On application of Nigerian Labour Law, 510 representing 55.4% of the respondents agreed that the labour laws of the country are respected and apply. 208 representing 29.7% of the respondents disagreed while 50 representing 6.4% were undecided.

386 representing 49.5% of the respondents disagreed that there is low productivity because staff are rarely developed. 314 representing 30.2% respondents agreed that there is low productivity because staff are rarely developed while 80 representing 10.3% of the respondents were undecided.

Table 4.3.6: How are Personnel recruited, Trained and Promoted

This section presents the opinions of respondents on recruitment, placement and promotion in Unity Secondary Schools in Nigeria. Items 51-60 in the questionnaire relate to this section. Item 51 sought to find out whether recruitments are made following due process as established by law. Item 52 tried to find out whether staff are employed on merit, item 53 sought to find out whether the newly employed were given orientation and inducted. However, items 54 and 55 sought to find out whether placements are commensurate with qualification and experience employees and whether improper placements led to ill-feelings. Items 56-58 sought to find out whether promotions are carried out regularly, how regular promotion packages are released and whether promotions are done on favorism. While item 59 tried to find out whether welfare packages on leaves, health, safety etc were in peace, item 60 sought to find out whether there is enough opportunity for staff movement from lower to higher to higher cadre.

The responses of all the respondents on the issues that relate to recruitment, placement and promotion in Unity Secondary Schools in Nigeria were collected, analyzed and presented in a table using frequency and simple percentages. Thus table 4.3.6 gives the breakdown.

Table 4.3.6: Opinion of Respondents on Recruitment, Orientation and Promotion

	STATEMENT	SA	A	U	D	SD	N	Mean	Std. Deviation
51	Recruitments are done following due process as established by law	172 22.1	182 23.3	126 16.2	136 17.2	98 12.6	712	3.2753	1.37388
52	Staff are employed on merit	24 10.8	290 37.2	128 16.4	148 19	116 14.9	766	3.1018	1.26804
53	Orientation and induction are done on newly employed staff	119 15.3	309 39.6	62 7.9	205 26.3	67 8.6	763	3.3263	1.93657
54	Placements are not properly done and this leads to ill feelings among staff	271 34.7	241 30.9	59 7.6	189 24.2	20 2.6	780 100	3.7103	1.24141
55	Placements are commensurate with qualification and experience of employees	152 19.5	128 16.4	248 31.8	207 26.5	45 5.8	780 100	3.1731	1.18811
56	Promotions are not carried out regularly	194 24.9	228 29.2	115 14.7	186 23.8	57 7.3	780 100	3.4051	1.28683
57	Promotion packages are released until after years of interview	380 48.7	202 25.9	86 11	38 4.9	74 9.5	780 100	3.9949	1.28384
58	Promotion is done on favoritism	103 13.2	120 15.4	143 18.3	252 32.3	142 18.2	760 97.4	2.7237	1.3057
59	Welfare packages on leaves, health, safety, etc, are in place and followed as expected	62 7.9	62 7.9	199 25.5	296 37.9	169 20.6	780 100	2.4462	1.13907
60	There is not enough opportunity for staff movement from lower to higher cadre	147 18.8	295 37.8	125 16	165 21.2	29 3.5	761 97.6	3.4809	1.14016

Table 4.3.6 shows that:

Recruitments in Federal Unity Schools are done following due process with 354 representing 44.4% of the respondents agreeing that recruitments are done following due process as established by law. 234 representing 29.8% of the respondents disagreeing while 126 representing 16.2% of the respondents were undecided.

On employment of staff, 374 representing 48.0% of the respondents agreed that staff are employed on merit, 254 representing 35.4% of the respondents disagreed while 128, representing 16.4% of the respondents were undecided

As to whether staff are orientated and inducted, 428 representing 54.9% of the respondents agreed that orientation and induction are done on newly employed staff. 272 representing 34.9% of the respondents disagreed while 62 representing 7.9% of the respondents were undecided.

On placement of staff, 512 representing 65.5% of the respondents agreed that staff are not properly placed and this leads to ill feelings among the staff. 209 representing 26.8% of the respondents disagreed while 59 representing 7.6% of the respondents could not decide.

As to whether placements are commensurate with qualification and experience of employees, 280 representing 35.9% of the respondents agreed that placements are not commensurate with qualification and experience of employees. 262 representing 32.3% of the respondents could not decide, 252 representing 26.8% of the respondents disagreed.

On how regular promotions are carried out, 422 representing 54.1% of the respondents agreed that promotions are not carried out regularly. 243 representing 31.1% of the respondents disagreed with the statement while 115 representing 14.7% of the respondents were undecided.

582 representing 74.6% of the respondents agreed that promotion packages are not released until years of interview. 142 representing 14.2% of the respondents disagreed with 86 representing 11% of the respondents were undecided.

As to whether promotions are on favoritism, 394 representing 50.5% of the respondents disagreed that promotion is done on favoritism. 223 representing 28.6% of the respondents agreed while 143 representing 18.3% of the respondents could not decide.

On welfare packages on leave, health and safety, 465 representing 68.5% of the respondents disagreed with welfare packages on leaves, health, safety, etc being in place and followed as expected. while 199 representing 25.5% of the respondents were undecided, 124 representing 15.8% of the respondents agreed.

On opportunity to move to higher cadre, 442 representing 56% of the respondents agreed that there is no enough opportunity for staff movement from lower to higher cadre. 194 representing 24.7% of the respondents disagreed while 125 representing 16% of the respondents could not decide.

Table 4.3.7: How is Discipline Maintained to Ensure Effective and Smooth Running of the Schools

This section presents the opinions of respondents on maintenance of discipline in Unity Secondary Schools in Nigeria. Items 61-70 in the questionnaire relate to this section. Items 61 and 62 sought to find out whether there are rules and regulations and whether the rules and regulations were harsh to the extent of contributing to students' indiscipline behavior. Item 63 and 66 sought to find out whether teacher lesson preparation and rigorous moral and religious instruction contribute to discipline maintenance. Items 64 and 65 sought to find out whether discipline problems among staff and students are resolved through dialogue and by disciplinary committee.

Item 67 sought to find out whether immoral behavior among staff often leads to suspension/transfer/termination of appointment. Item m68 tried to find out whether cases of indiscipline between staff and administration were managed through staff/management forum. While item 69 sought to find out whether discipline is maintained students' proper orientation, item 70 tried to find out whether discipline is maintained through consistent punishment of offenders.

The responses of all the respondents on issued relating to maintenance of discipline in Unity Secondary Schools in Nigeria were collected, analyzed and

presented in a table using frequency and simple mean percentages. Thus table 4.3.7 gives the details.

Table 4.3.7: Opinion of Respondents on Maintenance of Discipline

	STATEMENT	**SA**	**A**	**U**	**D**	**SD**	**N**	**Mean**	**Std. Deviation**
61	There are rules and regulations in the institution	553 70.9	186 23.8	- -	41 5.3	- -	780 100	4.6038	0.74519
62	Rules and regulations are harsh and this contributes to students indiscipline behaviour	18 3.2	153 19.6	42 5.4	258 33.1	302 38.7	773 99.1	2.1294	1.19642
63	Discipline is maintained because teachers are always prepared for their lessons	242 31	408 52.3	62 7.9	41 5.3	 96.5	753 96.5	4.1301	0.77806
64	Resolution of discipline problems amongst staff are done by dialogue	171 21.9	518 66.4	39 5	39 5	- -	767 98.3	4.0704	0.68764
65	Discipline problems amongst students are solved by disciplinary committee of the school.	379 48.6	355 45.5	13 1.7	20 2.6	- -	767 98.3	4.425	0.65977
66	Discipline is maintained through rigorous moral and religions instructions	190 24.4	896 50.8	75 7.6	88 11.3	- -	749 96	3.9186	0.90456
67	Immoral behaviour among staff often leads to transfer or suspension/ termination of appointment	165 21.1	364 46.7	140 17.9	46 5.9	49 5.9	761 97.6	3.7306	1.05617
68	Cases of indiscipline between staff and administration are managed through staff management forums	266 34.1	357 45.8	108 13.8	37 4.7	- -	768 98.5	4.1094	0.81768
69	Discipline is maintained through students' proper orientation.	251 32.2	443 56.8	41 5.3	33 4.2	- -	768 98.5	4.1875	0.71944
70	Discipline is maintained because there is consistent punishment of offenders	216 27.7	463 59.4	42 5.4	24 2.7	38 4.9	780 100	4.0231	0.93676

Table 4.3.7 above shows that:

Rules and regulations are in place in the institutions. This we can see through the number 739 representing 93.7% of the respondents agreeing with the

statement that; There are rules and regulations in the schools while 41 representing 5.3% of the respondents could not decide.

On the nature of the rules and regulations, 560 representing 71.8% of the respondents disagreed that rules and regulations are harsh and this contributes to students indiscipline behavior. 171 representing 11.9% of the respondents agree that rules and regulations are harsh and these contribute to students' indiscipline behavior while 42 representing 5.4% of the respondents could not decide.

650 representing 83.3% of the respondents agreed that discipline is maintained because teachers are always prepared for their lessons. While 62 representing 5.4% of the respondents could not decide, 41 representing 5.3% of the respondents disagreed.

On resolution of discipline problems amongst staff, 689 representing 87.3% of the respondents agreed that resolution of discipline problems amongst staff are done by dialogue. 39 representing 5% of the respondents or disagreed while 39 representing 5% were undecided.

On discipline problems amongst students, 734 representing 94.1% of the respondents agreed that discipline problems amongst students are solved by discipline committee of the school. 20 representing 2.6% of the respondents disagreed while 13 representing 1.7% of the respondents could not decide.

On the role of moral and religious instructions, 586 representing 75.2% of the respondents agreed that discipline is maintained through rigorous moral and religious instructions. 88 representing 11.3% of the respondents disagreed while 75 representing 9.6% of the respondents were undecided.

529 representing 67.9% of the respondents agreed that immoral behavior among staff often leads to transfer or suspension/termination of appointment. While 140 representing 17.9% of the respondents could not decide, 92 representing 11.8% of the respondents disagreed.

On cases of indiscipline between staff and administration, 623 representing 79.9% of the respondents agreed that cases of indiscipline between staff and

administration are managed through staff-management forum. While 108 representing 13.8% of the respondents could not decided, 37 representing 4.7% of the respondents disagreed.

694 representing 89.0% of the respondents agreed that discipline is maintained through students proper orientation. While 41 representing 5.3% of the respondents could not decide, 33 representing 42% of the respondents disagreed.

689 representing 87.1% of the respondents agree that discipline is maintained because there is consistent punishment of offenders. 59 representing 7.6% of the respondents disagreed while 42 representing 5.4% of the respondents could not decide.

Table 4.3.8: Who is Responsible for the Provision and Maintenance of Facilities in the Schools.

This section present the opinions of respondents on provision and maintenance of facilities in Unity Secondary Schools in Nigeria. Items 71-80 in the questionnaire relate to this section. Items 71-74 sought to find out who provides facilities in the schools whether through school fees, by Parent Teachers Association (PTA), by students or by Federal Ministry of Education through various interventions. However, items 75 and 76 sought to find out whether maintenances are carried out only when structures are completely dilapidated and when there are major disasters. Items 77 and 78 sought to find out whether funds are specified for maintenances meaning there were only adhoc maintenances and whether maintenances are priotitized due to lack of funds. While item 79 tried to find out whether maintenances were undertaken by officials of the Federal Ministry of Education, item 80 sought to find out whether maintenances were undertaken at regular intervals with the view to reducing or preventing deterioration of structures and items.

The responses of all the respondents on issues that relate to provision and maintenance of facilities in Unity Secondary Schools in Nigeria were collected,

analysed and presented in a table using frequency and simple percentages. Thus table 4.3.8 gives the details.

Table 4.3.8: Opinion of Respondents on Provision and Maintenance of Facilities

	STATEMENT	SA	A	U	D	SD	N	Mean	Std. Deviation
71	The principal provides some of the school facilities through fees and levies	239 30.6	245 31.49	155 19.9	133 17.1	- -	772 99	3.7642	1.07023
72	The PTA provides and maintains most of the school facilities	238 30.5	248 31.8	46 5.9	181 23.2	28 3.6	741 95	3.6572	1.25899
73	The students provide through levies on parents to maintain facilities in the schools.	122 15.6	324 41.5	9 11.5	189 24.2	34 4.4	759 97.3	3.4097	1.15407
74	The Federal Ministry of Education through various interventions provide and maintain facilities in the school	164 21	464 59.5	72 9.2	48 6.2	9 1.2	757 97.1	3.959	0.81951
75	Maintenances are not usually carried out until structures are completely dilapidated	129 16.5	203 26	89 11.4	271 34.7	88 11.3	780 100	3.0179	1.3124
76	Maintenances are carried out only when major disasters occur	60 7.7	160 20.5	119 15.3	292 37.4	131 16.8	762 97.7	2.6404	1.21179
77	Because funds are never specified for maintenance, therefore only adhoc maintenance are carried out	96 12.3	262 33.6	230 29.5	134 17.2	39 5	761 97.6	3.318	1.06317
78	Maintenances are made but prioritized due to lack of funds	229 29.4	246 54.6	75 9.6	31 4	- -	761 97.6	4.1209	0.74062
79	Maintenances are undertaken by officials of the Federal Ministry of Education after some long while.	135 17.3	328 48.1	219 28.1	71 9.1	14 1.8	767 98.3	3.6506	0.93549
80	Maintenances are undertaken at regular intervals with a view of reducing or preventing future deterioration of items and structures.	83 10.6	323 41.4	220 28.2	115 14.7	19 2.4	760 99.4	3.4421	0.9586

Table 4.3.8 Shows that principal provide some of the facilities through fees and levies. This we see through 484 representing 62.0% of the respondents that

agreed that the principal provides some of the school facilities through fees and levies. While 155 representing 19.9% of the respondents were undecided, 133 representing 17.1% of the respondents disagreed.

486 representing 62.3% of the respondents agreed that PTA provides and maintains most of the school facilities. 209 representing 26.8% of the respondents disagreed while 46 representing 5.9% were undecided.

446 representing 57.1% of the respondents agreed that the students provide through levies on parents to maintain facilities in the school. 223 representing 28.6% of the respondents disagreed while 90 representing 11.5% of the respondents were undecided.

628 representing 80.5% of the respondents agreed that the Federal Ministry of Education through the various interventions provide and maintain facilities in the schools. While 72 representing 9.2 of the respondents could not decide, 57 representing 7.4% of the respondents disagreed.

359 representing 46.0% of the respondents disagreed that maintenance are not usually carried out until structures are completely dilapidated. 332 representing 42.5% of the respondents agreed while 89 representing 11.4% of the respondents were undecided.

423 representing 54.2% of the respondents disagreed that maintenances are carried out only when major disasters occur. 220 representing 28.2% of the respondents agreed while 119 representing 15.3% of the respondents were undecided.

358 representing 45.9% of the respondents agreed that because funds are never specified for maintenance therefore only adhoc maintenance are carried out. 173 representing 22.2% of the respondents disagreed while 230 representing 29.5% of the respondents were undecided.

655 representing 84.0% of the respondents agreed that maintenance are made but prioritized due to lack of funds. 31 representing 4% of the respondents disagreed while 75 representing 9.6% of the respondents were undecided.

463 representing 59.4% of the respondents agreed that maintenances are undertaken by officials of the Federal Ministry of Education after some long while. 85 representing 10.9% of the respondents disagreed while 219 representing 28.1% of the respondents could not decide.

406 representing 52.0% of the respondents agreed that maintenances are undertaken at regular intervals with a view to reducing or preventing future deterioration of items and structures. 134 representing 17.1% of the respondents disagreed while 220 representing 28.2% of the respondents could not decide.

Table 4.3.9: Is School Community/Relationship observed and cordial Nigeria

This section presents the opinions of respondents on school community relation in Unity Secondary Schools in Nigeria. Items 81-90 in the questionnaire relate to this section. Item 81 sought to find out whether the schools participate actively in the activities of the community. However, items 82 and 83 tried to find out whether there is cordial relationship between schools and communities and if schools identify with communities' needs and aspiration. Items 84 and 85 sought to find out whether the community is permitted the use of schools' facilities in various ways like meetings, exhibitions, social gathering, use of library. Item 86 and 87 tried to find out whether schools admit the public to football matches, sport, festivals, film shows concerts and as the most sanctuary place in the community, whether the school allows a corner of its buildings to serve as a place where health officials meet clients, item 88 tried to find out whether membership of youth's organizations can be extended to the youths in the community. While item 89 sought to find out what government stands were on use of school facilities, item 90 tried to find out whether it was safe to permit the community the use of school facilities.

The responses of all the respondents on issues that relate to school-community relationship in Unity Secondary Schools in Nigeria were collected,

analyzed and presented in a table using frequency and simple percentages. Thus table 4.3.9 gives the details

Table 4.3.9: Opinion of Respondents on School Community Relationship

	STATEMENT	**SA**	**A**	**U**	**D**	**SD**	**N**	**Mean**	**Std. Deviation**
81	My school participates actively in activities of the community	139 17.8	274 35.1	217 27.8	91 11.7	59 7.6	780 100	3.4397	1.13649
82	There is a cordial relationship between my school and the community.	285 36.5	421 54	54 6.9	20 2.6	- -	780 100	4.2449	0.69125
83	My school identifies with the community needs and aspirations	196 24.9	379 48.6	147 18.8	28 3.6	20 2.6	768 98.5	3.9102	0.904
84	The community is permitted the use of my school facilities in several ways: For meetings, exhibitions, social gathering etc.	54 6.9	260 33.3	137 17.6	189 24.2	101 12.9	741 95	2.969	1.20151
85	Opening the school Library to the public.	36 4.6	67 8.6	102 13.1	282 36.2	277 35.5	764 97.9	2.0877	1.12468
86	Admit members of the public to football matches, sports, festivals, film shows, concerts and prize days	83 10.6	296 37.9	77 9.9	205 25.3	101 12.9	762 97.7	3.0722	1.2729
87	As the most sanitary place in the community the school allows a corner of its buildings to serve as a place where health officials meet clients when occasion demands.	26 3.3	166 21.3	89 11.4	250 32.1	230 29.5	761 97.6	2.3535	1.21499
88	Membership of certain organizations such as the Boy Scouts, Boys, Brigade, Young Muslim Society, Christian Endeavour Society, etc can be extended to the local youth.	34 4.4	222 34.9	83 10.9	208 26.9	167 21.4	764 97.9	2.7356	1.26997
89	There are government directives against the use of school facilities by the general public.	108 13.8	322 41.3	138 17.7	98 12.6	719 10.11	745 95.5	3.3785	1.19433
90	The school often encounters security problems.	124 15.9	335 42.9	26 3.3	191 24.5	66 8.5	742 95.1	3.3504	1.26986

Table 4.3.9 shows that the schools participate in community activities because 413 representing 52.9% of the respondents agreed that their school participate actively in activities of the community.

150 representing 19.3% of the respondents disagreed while 2.7% representing 27.8% of the respondents were undecided.

706 representing 90.5% of the respondents agreed that there is a cordial relationship between their school and the community 20 representing 2.6% of the respondents disagreed while 54 representing 6.9% of the respondents were undecided.

573 representing 73.5% of the respondents agreed that their school identifies with the community needs and aspiration. While 147 representing 18.8% of the respondents were undecided, 48 representing 6.2% of the respondents disagreed.

406 representing 52.1% of the respondents agreed that the community is permitted the use of the school facilities in several ways. 187 representing 24.0% of the respondents disagreed while 168 representing 21.5% of the respondents could not decide.

On such facilities, 314 representing 40.2% of the respondents agreed that facilities existing for meetings, exhibitions and social gatherings etc. 270 representing 27.1% of the respondents disagreed while 137 representing 17.6% of the respondents were undecided.

On opening of library to the public, 559 representing 71.7% of the respondents disagreed on opening of the library to the public. 103 representing 13.2% of the respondents agreed on opening of the library to the public while 102 representing 13.1% of the respondents could not decide.

379 representing 48.5% of the respondents agreed that the schools admit members of the public to football matches, sports, festivals, film shows, concerts and prize days. 306 representing 39.2% however, disagreed with this while 77 representing 9.9% of the respondents could not decide.

480 representing 61.6% of the respondents disagreed on the school as the most sanitary place in the community allows a corner of its buildings to serve as a place where health officials meet clients when occasion demands. 192 representing 24.6% of the respondents agreed while 89 representing 11.4% of the respondents could not decide.

375 representing 48.1% of the respondents disagreed with membership of certain organizations such as the Boy Scout, Boys Brigade, Young Muslim Society, Christian Endeavour Society etc can be extended to the local youth. 306 representing 37.3% of the respondents agreed while 83 representing 10.6% of the respondents were undecided on this.

430 representing 55.1% of the respondents agreed that there are government directives against the use of school facilities by the general public. 187 representing 22.7% of the respondents disagreed with this while 138 representing 17.7% of the respondents could not decide on this.

Table 4.3.10: Who is Responsible for Examination Administration to ensure Administration of Examination in Unity Secondary Schools.

This section presents the opinions of respondents on administration of examination in Unity Secondary Schools in Nigeria. Items 101-110 in the questionnaire relate to this section. Items 101 sought to find out whether examinations are conducted in consonance with the academic calendar of the schools. Items 102 tried to find out whether examinations are administered according to school time-table. Items 103 and 104 tried to find out whether the vice principal academics of the schools were in-charge of examinations. Item 105 sought to find out whether examination committee of the schools determines when examinations are conducted or administered. Item 106 and 107 sought to find out who determines the question types, the subject heads, the departments or examination committee. Item 108 tried to find whether all examination questions

were checked for quality before they were administered, while items 109 and 110 sought to find out whether examinations were centralized to avoid mishandling and to pool teachers for ease of invigilation irrespective of departments.

The responses of all the respondents on issues that relate to administration of examination in Unity Secondary Schools in Nigeria were collected, analyzed and presented in a table using frequency and simple percentages. Thus table 4.3.10 gives the details.

Table 4.3.10: Opinion of Respondents on Administration of Examination

	STATEMENT	**SA**	**A**	**U**	**D**	**SD**	**N**	**Mean**	**Std. Deviation**
101	Examinations are conducted in consonance with academic calendar of the school	434 55.6	311 39.9	- -	23 2.9	12 1.5	780 100	4.4513	0.78099
102	Examination administration is done according to laid down college time-table.	398 51	348 44.6	- -	- -	18 2.3	764 97.9	4.4503	0.72866
103	The administration of examination is the responsibility of the Vice-Principal academic and various departmental heads of the college	328 42.1	371 47.6	33 4.2	39 5	9 12	780 100	4.2436	0.84157
104	The vice principal academic is in-charge of every- thing examination with approval of the principal.	442 56.7	297 38.1	33 4.2	8 1	- -	780 100	4.5038	0.6298
105	The examination committee of the college determines when examinations are conducted.	262 33.6	295 37.8	80 10.3	99 12.7	44 5.6	780 100	3.8103	1.1915
106	The question types are determined by the various subject teachers and sent to examination committee	218 27.8	420 53.8	42 5.4	92 11.8	8 1	772 99	3.864	1.26035
107	The question types are determined at departmental levels and sent to examinational committee.	401 51.4	342 43.8	9 1.2	20 2.6	- -	780 100	3.959	0.94705
108	All examinations are checked for quality by the subject heads before they administered.	492 63.1	275 35.3	13 1.7	- -	- -	772 99	4.456	0.65374
109	Examinations are centralized to avoid mishandling.	403 51.7	335 42.9	29 3.7	13 1.7	- -	780 100	4.6141	0.52025
110	Examinations are centralized so that pool of teachers supervise at any given time irrespective of departments.	218 27.9	420 53.8	42 5.4	92 11.8	8 1	780 100	4.4462	0.64962

Table 4.3.10 shows that:

745 representing 96.5% of the respondents agreed that examinations are conducted in consonance with the academic calendar of the schools. 25 representing 4.4% of the respondents disagreed with this.

746 representing 95.6% of the respondents agreed that examination administration is done according to laid down college time-table. 18 representing 2.3% of the respondents disagreed.

699 representing 89.7% of the respondents agreed that the administration of examination is the responsibility of the Vice Principal academic and the various departments of the college. While 33 representing 4.2% of the respondents could not decide on this, 48 representing 1.7% of the respondents disagreed.

739 representing 94.1% of the respondents agreed that Vice Principal academic is in-charge of everything examination with the approval of the principal. While 33 representing 4.2 of the respondents could not decided on this, 8 representing 1% of the respondent disagreed.

557 representing 80.4% of the respondents agreed that the examination committee of the colleges determine when examinations are conducted. 143 representing 18.3% of the respondents disagreed while 80 representing 10.3% of the respondents could not decide on this.

569 representing 72.9% of the respondents agreed that the question types are determined by the various subject teachers and sent to examination committee. 155 representing 19.9% of the respondents disagreed with this while 48 representing 6.2% of the respondents could not decide.

638 representing 81.7% of the respondents agreed that the question types are determined at departmental levels and sent to examination committee.

100 representing 11.9% of the respondents agreed that all examination questions are checked for quality by the subject heads before they are administered. 20 representing 2.6% of the respondents disagreed with this while 9 representing 1.2% of the respondents were undecided on this.

757 representing 98.4% agreed that examinations are centralized to avoid mishandling while 13 representing 1.7% of the respondents could not decide on this.

785 representing 94.6% of the respondents agreed that examinations are centralized so that pool of teachers supervise at any given time irrespective of departments. While 29 representing 3.7% of the respondents could not decide on this, 13 representing 1.7% of the respondents disagreed.

