ASSESSEMENT OF PRINCIPALS' ROLE PERFORMANCES IN THE MANAGEMENT OF SECONDARY SCHOOLS IN KADUNA METROPOLIS, KADUNA STATE, NIGERIA

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DECLARATION

I, **Charity UHAA (M.Ed/Educ/34527/2012-2013**), declare that this dissertation entitled "Assessment of Principals' Role Performances in the Management of Secondary Schools in Kaduna Metropolis, Kaduna State, Nigeria" was performed by me in the Department of Educational Foundations and Curriculum, under the supervision of Dr. A.A.Igunnu and Dr. M.I. Harbau. The Information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this Dissertation has been previously presented for another degree or diploma at any institution.

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CERTIFICATION

This Dissertation entitled "Assessment of Principals' Role Performances in the Management of Secondary Schools in Kaduna Metropolis, Kaduna State, Nigeria" by Charity Dinah UHAA (M.Ed/Educ/34527/2012-2013), meets the regulation governing the award of the Degree of Master of Education (Educational Administration and Planning) of the Ahmadu Bello University Zaria, and is approved for its contributions to knowledge and literary presentation.

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DEDICATION

This Dissertation is dedicated to God, my dearest Son, Everest Terhemba Uhaa and my late husband, Pst. Andrew Terngu Uhaa.

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TABLE OF CONTENTS

Title page
i

Declaration
ii

Certification
iii

Dedication
iv

Acknowledgements
v

Table of Contents
vii

List of Tables
ix

List of Appendices
xi

List of Abbreviations
xii

Abstract
xii

Operational Definition of Terms
xiv

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study
1

1.2 Statement of the Problem
5

1.3 Objectives of the Study

6

1.4 Research Questions

7

1.5 Research Hypotheses

8

1.6 Basic Assumptions

9

1.7 Significance of the Study

10

1.8 Scope of the Study

11

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

12

2.2 Conceptual framework

13

2.2.1 Concept of Interpersonal relationship

15

2.2.2 Concept of Decision-making

16

2.2.3 Concept of Communication

17

2.2.4 Concept of Staff Development

18

2.2.5 Concept of Discipline

19

2.2.6 Concept of School-community relationship

20

2.2.7 Concept of School facilities

22

2.2.8 Concept of Management

23

2.2.9 Concept of Role Performance

24

2.2.10 Concept of School Principal

27

2.3 Theoretical Frame work

29

2.4 Interpersonal Relationship Role Performances of Principals in Secondary Schools

33

2.5 Principals Decision Making Role Performances in Secondary Schools

35

2.6 Principals Communication Role Performances in Secondary Schools

45

2.7 Staff Development Role Performances of Principals in Secondary Schools

50

2.8 Role Performances of Principals in the Maintenance of Discipline in

Secondary Schools

56

2.9 Principals' School-Community Relationship Role Performances in Secondary Schools

63

2.10 Role Performances of Principals in the Maintenance of Facilities in Secondary Schools

68

2.11 Management in Secondary schools

78

2.12 Empirical studies

82

2.13 Summary

88

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

90

3.2 Research Design

90

3.3 Population of the study

91

3.4 Sample and Sampling Technique

91

3.5 Research Instrument

92

3.5.1 Validity of the Instrument

92

3.5.2 Pilot Study

93

3.5.3 Reliability of the Instrument

93

3.6 Procedure for Data Collection

93

3.7 Procedure for Data Analysis

94

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction
95

4.2 Bio-data of the Rsespondents
95

4.3 Hypotheses Testing
119

4.4 Summary of Hypotheses Testing
125

4.5 Summary of Major Findings
126

4.6 Discussions of the Findings

127

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary
132

5.2 Conclusions
134

5.3 Recommendations
135

5.4 Suggestions for Further Study

136

References

137

Appendices

146

LIST OF TABLES

Tables

Pages

1 Population for the Study
91

Sample for the study
92

3 Classification of the Rrespondents by Status
96

4 Gender Classification of the Respondents
96

5 School Ownership
96

6 School Type
96

7 Experience
97

8 Opinions of the Respondents on the Interpersonal Relationship Role Performances of Principals in Secondary School Administration in Kaduna Metropolis
98

9 Opinions of the Respondents on the Interpersonal Relationship Role Performances of Principals in Secondary School Administration in

Kaduna Metropolis
101

10 Opinions of the Respondents on the Decision Making Process of Principals in secondary school Administration in Kaduna Metropolis
102

11 Opinions of the Respondents on the Decision Making Process of Principals in secondary school Administration in Kaduna Metropolis
104

12 Opinions of Respondents on the Communication Role Performances of Principals in Secondary Schools Administration in Kaduna Metropolis
105

13 Opinions of Respondents on the Communication Role Performances of Principals in Secondary Schools Administration in Kaduna Metropolis
107

14 Opinions of Respondents on the Staff Development Role Performances Secondary Schools Administration in Kaduna Metropolis
108

15 Opinions of Respondents on the Staff Development Role Performances Secondary Schools Administration in Kaduna Metropolis
110

16 Opinions of the Respondents on the Role Performance in the Maintenance of Discipline in Secondary Schools Administration in Kaduna Metropolis
111

Tables

Pages

17 Opinions of the Respondents on the Principals Role Performance in the Maintenance of Discipline in Secondary Schools Administration in Kaduna Metropolis
113

18 Opinions of the Respondents on the Principals School-Community Relationship Role Performances in Secondary Schools Administration in Kaduna metropolis
114

19 Opinions of the Respondents on the Principals School-Community Relationship Role Performances in Secondary Schools Administration

in Kaduna metropolis
116

20 Opinions of Respondents on the Principals Role Performances in the Maintenance of Facilities in Secondary Schools Administration in Kaduna Metropolis
117

21 Opinions of Respondents on the Principals Role Performances in the Maintenance of Facilities in Secondary Schools Administration in Kaduna Metropolis
119

22 Summary of Analysis of Variance (ANOVA) on Interpersonal Relationship Role Performances of Principals in Secondary Schools Administration in Kaduna Metropolis
120

23 Summary of Analysis of Variance (ANOVA) on Principals' Decision Making Process in Secondary Schools Administration in Kaduna Metropolis
121

24 Summary of Analysis of Variance (ANOVA) on the Communication Role Performances of Principals in Secondary Schools Administration in Kaduna Metropolis
121

25 Summary of Analysis of Variance (ANOVA) on the Staff Development Role Performances of Principals in Secondary Schools Administration in Kaduna Metropolis
122

26 Summary of Analysis of Variance (ANOVA) on the Maintenance of Discipline Role Performances of Principals in Secondary Schools Administration in Kaduna Metropolis
123

27 Summary of Analysis of Variance (ANOVA) on Principals School Community Relationship Role Performances in Secondary Schools Administration in Kaduna Metropolis
124

28 Summary of Analysis of Variance (ANOVA) on the Role Performances of Principals in the Maintenance of Facilities in Secondary Schools Administration in Kaduna Metropolis
124

29 Summary of Hypotheses Tested
126

LIST OF APPENDICES

Appendix I: Letter of Introduction
146

Appendix II: Principals Role Opinion Questionnaire
147

Appendix III: Reliability Test Result
155

LIST OF ABBREVIATIONS

NPE	:	National Policy on Education
CMS	:	Christian Missionary School
BoG	:	Board of Governors
PTA	:	Parent Teachers Association
SUBEB	:	State Universal Basic Education Board
LGEA	:	Local Government Education Authority
PATPEQ	:	Principal Administrative Tasks Performance Evaluation Questionniare

ABSTRACT

The study is entitled Assessment of principals' role performances in the management of secondary schools in Kaduna metropolis, Kaduna state, Nigeria. Seven objectives were formulated among which are to determine the principals' decision making process in secondary schools and to ascertain the pricipals communication role performance in secondary schools in Kaduna metropolis. Seven research questions were asked in line with the objectives and seven null hypotheses were postulated and tested at $P \leq 0.05$ level of significance some of which states that there is no significant difference in the opinions of the respondents on staff development, maintenance of discipline and community relationship in secondary schools in kaduna Metropolis, Kaduna State. The study adopted the survey research design; the population of the study covered all the principals, teachers, non-teaching staff and Supervisors in the metropolis from which 21 principals, 253 teachers, 63 non-academic staff and 10 supervisors were randomly selected as sample for the study. The instrument used was an adopted questionnaire which was validated and has a reliability value of 0.86. The research questions were answered by means of the descriptive statistics (simple percentages, mean and standard deviation scores) while the hypotheses were analyzed using the Analysis of Variance (ANOVA) at $P \leq 0.05$ level of significance. From the analysis, two hypotheses were retained while five hypotheses were rejected. The findings of the study revealed that there is a significant difference in the opinions of respondents on interpersonal relationship role performance of principals in secondary schools in Kaduna metropolis and also, a significant difference exists in the opinions of respondents on the principals' decision making process in Kaduna metropolis. However, among the retained hypotheses, one is on the principals communication role performance in the management of secondary schools in which there is no significant difference in the respondents' opinions. The study demonstrates that the work of principals entails the application of conceptual, technical and human relations skills. It shows how these skills are interwoven in both school administration and leadership. In view of these findings, recommendations were made some of which are that principals should always ensure strong interpersonal relationship in secondary schools in Kaduna metropolis, there should be more teachers' participation in decision making process in secondary schools in Kaduna metropolis and also principals should improve in their communication strategies with both teachers and students in an attempt to have effective management of secondary schools in Kaduna State.

OPERATIONAL DEFINITION OF TERMS

None Teaching Staff: This simply refers to the bursar, the Secretary and the store keeper.

Role: This can be seen as the duties assigned to principals

Assessment : This refers to the gathering or collection of information about what the principals know, understand and can do in their duties.

Performance: This refers to the act of carrying out or execution of the principals' duties

Decision Making: Decision making is the central task or cognitive process resulting in selection of a belief or course of action among several alternatives by the principal in getting teachers, students and other workers to perform the school organizational duties effectively.

Academic performance: This can be seen as any scope or performance above the class mean score, taking into consideration the difficult level of the test.

Interpersonal Relationship: This is an association or acquaintance between two or more people that may range in duration from brief to enduring.

Facilities: School facilities are materials resources that enhance teaching and learning thereby making the process meaningful and purposeful

Role Performance: This refers to how the principal of school carry out functions and behave or conduct the position.

Staff Development: Staff development is the process of increasing teachers' performances and quality of teaching and learning in the classrooms. For example, teachers in-service training, challenging conventional practices and expanding their teaching repertoire.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is a major tool for individual empowerment and National development. A National educational system is vital because it produces the personnel that are required to function in various facets of national life and development process. Gray, (2001) notes that the goals of wealth creation, employment, generation, poverty reduction and value reorientation can be effectively pursued, attained and sustained only through an efficient, relevant and functional education system.

Education has been accorded a high rating in Nigeria, and the demand for education is popular because of the desire of members of the society to give their children a better chance in life. The demand for education has become explosive and one which no government can afford to ignore. Quality education at all levels, primary, secondary and tertiary, is desired of all Nigerians.

The study focused on secondary schools because of the its central role in career development of individuals. At the secondary school level, quality education is absolutely necessary because it serves as the foundation for tertiary education and for people to provide self-employment if they cannot continue to the tertiary level. If that basic foundation is weak, it will lead to national catastrophe as progress in the society becomes very difficult. According to Ekundayo (2010), it must be stressed that education cannot be an instrument per excellence for achieving national development where secondary school education is not effectively managed to accomplish its aim and objectives. Hence the need for this study.

Another reason for this study is societal complaints and poor performance of students in public examinations due to inefficiency of role performances of principals. The principal of a school is the main administrator of that organisation (Arikewuyo, 2009; Okonkwo, 2011). The success or failure of the school depends on the effectiveness of his/her administration (Olibe, 2010). This calls for thorough empirical studies through related literatures to ascertain the principal's role performances with regard to interpersonal relationship, decision making, ensuring proper communication, staff development, maintenance of discipline, school and host community relationship and maintenance of school facilities.

One of the major reason for this study is the chronological stage of the students. At this level, all students are teenagers and at puberty age which is characterize by juvenile delinquency. Hence there is need for high discipline, attention and consideration. The final reasons for this study is achieving the aim and objectives of the national Policy on Education (NPE, 2013).

Some people may ask what comprises quality education at the secondary level and how effective are the principals to that effect. It is education capable of achieving the general secondary objectives listed in the National Policy on Education (NPE, 2013). The broad goals of secondary education shall be to prepare the individual for:

i. useful living within the society; and
ii. higher education.

In specific term, secondary education shall:-

i. Provide all primary school leavers with the opportunity for education of a higher level irrespective of sex, social status, religions or ethnic background.
ii. Offer diversified curriculum to cater for the differences in talents, opportunities and future roles;

iii. Provide trained manpower in the applied science technology and commerce at sub-professional grades;

iv. Develop and promote Nigeria languages, art and culture in the context of world's cultural heritage;

v. Inspire students with a desire for self improvement and achievement of excellence;

vi. Foster national unity with emphasis on the common ties that unite us in our diversity;

vii. Raise a generation of people who can think for themselves, respect the view and feelings of others respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens;

viii. Provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.

With a clear understanding of whom the principal is, the importance of that office, and the qualities expected of any occupant of the office, as well as the objectives of secondary education in Nigeria, it should be a lot easy to understand the role of the principal in bringing about high quality education in the secondary school. It may be helpful to start by stating what roles the principal is expected to play;

i. Definition of goals and purposes;

ii. Organization of the school;

iii. Staff development;

iv. Curriculum development and instruction;

v. Discipline;

vi. School community relations;

vii. Provision and maintenance of facilities and equipment;

viii. Guidance and counselling;

ix. Financial matters; and

x. Evaluation (Ameh, 2012, p. 3).

What role is then envisaged of the principal that will help to bring about quality education in the secondary school? The role proposed is that of administrator-leader. This proposal implies that the principal should be both an administrator and a leader two in one. This view may be readily acceptable to Nwachukwu (2009) who summarized the role of the principal as managerial leadership and instructional leadership. According to Ozigi (1997:3) an administrator "can be described as an individual who directs the affairs of an organization in such a way as to achieve its primary goals and objectives, and who can get things done quickly and efficiently". The principal fits well into this description. Hence, he is an administrator. However, the principals' responsibilities are more than those of administrators. They include those of a leader, a good administrator may not necessarily poses the qualities of a leader; however, a principal needs those qualities in order to perform optimally.

Like the term 'administrator', the term 'leader' can be defined in various ways. However, no attempt will be made to explore the numerous definitions of the term available in literature. Rather only one of the definitions considered simple and good enough for our purpose is given here. Ngu (2010) sees a leader as the member of a group who exerts more positive influence over others than they exert over him. The principal is expected to be a leader; thus he should pose the qualities of a leader including the following, a high level of intelligence, dominance, aggressive, adjustment, emotional stability, activity and non-conformity (Katuka, 2013). The named allies will

be invaluable to the principal not only in administering but leading the school to tremendous heights.

Thus, the role of principal in bringing about high quality education in the secondary school is that of an administrator-leader. In playing this role, the principal directs tremendous energy towards the achievement of the school goals and objectives; and in order to achieve the school goals and objectives; he discharges the above specific duties.

1.2 Statement of the Problem

Successive governments in Nigeria have made efforts towards the effective management of human resources in educational institutions. However, certain challenges still persist with staff training and development, teachers' workload, performance evaluation, supervision of instruction, conditions of service, staff turnover and motivation, disciplinary problems among students and teachers, promotion policies and so on.

It is sad to note that for five consecutive years, candidates who sat for the Senior Secondary School Certificate Examination (SSCE) with the National Examinations Council (NECO) recorded mass failiure. Apperenetly, the scenario is becoming warrisome to education stakeholders as nobody knows at whose door steps to place the blame whether students, teachers, school heads (principals) or NECO. Further, the Chief Examiners Report presented by the West African Examinations Council (WAEC) and NECO shows that students have been performing poorly in most secondary school based subjects especially in English Language and Mathematics which are core subjects and pre-requisities for tertiary admission (WAEC, 2015; NECO, 2015).

We need to ask ourselves: is there effective teaching and learning in our schools? Are there adequate facilities available for effective teaching and learning/ are there enough qualified teachers? Are the principlas really carrying out their responsibilities? Principals' efforts towards achieving their goals meet with various constraints and challenges such as poor school funding, poor facilities (both physical and material) low level of manpower to define the goals and purpose of education, poor school organization, disciplinary problems, poor school-community relationship, inadequate staff development, curriculum development and instruction, lack of proper guidance and counseling services, poor evaluation of school programmes and activities, poor communication, and irrational decision from principal without due consultation with staff. Likewise, the issue of self-ego determines the success or otherwise of principal's administrative tasks in schools.

Therefore, this study is necessary so as to identify ways of principal, meeting the defined national educational goals, curriculum development supervision and instruction, staff development, provision of guidance and counseling and financing school activities through prudent utilization of available fund (management) as well as identify how to improve ways of administration of secondary schools by principals in Kaduna metropolis in Kaduna state, Nigeria.

1.3 Objectives of the Study

The following objectives were formulated:

1. examine the principals' role performances on interpersonal relationship in secondary schools in Kaduna metropolis, Kaduna State.
2. ascertain the principals'role performances in decision making process in secondary schools in Kaduna metropolis, Kaduna State.

3. determine the principals' role performances in communication in secondary schools in Kaduna metropolis, Kaduna State.
4. assess the principals' role performances on staff development in secondary schools in Kaduna metropolis, Kaduna State.
5. determine the principals' role performances on maintenance of discipline in secondary schools in Kaduna metropolis, Kaduna State.
6. determine the principals' role performances on school-community relationship in secondary schools in Kaduna metropolis, Kaduna State.
7. examine the principals' role performances in the maintenance of facilities in secondary schools in Kaduna metropolis, Kaduna State.

1.4 Research Questions

The study is guided by the following research questions:

1. What are the interpersonal relationship role performances of principals in secondary schools in Kaduna metropolis, Kaduna State?
2. To what extent do principals' decision making process have influence on the secondary schools in Kaduna metropolis, Kaduna State?
3. How does the principals' role performances of communication impact on Kaduna metropolis schools in Kaduna State?
4. What are the opinions of principals and teachers on the staff development role performances of principals in secondary schools in Kaduna metropolis, Kaduna State?
5. In what way does the role performances of principals in the maintenance of discipline impact on secondary schools in Kaduna metropolis, Kaduna State?

6. What impact does the principals school-community relationship role performances have in secondary schools in Kaduna metropolis, Kaduna State?

7. How does the role performances of principals in the maintenance of facilities impact on secondary schools in Kaduna metropolis, Kaduna State?

1.5 Research Hypotheses

The following hypotheses were formulated for the study:

Ho_1: There is no significant difference in the opinions of Principals, Teachers, Supervisors and Non-Teaching Staff on the interpersonal relationship role performances of principals in secondary schools in Kaduna metropolis, Kaduna state.

Ho_2: There is no significant difference in the opinions of Principals, Teachers, Supervisors and Non-Teaching on the principals' decision making process in secondary schools in Kaduna metropolis, Kaduna State.

Ho_3: There is no significant difference in the opinions of Principals, Teachers, Supervisors and Non-Teaching on the principal's communication role performances in secondary schools in Kaduna metropolis, Kaduna State.

Ho_4: There is no significant difference in the opinions of the Principals, Teachers, Supervisors and Non-Teaching on the staff development role performances of principals in secondary schools in Kaduna metropolis, Kaduna State.

Ho_5: There is no significant difference in the opinions of Principals, Teachers, Supervisors and Non-Teaching on the role performances of principals in the maintenance of discipline in secondary schools in Kaduna metropolis, Kaduna State.

Ho_6: There is no significant difference in the opinions of Principals, Teachers, Supervisors and Non-Teaching on the school-community relationship role performances of principals in secondary schools in Kaduna metropolis, Kaduna State.