Table 4.3.11:Who is Responsible for the Admission of Students to the Schools

This section presents the opinions of respondents on admission of students in Unity Secondary Schools in Nigeria. Items 91-100 in the questionnaire relate to the section. Items 91-93 sought to find out who determines the quality and quantity of students admitted to the schools in which the Federal Ministry of Education with principals in conjunction with their vice principals determine the quality and quantity of students to be admitted. Item 94 tried to find out whether the Federal Ministry of Education selects and admits students. Item 95 sought to find out whether schools admit and the ministry rectifies. Item 96 tried to find out whether admission to schools was a shared responsibility between the ministry and the schools. Item 97 tried to find out whether the Ministry conducts examinations and the schools admit. Item 98 sought to find out whether initial selection done at schools' level. Item 99 sought to find out whether the principals had any say as regards admissions of students, while item 100 sought to find out whether admissions are done by committee of Federal Unity College Principals.

The responses of all the respondents on issues that relate to admission of students in Unity Secondary Schools in Nigeria were collected, analyzed and presented in a table using frequency and simple percentages. Thus table 4.3.11 gives the details.

Table 4.3.11: Opinion of Respondents on Admission of Students

	STATEMENT	SA	A	U	D	SD	N	Mean	Std. Deviation
91	The principal in conjunction with assistants determine the quality and quantity of students to be admitted.	209 26.8	250 32.1	191 24.5	65 65	83 8.3	780 780	3.6064	1.20129
92	The principal, assistants and various subject heads or departmental heads determine the quality and quantity of students to be admitted.	141 18.1	170 21.8	126 16.2	194 24.9	149 19.1	780 100	2.9487	1.39776
93	The Federal Ministry of Education determines the quality and quantity of students to be admitted.	377 48.3	280 35.9	69 8.8	54 6.9	- -	780 100	4.2564	0.88542
94	The selection and admission of students is done solely by the Federal Ministry of Education.	231 29.6	219 28.1	55 7.1	198 25.4	57 7.3	760 97.4	3.4855	1.3532
95	The schools admit and send names to the Federal Ministry of Education for rectification.	244 31.3	392 50.3	103 13.2	12 1.5	29 3.7	780 100	4.0385	0.91686
96	Admission is a shared responsibility between Principals and Federal Ministry of Education.	240 30.8	442 56.7	21 2.7	28 3.6	16 2.1	747 95.8	4.1539	0.81811
97	The Federal Ministry of Education conducts examination and schools select candidates for admission	207 26.5	346 44.4	107 13.7	73 9.4	40 5.1	773 99.1	3.7853	1.09778
98	Initial selection is done at the Federal Ministry of Education level while supplementary selection is done at schools level.	270 34.6	411 52.7	20 2.6	57 7.3	22 2.8	780 100	4.0897	0.9545
99	The principal has no say as regards admission of students into schools.	51 6.5	174 22.3	41 5.3	323 41.4	191 24.5	780 100	2.45	1.25608
100	Selections and admissions are done by committee of Federal Principals.	274 35.1	339 43.5	61 7.8	36 4.6	41 5.3	751 96.3	4.024	1.06306

Table 4.3.11 indicates that principals and their vice principals have a lot to do with admission of students in the unity school. 459 representing 56.9% of the respondents agreed that the principal in conjunction with assistants determine the quality and quantity of students to be admitted. While 191 representing 24.5% of the respondents were undecided, 130 representing 16.6% of the respondents disagreed.

On the determinants of quantity of students, 343 representing 44.0% of the respondents disagreed that, the principal, assistants and various subject heads or departmental heads determine the quantity of students to be admitted. 311 representing 39.9% of the respondents agreed while 126 representing 16.2% of the respondents were undecided.

On the role of the Federal Ministry of Education with regards to admission, 657 representing 84.2% of the respondents agreed that the Federal Ministry of Education determines the quantity and quality of students to be admitted. While 69 representing 8.8% of the respondents could not decide, 54 representing 6.9% of the respondents disagreed.

450 representing 57.7% of the respondents agreed that the selection and admission of students are done solely by the Ministry of Education. 255 representing 32.7% of the respondents disagreed while 55 representing 7.1% of the respondents were undecided.

636 representing 81.6% of the respondents agreed that the schools admit and send names to the Federal Ministry of Education for rectification. While 103 representing 13.2% of the respondents were undecided, 41 representing 5.2% of the respondents disagreed.

682 representing 87.5% of the respondents agreed that admission is a shared responsibility between principals and the Federal Ministry of Education. 44 representing 5.7% of the respondents disagreed while 21 representing 2.7% of the respondents were undecided.

553 representing 70.9% of the respondents agreed that the Federal Ministry of Education conducts examination and schools select candidates for admission. 113 representing 14.5% of the respondents disagreed while 107 representing 13.7% of the respondents were undecided.

681 representing 87.3% of the respondents agreed that initial selection is done at the Federal Ministry of Education level while supplementary selection is done at schools level. 79 representing 10.1% of the respondents disagreed while 20 representing 2.6% of the respondents were undecided.

514 representing 64.9% of the respondents disagreed that the principal has no say as regards admission of students into the schools. 225 representing 27.6% of the respondents agreed while 41 representing 5.3% of the respondents were undecided.

613 representing 78.3% of the respondents agreed that selections and admissions are done by committee of Federal Unity College Principals. 77 representing 9.9% of the respondents disagreed while 61 representing 7.8% of the respondents could not decide.

FREQUENCIES FOR STAKEHOLDERS

Table 4.4.1: What is the Nature of Decision Making Process in Federal Unity Schools.

This section presents the opinions of respondents on decision making process in Unity Secondary Schools in Nigeria. Items 1-10 in the questionnaire relate to this section. Items 1-3 were attempts to find out from the respondents whether decisions were made through due process in which teachers were involved and committee system was adopted. However, items 4 and 5 tried to find out whether students were involved in decision making process on issues that affect them and whether the principals decide on issues that require urgent attention.

Items 6 and 7 attempted to find out whether the decisions relating to labour was reached between authority and union leaders, and if non-teaching staff were involved in decision making process in Unity Secondary Schools. While item 8 sought the opinions of the respondents on whether administrators honoured the decisions that were reached, item 9 tried to find out if administrators allows influence peddling to make him/her change once decisions are reached. Item 10 sought the opinions of respondents on whether members of staff were over stressed on involvement in decision making process.

The responses of all the respondents on issues that relate to decision making process in Unity Secondary Schools in Nigeria were collected analyzed and presented in a table using frequency and simple percentages. Thus table 4.4.1gives the details.

Table 4.4.1: Opinion of Stakeholders on Decision Making Process

	STATEMENT	Stakeholders	SA	A	U	D	SD	No.	$\bar{X}$	Std. Deviation
1	In my school, before decisions are made, there is a process to be followed.	Administrator	69	26	2	7	-	104	4.51	0.83602
		0%	65.3	25	6.7	6.7	-	100		
		Teachers	395	181	11	63	-	650	4.397	0.92524
		0%	60.8	27.8	1.7	9.7	-	100		
		PTA	20	5	-	1	-	26	4.9623	0.67937
		0%	76.9	19.2	-	3.8	-	100		
2	Decisions are made through committee process.	Administrator	39	48	5	6	5	103	4.0681	1.05032
		0%	37.5	46.2	4.8	5.8	4.8	99		
		Teachers	247	288	47	40	22	644	4.084	1.00347
		0%	38	44.3	7.2	6.2	3.4	99.1		
		PTA	9	14	-	1	1	25	4.16	0.95434
		0%	34.6	53.8	-	3.8	3.8	96.2		
3	Teachers are involved in decision making process on issues that affect them.	Administrator	43	45	6	6	1	101	4.218	0.87868
		0%	41.3	43.4	5.8	5.8	1	97.1		
		Teachers	270	290	28	30	10	628	4.242	0.86691
		0%	41.5	44.6	4.3	4.6	1.5	96.6		
		PTA	11	13	1	-	1	26	4.2692	0.87442
		0%	42.3	50	3.8	-	3.8	100		
4	Students are involve on issues that affect them.	Administrator	25	57	6	8	5	101	3.881	1.03235
		0%	24	54.8	5.8	7.7	4.8	97.1		
		Teachers	170	338	42	44	39	633	3.878	1.07447
		0%	26.2	52	6.5	6.8	6	97.4		
		PTA	7	17	-	-	2	26	4.0385	0.99923
		0%	26.9	65.4	-	-	7.7	100		
5	Issues that require urgent attention are decided upon by the principal.	Administrator	57	27	11	5	-	104	4.36	0.87062
		0%	54.8	26	10.6	4.8	-	100		
		Teachers	354	159	62	31	-	606	4.38	0.86503
		0%	54.5	24.5	9.5	4.8	-	93.2		
		PTA	13	9	4	-	-	26	4.3462	0.74524
		0%	50	34.6	15.4	-	-	100		
6	Decisions relating to labour is reached between authority and labour leaders.	Administrator	9	21	23	29	13	95	2.832	1.19976
		0%	8.7	20.2	22.1	27.9	12.5	91.3		
		Teachers	31	136	158	204	81	610	2.725	1.10361
		0%	4.8	20.9	24.3	31.4	12.5	93.8		

		PTA	4	10	4	3	1	22	3.5909	1.09801
		0%	15.4	38.5	14.4	11.5	3.8	84.6		
7	Decision making process also involves non-teaching staff.	Administrator	19	50	11	15	5	100	3.63	1.10696
		0%	18.3	48.1	10.6	14.4	4.8	96.2		
		Teachers	109	310	83	67	52	621	3.575	1.14706
		0%	16.8	47.7	12.8	10.3	8	95.5		
		PTA	7	15	-	3	1	26	3.9231	1.05539
		0%	26.9	57.7	-	11.5	3.8	100		
8	The administrator honours the decisions that are reached.	Administrator	34	38	11	14	7	104	3.75	1.23658
		0%	32.7	36.5	10.6	13.5	6.7	100		
		Teachers	182	262	68	92	40	644	3.705	1.19742
		0%	28	40.3	10.5	14.2	6.2	99.1		
		PTA	10	6	5	3	1	25	3.84	1.21381
		0%	38.5	23.1	19.2	11.5	3.8	96.2		
9	The administrator never allows influence peddling to make him/her change once decisions are reached.	Administrator	1	15	13	42	28	99	2.182	1.04358
		0%	1	14.4	12.5	40.4	26.9	95.2		
		Teachers	10	70	103	266	177	626	2.1534	1.00819
		0%	1.5	10.8	15.8	40.9	27.2	96.3		
		PTA	2	3	3	11	7	26	2.3077	1.22537
		0%	7.7	11.5	11.5	42.3	26.9	100		
10	Members of staff are never over stressed on involvement in decision making process.	Administrator	2	4	10	52	36	104	1.885	0.87365
		0%	1.9	3.8	9.6	50	34.6	100		
		Teachers	18	27	71	357	177	650	2.0031	0.89399
		0%	2.8	4.2	10.9	54.9	27.2	100		
		PTA	-	-	3	13	10	26	1.7308	0.66679
		0%	-	-	11.5	50	38.5	100		

Table 4.4.1 shows that among the stakeholders on decision making process, 95 representing 90.3% of the respondents agree that in their schools, before decisions are made, there is a process to be followed. 7 representing 6.7% of the respondents disagree while 2 representing 1.9% were undecided.

For teachers 576 representing 88.6% of the respondents agreed that in their schools, before decisions are made, there is a process to be followed. 63 representing 9.7% disagreed while 11 represent 1.7% could not decided.

For PTA, 25 representing 96.1 percent agreed that in their schools, before decisions are made, there is a process to be followed. One (1) representing 3.8% disagreed that before decisions are made, there is a process to be followed.

On committee process, for administrators 87 representing 83.7% agreed that decisions are made through committee process. 11 representing 10.6% disagreed while 5 representing 4.8% could not decide if decisions are made through committee process.

For teachers, 535 representing 83.7% agreed that decisions are made through the committee process. 62 representing 9.6% of the respondents disagreed while 47 representing 7.2% were undecided on where decisions are made through the committee process.

For PTA, 23 representing 88.4% agreed that decisions are made through the committee process. 2 representing 7.6% of the respondents disagreed.

On involvement of teachers in decision making, 79 administrators representing 84.6% of the respondents agreed that teachers are involved in decision making process in issues that affect them. 7 administrators representing 6.8% of the respondents disagreed while 6 administrators representing 5.8% of them could not decide whether teachers are involved in decision making process in issues that affect them. For PTA, 24 representing 92.3% agreed that teachers are involved in decision making process in issues that affect them. 1 representing 3.8% of the PTA disagreed while 1 representing 3.8% of them could not decide.

On whether students are involved on issues that affect them. 13 representing 12.5 administrator respondents disagreed while 6 representing 5.8% could not decide. For teachers, 508 representing 78.2% of the teacher respondents agree that students are involved on issues that affect them. 83 representing 12.6% of the respondents disagree while 42 representing 6.5% of them could not decide. For PTA, 24 representing 92.3% PTA respondents agreed that students are involved on issues that affect them. 2 representing 7.7% disagreed.

On issues requiring urgent actions, for administrator 84 representing 80.8% of them agreed that issues that require urgent attention are decided up by the principal. 5 representing 4.8% disagreed while 11 representing 10.6% could not decide.

For teachers, 513 representing 79.0% agreed that issues that require urgent attention are decided upon by the principal. 31 representing 4.8% disagreed and 62 representing 9.5% could not decide.

For PTA, 12 representing 84.6% of them agreed that issues that require urgent attention are decided upon by the principal while 4 representing 15.4% could not decide.

On decision relating to labour, for administrators, 42 representing 40.4% of the respondents disagreed that relating to labour was reached between authority and labour. 30 representing 28.9% agreed while 4 representing 15.4% could not decide.

On involvement of non-teaching staff, 69 administrators representing 66.4% of the respondents agreed that non teaching staff are involved in decision making process, 20 representing 19.2% of the respondents disagreed while 11 representing 11.6% of the respondents were undecided.

As for the teachers, 419 representing 64.5% of the respondents agreed that non-teaching staff are involved in decision making process. 119 representing 18.3% of the respondents disagreed while 83 representing 12.8% could not decide.

For PTA 22 representing 84.6% agreed that non-teaching staff are involved in decision making process while 4 representing 15.3% disagree.

72 representing administrator 69.2 respondents agree that the administrator honours the decisions that are reached. 21 representing 20.2% of the respondents disagree while 11 representing 10.6% were undecided.

For teachers, 444 respondents representing 68.3% agree that the administrator honours the decisions that are reached. 132 representing 20.4% of the respondents disagreed while 68 representing 10.5% were undecided.

For PTA, 16 representing 61.6% of the respondents administrator honours the decisions that are reached individuals are consulted before decisions are made. 4 representing 15.3% disagreed while 5 representing 19.2% of the respondents could not decide.

On influence peddling, 70 representing 7.3% administrator respondents disagreed that the administrator never allows influence peddling to make him/her change once decisions are reached. 16 representing 15.4% of the respondents agreed, 13 representing 12.5% were undecided.

For teachers, 443 representing 68.1% of the respondents disagreed that the administrator never allows influence peddling to make him/her change once decisions are reached. 103 representing 15.8% were undecided while 80 representing 12.3% agreed.

For PTA, 18 representing 69% of the respondents disagreed while 5 representing 19.2% of the respondents agreed while 3 representing 11.5% were undecided.

On over stressed with decision making process, for administrators, 88 representing 85% of the respondents disagreed that members of staff are over stressed on involvement in decision making process. 10 representing 9.6% of the respondents were undecided while 6 representing 5.7% agreed that members of staff are over stressed on involvement in decision making process.

For teachers, 534 representing 82.1% of the respondents disagree that members of staff are not over stressed on involvement in decision making process. 171 representing 10.9% of the respondents were undecided while 45 representing 7% of the respondents agreed

For PTA, 23 representing 88.5% disagreed that members of staff are not over stressed on involvement in decision making process involvement in decision making process and this leads to waste of time while 3 representing 11.5% were undecided.

Table 4.4.2: How Effective is the Communication Process in the Schools

This section presents the opinions of respondents on communication in Unity Secondary Schools in Nigeria. Items 11-20 in the questionnaire relate to this section. Items 11-13 were attempts to find out from the respondents Educational policies, rules and regulations and promotion matters are communicated to staff in which educational policies, rules and regulations and promotion matters are communicated to staff through meetings, bulletins, modern information and communication technologies. Items 14 and 15 tried to find out whether staff and students were communicated as soon as there are changes in the school system and information from Federal Ministry of Education were communicated to them.

Items 16 and 17 sought to find out whether information on welfare and development pages were communicated to staff. Item 18 sought to find out whether meetings to communicate resolutions on school community relationship are held as soon as decisions are reached. While item 19 tried to find out whether decisions on discipline matters are communicated to staff and students, item 20 sought to find out whether communication on changes in administration like change of heads, change in the system, reforms etc are made to personnel.

The responses of all the respondents on issues that relate to communication in Unity Secondary Schools in Nigeria were collected analyzed and presented in a table using frequency and simple percentages. Thus 4.4.2 gives the breakdown.

Table 4.4.2: Opinion of Stakeholders on Communication in Unity Schools

	STATEMENT	Stakeholders	SA	A	U	D	SD	No.	$\bar{X}$	Std. Deviation
11	Educational policies are communicated to staff through meetings, bulletins, modern information communication technologies.	Administrator 0% Teachers 0% PTA 0%	50 48.1 271 41.7 19 73.1	47 45.2 389 52.2 7 26.9	2 1.9 11 1.7 - -	2 1.9 11 1.7 - -	- - - - - -	101 97.1 632 97.2 26 100	4.4306 4.3766 4.7308 	0.639 0.61205 0.45234
12	Rules and regulations, conditions of service are communicated to staff often and timely.	Administrator 0% Teachers 0% PTA 0%	25 24 147 22.2 11 42.3	51 49 342 52.6 10 38.5	6 5.8 20 3.1 2 7.7	15 14.4 104 16 2 7.7	5 4.8 22 3.4 1 3.8	102 98.1 632 97.2 26 100	3.7451 3.7627 4.0769 	1.13178 1.08469 1.09263
13	Promotion matters are communicated to staff.	Administrator 0% Teachers 0% PTA 0%	47 45.2 285 43.8 13 50	49 47.1 306 47.1 11 42.3	2 1.9 14 2.2 - -	3 2.9 17 2.6 1 3.8	3 2.9 28 4.3 1 3.8	104 100 650 100 26 100	4.2885 4.2354 4.3077 	0.8777 0.94778 0.97033
14	Students are communicated as soon as there are changes in the school system.	Administrator 0% Teachers 0% PTA 0%	56 53.8 346 53.2 14 53.8	40 38.5 267 41.1 12 46.2	6 5.8 26 4 - -	2 1.9 11 1.7 - -	- - - - - -	104 100 650 100 26 100	4.4423 4.4585 4.5385 	0.69432 0.65611 0.50839
15	Information are communicated to staff and students as soon as they are received from Federal Ministry of Education.	Administrator 0% Teachers 0% PTA 0%	66 63.5 402 61.8 17 65.4	28 26.9 209 32.2 8 30.8	8 7.7 35 5.4 - -	- - - - - -	- - - - - -	102 98.1 646 99.4 25 96.2	4.5686 4.5681 4.68 	0.63729 0.5952 0.4761
16	Information on welfare packages are	Administrator 0%	21 20.2	502 48.1	13 12.5	16 15.4	2 1.9	102 98.1	3.7059 	1.03012

	communicated to staff.	Teachers	122	320	83	94	27	646	3.644	1.07264
		0%	18.8	49.2	12.8	14.5	4.2	99.4		
		PTA	8	11	4	2	1	26	3.8846	1.07059
		0%	30.8	42.3	15.5	7.7	3.8	100		
17	Information on development packages are communicated to staff.	Administrator	17	42	22	20	1	102	3.5294	1.02161
		0%	16.3	40.4	21.2	19.2	1	98.1		
		Teachers	102	246	161	127	10	646	3.469	102593
		0%	15.7	37.8	24.8	19.5	1.5	99.4		
		PTA	5	13	4	3	1	26	3.6923	1.02593
		0%	19.2	50	15.4	11.5	3.8	100		
18	Meetings to communicate resolutions on school community relationship are held as often as decisions are reached.	Administrator	25	53	13	8	1	100	3.93	0.89052
		0%	24	51	12.5	7.7	1	96.2		
		Teachers	145	382	72	33	10	642	3. 9642	0.82679
		0%	22.3	58.8	11.1	5.1	1.5	98.8		
		PTA	6	17	-	2	1	26	3.9615	0.95836
		0%	23.1	65.4	-	7.7	3.8	100		
19	Information on decisions on discipline matters are communicated to staff and students.	Administrator	42	49	10	-	1	102	4.2843	0.72272
		0%	40.4	47.1	9.6	-	1	98.1		
		Teachers	217	347	59	-	10	633	4.2022	0.73359
		0%	33.4	53.4	9.1	-	1.5	97.4		
		PTA	12	13	-	-	1	26	4.3462	0.8458
		0%	46.2	50	-	-	1.3	100		
20	Communication on changes in administration like change of heads, change in system, reforms are made as soon as there is any.	Administrator	34	56	9	5	-	104	4.1442	0.76853
		0%	32.7	53.8	8.7	4.8	-	100		
		Teachers	217	329	64	40	-	650	4.1123	0.81662
		0%	33.4	50.6	9.8	6.2	-	100		
		PTA	8	15	2	1	-	26	4.538	0.7317
		0%	30.8	57.7	7.7	3.8	-	100		

Table 4.4.2 shows that 97 representing 93.3% of the administrator respondents agreed educational policies are communicated to staff through meetings, bulletins, modern information communication technologies etc. 2 representing 1.9% disagreed while 2 representing 1.9% were undecided.

For teachers 610 representing 93.9% of the respondents agreed that educational policies are communicated to staff through meetings, bulletins, modern information communication technologies etc. 11 representing 1.7% disagreed and 11 representing 1.7% were undecided.

For PTA, 26 representing 100% of the respondents agreed that educational policies are communicated to staff through meetings, bulletins, modern information communication technologies, etc.

On rules and regulations and conditions of service, for the administrators, 76 representing 73% of the respondents agreed that rules and regulations and conditions of services are communicated to staff often and timely. 20 representing 19.2% of the respondents disagreed while 6 representing 5.8% of the respondents could not decide.

For teachers, 486 representing 74.8% of the respondents agree that rules and regulations and conditions of service are communicated to staff often and timely. 126 representing 19.4% of the respondents disagreed while 20 representing 3.1% of the respondents were undecided.

For PTA 21 representing 80.8% of the respondents agreed that rules and regulations and conditions of service are communicated to staff often and timely. 3 representing 11.5% disagreed while 2 representing 7.7% could not decided.

On promotion matters, for administrators, 96 representing 92.3% of the respondents agreed that promotion matters are communicated to staff. 6 representing 5.8% of the respondents disagreed while 2 representing 1.9% of the respondents could not decide.

For teacher, 491 representing 90.9% of he respondents agreed that promotion matters are communicated to staff. 45 representing 4.8% of the respondents disagreed while 14 representing 2.2% of the respondents could not decide.

As to changes in the system to students, for administrators, 96 representing 92.3% of the respondents agreed that students are communicated as soon as there

are changes in the school system. 6 representing 5.8% of the respondents were undecided while 2 representing 1.9% of the respondents were undecided.

For teachers, 613 representing 94.3% of the respondents agreed that students are communicated as soon as there are changes in the school system. 26 representing 4% of the respondents were undecided while 11 representing 1.7% disagreed.

For PTA, 26 representing 100% of the respondents agreed that students are communicated as soon as there are changes in the school system.

As to information from the Federal Ministry of Education, for administrators, 94 representing 90.4% of the respondents agreed that information is communicated to staff and students as soon as they are received from the Federal Ministry of Education while 8 representing 7.7% were undecided.

For teachers, 611 representing 94.0% of the respondents agreed that information is communicated to staff and students as soon as they are received from the Federal Ministry of Education while 35 representing 5.4% were undecided.

For PTA, 25 representing 96.2% of the respondents agreed that information is communicated to staff and students as soon ass they are received from the Federal Ministry of Education.

On information on welfare packages: For administrators, 71 representing 68.3% of the respondents agreed that information on welfare packages are communicated to staff. 18 representing 17.3%m disagreed while 13 representing 12.5% of the respondents were undecided.

For teachers, 442 representing 68.0% of the respondents agreed that information on welfare packages are communicated to staff. 121 representing 18.7% of the respondents disagreed while 83 representing 12.8% were undecided.

For PTA, 19 representing 73.1% of the respondents agreed that information on welfare packages are communicated to staff. 4 representing 15.4% were undecided while 3 representing 10.5% disagreed.

On information on development packages: for administrators, 59 representing 56.7% of the respondents agreed that information on development packages are communicated to staff. 22 representing 21.2% of the respondents were undecided while 21 representing 20.2% disagreed.

For teachers, 348 representing 53.3% of the respondents agreed that information on welfare packages are communicated to staff. 161 representing 24.8% of the respondents could not decide while 137 representing 21.0% of the respondents disagreed.

For PTA, 18 representing 69.2% agreed that information on welfare packages are communicated to staff. 4 representing 15.4% of the respondents where undecided while 4 representing 15.3% of the respondents disagreed.

On meeting to communicate resolutions reached with the community; for administrators, 78 representing 75% agreed that meetings to communicate resolutions on school-community relationship are held as often as decisions are reached. 13 representing 12.5% of the respondents were undecided while 9 representing 8.7% of the respondents disagreed.

For teachers, 527 representing 81.1% agreed that meetings to communicate resolutions on school-community relationship are held as often as decisions are reached. 72 representing 11.1% of the respondents were undecided while 40 representing 6.6% disagreed.

For PTA, 23 representing 88.5% agreed that meetings to communicate resolutions on school-community relationship are held as often as decisions are reached while 3 representing 11.5% disagreed.

On information on discipline matters; for administrators, 91 representing 87.5% of the respondents agreed that information on decision on discipline matters are communicated to staff and students 10 representing 9.6% of respondents were undecided while 1 representing 1% disagreed.

For teachers, 564 representing 87.8% agreed that information on decisions on discipline matters are communicated to staff and students. 59 representing 59

representing 9.1% of the respondents were undecided while 10 representing 1.5% disagreed.

For PTA, 25 representing 96.2% of the respondents agreed that information on decisions on discipline matters are communicated to staff and students while 1 representing 1.3% of the respondents disagreed.

On communicated on changes in administration: For administrators, 90 representing 86.5% of the respondents agreed that communication on changes in administration like change of heads, change in the system, reforms, etc, are made as soon as there is any. 9 representing 8.7% of the respondents were undecided while 5 representing 4.8% of the respondents disagreed.

For teachers, 546 84% of the respondents agreed that communication on changes in administration like change of heads, change in the system, reforms, etc, are made as soon as there is any. 64 representing 9.8% of the respondents were undecided while 40 representing 6.2% of the respondents disagreed.

For PTA, 23 representing 88.3% of the respondents agreed that communication on changes in administration like change of heads, change in the system, reforms, etc, are made as soon as there is any. 2 representing 7.7% of the respondents were undecided while 1 representing 3.8% of the respondents disagreed.

Table 4.4.3: How does Interpersonal Relationship Affect the General Working Environment.

This section presents the opinions of respondents on inter-personal relation in Federal Unity Secondary School in Nigeria. Items 21-30 in the questionnaire relate to this section. Item 21 was an attempt to find out to find out from the respondents whether there is cordial relationship among personnel in the schools. Item 22 tried to find out whether feelings were expressed so that little misunderstanding will not generate to heavy problems. Item 23 sought to find out whether issues were tackled as soon as they come up as a result of free flow of

expression. Items 24-27 attempts to find out whether inter-perssonnel conflicts minimized and conflicts are handled in which interpersonal conflicts are minimized in order not to allow escalation of problems and conflicts are resolved through dialogue and suppression and submission. Item 28 sought to find out whether there is suppression of feelings that may lead to strained relationship. Item 29 tried to find out if the general environment is unpleasant to work in because feelings were not expressed while item 30 ought to find out if co-works were difficult to meet because of the attitude of the administrator in tacking interpersonal problems.

The responses of all the respondents on issues that relate to inter-personal relationship in Federal Unity Secondary School in Nigeria were collected, analysed and presented in a table using frequency and simple percentages. Thus 4.4.3 gives the breakdown.

Table 4.4.3: Opinion of Stakeholders on Interpersonal Relationship

	STATEMENT	**Stakeholders**	**SA**	**A**	**U**	**D**	**SD**	**No.**	$\bar{X}$	**Std. Deviation**
21	In my school, the relationship among personnel is cordial	Administrator	43	47	2	7	3	102	4.1765	0.97911
		0%	41.3	45.2	1.9	6.7	2.9	98.1		
		Teachers	251	298	21	34	28	632	4.1234	1.01524
		0%	28.6	45.8	3.2	5.2	4.3	97.2		
		PTA	11	14	-	-	1	26	4.3077	0.83758
		0%	42.3	53.8	-	-	3.8	100		
22	Feelings are expressed so that little misunderstanding will not generate to heavy problems	Administrator	31	55	6	8	3	103	4	0.97014
		0%	29.8	52.9	5.8	7.7	2.9	99		
		Teachers	194	377	12	27	28	638	4.069	0.94009
		0%	29.8	58	1.8	4.2	4.3	98.2		
		PTA	5	13	5	1	1	25	3.8	0.95743
		0%	19.2	50	19.2	3.8	3.8	96.1		
23	Issue are tackled as soon as they come up, this is as a result of free flow of expression	Administrator	35	49	9	10	1	104	4.0288	0.94977
		0%	33.7	47.1	8.7	9.6	1	100		
		Teachers	251	296	35	59	10	650	4.1046	0.96542
		0%	38.6	45.4	5.4	9.1	1.5	100		
		PTA	5	14	6	-	1	26	3.8462	0.88056
		0%	19.2	58.8	23.1	-	3.8	100		
24	Inter personal conflicts are minimized so as not allow escalation of problems	Administrator	30	67	5	2	-	104	4.2019	0.61344
		0%	28.8	64.4	4.8	1.9	-	100		
		Teachers	202	408	22	18	-	650	4.2215	0.63791
		0%	31.1	62.8	3.4	2.8	-	100		
		PTA	4	21	1	-	-	26	4.1154	0.43146
		0%	15.4	80.8	3.8	-	-	100		

25	Conflicts are resolved through suppression and submission	Administrator	15	40	14	25	10	104	3.2404	1.24242
		0%	14.4	38.5	13.5	24	9.6	100		
		Teachers	104	242	89	163	52	650	3.2815	1.22724
		0%	16	37.2	13.7	25.1	8	100		
		PTA	7	6	6	7	-	26	3.5	1.17473
		0%	26.9	23.1	23.1	26.9	-	100		
26	Conflicts are resolved through dialogue	Administrator	28	50	9	4	9	100	3.84	1.5225
		0%	26.9	48.1	8.7	3.8	8.7	96.2		
		Teachers	225	285	47	29	34	620	4.029	1.05845
		0%	34.6	43.8	7.2	4.5	5.2	95.4		
		PTA	6	17	2	-	1	26	4.0385	0.82369
		0%	23.1	65.4	7.7	-	3.8	100		
27	The workers are not pleasant to work with because of suppressive nature of conflict resolution	Administrator	8	30	16	30	19	103	2.7864	1.2653
		0%	7.7	28.8	15.4	28.8	18.3	99		
		Teachers	82	150	87	208	117	644	2.8012	1.32482
		0%	12.6	23.1	13.4	32	18	99.1		
		PTA	2	10	4	8	2	26	3.0769	1.16355
		0%	7.7	38.5	15.4	30.8	7.7	100		
28	There is alot of suppression of feelings that little problems generate into big ones	Administrator	4	13	19	33	31	100	2.26	1.15137
		0%	3.8	12.5	18.3	31.7	29.8	96.2		
		Teachers	41	71	135	195	194	636	2.3239	1.20058
		0%	6.3	10.9	20.8	30	29.8	97.8		
		PTA	2	4	4	9	6	25	2.48	1.26227
		0%	7.7	15.4	15.4	34.6	23.1	96.2		
29	The general environment is unpleasant to work in because feeling are not expressed	Administrator	7	17	16	28	33	101	2.3762	1.28726
		0%	6.7	16.3	15.4	26.9	31.7	97.1		
		Teachers	53	69	143	176	192	633	2.3918	1.25211
		0%	8.2	10.6	22	27.1	29.2	97.4		
		PTA	5	5	-	9	7	26	2.6923	1.54322
		0%	19.2	19.2	-	34.6	26.9	100		
30	My co-workers are hard to meet because of the attitude of the administrator in tackling inter-personal problems	Administrator	3	14	6	44	35	102	2.0784	1.10522
		0%	2.9	13.5	5.8	42.3	33.7	98.1		
		Teachers	34	67	62	272	205	640	2.1453	1.13797
		0%	5.2	10.3	9.5	41.8	31.5	98.5		
		PTA	1	5	-	12	8	26	2.1923	1.20064
		0%	1.8	19.2	-	46.2	30.8	100		

Table 4.4.3 on relationship among staff: For administrator, 90 representing 86.5% of the respondents agreed that relationship among personnel is cordial. 10 representing 9.6% of the respondents disagreed that relationship among personnel is cordial while 2 representing 1.9% of the respondents were undecided.

For teachers, 549 representing 84.4% agreed that relationship among personnel is cordial. 62 representing 9.5% of the respondents disagreed that relationship among personnel is cordial while 21 representing 3.2% were undecided.

For PTA, 25 representing 96.1% of the respondents agreed that relationship among personnel is cordial while 1 representing 3.8% of the respondents disagreed.

On expression of feelings; For administrators, 86 representing 82.7% of the respondents agreed that feelings are expressed so that little misunderstanding will not generate to heavy problems. 11 representing 10.6% of the respondents disagreed while 6 representing 5.8% of the respondents disagreed.

For teachers, 571 representing 87.8% of the respondents agreed that feelings are expressed so that little misunderstanding will not generate to heavy problems. 55 representing 8.5% of the respondents disagreed while 12 representing 1.8% were undecided.

On tackling of issues as they come up: For administrators, 84 representing 80.8% of the respondents agreed that issues are tackled as soon as they come up, this is as a result of free flow of expression. 11 representing 10.6% of the respondents disagreed while 9 representing 8.7% of the respondents are undecided.

For teachers. 547 representing 85.0% of the respondents agreed that issues are tackled as soon as they come-up, this is as a result of free flow of expression. 69 representing 10.6% of the respondents disagreed while 35 representing 5.4% of the respondents could not decide.

For PTA, 19 representing 78.0% of the respondents agreed that issues are tackled as soon ass they come up, this is as a result of free flow of expression. 6 representing 23.1% of the respondents were undecided while 1 representing 3.8% disagreed.

On interpersonal conflicts and escalation of problems; For administrators, 97 representing 93.2% of the respondents agreed that interpersonal conflicts are minimized so as not to allow escalation of problems. 5 representing 4.8% were undecided while 2 representing 1.9% disagreed.

For teachers, 610 representing 93.1% of the respondents agreed that interpersonal conflicts are minimized so as not to allow escalation of problems. 22 representing 3.4% of the respondents were undecided while 18 representing 2.8% disagreed.

For PTA, 25 representing 96.2% of the respondents agreed that interpersonal conflicts are minimized so as not to allow escalation of problems while 1 representing 3.8% of the respondents could not decide.

On suppression and submission method of conflict resolution: For administrators, 55 representing 52.9% of the respondents agreed that conflicts are resolved though suppression and submission. 35 representing 33.6% disagreed while 14 representing 13.5% were undecided.

For teachers, 346 representing 53.2% agreed that conflicts are resolved though suppression and submission. 215 representing 33.1% of the respondents disagreed while 89 representing 13.7% were undecided.

For PTA, 13 representing 50.0% of the respondents agreed that conflicts are resolved through suppression and submission. 7 representing 26.9% of the respondents disagreed while 6 representing 23.1% of the respondents were undecided.

On resolution of conflicts through dialogue; For administrators, 78 representing 75.0% of the respondents agreed that conflicts are resolved through dialogue. 13 representing 12.5% of the respondents disagreed while 9 representing 8.7% of the respondents were undecided.

For teachers, 510 representing 78.4% of the respondents agreed that conflicts are resolved through dialogue. 63 representing 9.7% disagreed while 29 representing 4.5% were undecided.

For PTA, 23 representing 88.5% of the respondents agreed conflicts are resolved through dialogue. 2 representing 7.7% of the respondents were undecided while 1 representing 3.8% could not decide.

On attitude of workers to nature of conflict resolution: For administrators, 36 representing 49 representing 47.1% of the respondents disagreed that the workers are not pleasant to work with because of the suppressive nature of conflict resolution. 38 representing 36.7% of the respondents disagreed while 16 representing 15.4% of the respondents were undecided.

For teachers, 325 representing 50% of the respondents disagreed that the workers are unpleasant to work with because of suppressive nature of conflict resolution 232 representing 35.7% of the respondents agreed while 87 representing 13.4% of the respondents were undecided.

For PTA, 12 representing 46.2% of the respondents agreed that the workers are not pleasant to work with because of the suppressive nature of conflict resolution. 10 representing 38.5% of the respondents disagreed while 4 representing 15.4% of the respondents were undecided.

On lots of suppression of feelings: Ford administrators, 64 representing 61.5% of the respondents disagreed that there is a lot of suppression of feelings that little problems generate into big ones. 19 representing 18.3% of the respondents were undecided while 17 representing 16.3% agreed.

For teachers, 389 representing 59.8% of the respondents disagreed that there is a lot of suppression of feelings that little problems generate into big ones. 135 representing 20.8% of the respondents were undecided while 112 representing 17.2% disagreed.

For PTA, 15 representing 57.7% disagreed that there is a lot of suppression of feelings that little problems generate into big ones. 6 representing 13.1% of the respondents agreed while 4 representing 15.4% could not decide.

On general work environment: For administrators, 61 representing 58.6% of the respondents disagreed that the general environment is unpleasant to work in because feelings are not expressed. 143 representing 22% of the respondents were undecided while 122 representing 18.6% of the respondents agreed.

For PTA, 16 representing 61.5% of the respondents disagreed that the general environment is unpleasant to work in because feelings are not expressed while 10 representing 38.4% agreed that the general environment is unpleasant to work in because feelings are not expressed.

On meeting co-workers: For administrators, 79 representing 76.0% of the respondents disagreed that co-workers are hard to meet because of the attitude of the administrator to tackling interpersonal problems. 17 representing 16.4% agreed while 6 representing 5.8% of the respondents were undecided.

For teachers, 477 representing 73.3% disagreed that co-workers are hard to meet because of the attitude of the administrator to tackling interpersonal problems. 102 representing 15.7% of the respondents agreed while 62 representing 9.5% of the respondents were undecided.

For PTA, 20 representing 79.0% of the respondents disagreed that co-workers are hard to meet because of the attitude of the administrators to tackling interpersonal problems while 6 representing 21.0% of the respondents agreed that co-workers are hard to meet because of the attitude of the administrator to tackling interpersonal problems.

Table 4.4.4: How do Supervisors and Inspectors Supervise and Inspect the Schools for Effective Goal Achievement.

This section presents the opinion of respondents on inspection and supervision of federal unity secondary school in Nigeria. Items 31-40 in the question relate to this section. Item 31 was an attempt to fund out from the respondents whether their school were inspected and supervised enough. Items 32-34 tried to find out whether the administrator is tactful and supervision s adequately, upto-date in the job and if there is enough instructional supervision. Items 35 and 36 sought to find out if the schools were inspected externally or rarely inspected. Item 37 tried to find out if teachers were supervised at all.

However, items 38 and 40 tried to find out whether the supervisor is around when needed and knows the job well, while item 39 sought to find out if the inspectors were too traditional for modern time if they were fault founders.

The responses of all the respondents on issues that relate to inspection and supervision in Federal Unity Secondary Schools in Nigeria where collected, analysed and presented in a table using frequency and simple percentages. Thus table 4.4.4 gives the breakdown.

Table 4.4.4: Opinion of Stakeholders on Inspection and Supervision of Schools

	STATEMENT	**Stakeholders**	**SA**	**A**	**U**	**D**	**SD**	**No.**	$\bar{X}$	**Std. Deviation**
31	There is enough inspection and supervision of my school	Administrator	9	26	1	43	25	104	2.5288	1.32897
		0%	8.7	25	1	41.3	24	100		
		Teachers	72	173	10	282	113	650	2.7062	1.32469
		0%	11.1	26.6	1.5	43.4	17.4	100		
		PTA	1	5	1	12	7	26	2.2692	1.18516
		0%	3.8	19.2	3.8	46.2	26.9	100		
32	The administrator is tactful and supervises adequately	Administrator	42	34	10	11	5	102	3.951	1.18051
		0%	40.4	32.7	9.6	10.6	4.8	98.1		
		Teachers	222	231	61	71	39	624	3.8429	1.20367
		0%	34.2	35.5	9.4	10.9	6	96		
		PTA	13	6	5	1	-	25	4.24	0.92556
		0%	50	23.1	19.2	3.8	-	96.2		
33	The supervisor is up-to- date in his supervisory job	Administrator	27	43	18	11	5	104	3.7308	1.10805
		0%	26	41.3	17.3	10.6	4.8	100		
		Teachers	163	280	112	56	39	650	3.7262	1.11113
		0%	51.1	43.1	17.2	8.6	6	100		
		PTA	9	9	6	2	-	26	3.9615	0.95836
		0%	34.6	34.6	23.1	7.7	-	100		
34	There is enough instructional supervision of personnel	Administrator	25	38	16	17	6	102	3.5784	1.19766
		0%	24	36.5	15.4	16.3	5.8	98.1		
		Teachers	135	227	129	103	45	639	3.4757	1.19125
		0%	20.8	34.9	19.8	15.8	6.9	98.3		
		PTA	7	14	3	1	1	26	3.9615	0.95836
		0%0%	26.9	53.8	11.5	3.8	3.8	100		
35	My school is rarely inspected externally	Administrator	11	21	8	34	30	104	2.5096	1.37237
		0%	10.6	20.2	7.7	32.7	28.8	100		
		Teachers	78	129	87	208	148	650	2.6631	1.34107
		0%	12	19.8	13.4	32	22.8	100		
		PTA	3	4	3	7	9	26	2.4231	1.4191
		0%	11.5	15.4	11.5	26.9	34.6	100		
36	My school has never been inspected	Administrator	5	2	1	18	74	100	1.46	0.99919
		0%	4.8	1.9	1	17.3	71.2	96.2		
		Teachers	27	24	12	126	439	628	1.5255	1.01707
		0%	4.2	3.7	1.8	19.6	67.5	96.6		
		PTA	1	-	1	6	16	24	1.5	0.9325
		0%	3.8	-	3.8	23.1	61.5	92.3		

37	I am never supervised at all	Administrator	-	4	-	30	69	103	1.4078	0.69221
		0%	-	3.8	-	28.8	66.3	99		
		Teachers	-	42	-	210	388	640	1.525	0.80258
		0%	-	6.5	-	32.3	59.7	99.1		
		PTA	-	-	-	10	15	2	1.4	0.5
		0%	-	-	-	38.5	57.7	100		
38	The supervisor is around when needed	Administrator	14	31	7	31	16	99	2.9596	1.36217
		0%	13.5	29.8	6.7	29.8	15.4	95.2		
		Teachers	57	223	49	196	87	622	2.963	1.27161
		0%	8.8	35.8	7.5	30.2	13.4	95.7		
		PTA	6	9	-	5	3	23	3.4348	1.44052
		0%	23.1	34.6	-	19.2	11.5	88.5		
39	Inspectors are too traditional for modern time inspection , they are fault finders	Administrator	-	10	2	60	31	103	1.9126	0.84141
		0%	-	9.6	1.9	57.7	29.8	99		
		Teachers	-	79	24	342	199	644	1.9736	0.91518
		0%	-	12.2	3.7	52.6	30.6	99.1		
		PTA	-	1	-	14	10	25	1.68	0.69041
		0%	-	3.8	-	53.8	38.5	96.2		
40	The supervisor knows his job well	Administrator	9	64	14	14	2	103	3.6214	0.89789
		0%	8.7	61.5	13.5	13.5	1.9	99		
		Teachers	42	435	86	70	11	640	3.663	0.82145
		0%	6.5	66.9	13.2	10.8	1.7	99.1		
		PTA	5	12	6	2	-	25	3.8	0.86603
		0%	19.2	46.2	23.1	7.7	-	96.2		

Table 4.4.4 shows that on enough inspection and supervision: For administrators, 68 representing 65.3% of the respondents disagreed that there is not enough inspection and supervision of their schools. 35 representing 33.7% of the respondents agreed that there is not enough inspection and supervision of the schools whole 1 representing 0% of the respondents could not decide.

For teachers, 395 representing 60.8% of the respondents disagreed that there is not enough inspection and supervision of their schools. 245 representing 7.7% of the respondents disagreed that there is no enough inspection and

supervision of their school while 10 representing 1.5% of the respondents could not decide.

For PTA, 19 representing 73.1% of the respondents disagreed that there is not enough inspection and supervision of the school. 6 representing 24.0% of the respondents agreed that there is not inspection and supervision of their school while 1 representing 3.8% of the respondents could not decide.

On administrator being tactful, 76 representing 73.1% of the respondents agreed that the administrator is tactful and supervises adequately. 16 representing 15.4% of the respondents disagreed that the administrator is tactful and supervises well while 10 representing 9.6% of the respondents could not decide.

For teachers, 453 representing 69.7% of the respondents agreed that the administrator is tactful and supervises adequately. 110 representing 16.9% of the respondents disagreed that the administrator is tactful and supervises adequately while 61 representing 9.4% were undecided.

For PTA, 19 representing 73.1% of the respondents agreed that the administrators are tactful and supervise adequately. 5 representing 19.2% were undecided while 1 representing 3.8% of the respondents could not decide.

On the trend of the supervisor: For administrators, 70 representing 67.3% of the respondents agreed that the supervisors are up-to-date in their job. 18 representing 17/3% were undecided while 16 representing 15.4% disagreed.

For teachers, 443 representing 94.2% of the respondents agreed that the supervisors are up-to-date in their job. 112 representing 17.2% of the respondents were undecided while 95 representing 9.2% of the respondents disagreed.

For PTA, 18 representing 69.2% of the respondents agreed that the supervisors are up-to-date in their job. 6 representing 23.1% were undecided while 2 representing 7.7% disagreed.

On instructional supervision: For administrators, 63 representing 60.5% of the respondents agreed that there is enough instructional supervision of personnel.

23 representing 22.2% of the respondents disagreed while 16 representing 15.4% of the respondents were undecided.

For teachers, 362 representing 55.7% of the respondents agreed that there is enough instructional supervision of personnel. 248 representing 22.7% of the respondents disagreed while 129 representing 19.8% of the respondents were undecided.

For PTA, 21 representing 80.7% of the respondents agreed that there is enough instructional supervision of personnel. 3 representing 11.5% of the respondents were undecided while 2 representing 7.6% of the respondents did not agree or disagreed.

On external inspection: For administrators, 64 representing 61.5% of the respondents disagreed that the schools are rarely inspected externally. 31 representing 30.8% of the respondents agreed that the schools are rarely inspected externally while 8 representing 7.7% were undecided.

For teachers, 356 representing 54.8% of the respondents disagreed that schools are rarely inspected externally. 20.7% representing 31.8% of the respondents agreed that schools are rarely inspected externally. 207 representing 31.8% of the respondents agreed that schools are rarely inspected externally while 87 representing 13.4% of the respondents were undecided.

For PTA, 16 representing 61.5% of the respondents disagreed that schools are rarely inspected externally. 7 representing 26.9% agreed that the schools are rarely inspected externally while 3 representing 15.4% were undecided.

On never inspected: For administrators, 192 representing 88.5% of the respondents disagreed that the schools have never been inspected 7 representing 6.7% agreed that the schools have never been inspected while 1 representing 1% could not decide.

For teachers, 565 representing 86.1% of the respondents disagreed that the schools have never been inspected. 51 representing 7.9% of the respondents

agreed that the schools have never been inspected while 1 representing 3.8% of the respondents could not decide.

For PTA, 22 representing 84.6% of the respondents disagreed that the schools have never been inspected while 1 representing 3.8% of the respondents agreed and 1 representing 3.8% of the respondents could not decided.

On if supervised at all: for administrators, 99 representing 95.1% of the respondents disagreed that they have never been supervised at all while 4 representing 3.8% of the respondents agreed that they have never been supervised at all.

For teachers, 598 representing 92.0% of the respondents disagreed that they have never been supervised at all while 42 representing 6.5% of the respondents agreed that they have never been supervised at all.

For PTA, 25 representing 96.2% of the respondents disagreed that teachers have never been supervised at all.

On supervisor being around when needed: For administrators, 47 representing 45.2% of the respondents disagreed that supervisors are around when needed. 45 representing 36.5% of the respondents agreed that the supervisors are around when needed while 7 representing 6.7% were undecided.

For teachers; 290 representing 44.6% of the respondents agreed that the supervisors are around when needed. 283 representing 43.6 disagreed that supervisors are around when needed while 49 representing 7.5% of the respondents were undecided.

For PTA, 15 representing 57.7% of the respondents agreed that the supervisors are around when needed while 8 representing 30.7% of the respondents disagreed that supervisors are around when needed.

On whether inspectors are traditional or modern in their mode of inspection: For administrators, 91 representing 86.6% of the respondents disagreed that inspectors are too traditional for modern time inspection, they are fault

finders. 10 representing 9.6% of the respondents agreed while 2 representing 1.9% of the respondents were undecided.

For teachers, 541 representing 83.2% of the respondents disagreed that inspectors are too traditional for modern time inspection, they are fault finders. 79 representing 12.2% of the respondents agreed while 24 representing 3.7% of the respondents were undecided.

For PTA, 24 representing 92.3% of the respondents disagreed that inspectors are too traditional for modern time inspection, they are fault finders while 1 representing 3.8% of the respondents agreed.

On how well the supervisor knows his job: For administrators, 73 representing 70.2% of the respondents agreed that the supervisors know their job well 16 representing 15.4% of the respondents disagreed while 14 representing 13.5% of the respondents were undecided.

For teachers, 477 representing 72.5% of the respondents agreed that the supervisors know their job well. 86 representing 13.2% of the respondents were undecided while 81 representing 12.5% disagreed.

For PTA, 17 representing 65.4% of the respondents agreed that the supervisors know their job well. 6 representing 23.1% could not decide while 2 representing 7.7% of the respondents disagreed.

Table 4.4.5: Are Staff Trained and Developed to Ensure Motivation

This section presents the opinions of respondents on staff training and development in Unity Secondary Schools in Nigeria. Item 41-50 in the questionnaire relate to this section. Item 41 tried to find out whether staff are sent for higher training. Item 42 sought to find out whether improved staff development brought about better coordination at work. However, item 42 and 44 sought to find out whether salaries and benefits are commensurate with qualification and also come as at and when due. Items 45 tried to find out whether there is a system of mentoring and mentee process among the senior and junior

staff in the schools. Items 46-48 however, sought to find out when teachers go on refresher courses, conference workshops etc and if courses attended were focused on the situational needs of individuals and on the basis of choice of the administrator. Item 49 sought to find out whether the labour laws of the country are expected while item 50 tries to find out whether there is low productivity because staff are rarely developed.