Ho_7 There is no significant difference in the opinions of Principals, Teachers, Supervisors and Non-Teaching on the role performances of principals in the maintenance of facilities in secondary schools in Kaduna metropolis, Kaduna State.

1.6 Basic Assumptions

The following assumptions were put forward in this study:

1. Proper interpersonal relationship between the principals and other staff or community will assist in the smooth running of the schools in Kaduna metropolis, Kaduna state.
2. the principals' decision making process influence the staff performance in secondary schools in Kaduna metropolis, Kaduna state.
3. Whenever there is effective communication between the principals and their staff, there will be a sense of belonging among all the staff.
4. The staff development role performances of principals have impact on the secondary schools in Kaduna metropolis, Kaduna state.
5. the role performances of principals in the maintenance of discipline helps in shapen the behaviour of students and staff in secondary schools in Kaduna metropolis, Kaduna state.
6. the principals school-community relationship role performances have impact in secondary schools in Kaduna metropolis, Kaduna state.

7. Effective role performances of the principals in the maintenance of facilities will bring about condusive learning environment in secondary schools in Kaduna metropolis, Kaduna state.

1.7 Significance of the Study

The roles of the principals in the education of our children as leaders of tomorrow is unquestionable and have a far reaching consequences on the tone and general climate of the school administration. It is expected that teachers, supervisors and principals will understand the common roles of a good principal, and the need for effective application of the roles. The result of the study will be of use to the Ministry of Education in realizing the important role of the school principals in school administration. Likewise, it will help them formulate policies and make decisions regarding stakeholders and principals of secondary schools.

The study when completed will enhance the efforts of the Parent Teachers' Association to checkmate the excesses of principals and help their children to have greater learning for great national building. Again, the study will give parents self appraisal as to their efforts with the school authority towards proper quality education to improve learning and administration.

Expectantly, the findings of the study shall assist the school principlas to adjust positively; discovering the enormous task confronting them as parents' teachers, leaders, supervisors, and so forth (stakeholders). It will help to see the need for a close communication relationship as it affects the desired goals of the organizations. Of course, it will inspire teachers who may aspire to leadership positions to identify the need for professionalism and go for further studies. It is hoped that if the findings of the research are utilized they will contribute to mutual understanding between stakeholders

and principals of secondary schools in Kaduna metropolis, Kaduna state and any other part of this country and the world at large. Finally, this study will serve as reference material to those who may wish to carry out research on similar topic so as to expand coverage of other schools and make right the wrongs discovered in this work.

1.8 Scope of the Study

This study is concerned with the assessment of principals' role performances in the management of secondary schools in Kaduna metropolis, Kaduna state, Nigeria. This is done with a view to providing good administration in public secondary schools in Kaduna metropolis to ensure progress in the school system. The population of the study is made up of 3326 respondents (comprising: 61 principals, 2532 teachers, 630 non teaching staff and 103 supervisors) from 61 schools and the Ministry of Education in Kaduna Metropolis. Consequently, 21 principals, 253 teachers, 63 non teachinf staff and 10 supervisors were randomly selected as sample for the study.

The study which could have been directed to all public secondary schools in Nigeria was restricted to secondary schools in Kaduna metropolis. Hence, the result obtained were directly applicable to the schools and respondents involved in the study. Similarly, it would be reasonable to use the result to make generalization in Kaduna metropolis because of the random distribution of the sampled respondents and the uniformity of the schools in the metropolis.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews related literature to the research work by a number of authors. The review will be done based on the following sub-headings:

2.2 Conceptual framework

2.2.1 Concept of Interpersonal relationship

2.2.2 Concept of Decision-making

2.2.3 Concept of Communication

2.2.4 Concept of Staff Development

2.2.5 Concept of Discipline

2.2.6 Concept of School-community relationship

2.2.7 Concept of School facilities

2.2.8 Concept of Management

2.2.9 Concept of Role Performance

2.2.7 Concept of School Principal

2.3 Theoretical Framework

2.4 Interpersonal Relationship Role Performance of Principals in Secondary Schools

2.5 Principals Decision-making Process in Secondary Schools

2.6 Principals Communications Role Performance in Secondary Schools

2.7 Principals Role Pefromance on Staff Development in Secondary Schools

2.8 Principals Role Peeformances of Principals in the Maintenance of Discipline in Secondary Schools

2.9 Principals Role Performances in School-Community Relationship in Secondary Schools

2.10 Principals Role Peeformances in the Maintenance of Facilities in Secondary Schools

2.11 Management in Secondary Schools

2.12 Empirical studies

2.13 Summary

2.2 Conceptual Framework

The principal of a secondary school is the administrative head of a post-primary institution otherwise called the secondary school. He is responsible for implementing the educational policy of the country. He usually reports to the Chief Inspector of Education in charge of Secondary education. The functions of the principal include; definition of goals and purposes, organization of the school, staff development, curriculum development and instruction, discipline, school community relations, provision and maintenance of facilities and equipment, guidance and counselling, financial matters, and evaluation. The principal cannot carry out all these responsibilities alone. Some responsibilities are therefore, delegated in various combinations to the vice- principal(s) and his/her other assistants.

The minimum qualification for the post of a school principal is a holder of a first degree in education, while holders' of a first degree in other disciplines are permitted to take a one-year postgraduate diploma in education before they are appointed. The salary scale of the principal ranges from grade level 10 to 15, depending on the years of experience, qualification and the grade of the school. In the Nigerian context, the principal is being referred to the executive head of secondary schools.

The secondary school principalship is one of the oldest educational administrative positions imported into this country. This post has had a firm foundation

in the advanced countries like Europe and North America, long before the first secondary education was established in Nigeria in 1842 - CMS Grammar School, Lagos. The earlier Nigerian secondary schools had principals appointed from the dates of establishment. Apart from the principal, each secondary school had Board of Governors to manage its affairs. In addition to the Board, individual proprietors and missionary/voluntary agencies appointed managers for their respective schools. It was the duty of such managers to decide the philosophy, the objectives and the policies of the schools under their control. The managers' had free hand in the decision-making process of the schools. Consequently, it is the managers' who decided the size of the school, the quality of the teaching staff, the number of students' admitted, the extent of the boarding size, the tone and expenditure of the school. The principal was a mere figure head with no power to control the affairs of the school. Every bit of his/her action in school administration must meet with the manager's approval. He must be above all, an adherent to the religious tenets of the owing agency or proprietor. Principals' who were autocratic in carrying out all administrative functions as they are led to obey completely the instruction of its managers.

With the government take-over of schools in the early 1970's, the principalship developed into an official staff post as there was an increasing responsibility for the administration of the secondary schools. The number of students' enrolled in schools increased. This brought about a corresponding increase in the number of personnel employed in the schools. The government took over such matters as staffing, finance, control of teachers' and admission of students' leading to the creation of the office of the vice- principalship. In schools with large students' enrolment, two vice-principalship were appointed, one for academic matters' and the other for administrative duties, with that of administration next in line of authority to the principal. The government took

over the formulation of aims and policies in line with the National Policy on education which was first issued in 1977, revised in 1981 and 2004 respectively.

2.2.1 Concept of Interpersonal Relationship

An interpersonal relationship according to Fincham and Beach (2010) is a strong, deep, or close association or acquaintance between two or more people that may range in duration from brief to enduring. This association may be based on inference, love, solidarity, regular business interactions, or some other type of social commitment. Interpersonal relationships are formed in the context of social, cultural and other influences. The context can vary from family or kinship relations, friendship, marriage, relations with associates, work, clubs, neighborhoods, and places of worship. They may be regulated by law, custom, or mutual agreement, and are the basis of social groups and society as a whole. People in an interpersonal relationship may interact overtly, covertly, face-to-face or even anonymously.

A strong bond between two or more people refers to interpersonal relationship. Attraction between individuals brings them close to each other and eventually results in a strong interpersonal relationship (Management Study Guide [MSG], 2016).

According to the MSG (2016), an interpersonal relationship can develop between any of the following:

- Individuals working together in the same organization.
- People working in the same team.
- Relationship between a man and a woman (Love, Marriage).
- Relationship with immediate family members and relatives.
- Relationship of a child with his parents.
- Relationship between friends.

Relationship can also develop in a group (Relationship of students with their teacher, relationship of a religious guru with his disciples and so on)

Interpersonal relationships can be described according to two dimensions: Control and Affiliation (Wubbels, Brekelmans, Den Brok, & Van, 2006). Control represents the degree of influence that one person applies to the partner in the interaction, with dominance at one end of the dimension and submissiveness at the other. Affiliation describes the degree of emotional immediacy, warmth, and support in the interaction, and ranges from friendliness to hostility (Gurtman, 2001). These dimensions are considered to be orthogonal (Sadler & Woody, 2003).

Interpersonal relationship can also be seen as wining the goodwill and respect of others in order to motivate them to work better towards the achievement of the organization set of goals. It also means working with a mind to consider others feelings, thoughts and actions for a better and conclusive working condition.

2.2.2 Concept of Decision-Making

Ackermann and Eden (2011) considered decision making as a process which leads to the selection of the best way to reach an anticipated goal. In a school, the pricipals has to take decision. Robinson (2007) declares that good manager anticipate change, exploit oppoturnities, correct poor performances and lead their organisations towards their objectives when necessary. He further states that problems in organisations are results of a history of poor management decision. He concludes that managers affect the organisational outcomes by the decisions they make. This is because decision making is a process of selecting the best course of action from among many alternatives. It is useful for the successful operation of organizational activities. All the managerial functions such as planning, organizing, directing and controlling are

determined by the decision. Decision making is a process of making a choice from anumber of alternatives to achieve a desired result (Eisenfutur, 2011).

Decision making means to select a course of action from two or more alternatives. It is done to achieve a specific objective or to solve a specific problem (Akrani, 2011). The author asserted that decision making helps to utilize the available resources for achieving the objectives of the organization. These resources are men, money, materials, machines, methods and markets (the 6 Ms).

Generally, decision making is the out come of a dynamic process influenced by many forces including the organizational environment and leadership style adopted.

2.2.3 Concept of Communication

Communication involves transmission of verbal and non-verbal messages. It is the exchange of meanings between individuals through a common system of symbols (Gordon, 2016). It consists of a sender, a receiver and channel of communication. In the process of transmitting messages, the clarity of the message may be interfered or distorted by what is often referred to as barriers (Munodawafa, 2008).

Communication is about passing messages between people or organisations. Messages between a sender and receiver take place using a medium such as email or phone. Communication can be one-way or two-way. One-way communication is when the receiver cannot respond to a message**.** Two-way communication is when the receiver can respond to a message. This allows confirmation the message has been both received and understood. In another dimension, communication can be informal of internal or external communication, vertical or horizontal communication, formal or informal communication. What ever type of communication is being used, a channel which is the path of communication must be employed for it to be effective.

Robinson, Segal and Smith (2016) opined that effective communication is a two-way street. They asserted that it is not only how you convey a message so that it is received and understood by someone in exactly the way you intended, it's also how you listen to gain the full meaning of what's being said and to make the other person feel heard and understood.

They maintained that more than just the words you use, effective communication combines a set of skills including nonverbal communication, engaged listening, managing stress in the moment, the ability to communicate assertively, and the capacity to recognize and understand your own emotions and those of the person you're communicating with. Effective communication is the glue that helps you deepen your connections to others and improve teamwork, decision making, and problem solving. It enables you to communicate even negative or difficult messages without creating conflict or destroying trust.

2.2.4 Concept of Staff Development

Southworth (2002) opined that staff development is the process of increasing teachers' performances and quality of teaching and learning in the classrooms. For example, teachers inservice training, challenging conventional practices and expanding their teaching repertoire.

Staff development can be viewed as the activities and programs (formal or informal and on or off campus) that help staff members learn about responsibilities, develop required skills and competencies necessary to accomplish institutional and divisional goals and purposes, and grow personally and professionally to prepare themselves for advancement in the institution or beyond (University of Georgia, 2008).

According to the Cambridge Dictionaries Online (2016), staff development is the improvement of the knowledge and skills of employees within an organization by providing them with training. Organizations generally have a staff development programme for their staff. The Staff Development Programme is meant to support employee development by providing partial or full reimbursement of the cost of courses, seminars and workshops that enable employees to improve performance in current jobs, prepare for career development, or meet requirements of degree programs related to current performance or planned career development (Stanford University, 2015).

Staff development is multifaced targeted at many different people in different roles and thus it must be evr changing. Staff development can also be seen as all activities which are associated with identifying potential staff candidates who are best fit for both the job and the institution and providing systems, and activities geared towards ensuring that staff members stay in the organization.

2.2.5 Concept of Discipline

The word “discipline’ is derived from the Latin root “disciples” meaning a pupil or disciple. Naturally, the problem of discipline was taken to consist in bringing the conduct of the pupils into conformity with ideas and standards of the master. The pupil had to develop the virtue of docility and plasticity so that the teacher might impress his personality on them and mould them in his own image. This was the conception of the relationship between pupil and teacher everywhere. Its modern concept is very broad and inclusive one. It does not recognize difference between mental and moral behavior for the purpose of control, nor, in fact for any other purpose (Ahmad, 2011).

The concept of discipline has various meanings and it is severally defined. Fowers (2008) asserted that discipline is the suppression of base desires, and is usually understood to be synonymous with restraint and self-control. Musaazi (1982) describes discipline in the context of school discipline as "students being provided with an opportunity to exercise self-control, to solve school problems, to learn and to promote the welfare of the school. He asserted that a disciplined student is one who recognizes his rights and responsibilities and does them. Ssekamwa (2000) in agreement with Musaazi adds that discipline is the development of self worth, self control, respect for self and others and the adherence to the school routine set up in terms of schedules and school regulations.

School discipline is the system of rules, punishments and behavioral strategies appropriate to the regulation of children and the maintenance of order in schools (Ahmad, 2011). Its aim is to create a safe and conducive learning environment in the classroom. School discipline has two main goals: (1) ensure the safety of staff and students, and (2) create an environment conducive to learning. Serious student misconduct involving violent or criminal behavior defeats these goals and often makes headlines in the process. Discipline can be said to be the hand tool for controlling staff and students in the school. It is inforce by the correct observance of school rules and regulations guiding the conduct of a school.

2.2.6 Concept of School-Community Relationship

When used by educators, the term school community typically refers to the various individuals, groups, businesses, and institutions that are invested in the welfare and vitality of a school and its community (the neighborhoods) and municipalities served by the school (Hidden Curriculum, 2014). In many contexts, the term

encompasses the school administrators, teachers, and staff members who work in a school; the students who attend the school and their parents and families; and local residents and organizations that have a stake in the school's success, such as school-board members, city officials, and elected representatives; businesses, organizations, and cultural institutions; and related organizations and groups such as parent-teacher associations, "booster clubs," charitable foundations, and volunteer school-improvement committees (to name just a few).

According to Educational Leaders (2016), school leaders know that building and sustaining good community relationships is important to the well-being and culture of their schools. Building relationships prepares the ground for effective consultation and for creating partnerships. This is because schools need the support of their local community to achieve their goals. School leaders have to work out how to make their relationships with external organisations, people, and groups productive so that all parties benefit.

Consequently, a symbiotic relationship always exists between the school and the community which lead to the success of the two (Sa'ad & Sadiq, 2014). Bakwai, (2013) was of the view that school community relationship is a two-way symbiotic arrangement through which the school and community cooperate with each other for realization of goals of the community and vice versa. Therefore, a school is a mini society that needs a good relation with the community for it to function effectively

School-community relationship refers to the connectedness of the school and its immediate or local environment that is cordial and peaceful. These comprised of all school community (administrators, teachers, students and other staff) and the local community (parent, people, businesses, and other stake holders).

2.2.7 Concept of Maintenance of School Facilities

School facilities are materials resources that enhance teaching and learning thereby making the process meaningful and purposeful (Asiyai, 2012). They consist of all types of buildings for academic and non-academic activities, equipment for academic and non-academic activities, areas for sports and games, landscape, farms and gardens including trees, roads and paths. Others include furniture and toilet facilities, lighting, acoustics, storage facilities and packing lot, security, transportation, ICT, cleaning materials, food services, and special facilities for the physically challenged persons (Asiabaka, 2008).

In another dimension, Lankney and Picus (2016) maintained that the school facility consists of not only the physical structure and the variety of building systems, such as mechanical, plumbing, electrical and power, telecommunications, security, and fire suppression systems but also includes furnishings, materials and supplies, equipment and information technology, as well as various aspects of the building grounds, namely, athletic fields, playgrounds, areas for outdoor learning, and vehicular access and parking.

School facilities are one of the basic educational requirements, and it is necessary to maintain safe and high-quality school facilities from the perspective of maintaining and improving educational levels in line with the developmental stage. The school facility is much more than a passive container of the educational process: it is, rather, an integral component of the conditions of learning. The layout and design of a facility contributes to the place experience of students, educators, and community members. Depending on the quality of its design and management, the facility can contribute to a sense of ownership, safety and security, personalization and control, privacy as well as sociality, and spaciousness or crowdedness. When planning,

designing, or managing the school facility, these facets of place experience should, when possible, be taken into consideration (Lankney & Picus, 2016).

Nowakowski & Werbińska-Wojciechowska (2014) defined maintenance as a programmed set of actions, activities or processes undertaken to keep any thing (equipment, material or facility) in "as new" a condition as possible to sustain maximum functionality, guarantee safety, usability and lifespan for intended services.

Consequently, Asiyai (2012) defined school facilities maintenance as any work carried out on any component of the facility with a view to keeping it in good working condition. School facilities management involves keeping records of the facilities, supervising the facilities, planning for the facilities, motivating students and teachers to participate in facilities maintenance and evaluating the available facilities.

2.2.8 Concept of Management

Holmes (2012) sees management in businesses and organizations as the function that coordinates the efforts of people to accomplish goals and objectives by using available resources efficiently and effectively. However, Deslandes G., (2014) defines management as the process of coordinating and overseeing the work activities of others so that their activities are completed efficiently and effectively. It comprises of:

1) Coordinating and overseeing the work of others is what distinguishes a managerial position from a non-managerial one.
2) Efficiency is getting the most output from the least amount of inputs in order to minimize resource costs. Efficiency is often referred to as “doing things right”
3) Effectiveness is completing activities so that organizational goals are attained and is often described as “doing the right things”

In another dimension, Drucker (2012) defined management an organ; where organs can be described and defined only through their functions. Principally, these functions include planning, coordinating, motivating and controlling the efforts of others towards a specific objective. It involves the combining of the traditional factors of production, land, labour, capital and entrepreneur in an optimum manner, paying due attention to the particular goals of the organization.

School management can be viewed as harnessing both human and material resources within an integral system for the attainment of educational goals of a local government, state, nation and private owners. This is facilitated through an organized structure that is characterized by management functions such as planning, organizing, directing, supervising and evaluating (Hinjari, 2007).

Management involves initiating actions, monitoring activities and demanding results on the bases of allocated resources as well as policy making, control and supervision as the major functions and responsibilities of the Head in the attainment of organizational goals.

2.2.9 Concept of Role Performances

The meaning of role performance varies. This concept relates to how successfully an individual plays his/her prescribed role. According to Ottong (2011), role performance is the dynamic expression of social status. Role performance is actually how the occupant of social position carry out functions and behave or conduct the position. Kumar et al., (2013) sees role performance as a way in which the individual acts as occupant of a position.

Every organization consists of statuses and roles, and employees require adequate socialization in order to perform the utmost expectation of management. When

more is expected of an occupant of organizational status (manager) than his ability permits him, there exists industrial role discrepancy. Role conflict will exist when there is incompatibility among roles corresponding to two or more statuses in the work place. For instance, Manager (employee welfare) has to ensure staff care and need satisfaction. Where the same Manager is a chairman of staff disciplinary committee, there is industrial role conflict. Merton (1968) postulated "insulating role" as a remedy to role discrepancy and conflict, by compartmentalizing role in their specific setting when one performs more than one role associated with many statuses he is occupying rather than discarding them. This process of 'insulating role' cannot adequately resolve role conflict to produce efficiency without adequate socialization.