The responses of all the respondents on issues relating to staff training and development in Unity Secondary Schools in Nigeria were collected analyzed and presented in a table using frequency and simple percentages. Thus table 4.4.5 gives the breakdown.

Table 4.4.5: Opinion of Stakeholders on Staff Training and Development

	STATEMENT	**Stakeholders**	**SA**	**A**	**U**	**D**	**SD**	**No.**	$\bar{X}$	**Std. Deviation**
41	Staff are sent for higher training	Administrator	19	42	11	17	15	104	3.3173	1.33849
		0%	18.3	40.4	10.6	16.3	14.4	100		
		Teachers	94	283	81	115	77	650	3.3108	1.25318
		0%	14.5	43.5	12.5	17.7	11.8	100		
		PTA	4	15	1	4	2	26	3.5769	1.7211
		0%	15.4	57.7	3.8	15.4	7.7	100		
42	Improved staff development brought about better coordination at work in my school	Administrator	31	45	17	9	-	10	3.9608	0.91111
		0%	29.8	43.3	16.3	8.7	-	100		
		Teachers	175	336	92	38	-	641	4.0109	0.80905
		0%	26.9	51.7	14.2	5.8	-	98.6		
		PTA	10	10	5	1	-	26	4.1154	0.8638
		0%	38.5	38.5	19.2	3.8	-	100		
43	The salaries and benefits are commensurate with qualifications as obtainable else where.	Administrator	9	23	20	17	28	97	2.6701	1.35955
		0%	8.7	22.1	19.2	16.3	26.9	93.3		
		Teachers	46	137	134	127	167	611	2.6203	1.29811
		0%	7.1	21.7	20.6	19.5	25.7	94		
		PTA	3	9	3	3	6	24	3	1.44463
		0%	11.5	34.6	11.5	11.5	23.3	92.3		
44	Salaries come as at when due	Administrator	30	39	15	11	5	100	3.78	1.14221
		0%	28.8	37.5	14.4	10.6	4.8	96.2		

		Teachers	147	276	79	95	41	638	3.616	1.17597
		0%	22.6	42.5	12.2	14.6	6.3	98.2		
		PTA	5	12	2	4	1	24	3.6667	1.2932
		0%	19.2	46.2	7.7	15.4	3.8	92.3		
45	There is mentoring and mentee system amongst senior and junior staff	Administrator	15	41	28	6	7	97	3.5258	1.06157
		0%	14.4	39.4	26.9	5.8	6.7	98.3		
		Teachers	74	269	190	46	43	620	3.4565	1.02617
		0%	11.4	41.1	29.2	7.1	6.6	95.4		
		PTA	7	9	8	1	1	26	1.02617	1.0318
		0%	26.9	34.6	30.8	3.8	3.8	100		
46	Teachers often go on refresher courses, conferences, workshops and symposia	Administrator	27	42	11	12	8	100	3.68	1.22169
		0%	26	40.4	10.6	11.5	7.7	96.2		
		Teachers	155	249	66	89	41	600	3.6487	1.20592
		0%	23.8	38.3	10.2	13.7	6.3	92.3		
		PTA	5	11	4	4	2	26	3.5	1.2083
		0%	19.2	42.3	15.4	15.4	7.7	100		
47	Attendance on courses are focused on the situational needs of individuals	Administrator	9	40	21	21	11	102	3.1471	1.17226
		0%	8.7	38.5	20.2	20.2	10.6	98.1		
		Teachers	27	247	154	169	43	640	3.0719	1.04117
		0%	4.2	38	23.7	26	6.6	98.5		
		PTA	5	13	3	4	1	26	3.6538	1.09334
		0%	19.2	50	11.5	15.4	3.8	100		
48	Courses attended are focused on the basis of choice of the administrator	Administrator	8	33	26	26	9	102	3.049	1.2027
		0%	7.7	31.7	25	25	8.7	98.1		
		Teachers	39	202	166	171	41	619	3.0436	1.05804
		0%	6	31.1	25.5	26.3	6.3	95.2		
		PTA	1	11	6	5	2	25	3.16	1.06771
		0%	3.8	42.3	23.1	19.2	7.7	96.2		
49	The labour laws of the country are respected in the school	Administrator	12	54	9	22	6	103	3.4272	1.12548
		0%	11.5	51.9	8.7	21.2	5.8	99		
		Teachers	81	348	35	159	17	640	3.4953	1.07757
		0%	12.5	53.5	5.4	24.5	2.6	98.5		
		PTA	3	12	6	3	1	25	3.52	1.00499
		0%	11.5	46.2	23.1	11.5	3.8	96.2		
50	There is low productivity because staff are rarely developed	Administrator	12	25	11	43	13	104	2.8077	1.2643
		0%	11.5	24	10.6	41.3	12.5	100		
		Teachers	71	197	68	245	69	650	2.9323	1.2407
		0%	10.9	30.3	10.5	37.7	10.6	11		
		PTA	6	3	1	14	2	26	2.8846	1.39505
		0%	23.1	11.5	3.8	53.8	7.7	100		

Table 4.4.5 shows that on staff and higher training: For administrators, 61 representing 58.6% of the respondents agreed that staff are sent for higher training.

32 representing 30.7% of the respondents disagreed while 11 representing 10.6% of the respondents were undecided.

For teachers, 377 representing 58.0% of the respondents agreed that staff are sent for higher training. 192 representing 29.5% of the respondents disagreed while 81 representing 12.5% were undecided.

For PTA, 19 representing 73.1% of the respondents agreed that staff are sent for higher training. 6 representing 13.1% disagreed while 1 representing 3.8% could not decide.

On improved staff development: For administrators, 76 representing 63.1% of the respondents agreed that improved staff development brought about better co-ordination at work.

For teachers, 511 representing 78.6% of the respondents agreed that improved staff development brought about better co-ordination at work in their school. 93 representing 14.2% of the respondents could not decide while 38 representing 5.8% of the respondents disagreed.

For PTA, 20 representing 77.0% of the respondents agreed that improved staff development brought about better co-ordination at work in their schools. 5 representing 19.2% of the respondents were undecided while 1 representing 3.8% of the respondents disagreed.

On salaries and benefits: For administrators, 45 representing 43.2% of the respondents disagreed that salaries and benefits are commensurate with qualifications as obtainable elsewhere. 32 representing 30.8% agreed that salaries and benefits are commensurate with qualifications as obtainable elsewhere while 20 representing 22.1% of the respondents could not decide.

For teachers, 294 representing 45.2% of the respondents disagreed that salaries and benefits are commensurate with qualifications as obtainable elsewhere. 183 representing 28.2% of the respondents agreed while 134 representing 20.6% of the respondents could not decide.

For PTA, 12 representing 46.1% of the respondents agreed that salaries and benefits are commensurate with qualifications as obtainable elsewhere. 9 representing 34.8% of the respondents disagreed while 3 representing 11.5% of the respondents were undecided.

On salaries coming on time: For administrators, 69 representing 66.3% of the respondents agreed that salaried come as at and when due. 16 representing 15.4% of the respondents disagreed while 15 representing 14.4% of the respondents were undecided.

For teachers, 423 representing 65.1% of the respondents agreed that salaried come as at and when due. 136 representing 20.9% of the respondents disagreed while 79 representing 12.2% of the respondents were undecided.

For PTA, 17 representing 65.4% of the respondents agreed that salaried come as at and when due. 5 representing 19.2% of the respondents disagreed while 2 representing 7.7% of the respondents were undecided.

On mentoring and mentee system: For administrators, 56 representing 53.8% of the respondents agreed that there is mentoring and mentee system among senior and junior staff. 28 representing 26.9% of the respondents were undecided while 13 representing 12.5% disagreed.

For teachers, 341 representing 52.5% of the respondents agreed that there is mentoring and mentee system among senior and junior staff. 190 representing 29.2% of the respondents were undecided while 89 representing 13.7% of the respondents disagreed.

For PTA, 16 representing 61.5% of the respondents agreed that there is mentoring and mentee system among senior and junior staff. 8 representing 30.8% of the respondents were undecided while 2 representing 7.6% of the respondents disagreed.

On how often teachers go on courses: For administrators, 67 representing 66.4% of the respondents agreed that teachers often go on refreshers courses,

conferences, workshops and symposia. 20 representing 19.2% of the respondents disagreed while 11 representing 10.6% of the respondents were undecided.

For teachers, 404 representing 62.6% of the respondents agreed that teachers often go on refresher courses, conferences, workshops and symposia. 130 representing 20% of the respondents disagreed while 66 representing 10.2% of the respondents were undecided.

For PTA, 16 representing 61.5% of the respondents agreed that teachers often go on refresher courses, conferences, workshops and symposia. 6 representing 23.1% of the respondents disagreed while 4 representing 15.4% of the respondents were undecided.

On focus on attendance on course: For administrators, 49 representing 47.2% of the respondents agreed that attendances on courses are focused on the situational needs of individuals. 32 representing 30.8% of the respondents disagreed while 21 representing 20.2% of the respondents were undecided.

For teachers, 274 representing 42.2% of the respondents agreed that attendances on courses are focused on the situational needs of the individuals. 212 representing 32.6% of the respondents disagreed while 154 representing 23.7% of the respondents were undecided.

For PTA, 18 representing 69.2% of the respondents agreed on attendance on courses are focused on the situational needs of individuals. 5 representing 19.2% of the respondents disagreed while 3 representing 11.5% of the respondents were undecided.

On basis of choice: For administrators, 41 representing 39.4% of the respondents agreed that courses attended are focused on the basis of choice of the administrators. 35 representing 33.7% of the respondents disagreed while 26 representing 25% of the respondents were undecided.

For teachers, 241 representing 37.1% of the respondents agreed that courses attended are focused on the basis of choice of the administrator. 212 representing

32.6% of the respondents disagreed while 166 representing 25.5% of the respondents were undecided.

For PTA, 12 representing 46.1% of the respondents agreed that courses attended are focused on the bases of choice of the administrator. 7 representing 26.9% of the respondents disagreed while 6 representing 23.1% of the respondents were undecided.

On labour laws: For administrators, 66 representing 63.4% of the respondents agreed that the labour laws of the country are respected in the school 28 representing 28.0% of the respondents disagreed while 9 representing 66.0% of the respondents agreed that labour laws of the country are respected in the schools. 176 representing 27.1% of the respondents disagreed while 35 representing 5.4% were undecided.

For PTA, 15 representing 57.7% of the respondents agreed that the labour laws of the country are respected in the schools 6 representing 23.1% of the respondents were undecided while 4 representing 15.3% of the respondents disagreed.

On staff output: For administrators, 56 representing 53.8% of the respondents disagreed that there is low productivity because staff are rarely developed. 37 representing 35.5% of the respondents agreed while 11 representing 10.6% were undecided.

For teachers, 314 representing 48.3 disagreed that there is low productivity because staff are rarely developed. 268 representing 41.2% of the respondents agreed that there is low productivity because staffs are rarely developed while 68 representing 10.5% of the respondents were undecided.

For PTA, 16 representing 61.5% of the respondents disagreed that there is low productivity because staff are rarely developed 9 representing 34.6% of the respondents agreed that there is low productivity because staff are rarely developed while 1 representing 3.8% were undecided.

Table 4.4.6: How are Personnel Recruited, Trained and Promoted in School

This section presents the opinions of respondents on recruitment, placement and promotion in Unity Secondary Schools in Nigeria. Items 51-60 in the questionnaire relate to this section. Item 51 sought to find out whether recruitments are made following due process as established by law. Item 52 tried to find out whether staff are employed on merit, item 53 sought to find out whether the newly employed were given orientation and inducted. However, items 54 and 55 sought to find out whether placements are commensurate with qualification and experience employees and whether improper placements led to ill-feelings. Items 56-58 sought to find out whether promotions are carried out regularly, how regular promotion packages are released and whether promotions are done on favorism. While item 59 tried to find out whether welfare packages on leaves, health, safety etc were in peace, item 60 sought to find out whether there is enough opportunity for staff movement from lower to higher to higher cadre.

The responses of all the respondents on the issues that relate to recruitment, placement and promotion in Unity Secondary Schools in Nigeria were collected, analyzed and presented in a table using frequency and simple percentages. Thus table 4.4.6 gives the breakdown.

Table 4.4.6: Opinion of Stakeholders on Recruitment, Induction and Placement

	STATEMENT	**Stakeholders**	**SA**	**A**	**U**	**D**	**SD**	**No.**	$\bar{X}$	**Std. Deviation**
51	Recruitments are done following due process as established by law	Administrator	22	22	16	22	14	96	3.1667	1.39674
		0%	21.2	21.2	15.4	21.2	13.5	92.3		
		Teachers	144	153	109	106	79	650	3.2995	1.36418
		0%	22.2	23.5	16.8	16.3	12.2	100		
		PTA	6	7	1	6	5	25	3.12	1.53623
		0%	23.1	26.9	3.8	23.1	19.2	96.2		
52	Staff are employed on merit	Administrator	11	38	15	21	17	102	3.049	1.30025
		0%	10.6	36.5	14.4	20.2	16.3	98.1		
		Teachers	72	240	110	123	94	639	3.1142	1.26358
		0%	11.1	36.9	16.9	18.9	14.5	98.3		
		PTA	1	12	3	4	5	25	3	1.29099
		0%	3.8	46.2	11.5	15.4	19.2	96.2		

53	Orientation and induction are done on newly employed staff	Administrator	17	41	5	32	9	104	3.2104	1.28845
		0%	16.3	39.4	4.8	30.8	8.7	100		
		Teachers	96	258	57	167	56	634	3.2697	1.24862
		0%	14.8	39.7	8.8	25.7	8.6	97.5		
		PTA	6	10	-	6	2	25	5.12	8.20731
		0%	23.1	38.5	-	23.1	7.7	96.2		
54	Placements are not properly done and this leads to ill feelings among staff	Administrator	38	31	8	22	5	104	3.7212	1.28816
		0%	36.3	29.8	7.7	21.2	4.8	100		
		Teachers	223	201	48	164	14	650	3.7	1.23788
		0%	34.3	30.9	7.4	25.2	2.2	100		
		PTA	10	9	3	3	1	26	3.9231	1.16355
		0%	38.5	34.6	11.5	11.5	3.8	100		
55	Placements are commensurate with qualification and experience of employees	Administrator	17	19	35	28	5	104	3.1442	1.3564
		0%	16.3	18.3	33.7	26.9	4.8	100		
		Teachers	130	103	206	172	39	650	3.1738	1.19794
		0%	20	15.8	31.7	26.5	6	100		
		PTA	5	6	7	7	1	26	3.2692	1.18516
		0%	19.2	23.1	26.9	26.9	3.8	100		
56	Promotions are not carried out regularly	Administrator	22	33	12	24	13	104	3.2596	1.35815
		0%	21.2	31.7	11.5	23.1	12.5	100		
		Teachers	165	188	101	154	42	650	3.4308	1.27158
		0%	25.4	28.9	15.5	23.7	6.5	100		
		PTA	7	7	2	8	2	26	3.3402	1.38397
		0%	26.9	26.9	7.7	30.8	7.7	100		
57	Promotion packages are released done until after years of interview	Administrator	49	22	12	6	15	104	3.8077	1.44865
		0%	47.1	21.2	11.5	5.8	14.4	100		
		Teachers	316	175	71	30	58	650	4.0169	1.25906
		0%	48.6	26.9	10.9	4.6	8.9	100		
		PTA	15	5	3	2	1	26	3.3462	1.38397
		0%	57.7	19.2	11.5	7.7	3.8	100		
58	Promotion is done on favoritism	Administrator	14	17	16	32	24	103	2.6602	1.36161
		0%	13.5	16.3	15.4	30.8	23.1	99		
		Teachers	85	96	122	212	116	631	2.7179	1.29822
		0%	13.1	14.8	18.8	32.6	17.8	97.1		
		PTA	4	7	5	8	2	26	3.1154	1.24344
		0%	15.4	26.9	30.8	30.8	7.7	100		
59	Welfare packages on leaves, health, safety, etc, are in place and followed as	Administrator	11	8	26	36	23	104	2.5	1.22276
		0%	10.6	7.7	25	34.6	22.1	100		
		Teachers	46	51	171	247	135	650	2.4246	1.11497

	expected	0%	7.1	7.8	26.3	38	20.8	100		
		PTA	5	3	2	2	3	26	2.7692	1.36551
		0%	19.2	11.5	7.7	7.7	11.5	100		
60	There is not enough opportunity for staff movement from lower to higher cadre	Administrator	17	42	15	23	7	104	3.375	1.19211
		0%	16.3	40.4	14.4	22.1	6.7	100		
		Teachers	126	241	106	136	22	631	3.496	1.13651
		0%	19.4	37.1	16.3	20.9	3.4	97.1		
		PTA	4	12	4	6	-	26	3.5385	1.02882
		0%	15.4	46.2	15.4	23.1	-	100		

Table 4.4.6 shows that on recruitment: For administrators, 44 representing 42.4% of the respondents agreed that recruitments are done following due process as established by law. 36 representing 34.7% of the respondents disagreed while 16 representing 15.4% of the respondents were undecided.

For teachers, 297 representing 45.7% of the respondents agreed that recruitments are done following due process as established by law. 187 representing 28.5% of the respondents disagreed while 109 representing 16.8% of the respondents were undecided.

For PTA, 13 representing 50.0% of the respondents agreed that that recruitment are done following due process as established by law. 11 representing 42.3% of the respondents disagreed while 1 representing 3.8% of the respondents were undecided.

On employment on merit. For Administrators, 49 representing 47.1% of the respondents agreed that staffs are employed on merit. 28 representing 36.5% of the respondents disagreed while 15 representing 14.4% of the respondents were undecided.

For teachers, 312 representing 48.0% of the respondents agreed that staffs are employed on merit. 217 representing 33.4% of the respondents disagreed while 110 representing 16.9% of the respondents were undecided.

For PTA, 13 representing 50% of the respondents agreed that staff are employed on merit. 9 representing 34.6% of the respondents disagreed while 3 representing 11.5% of the respondents were undecided.

On orientation and induction: For administrators, 58 representing 55.7% of the respondents agreed that orientation and induction are done on newly employed staff. 41 representing 39.5% of the respondents disagreed while 5 representing 4.8% of the respondents were undecided.

For teachers, 354 representing 44.5% of the respondents agreed that orientation and induction are done on newly employed staff. 223 representing 34.3% of the respondents disagreed while 57 representing 8.8% of the respondents were undecided.

For PTA, 16 representing 51.6% of the respondents agreed that orientation and induction are done on newly employed staff while 8 representing 30.8% of the respondents disagreed.

On proper placement: For administrators, 69 representing 76.3% of the respondents agreed that placement are not properly done and this leads to ill-feelings among staff. 27 representing 26.0% of the respondents disagreed while 8 representing 7.7% of the respondents were undecided.

For teachers, 424 representing 65.2% of the respondents agreed that placement are not properly done and this leads to ill-feelings among staff. 178 representing 27.4% of the respondents disagreed while 48 representing 7.4% of the respondents were undecided.

For PTA, 19 representing 73.1% of the respondents agreed that placement are not properly done and this leads to ill-feelings among staff. 4 representing 15.3% of the respondents disagreed while 3 representing 11.5% of the respondents were undecided.

On placement being at par with qualification: For Administrators, 36 representing 34.6% of the respondents agreed that placements are not commensurate with qualification and experience of employees. 35 representing

33.7% of the respondents were undecided while 33 representing 31.7% of the respondents disagreed.

For teachers, 233 representing 35.8% of the respondents agreed that placements are not commensurate with qualification and experience of employees. 211 representing 32.5% of the respondents were disagreed while 206 representing 31.7% of the respondents were undecided.

For PTA, 11 representing 42.3% of the respondents agreed that placements are not commensurate with qualification and experience of employees. 8 representing 30.7% of the respondents disagreed while 7 representing 26.9% were undecided.

On regularity of promotions: For administrators, 55 representing 52.9% of the respondents agreed that promotions are not carried out regularly. 37 representing 35.6% of the respondents disagreed while 12 representing 11.5% of the respondents were undecided.

For teachers, 353 representing 54.3% of the respondents agreed that promotions are not carried out regularly. 196 representing 30.2% of the respondents disagreed while 101 representing 15.5% were undecided.

For PTA, 14 representing 53.8% of the respondents agreed that promotions are not carried out regularly are not carried out regularly. 10 representing 38.5% of the respondents disagreed while 2 representing 7.7 were undecided.

On promotion packages: For administrators, 71 representing 68.3% of the respondents agreed that promotion packages are not done until after years of interview. 21 representing 20.2% of the respondents disagreed while 12 11.5% of the respondents were undecided.

For teachers, 491 representing 75.5% of the respondents agreed that promotion packages are not done until after years of interview. 88 representing 13.5% of the respondents disagreed while 71 representing 10.9% of the respondents were undecided.

For PTA, 20 representing 76.9% of the respondents agreed that promotion packages are not done until after years of interview. 3 representing 11.5% of the respondents disagreed and 3 representing 11.5% of the respondents also were undecided.

On promotion done on favoritism: For administrators, 56 representing 53.9% of the respondents disagreed that promotion is done on favoritism. 31 representing 29.8% of the respondents agreed while 16 representing 15.4% of the respondents were undecided.

For teachers, 328 representing 50.4% of the respondents disagreed that promotion is done on favoritism. 181 representing 27.9% of the respondents agreed while 122 representing 18.8% of the respondents were undecided.

For PTA, 11 representing 42.3% of the respondents agreed that promotion is done on favoritism. 10 representing 38.5% of the respondents disagreed while 5 representing 19.2% were undecided.

On welfare packages: For administrators, 59 representing 56.7% of the respondents disagreed that welfare packages on leaves, health, safety, etc are in place and followed as expected. 26 representing 25.0% of the respondents were undecided while 19 representing 18.3% of the respondents agreed.

For teachers, 382 representing 58.8% of the respondents disagreed that welfare packages on leaves, health, safety, etc are in place and followed as expected. 171 representing 26.3% of the respondents were undecided while 97 representing 14.9% of the respondents agreed that the packages are in place and followed as expected.

For PTA, 16 representing 61.5% of the respondents disagreed that welfare packages on leaves, health, safety, etc are in place and followed as expected. 8 representing 30.7% of the respondents agreed while 2 representing 7.7% of the respondents were undecided.

On opportunity for movement from lower to higher cadre: For administrators, 59 representing 56.7% of the respondents agreed that there is not

enough opportunity for staff to move from lower to higher cadre. 30 representing 28.8% of the respondents disagreed while 15 representing 14.4% of the respondents were undecided.

For teachers, 367 representing 56.5% of the respondents agreed that there is not enough opportunity for staff to move from lower to higher cadre. 158 representing 24.3% disagreed while 106 representing 16.3% were undecided.

For PTA, 16 representing 51.6% of the respondents agreed that there is not enough opportunity for staff to move from lower to higher cadre. 6 representing 23.1% of the respondents disagreed while 4 representing 15.4% of the respondents were undecided.

Table 4.4.7: How is Discipline Maintained to Effective and Smooth Running of the Schools

This section presents the opinions of respondents on maintenance of discipline in Unity Secondary Schools in Nigeria. Items 61-70 in the questionnaire relate to this section. Items 61 and 62 sought to find out whether there are rules and regulations and whether the rules and regulations were harsh to the extent of contributing to students' indiscipline behavior. Item 63 and 66 sought to find out whether teacher lesson preparation and rigorous moral and religious instruction contribute to discipline maintenance. Items 64 and 65 sought to find out whether discipline problems among staff and students are resolved through dialogue and by disciplinary committee.

Item 67 sought to find out whether immoral behavior among staff often leads to suspension/transfer/termination of appointment. Item m68 tried to find out whether cases of indiscipline between staff and administration were managed through staff/management forum. While item 69 sought to find out whether discipline is maintained students' proper orientation, item 70 tried to find out whether discipline is maintained through consistent punishment of offenders.

The responses of all the respondents on issued relating to maintenance of discipline in Unity Secondary Schools in Nigeria were collected, analyzed and presented in a table using frequency and simple mean percentages. Thus table 4.4.7 gives the details.