This concept relates to how successfully you play your prescribed role. If you think about it, all students play the same basic role, but their performance - measured in terms of their relative success or failure in that role, for example - will vary dramatically. Alternatively, there may be more than one way to perform a role successfully. One teacher, for example, may interpret their role as being mainly about keeping order and control in the classroom. Students would not be allowed to talk to each other or move around the classroom. Another teacher may, on the other hand, interpret their role quite differently - they may encourage their students to do the very opposite.

In a study Mukhya Sevikas rated their performance higher for almost all the role items listed under different role items. However some of the role items which were never performed by them according to a substantial number (15-65%) of the members of role set were keeping the professional contacts with the experts of different subjects, arranging workshops and training courses for her field staff, developing the proforma for conducting rural surveys, preparing popular technical literature, attending meetings

of voluntary organizations/associations etc. (Kaur, 1986). The overall job performance of two - third of DESs was of moderate level. Dimension wise job performance shows that about half of the respondents had high level of job performance In 'training imparting' activity, medium level in 'research trials' and 'field days' and low level in 'demonstration' and 'campaign' activity. Financial help, more technical and physical facilities, modem AV aids with computer facilities, freedom of working, accountability of good work were some of the measures to improve their performance besides the element of management in the system. (Jain et al, 2005).

Wankahade et al (2007) in their study on role performance of agricultural assistants (AA) revealed that the AA themselves and their supervisors expressed medium level of role performance. The area wise role performance indicated low level of performance with regard to technical and input supply and quality control roles. Role performance of assistant veterinary officers indicated that majority (71%) of the respondents fall in the high level of performance, while 20 per cent fall in medium and only 9 per cent fall in low level of role performance category. (Nagayach et al, 2011) The organizational climate impact level on the specialist's job performance effectiveness was average; the specialist's job performance effectiveness level was average; there is a direct statistical significant relation between the job performance effectiveness and the organizational climate axis, as well as between the total degree of both performance and climate and there is an opposite statistical significant relation between the obstacles that hinder the effectiveness of job performance and both the organizational climate and job performance effectiveness. (Ahmed and Razek, 2011).

A study revealed that the fisheries officials had spent about 14.5% of their time on conducting training/demonstration programmes, 28% on implementation of Departmental schemes, 22% on administrative work and 35.5% on other applicable

activities viz ., supply of inputs, infrastructure facilities, research, etc. For implementation of technology transfer programmes, their perceptions on role expectations and role performance were recorded on ten roles/activities. The preliminary analysis with the available data revealed that the Role Expectation Index (in terms of importance) was 88.5% and Role Performance Index was 83.3%. (anonymous, 2012) A study was conducted to investigate the linkages between organizational commitment, organizational culture and in-role performance and intention to quit. Results suggested that Indian managers would do well to recognize and appreciate pro-social behaviour exhibited by team members, as these could lead to improve in-role performance and reduce chances of employee turnover. (Biswas and Varma, 2012).

Hence from the above citations we find that role performance of extension personnel is judged by role senders, clientele group and the role incumbent themselves. Role performance varies department wise, role segment wise and judging person wise. Some very important roles have seldom performed as in the case of mukhyia sewikas which were never performed by them like arranging workshops and training courses for her field staff, developing the proforma for conducting rural surveys, preparing popular technical literature, attending meetings of voluntary organizations/associations etc.

2.2.10 The Concept of Secondary School Principal

The secondary school principal is often referred to as the school manager or school administrator. He/she is regarded as the chief executive who provides instructional principals by coordinating curricula, co-curricular programmes and is responsible for the general administration of the secondary school (Ayeni, 2012). The principal of a school is the main administrator of that organization (Arikewuyo, 2009; Okonkwo, 2011). The success or failure of the school depends on his administrative

effectiveness (Olibe, 2010). As the key intermediary between the classroom, the individual school and the education system as a whole, an effective school principals is essential to improve the efficiency and equity of schooling. Within each individual school, principals can contribute to improve student learning by shaping the conditions and climate in which teaching and learning occur. Beyond the school borders, school principals can connect and adapt schools to changing external environments. And at the school-systems interface, school principals provides a bridge between internal school improvement processes and externally initiated reform. But school principals does not operate in static educational environments. As countries are seeking to adapt their education systems to the needs of contemporary society, the expectations for schools and school principals have changed profoundly.

Meador (2016), asserted that a school principal is the primary leader in a school building who leads by example, he/she is positive, enthusiastic, takes charge of the day to day activities of the school. The principal is available to teachers, staff members, parents, students, and community members. He/she is calm in difficult situations, thinks before they act, and puts the needs of the school before themselves. Also, the principal as a leader steps up to fill in holes as needed, even if it isn't a part of their daily routine.

Many countries have made schools more autonomous in their decision making while centralising standards and accountability requirements and demanding that schools adopt new research-based approaches to teaching and learning. In line with these changes, the roles and responsibilities of school principals have expanded and intensified. Given the increased autonomy and accountability of schools, principals at the school level is more important than ever. Policy makers need to adapt school

principals policy to new environments by addressing the major challenges which have arisen over the past decades.

There is a growing concern that the role of school principal designed for the industrial age has not changed enough to deal with the complex challenges schools are facing in the 21st century. Countries are seeking to develop new conditions for school principals better suited to respond to current and future educational environments. As expectations of what school principals should achieve have changed, so must the definition and distribution of tasks, as well as the levels of training, support and incentives. Ensuring future quality principals is also vital for school improvement. In most countries, the principals workforce is ageing and large numbers of school principals will retire over the next five to ten years. At a time of high demographic turnover in school principals, education systems need to focus on fostering future principals and making principals an attractive profession. The contemporary challenge of principals, in systemic terms, is not only to improve the quality of current principals but also to develop clear plans for future principals and effective processes for principals succession.

2.3 Theoretical framework

This study is anchored on two theories: the role theory by Lington (1936) and the functional theory by Klein, Knight and Ziao (2006). This study is on role peeformances of principals in schools. Therefore, these theories are relevant as principals perform certain roles and functions in the management of their schools.

2.3.1 Role Theory

Role theory concerns the tendency for human behaviors to form characteristic patterns that may be predicted if one knows the social context in which those behaviors

appear. It explains those behavior patterns, (or roles) by assuming that persons within a context appear as members of recognized social identities (or positions) and that they and others hold ideas (expectations) about behaviors in that setting. Status and role are a pair of sociological concepts that have been diversely understood and varyingly adopted time and again for the study of social patterns and structures. It is a major link in understanding individual behaviour and social structure (Marks, 2008).

Role theory is a perspective in sociology and in social psychology that considers most of everyday activity to be the acting out of socially defined categories (e.g., mother, manager, teacher). Each social role is a set of rights, duties, expectations, norms and behaviours that a person has to face and fulfill. The model is based on the observation that people behave in a predictable way, and that an individual's behavior is context specific, based on social position and other factors. The theatre is a metaphor often used to describe role theory.

Although the word role (or roll) has existed in European languages for centuries, as a sociological concept, the term has only been around since the 1920s and 1930s. It became more prominent in sociological discourse through the theoretical works of George Herbert Mead, Jacob L. Moreno, Talcott Parsons, and Ralph Linton. Two of Mead's concepts – the mind and the self – are the precursors to role theory (HIndin, 2007).

The theory posits the following propositions about social behaviour:

1. The division of labor in society takes the form of the interaction among heterogeneous specialized positions that we call roles;
2. Social roles included "appropriate" and "permitted" forms of behavior, guided by social norms, which are commonly known and hence determine expectations;
3. Roles are occupied by individuals, who are called "actors";

4. When individuals approve of a social role (i.e., they consider the role "legitimate" and "constructive"), they will incur costs to conform to role norms, and will also incur costs to punish those who violate role norms;
5. Changed conditions can render a social role outdated or illegitimate, in which case social pressures are likely to lead to role change;
6. The anticipation of rewards and punishments, as well as the satisfaction of behaving in a prosocial way, account for why agents conform to role requirements.

In terms of differences among role theory, on one side there is a more functional perspective, which can be contrasted with the more micro level approach of the symbolic interactionist tradition. This type of role theory dictates how closely related individuals' actions are to the society, as well as how empirically testable a particular role theory perspective may be. A key insight of this theory is that role conflict occurs when a person is expected to simultaneously act out multiple roles that carry contradictory expectations.

According to Hindin (2007), a role can be defined as a social position, behavior associated with a social position, or a typical behavior. Some theorists have put forward the idea that roles are essentially expectations about how an individual ought to behave in a given situation, while others consider it means how individuals actually behave in a given social position. Others have suggested that a role is a characteristic behavior or expected behavior, a part to be played, or a script for social conduct.

In sociology there are different categories of social roles:

1. cultural roles: roles given by culture (e.g. priest, community Leader or Chief)
2. social differentiation: e.g. teacher, taxi driver, doctor etc
3. situation-specific roles: e.g. eye witness, helper etc

4. bio-sociological roles: e.g. as human in a natural system
5. gender roles: as a man, woman, mother, father, etc.

The study at hand is an assessment of the role performance of principal in the management of secondary schools in Kaduna Metroplis, therefore, the role theory explains the roles of the principals in the administration of the school with regard to their status as the chief executive of the school as it relates to staff development, interpersonal relationship, school-community relationship, maintenance of school plant/facilities among others.

2.3.2 Functional theory

This theory according to McGrath (1962), Hackman & Watton (1996) is particularly useful for addressing specific leader behaviours expected to contribute to organizational or unit effectiveness. It argues that the leader's main job is to see that whatever is necessary to group needs are well taken care of; thus, a leader can be said to have done his/her job well when he has contributed to group effectiveness and cohesion (Hackman & Wageman, 2005). While functional leadership theory has most of time been applied to team leadership (Zaccaro, Rittman, & Marks, 2001). It has also been effectively applied to broader organizational leadership as well (Zaccaro, 2001).

Many of the administrative and learning theories explain why people do what they do in school administration and in the process of learning. Klein et al (2006), observed five broad functions a leader provides when promoting unit effectiveness. These include:

1. Enviromental monitory; principals must be fully concern with the physical environment and other facilities around the school corners.

2. Organizing subordinate activities; the school principal performs a number of tasks involving the selection orientation, placement, guidiance and councelling, and general wealfare of student.
3. Teaching and coaching subordinate; the principal provides direction and expart advice on development of teaching and learning in the school.
4. Motivating other; the principal owes it a duty to modify the actitude of the staff and motivate them to put in their best at achiving educational goals.
5. Intervening actvelly in the group's work; the principal occupies a pivotal position, requires initiaties and skills for the day to day administration of a secondary school.

2.4 Interpersonal Relationship Role Performances of Principals in Secondary Schools

Roorda *et al*, (in Carson, 2000) state that a central concept in interpersonal theory is the complementarity principle. Complementarity can be used to predict people's reactions to the behaviours of their partner in the communication. For the Affiliation dimension complementary behaviours would include reactions that are similar – friendly behaviour is answered with friendly behaviour, anger with anger. The opposite would be expected on the Control dimension – dominance might be met with submissiveness or vice-versa. For example, a person might be talking (high Control), while the companion responds by listening (Sadler and Woody, 2003; Tracey, 2004; Wubbels *et al*., 2006). While complementarity is theorized to be the most probabilistic pattern, it is quite possible for partners to respond in a variety of ways (Tiedens and Jimenez, 2003; Tracey, 2005).

Interpersonal relationships are typically defined as enduring connections between two individuals, uniquely characterized by degrees of continuity, shared history, and interdependent interactions across settings and activities. It's a dynamic system that change continuously during their existence. Like living organisms, relationships have a beginning, a lifespan, and an end. They tend to grow and improve gradually, as people get to know each other and become closer emotionally, or they gradually deteriorate as people drift apart, move on with their lives and form new relationships with others.

One of the most influential models of interpersonal relationships development was proposed by psychologist George Levinger in 1983 (in Wikipedia, 2014). This model was formulated to describe heterosexual, adult romantic relationships, but it has been applied to other kinds of interpersonal relations as well.

2.4.1 Development of Relationship

According to George Levinger (in Wikipedia, 2014) the natural development of a relationship follows five stages:

1. *Acquaintance and Acquaintanceship* – Becoming acquainted depends on previous relationships, physical proximity, first impressions, and a variety of other factors. If two people begin to like each other, continued interactions may lead to the next stage, but acquaintance can continue indefinitely. Another example is association.

2. *Buildup* – During this stage, people begin to trust and care about each other. The need for intimacy, compatibility and such filtering agents as common background and goals will influence whether or not interaction continues.

3. *Continuation* – This stage follows a mutual commitment to quite a strong and close long-term friendships, romantic relationship, or even marriage. It is generally a long, relative stable period. Nevertheless, continued growth and development will occur during this time. Mutual trust is important for sustaining the relationship.

4. *Deterioration* – Not all relationships deteriorate, but those that do tend to show signs of trouble. (Alternately, the participants may find some way to resolve the problems and reestablish trust and belief in others).

5. *Termination* – The final stage marks the end of the relationship, either by breakups, death, or by spatial separation for quite some time and severing all existing ties of friendship.

The principal must be an expert in human relations. He should be able to enter understandingly and sympathetically into the thoughts, the aspirations and the motives of teachers, students and parents. He must know how to win the goodwill and respect of others and how to motivate them to put in their best effort for the success of the school. He must keep the channels of communication open from the top to the bottom and vice versa. It is batter to anticipate the demands and requirements before they become vocal through organized effort. The principal should have sympathetic attitude. He should not be partial to anyone. His colleagues should get the impression that they are co-operatively working together.

2.5 Principals Decision Making Role Performances in Secondary Schools

Decision making has been observed to be the heart of administrative process and leadership in schools. The principals and teachers in Kaduna state secondary schools are

faced with myriads of challenges in both teaching and administrative activities which seem to have consistently hampered the realization of the objectives of the school. These problems require unified effort from the principals and the teachers for quality and effective administration. It has been observed that principals are central in the management of schools and their involvement in decision making process is such a sensitive issue in schools that neglect of it could cause a lot of rift, conflict, misgiving and hindrance to the realization of the objectives of the school goals. The success or failure of any school is largely dependent upon the groups that make it up and effective utilization of the intellectual abilities of these group or human resources helps the development of such an organization or school.

School principal has become a priority in education policy agendas as it plays a key role in improving classroom practice, school policies and connections between individual schools and the outside world.

It contributes to improved student learning

There is increasing evidence that within each individual school, school principal can contribute to improved student learning by shaping the conditions and climate in which teaching and learning occur. A large body of research on school effectiveness and improvement from a wide range of countries and school contexts has consistently highlighted the pivotal role of school principal in making schools more effective (Scheerens and Bosker, 1997; Teddlie and Reynolds, 2000; Townsend, 2007). An important finding emerging from the research is that the relationship between school principal and student learning is mostly indirect. As school principal work mainly outside the classroom, their impact on student learning is largely mediated through other people, events and organisational factors such as teachers, classroom practices and school climate. The finding that the relationship between leadership and student

learning is mediated through such factors underscores the powerful role of the school principal in helping to create the conditions for effective teaching and learning.

School principal influence the motivations, capacities and working conditions of teachers who in turn shape classroom practice and student learning. Moving a step further, the research on school leadership effects has revealed a number of leadership roles and responsibilities that are particularly conducive to enhancing student learning. Findings of the research on leadership effects have recently been consolidated in a number of reviews and meta-analyses. These show that certain leadership practices are associated with measurable improvements in student learning (Marzano *et al.*, 2005; Robinson, 2007; Waters *et al.*, 2003). This report identifies four major domains of responsibility as key tasks for school principal to improve teaching and learning within their schools: supporting and developing teacher quality, defining goals and measuring progress, strategic resource management and collaboration with external partners.

It bridges educational policy and practice

School principal also plays a major role in education reform. Much has been written about top-down versus bottom-up strategies for school improvement and there is widespread agreement that the two need to be combined and synchronised (Fullan, 2001; Hopkins, 2008; Moos & Huber, 2007). While higher levels of the educational system can provide policy directions for schools, their success often depends on the motivations and actions of leaders at the school level. For centrally initiated reforms to become meaningful to all school-level stakeholders, they need to be associated with internal school improvement activities in a coherent way (Stoll *et al.*, 2002).

Successful implementation and institutionalisation of reform requires leadership at the school level to promote adaptations of school processes and systems, as well as cultures, attitudes and behaviours. Therefore, unless school principals feel a sense of

ownership of reform and agree with its purposes it is unlikely that they will engage their staff and students in externally defined reform objectives. School reform is more likely to be successful if school principals are actively involved in policy development and formulation. Continuous dialogue and consultation between policy makers and those who lead schools at the front line are thus essential for successful large scale reform.

It links schools to their environments

In addition, school principals are in charge of connecting and adapting schools to their surrounding environments. According to Hargreaves *et al.,* (2008), school leaders will increasingly need to lead "out there" beyond the school, as well as within it, in order to influence the environment that influences their own work with students. In small towns and rural areas, school leaders have traditionally stood among the most important leaders in their communities. While it may be argued that urbanisation, immigration and school size have weakened school-community ties, these and other pressures on family structures have at the same time contributed to make the community responsibilities of school leaders even more important today.

School leaders play an important role in strengthening the ties between school personnel and the communities that surround them (Fullan, 2001). Leaders of the most successful schools in challenging circumstances are typically highly engaged with and trusted by the schools' parents and wider community (Hargreaves *et al.*, 2008). They also try to improve achievement and well-being for children by becoming more involved with other partners such as local businesses, sports clubs, faith-based groups and community organisations and by integrating the work of the school with welfare, law enforcement and other agencies (Pricewaterhouse Coopers, 2007).

Moreover, in rapidly changing societies, the goals and objectives to be achieved by schools and the ways to get there are not always clear and static. In increasingly

globalised and knowledge-based economies, schools must lay the foundations for lifelong learning while at the same time dealing with new challenges such as changing demographic patterns, increased immigration, changing labour markets, new technologies and rapidly developing fields of knowledge. As a result of these developments, schools are under enormous pressure to change and it is the role of school leadership to deal effectively with the processes of change. A great variety of scenarios for the future of schooling could be imagined from current societal trends and different contexts.

2.5.1 Process of Decision-Making

Decision making is a process involving many stages, and these are identified and described below:

Step 1: Recognize and define the nature and limit of the problem or issue on which decision is to be taken. Determine the cause of the problem or the situation from which the issue has arisen.

Step 2: Examine the issue carefully in order to determine whether action is to be taken or not. At this stage, you ask the question, "What will happen if nothing is done?" if the answer is "Nothing at all or nothing of any importance would happen" you may leave the matter. In actual fact, at this stage you have made a type of decision.

Step 3: If the issue is worth pursuing, decide on the criteria to be used in evaluating the solution to the problem or resolution to the issue.

Step 4: Analyze the issue and collect relevant information, any information which is not relevant to the issue should not be considered.

Step 5: Look for alternatives to the solution.

Step 6: Compare all the alternatives, noting the weaknesses and the strong points about each.

Step *7:* Choose the most appropriate solution, apply it, monitor it and evaluate, the steps highlighted have to be followed meticulously in certain decisions, and the process may take considerable time depending on the complexity of the issue. In certain other cases, one need to go through the process very quickly, particularly of routine nature have to be taken without the luxury of following the approach described above. If a pupil falls seriously ill, a quick decision needs to be made as to whether send him home, send for his parents, give him first aid or send him to the clinic, if all these options are available.

2.5.2 Types of Decision-making in Secondary Schools

Generally, there are two types of decision-making that principals undertake in secondary schools. These are namely: the programmed decision and the un-programmed decision.

Programmed decision: this constitutes any decisions that are already documented and programmed under the rules and regulations governing the school or organization, such as staffer students coming late to school, or being absent from the duty or school, without a genuine reason or permission given by the authority.