Table 4.4.7: Opinion of Stakeholders on Discipline in Schools

	STATEMENT	**Stakeholders**	**SA**	**A**	**U**	**D**	**SD**	**No.**	$\bar{X}$	**Std. Deviation**
61	There are rules and regulations in the institution	Administrator	71	28	-	5	-	104	4.5865	0.73221
		0%	68.3	26.9	-	4.8	-	100		
		Teachers	464	152	-	32	-	650	4.6092	0.74348
		0%	71.4	23.4	-	5.2	-	100		
		PTA	18	6	-	2	-	26	4.5385	0.85934
		0%	69.2	23.1	-	7.7	-	100		
62	Rules and regulations are harsh and this contributes to students indiscipline behaviour	Administrator	2	20	4	35	42	104	2.0777	1.18561
		0%	1.9	19.2	3.8	3.7	40.4	100		
		Teachers	16	130	38	210	251	645	2.1473	1.20751
		0%	2.5	20	5.8	32.3	38.6	99.2		
		PTA	-	3	-	13	9	25	1.88	0.92736
		0%	-	11.5	-	50	34.6	96.5		
63	Discipline is maintained because teachers are always prepared for their lessons	Administrator	36	52	8	7	-	103	4.1359	0.82899
		0%	34.6	50	7.7	6.7	-	99		
		Teachers	199	341	51	34	-	625	4.128	0.776
		0%	30.6	52.5	7.8	5.2	-	96.2		
		PTA	7	15	3	-	-	25	4.16	0.6245
		0%	26.9	57.7	11.5	-	-	96.2		
64	Resolution of discipline problems amongst staff are done by dialogue	Administrator	23	62	7	10	-	102	3.9608	0.83157
		0%	22.1	59.6	6.7	9.6	-	98.1		
		Teachers	143	440	31	25	-	639	4.097	0.6481
		0%	22	67.7	4.8	3.8	-	98.3		
		PTA	5	16	1	4	-	26	3.8462	0.92487
		0%	19.2	61.5	3.8	15.4	-	100		
65	Discipline problems amongst students are solved by disciplinary committee of the school.	Administrator	54	45	2	1	-	102	4.4902	0.59278
		0%	51.9	43.3	1.9	1	-	98.1		
		Teachers	311	299	10	19	-	639	4.4116	0.67275
		0%	47.8	46	1.5	2.9	-	98.3		
		PTA	14	11	1	-	-	26	4.5	0.5831
		0%	53.8	42.3	3.8	-	-	100		
66	Discipline is maintained	Administrator	29	49	10	11	-	99	3.9697	0.91979

	through rigorous moral and	0%	27.9	47.1	9.6	10.6	-	95.2		
	religions instructions	Teachers	157	333	60	76	-	626	3.9121	0.90877
		0%	24.2	51.2	9.2	11.7	-	96.3		
		PTA	4	14	5	1	-	24	3.875	0.74089
		0%	15.4	53.8	19.2	3.8	-	92.3		
67	Immoral behaviour among	Administrator	21	53	17	7	6	104	3.7308	1.4492
	staff often leads to transfer or	0%	20.2	51	16.3	6.7	5.8	100		
	suspension/termination of	Teachers	138	302	117	36	38	631	3.7385	1.05248
	appointment	0%	21.2	46.5	18	5.5	5.8	97.1		
		PTA	6	9	6	3	2	26	3.5385	1.20767
		0%	23.1	34.6	23.1	11.5	7.7	100		
68	Cases of indiscipline between	Administrator	39	43	12	8	-	102	4.1078	0.90002
	staff and administration are	0%	37.5	4.3	11.5	7.7	-	98.1		
	managed through staff	Teachers	218	303	91	28	-	640	4.1109	0.80406
	management forums	0%	33.5	46.6	14	4.3	-	98.5		
		PTA	9	11	5	1	-	26	4.0169	0.84489
		0%	34.6	42.3	19.2	3.8	-	100		
69	Discipline is maintained	Administrator	33	59	6	4	-	102	4.1863	0.7138
	through students' proper	0%	31.7	56.7	5.8	3.8	-	98.1		
	orientation.	Teachers	209	371	31	29	-	640	4.1875	0.72243
		0%	32.2	57.1	4.8	4.5	-	98.5		
		PTA	9	13	4	-	-	26	4.1923	0.69393
		0%	34.6	50	15.4	-	-	100		
70	Discipline is maintained	Administrator	28	63	6	4	3	104	4.0481	0.86327
	because there is consistent	0%	26.9	60.6	5.8	3.8	2.9	100		
	punishment of offenders	Teachers	183	383	34	15	35	650	4.0215	0.95483
		0%	28.2	58.9	5.2	2.3	5.4	100		
		PTA	5	17	2	2	-	26	3.9615	0.7736
		0%	19.2	65.4	7.7	7.7	-	100		

Table 4.4.7 on maintenance of discipline. It shows that on rules and regulations availability: For administrators, 99 representing 95.2% of the respondents agreed that there are rules and regulations in the institutions while 5 representing 4.8% of the respondents disagreed.

For teachers, 616 representing 94.8% of the respondents agreed there are rules and regulations in the institutions while 32 representing 5.2% of the respondents disagreed.

For PTA, 24 representing 92.3% of the respondents agreed that there are rules and regulations in the institutions while 2 representing 7.7% of the respondents disagreed.

On harshness of rules and regulations; for administrators, 77 representing 77.4% of the respondents disagreed that rules and regulations are harsh and these contribute to students' indiscipline behavior. 22 representing 21.1% of the respondents agreed that rules and regulations are harsh and these contribute to students' indiscipline behavior, while 4 representing 3.8% of the respondents were undecided

For teachers, 461 representing 70.9% of the respondents disagreed that rules and regulations are harsh and these contribute to students' indiscipline behavior. 190 representing 22.5% of the respondents agreed while 38 representing 5.8% of the respondents were undecided.

For PTA, 22 representing 84.6% of the respondents disagreed that rules and regulations are harsh and these contribute to students' indiscipline behavior while 3 representing 11.5% of the respondents were undecided.

On maintenance of discipline due to teachers' preparedness: For administrators, 88 representing 84.6% of the respondents agreed that discipline is maintained because teachers are always prepared for the lessons 8 representing 7.7% of the respondents were undecided while 7 representing 6.7% of the respondents disagreed.

For teachers, 540 representing 83.1% of the respondents agreed that discipline is maintained because teachers are always prepared for the lessons. 51 representing 7.8% of the respondents were undecided while 34 representing 5.2% of the respondents disagreed.

For PTA, 22 representing 84.6% of the respondents agreed that discipline is maintained because teachers are always prepared for the lessons while 3 representing 11.5% of the respondents were undecided.

On resolution of discipline problems among staff: For administrators, 85 representing 81.7% of the respondents agreed that resolution of discipline problems amongst staff are done by dialogue. 10 representing 9.6% of the

respondents disagreed while 7 representing 6.7% of the respondents were undecided.

For teachers, 583 representing 87.7% of the respondents agreed that resolution of discipline problems amongst staff are done by dialogue. 31 representing 4.8% of the respondents were undecided while 25 representing 3.8% of the respondents disagreed.

For PTA, 21 representing 80.7% of the respondents agreed that resolution of discipline problems amongst staff are done by dialogue. 4 representing 15.4% of the respondents disagreed while 1 representing 3.8% of the respondents could not decide.

Amongst students: For administrators, 99 representing 95.2% of the respondents agreed that discipline problems amongst students are resolved by disciplinary committee of the schools. 2 representing 1.9% of the respondents were undecided while 1 representing 1% of the respondents disagreed.

For teachers, 610 representing 93.8% of the respondents agreed that discipline problems amongst students are resolved by disciplinary committee of the schools. 19 representing 2.9% of the respondents disagreed while 10 representing 1.5% of the respondents were undecided.

For PTA, 25 representing 96.1% of the respondents agreed that discipline problems amongst students are resolved by disciplinary committee of the schools while 1 representing 3.8% of the respondents could not decided.

On role of moral and religious instruction: For administrators, 78 representing 75.0% of the respondents agreed that discipline is maintained through rigorous moral and religious instructions. 11 representing 10.6% of the respondents disagreed while 10 representing 9.6% of the respondents could not decide.

For teachers, 490 representing 74.4% of the respondents agreed that discipline is maintained through rigorous moral and religious instructions. 76

representing 11.7% of the respondents disagreed while 60 representing 9.2% of the respondents were undecided.

For PTA, 18 representing 69.2% of the respondents agreed that discipline is maintained through rigorous moral and religious instructions. 5 representing 19.2% of the respondents were undecided while 1 representing 3.8% of the respondents disagreed.

On immoral behavior among staff: For administrators, 74 representing 71.2% of the respondents agreed that immoral behavior among or by staff often leads to transfer or suspension or termination of appointment. 17 representing 16.3% of the respondents were undecided while 13 representing 12.5% of the respondents disagreed.

For teachers, 440 representing 67.7% of the respondents agreed that immoral behavior among or by staff often leads to transfer or suspension or termination of appointment. 117 representing 18% of the respondents were undecided while 74 representing 11.3% of the respondents disagreed.

For PTA, 15 representing 57.7% of the respondents agreed that immoral behavior among or by staff often leads to transfer or suspension or termination of appointment. 6 representing 23.11% of the respondents were undecided while 5 representing 19.2% of the respondents disagreed.

On cases between staff and administration: For administrators, 82 representing 80.5% of the respondents agreed that cases of indiscipline between staff and administration are managed through staff/management forums. 12 representing 11.5% of the respondents were undecided while 8 representing 7.7% of the respondents disagreed.

For teachers, 521 representing 80.1% of the respondents agreed that cases of indiscipline between staff and administration are managed through staff/management forums. 91 representing 14% of the respondents were undecided while 28 representing 4.3% of the respondents disagreed.

For PTA, 20 representing 76.9% of the respondents agreed that cases of indiscipline between staff and administration are managed through staff/management forums. 5 representing 19.2% of the respondents were undecided while 1 representing 3.8% of the respondents disagreed.

On discipline maintenance and orientation: For administrators, 92 representing 88.4% of the respondents agreed that discipline is maintained through students' proper orientation. 6 representing 5.8% of the respondents were undecided while 4 representing 3.8% of the respondents disagreed.

For teachers, 580 representing 89.3% of the respondents agreed that discipline is maintained through students' proper orientation. 31 representing 4.8% of the respondents were undecided while 29 representing 4.5% of the respondents disagreed.

For PTA, 22 representing 84.6% of the respondents agreed that discipline is maintained through students' proper orientation while 4 representing 15.4% of the respondents were undecided.

On being consistent with punishment of indiscipline: For administrators, 91 representing 87.5% of the respondents agreed that discipline is maintained because there is consistent punishment of offenders. 7 representing 6.7% of the respondents disagreed while 6 representing 5.8% of the respondents were undecided.

For teachers, 566 representing 87.1% of the respondents agreed that discipline is maintained because there is consistent punishment of offenders. 50 representing 7.7% of the respondents disagreed while 34 representing 5.2% of the respondents were undecided.

For PTA, 22 representing 84.6% of the respondents agreed that discipline is maintained because there is consistent punishment of offenders. 2 representing 7.7% of the respondents disagreed and 2 representing 7.7% of the respondents were undecided.

Table 4.4.8: Who is Responsible for the Provision and Maintenance of Facilities in the Schools.

This section present the opinions of respondents on provision and maintenance of facilities in Unity Secondary Schools in Nigeria. Items 71-80 in the questionnaire relate to this section. Items 71-74 sought to find out who provides facilities in the schools whether through school fees, by Parent Teachers Association (PTA), by students or by Federal Ministry of Education through various interventions. However, items 75 and 76 sought to find out whether maintenances are carried out only when structures are completely dilapidated and when there are major disasters. Items 77 and 78 sought to find out whether funds are specified for maintenances meaning there were only adhoc maintenances and whether maintenances are priotitized due to lack of funds. While item 79 tried to find out whether maintenances were undertaken by officials of the Federal Ministry of Education, item 80 sought to find out whether maintenances were undertaken at regular intervals with the view to reducing or preventing deterioration of structures and items.

The responses of all the respondents on issues that relate to provision and maintenance of facilities in Unity Secondary Schools in Nigeria were collected, analysed and presented in a table using frequency and simple percentages. Thus table 4.4.8 gives the details.

Table 4.4.8: Opinion of Stakeholders on Provision and Maintenance of Facilities

	STATEMENT	Stakeholders	SA	A	U	D	SD	No.	$\bar{X}$	Std. Deviation
71	The principal provides	Administrator	29	41	18	15	-	103	3.8155	1.0073
	some of the school	0%	27.9	39.4	17.3	14.4	-	99		
	facilities through fees	Teachers	203	192	136	133	-	644	3.7531	1.08126
	and levies	0%	31.2	29.5	20.9	17.4	-	99.1		
		PTA	7	12	1	5	-	25	3.84	1.06771
		0%	26.9	46.2	3.8	19.2	-	96.2		
72	The PTA provides and	Administrator	34	34	5	21	3	97	3.7732	1.22903
	maintains most of the	0%	32.7	32.7	4.8	20.2	2.9	93.3		
	school facilities	Teachers	197	205	39	154	24	619	3.6414	1.26464
		0%	30.3	31.5	6	23.7	3.7	95.2		
		PTA	2	10	7	6	1	26	3.2308	1.0318
		0%	7.7	38.5	26.9	23.1	3.8	100		
73	The students provide	Administrator	13	47	13	22	7	102	3.3627	1.1586
	through levies on	0%	12.5	45.2	12.5	21.2	6.7	98.1		
	parents to maintain	Teachers	107	267	70	161	26	631	3.4247	1.15894
	facilities in the	0%	16.5	41.1	10.8	24.8	4	97.1		
	schools.	PTA	2	10	7	6	1	26	3.2308	1.0318
		0%	7.7	38.5	26.9	23.1	3.8	100		
74	The Federal Ministry	Administrator	20	62	9	9	1	101	3.901	0.85446
	of Education through	0%	19.2	59.6	87	8.7	1	97.1		
	various interventions	Teachers	140	386	60	37	7	630	3.9762	0.80799
	provide and maintain	0%	21.5	59.4	9.2	5.7	1.1	96.9		
	facilities in the school	PTA	4	16	3	2	1	26	3.7692	0.95111
		0%	15.4	46.2	23.1	19.2	7.7	100		
75	Maintenances are not	Administrator	18	24	11	36	15	104	2.9423	1.36408
	usually carried out	0%	17.3	23.1	10.6	34.4	14.4	100		
	until structures are	Teachers	108	173	74	225	70	650	3.0369	1.30727
	completely dilapidated	0%	16.6	26.6	11.4	34.6	10.8	100		
		PTA	3	6	4	10	3	26	2.8462	1.25514
		0%	11.5	23.1	15.4	38.5	11.5	100		
76	Maintenances are	Administrator	8	20	12	39	23	102	2.5196	1.25651
	carried out only when	0%	7.7	19.2	11.5	37.5	22.1	98.1		
	major disasters occur	Teachers	50	137	106	238	103	634	2.6137	1.20519
		0%	7.7	21.1	16.3	36.6	15.8	97.5		
		PTA	2	3	1	15	5	26	2.3077	1.15825
		0%	7.7	11.5	3.8	57.7	19.2	100		

77	Because funds are never specified for maintenance, therefore only adhoc maintenance are carried out	Administrator 0% Teachers 0% PTA 0%	10 9.6 85 13.1 1 3.8	35 33.7 215 33.1 12 46.2	33 31.7 191 29.4 6 23.1	19 18.3 110 16.9 5 19.2	6 5.8 31 4.8 2 7.7	103 99 632 97.2 26 100	3.233 3.337 3.1923	1.04974 1.06613 1.05903
78	Maintenances are made but prioritized due to lack of funds	Administrator 0% Teachers 0% PTA 0%	25 24 196 30.2 8 30.8	59 56.7 353 54.3 14 53.8	10 9.6 62 9.5 3 11.5	4 3.8 27 4.2 - -	- - - - - -	98 94.2 638 98.2 25 962	4.0714 4.1257 4.2	0.72154 0.74754 0.6455
79	Maintenances are undertaken by officials of the Federal Ministry of Education after some long while	Administrator 0% Teachers 0% PTA 0%	14 13.5 118 18.2 3 11	44 42.3 272 41.8 12 46.2	31 29.8 180 27.7 8 30.8	11 10.6 58 8.9 2 7	1 1 12 1.8 1 3.8	104 100 640 98.4 26 100	3.5842 3.6656 3.5385	0.89741 0.94152 0.94787
80	Maintenances are undertaken at regular intervals with a view of reducing or preventing future deterioration of items and structures.	Administrator 0% Teachers 0% PTA 0%	9 8.7 72 11.1 2 7.7	42 40.4 270 41.5 11 42.3	33 31.7 180 27.7 7 26.9	16 15.4 95 14.6 4 15.4	3 2.9 14 2.2 2 7.7	103 99 631 97.1 26 100	3.3689 3.4612 3.2692	0.94962 0.95519 1.07917

Table 4.4.8 shows that on provision of facilities: For administrators, 70 representing 67.3% of the respondents agreed that principals provide some of the school facilities through fees and levies. 18 representing 17.3% of the respondents were undecided while 15 representing 14.4% of the respondents disagreed.

For teachers, 395 representing 60.5% of the respondents agreed that principals provide some of the school facilities through fees and levies. 136 representing 20.9% of the respondents were undecided while 113 representing 17.4% of the respondents disagreed.

For PTA, 19 representing 73.1% of the respondents agreed that principals provide some of the school facilities through fees and levies. 5 representing 19.2% of the respondents disagreed while 1 representing 3.8% of the respondents could not decide.

On PTA as the provider and maintainer: For administrators, 68 representing 65.4% of the respondents agreed that the PTA provides and maintains most of the school facilities. 24 representing 23.1% of the respondents disagreed while 5 representing 4.8% of the respondents were undecided.

For teachers, 402 representing 61.8% of the respondents agreed that the PTA provides and maintains most of the school facilities. 178 representing 27.4% of the respondents disagreed while 39 representing 6% of the respondents were undecided.

For PTA, 12 representing 46.2% of the respondents agreed that the PTA provides and maintains most of the school facilities. 7 representing 29.9% of the respondents were undecided and 7 representing 29.9% of the respondents disagreed.

On levies on parents: For administrators, 60 representing 57.7% of the respondents agreed that the students provide through levies on parents to maintain facilities in the schools. 29 representing 26.9% of the respondents disagreed while 13 representing 12.5% of the respondents were undecided.

For teachers, 374 representing 57.5% of the respondents agreed that the students provide through levies on parents to maintain facilities in the schools. 187 representing 28.8% of the respondents disagreed while 70 representing 10.8% of the respondents could not decide.

For PTA, 12 representing 46.2% of the respondents agreed that the students provide through levies on parents to maintain facilities in the schools. 7 representing 26.9% of the respondents were undecided and 7 representing 26.9% of the respondents disagreed.

On part the Federal Ministry of Education plays: For administrators, 82 representing 78.8% of the respondents agreed that the Federal Ministry of Education (FME) through various interventions provide and maintain facilities in the schools. 10 representing 9.7% of the respondents disagreed while 9 representing 8.7% of the respondents were undecided.

For teachers, 526 representing 80.9% of the respondents agreed that the Federal Ministry of Education (FME) through various interventions provide and maintain facilities in the schools. 60 representing 9.2% of the respondents could not decide while 44 representing 6.8% of the respondents disagreed.

For PTA, 20 representing 61.6% of the respondents agreed that the Federal Ministry of Education (FME) through various interventions provide and maintain facilities in the schools. 3 representing 23.1% of the respondents could not decide and 3 representing 23.1% of the respondents disagreed.

On non-maintenance until structures decays: For administrators, 51 representing 48.8% of the respondents disagreed that maintenance are not usually carried out until structures are completely dilapidated. 42 representing 40.4% of the respondents agreed while 11 representing 10.6% of the respondents were undecided.

For teachers, 295 representing 45.4% of the respondents disagreed that maintenance are not usually carried out until structures are completely dilapidated. 281 representing 43.2% of the respondents agreed while 74 representing 11.4% of the respondents were undecided.

For PTA, 12 representing 50% of the respondents disagreed that maintenance are not usually carried out until structures are completely dilapidated. 9 representing 34.6% of the respondents agreed while 4 representing 15.4% of the respondents could not decide.

As maintenance after disasters occur: For administrators, 62 representing 59.6% of the respondents disagreed that maintenances are carried out only when

major disaster occur. 28 representing 26.7% of the respondents agreed while 12 representing 11.5% were undecided.

For teachers, 341 representing 52.4% of the respondents disagreed that maintenances are carried out only when major disasters occur. 187 representing 28.8% of the respondents agreed while 106 representing 16.3% of the respondents were undecided.

For PTA, 20 representing 76.9% of the respondents disagreed that maintenances are carried out only when major disasters occur. 5 representing 19.2% of the respondents agreed while 1 representing 3.8% of the respondents could not decide.

On non-specification of funds: For administrators, 45 representing 43.3% of the respondents agreed that because funds are never specified for maintenance only adhoc maintenances are carried out. 33 representing 31.7% of the respondents could not decide while 25 representing 24.1% of the respondents disagreed.

For teachers, 300 representing 46.2% of the respondents agreed that because funds are never specified for maintenance only adhoc maintenances are carried out. 191 representing 29.4% of the respondents were undecided while 141 representing 21.7% of the respondents disagreed.

For PTA, 13 representing 50% of the respondents agreed that because funds are never specified for maintenance only adhoc maintenances are carried out. 7 representing 26.9% of the respondents disagreed while 6 representing 23.1% of the respondents were undecided.

On prioritization of maintenance: For Administrators, 84 representing 80.7% of the respondents agreed that maintenances are made but prioritized due to lack of funds. 10 representing 9.6% of the respondents were undecided while 4 representing 3.8% of the respondents disagreed.

For teachers, 549 representing 84.5% of the respondents agreed that maintenances are made but prioritized due to lack of funds. 62 representing 9.5%

of the respondents were undecided while 27 representing 4.2% of the respondents disagreed.

For PTA, 22 representing 84.6% of the respondents agreed that maintenances are made but prioritized due to lack of funds while 3 representing 11.5% of the respondents could not decide.

On how often and who carries out maintenances: For administrators, 58 representing 55.8% of the respondents agreed that maintenances are undertaken by officials of the Federal Ministry of Education (FME) after some long while. 31 representing 29.8% of the respondents were undecided while 12 representing 11.6% of the respondents disagreed.

For teachers, 390 representing 60% of the respondents agreed that maintenances are undertaken by officials of the Federal Ministry of Education (FME) after some long while. 180 representing 27.7% of the respondents were undecided while 70 representing 10.7% of the respondents disagreed.

For PTA, 15 representing 57.7% of the respondents agreed that maintenances are undertaken by officials of the Federal Ministry of Education (FME) are some long while. 8 representing 30.8% of the respondents could not decided while 3 representing 11.5% of the respondents disagreed.

On maintenances on regular basis: For administrators, 51 representing 49.1% of the respondents agreed that maintenances are undertaken at regular intervals with a view to reducing or preventing future deterioration of items and structures. 33 representing 31.7% of the respondents were undecided while 19 representing 18.3% of the respondents disagreed.

For teachers, 342 representing 52.6% of the respondents agreed that maintenances are undertaken at regular intervals with a view to reducing or preventing future deterioration of items and structures. 180 representing 27.7% of the respondents were undecided while 109 representing 16.8% of the respondents disagreed.

For PTA, 13 representing 50% of the respondents agreed that maintenances are undertaken at regular intervals with a view to reducing or preventing future deterioration of items and structures. 7 representing 26.9% of the respondents were undecided while 6 representing 23.1% of the respondents disagreed.

Table 4.4.9: Is School Community Relationship Maintained and Cordial

This section presents the opinions of respondents on school community relation in Unity Secondary Schools in Nigeria. Items 81-90 in the questionnaire relate to this section. Item 81 sought to find out whether the schools participate actively in the activities of the community. However, items 82 and 83 tried to find out whether there is cordial relationship between schools and communities and if schools identify with communities' needs and aspiration. Items 84 and 85 sought to find out whether the community is permitted the use of schools' facilities in various ways like meetings, exhibitions, social gathering, use of library. Item 86 and 87 tried to find out whether schools admit the public to football matches, sport, festivals, film shows concerts and as the most sanctuary place in the community, whether the school allows a corner of its buildings to serve as a place where health officials meet clients, item 88 tried to find out whether membership of youth's organizations can be extended to the youths in the community. While item 89 sought to find out what government stands were on use of school facilities, item 90 tried to find out whether it was safe to permit the community the use of school facilities.

The responses of all the respondents on issues that relate to school-community relationship in Unity Secondary Schools in Nigeria were collected, analyzed and presented in a table using frequency and simple percentages. Thus table 4.4.9 gives the details.