Un-programmed decision: this constitutes all decisions that are not documented and programmed in the provision of organizational rules and regulation. The problems which are earning such decisions are regarded as unforeseeable, they can only be treated when they arise.

2.5.3 Effective Decision Making in Secondary Schools

The success of any Secondary School Principal lies on how confidence he or she is, in taking decision when the need arises. The Principal through the process of

decentralization in which the School becomes the Primary unit of management of educational improvement, create an avenue for the input of teachers, support staff, parents and the community-individuals who have firsthand knowledge of relevant issues related to school and schooling.

Both School and Principal are consequently successful when decision making are effectively carried out at every stage. It is important to know that, conditions for excellences are dependent upon decision-making systems that can establish organizational goals and develop policies, procedures, and systems to ensure their attainment. A high quality decision process highlights the frame, potential alternatives and key assumptions that drive value. This allows Principals to spend their time declaring the right decisions, providing a set of common criteria, and testing the key assumption of each decision.

2.5.4 Importance of Decision Making in Secondary Schools

In secondary schools, the place of decision-making is vital and consequential because leads towards the achievement of the schools' overall objective. Some of the importance of decision-making in secondary schools include:

1. Without decision-making different managerial functions such as planning, organizing, directing, controlling and staffing cannot be conducted.
2. With decision-making managerial performance can be evaluated, when decision is correct, it is understood that the principal is qualified, able and efficient. When the decision is wrong, it is understood that the principal is disqualified.
3. Any policy or plan is established through decision-making. Therefore, without decision-making plans or policies are performed.

4. Through decision-making best alternatives are been selected, because decision makers are always used to evaluate various advantages, and disadvantages of alternative.
5. The correct decision helps in successful school or organizational operation.

2.5.5 Staff Participation in Decision Making in Secondary Schools

General, staff of the school are not allowed to participate in the decision maiking. However, this is wrong because for the overall workability of the any decision taken. The staff can facilitate the execution of all decision taken by school management but it is not possible nor desirable for every staff member to take part in every decision. Where participation is required, the extent of staff involvement will depend on the types of issues on which decision are to be taken. Right decision is a means to promoting effective performance, and participation is a means to arriving at the right decision efficiently. Therefore, where staff participation will lead to unnecessary delay in arriving at the right decision or will further complicate matters rather than solve them, staff involvement is belter avoided. Under the conditions stated below, little or no staff participation may be necessary:

1. Decision has to be made urgently on the spot.
2. The administrative leader has all the information or data necessary to make decision.
3. The decision to be taken will not be executed by the staff.
4. The issue does not involve the staff directly or indirectly,
5. The rejection or acceptance by the staff is not crucial to the effective implementation of the decision.

Where the opposite obtains, in which case the administrative leader has to obtain information from the staff, staff have to carry out the decision, the decision affects staff, and/or staff's support and commitment are necessary for the effective operation of the decision, an appropriate degree of staff involvement in decision-making process becomes desirable.

2.5.6 Problems of Decision Making in Secondary Schools

Certain problems can occur with decision making in secondary schools especially with regard to participation of staff in the process. The following are areas where such problems occur:

Accountability: The administrative leader is performing in a delegated role, and he is accountable to the organization through his immediate superior officer. He has areas of responsibility and he has limits only within which he can use his discretion in making decisions. He cannot go beyond these limits even if the consensus of opinions of his staff indicates that he should do so.

Use of Discretion: An administrative leader cannot make decisions which have been determined by organizational rules and regulations, no matter how illogical they appear to him arid/or his staff.

Having taken into consideration these factors, the administrative leader can adopt one of these decision-making systems as appropriate to the decision.

1. He decides himself with no participation from his staff.
2. He obtains. information from appropriate members of staff and takes a decision.

3. He obtains not only data but also ideas and suggestions from appropriate staff individually and he takes a decision which is not necessarily based on the suggestions he has been given.
4. He collects the staff together to discuss the ideas and the suggestions they wish to offer and make a decision which may or may not reflect the suggestions he has received.
5. He goes through the process of problem solving technique of decision-making step by step with the whole group of staff. He merely acts as the chairman, and the decision making is a group decision.

One must not jump into conclusion and say that anyone of the five is the best without considering the circumstances in which the style is adopted. A knowledge of situations is necessary before one can make a rationale judgment. Also the circumstance will dictate who should participate in the decision-making; it may be one person, it may be a group of staff members, or the staff as a whole, but as guiding principles the following should be involved at one stage or the other.

1. Those who will implement the decision;
2. those who will be affected by the implementation of the decision; and
3. those who would sabotage the implementation of the decision.

For the successful execution of a decision, commitment is required, and it is easier to get the commitment of those who have anything to do with a decision, if they have participated in making it. Every decision involves a change, and acceptance of decision implies willingness

2.6 Principals Communication Role Performances in Secondary Schools

Communication has appeared consistently in discussions of effective school leadership. Communication is the sharing of information between two or more persons. The survival and growth of any organization depends on having effective communication system. It is necessary to ease decision-making as well as to implement decisions already reached. It is, therefore, the life wire of the organization.

The channel of communication in the school is explicit. The principal can communicate with the students, using multi-media approach. While there are informal ways of this, the formal channels are more explicit. In addition, schools hold assemblies sometimes thrice in a week. There could also be written communication through the notice boards or personal memoranda and call notice for personnel discussions. Communication with the staff, on the other hand, is through personal contacts, staff meeting and passing of official circulars and memoranda. Communication is observed to flow down or up the ladder and laterally in the schools system. For communication to be effective, information flows down the ladder i.e from principal, down to students as well as laterally, e.g among the Heads of departments and up the ladder, from students up to the principal.

Effective communication in school helps in; Promoting harmonious relationship and facilitating co-ordination of official activities; Assist in motivating staff to use their initiative and maximize their potentials; Enhances clear understanding of the goals and objectives of the school and give staff a sense of direction, and finally, It minimizes dysfunctional conflict and crises. An organized structure such as this, helps to avert chaos in the school, since inappropriate flow of information or communication gap breeds suspicion and distorts unity of purpose and direction and ultimately organizational inefficiency (Dare, 2006).

Furthermore, the school leader must have knowledge and understanding of effective communication strategies. Although, oral communication is frequently considered to be the most personal, immediate, and influential form of relating information (Young & Castetter, 2004), other means of communication can be extremely valuable. For example, Sorenson (2005) stated the school leader should document formally a corrective action for an employee if warranted, and he should disclose this information to the individual personally.

On the other hand, communicating in the hallway to understand an important issue can assist in cultivating goodwill, boosting morale, and gathering accurate information (Sorenson, 2005). Webb and Norton (2003) shared that effective communication is essential in developing trust, mutual respect, and clarity of function. Other researchers agreed that effective principals continually communicate their high expectations to students and staff (McEwan, 2003). Thus, communication emerged as a theme from the studies regarding the leader's role in providing focus on the vision and shaping the culture.

2.6.1 Process of Communication

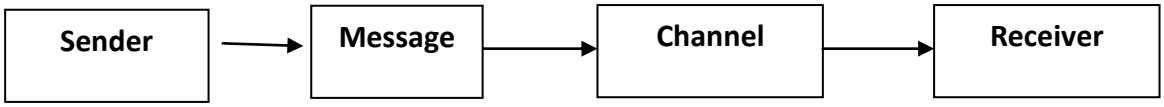
Communication is a process that involves more than one person (See fig 2.1). When a sender decides to send a message, he/she chooses the medium that is most appropriate and effective. Such a medium may be verbal or nonverbal; if he/she decides on a verbal form, another decision has to be made as to whether the words to be used should be spoken or written. Next, the sender outs the message in forms of words or symbols or a combination of both. These words and symbols are known as "code". When the message gets to the receiver and makes impression on him, he tries to figure

out what the message is supposed to mean. This search for meaning is known as decoding and message receiver is sometimes referred to as the decoder.

The elements and the process of communication are as follows:

1. The message sender
2. The message itself
3. The communication channel
4. The message receiver

The four elements of communication can flow through the below chart:



The message sender is also known as either the communicator or the encoder, and the receiver be referred to as the listener, the communicate or the decoder. The information which a person wishes to transmit constitutes the message, and the medium through which it is sent is known as the communication channel.

2.6.2 Types of Communication

Communication has been classified in different ways but in the general sense, only two broad categories standout these are the verbal and non-verbal communication.

Verbal Communication: Verbal communication can be sub-divided into two main types: namely, written and oral. It involves only the use of words such as "go", "come", "yes" or "no" etc.

Non-verbal Communication: The non-verbal communication does not involve words but sounds (such as whistling, clearing the throat or screaming)and other forms of gesture (such as head nods, physical proximity, bodily contact, facial expression, movement of the body). They all convey either a positive or a negative meaning.

2.6.3 Channels of Communication in Secondary Schools

Channels of communication in secondary schools are means by which the principals pass messages to the staff, students, parents, the community and ministry of education. The channels of communication available in secondary schools can be classified into: internal and external communication.

2.6.3.1 Internal Communication

This is communication with people within the school. This happens in the following ways:

School Assembly: there are two categories of school assembly; the regular and the special. The first type is the morning assembly which is a well known channel by which the principal communicates with the academic staff and the students at the same time. The second one is the special school assembly which can be covered for unusual occasions such as general orientation, speech and prize giving day and emergency cases.

Bulletin Board: this refers to announcements from the school made to staff and students that are pasted on notice boards for them to see.

Letters and Memoranda: The principal can write individual letters or send memoranda to staff, and students.

Staff Meeting: The most common way of communication with the teachers in school where the principal or his delegate can pass information to the staff of the activities of the school, share ideas with them and receive their reactions. It also facilitates full discussion of vital points and feedback for urgent issues.

Sign Posts and Pictorial Representation: These are erected in certain places to give directions and thus supplement certain written school rules and regulations.

Suggestion Box: Some school principals use suggestion boxes to communicate with their students.

2.6.3.2 External Communication

This is communication with people outside the school. Some examples of external communication include the following:

School Bulletin: The Bulletin is an official publication, giving information about the school. Its development and activities it may also contain the procedure for obtaining admission into the school brochure can serve the same purpose, but it is usually a shorter document.

Parents Teachers Association: The P.T.A. meetings are always a good way for the principal to inform parents of the activities of the school, share ideas with them and study their reactions to his programme.

Students Termly and Annual Report: ft is an important channel through which the principal communicates with parents on the academic progress of their wards by the comment on their report cards.

2.6.4 Problems of Communication in Secondary Schools

Problems associated with communication in secondary schools can occur in diiferent ways. It can occur between the principal and staff, school management and parents, school management, staff and students or in the classroom. According to Akinnubi, Gbadeyan, Fashiku and Kayode (2012:2),

> failure to communicate the school's aims, values and achievements to the staff and students, make school management a mirage which is why the school must be properly monitored to ensure quality of instruction. Thus, effective communication becomes critical to the process of instruction. In order for the school principal to make a sound and coherent decision, planning, organizing, controlling etc., he must map-out strategies for

receiving and passing information from every individual within the school for effective management.

The Ministry of Education, Guyana (2010) asserted that speech and language difficulties, boring classrooms, personal differences between teachers and students, peer pressure can constitute barriers to communication in the school. Hence, school managers and teachers must avoid as much as possible speeches, signals or actions that will communicate unacceptable, inadequacies and faults while dealing with the students.

2.7 Principals Role Pefromances on Staff Development in SecondarySchools

The ideal educational administrator identifies and indicates the staff needs of the school or educational system as well as the specific type of personnel needed to meet the needs. He also collaborates with the state and local school boards or ministry of education in making decisions related to the educational personnel. Having participated in the selection of staff the principal should involve the staff in developing and operating the regular and proper personnel policies. The principal must not only be concerned with the professional problems of his staff, their personal problems are his concern also. The principal should realize that a member of staff who is saddened by some personal, say in his family is definitely not poised to produced the maximum and optimum work. The principal should see to it that new staff is properly oriented into the school system and its general way of doing things and that the old staff is given ample opportunity to produce his best. In the same way to the educational and personal needs of the students claims the greatest attention of the principal.

In a nutshell the school principal ensures proper employment, placement, motivation, welfare and professional growth of the staff under his administration. He assigns specific duties to each, supervises them while discharging their duties, improves and evaluates all staff members. The principal gives inspiration and assistance by

advising, motivating, instructing and guiding all members of staff, particularly the new inexperienced young workers. With regard to the old and experiences, it is his responsibility to give and develop opportunities to enable them to participate in the policy-making process in the planning of programmes and in implementing agreed decisions within the school. When such a condition prevails, the principal is able to develop a healthy relationship between himself and member of his staff. This would bring about contented, happy and dedicated members of staff who could learn to live and work together for the achievement of aims and objectives of the school in serving the larger society.

A great deal of attention has been paid to the problem of organizational silos and the hindrances they create for leaders. Essentially, we approach leadership from the perspective of how school principals can help themselves by helping his members of staff. When we speak of people, we primarily have employees in mind. However, a people-centered approach to leadership also encompasses stakeholders and other relevant to the organization. In that context, we pay particular attention to the role of leaders in facilitating the connections of people within and across organizations. This is a much broader approach than focusing on management practices. For example, organizations regularly use reward, incentive, and performance measurement practices to influence people. These are excellent practices that have been shown to increase the performance of people and organizations. However, the design and implementation of these practices are sometimes too narrow in that they are not connected to all of the human elements of the workplace (Fitz-enz, 2000; Frigo, 2008; Schaeffer, 2002; Kocabiyikoglu and Popescu, 2007; Anderson and Oliver, 1987; Kreps, 1997, Lopez et al., 2006). While each management practice may influence a specific performance area,

it may contribute to, or detract from, the overall culture, the sense of community and the well-being of individuals.

2.7.1 Staff Development Process in Secondary Schools

The University of Georgia (2008) asserted that as a process, staff development is ongoing and anchored in day-to-day work making it visible in all personnel functions of the division. All other staffing functions are related to staff development. This is especially true in supervision and performance appraisal. Staff development practices differ with organisations. The University maintained that effective and comprehensive staff development practices must attend to staff and organization improvement, derive from a developmental plan, include attention to both process and product, be anchored in day-to-day work, be multifaceted and ever changing, and recognize maturation and growth in staff.

According to Ekpoh, Edet and Nkama (2013), staff development programmes act as a catalyst for teachers' effectiveness. It is a potent means of updating teachers' skills and knowledge for improving instruction and learning. The Federal Republic of Nigeria (2004) in the National Policy on Education made provision for development of teachers by stating that teacher education shall continue to take cognizance of the changes in methodology and in the curriculum, and that in- service training for teachers and head teachers shall be regulated.

Staff development in secondary schools includes in-service training, seminars, workshops, conferences and traning on new pedagogical methodologies that enhances teacher and principals' effectiveness in discharging their duties in the classroom and school management respectively. These kinds of trainings can be done through the auspices of the school management, Zonal Education, State and Federal Ministry of

Education, The National Union of Teachers (NUT), the Teachers' Registration Council of Nigeria (TRCN), International Organisations in conjunctions with the relevant educationa authorities for the improvement of learning experiences in the country (Oyebade, 2008). A typical staff development model proposed by Alabi (2005) is as follows:

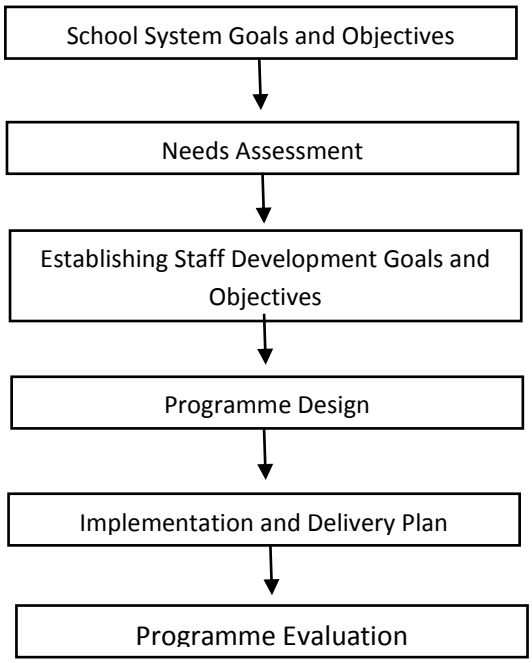


Figure 2.2: A Model of Staff Development Programme

Source: Alabi (2005).

The goals and Objectives of the school system: are concerned with the developing students the basic skills and imparting in them knowledge and understanding.

Needs assessment. Preceding staff development programmes, needs assessment determines any discrepancies between the existing and the needed competences to achieve the goals of the school

Staff development Goals and Objectives: these are continually change to meeting changing needs of the individual staff members and the school.

Programme Design: is the process of matching staff needs with available resources through an effective delivery method which includes: seminar classes and courses, workshops, conferences, research and work experience.

The Implementation and Delivery Plan: This involves providing employees with appropraite incentives to participate in development programmes. These includes: satisfactory time arrangement, effective and supportive management and leadership, reimbursement fro expenses incurred and improved remunerations.

Programme Evaluation: effective evaluation of staff development programmes is necessary to determine if they are accomplishing the specific training objectives, as a basis for future programme design.

2.7.2 Problems of Staff Devlopment in Secondary Schools

The challenges associated with staff development are numerous and sometimes peculiar to the school. Asaya (2011) gave the following as problems of implementing staff development in Nigerian econdary schools:

The negative attitudes held by educators toward staff development programmes are probably the first of several reasons for the current problems in staff development. This view was supported by Mullins (2002) when he pointed out the fact that “state and national studies conducted during the last five years consistently suggest that the majority of teachers, administrators, and college personnel are not satisfied with current staff development programmes. Poor planning and organization of activities that are impersonal and unrelated to the day-to-day problems of participants, lack of participant (teacher and administrator) involvement in the planning and implementation of their service, inadequate needs assessment, and nuclear objectives.

The lack of follow-up in the classroom or job setting after training takes place is almost universal. Those responsible for the development of staff development training programmes for the staff seem to be what McGregor (1960) calls "Theory X administrators". Another weakness is that most staff development training programmes focus upon information assimilation which presupposes that someone presents ideas, principles, and/or skills for use on the job (information presented); then the participants explore the full meaning of these ideas and discuss applications for the work setting; and finally, the staff development training ends and the person goes back to his job to implement what was understood. This does not fit what we know about adults and adult learning.

Most staff development programmes did not have clear objectives. The Ministry of Education has traditionally never allocated any sizeable amount of money for staff development of school administrators. This is unfortunate since public schools are labor intensive industries. Consequently, it now guarantees rapid obsolescence of these schools‟ most important and expensive asset – its administrators. There is a pervasive mystique that suggests that a local consultant may be less effective than one who comes from a great distance. Many capable consultants who work outside their own state are seldom requested to work in their own area or region.

One of the major stumbling blocks to the continuation of staff development training is the demand for immediate results. Shortage of financial resources to implement new ideas, oppositions from the local community and the parents to the new ideas, lack of interest from colleagues, and school population explosion preventing the new ideas from working. In addition, lack of reward and opportunities for participants to experiment with new ideas can be a problem impeding the effective planning and execution of staff development training programme opportunities.

2.8 Role Performances of Principals in the Maintenance of Discipline in Secondary Schools

Present day school situation requires the principal to act as the disciplinarian to direct the human force in the institution in the right channel. Charles (2000) stated that, compulsory schooling, crowded classroom and inadequate staffing in the schools account not only for the presence of disciplinary problems, but for their perpetuations. It is the view of the researcher that the introduction of Universal Primary Education in 1976 where classrooms were filed up with too many students, very few teachers and inadequate facilities and equipment to cater for the learning demands created a lot of disciplinary problems in secondary schools in Kaduna State.

In secondary schools, discipline is the hand tool for controlling staff and students. Misconducts by members of the school are punishable according to school rules and regulations. Odo (2005) stated when students riot or go violent, they are expressing anger, frustration, indignation and contempt at the policies or otherwise of the school. The school principal should regard this as symptoms and endeavours to find the causes and treat it to ensure lasting solution. Much of students 'misdemeanors' are a reflection of the society's problems; some are generated internally by aggrieved staff and at the other times externally induced'. The Nigerian society perennially continues to witness increasing acts of indiscipline among secondary school students. Osakwe (2013) noted that the perennial indiscipline challenges in the Nigerian schools in general continue to wreak havoc to the system of education.

However, the impact of discipline on the interpersonal relationships between the principal and the teacher; and expectations for behaviour modification in the school, principal also convey expectations about ability and performance to individual teachers. As part of ongoing interpersonal interactions, these interpersonal relationships between

the principal and the teacher have the potential to influence student's beliefs about thier own ability and goals to achieve academically (Weinstein, 2002). However, the direct impact of these expectations on student motivation has been examined infrequently (Jussim, Robustelli & Cain, 2009).

Despite the general opinion which indicates that secondary school principals have deficient disciplinary management skill, the magnitude of this deficiency merely receives speculation. This is because the development of a reliable and valid measuring instrument in this context received only marginal attention within the theoretical and practice based literature. Osakwe (2013) argues that there are findings indicating principals' good management technique against the myriad of discipline problems in Nigerian education system.

Principals and teachers in Kaduna State secondary schools need to be disciplined in order to maintain discipline in the schools. In practice, a disciplined principal mostly influences his subordinates in the whole school setting. Consequently, the teacher's attitude which forms the link between the principal and the students' performance is in no doubt greatly influenced by the right attitude and well disciplined principal. Therefore, the only form of discipline which is lasting, effective and creative among the entire members of the school community is that which stems from within the individual. This type of discipline is needed by both students and teachers in the secondary schools in Kaduna State. They should have a good behaviour pattern which is consistent and sincere, worthy of emulation. Principals and teachers must maintain positive attitude towards the school's discipline in order to achieve effective discipline in secondary school.

2.8.1 Strategies for Maintaining Discipline in Secondary schools

Maintenance of discipline and order in Nigerian secondary schools today is very challenging (Nwaka & Obikeze, 2010). They postulated that this was because the growing incidence of discipline problems in our secondary schools today is alarming and has become complicated that most teachers find it difficult to maintain and keep their classes in order. They asserted that there are incidents of absenteeism, fighting, lateness, truancy, sleeping in the class, stealing, cheating in examinations, chewing gums/eating in the class, quarrelling, wandering about, noise making, lying, bullying, dressing shabbily, mishandling of school property and other issues reflecting unsatisfactory state of our institutions.

According to Yusuf (2015) the following are the best practices for maintaining discipline in secondary schools:

Increase Parental Involvement: Parents usually make a difference in student achievement and behaviour. Therefore, schools should institute a policy where teachers are required to contact parents periodically through the year.

Create and Enforce a School Wide Discipline Plan: Discipline plans are a way to provide students with a consistent and fair plan of what will happen if they misbehave. While some schools have a discipline plan on books, many do not have disciplinary plans on conduct/behaviour. Having it posted in every classroom and in notice boards around the school compound is a good way to start.

Practice Effective Follow Through: While posting the discipline plan is important so that all students are informed of the consequences for misbehaviour, followings through on the discipline plan is the key to truly fostering discipline in schools.

Foster Discipline in Schools Through Leadership: The principal and vice principal are of major importance in fostering an academically focused school-wide environment.

Their actions form a basis of the overall mood for the school. If they are consistent in supporting teachers, implementing the discipline plan, and following through on disciplinary actions, then teachers will follow their lead. On the other hand, if they are lax on discipline, this will become apparent over time and misbehaviour will increase.

Build a Reputation for Fairness: Hand in hand with effective leadership and school-wide consistent follow through is the belief by students that teachers and administrators are fair in their disciplinary actions. While there are sometimes extenuating circumstances that require administrator to make adjustments for individual students, overall students who misbehave should be treated similarly. Teachers must act fairly for all students if they expect to be respected. If teachers do not treat all students equitably, they will be labelled as unfair.

Maintain High Expectations: From administrators to guidance counsellors to teachers, schools must institute high expectations for both achievement and behaviour. These expectations must include messages of encouragement and means of support to help all children succeed.

Deal with Disruptions with as Little Interruption as Possible: When teachers have classroom disruptions, it is imperative that they deal with them immediately and with as little interruption of their class momentum as possible. If students are talking amongst themselves and the teacher is having a classroom discussion, ask one of them a question to try to get them back on track. If the teacher has to stop the flow of his/her lesson to deal with disruption, then he/she is robbing students who want to learn of their precious in-class time. Sometimes all it takes is for everyone to have a good laugh to get things back on track in a classroom.

Avoid Confrontations in Front of Students: Whenever there is a confrontation in class there is a winner and a loser. Obviously teachers need to keep order and discipline

in their class. However, it is much better to deal with disciplinary issues privately than cause a student to 'lose face' in front of their friends. It is not a good idea to make an example out of a disciplinary issue. Even though other students might get the point, the teacher might have lost any chance of actually teaching that student anything in that specific period in class.

Overplan: Free time is something teachers should avoid. By allowing students time just to talk each day, teachers are setting a precedent about how they view academics and their subjects. To avoid this, teachers should overplan. Write additional activities into their lesson plans just in case main lesson runs short.

Be Consistent: One of the worst thing a teacher can do is not to enforce his/her rules consistently. If one day a teacher ignores misbehaviours and the next day he/she jumps on someone for the smallest offence, students will quickly lose respect for the teacher. Students have the right to expect teachers to be basically the same everyday. Moodiness is not allowed. Once a teacher loses students' respect, he/she will also lose their attention and their desire to please him/her.

Make Rules Understandable: Teachers need to be selective in their class rules for instance no one can follow 180 rules consistently. Rules need to be clearly stated. Students should understand what is and what is not acceptable. Furthermore, teachers should make sure that the consequences for breaking rules are also clearly known beforehand.

Keep an anecdotal record: Keep an anecdotal record of major issues that arise in your class. This might be necessary if one is asked for a history of classroom disruptions or other documentation.

Use humour: Try to use humour to diffuse situations before things get out of hand. Teachers should Know their students. The following example could be used with

students for example, if a teacher tells his students open their books to page 51 and three students are busy talking, do not immediately yell at them. Instead, smile, say their names, and ask them kindly if they could please wait until later to finish their conversation because you would really like to hear how it ends and they have to get this class finished.

Start Fresh Everyday: Teachers should start teaching their class each day with the expectation that students will behave. Don't assume for instance, that because Adamu has disrupted your class everyday or for a week, he will disrupt it today. By doing this, one will not be treating Adamu any differently and thereby setting him up to disrupt again (like a self-fulfilling prophesy).

2.8.2 Criteria for an Effective Disciplinary Measures

Lukman and Hamadi (2014) gave the following as the criteria for disciplinary measures:

1. Emphasize correcting the problem rather than distributing punishment.
2. Maintain the students" self-esteem and dignity.
3. Provide for increasingly serious consequences if the problem is not resolved.
4. Be easy for teacher to administer and evaluate.
5. Result in the desired behavioural change in the student.

2.8.3 Key Components of an Effective Disciplinary System

According to Lukman and Hamadi (2014), some key component of an effective disciplinary system are as follows:

1. Mutual respect between the teacher and the students should be maintained.

2. Maintain or enhance motivation if possible.

3. Hold a coaching/counselling meeting as soon as possible when the problem is first identified.

4. Always hold the meeting in private. If disciplinary action is taken in front of others, the students are likely to become defensive and less open.

5. During the disciplinary meeting:

- Review the facts and state the problem in terms of desired performance and actual performance.

- Give the student a chance to explain or ask why the problem is occurring.

- Listen to what the student has to say.

- Explain the relational for the policy or rule that was violated.

- Ask the student for possible solutions to the problem.

- Clearly communicate the changes that needed to be made and the time frame to making them.

- Express confidence in the students‟ ability to change/improve. End on a positive note.

6. Keep the discussion confidential.

7. Follow-up as required and provide regular feedback.

8. Take additional disciplinary action if necessary.

2.9 Principals' School-Community Relationship Role Performances in Secondary Schools

The principal of a school among other things is a public relations officer. He is expected to know the community within which the school exists and to establish and maintain a cordial relationship between the school and the community. A thorough knowledge of the nature of the community is vital. Things necessary because the objectives of the desire aspirations, values beliefs and philosophy of the people. The

principal is to take the initiative in translating the school to the community so that members of the community could take keen interest in the school and its activities. The school is for the community and the people must be brought to participate in some of the activities of the school. Each school must have Parents Teacher Association and the principal must work hard to keep it active. The functions of the secondary school principal in relation to the community have been summarized (Dada in Ameh, 2012), to include:

i. informing the public about the school;
ii. establishing confidence in the school;
iii. rallying community support for the maintenance of the education programme;
iv. developing awareness of the importance of education in a democracy;
v. improving the partnership by uniting parents and teachers in meeting the educational needs of the children;
vi. integrating the home, school and the community in improving educational opportunities for all children;
vii. evaluating the offering of the school and the needs of the children of the community; and
viii. correcting any misunderstanding about the aims and objectives of the school.

The principalship should be seen as a profession to be occupied by people who are trained in the art of school administration. Teaching qualification is no more adequate for such appointees. The Nigerian society is changing and developing very rapidly. The school system is becoming more complex and priorities are changing. A principal under normal circumstances should be allowed to remain in a school for a number of years. This will help a principal to understand his school problem and take positive steps in solving the challenging problems. It is then that both the principal and the staff can

accesses and helps their students better. Unnecessary political wrangling should not play any part in the posting and transfer of principal. Posting and transfer should be done purely on the basis of experience and professional competence of candidates for the principalship. Periodic refresher courses should be organized for principal. This should be aimed at exposing them to some new modern techniques of school management and related educational findings that could make school management effective and efficient. The principal's refresher courses should always be integrated with the middle management courses for social and economic administrators. The social worker's professional interest lays in the family the destitute and the handicapped members of the society while the economist aims at working out basic principles for the economic growth of the society. For successful execution of all the function of the principalship, duties have to be delegated to the vice-principals and staff. This builds confidence among staff and serves as a training device for further occupies of the office.

The principal of a secondary school is the administrative head of the school. He is responsible for implementing the educational policy of the country. He usually reports to the Chief Inspector of education for Secondary Schools while the head teacher of a primary school reports to the Chief Inspector of Education for primary schools or to the education Secretary of Local Government Authority. This role makes it necessary that the principal must know the community, take an active part in the growth and improvement of the community and encourage the staff to do likewise. He also should facilitate community participation in the life of the school and provide for interpretation of the school to the community.

The educational system as an open system and a social organization thrives on effective interrelationship within it and its relevant publics. The school administrator endeavor to promote school community through participation of the school in

community activities and projects. This could be achieved by means of organized visits to places of interest in the community. The administrator should maintain regular contact with some outside institutions, industries and educational bodies. The above roles revealed that the educational administrator is involved with the loyalty of the enterprises of education.

2.9.1 Importance of School-Community Relationship

Fiore (2006) and Bakwai (2013) gave the following as the importance of school-community relationship:

1. Schools enjoy the informed support of families and community members.
2. Communities can provide schools with a context and environment that can either complement and reinforce the values, culture, and learning the school provide for their students or negates everything the school strive to accomplish.
3. Communities can furnish schools with crucial financial support system as well as the social and cultural values necessary for success and survival in contemporary society.
4. Communities have the potential to extend a variety of opportunities to students and to their families-social, cultural and vocational.
5. Schools, in turn, offer communities a focal point of educational services for children. By working together, schools, families, and communities can prepare for a more promising future.

2.9.2 Approaches to Establish Cordial School-Community Relationship

An ideal principal can establish and maintain cordial school-community relationship by adopting the following, approaches:

Communication

Communication is all about building relationship with internal and external key stakeholders. Through this medium, the school principal will be able to relate with the school and community adequately for the school principal to establish and maintain a cordial relationship with the host community, he must hear from the community and vice versa. He can do this by identifying all the available communication media in that community and choose the medium suitable considering factors such as: time, type of message, language, accessibility. The common information medium in secondary school is the newsletter and school magazine. There are printed documents that contain information that the school wishes to pass to the parents, guardians, about the school activities, policies, plans and improvements. As a matter of courtesy, whichever form the school principal considers to use, should convey reject to the recipients.

Involvement of Students in Community Activities

The involvement of students in the community activities enhances good relationship between school and community. With such approach, the students are allowed to participate and engage in a community development activities and projects for instance, sanitation-exercises etc

Parent-Teacher Association (P.T.A)

This is an association that constitutes the teachers and parents of the students. The association provides a powerful mediating function, natural forum for resolving conflict that sometimes arises between the school and community members. Besides that, the association provides avenue for discussing varieties of educational issues. For example, teachers could discuss with the parents on the issues bothering about their children's behaviours and discipline issues etc.

School Based Management Committee (SBMC)

The committee constitutes the village head, youth leader, head boy, head girl, women leader and representative of various interest groups, with the principal as the secretary. The objectives of this committee are to monitor, promote, enhance and evaluate the appropriate use of allocated funds to the development of school projects. The SBMC gave birth to community participation in the school management (Aba-Duhou, 1999)

Sport Activities

The sport activities are co-curricular activities, organized in schools to exercise the physical abilities of the students by their participation in the various sport events. These activities attract children from within and outside the school community. It also creates an avenue for financial support and encouragement from the community members. Example: donation of prizes and trophies,

Open day System

This is a system adopted by a school, where the parents and guardians of the students are expected to access their children's academic performance. This approach gives the parents and guardians of the student a sense of belonging.

Use of School Facilities by the Community

The school principal should not be resistant or harden to the community request to use the school facilities 'for important gathering that promote community development such as seminars, workshops, wedding, interest group meetings.

Organized Literacy Programme

School can help to organize and run literacy programme for members of the community. This can be done when school authority realizes that the level and number

of illiterate people is high. An ideal principal together with other staff members could design and organize lessons for such group of people in order to reduce illiteracy level of that community.

Acquisition of Local Skills from the Community

This is an approach, where the school principal exposes the students to learn traditional skills. Member of the community could be used as resource persons to teach such skills been practiced in the community. For example, blacksmithing, craft work.

2.10 Role Performances of Principals in the Maintenance of Facilities in Secondary Schools

Dare (2006) stated that the time it takes for a building to become physically obsolete depends on the quality of the original construction and materials as well as the quality of facility keeping and maintenance. Literarily, maintenance is the act of keeping something in good condition by checking or repairing it regularly. It could also be the act of making a state or situation continues as far as the usage of a particular school facilities are concerned. This involves an act of taking proper care of equipment by strictly being guided by specific regulations governing the use of such equipment.

Principals' role in the maintenance of facilities implies activities put in place to restore the physical conditions of facilities. Maintenance is therefore, defined as any action or group of actions taken to keep a facility in good working condition for as long as possible without failing to restore it to its operational state after a failure occurrence. Maintenance strategy is a systematic approach to upkeep the technical objects (Gandhare & Akarte, 2012). Activities involved in the maintenance of school facilities are;

1. Sweeping the floor or grounds.

2. Cleaning of the doors, windows, cobwebs on the ceiling roof and walls e.t.c
3. Cutting of grass in the surrounding; and in the field for games.
4. Cleaning of drainage system to allow free flow of water during rainy season.
5. Repairs of broken furniture, leaking roofs or blown off roofs for teaching-learning efficiency.
6. Renovation of dilapidated buildings and construction of new classrooms (Udoh and Akpa, 2007).

These tasks can be carried out by;

(a) Students
(b) Labour masters
(c) Staff in-charge of works
(d) Teachers
(e) Principal
(f) State governments
(g) The SUBEB (State Universal Basic Education Board)
(h) The LGEA (Local Government Education Authority)
(i) The PTA (Parents Teachers Association)

Maintenance of school facilities are done for the following reasons:

- As a result of wear and tear of usage;
- Physical decay;
- Obsolesce - growing out of use;
- Accident or natural disasters e.g. rain, storms, fire, acid, splash on the walls and tiles and so forth.

The management of academic and administrative affairs of schools traditionally falls within the purview of the principal. Unerringly, formal education in Nigeria is

rapidly changing and technically tailored towards meeting certain set goals, such as "education for all" (Nwaogu, 2013). The requirements of these various goals from the school managers are centred on the advancement of teaching and learning through the implementation of performance-based management, which is led by a management team, with the principal at the fulcrum. Given this onerous task, the principal, as a matter of fact, must understand the role of school managers to effectively manage not only staff but the facilities to meet the overall objectives of the school system. According to Ukeje (2000), the unsatisfactory performance often experienced in schools by students and educational programs is always attributed to lack of basic infrastructure, lack of adequate and accurate statistics, inadequate funding, embezzlement, bureaucratic bottleneck and poor attitude to work.

The maintenance of fcailities is one of the most crucial roles of principals. Though, most educational administrator have limited control over the source of funds for the schools, many of them, of course, influence the provision of facilities by careful and studied budgetary system, accounting, reporting and effective negotiations. The school administrators must ensure that the facilities are effectively used, well maintained to achieve a desired goals and objectives.

For school programmes to be carried out there must be provision of adequate physical facilities which include school buildings, school grounds, instructional equipments school buses etc. School plants must be highly flexible to provide for change. School plants require constant maintenance, worn out equipment; deteriorating paints and leaking roofs must be replaced. Most of the maintenance jobs require skilled labor from plumbers, carpenters, electricians, masons and painters. The principal has a duty to hire on demand or maintain a force of such craftsmen.

Importance should be given to the management of school facilities not only through planning or construction of new buildings/schools but also with the maintenance of existing facilities. Maintenance therefore involves maintaining items– buildings, furniture and equipment as far as is possible in their original condition (UNESCO, 1984). Principals' role in the maintenance of school plan is very crucial ascertaining its lifespan and efficiency.

Generally, the principal's responsibility in the management of educational facilities entails bringing together individuals as a group that will control, coordinate and articulate activities to achieve tangible and holistic learning for the overall benefit of the society (Omokorede, 2011). Buttressing this assertion, Ebong & Agabi in Nnabuo, Okorie and Agabi (2011), posit that school management by principals is the totality of efforts that are brought to bear in the provision and delivery of education to ensure that both human and material resources allocated to education are used to the best advantage in the pursuit of educational objectives and goals. The school management team headed by the principal must develop, support and equip staff with knowledge and skills to respond positively to the ever changing phenomenon of education to meet contemporary societal challenges. Abdulkareem (2011), opined that to achieve this, there must be continuous increase and adequacy of educational facilities, because the existing ones are often overstretched, poorly maintained and cannot provide and foster desirable, creative and harmonious problem-solving skills. Since education seeks to develop the minds and character of future citizens, their abilities, skills and potentials, in order to equip them for contemporary society, school facilities have to be supplied in adequate quantities, properly and effectively managed, controlled and supervised (Uko, 2001). According to her, it is prima-facie function of top management, down to the teaching and non-teaching staff.

In educational institutions, facilities constitute essential inputs, which create favourable learning environment, facilitate interaction and enhance achievement of educational objectives (Oyesola, 2007). In essence, the school curriculum would not be meaningful and functional if required facilities are not provided in adequate quality and quantity at appropriate times through the principal's administrative finesse (Uko and Ayuk, 2014).

Effective management of school facilities requires knowledge, skill and expertise in handling different facets of the school system (Uko, 2001). This to her calls on the ability of the principal to set required objectives, supervise facilities usage, formulate plans for procurement and ensure actual management and supervision of available facilities to attain set goals of the school system. The principal as the manager of the school organization therefore has the onerous task of mobilizing available human resource to ensure a proper running of the school. Complimenting, Mbipom (2002) opined that school facilities comprise the physical expression of the school curriculum in the construction, internal and external arrangements of the buildings, equipment, grounds, surroundings, general appearance which include the flower beds, paths, orchards, shrubs, playgrounds, classrooms, assembly hall, dining hall, desks and school farms.