Table 4.4.9: Opinion of Stakeholders on School-Community Relationship

	STATEMENT	Stakeholders	SA	A	U	D	SD	No.	$\bar{X}$	Std. Deviation
81	My school participates actively in activities of the community	Administrator	16	40	26	14	8	104	3.4038	1.1365
		0%	15.4	38.5	25	13.5	7.7	100		
		Teachers	118	224	186	72	50	650	3.4431	1.13794
		0%	18.2	34.5	28.6	11.1	7.7	100		
		PTA	5	10	5	5	1	26	3.5	1.14018
		0%	19.2	38.5	19.2	19.2	3.8	100		
82	There is a cordial relationship between my school and the community.	Administrator	42	55	5	2	-	104	4.3173	0.65751
		0%	40.4	52.9	4.8	1.9	-	100		
		Teachers	234	353	45	18	-	650	4.2354	0.69666
		0%	3.6	54.3	6.9	2.8	-	100		
		PTA	9	13	4	-	-	26	4.1923	0.69393
		0%	34.6	50	15.4	-	-	100		
83	My school identifies with the community needs and aspirations	Administrator	23	56	17	4	4	104	3.8654	0.93536
		0%	22.1	53.8	16.3	3.8	3.8	100		
		Teachers	164	311	124	23	16	638	3.9154	0.90301
		0%	25.2	47.8	19.1	3.5	2.5	98.2		
		PTA	7	12	6	1	-	26	3.9615	0.82369
		0%	26.9	46.2	23.1	3.8	-	100		
84	The community is permitted the use of my school facilities in several ways: For meetings, exhibitions, social gathering etc.	Administrator	6	41	26	22	6	101	3.1881	1.03646
		0%	5.8	39.4	25	21.2	5.8	97.1		
		Teachers	59	291	134	110	40	634	3.3454	1.06751
		0%	9.1	44.8	20.6	16.9	6.2	97.5		
		PTA	2	7	8	7	2	26	3	1.09545
		0%	7.7	26.9	30.8	26.9	7.7	100		
85	Opening the school Library to the public.	Administrator	5	8	12	40	37	104	2.0588	1.11536
		0%	4.8	7.7	11.5	38.5	35.6	100		
		Teachers	29	56	86	231	234	636	2.0802	1.12307
		0%	4.5	8.6	13.2	35.5	36	97.8		
		PTA	2	3	4	11	6	26	2.3846	1.20256
		0%	7.7	11.5	15.4	42.3	23.1	100		
86	Admit members of the public to football matches, sports, festivals, film shows, concerts and prize days	Administrator	8	37	13	26	18	102	2.9118	1.28281
		0%	7.7	35.6	12.5	25	17.3	98.1		
		Teachers	73	250	60	173	78	634	3.1057	1.26935
		0%	11.2	38.5	9.2	26.6	12	97.5		
		PTA	2	9	4	6	5	26	2.8846	1.3062
		0%	7.7	34.6	15.4	23.1	19.2	100		

87	As the most sanitary place in the community the school allows a corner of its buildings to serve as a place where health officials meet clients when occasion demands.	Administrator 0% Teachers 0% PTA 0%	2 1.9 24 3.7 - -	21 20.2 138 21.2 7 26.9	12 11.5 75 11.5 2 7.7	32 30.8 213 32.8 5 46.2	34 32.7 184 28.3 12 46.2	101 97.1 634 97.5 26 100	2.2574 2.377 2.1538 	1.8873 1.21659 1.28662
88	Organizations such as the Boy Scouts, Boys, Brigade, Young Muslim Society, Christian Endeavour Society, etc can be extended to the youth in the community.	Administrator 0% Teachers 0% PTA 0%	4 3.8 29 4.5 1 3.8	36 34.6 227 34.9 9 34.6	11 10.6 69 10.6 3 11.5	22 21.2 181 27.8 5 19.2	29 27.9 130 20 8 30.8	102 98.1 636 97.8 26 100	2.6471 2.7547 2.6154 	1.32491 1.25851 1.35873
89	There are government directives against the use of school facilities by the general public.	Administrator 0% Teachers 0% PTA 0%	11 10.6 97 14.9 - -	39 37.5 270 41.5 13 50	24 23.1 108 16.6 6 23.1	12 11.5 83 12.8 3 11.5	13 12.5 62 9.5 4 15.4	99 95.2 620 95.4 26 100	3.2323 3.4145 3.0769 	1.20228 1.194 1.12865
90	The school often encounters security problems.	Administrator 0% Teachers 0% PTA 0%	17 16.3 105 16.2 2 7.7	50 48.1 271 41.7 14 53.8	4 3.8 21 3.2 1 3.8	22 21.2 164 25.2 5 19.2	7 6.7 56 8.6 3 11.5	100 96.2 617 94.9 25 96.2	3.48 3.3323 3.28 	1.21006 1.28104 1.24231

Table 4.4.9 shows that under school-community relationship, on participation on community activities: For administrators, 56 representing 53.9% of the respondents agreed that their schools participate actively in activities of the community. 26 representing 25% of the respondents were undecided while 22 representing 21.2% of the respondents disagreed.

For teachers, 342 representing 52.7% of the respondents agreed that their schools participate actively in activities of the community. 186 representing 28.6%

of the respondents were undecided while 122 representing 18.8% of the respondents disagreed.

For PTA, 15 representing 57.7% of the respondents agreed that their schools participate actively in activities of the community. 6 representing 23.0% of the respondents disagreed while 5 representing 19.2% of the respondents were undecided.

On the level of relationship: For administrators, 97 representing 93.3% of the respondents agreed that there is cordial relationship between the schools and their community. 5 representing 4.8% of the respondents could not decide while 2 representing 1.9% of the respondents disagreed.

For teachers, 587 representing 90.3% of the respondents agreed that there is cordial relationship between the schools and their community. 45 representing 2.8% of the respondents disagreed.

For PTA, 22 representing 84.6% of the respondents agreed that there is cordial relationship between the schools and their community while 4 representing 15.4% of the respondents were undecided.

On identification with needs of the community: For administrators, 79 representing 75.9% of the respondents agreed that the schools identify with the needs and aspiration of the community. 17represnting 16.3% of the respondents were undecided while 8 representing 7.6% of the respondents disagreed.

For teachers, 475 representing 73.0% of the respondents agreed that the schools identify with the needs and aspiration of the community. 124 representing 19.1% of the respondents were undecided while 39 representing 6% of the respondents disagreed.

For PTA, 19 representing 73.1% of the respondents agreed that the schools identify with the needs and aspiration of the community. 6 representing 23.1% of the respondents were undecided while 1 representing 3.8% of the respondents disagreed.

On the use of school facilities: For administrators, 47 representing 48.8% of the respondents agreed that the community is permitted the use of schools facilities in several ways. 28 representing 27% of the respondents disagreed while 26 representing 25% of the respondents were undecided.

For teachers, 350 representing 53.9% of the respondents agreed that the community is permitted the use of schools facilities in several ways. 150 representing 23.1% of the respondents disagreed while 134 representing 20.6% of the respondents could not decide.

For PTA, 9 representing 34.6% of the respondents agreed that the community is permitted the use of schools facilities in several ways. 9 representing 34.6% of the respondents disagreed while 8 representing 30.8% of the respondents were undecided.

For meeting etc- Administrators, 42 representing 40.4% of the respondents disagreed that the community is permitted to use the schools for meetings, exhibitions, social gatherings, etc. 38 representing 36.5% of the respondents agreed while 18 representing 17.3% of the respondents were undecided.

For teachers, 269 representing 41.4% of the respondents agreed that the community is permitted to use the schools for meetings, exhibitions, social gatherings, etc. 235 representing 36.1% of the respondents disagreed while 114 representing 17.5% were undecided.

For PTA, 13 representing 50.0% of the respondents disagreed that the community is permitted to use the schools for meetings, exhibitions, social gatherings, etc. 7 representing 26.9% of the respondents agreed while 5 representing 19.2% of the respondents were undecided

Use of Library: For administrators, 77 representing 74.1% of the respondents disagreed that the library is opened to the public. 13 representing 12.5% of the respondents agreed while 12 representing 11.5% of the respondents were undecided.

For teachers, 465 representing 71.5% of the respondents disagreed that the library is opened to the public. 86 representing 13.2% of the respondents were undecided while 85 representing 13.1% of the respondents agreed.

For PTA, 17 representing 65.4% of the respondents disagreed that the library is opened for the public, 5 representing 19.2% of the respondents agreed while 4 representing 15.4% of the respondents could not decide.

Admission on matches and festivals: For administrators, 45 representing 43.3% of the respondents agreed that members of the public are admitted to football matches, sports, festivals, film shows, concerts and prize days. 44 representing 42.3% of the respondents disagreed while 13 representing 12.5% of the respondents were undecided.

For teachers, 323 representing 49.7% of the respondents agreed that members of the public are admitted to football matches, sports, festivals, film shows, concerts and prize days. 251 representing 38.6% of the respondents disagreed while 60 representing 9.2% of the respondents were undecided.

For PTA, 11 representing 42.3% of the respondents agreed that members of the public are admitted to football matches, sports, festivals, film shows, concerts and prize days. 11 representing 42.3% of the respondents disagreed while 60 representing 9.2% of the respondents were undecided.

On the use of school by health officials: For administrators, 66 representing 63.5% of the respondents disagreed that as the most sanitary place in the community, the school allows a corner of its buildings to serve as a place where health officials meet clients. 23 representing 22.1% of the respondents agreed while 12 representing 11.5% of the respondents were undecided.

For teachers, 397 representing 61.1% of the respondents disagreed that as the most sanitary place in the community, the school allows a corner of its buildings to serve as a place where health officials meet clients. 162 representing 24.9% of the respondents agreed while 75 representing 11.5% were undecided.

For PTA, 17 representing 65.4% of the respondents disagreed that as the most sanitary place in the community, the school allows a corner of its buildings to serve as a place where health officials meet clients. 7 representing 26.9% of the respondents agreed while 2 representing 7.7% of the respondents were undecided.

On admission of youths in the community into school organizations: For administrators, 51 representing 49.1% of the respondents disagreed that organizations such as Boy Scout, Boys Brigade, Young Muslim Society, Christian Endeavour Society etc can be extended to youth in the community. 40 representing 38.4% of the respondents agreed while 11 representing 10.6% of the respondents were undecided.

For teachers, 311 representing 47.8% of the respondents disagreed that organizations such as Boy Scout, Boys Brigade, Young Muslim Society, Christian Endeavour Society etc can be extended to youth in the community. 256 representing 40.4% of the respondents agreed while 69 representing 10.6% of the respondents were undecided.

For PTA, 13 representing 50.0% of the respondents disagreed that organizations such as Boy Scout, Boys Brigade, Young Muslim Society, Christian Endeavour Society etc can be extended to youth in the community. 10 representing 38.4% of the respondents agreed while 3 representing 11.5% of the respondents were undecided.

On government directives on use of facilities by the public: For administrators, 50 representing 48.1% of the respondents agreed that there are government directives against the use of school facilities by the general public. 25 representing 24% of the respondents disagreed while 24 representing 23.1% of the respondents were undecided.

For teachers, 367 representing 56.4% of the respondents agreed that there are government directives against the use of school facilities by the general public. 145 representing 22.3% of the respondents disagreed while 108 representing 16.6% of the respondents were undecided.

For PTA, 13 representing 50.0% of the respondents agreed that there are government directives against the use of school facilities by the general public. 7 representing 26.9% of the respondents disagreed while 6 representing 23.1% of the respondents could not decide.

On security problems: For administrators, 67 representing 64.4% of the respondents agreed that the schools often encounter security problems. 29 representing 27.9% of the respondents disagreed while 4 representing 3.8% of the respondents were undecided.

For teachers, 376 representing 57.6% of the respondents agreed that the schools often encounter security problems. 220 representing 33.8% of the respondents disagreed.

For PTA, 16 representing 61.5% of the respondents agreed that the schools often encounter security problems. 8 representing 30.7% of the respondents disagreed while 1 representing 3.8% of the respondents could not decide.

Table 4.4.11:Who is Responsible for the Admission of Students to the Schools

This section presents the opinions of respondents on admission of students in Unity Secondary Schools in Nigeria. Items 91-100 in the questionnaire relate to the section. Items 91-93 sought to find out who determines the quality and quantity of students admitted to the schools in which the Federal Ministry of Education with principals in conjunction with their vice principals determine the quality and quantity of students to be admitted. Item 94 tried to find out whether the Federal Ministry of Education selects and admits students. Item 95 sought to find out whether schools admit and the ministry rectifies. Item 96 tried to find out whether admission to schools was a shared responsibility between the ministry and the schools. Item 97 tried to find out whether the Ministry conducts examinations and the schools admit. Item 98 sought to find out whether initial selection done at schools' level. Item 99 sought to find out whether the principals had any say as

regards admissions of students, while item 100 sought to find out whether admissions are done by committee of Federal Unity College Principals.

The responses of all the respondents on issues that relate to admission of students in Unity Secondary Schools in Nigeria were collected, analyzed and presented in a table using frequency and simple percentages. Thus table 4.3.10 gives the details.

Table 4.4.10: Opinion of Stakeholders on Administration of Examination

	STATEMENT	**Stakeholders**	**SA**	**A**	**U**	**D**	**SD**	**No.**	$\bar{X}$	**Std. Deviation**
91	Examinations are conducted in consonance with academic calendar of the school	Administrator	55	46	-	2	1	104	4.4615	0.69566
		0%	52.9	44.2	-	1.9	1	100		
		Teachers	370	251	-	19	10	650	4.4046	0.78082
		0%	56.9	38.6	-	2.9	1.5	100		
		PTA	9	14	-	1	-	26	4.0769	1.01678
		0%	34.6	53.8	-	3.8	-	100		
92	Examination administration is done according to laid down college time-table.	Administrator	54	45	-	-	1	100	4.51	0.61126
		0%	51.9	43.3	-	-	1	96.2		
		Teachers	332	290	-	-	17	640	4.4391	0.75228
		0%	51.1	44.8	-	-	2.6	98.5		
		PTA	125	12	-	-	-	24	4.5	0.51075
		0%	46.2	46.2	-	-	-	92.3		
93	Administration is the responsibility of the Vice-Principal academic and various departmental heads of the college	Administrator	41	52	4	6	1	104	4.2115	0.8486
		0%	39.4	50	3.8	5.8	1	100		
		Teachers	274	307	29	29	7	650	4.2615	0.82483
		0%	42.8	47.2	4.5	4.5	1.1	100		
		PTA	9	12	-	4	1	26	3.9231	
		0%	34.6	46.2	-	15.4	3.8	100		1.16355
94	The vice principal academic is in-charge of every- thing examination with approval of the principal.	Administrator	62	37	4	1	-	104	4.5385	0.62198
		0%	59.6	35.6	3.8	1	-	100		
		Teachers	363	252	29	6	-	650	4.4954	0.62865
		0%	55.8	38.8	4.5	0.9	-	100		
		PTA	17	8	-	1	-	26	4.5769	0.70274
		0%	65.4	30.8	-	3.8	-	100		
95	The examination committee	Administrator	33	33	14	17	7	104	3.6538	1.26774

	of the college determines when examinations are conducted.	0% Teachers 0% PTA 0%	31.7 219 33.7 10 38.5	31.7 253 38.9 9 34.6	13.5 62 9.5 4 15.4	16.3 79 12.2 3 11.5	6.7 37 5.7 - -	100 650 100 26 100	3.8277 4	1.18458 1.0198
96	The question types are determined by the various subject teachers and sent to examination committee	Administrator 0% Teachers 0% PTA 0%	38 36.5 250 40 8 30.8	35 33.7 215 33.1 13 50	5 4.8 43 6.6 - -	17 16.3 83 12.8 2 7.7	7 6.7 44 6.8 2 7.7	102 98.1 645 99.2 25 96.2	3.7843 3.8744 3.92	1.29452 1.25902 1.18743
97	The question types are determined at departmental levels and sent to examinational committee.	Administrator 0% Teachers 0% PTA 0%	29 27.9 182 28 7 26.9	54 51.9 352 54.2 14 53.8	6 5.8 36 3.5 - -	13 12.5 75 11.5 4 15.4	2 1.9 5 0.8 1 3.8	104 100 650 100 26 100	3.9135 3.9708 3.8462	1.00591 0.93093 1.12044
98	All examinations are checked for quality by the subject heads before they administered.	Administrator 0% Teachers 0% PTA 0%	50 48.1 341 52.5 10 38.5	49 47.1 279 42.9 14 53.8	1 1 7 1.1 1 3.8	2 1.9 18 2.8 - -	- - - - - -	102 98.1 645 99.2 25 96.2	4.4412 4.462 4.36	0.62251 0.66211 0.56862
99	Examinations are centralized to avoid mishandling.	Administrator 0% Teachers 0% PTA 0%	62 59.6 412 63.4 18 69.2	40 38.5 227 34.9 8 30.8	2 1.9 11 1.7 - -	- - - - - -	- - - - - -	104 100 650 100 26 100	4.5769 4.6169 4.6923	0.53412 0.52018 0.47068
100	Examinations are centralized so that pool of teachers supervise at any given time irrespective of departments.	Administrator 0% Teachers 0% PTA 0%	52 50 337 51.8 14 53.8	45 43.3 279 42.9 11 42.3	5 4.8 23 3.5 1 3.8	2 1.9 11 1.7 - -	- - - - - -	104 100 650 100 26 100	4.4135 4.4492 4.5	0.6771 0.6482 0.583

Table 4.4.10 shows that on conduct of examinations: For administrators, 101 representing 97.1% of the respondents agreed that examinations are conducted in consonance with academic calendar of the schools while 3 representing 2.9% of the respondents disagreed.

For teachers, 621 representing 95.5% of the respondents agreed that examinations are conducted in consonance with academic calendar of the schools while 29 representing 4.1% of the respondents disagreed.

For PTA, 23 representing 88.4% of the respondents agreed that examinations are conducted in consonance with academic calendar of the schools while 1 representing 3.8% of the respondents disagreed.

On how examination is administered: For administrators, 99 representing 95.2% of the respondents agreed that examination administration is done according to laid down college time-table while 1 representing 1% disagreed.

For teachers, 621 representing 95.9% of the respondents agreed that examination administration is done according to laid down college time-table while 17 representing 2.6% of the respondents disagreed.

For PTA, 24 representing 92.4% of the respondents agreed that examination administration is done according to laid down college time-table.

On who is responsible for examination administration: For administrators, 93 representing 89.9% of the respondents agreed that administration of examination is the responsibility of the vice principal academic and the various departments of the colleges. 7 representing 6.8% of the respondents disagreed while 4 representing 3.8% of the respondents were undecided.

For teachers, 581 representing 90.0% of the respondents agreed that administration of examination is the responsibility of the vice principal academic and the various departments of the colleges. 36 representing 5.6% of the respondents disagreed while 29 representing 4.5% of the respondents were undecided.

For PTA, 21 representing 80.8% of the respondents agreed that administration of examination is the responsibility of the vice principal academic and the various departments of the colleges.

On who is in-charge of examination: For administrators, 99 representing 95.2% of the respondents agreed that the vice-principal academic is in-charge of everything examination with the approval of the principal. 4 representing 3.8% of the respondents were undecided while 1 representing 1% disagreed.

For teachers, 615 representing 94.6% of the respondents agreed that the vice-principal academic is in-charge of everything examination with the approval of the principal. 29 representing 4.5% of the respondents were undecided while 6 representing 0.9% of the respondents disagreed.

For PTA, 25 representing 96.2% of the respondents agreed that the vice-principal academic is in-charge of everything examination with the approval of the principal while 1 representing 3.8% of the respondents disagreed.

On who determines when examinations are conducted: For administrators, 66 representing 63.4% of the respondents agreed that the examination committee of the colleges determine when examinations are conducted. 21 representing 23.0% of the respondents disagreed while 14 representing 13.5% of the respondents were undecided.

For teachers, 472 representing 72.6% of the respondents agreed that the examination committee of the college determine when examinations are conducted. 116 representing 17.9% of the respondents disagreed while 62 representing 9.5% of the respondents could not decide.

For PTA, 19 representing 73.1% of the respondents agreed that the examination committee of the colleges determine when examinations are conducted. 4 representing 15.4% were undecided while 3 representing 11.5% of the respondents disagreed.

On who determines question types: For administrators, 73 representing 870.2% of the respondents agreed that the question types are determined by the

various subject teachers and sent to examination committee. 24 representing 23.0% of the respondents disagreed while 5 representing 4.5% of the respondents were undecided.

For teachers, 475 representing 73.1% of the respondents agreed that the question types are determined by the various subject teachers and sent to examination committee. 127 representing 19.6% of the respondents disagreed while 43 representing 6.6% could not decide.

For PTA, 21 representing 80.8% of the respondents agreed that the question types are determined by the various subject teachers and sent to examination committee while 4 representing 15.4% of the respondents disagreed.

Further on determinants: For administrators, 83 representing 79.0% of the respondents agreed that the question types are determined at departmental levels and sent to examination committee. 15 representing 14.4% of the respondents disagreed while 6 representing 5.8% were undecided.

For teachers, 534 representing 82.2% of the respondents agreed that the question types are determined by the various subject teachers and sent to examination committee. 80 representing 12.3% of the respondents disagreed while 36 representing 5.5% of the respondents were undecided.

For PTA, 21 representing 80.7% of the respondents agreed that the question types are determined at departmental levels and sent to examination committee while 5 representing 19.2% of the respondents disagreed.

On check for quality: For administrators, 99 representing 95.2% of the respondents agreed that all examination questions are checked for quality by the subject heads before they are administered. 2 representing 1.9% of the respondents disagreed while 1 representing 1% of the respondents could not decide.

For teachers, 620 representing 95.4% of the respondents agreed that all examination questions are checked for quality by the subject heads before they are administered. 18 representing 2.8% of the respondents disagreed and 7 representing 1.1% of the respondents could not decide.

For PTA, 24 representing 92.6% of the respondents agreed that all examination questions are checked for quality by the subject heads before they are administered.

On centralization of examination: For administrators, 102 representing 98.1% of the respondents agreed that examinations are centralized to avoid mishandling while 2 representing 1.9% of the respondents could not decide.

For teachers, 639 representing 98.3% of the respondents agreed that examinations are centralized to avoid mishandling while 11 representing 1.7% of the respondents were undecided.

For PTA, 26 representing 100% of the respondents agreed that examinations are centralized to avoid mishandling.

Further on centralization: For administrators, 97 representing 93.3% of the respondents agreed that examinations are centralized so that pool of teachers supervises at any given time irrespective of departments or specialization. 5 representing 4.8% of the respondents were undecided while 2 representing 1.9% of the respondents disagreed.

For teachers, 616 representing 94.7% of the respondents agreed that examinations are centralized so that pool of teachers supervises at any given time irrespective of departments or specialty. 23 representing 3.5% of the respondents were undecided while 11 representing 1.7% of the respondents disagreed.

For PTA, 25 representing 96.1% of the respondents agreed that examinations are centralized so that pool of teachers supervises at any given time irrespective of departments or specialty.

Table 4.4.10: Who is responsible for Examination Administration to Ensure Reliability

This section presents the opinions of respondents on administration of examination in Unity Secondary Schools in Nigeria. Items 101-110 in the questionnaire relate

to this section. Items 101 sought to find out whether examinations are conducted in consonance with the academic calendar of the schools. Items 102 tried to find out whether examinations are administered according to school time-table. Items 103 and 104 tried to find out whether the vice principal academics of the schools were in-charge of examinations. Item 105 sought to find out whether examination committee of the schools determines when examinations are conducted or administered. Item 106 and 107 sought to find out who determines the question types, the subject heads, the departments or examination committee. Item 108 tried to find whether all examination questions were checked for quality before they were administered, while items 109 and 110 sought to find out whether examinations were centralized to avoid mishandling and to pool teachers for ease of invigilation irrespective of departments.

The responses of all the respondents on issues that relate to administration of examination in Unity Secondary Schools in Nigeria were collected, analyzed and presented in a table using frequency and simple percentages. Thus table 4.4.11 gives the details.

Table 4.4.11: Opinion of Stakeholders on Admission of Student

	STATEMENT	**Stakeholders**	**SA**	**A**	**U**	**D**	**SD**	**No.**	$\bar{X}$	**Std. Deviation**
101	The principal in conjunction with assistants determine the quality and quantity of students to be admitted.	Administrator	29	39	20	9	7	104	3.7115	1.16313
		0%	27.9	37.5	19.2	8.7	6.7	100		
		Teachers	174	197	169	52	58	650	3.58	1.21517
		0%	26.3	30.3	26	8	8.9	100		
		PTA	6	14	2	4	-	26	3.8462	0.96715
		0%	23.1	53.8	7.7	15.4	-	100		
102	The principal, assistants and various subject heads or departmental heads determine the quantity of students admitted.	Administrator	16	24	14	28	22	104	2.8462	1.39882
		0%	15.4	23.1	13.5	26.9	21.2	100		
		Teachers	123	136	109	157	125	650	2.9615	1.40659
		0%	18.9	20.9	16.8	24.2	19.2	100		
		PTA	2	10	3	9	2	26	3.0385	1.18257
		0%	7.7	38.5	11.5	34.6	7.7	100		
103	The Federal Ministry of Education determines the quality and quantity of students to be admitted.	Administrator	54	38	8	6	-	104	4.3077	0.84849
		0%	50	36.5	7.7	5.8	-	100		
		Teachers	312	232	58	48	-	650	4.2431	0.8982
		0%	48	35.7	8.9	7.4	-	100		
		PTA	13	10	3	-	-	26	4.3846	0.69725
		0%	50	38.5	11.5	-	-	100		

104	The selection and admission of students is done solely by the Federal Ministry of Education.	Administrator	35	27	6	30	5	103	3.5534	1.34841
		0%	33.7	26	5.8	28.8	4.8	99		
		Teachers	186	184	48	161	52	631	3.4612	1.35857
		0%	28.6	28.3	7.4	24.8	8	97.1		
		PTA	10	8	1	7	-	26	3.8077	1.23351
		0%	38.5	30.8	3.8	26.9	-	100		
105	The schools admit and send names to the Federal Ministry of Education for ratification.	Administrator	35	47	15	2	5	104	4.0096	0.99995
		0%	33.7	45.2	14.4	1.9	4.8	100		
		Teachers	200	334	84	9	23	650	4.0446	0.90001
		0%	30.8	51.4	12.9	1.4	3.5	100		
		PTA	9	11	4	1	1	26	4	1.0198
		0%	34.6	42.3	15.4	3.8	3.8	100		
106	Admission is a shared responsibility between Principals and Federal Ministry of Education.	Administrator	32	57	3	4	4	100	4.09	0.93306
		0%	30.8	54.8	2.9	3.8	3.8	96.2		
		Teachers	201	369	16	23	12	621	4.1659	0.80314
		0%	30.9	56.8	2.5	3.5	1.8	95.5		
		PTA	7	16	2	1	-	26	4.1154	0.71144
		0%	26.9	61.6	7.7	3.8	-	100		
107	The Federal Ministry of Education conducts examination and schools select candidates for admission	Administrator	23	46	14	13	6	102	3.6569	1.3883
		0%	22.1	44.2	13.5	12.5	5.8	98.1		
		Teachers	176	286	93	58	33	646	3.7957	1.09334
		0%	27.1	44	14.3	8.9	5.1	99.4		
		PTA	8	14	-	2	1	25	4.04	1.0198
		0%	30.8	53.8	-	7.7	3.8	96.2		
108	Initial selection is done at the Federal Ministry of Education level while supplementary selection is done at schools level.	Administrator	32	54	4	10	4	104	3.9615	1.04206
		0%	30.8	51.9	3.8	9.6	3.8	100		
		Teachers	227	347	15	44	17	650	4.1123	0.93123
		0%	34.9	53.4	2.3	6.8	2.6	100		
		PTA	11	10	1	3	1	26	4.0385	1.14824
		0%	42.3	38.5	3.8	11.5	3.8	100		
109	The principal has no say as regards admission of students into schools.	Administrator	5	19	7	46	27	104	2.3173	1.18456
		0%	4.8	18.3	6.7	44.2	26	100		
		Teachers	45	147	31	265	162	650	2.4585	1.27158
		0%	6.9	22.6	4.8	40.8	24.9	100		
		PTA	1	8	3	12	2	26	2.7692	1.10662
		0%	3.8	30.8	11.5	46.2	7.7	100		
110	Selection and admissions are done by committee of federal Unity Colleges Principals.	Administrator	34	43	9	5	8	99	3.9091	1.17013
		0%	32.7	41.3	8.7	4.8	7.7	95.2		
		Teachers	232	285	50	30	36	629	4.0413	1.04738
		0%	35.7	43.8	7.7	4.6	4.9	96.8		
		PTA	8	11	2	1	1	23	4.0435	1.02151
		0%	30.8	42.3	7.7	3.8	3.8	88.5		

Table 4.4.11 shows under admission of students, on involvement of principal and vice principals: For administrators, 68 representing 65.4% of the respondents agreed that the principals in conjunction with assistants determine the quality and quantity of students admitted. 20 representing 19.2% of the respondents were undecided while 16 representing 15.4% of the respondents disagreed.