2.10.1 Approaches to School Facilities Maintenance in Secondary Schools

Manga, Aliyu and Garba (2013) identified the types of school facilities maintenance approaches to include the following:

1. **The Individual School Custodian Maintenance Approach:** Here maintenance is highly centralised and the school custodian ensures that maintenance tools are not only provided but that subordinate staff on daily basis execute maintenance

duties. This approach could be effective where the custodian is dedicated to his duties. However, it could fail woefully, in cases of negligence of duty by the custodian especially where he is not penalised by the school head.

2. **District Wide Maintenance Approach:** This is where there is a fully staffed maintenance department with an expert maintenance crew which handles different aspects of maintenance works. This approach is mostly used in tertiary institutions which have a works department. The approach may however, be extended to secondary schools as it has the advantage of specialisation and cost effectiveness.
3. **Situational Maintenance Approach:** This depends on availability of funds that are usually generated by charging the public for their use of school facilities. The money is then used for the maintenance of facilities. Secondary schools could charge some money for the use of their halls, play grounds, furniture, vehicles and other facilities by the community. Caution deposits should also be charged to repair damaged facilities.
4. **Committee Maintenance Approach:** This centres on giving maintenance responsibility to a constituted works committee comprising of teachers, students and supporting staff. The committee is in charge of fund raising, receiving complaints on damaged facilities, organising direct labour, collecting data and data on condition of school plant. School administrators need to delegate authority and provide necessary support to enable the committee to function effectively. The approach also helps to ensure collective responsibility.
5. **Community Participating Maintenance Approach:** This is where technical experts and professional brick layers, plumbers, carpenters, welders, mechanics and other members of the community form a committee jointly with the school

to provide maintenance services. This approach helps to strengthen good relationship between the school and the community. It helps to draw the advantage of various experts for quality maintenance of facilities in schools.

6. **Emerging Maintenance Approach:** Action regarding school plant maintenance is taken only when there is an emergency situation or disaster. Maintenance is done haphazardly without a pre-determined plan. This approach has the fundamental weakness of being retro-active as it waits for serious maintenance problems to occur before action is taken to solve the problems. It is curative rather than preventive.
7. **Ad-hoc Maintenance Approach:** This is where limited funds for maintenance are kept with an official of the Ministry or School Board to respond toe maintenance needs of schools according to the gravity of their needs. Each school requests or demands for funds to tackle specific problems within the limits of the resources available for schools in a particular region, zone or local government.
8. **Preventive Maintenance Approach:** This is a well-planned pro-active and systematic maintenance approach that constantly checks and takes preventive measures before problems will arise. This is regarded in this paper as the best maintenance approach.

2.10.2 Problems of School Plant Maintenance in Secondary Schools

The maintenance of school facilities is usually confronted with some challenges. According to Manga, Aliyu and Garba (2013), some of these problems that grossly erode the sustenance of maintenance culture include:

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

2. Lack of adequate finances to purchase maintenance tools and pay for the labour that needs to be employed to carry out maintenance activities in regular basis.
3. Lack of regular inspection to detect damaged building equipment, furniture and other infrastructure for prompt repairs.
4. Lack of regular supervision of staff to ensure that school plant maintenance activities are executed on daily basis and in accordance with staff schedules of duties.
5. Lack of a clear schedule of duties allocated to guide staff with job descriptions of maintenance activities sharing what they should do, when to do it and when to do it.
6. Lack of delegation of authority to or committee so they can actively participate in the performance of maintenance operators. This is mostly where school heads over centralised and monopolise authority to themselves.
7. Lack of application of punitive measures or other sanctions against staff who are found wanting in the discharge of their maintenance operations. This is to discourage deliberate negligence of duty.
8. Lack of rewarding hardworking staff who showed exceptional commitment on performance of school plant maintenance activities; this equally discourages them from putting extra efforts.
9. Lack of adequate enlightenment programmes to educate staff on the need to embrace maintenance culture. This is coupled with lack of interest and enthusiasm by both school administrators and staff towards school plant maintenance.

2.10.3 The Need for Effective Facilities Management in Secondary Schools

Asiabaka (2008), maintained that school facilities management play a pivotal role in the actualization of educational goals and objectives by satisfying the physical and emotional needs of the staff and students. According to her, physical needs are met through the provision of safe structures, adequate sanitary facilities, a balanced visual and thermal environment, sufficient shelter space for work and play; while emotional needs are met by creating a pleasant surroundings, friendly atmosphere and an inspiring environment. Supporting the need for effective management of facilities in schools, Fenker (2004) stated that it involves a planned process to ensure that the buildings and other technical systems support the proper discharge of operations and services within the school organization. Mbipom (2002), stated that school plant is a major component of school facilities. She further stated that since teaching and learning do not take place in a vacuum, school facilities give meaning to the planned curricular and extra-curricular activities. To her, any discussion on the school plant starts with the conceptualization of the educational programmes to be offered in the school. Thus, the nature and type of educational programmes will determine the nature and type of school plants to be provided.

Asiabaka (2008) further stated that the provision and management of school facilities must take into cognizance modern views of the teaching-learning process which have moved beyond memorizing to involvement of teachers and students in applying, analyzing, synthesizing and evaluating to stress the need for flexibility in time and space. Thus, the complexity of the learning environment requires flexibility in the design of facilities to meet present day school needs- that is, the facilities should be designed to meet diverse academic needs of the school system. According to her, in today's parlance, multipurpose facilities used for academic activities during school

hours may also be available for use by the community during and after school hours. Such programmes may be used for continuing education programmes, social activities and recreation. This requires proper scheduling of such facilities to allow for accessibility to the community or other public users during school hours without interfering with academic programmes. This will eliminate the burden of duplication of such facilities as conference halls, gymnasium, library, theatre, football pitch, tennis court, swimming pool and other sporting facilities, thereby integrating the collective effort towards cost effectiveness and enhancing healthy school-community harmonious relationship.

The need for effective management of school facilities according to Hargreaves, Earl, Moore and Manning (2011), leads to a shift in the conception of principalship from the managerial and administrative perspective to that of instructional leadership whereby the principal acts as a leader in all aspects of the school curricula, imparting and enforcing on the intellectual and emotional development of the teachers, changing the instructional climate of the school and affecting and transforming the students learning and achievement behavior and attitude.

An evaluation by Morgan (2000) showed that the condition, adequacy and effective management of educational facilities had a stronger effect on the overall performance of students than the combined influences of the family background, socio-economic status, school attendance and behavior. A major need of maintaining an effective management of educational facilities is that the school environment and the activities that take place therein must be considered healthy and productive, otherwise it will expose the untidy, careless and non-challant attitude of the principal, teachers, custodial staff, students and their educational programmes.

2.11 Management in Secondary Schools

According to Jones (2013), management in schools is the function that coordinates the efforts of school heads to accomplish goals and objectives by using available resources efficiently and effectively. Management includes planning, organizing, staffing, leading or directing, and controlling an organization to accomplish the goal or target. Resourcing encompasses the deployment and manipulation of human resources, financial resources, technological resources, and natural resources. Management is also an academic discipline, a social science whose objective is to study social organization.

Management involves identifying the mission, objective, procedures, rules and manipulation of the human capital of an enterprise to contribute to the success of the enterprise. This implies effective communication: an enterprise environment (as opposed to a physical or mechanical mechanism) implies human motivation and implies some sort of successful progress or system outcome. As such, management is not the manipulation of a mechanism (machine or automated program), not the herding of animals, and can occur either in a legal or in an illegal enterprise or environment. Management does not need to be seen from enterprise point of view alone, because management is an essential function to improve one's life and relationships. Management is therefore everywhere and it has a wider range of application. Based on this, management must have humans, communication, and a positive enterprise endeavor. Plans, measurements, motivational psychological tools, goals, and economic measures (profit, etc.) may or may not be necessary components for there to be management. At first, one views management functionally, such as measuring quantity, adjusting plans, meeting goals. This applies even in situations where planning does not

take place. From this perspective, Henri Fayol (1841–1925) considers management to consist of six functions:

1. forecasting
2. planning
3. organizing
4. commanding
5. coordinating
6. controlling

(Henri Fayol was one of the most influential contributors to modern concepts of management.) In another way of thinking, Mary Parker Follett (1868–1933), allegedly defined management as "the art of getting things done through people". She described management as philosophy.

Critics, however, find this definition useful but far too narrow. The phrase "management is what managers do" occurs widely, suggesting the difficulty of defining management without circularity, the shifting nature of definitions and the connection of managerial practices with the existence of a managerial cadre or of a class. One habit of thought regards management as equivalent to "business administration" and thus excludes management in places outside commerce, as for example in charities and in the public sector. More broadly, every organization must "manage" its work, people, processes, technology, etc. to maximize effectiveness. Nonetheless, many people refer to university departments that teach management as "business schools". Some such institutions (such as the Harvard Business School) use that name, while others (such as the Yale School of Management) employ the broader term "management".

English-speakers may also use the term "management" or "the management" as a collective word describing the managers of an organization, for example of a corporation. Historically this use of the term often contrasted with the term "labor" - referring to those being managed. Although management as a discipline is more than 80 years old, there is no common agreement among its experts and practitioners about its precise definition. In fact, this is so in case of all social sciences like psychology, sociology, anthropology, economics, political science etc. As a result of unprecedented and breath-taking technological developments, business organizations have grown in size and complexity, causing consequential changes in the practice of management. Changes in management styles and practices have led to changes in management thought.

Moreover, management being interdisciplinary in nature has undergone changes because of the developments in behavioural sciences, quantitative techniques, engineering and technology, etc. Since it deals with the production and distribution of goods and services, dynamism of its environments such as social, cultural and religious values, consumers' tastes and preferences, education and information explosion, democratization of governments, etc., have also led to changes in its theory and practice. Yet, a definition of management is necessary for its teaching and research, and also for improvement in its practice.

Many management experts have tried to define management. But, no definition of management has been universally accepted. But in the present era the concept of management is identified in the wide areas and its frontiers have been pushed to a broader range. Apart from profitable organizations even non-profitable organizations (NGOs) apply management concepts. The concept and its uses are not constrained.

Management on the whole is the process of planning, organizing, staffing, leading and controlling.

2.11.1 Performance Assessment Process of a School Principal

The performance assessment process deals with two main components. The first is the performance of an organization for each of the stakeholders. This includes stock price and dividends for shareholders, compensation and benefits for employees, and product quality and performance for consumers. The second component of performance assessment is people-centered metrics that measure the degree to which an organization satisfies and enriches people. Without a doubt, organizations are weak at assessing the more human side of performance. As noted above, we advocate an approach to leadership that emphasizes people-orientated outcomes in ways that are consistent with traditional objectives (Lobley, 2000). The fundamental premise of leadership and organizational change is that leadership processes positively affect performance and value outcomes. Fostering the proper connectivity across different sets of people is central to driving performance as noted by the aforementioned research. These approaches focus on establishing the relationships among employee satisfaction, stakeholder loyalty, financial performance as well as profitability and shareholder value (Heskett *et al*., 1994). Evaluation models that directly assess people-related performance are needed to help formalize a shift in organizational focus towards people. Other metrics can be unobtrusive such as measures of absenteeism, time spent at work, and retention.

One challenge to monitoring performance is the inadequacy of metrics to connect evaluations of people within organizations to those of people on the outside (Peterson et al. 2009). Outside of assessing a field sales force, few companies connect

employee performance measures and customer measures on a person-to-person basis so that consumer experiences can be improved by addressing an employee's behaviour. In addition, measurement systems tend to be functionally driven, providing return measures for specific tactics but not capturing the benefits of more people-centered outcomes. Unanswered are questions about how training programs may make employees happier or how added restrictions or oversight in the workplace might make people feel threatened. Hence, these metrics and indicators for people-orientated leadership represent the performance standards necessary to coordinate the four leadership processes described earlier and ensure leadership activities are well-planned and executed.

2.12 Empirical studies

Under this section, research works empirically done by researchers were reviewed. Olibie (2010) conducted a study titled roles and action of school pricinpals in managing curricular reforms in Nigeria. The study focused on instructional leadership roles that principals play in curriculum reforms and their leadership action. The objectives of the study were to identify:

i. the instructional leadership roles that principals play in curricular reforms
ii. their leadership actions, and
iii. how crucial leadership power is for teachers' roles and actions in implementing curricular reforms.

The study had three research questions. The descriptive research design was utilized on a population comprising 268 pricipals and 5,587 secondary school teachers. A sample of 80 pricipals and 1,678 teachers were randomly selected for the study. The instrument used was a questionnaire titled Leadership for School Implemmentation of

Curicullum Reforms Questionnaire (LSCQ) was used to collect data from the respondents. Data collected was analyzed using statistical mean based on the Likert scale of Strongly Agree, Agree, Disagree and Strongly disagree. The study revealed that principals provide curriculum and instructional leadership to a little extent. Also, principals were found to take actions such as planning with teachers to implement curriculum, communicate clear visions and goals of instructional motivations, giving sufficient support to staff initiative and self-discovery on curriculum changes. Principlas were further found to facilitate strategies that make for improvement of students' achievement standards and regular supervision. However, principals disagree that leadership power can help a leader to mentor teachers to improve their pedagogical skills. This study is similar to the present since it centered on principal roles. However, the present study is unique because it's focused on the role performances of principals which the study under review does not critically examine. The study was carried out in Anambra State while the present study was carried out in Kaduna State, Nigeria.

Nkwoh Kelechukwu (2011), carried out a research titled "the administrative roles of private secondary school principals in Aba zone of Abia State". It is a survey research and it adopted seven research questions that guided the study. The objectives of the research were to determine the principals' role in effectively managing the financial and school business administration, students' personnel administration, staff personnel administration, instruction and curriculum development and in general tasks.

Sample of six hundred and sixteen (616) respondents' was chosen from group of teachers of schools. The six hundred and sixteen respondents were selected by stratified, random proportionate techniques across Aba education zone of Abia State. The instrument used to collect data is a 35- item questionnaire on Principal Administrative

Tasks Performance Evaluation Question (PATPEQ) which was based on Likert's 4-point scale-I lightly Effective. Moderately effective and Not Effective- was used to collect data. The result was analyzed using mean and standard deviation. The result revealed that principals were moderately effective in financial and school business administration, students' personnel administration, staff personnel administration instruction and curriculum development and in general tasks.

The principals were effective in school-community relation and they were not effective in school plants. Based on the discussions and conclusions, the researcher made some of the following recommendations on the way forward. The selection of principal should be done based on certain criteria which are logical laid down by the state education board and made available to prospective principals. There is need for regular seminars and workshop for private secondary school principals on principal's administrative roles, the principals should also be sensitized on how to show concern to staff and build cohesive work groups for the delivery achievement of educational goals.

Similarity of the present study lies in the fact that both studies were concern with the administrative and leadership roles of secondary school principals. The study was carried out with seven objectives; also the present study was carried out with seven objectives, research questions and seven null hypotheses. Despite that the research work contributed to the current research work, the researcher did not test any null hypothesis if not a better result would have emerged. Also, the location of the study was Abia State, Nigeria while the present study was taken in Kaduna State, Nigeria.

Kolawole (2011), studied the instructional supervisory roles of secondary school principals and inspectors of the ministry of education in Lagos State. The objective of

the study was to find out the relationship between the instructional supervisory roles of Secondary School Principals and inspectors of the Ministry of Education in Lagos State.

A total of 20 principals and 20 inspectors were randomly selected. The descriptive survey research design was adopted for the study which utilized two sets of questionnaire to gather information from the sample chosen for the study. Two hypotheses were generated and tested at 0.05 level of significance. The data collected were analyzed using Pearson product moment correlation to test the relationship. The study revealed that there was significant relationship between principals and inspectors instructional supervision. The study also showed that principals and inspectors were alert to the possibilities for improvement of instructions, possess the ability to work and actively engaged in discharging their duties in terms of monitoring and evaluation. Based on the findings, it was recommended that the Principals and inspectors should be given more necessary orientation which would guide them the more in their positions as instructional supervisors. The study under review emphasized the supervisory (monitoring and evaluation) role of the principal which is a fraction of what the present study investigated. The role performance of the principal is not limited to monitoring and evaluation alone but much more as explored by the present study. A dissimilarity in the study reviewed and the present study lies in the location of research. The present present study was taken in Kaduna State, Nigeria while the study reviewed was carried out in Lagos State, Nigeria.

Sule (2013) investigated the influence of the principal's supervisory demonstration strategy on teachers' job performance in Nigerian secondary schools. The Specific objective of this study Is to determine the extent to which the principal's supervisory demonstration strategy influences teachers' job performance. Respondents

comprised 232 teacher and 9,533 students of secondary schools in Cross River State. 660 teachers and 3,300 students selected using the stratified random sampling and the simple random approach make up the sample for the study. Data was collected with Principals' Instructional Supervisory Strategies Questionnaire (PISSQ) and Teachers' Job Performance Scale Questionnaire (TJPSQ). The result of analysis utilizing one-way analysis of variance (ANOVA) indicated that principal's demonstration strategy did not significantly influence teachers' job performance. The study recommended that regular supervision should be organized by the Ministry of Education using more robust supervisory strategies which may include classroom visitation and inspection, inspection of teachers' lesson notes, conferencing strategy, inspection of teachers' record keeping, and administrative workshop strategy. This was carried out in Cross River State and it is interested only in the supervisory role of the principal as it relates to teacher and students in terms of his/her demonstrative ability. The present was carried out in Kaduna State and it aimed at all-encompassing role performance of the principal of which supervisory function is as aspect of. This make the present study different.

Another study by Adegbesan (2013) investigated why some principals prefer to embrace certain leadership styles and the effect of such styles on the teachers' attitude to work. The purpose of this study was to investigate why some principals prefer to embrace certain leadership styles and the effect of such styles on the teachers' attitude to work. The study had three research questions and four hypotheses which centered on the leadership role of the principals. The study adopted the descriptive research design. The random sampling technique was used to draw a sample of 45 teachers and 56 principals from the secondary schools in Abeokuta South Local Government Area. Structured questionnaire and interview were used to elicit information from the respondents. The questionnaire adopted the four point rating, which enabled respondents to indicate the

extent of agreement or disagreement with the questionnaire items. The data collected were subjected to a number of statistical analyses, including frequency counts and percentages, t-test and Chi-square tests. The findings of the study revealed that the administrative styles adopted by the principals of secondary schools in Abeokuta South Local Government Area were found to be inadequate for effective school administration. The personality traits exhibited by the principals appeared somewhat harsh to their subordinates. Teachers in these schools were not adequately motivated and encouraged to carry out their duties. Based on the above findings it is recommended that principals in Abeokuta South Local Government Secondary Schools should not see themselves as all in all. They should involve their subordinates when taking vital decisions. There should be free flow of information in the schools. The work has implication for policy and practice of secondary education in Abeokuta South Local Government Area.

The study under review was a thorough one; because it look at some of the functions of the principal in secondary school which includes administration and coordination of the activities of the school for effectiveness and students'achievment. It is also concerned with the behaviour teachers expect the principals to put up. The present study focused on the in-depth role performance of principals which goes beyond the functions related in the reviewed literature. In terms of location, the study reviewed was carried out in Abeokuta South Local Government Area while the present study was taken in Kaduna Metropolis of Kaduna State, Nigeria.

2.13 Summary

Attempts have been made to highlight and analyze the opinion of different scholars under the major sub-topics used. The review of literature identified that a

principal of a school does not work in isolation. The theory used in the study assumed that people inherit certain qualities and traits that make them better suited for leadership. The leader's main job is to see that whatever is necessary to group needs are well taken care of; thus, a leader can be said to have done his/her job well when he has contributed to group effectiveness and cohesion.

The functions of the principal include; definition of goals and purposes, organization of the school, staff development, curriculum development and instruction, discipline, school community relations, provision and maintenance of facilities and equipment, guidance and counselling, financial matters, and evaluation. The principal cannot carry out all these responsibilities alone. Some responsibilities are therefore, delegated in various combinations to the vice- principal(s) and his/her other assistants. It has been observed that principals are central in the management of schools and their involvement in decision making process is such a sensitive issue in schools that neglect of it could cause a lot of rift, conflict, misgiving and hindrance to the realization of the objectives of the school goals. Hence, the principal must not only be concerned with the professional problems of his staff, their personal problems are his concern also.

In addition, for communication to be effective, information must flow down the ladder i.e from principal, down to students as well as laterally, e.g among the Heads of departments and up the ladder, from students up to the principal. Also, the school administrators must ensure that the school facilities are effectively used well maintained to achieve a desired goals and objectives. Principals and teachers in Kaduna State secondary schools need to be disciplined in order to maintain discipline in the schools. Facts remains that a very disciplined principal mostly influences his subordinates in the whole school setting. Consequently, the teacher's attitude which forms the link between the principal and the students' performance is in no doubt greatly influenced by the right

attitude and well disciplined principal. The principal of a school among other things is a public relations officer. He is expected to know the community within which the school exists and to establish and maintain a cordial relationship between the school and the community.

From the empirical studies reviewed, it was observed that majority of the researchers focused their attention on: An evaluative study of the administrative process by secondary school principals in the Durban South Region; The administrative roles of private secondary school principals in Aba zone of Abia State; The roles of principals in schools", a test for school administrators in secondary schools; and Principals role performances of decisions making in secondary schools. Based on the above, the conduct of this study will provide information that will focus on the Assessment of role performances of principals in secondary schools in Kaduna metropolis, Kaduna state, Nigeria.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The purpose of this study is to assess the role performances of principals in secondary schools in Kaduna metropolis, Kaduna state, Nigeria. This chapter presents the methods and procedures adopted in the conduct of this study. The presentation was done under the following sub-headings:

3.2 Research Design

3.3 Population of the study

3.4 Sample and Sampling Technique

3.5 Research Instruments

3.5.1 Validity of the Instrument

3.5.2 Pilot Study

3.5.3 Reliability of the Instrument

3.6 Procedure for Data Collection

3.7 Procedure for Data Analysis

3.2 Research Design

The research design adopted for this study is the descriptive survey method. Survey method is a method characterized by the selection of random sample from a large and small population in order to obtain empirical knowledge of contemporary nature. The survey method was adopted because the research involved collecting data from many respondents.

3.3 Population of the Study

A research population is all the existing elements of the group to whom the result of the investigation could be generalized unto (Yabo, 2007:31). The population of this study comprised all public schools' principals, teachers, non-teaching staff and supervisors in Kaduna metropolis, Kaduna State, Nigeria. Thus, the overall population consisted of sixty-one (61) principals, two thousand five hundred and thirty-two (2,532) teachers, six hundred and thirty (630) non-teaching staff and 103 supervisors as shown in Table 1.

Table 1: Population for the Study

S/ No	Respondents	Number
1	Principals	61
2	Teachers	2532
3	Non-teaching Staff	630
4	Supervisors	103
	Total	**3326**

Source: Kaduna State Ministry of Education (2016)

3.4 Sample and Sampling Technique

A sample is a small group of element drawn through a definite prceeedure from a specified population (Yabo, 2007). Adetoro (1986) said that one-third of a population is adequate to represent the total population in a relatively homogeneous group. Howevr, Nwana (1981) argued that there is no fixed and inviolate rule regarding the size of a sample. The author maintained that no fixed percentage or number is ideal but the circumstances that determines the number of respondent for a research. Hence, the sample size for the study was determined by taking 10% of the entire population. Consequently, twenty-one (21) principals, 253 teachers, 63 non-teaching staff and 10 supervisors were ramdomly selected as sample for the study. This is shown in Table 2.

Table 3.2: Sample for the Study

S/ No	Respondents	Number
1	Principals	21
2	Teachers	253
3	Non-teaching Staff	63
4	Supervisors	10
	Total	**347**

3.5 Research Instrument

The instrument for this study was a questionnaire adopted from Maina (2014), which was subsequently validated. The researcher used four sets of questionnaire; one set for principals, one for teachers, another set for supervisors and one for non-teaching staff. The questionnaires was divided into two sections, A and B. Section A contains the bio-data of the respondents such as school, school location, gender, qualification, level of study and designation among others. Section B will be consisted of 70 items. The items was employed to elicit information from respondents.

The items were positively and negatively worded, the positive and negative items were randomly distributed to minimize response set. The questionnaire were rated in a 5 point-likert-scale of Strongly Agreed (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). The response were coded as strongly agreed (5), agreed (4), undecided (3), disagreed (2), and strongly disagreed (1).

3.5.1 Validity of the Instrument

A measuring instrument is considered valid only when it measure truly and accurately what it intends to measure. In this case, content/face validity of the instrument was determine by given two expert who determined whether the items were well structured in line with the hypotheses and whether they elicited the required information. As such, the instrument was submitted to the two supervisors in the

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

3.5.2 Pilot Study

Following the validation of the instrument; pilot study was conducted in order to determine the reliability coefficient of the instruments and to determine problem areas in the conduct of the main research. While conducting the pilot study, a total of 50 participants from Zaria Educational Zone, selected by the simple random sampling method participated in responding to the questionnaire which were divided as follows, 6 principals, 28 teachers, 12 non-teaching staff and 4 supervisors.

3.5.3 Reliability of the Instrument

The data collected from the pilot study were statistically analyzed for the purpose of determining the reliability of the questionnaire. The reliability was determined using Cronbach's Alpha technique which determined the suitability of the instrument for the study, and it yielded a coefficient value of 0.86 (see appendix III). This means that the instrument is reliable for gathering data as suggested by Usman in Alasoluyi (2015) that a reliable test should have a high reliability coefficient close to +1.

3.6. Procedure for Data Collection

After collecting an introductory letter from the Head of Department of Educational Foundations and Curriculum in the Faculty of Education, Ahmadu Bello University, Zaria, sets of questionnaires and introductory letter was taken to the principals of the sampled schools. Copies of questionnaire were administered by the researcher and with the help of research assistance to ensure that it was correctly filled

and returned. All the sample schools were visited at different dates to administer the questionnaires to the principals, teachers, non-teaching staff and supervisors. After completion, all the copies of questionnaire were collected from each school for analysis.

3.7 Procedure for Data Analysis

In analyzing the bio-data and research questions, data collected were presented in a tabular form and responses were calculated in percentages followed by detailed interpretation. In other to ease the calculation for the questionnaire item, the responses for "Strongly Agree", "Agree" were considered up as "Agree" and those of the "Strongly Disagree" and "Disagree" were considered as "Disagree". The hypotheses were tested using the Analysis of Variance (ANOVA) $P \leq 0.05$ level of significance. Any hypothesis that is greater than 5% or P □ 0.05 was rejected and any hypothesis that is less than or equal to 5% i.e $P \leq 0.05$ was retained.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF RESULT

4.1 Introduction

This chapter presented the summary of the results found from the study. The data was obtained from principals, teachers, inspectors and none-teaching staff in public secondary schools in Kaduna metropolis, Kaduna state, on the role performances of principals in secondary schools in Kaduna metropolis, Kaduna State, Nigeria. The total of 21 principals, 253 teachers, 63 non-academic staff and 10 supervisors from Kaduna metropolis responded to the instrument. The analysis of the data was presented according to each specific research question and hypothesis. The first section of this chapter presents the frequency and percentages of the bio-data information which include status, gender, school ownership, school type and school location. The second section presents answers to research questions using frequencies, mean and standard deviation. The third section presents and interprets the four null hypotheses structured along the research objectives by means of inferential statistical technique of Analysis of Variance (ANOVA) to determine the presence or absence of significant difference for the seven hypotheses. All the null hypotheses were tested at 0.05 alpha level of significance. The fourth section outlined the major findings of the study and the last section discussed the findings of the study in detail.

4.2 Bio-Data of the Respondents

The following tables shows the frequency and percentage of the bio-data of the respondents:

Table 3: Classification of the Respondents by Status

Respondents	Frequency	Percentage
Principal	21	6.1
Teacher	253	72.9
Non-Teaching	63	18.2
Inspectors	10	2.9
Total	**347**	**100**

Table 3 illustrates the classification of the respondents by status where 21 (6.1%) of the respondents are principal while 253 (72.9%) are teachers, 63 (18.2%) are non-teaching and the little 10 (2.9%) as inspectors.

Table 4: Gender Classification of the Respondents

Gender	Frequency	Percentage
Male	247	71.2
Female	100	28.8
Total	**347**	**100**

Table 4 revealed that a total of three hundred and forty-seven (347) respondents were used for the study, with the total of 247 or 71.2% male and 100 or 28.8% female. This shows that male population were more represented in the study.

Table 5: School Ownership

Variable	Frequency	Percentage
Public	347	100
Total	**347**	**100**

Table 5 shows that all the schoosl used were owned by public (Government schools) as this has the frequency and percentage of 347 or 100%.

Table 6: School Type

Variable	Frequency	Percentage
Day School	16	76.2
Boarding/Day	5	23.8
Total	**21**	**100**

Table 6 shows that out of the total schools used, 16 or 76.2% were day school while the remaining 5 or 23.8% are boarding/day schools.

Table 7: Experience of the Respondents

	Frequency	Percentage
1–10yrs	124	35.7
11–20yrs	150	43.3
21–30yrs	60	17.3
31 and above	13	3.7
Total	**347**	**100**

Table 7 depict that (124 or 35.7%) of the respondents have between 1–10 years of experience, while 150 or 43.3% of the respondents have between 11–29years of experience and 60 or 17.3% of the respondents have between 21–30years of experience. Likewise, 13 or 3.7% of the respondents have 31years and above experience in teaching (school administration) of secondary schools.

Section B: Principals Role of Interpersonal relationship in secondary school Administration in Kaduna metropolis, Kaduna State.

This section deals with the responses of the respondents on the roles of principals in interpersonal relationship in secondary school Administration in Kaduna metropolis, Kaduna state.

TABLE 8: Opinions of Respondents on the Interpersonal Relationship Role Performances of Principals in Secondary School Administration in Kaduna Metropolis

S/N	Item statement	Respondents	RESPONSE CATEGORIES						
			Agree		Undecided		Disagree		Total
			F	%	F	%	F	%	
1	The principal ensures that school uses people from local community to give talks to students on religious issues.	Principals	17	81.0	0	0	4	19.0	**21**
		Teachers	160	63.2	0	0	93	36.8	**253**
		Supervisors	4	40.0	0	0	6	60.0	**10**
		Non-Teaching	51	81.0	0	0	12	19.0	**63**
2	The principal ensures that people from local community are made to give talks on health issues.	Principals	2	9.5	0	0	19	90.5	**21**
		Teachers	0	0	0	0	253	100	**253**
		Supervisors	0	0	0	0	10	100	**10**
		Non-Teaching	14	22.2	0	0	49	77.8	**63**
3	The principal invites the local community to witness school programme/events.	Principals	21	100	0	0	0	0	**21**
		Teachers	253	100	0	0	0	0	**253**
		Supervisors	10	100	0	0	0	0	**10**
		Non-Teaching	63	100	0	0	0	0	**63**
4	The principal allows members of the local community to cement good relationship between school and local community.	Principals	11	52.4	0	0	10	47.6	**21**
		Teachers	191	75.5	0	0	62	24.5	**253**
		Supervisors	6	60.0	0	0	4	40.0	**10**
		Non-Teaching	34	54.0	0	0	29	46.0	**63**
5	The principal attends ceremonies of the local community to cement good relationship between school and local community.	Principals	17	81.0	0	0	4	9.0	**21**
		Teachers	210	83.0	0	0	43	17.0	**253**
		Supervisors	5	50.0	0	0	5	50.0	**10**
		Non-Teaching	51	81.0	0	0	12	19.0	**63**
6	The principal ensures that majority of lower positions of non-academic staff are occupied by the local community.	Principals	2	9.5	0	0	19	90.5	**21**
		Teachers	37	14.6	0	0	216	85.4	**253**
		Supervisors	2	20.0	0	0	8	80.0	**10**
		Non-Teaching	20	31.7	0	0	43	68.3	**63**
7	The principal ensures that preference is given to the local community during admission exercise.	Principals	17	81.0	0	0	4	19.0	**21**
		Teachers	160	63.2	0	0	93	36.8	**253**
		Supervisors	4	40.0	0	0	6	60.0	**10**
		Non-Teaching	51	81.0	0	0	12	19.0	**63**
8	The principal ensures that consumables and other essential items for staff and purchase from the local community.	Principals	13	61.9	3	14.3	5	23.8	**21**
		Teachers	155	61.3	17	6.9	81	32.0	**253**
		Supervisors	6	60.0	0	0	4	40.0	**10**
		Non-Teaching	40	63.5	8	13.0	15	23.8	**63**
9	The principal uses elders in the local community in tackling problems of indiscipline.	Principals	10	47.6	0	0	11	52.4	**21**
		Teachers	180	71.1	0	0	73	28.9	**253**
		Supervisors	8	80.0	0	0	2	20.0	**10**
		Non-Teaching	60	95.2	0	0	3	4.8	**63**
10	The principal uses his position to get accommodation for staff in the local community.	Principals	7	33.3	2	19.1	10	47.6	**21**
		Teachers	90	35.6	13	5.1	150	59.3	**253**
		Supervisors	8	80.0	1	10.0	1	10.0	**10**
		Non-Teaching	21	33.3	11	17.5	31	49.2	**63**

Table 8 presented the opinions of the respondents on the principal's interpersonal relationship role performances in secondary school administration in kaduna metropolis. The Table revealed that majority of the principals (81.0%), Teachers (62.2%) and Non-teaching (81.0%) all agree that principls ensures that school uses people from local community to give talks to students on religious issues. However, the supervisors (60.0%) disagree with this view. On the issue that principal ensures that people from local community are made to give talks on health issues all the respondents, principals (95.5%), Teachers (100.0%), supervisors (100.0%),) and Non-teaching (77.8.0%) disagree. All the principals (100.0%), Teachers (100.0%), supervisors (100.0%),) and Non-teaching (100.0%) agree that principals invites the local community to witness school programme/events. The views that principal allows members of the local community to cement good relationship between school and local community varies but majority of the respondents; principals (52.4%), Teachers (75.5%), supervisors (60.0%),) and Non-teaching (54.0%) agree.

From the Table, majority of the principals (81.0%), Teachers (81.0%), supervisors (50.0%),) and Non-teaching (81.0%) agree that principal attends ceremonies of the local community to cement good relationship between school and local community. In contrast, majority of the principals (90.5%), Teachers (85.4%), supervisors (80.0%),) and Non-teaching (68.3%) disagree on the view that principal ensures that majority of lower positions of non-academic staff are occupied by the local community. The Table also revealed that 60.0% of the supervisor disagree while 81.0% of the principal, 63.2% of teachers and 81.0% of non-teachers agree with the opinion that principal ensures that preference is given to the local community during admission exercise. In another dimension, principals (61.9%), Teachers (61.3%), supervisors

(60.0%),) and Non-teaching (63.5%) agree that principals ensure that consumables and other essentials items for staff are purchased from the community.

Furrthermore, only principal (52.4%) disagree with the view that principals use elders in the local community in tackling problems of indiscipline while teachers (71.1%), supervisors (80.0%) and and Non-teaching (60.0%) agreed. Finally, on the issue that principals use their position to get accommodation for staff in the local community, principals (52.4%), supervisors (80.0%) and non-teaching staff (51.8%) agree while teachers (59.3%) disagree. From the analysis, most of the resondents agree with the views on principals' interpersonal relationship role performances in secondary scools administration in kaduna metropolis with regard to the local community.

Table 9 presented the opinions of the respondents on the principal's interpersonal relationship role performances in secondary school administration in Kaduna Metropolis.

Table 9 revealed that principals encourages teachers to work in harmony, as this item attracted the highest mean response of 4.7233, with details showing that all the respondents strongly agreed with the item, while no respondents disagreed with this item. Result also revealed that the principal's leadership role leads to good relationship between school and local community.

TABLE 9: Opinions of Respondents on Interpersonal Relationship Role Performances of the Principals in Secondary School Administration in Kaduna Metropolis

S/N	Item statement	RESPONSE CATEGORIES					MEAN	STD
		SA	A	U	D	SD		
1	The principal in my school interacts with his/her subordinates freely.	128	96	-	123	-	3.66	1.29
2	The principal encourages teachers to work in harmony.	251	96	-	-	-	4.72	0.45
3	The principal encourages teachers to have good interpersonal relationship with students.	123	128	-	96	-	3.80	1.19
4	The principal in my school does not emphasize on peaceful co-existence among students.	219	-	-	-	128	3.52	1.93
5	The principal's leadership role leads to good relationship between school and local community.	251	-	-	96	-	4.17	1.34
6	The principal is at logger heads with staff in my school.	123	-	-	96	128	2.69	1.76
7	The principal's inability to relate well with teachers makes them disengage from extracurricular activities in the school.	123	96	-	-	128	3.25	1.76
8	The principal does not relate well with his/her vice principals in my school.	219	-	-	-	128	3.52	1.93
9	Officials of MOE/Board of directors see the principal as an arrogant person.	-	123	-	96	128	2.34	1.29
10	The PTA officials do not have good interpersonal relationship with principal.	-	-	123	128	96	2.08	0.79

TABLE 10: Opinions of the Respondents on the Principals' Decision Making Process in Secondary School Administration in Kaduna Metropolis

S/N	Item statement	Respondents	RESPONSE CATEGORIES						Total
			Agree		Undecided		Disagree		
			F	%	F	%	F	%	
1	The principal involves teachers in decision making process on issues that affect them.	Principals	10	47.6	0	0	11	52.4	**21**
		Teachers	172	68.0	0	0	81	32.0	**253**
		Supervisors	5	50.0	0	0	5	50.0	**10**
		Non-Teaching	43	100	0	0	20	31.7	**63**
2	The principal involves non-teaching staff in decision making process on issues that affect them.	Principals	21	100	0	0	0	0	**21**
		Teachers	253	100	0	0	0	0	**253**
		Supervisors	10	100	0	0	0	0	**10**
		Non-Teaching	63	100	0	0	0	0	**63**
3	The students take part on decision making process in my school.	Principals	17	81.0	0	0	4	19.0	**21**
		Teachers	160	63.2	0	0	93	36.8	**253**
		Supervisors	4	40.0	0	0	6	60.0	**10**
		Non-Teaching	51	81.0	0	0	12	19.0	**63**
4	PTA takes part on the decision making of my school.	Principals	11	52.4	0	0	10	47.6	**21**
		Teachers	125	49.4	0	0	128	50.6	**253**
		Supervisors	6	60.0	0	0	4	40.0	**10**
		Non-Teaching	34	54.0	0	0	29	46.0	**63**
5	Members of the local community take part in the decision making process in my school.	Principals	17	81.0	0	0	4	19.0	**21**
		Teachers	160	63.2	0	0	93	36.8	**253**
		Supervisors	4	40.0	0	0	6	60.0	**10**
		Non-Teaching	51	81.0	0	0	12	19.0	**63**
6	The principal communicates to the ministry of education/proprietor on the decisions made during meetings.	Principals	2	9.5	0	0	19	90.5	**21**
		Teachers	107	42.3	0	0	14	57.7	**253**
		Supervisors	2	20.0	0	0	6	80.0	**10**
		Non-Teaching	20	31.7	0	0	8 43	68.3	**63**
7	The principal allows influence peddling to make him/her change the decisions agreed upon at meetings.	Principals	11	52.4	2	9.5	8	38.1	**21**
		Teachers	125	49.4	15	5.9	113	44.7	**253**
		Supervisors	6	60.0	1	10.	3	30.0	**10**
		Non-Teaching	34	54.0	10	0 15. 8	19	30.2	**63**
8	The principal welcomes ideas during staff meeting.	Principals	13	61.9	5	23.	3	14.3	**21**
		Teachers	165	65.2	21	8	67	26.5	**253**
		Supervisors	6	60.0	0	8.3	4	40.0	**10**
		Non-Teaching	40	63.5	0	0 0	23	36.5	**63**
9	Most of the times the principal takes decisions unilaterally.	Principals	10	47.6	0	0	11	52.4	**21**
		Teachers	180	71.1	0	0	73	28.9	**253**
		Supervisors	8	80.0	0	0	2	20.0	**10**
		Non-Teaching	60	95.2	0	0	3	4.8	**63**
10	Most teachers in my school disengage from school activities because they are not involved in decision making process on issues that affect them.	Principals	3	14.3	6	28.	12	57.1	**21**
		Teachers	90	35.6	13	6	15	59.3	**253**
		Supervisors	8	80.0	1	51.	0	10.0	**10**
		Non-Teaching	21	33.3	11	0 10. 0 17. 5	1 31	49.2	**63**

Table 10 presented the opinions of the respondents on the principals' decision making process in secondary school administration in kaduna metropolis. The Table

revealed that only principals (52.4%) disgree that they invole teachers in decision making that affect them but majority of the Teachers (68.0%), supervisors (50.0%) and Non-teaching staff (100.0%) all agreed with that view. However, principals, teachers, supervisors and non-teaching staff all agree on the view that principals involes non-teaching staff in decision making process in the school. On opinion that principal invole students in the decision-making process, the superviosrs (60.0%) disagree but principals (81.0%), teachers (63.2%), and Non-teaching (81.0%) agree. Majority of the principals (52.4%), supervisors (60.0%),) and Non-teaching (54.0%) agreed that PTA takes part in the decision making of the school while teachers (50.6%) disagree. The view that the local community takes part in decision making was up-held by the principal (81.0%), teachers (63.2%), and non-teaching (81.0%) while supervisors (40.0%) disagree.