For teachers, 371 representing 56.3% of the respondents agreed that the principals in conjunction with assistants determine the quality and quantity of students admitted. 169 representing 26% of the respondents were undecided while 110 representing 16.9% of the respondents disagreed.

For PTA, 20 representing 76.9% of the respondents agreed that the principals in conjunction with assistants determine the quality and quantity of students admitted. 4 representing 15.4% of the respondents disagreed while 2 representing 7.7% of the respondents were undecided.

On principal, assistants and subject heads: For administrators, 50 representing 48.1% of the respondents disagreed that the principals, assistants and various subject or departmental heads determine the quality and quantity of students admitted. 40 representing 38.5% of the respondents agreed while 14 representing 13.5% of the respondents were undecided.

For teachers, 282 representing 43.4% of the respondents disagreed that the principals, assistants and various subject or departmental heads determine the quality and quantity of students admitted. 259 representing 39.8% of the respondents agreed while 109 representing 16.8% of the respondents were undecided.

For PTA, 12 representing 46.2% of the respondents agreed that principals, assistants, various subject or departmental heads determine the quality and quantity of students admitted. 11 representing 42.6% of the respondents disagreed while 3 representing 11.5% of the respondents were undecided.

On the part Federal Ministry of Education plays: For administrators, 92 representing 86.5% of the respondents agreed that the Federal Ministry of Education determines the quality and quantity of students to be admitted. 8 representing 7.7% of the respondents were undecided while 6 representing 5.8% of the respondents disagreed.

For teachers, 544 representing 83.7% of the respondents agreed that the Federal Ministry of Education determines the quality and quantity of students to be admitted. 58 representing 8.9% of the respondents were undecided while 48 representing 7.4% respondents disagreed.

For PTA, 18 representing 69.3% of the respondents agreed that the Federal Ministry of Education determines the quality and quantity of students to be admitted. 7 representing 26.9% disagreed while 1 representing 3.8% could not decide.

On selection and admission: For administrators, 62 representing 59.7% of the respondents agreed that the selection and admission of students is done by the Federal Ministry of Education. 35 representing 33.6% of the respondents disagreed while 6 representing 5.8% of the respondents were undecided.

For teachers, 370 representing 56.9% of the respondents agreed that the selection and admission of students is done by the Federal Ministry of Education. 213 representing 36.8% of the respondents disagreed while 48 representing 7.4% were undecided.

For PTA, 18 representing 69.3% of the respondents agreed that the selection and admission of students is done by the Federal Ministry of Education. 7 representing 26.9% of the respondents disagreed while 1 representing 3.8% of the respondents could not decide.

On schools admitting and sending names to Federal Ministry of Education: For administrators, 82 representing 78.9% of the respondents agreed that the schools admit and send names to the Federal Ministry of Education for

ratification. 15 representing 14.4% of the respondents were undecided while 7 representing 6.7% of the respondents disagreed.

For teachers, 534 representing 82.2% of the respondents agreed that that the schools admit and send names to the Federal Ministry of Education for ratification. 84 representing 4.9% of the respondents disagreed.

For PTA, 20 representing 76.9% of the respondents agreed that that the schools admit and send names to the Federal Ministry of Education for ratification. 4 representing 15.4% of the respondents were undecided while 2 representing 7.6% of the respondents disagreed.

On admission as a shared responsibility: For administrators, 89 representing 85.6% of the respondents agreed that admission is a shared responsibility between principals and the Federal Ministry of Education. 8 representing 7.6% of the respondents disagreed while 3 representing 2.9% of the respondents were undecided.

For teachers, 570 representing 87.7% of the respondents agreed that admission is a shared responsibility between principals and the Federal Ministry of Education. 35 representing 5.3% of the respondents disagreed while 16 representing 2.5% of the respondents disagreed.

For PTA, 21 representing 88.8% of the respondents agreed that admission is a shared responsibility between principals and the Federal Ministry of Education. 2 representing 7.7% of the respondents were undecided while 1 representing 3.8% of the respondents disagreed.

On conduct of examination and selections: For administrators, 69 representing 66.3% of the respondents agreed that the Federal Ministry of Education conducts examination and schools select candidates for admission. 19 representing 18.3% of the respondents disagreed while 14 representing 13.5% of the respondents were undecided.

For teachers, 464 representing 71.1% of the respondents agreed that the Federal Ministry of Education conducts examination and schools select candidates

for admission. 93 representing 14.3% of the respondents were undecided while 91 representing 14.0% of the respondents disagreed.

For PTA, 22 representing 84.6% of the respondents agreed that the Federal Ministry of Education conducts examination and schools select candidates for admission while 3 representing 11.5% of the respondents disagreed.

On initial and supplementary selection: For administrators, 86 representing 82.7% of the respondents agreed that initial selection is done at the Federal Ministry of Education level while supplementary selection is done at schools level. 14 representing 13.4% of the respondents disagreed while 4 representing 3.8% of the respondents were undecided.

For teachers, 574 representing 85.3% of the respondents agreed that initial selection is done at the Federal Ministry of Education level while supplementary selection is done at schools level. 61 representing 9.4% of the respondents disagreed while 15 representing 2.3% of the respondents were undecided.

For PTA, 21 representing 80.8% of the respondents agreed that initial selection is done at the Federal Ministry of Education level while supplementary selection is done at schools level. 4 representing 15.3% of the respondents disagreed while 1 representing 3.8% of the respondents could not decide.

As to whether the principal has a say: For administrators, 73 representing 70.2% of the respondents disagreed that principals have no say as regards admission in the schools. 24 representing 23.1% of the respondents agreed while 7 representing 6.7% of the respondents were undecided.

For teachers, 427 representing 70.2% of the respondents disagreed that principals have no say as regards admission in the schools. 192 representing 29.5% of the respondents agreed while 31 representing 4.8% of the respondents were undecided.

For PTA, 14 representing 53.9% of the respondents disagreed that principals have no say as regards admission in the schools. 9 representing 34.6%

of the respondents agreed while 3 representing 11.5% of the respondents were undecided.

On selection and admission by committee of principals: For administrators, 77 representing 70.4% of the respondents agreed that selection and admission is done by committee of Federal Colleges Principals. 13 representing 12.5% of the respondents disagreed while 9 representing 8.7% of the respondents were undecided.

For teachers, 617 representing 79.5% of the respondents agreed that selection and admission is done by committee of Federal Colleges Principals. 66 representing 9.5% of the respondents disagreed while 50 representing 7.7% of the respondents were undecided.

For PTA, 19 representing 73.1% of the respondents agreed that selection and admission is done by committee of Federal Colleges Principals. 2 representing 7.7% of the respondents were undecided and 2 representing 7.7% of the respondents disagreed.

4.5 Summary of Findings

It could be concluded that in Federal Unity Secondary Schools in Nigeria,

1. Teachers and students were involved in decision making process on issues that concern them. The administrators were democratic in decision making.
2. There was effective communication process in the schools.
3. There was cordial relationship among staff, between staff and students, administration and staff and administration and students.
4. There was enough supervision of school and instruction.
5. There was improved staff development system, and there is a system of mentoring and menteering.
6. Staff were employed on merit though promotions are not regular and welfare packages are not in place.
7. Discipline was maintained through proper orientation of staff and students.

8. Parents Teachers Association provided and maintained most of the facilities in the schools.
9. Schools participated in community activities and vise versa.
10. Examinations were conducted in line with school calendar and seen as cooperate duty of the schools.
11. Selection and admission of students was a joint activity of the Federal Ministry and the administration of schools.

Findings revealed that decision were made following due process. Committee process is used in decision making. Teachers and students were involved in decision making process on issues that concern them. Issues requiring urgent attention were decided by the administrator. The administrators were democratic in decision making. Stakeholders did not complain of over involvement in decision making process.

There was effective communication process in the Federal Unity Secondary Schools in Nigeria. Effective communication between administration and staff, administration and students, staff and students, administration and other stakeholders.

It was found that in the Federal Unity Secondary Schools that there cordial relationship among staff personnel. There was expression of feelings and issues on inter-personal relations were tackled as soon as they come up. Interpersonal conflicts were minimized as much as possible. Conflicts are not resolved through suppression and submission but rather through dialogue. The environment and co-workers were pleasant to work in and work with.

There was enough inspection and supervision of the Federal Unity Secondary Schools in Nigeria. The administrators of these schools were tactful and supervise adequately. Supervisors were up-to-date in their supervisory job. There was adequate supervision of instruction. The schools were inspected often by external inspectors the personnel were always supervised. The inspectors were modern inspectors and not fault finders.

Findings reveal that staff were trained and developed in Federal Unity Secondary Schools. Improved staff development brought about better co-ordination of work. Salaries and benefits were commensurate with qualification as obtainable elsewhere. There was mentoring and mentee system among staff. Teachers go on refresher courses, symposia, conferences, workshops etc. Attendances on courses were focused on situational needs and on discretion of the administrators. Labour laws of the country were applied and there is no low productivity in the schools among staff.

Findings reveal that recruitments in Federal Unity Secondary Schools was done following due process. Staff are employed on merit. New staff are orientated and inducted. Staff were not properly placed because placements were not commensurate with qualification and experience. Promotion of staff was not regular and packages are delayed even when it was done at all. Promotions were not done on favoritism but welfare packages on leaves, health, safety etc were not in place. There was not enough opportunity to move from lower to higher cadre.

Findings reveal that there were rules and regulations in the schools and they were not harsh. Discipline is maintained through good teacher preparation, through rigorous moral and religions instructions, proper orientation of students and consistent punishment of offenders. Discipline problems among staff and students were solved through dialogue and disciplinary committees staff may be suspended, transfer, appointment termination for gross indiscipline.

Findings reveal that principals provided some of the school facilities through levies and fees. Parent-Teachers Association (PTA) provided and maintained most of the facilities in the schools. Students also provided through levies on parents. The Federal Ministry of Education (FME) contributed through various interventions. Structures were renovated from time to time. Due to paucity of funds, maintenances were prioritized.

Finding here revealed that schools participated actively in community activities. Cordial relationships existed between schools and communities schools

identify with communities' needs and aspirations. Community was permitted the use of school facilities to an extent. School facilities use was not completely opened and not completely closed to the public and more so that there were directives by government on the use of school facilities by the public and there were equally security challenges.

Findings on examination administration reveal that examinations were conducted in line with the schools' calendar following the academic time-table. Examination administration was the responsibility of the vice-principal academics in conjunction with the various departments with the approval of the principal. Examination committee of the colleges determined when examinations were conducted. Question types were determined by various departments and the subject teachers and then sent to examination committee. Questions were checked for quality by subject heads before being administered on students. Examinations were centralized to avoid mishandling and to pool teachers for effective supervision and invigilation.

Findings on admission of students reveal that admission of students was collaborative efforts of schools and the Federal Ministry of Education (FME) because principals and their assistants to some extent determine the quality and quantity of students admitted. The Federal Ministry of Education also to an extent determined the quality and quantity of students admitted. In some cases, the principals selected and admitted students and send lists to the Ministry for ratification. In other times, selections and admissions were done by the committee of Federal Unity Colleges under the supervision of the Minister or his/her representative as with the case of 2013/2014 admissions.

4.6: Hypotheses Testing

The regression model statistical tool was employed for the test of the hypotheses at 0.01 level of significance. The regression model seeks to establish whether or not variables are correlated. It is a measure to which variables change together and further measures the extent of the change and the resultant output seen as follows:

Null hypothesis 1: There is no significant relationship between decision making process and administration of the unity schools.

Table 4.6: Hypothesis 1

There is no significant relationship between decision making process and administration of Unity Secondary Schools was tested at 0.01 level of significance using the regression model statistical tool. Thus the model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.443(a)	0.196	0.195	28.86875
a Predictors: (Constant), Decision making score				

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	158499.283	1	158499.283	190.18	.000(a)
	Residual	648389.1	778	833.405		
	Total	806888.383	779			
a Predictors: (Constant), Decision making score						
b Dependent Variable: School administration score						

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	284.857	7.307		38.982	0
	Decision making score	2.922	0.212	0.443	13.791	0
a Dependent Variable: School administration score						

Simple linear regression model was conducted and the result indicated there is a significant relationship between school administration and decision making process. Since the p-value of (0.0001) is highly less than the level of significant (0.01) and the correlation coefficient (r) which is 0.443 indicates the strength of relationship. The result clearly shows that school administration has significant impacts on decision making process in the unity schools. The null hypothesis is rejected.

Null hypothesis 2: There is no significant relationship between communication and administration of the unity schools.

Table 4.7: hypothesis 2

There is no significant relationship between communication and administration of Unity Secondary Schools was tested at 0.01 level of significance using the regression model statistical tool. Thus the model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.521(a)	0.271	0.27	27.49695
a Predictors: (Constant), Communication score				

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	218656.436	1	218656.436	289.2	.000(a)
	Residual	588231.947	778	756.082		
	Total	806888.383	779			
a Predictors: (Constant), Communication score						
b Dependent Variable: School administration score						

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	260.004	7.394		35.166	0
	Communication score	3.087	0.182	0.521	17.006	0
a Dependent Variable: School administration score						

The result above vividly indicate there is a significant relationship between communication and administration of the unity schools since the p-value of (0.0001) is less than the level of significance (0.01).This result mean administration has significant impact on the communication process of the unity schools. The null hypothesis is rejected.

Null hypothesis 3: There is no significant relationship between the tone of the organization and administration in the schools.

Table 4.8: Hypothesis 3

There is no significant relationship between the tone of the organization and administration in the schools was tested at 0.01 level of significance using the regression model statistical tool. Thus the model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.756(a)	0.571	0.571	21.08514
a Predictors: (Constant), Tone of organization				

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	461002.634	1	461002.634	1036.93	.000(a)
	Residual	345885.75	778	444.583		
	Total	806888.383	779			
a Predictors: (Constant), Tone of organization						
b Dependent Variable: School administration score						

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	143.941	7.512		19.161	0
	Tone of organization	1.713	0.053	0.756	32.201	0
a Dependent Variable: School administration score						

Simple linear regression model was also employed and the result indicates that there is a significant relationship between the tone of organization and the school administrations. Since the p-value of (0.0001) is less than the level of significant (0.01). The null hypothesis is rejected.

Null hypothesis 4: There is no significant relationship between supervision and inspection and administration of the schools.

Table 4.9: Hypothesis 4

There is no significant relationship between supervision and inspection and administration of the schools was tested at 0.01 level of significance using the regression model statistical tool. Thus the model summary.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.594(a)	0.353	0.352	25.90317
a Predictors: (Constant), Inspection and supervision score				

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	284870.595	1	284870.595	425	.000(a)
	Residual	522017.789	778	670.974		
	Total	806888.383	779			
a Predictors: (Constant), Inspection and supervision score						
b Dependent Variable: School administration score						

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	285.446	4.901		58.2	0
	Inspection and supervision score	3.6	0.175	0.594	20.6	0
a Dependent Variable: School administration score						

The result of simple linear regression indicate there is a strong relationship between supervision and inspection and the administration of the schools. Since the p-value of (0.0001) is less than the level of significant (0.01).Hence there is

enough evidence to reject the null hypothesis. This means administration has a significant impact on inspection and supervision of the schools.

Null hypothesis 5: There is no significant relationship between recruitment, replacement/ promotion and administration of the schools.

Table 4.10: Hypothesis 5

There is no significant relationship between recruitment, replacement/ promotion and administration of the schools was tested at 0.01 level of significance using the regression model statistical tool. Thus the model summary.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.307(a)	0.094	0.093	30.65352
a Predictors: (Constant), Recruitment, placement & promotion score				

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	75849.682	1	75849.682	80.7	.000(a)
	Residual	731038.702	778	939.638		
	Total	806888.383	779			
a Predictors: (Constant), Recruitment, placement & promotion score						
b Dependent Variable: School administration score						

Coefficients(a)

Model		Unstandardized Coefficients	Standardized Coefficients	t	Sig.

		B	Std. Error	Beta		
1	(Constant)	331.791	5.981		55.5	0
	Recruitment, placement &promotion score	1.653	0.184	0.307	8.99	0
a Dependent Variable: School administration score						

The result of the analysis clearly indicates there is a significant relationship between recruitment, placement/promotion and administration of the schools. This is because the p-value of (0.0001) is highly less than the level of significant (0.01).However the null hypothesis is rejected.

Null hypothesis 6: There is no significant relationship between training and staff development and the administration of schools.

Table 4.11 Hypothesis 6

There is no significant relationship between training and staff development and the administration of the schools was tested at 0.01 level of significance using the regression model statistical tool. Thus the model summary.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.516(a)	0.266	0.265	27.58361
a Predictors: (Constant), Staff training and development score				

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.

1	Regression	214942.691	1	214942.691	283	.000(a)
	Residual	591945.692	778	760.856		
	Total	806888.383	779			
a Predictors: (Constant), Staff training and development score						
b Dependent Variable: School administration score						

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	268.589	6.973		38.5	0
	Staff training and development score	3.598	0.214	0.516	16.8	0
a Dependent Variable: School administration score						

The result clearly indicates there is a highly significant relationship between staff development and administration of the schools. This is because the p-value of (0.0001) is less than the level of significant (0.01).There is sufficient evidence not to fail to reject the null hypothesis.

Null hypothesis 7: There is no significant relationship between administration and discipline maintenance in the schools.

Table 4.12:Regression for hypothesis 7

There is no significant relationship between administration and discipline maintenance in the schools was tested at 0.01 level of significance using the regression model statistical tool. Thus the model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.559(a)	0.312	0.311	26.70685
a Predictors: (Constant), Maintenance of discipline score				

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	251975.335	1	251975.335	353	.000(a)
	Residual	554913.048	778	713.256		
	Total	806888.383	779			
a Predictors: (Constant), Maintenance of discipline score						
b Dependent Variable: School administration score						

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	235.36	7.998		29.4	0
	Maintenance of discipline score	3.887	0.207	0.559	18.8	0
a Dependent Variable: School administration score						

The result clearly indicates there is a highly significant relationship between discipline maintenance and administration of the schools. This is because the p-value of (0.0001) is less than the level of significant (0.01).There is adequate evidence not to fail to reject the null hypothesis

Null hypothesis 8: There is no significant relationship between administration and provision of maintenance of facilities in the schools.

Table 4.13: Hypothesis 8

There is no significant relationship between administration and provision of maintenance of facilities in the schools was tested at 0.01 level of significance using the regression model statistical tool. Thus the model summary.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.531(a)	0.282	0.281	27.28682
a Predictors: (Constant), Provision and maintenance of facilities				

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	227612.49	1	227612.49	306	.000(a)
	Residual	579275.894	778	744.571		
	Total	806888.383	779			
a Predictors: (Constant), Provision and maintenance of facilities						
b Dependent Variable: School administration score						

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	287.188	5.657		50.8	0
	Provision and maintenance of facilities	2.857	0.163	0.531	17.5	0
a Dependent Variable: School administration score						

The output clearly indicates there is a highly significant relationship between provision and maintenance of facilities and administration of the schools. This is because the p-value of (0.0001) is less than the level of significant (0.01).There is quality evidence not to fail to reject the null hypothesis

Null hypothesis 9: There is no significant relationship between administration and community relationship in the schools

Table 4.14: Hypothesis 9

There is no significant relationship between administration and community relationship in the schools was tested at 0.01 level of significance using the regression model statistical tool. Thus the model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.543(a)	0.295	0.294	27.03338
a Predictors: (Constant), School/Community Relationship				

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	238323.156	1	238323.156	326	.000(a)
	Residual	568565.227	778	730.804		
	Total	806888.383	779			
a Predictors: (Constant), School/Community Relationship						
b Dependent Variable: School administration score						

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	292.487	5.193		56.3	0
	School/Community Relationship	2.712	0.15	0.543	18.1	0
a Dependent Variable: School administration score						

The output clearly indicates there is a highly significant relationship between administration and community relationship in the schools. This is because the p-value of (0.0001) is less than the level of significant (0.01).There is convincing evidence not to fail to reject the null hypothesis.

Null hypothesis 10: There is no significant relationship between administration of examination and administration of the schools

Table 4.15: hypothesis 10

There is no significant relationship between administration of examination and administration of the schools was tested at 0.01 level of significance using the regression model statistical tool. Thus the model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.563(a)	0.317	0.316	26.60982
a Predictors: (Constant), Administration of Examination				

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	256000.186	1	256000.186	362	.000(a)
	Residual	550888.197	778	708.083		
	Total	806888.383	779			
a Predictors: (Constant), Administration of Examination						
b Dependent Variable: School administration score						

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		

1	(Constant)	226.415	8.375		27	0
	Administration of Examination	3.712	0.195	0.563	19	0
a Dependent Variable: School administration score						

The output clearly indicates there is a highly significant relationship between administration of examination and administration of the schools. This is because the p-value of (0.0001) is less than the level of significant (0.01).There is vivid evidence not to fail to reject the null hypothesis.

Null hypothesis 11: There is no significant relationship between admission of students and administration of the schools

Table 4.16:Hypothesis 11

There is no significant relationship between admission of students and administration of the schools was tested at 0.01 level of significance using the regression model statistical tool. Thus the model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.699(a)	0.489	0.488	23.02893
a Predictors: (Constant), Admission of students score				

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	394290.475	1	394290.475	743	.000(a)

	Residual	412597.908	778	530.332		
	Total	806888.383	779			
a Predictors: (Constant), Admission of students score						
b Dependent Variable: School administration score						

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	238.464	5.423		44	0
	Admission of students score	4.016	0.147	0.699	27.3	0
a Dependent Variable: School administration score						

The output clearly indicates there is a highly positive significant relationship between admission of students and administration of the schools. This is because the p-value of (0.0001) is less than the level of significant (0.01).There is authentic evidence not to fail to reject the null hypothesis.

4.7 DISCUSSION

The perspective of this study was the evaluation of administration of unity secondary schools in Nigeria. Specially, the activities of the administrators were investigated to determine how effective and efficient the education goals are achieved.

The results of the data analyzed based on the research question 1 which is "What is the nature of decision making process in the Federal Unity Schools." As presented in Table 4.3.1 the result shows that decisions are made following due process that is, those that are to be affected by decisions were involved in such decision making process. The result indicated that there is a significant relationship between school administration and decision making process. School administration has significant impact on decision making process in Unity schools.

Research question 2 which is “Does the administration have any impact on communication in the schools?” The analysis of the data as presented in Table 4.3.2 indicated that there is effective communication process in the schools for effective administration communications are made through various means like staff meeting, assemblies, bulletins, face-to-face modern communication technologies (GSM, internet, etc) and written communication technology. This implies that principals use print media to communicate and these include circular letters, notice boards, and written suggestion systems. This finding is consistent with the findings of Okorie (1994), Anisiobi (1994), Ukairo (1998), Ekekwe (1998) and Okunamiri (2007).

Okorie found that the predominantly used media were face-to-face conferences, announcements and notice board. He added that the media that were occasionally used were formal reports while memoranda and telephone were rarely used. Ukairo discovered that the assembly method was the most predominantly used pattern in the area of his study, while Ekekwe unearthed that in experienced principals used mostly the verbal medium of communication. Anisiobi on his part found that most principals relegated non-verbal communication to the background. However, the finding of Okunamiri indicated that telephone was the most predominantly used communication technology by secondary school principals in Abia State. They sent and received messages from different educational and examination bodies such as the State Ministry of Education, State Education Management Board, Zonal Education Boards, West African Examination Council (WAEC), Joint Admission and Matriculation Board (JAMB) and National Examination Council of Nigeria (NECO) through telephone and the use of internet and computer.

The research question 3 which is “How does interpersonal relationship of the colleges affect the general working environment.” The analysis of date as presented in Table 4.3.3 showed that there is cordial relationship among staff personnel. There is expression of feelings and issues on interpersonal relations are

tackled as soon as they come-up. Conflicts are resolved through dialogue and the environment and co-workers are pleasant to work in and work with. This finding is consistent with the findings of Thomas (1976), Likert and Likert (1976), Sergiovanni and Starrat (1979) Downer, Hellriegel and Slocum (1995) and Peretomode 2006.

There is evidence that some climate are likely to yield better results for specific tasks than others (Peretomode 2006).

The 'fit' between the individual and the organization appears to play a significant role in determining the individual's performance and satisfaction within the organization (Downey, Hellriegel and Slocum 1995).

There is evidence that managers who have positive perceptions of organizational climate have greater acceptance of self and others than those with less positive perception of organizational climate. The implication of this finding is that positive climate perceptions can be important in minimizing inter-group conflict in some organizations.

Excluding or neglecting organizational climate in favour of educational tasks can actually limit the total amount of leadership talent available in the school (Sergiovanni and Starrat 1979).

There is evidence that closed climate in organization tend to breed closed learning climates. In short, there is some research support for the conjecture that climate affects students' learning outcomes (Thomas 1976).

There is evidence that the organizational climate experienced by a particular work group or by a particular hierarchical level in an organization is determined primarily by the leadership behaviour of echelons above it (Likert and Likert 1976). The stand of the present researcher is that the educational administrator will have a difficult time exercising his educational leadership roles without sufficient supportive climate within which to work.

Improving an organizations climate can be a useful strategy to improve in-group relations within the organizations.

The research question 4 which is "How do supervisors and inspectors supervise and inspect the schools foe effective goal achievement?" The analysis of data as presented in Table 4.3.4 shows that there is enough supervision and inspection of personnel, instruction and facilities in the schools. The supervisors and inspectors are up-to-date in their jobs and administrators are tactful and supervise adequately. These findings are not consistent with the findings of Ezeanolue (1989) in his study "The Evaluation of Supervisory Activities of Post Primary Institutions found that inspectors of education were not performing their supervisory duties adequately and that principals were performing just little above expectation. This he attributed to a number of factors. Prominent among them being *size of responsibility*: The study revealed that there were only seven subject inspectors and three co-oordinators in the ministry of education in-charge of post-primary institutions in Jos Zone. The inspectors were expected to carryout all the aspects of inspection of post-primary schools in the zone and supervise instructions… All these contributed to low efficiency and effectiveness in the performance of their duties.

Teacher/Pupil: Ratio (Class Size): The departmental heads and teachers had many teaching periods a week, high teacher-pupils ration, many exercise books to attend to coupled with other delegated duties.

Effect of Old System of Supervision: Most supervisory personnel were still confused as to what instructional supervision should be. They still nurse the ideas of a supervisor/inferior relationship that exist in inspection.

Limited Authority: The inspectors, teachers and principals reported that they had no power to implement most of their recommendations. This was due to the fact that recommendation had to pass on to the administrative section for further review and implementation. This resulted in a lot of delay, inaction and in efficiency. The principals and heads of departments have no power to recruit or dismiss teachers, many of the teachers were unco-operative.

None Implementation of Recommendations: The inspectors of education, principals, heads of departments reported that they put many good suggestions forward which the policy makers never implemented.

Inadequation Supply of Instructional Materials: All the supervisory personnel involved in the study complained about inadequate supply of instructional materials which greatly impeded demonstration, supervision and improvement of instruction.

Transport Problems: The responses to the frequency of inspection made to schools indicated that inspection visits to schools were irregular and inspections were carried out only when the need arose and that such visits depend on the availability of transport to convey inspectors to school. The present work finds that modern face-to-face supervision technique induced a higher positive correlation between teacher effectives and students' performance.

The research question 5 and 6 which is "How are personnel recruited, place and promoted and developed?" The analysis of the data as presented in Table 4.3.5 and 4.3.6 shows that staff are trained and developed and there is improved and better work co-ordination as a result of this. Teachers go on refreshers courses, conferences, workshops and symposia and there is mentoring and mentee among senior and junior staff. These findings are not consistent with the findings of Oboegbulem (2007) in her work "Professional Development of Secondary School Teachers, the role of the School Administrators in Reform Agenda" found that, non-challant attitude on the part of some school administrators about teachers' welfare, inadequate funds to embark on professional development of teachers, inadequate facilities and teaching materials and lack of well equipped library for both teachers and students are constraints to quality professional development of teachers. However, in the present research, there is a high positive significant relationship between recruitment placement and promotion of staff and their level of productivity.

The research question 7 which is “Discipline maintained to ensure effective running of the schools?” The analysis as presented in Table 4.3.7 shows that there are rules and regulations in the schools. Discipline is maintained through various means viz: good teacher lesson preparation, rigorous moral and religious instruction, proper orientation of staff and students, consistent punishment of offenders and constant dialogue on how to maintain disciplined students and work force. The result of this work clearly indicates that there is a highly significant relationship between discipline maintenance and administration of schools vis-a-vis the effective running and achievement of goals.

The research question 8 which is “Who is responsible for provision and maintenance of facilities the schools”. The analysis as presented in Table 4.3.8 shows that facilities provision and maintenance are shared responsibility by the principals, the PTA, the students and the Federal Ministry of Education. Due to paucity of funds, renovations and maintenances are prioritized. The finding in this work shows that there is a clear high significant relationship between provision and maintenance and administration of schools. This is consistent with the findings of researchers like Stuart and Curtis (1995), Welberg and Thomas (1972), studies by American School Board (1963) Lowe (1990) Edward (1992) Cash (1993) Oyedeji (1998) and Sani (2007).

Stuart and Curtis (1995) and Welberg and Thomas (1972) worked on the influence of the school environment and school achievement. Studies by American School Board on the Effect of that and Humidity on Learning showed that children in classrooms with controlled temperature did better than those in uncontrolled ones. Stuart and Curtis in all similar study, found that children in controlled classroom were more comfortable and also superior in standardized achievement tests than children in non-climate controlled schools. Wellberg and Thomas after their study concluded that children learn best when they can actively explore an environment rich in materials (Udoh and Akpa 2004).

Lowe (1990) in his study, "Interference between Education Facilities and Learning Climate in Elementary Schools in Texas, found that:

i. Proper maintenance of school facilities positively affect teachers' morale by giving them a sense of personal safety, renewed hope and commitment as well as the belief that the district cared about what went on in school buildings.
ii. Poorly maintained school facilities created a feeling of despair and frustration among teachers and students and
iii. It also resulted in higher rate of absenteeism, low morale and reduced job satisfaction.

Edward (1992) in his study, "Building Conditions, Parental Involvement and Students' Achievement in the District of Columbia Public School System" found that students in School buildings that were in poor condition achieved 6% below students in school buildings that were maintained in excellent conditions. He concluded that decaying school facilities, damaged electrical fittings, inoperative heating and cooling systems affect the learning of students and morale of staff.

Cash (1993) in his study of "the relationship between Building Condition and Students' Achievement", found that students score on achievement test were 5% lower in school buildings with poor maintained laboratories, libraries, workshops and classroom furniture.

Sanni (2007) in his study "The relationship among school plant, construction, utilization, maintenance and school effectiveness in Kebbi State Secondary Schools found that there is a significant, positive and high relationship between plant maintenance student academic performance, student conduct and school community relationship.

Oyedeji (1998) maintained that there is a positive relationship between the quality of maintenance and the level of functionality of school plant and identified the significance of school plant maintenance to include:

i. School plant maintenance makes it possible to have clean and 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 ensures that school facilities are constantly functioning in good working condition.

v. It helps to slow down the rate of degradation of facilities and extend their life span.

The research question 9 which is "School Community relationship Observed and Cordial?" The analysis of the data as presented in Table 4.3.9 shows that cordial relationship exists between schools and their community because schools identify with the needs and aspirations of their communities. The use of school facilities by community is limited due to security challenges. Finding here suggests that there is a highly significant positive relationship between administration of schools and community relationship. This finding is consistent with Akpotu and Nwaham (2008) assertion that, for achievement of the school goals and objectives, the school and the community must be in harmony in taking and implementing some school decisions. The community on the other hand, should always involve the schools in matters concerning it.

The research question 10 which is "How is examination administered to ensure reliability?" The analysis as presented in Table 4.3.10 shows that examination are conducted in line with the schools' calendar following the academic time-table. Examination is centralized and under the supervision of the vice-principal academics. Teachers are pooled and distributed for supervision irrespective of specialization for effective invigilation and supervision. All these to ensure reliability of results.

The finding here indicated that there is a highly significant relationship between administration of examination and administration of schools.

The research question 11 which is “Who is responsible for the admission of students?” The analysis a presented in Table 4.3.11 shows that admission of students is a collaborative efforts of schools and Federal Ministry of Education. The principals and the ministry determine the quality and quantity of students selected and admitted. For 2013/2014 academic session, selections and admissions was done by the committee of Federal Unity Colleges Principals under the supervision of the representative of the Honourable Minister of Education. The finding here reveals that there is a highly positive significant relationship between admission of students and administration of the schools.

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summarized the entire research work. The findings were highlighted, conclusion and recommendations were made based on the findings. The limitation of the study was also discussed based on conclusion. Works on previous researches were highlighted while contribution of findings to knowledge advancement were also highlighted.

5.2 Summary

This research work was on the evaluation of Administration of unity secondary schools in Nigeria. The main objective was to evaluate the activities of the administrators and find out how administration impacts in these activities. Such activities as decision making process, communication, interpersonal relationship, supervision and inspection, training and development of personnel, recruitment, placement and promotion process, maintenance of discipline, provision and maintenance of facilities, school community relationship, administration of examination and admission of students. There were 780 respondents selected from 26 unity secondary schools across the six geo-political zones and the Federal Capital Territory, Abuja.

The instrument used was the questionnaire of 110 items. The questionnaire was made of rating scale questions. The numerical scale that accompanied each question typically represents a range of alternatives from very positive to very negative. There was a 5-point scale on which individuals rate their level of agreement or disagreement with simple statement.

Each of the questionnaires has two sections. Section A is to find out some personal information about the responds. Such information about age, marital status, sex, qualification and working experience. Section B has 11 sub-seals.

The content validity method was used to determine the validity of the instrument. The instrument was validated by the study supervisors and statistician for inputs to determine the viability of the research instrument. Their approval was used as measure of confirmation of validity of the instrument.

Too further validate the instrument; a pilot study was carried on 50 respondents of similar characteristics as the samples. This is in order to make amendment to the questionnaire where necessary. Following the result of the pilot study which elicited specific answer from the respondents, the content and face validity of the instrument was established.

To determine the reliability of the research instrument for this study, the Cronchback Alpha Statistic and Statistical Package for Social Sciences (SPSS) version 17 was utilized in analyzing the research data descriptively and inferentially, and graphical representation of personal information. Regression model was the suitable statistical tool employed in testing the eleven hypotheses. On the basis of making scientific decisions, (0.01) was used as the level of significance.

The questionnaire was administered by the researcher assisted by a research assistant from each of the zones who were trained by the researcher. The target group was principal, vice principals, senior boarding house masters, guidance counselors, head of departments, subject heads, teachers and PTA chairmen of the selected Federal unity school in Nigeria.

Findings showed that:

- There is significant relationship between school administration and decision process. The result clearly showed that school administration has significant impacts in decision making process in the unity schools.
- There is significant relationship between communication and administration of the unity school since the p-value of (0.0001) is less than the level of significance (0.01). This result means administration has impact on the communication process if the unity schools.
- There is a significant relationship between the tone of the organization (inter-personal relationship and the school a administrations).

- There is a strong relationship between supervision and inspection and the administration of the schools. Administration has a significant impact on inspection and supervision of schools.
- There is a significant relationship between recruitment, placement/promotion and administration of the schools.
- There is a highly significant relationship between staff development and administration of the schools.
- There is a highly significant relationship between discipline maintenance and administration of the schools.
- There is a highly significant relationship between provision and maintenance of facilities and administration of the schools.
- There is a highly significant relationship between administration and school-community relation.
- There is a highly significant relationship between administration of examination and administration of the schools.
- There is a highly positive significant relationship between admission of students and administration of the schools.

5.3 Conclusion

For effective school administration and achievement of educational goals and objectives in the face of dwindling fund allocation to the education sector, administrators must apply all the tools necessary for smooth running of schools. The administrator needs to be rational in his decision making communication practices of administrators and their understanding of their employees and staff are of great importance. In performing their functions and carrying out their roles, school administrators also need to consider skills in solving organizational communication problems. Supervision is an extremely vital part of work place that needs to maximize its success potentials. It naturally follows that poor supervision in a work place to among the primary obstacles to achieving potential success by a

business. School leaders must be highly qualified, given the inconsistent demands and contradictions placed in the education system today. It is not children's indiscipline which gives stress to leaders; it is their obsolete qualification which is unworkable with the challenges of the 21st century educational demands. The challenges faced in contemporary education were never faced twenty years back. Today, school leaders are disorientated when faced with new challenges, some beyond their comprehension while other to alien in nature to resolve and tackle. This is one of the key reasons for stress among leaders, teachers which affects children and quality education.

It does not take a lot of research to tell us that discipline in school is different today than in the 1950s. but it does take some investigation to find out why. In today's society, working together within the school and community will help teach children that working as a team can effectively solve problems.

5.4 Recommendations

Based on the findings of this research, the following recommendations were made:

1. For proper management and administration of schools, only individuals with proper training in Educational Administration/ Management and planning should be appointed as school administrators. Appointments based on experience and years of service do not help the system in any way.
2. Teachers are the major instrument for achieving educational goals and national development hence, no nation can rise above the standard of its educational system. Teachers' salaries are not always at par with their counterparts in other government parastatals. The teacher is the real agent that helps in the development of various skills and competencies, thereby enhancing self-employment and self-efficiency. The development of teachers, adequate reward, good welfare package and incentive plans and

motivation are pertinent to national development and need to be looked into if teachers have to perform their roles as expected by the society.

3. School administrators should clearly spell out school rules and regulations, goals and policies to the staff and students.
4. They should create cordial relationship in the school so that conducive and enabling teaching and learning environment will be provided.
5. A proper discipline enforcement mechanism should be set up to ensure compliance to school rules and regulations, promoting teachers and students' discipline. This creates a safe and happy learning environment for the students, giving them opportunity to excel academically. School administrators should not relent in their effort to have disciplined and committed teachers in their schools as this is the sure way to attain academic excellence.
6. Government should put adequate personnel policies for promotion of teachers in place, implement and harmonize this with other areas of civil service. Both new and old teachers in the service should be sponsored and encouraged to make use of in-service training.
7. Promotion and development should not be favoritism rather on experience and productivity. Promotion and development of teachers as at and when due will lead to effective productivity of teachers in secondary schools.
8. Management is the heart and soul of any given task, hence the need for proper management and utilization of available facilities by government, principals and teachers, pupils and the entire community to enhance teaching and facilitate learning is imperative. School administrators need to keep reliable and proper records on school facilities to enable government to make budgets based in facts and not perceptions. Facilities management policy should be provided for the school administrators, to stimulate and guide actions for the management of school facilities in secondary schools.

Concrete policy statement should be made regarding facilities funding and provision.

9. Principals should make effort to acquire managerial skills of supervision. Principals should be provided with in-service training which would help then possess a range of managerial skills of supervision and competencies to adequately conduct internal and instructional supervision. Government should establish resource centres, institutes and support services to facilitate in-service training and retraining on supervision. Government should ensure that the principals and supervisors from the Federal Ministry of Education and the Inspectorate Division of the Ministry carry out effective inspection of the Federal Unity Schools to ensure the adequacy and utilization of learning facilities in the schools.
10. Capacity building programmes should be organized for school principals to acquire appropriate skills to build string relationship between the school and the community. Seminars should be organized for the community members to keep them informed or abreast in what is expected when the school facilities are made available for their use.
11. The school management, through the principal, should come up with an agreeable policy between the school and the community that will guide the terms and conditions for using school facilities by the community.

Suggestions for Further Research

This work could not claim to have exhausted all aspects of Secondary Schools Administration. It is on this premise that the writer suggests that:

1. Funding of the schools as it affects student and teacher performance.
2. Another investigation could be conducted to determine the reason(s) for mass failure in external examinations (WAEC and NECO) in Federal Government Colleges (Unity Schools) in Nigeria or yet, impact of

Administration on the performance of Students of Federal Colleges in External Examinations.

3. Investigation can be carried out on other aspects of Secondary School Administration other than what we have here.

Limitation of the Study

The limitations encountered by the research in the course of this work is lack of co-operation by the various schools that the research has to revert to the Federal Ministry of Education for letter of approval to be able to get to the schools and the respondents. It was quite time, money consuming, effort and equally stressful. Having to go to Abuja over and over to collect questionnaire in piece meal.

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APPENDIX A

AHMADU BELLO UNIVERSITY ZARIA

DEPARTMENT OF EDUCATIONAL FOUNDATIONS
(ADMINISTRATION AND PLANNING)

Dear Respondents

I am a Ph.D student of the above mentioned institution carrying out a research on the topic "Evaluation of Administration of Federal Unity Secondary Schools in Nigeria.

The work is in partial fulfillment for the award of Ph.D in Educational Administration and Planning. I will appreciate your cooperation in filling this questionnaire as sincerely as you can. All information will be treated in confidence and for academic use only as no name is required. The responses will not be attributed to any individual school. It will be used to make references about the problem being studied. After compilation, kindly return to:-

Ahupa, Victoria I.
Faculty of Education
Ahmadu Bello University Zaria

Thanking you in advance for your anticipated cooperation and assistance.

Sincerely Yours

Ahupa, Victoria I. (Mrs)

QUESTIONNAIRE ON EVALUATION OF ADMINISTRATION OF FEDERAL GOVERNMENT COLLEGES (UNITY SCHOOLS) IN NIGERIA

SECTION A

Personal Information

In this section you are please required to furnish us with some data about yourself and your background.

1. My age falls in the cycled bracket (please circle the bracket)
   25-29 ( ) 30-34 ( ) 35-39 ( ) 40-44 ( ) 45-50 and above ( )
2. My state of origin is _____
3. My office status is _____
4. My marital status (please tick)
   a. Married [ ] b. Single [ ] c. Divorced [ ] d. Widowed [ ]
5. Sex (tick) a. Male [ ] b. Female [ ]
6. Qualifications (check by putting (x) in the appropriate column(s)

a.	WASC/SSCE	( )
b.	Teachers Grade II	( )
c.	Teachers Grade I	( )
d.	Higher School Certificate (HSC) or GCE A' Level	( )
e.	NCE	( )
f.	HND	( )
g.	Bachelors Degree in Education	( )
h.	Bachelors Degree but not in Education	( )
i.	PGDE	( )
j.	Higher Degree in Education	( )
k.	Higher Degree but not in Education	( )

7. Including this year, I have worked for the number of years indicated below (please cycle as appropriate). 1-5, 6-10, 11-15, 16-20, 21-25, 26 years and above.

Kindly indicate by ticking the appropriate column (√) according to your view. The meaning of the abbreviations as shown at the top of the columns are indicated

Strongly Agree (SA)

Agree (A)

Undecided (UD)

Disagree (D)

Strongly Disagree (SD)

	Section B: Decision Making Process in Unity Secondary Schools in Nigeria	SA	A	UD	D	SD
1	In my school before decisions are made there is a process to be followed					
2	Decisions are made through committee process					
3	Teachers are involved in decision making process on issues that affect them					
4	Students are involve on issues that affect them					
5	Issues that require urgent attention are decided upon by the principal					
6	Decision making process is between authority and labour unions then eventually to members					
7	Decision making process is through involvement of all concerned					
8	The administrator is democratic because individuals are consulted before decisions are made					
9	The administrator never consults rather tells subordinates what decision are taken					
10	In my school people complain of over involvement in decision					

	making and this leads to waste of time					
	Section C: Communication in Unity Secondary Schools in Nigeria					
11	Educational polices are communicated to staff through meetings, bulletins, modern information communication technologies (GSM, Internet etc)					
12	Rules and regulations, conditions of service are communicated to staff often and timely					
13	Promotion matters are communicated to staff					
14	Students are communicated as soon as there are changes in the school system					
15	Information are communicated to staff and students as soon as the are received from the Federal Ministry of Education					
16	Information on welfare packages are communicated to staff					
17	Information on development packages are communicated to staff					
18	Meetings to communicate resolutions on school community relationship are held as often as decisions are reached					
19	Information on decisions on discipline matters are communicated to staff and students					
20	Communication on changes in administration like change of heads, change of system, reforms are made as soon as there is any					
	Section D: Interpersonal Relationship in Unity Secondary Schools in Nigeria					
21	In my school, the relationship among personnel is cordial					
22	Feelings are expressed so that little misunderstanding will not generate to heavy problems					
23	Issues are tackled as soon as they come up, this is as a result of free flow of expression					
24	Inter personal conflicts are minimized so as not allow escalation of problems					
25	Conflicts are resolved through suppression and submission					

26	Conflicts are resolved through dialogue					
27	The workers are not pleasant to work with because of suppressive nature of conflict resolution					
28	There is a lot of suppression of feelings that little problems generate into big ones					
29	The general environment is unpleasant to work in because feeling are not expressed					
30	My co-workers are hard to meet because of the attitude of the administrator in tackling inter-personal problems					
	Section E: Inspection and Supervision of Unity Schools in Nigeria					
31	There is not enough inspection and supervision of my school					
32	The administrator is tactful and supervises adequately					
33	The supervisor is up to date in his supervisory job					
34	There is enough instructional supervision of personnel					
35	My school is rarely inspected externally					
36	My school has never been inspected					
37	I am never supervised at all					
38	The supervisor is around when needed					
39	The inspectors are too traditional for modern time inspection , they are fault finders					
40	The supervisor knows the job well					
	Section F: Staff Development in Unity Secondary Schools in Nigeria					
41	Staff are sent for higher training					
42	Improved staff development brought about better coordination at work in my school					
43	The salaries and benefits are commensurate with qualifications as obtainable else where.					
44	The salaries come as at and when due					
45	There is mentoring and mentee system amongst senior and junior staff					
46	Teachers often go on refresher courses, conferences,					

	workshops and symposia					
47	Attendance on courses are focused on the situational needs of individuals					
48	Courses attended are focused on the basis of choice of the administrator					
49	The labour laws of the country are respected in the school.					
50	There is low productivity because staff are rarely developed					
	Section G: Recruitment, Placement and Promotion in Unity Secondary Schools in Nigeria					
51	Recruitment are done following due process as established by law					
52	Staff are employed on merit					
53	Orientation and induction are done on newly employed staff					
54	Placements are not properly done and this leads to ill feelings among staff					
55	Placements are not commensurate with qualification and experience of employee					
56	Promotions are not carried out regularly					
57	Promotion packages are not done until after years of interview					
58	Promotion is done on favoritism					
59	Welfare packages on leaves, health, safety, etc, are in place and followed as expected					
60	There is not enough opportunity for staff movement from lower to higher cadre					
	Section H: Maintenance of Discipline in Unity Secondary Schools in Nigeria					
61	There are rules and regulations in the institution					
62	Rules and regulations are harsh and these contribute to students indiscipline behaviour					
63	Discipline is maintained because teachers are always prepared for their lessons					
64	Resolution of discipline problems amongst staff are done by dialogue					
65	Discipline problems amongst students are solved by					

	disciplinary committee of the school.					
66	Discipline is maintained through rigorous moral/religions instructions					
67	Immoral behaviour among staff often leads to transfer or suspension/termination of appointment.					
68	Cases of indiscipline between staff and administration are managed through staff management forums					
69	Discipline is maintained through students' proper orientation.					
70	Discipline is maintained because there is consistent punishment of offenders					
	Section I: Provision and Maintenance of Facilities in Unity Secondary Schools in Nigeria					
71	The principal provides some of the school facilities through fees and levies					
72	The PTA provides and maintains most of the school facilities					
73	The students provide through levies on parents to maintain facilities in the schools.					
74	The Federal Ministry of Education through various interventions provide and maintain facilities in the school					
75	Maintenances are not usually carried out until structures are completely dilapidated					
76	Maintenances are carried out only when major disaster occur					
77	Because funds are never specified for maintenance therefore only adhoc maintenance are carried out					
78	Maintenances are made but prioritized due to lack of funds					
79	Maintenances are undertaken by officials of the Federal Ministry after some long while.					
80	Maintenances are undertaken at regular intervals with a view to reducing or preventing future deterioration of items and structures.					
	Section J: School Community Relationship in Unity Secondary Schools in Nigeria					
81	My school participates actively in activities of the community					

82	There is a cordial relationship between my school and the community.					
83	My school identifies with the community needs and aspirations					
	The community is permitted the use of my school facilities in several ways:					
84	For meetings, exhibitions and social gathering etc.					
85	Opening the school Library to the public.					
86	Admit members of the public to football matches, sports, festivals, film shows, concerts and prize days.					
87	As the most sanitary place in the community the school allows a corner of its buildings to serve as a place where health officials meet clients when occasion demands.					
88	Membership of certain organizations such as the Boy Scouts, Boys, Brigade, Young Muslim Society, Christian Endeavour Society, etc can be extended to the local youth.					
89	There are government directives against the use of school facilities by the general public.					
90	The school often encounters security problems.					
	Section K: Admission of Students in Unity Secondary Schools in Nigeria					
91	The principal in conjunction with assistants determine the quality and quantity of students to be admitted.					
92	The principal, assistants and various subject heads or departmental heads determine the quantity of students to be admitted.					
93	The Federal Ministry of Education determines the quantity and quality of students to be admitted.					
94	The selection and admission of students are done solely by the ministry of education.					
95	The schools admit and send names to the Federal Ministry of Education for rectification.					
96	Administration is a shared responsibility between principals					

	and the Federal Ministry of Education.					
97	The Federal Ministry of Education conducts examination and schools select candidates for admission					
98	Initial selection is done at the Federal Ministry of Education level while supplementary selection is done at schools levels.					
99	The principal has no say as regards admission into the schools.					
100	Selections and admissions are done by committee of Federal Principals.					
	Section L: Administration of Examination in Unity Secondary Schools in Nigeria					
101	Examinations are conducted in consonance with academic calendar of the school					
102	Examination administration is done according to laid down college time-table.					
103	The administration of examination is the responsibility of the Vice-Principal academic and the various departments of the college					
104	The vice principal academic is in-charge of every thing examination with approval of the principal.					
105	The examination committee of the college determines when examinations are conducted.					
106	The question types are determined by the various subject teachers and sent to examination committee					
107	The question types are determined at departmental levels and sent to examinational committee.					
108	All examinations are checked for quality by the subject heads before they are administered.					
109	Examinations are centralized to avoid mishandling.					
110	Examinations are centralized so that pool of teachers supervises at any given time irrespective of departments.					