From the Table, majority of the principals (90.5%), teachers (57.7%), supervisors (80.0%),) and Non-teaching (68.30%) disagree that principals communicates to the decisions to ministry of education/proprietor. In addition, majority of the principals (52.4%), teachers (55.3%), supervisors (60.0%),) and Non-teaching (54.0%) agree with the view that principals allows influence peddling to affect their decisions. The respondents were also found to up-held the view that principals' welcome ideas during staff meeting by principals (61.9%), Teachers (65.2%), supervisors (60.0%),) and Non-teaching (63.5%). In another dimension, principals (52.4%) disagree while teachers (71.1%), supervisors (80.0%),) and Non-teaching (95.2%) agree that principals most of the time take decisions unilaterally.

The Table also revealed that most teachers in schools disengage from school activities because they are not involved in decision making process on issues that affect them; this account was agreed by supervisors (80.0%),) and Non-teaching (51.8%). However, principals (57.1%) and teachers (59.3%) all agreed.

TABLE 11: Opinions of the Respondents on the Principals' Decision Making Process in Secondary School Administration in Kaduna Metropolis

S/N	Item statement	RESPONSE CATEGORIES					MEAN	STD
		SA	A	U	D	SD		
1	The principal involves teachers in decision making process on issues that affect them.	219	128	-	-	-	4.63	0.48
2	The principal involves non-teaching staff in decision making process on issues that affect them.	123	224	-	-	-	4.35	0.49
3	The students take part on decision making process in my school.	219	-	-	128	-	3.89	1.45
4	PTA takes part on the decision making of my school.	143	108	-	96	-	3.86	1.23
5	Members of the local community take part in the decision making process in my school.	15	-	-	224	108	1.81	0.81
6	The principal communicates to the ministry of education/proprietor on the decisions made during meetings.	123	-	96	128	-	3.34	1.29
7	The principal allows influence peddling to make him/her change the decisions agreed upon at meetings.	15	128	96	-	108	2.83	1.33
8	The principal welcomes ideas during staff meeting.	143	-	96	-	108	3.20	1.69
9	Most of the times the principal takes decisions unilaterally.	96	15	-	128	108	2.61	1.62
10	Most teachers in my school disengage from school activities because they are not involved in decision making process on issues that affect them.	-	96	15	-	236	1.92	1.35

Analysis on Table 4.11 shows the opinion of principals, teachers, non-teaching and inspectors in respect of research question two. It was revealed that principal involves teachers in decision making process on issues that affect them, as this item attracted the highest mean response of 4.6311, with details showing that the total of 219 respondents strongly agreed with the item, while 128 respondents agreed as against none that disagreed with this item.

TABLE 12: Opinions of Respondents on the Principals' Communication Role Performances in Secondary Schools Administration in Kaduna Metropolis

S/N	Item statement	Respondents	RESPONSE CATEGORIES						
			Agree		Undecided		Disagree		Total
			F	%	F	%	F	%	
1	The principal communicates to staff and students on matters that affect the school through circulars.	Principals	15	71.4	0	0	6	28.6	**21**
		Teachers	17	68.0	0	0	81	32.0	**253**
		Supervisors	2	60.0	0	0	4	40.0	**10**
		Non-Teaching	6	68.3	0	0	20	31.7	**63**
			43						
2	The principal communicates to staff and students on matters that affect the school through Bulletin Boards.	Principals	18	85.7	0	0	3	14.3	**21**
		Teachers	25	100	0	0	0	0	**253**
		Supervisors	3	60.0	0	0	4	40.0	**10**
		Non-Teaching	6	77.8	0	0	14	22.2	**63**
			49						
3	The principal briefs members of staff before morning assemblies.	Principals	17	81.0	0	0	4	19.0	**21**
		Teachers	16	63.2	0	0	93	36.8	**253**
		Supervisors	0	40.0	0	0	6	60.0	**10**
		Non-Teaching	4	81.0	0	0	12	19.0	**63**
			51						
4	The principal does not communicate to members of staff development from the ministry of education/board of directors.	Principals	11	52.4	0	0	10	47.6	**21**
		Teachers	12	49.4	0	0	128	50.6	**253**
		Supervisors	5	60.0	0	0	4	40.0	**10**
		Non-Teaching	6	54.0	0	0	29	46.0	**63**
			34						
5	The principal does not communicate to school community development from local community.	Principals	17	81.0	0	0	4	19.0	**21**
		Teachers	16	63.2	0	0	93	36.8	**253**
		Supervisors	0	60.0	0	0	4	40.0	**10**
		Non-Teaching	6	54.0	0	0	29	46.0	**63**
			34						
6	The principal allows free flow of information from bottom to top.	Principals	3	14.3	0	0	18	85.7	**21**
		Teachers	37	14.6	128	50.6	85	34.8	**253**
		Supervisors	2	20.0	0	0	8	80.0	**10**
		Non-Teaching	20	31.7	0	0	43	68.3	**63**
7	The principal allows free flow of information from top to bottom.	Principals	11	52.4	6	28.6	4	19.0	**21**
		Teachers	46	18.2	128	50.6	79	31.2	**253**
		Supervisors	6	60.0	2	20.0	2	20.0	**10**
		Non-Teaching	41	65.1	17	27.0	5	7.9	**63**
8	The principal has good selection of words in communicating to staff and students.	Principals	13	61.9	3	14.3	5	23.8	**21**
		Teachers	15	61.3	17	6.7	81	32.0	**253**
		Supervisors	5	60.0	0	0	4	40.0	**10**
		Non-Teaching	6	63.5	8	12.7	15	23.8	**63**
			40						
9	The principal makes objective evaluation for staff during the annual performance evaluation.	Principals	10	47.6	0	0	11	52.4	**21**
		Teachers	18	71.1	0	0	73	28.9	**253**
		Supervisors	0	80.0	0	0	2	20.0	**10**
		Non-Teaching	8	95.2	0	0	3	4.8	**63**
			60						
10	The principal ensures that ICT facilities are installed for students and staff to communicate with other people outside school.	Principals	7	33.3	4	19.1	10	47.6	**21**
		Teachers	90	35.6	13	5.1	150	59.3	**253**
		Supervisors	8	80.0	1	10.0	1	10.0	**10**
		Non-Teaching	21	33.3	11	17.5	31	49.2	**63**

From Table 12, the principals (71.4), teachers (68.0%), supervisors (60.0%),) and Non-teaching (68.3%) all agreed that principal communicates to staff and students on matters that affect the school through circulars. On the issue of principals' communication to staff and students on matters that affect the school through bulletine boards, the principals (85.7%), teachers (100.0%), supervisors (60.0%),) and Non-teaching (77.8%) all agreed. Superviosors (60.0%) disagree that principals' brief members of staff before morning assemblies while the principals (81.0), teachers (63.2%) and non-teaching staffs (81.3%) all agreed.

In terms of the principals communicating staff development issues to the staff from the ministry of education/ board of directors, the principals (52.4%), supervisors (60.0%),) and Non-teaching (54.0%) all agreed while teachers (50.6%) disagree. Furthermore, the principals (81.0%), teachers (63.2%), supervisors (60.0%),) and Non-teaching (54.0%) all agreed that principals do not communicate to school community development from local community. However, the principals (85.7%), supervisors (80.0%) and Non-teaching (68.3%) all disagreed that principals allow free flow of information from bottom to top while the teachers (67.2%) agreed but in terms of information flow from top to bottom, the principals (52.4%), teachers (61.8%), supervisors (60.0%),) and Non-teaching (65.1%) all agreed.

On the opinion that principals have good selection of words in communicating to staff and students, the principals (61.9%), teachers (61.3%), supervisors (60.0%),) and Non-teaching (63.5%) all agreed but on the issue of principals making objective evaluation for staff during the annual performance evaluation, only principals (52.4%) diasgree while teachers (71.1.0%), supervisors (80.0%),) and Non-teaching (95.2%) all agreed. Finnaly, the principals (47.6%), teachers (59.3%), and Non-teaching (49.2%) all disagreed that principals ensures ICT are installed for students and staff to communicate

with other people outside while supervisors (80.0%) agreed. Hence, the table revealed that the principal briefs members of staff before morning assemblies.

TABLE 13: Opinions of Respondents on the Principals' Communication Role Performances in Secondary Schools Administration in Kaduna Metropolis

S/N	Item statement	RESPONSE CATEGORIES					MEAN	STD
		SA	A	U	D	SD		
1	The principal communicates to staff and students on matters that affect the school through circulars.	223	-	-	124	-	3.93	1.44
2	The principal communicates to staff and students on matters that affect the school through Bulletin Boards.	95	236	-	16	-	4.18	0.65
3	The principal briefs members of staff before morning assemblies.	223	124	-	-	-	4.64	0.48
4	The principal does not communicate to members of staff development from the ministry of education/board of directors.	111	-	-	236	-	2.95	1.40
5	The principal does not communicate to school community development from local community.	123	80	-	144	-	3.52	1.34
6	The principal allows free flow of information from bottom to top.	95	16	128	108	-	3.28	1.17
7	The principal allows free flow of information from top to bottom.	111	-	128	108	-	3.33	1.22
8	The principal has good selection of words in communicating to staff and students.	60	-	128	159	-	2.89	1.07
9	The principal makes objective evaluation for staff during the annual performance evaluation.	128	15	-	-	204	2.61	1.93
10	The principal ensures that ICT facilities are installed for students and staff to communicate with other people outside school.	-	128	15	159	45	2.65	1.11

Table 13 illustrate the opinion of principals, teachers, non-teaching and inspectors on the extent to which principals' communication role performances have impact in secondary schools in Kaduna metropolis, Kaduna state. It was revealed that the principal briefs members of staff before morning assemblies, as this item attracted the highest mean response of 4.6427, with details showing the total of 223 respondents that strongly agreed with the item, while 124 respondents agreed with no respondent that disagreed with this item.

TABLE 14: Opinions of Respondents on the Principals' Staff Development Role Performances Secondary Schools Administration in Kaduna Metropolis

S/N	Item statement	Respondents	RESPONSE CATEGORIES						
			Agree		Undecided		Disagree		Total
			F	%	F	%	F	%	
1	The principal recommends teachers who are qualified for in-service training in my school.	Principals	13	61.9	0	0	8	38.9	**21**
		Teachers	222	87.8	0	0	31	12.2	**253**
		Supervisors	6	60.0	0	0	4	40.0	**10**
		Non-Teaching	43	68.3	0	0	20	31.7	**63**
2	The principal encourages and supports teachers to attend conferences.	Principals	18	85.7	0	0	3	14.3	**21**
		Teachers	253	100	0	0	0	0	**253**
		Supervisors	6	60.0	0	0	4	40.0	**10**
		Non-Teaching	49	77.8	0	0	14	22.2	**63**
3	The principal encourages and supports teachers to attend workshops.	Principals	17	81.0	0	0	4	19.0	**21**
		Teachers	160	63.2	0	0	93	36.8	**253**
		Supervisors	4	40.0	0	0	6	60.0	**10**
		Non-Teaching	51	81.0	0	0	12	19.0	**63**
4	The principal encourages and supports teachers to attend seminars.	Principals	13	61.9	0	0	8	38.1	**21**
		Teachers	133	52.6	0	0	12	47.4	**253**
		Supervisors	6	60.0	0	0	0	40.0	**10**
		Non-Teaching	34	54.0	0	0	4	46.0	**63**
							29		
5	The principal encourages and supports teachers to attend symposia.	Principals	17	81.0	0	0	4	19.0	**21**
		Teachers	160	63.2	0	0	93	36.8	**253**
		Supervisors	4	40.0	0	0	6	60.0	**10**
		Non-Teaching	51	81.0	0	0	12	19.0	**63**
6	The principal does not encourage and support the experienced teachers to mentor the inexperienced ones	Principals	3	14.3	0	0	18	85.7	**21**
		Teachers	165	65.2	0	0	88	34.8	**253**
		Supervisors	2	20.0	0	0	8	80.0	**10**
		Non-Teaching	43	68.3	0	0	20	31.7	**63**
7	The principal does not encourage and support orientation for newly recruited teachers in the school.	Principals	13	61.9	0	0	8	38.1	**21**
		Teachers	133	52.6	0	0	12	47.4	**253**
		Supervisors	6	60.0	0	0	0	40.0	**10**
		Non-Teaching	34	54.0	0	0	4	46.0	**63**
							29		
8	The principal does not encourage and support non-academic staff to go for in service training.	Principals	13	61.9	0	0	8	38.1	**21**
		Teachers	222	87.7	0	0	31	12.3	**253**
		Supervisors	6	60.0	0	0	4	40.0	**10**
		Non-Teaching	43	68.3	0	0	20	31.7	**63**
9	The principal does not encourage and support non-academic staff to go for conferences.	Principals	10	47.6	10	47.6	1	4.8	**21**
		Teachers	46	18.2	180	71.1	27	10.7	**253**
		Supervisors	0	0	8	80.0	2	20.0	**10**
		Non-Teaching	0	0	60	95.2	3	4.8	**63**
10	The principal does not encourage and support non-academic staff to go for workshops and seminars.	Principals	7	33.3	14	66.7	0	0	**21**
		Teachers	90	35.6	140	55.3	23	9.1	**253**
		Supervisors	8	80.0	1	10	1	10.0	**10**
		Non-Teaching	21	33.3	0	0	42	66.7	**63**

The anlysis on Table 14 revealed that the principals (61.9%), teachers (87.8%), supervisors (60.0%),) and Non-teaching (68.3%) all agreed that the principals recommend teacher who are qualified for in-service training in their schools. Also, the principals (85.7%), teachers (100.0%), and Non-teaching (77.8%) all agreed that principals encourages and supports teachers to attend conferences but supervisors (60.0%) disagree. However, principals (61.9%), teachers (52.6%), supervisors (60.0%), and Non-teaching (54.0%) all agreed that principals encourages and supports teachers to attend seminars. In terms of principals allowing teachers to attend symposia, principals (81.0%), teachers (63.2%) and Non-teaching (81.0%) while, supervisors (60.0%) disagree with the view.

Principals (85.7%) and supervisors (80.0%) do not agree with the view that principals do not encourage and suppor experienced teachers to mentor the inexoerienced ones but teachers (65.2%) and non-teaching staff (68.3) agreed with the view. In contrast, all the principals (61.9%), teachers (52.6%), supervisors (60.0%), and Non-teaching (54.0%) all agreed that principals do not encourage and support orientation of newly recruited teachers in the school. In addition, principals (61.9%), teachers (87.7%), supervisors (60.0%), and Non-teaching (68.3%) all agreed that principals do not encourage and support non-teaching staff to go for in-service training.

On the opinion that principals do not encourage and support non-teaching staff to go for conferences, the principals (47.6%), teachers (71.1%), supervisors (80.0%), and Non-teaching (95.2%) are all undecided. Finally, principals (66.7%) and teachers (55.3%) are undecided on the opinion that principals do not encourage and support non-teaching staff to attend workshops and seminar but the supervisors (80.0%) agreed while the Non-teaching (66.7%) disagree.

TABLE 15: Opinions of Respondents on the Principals' Staff Development Role Performances Secondary Schools Administration in Kaduna Metropolis

S/N	Item statement	RESPONSE CATEGORIES					MEAN	STD
		SA	A	U	D	SD		
1	The principal recommends teachers who are qualified for in-service training in my school.	47	224	-	31	45	3.57	1.22
2	The principal encourages and supports teachers to attend conferences.	78	224	-	-	45	3.84	1.17
3	The principal encourages and supports teachers to attend workshops.	46	160	-	141	-	3.32	1.14
4	The principal encourages and supports teachers to attend seminars.	142	173	-	-	32	4.13	1.11
5	The principal encourages and supports teachers to attend symposia.	78	173	-	96	-	3.67	1.11
6	The principal does not encourage and support the experienced teachers to mentor the inexperienced ones.	174	-	-	141	32	3.41	1.62
7	The principal does not encourage and support orientation for newly recruited teachers in the school.	219	96	-	-	32	4.35	1.16
8	The principal does not encourage and support non-academic staff to go for in service training.	142	128	-	-	77	3.75	1.53
9	The principal does not encourage and support non-academic staff to go for conferences.		46	128	96	77	2.41	0.98
10	The principal does not encourage and support non-academic staff to go for workshops and seminars.	143	16	143	-	45	3.61	1.36

Analysis on Table 15 shows the opinion of principals, teachers, non-teaching and inspectors in respect of research question four. It was revealed that principal does not encourage and support orientation for newly recruited teachers in the school, as this item attracted the highest mean response of 4.3545, with details showing that the total of 219 respondents strongly agreed with the item, while 96 respondents agreed as against 32 that strongly disagreed with this item.

TABLE 16: Opinions of the Respondents on the Principals Role Performance in the Maintenance Of Discipline in Secondary Schools Administration in Kaduna Metropolis

S/N	Item statement	Respondents	RESPONSE CATEGORIES						
			Agree		Undecided		Disagree		Total
			F	%	F	%	F	%	
1	The principal is disciplined as such he/her has the right to discipline others.	Principals	15	71.4	0	0	6	28.6	**21**
		Teachers	172	68.0	0	0	81	32.0	**253**
		Supervisors	6	60.0	0	0	4	40.0	**10**
		Non-Teaching	43	68.3	0	0	20	31.7	**63**
2	The principal is not capable to discipline teachers in my school.	Principals	18	85.7	0	0	3	14.3	**21**
		Teachers	253	100	0	0	0	0	**253**
		Supervisors	6	60.0	0	0	4	40.0	**10**
		Non-Teaching	49	77.8	0	0	14	22.2	**63**
3	The principal is not capable to discipline students in my school.	Principals	17	81.0	0	0	4	19.0	**21**
		Teachers	160	63.0	0	0	93	36.8	**253**
		Supervisors	4	40.0	0	0	6	60.0	**10**
		Non-Teaching	51	81.0	0	0	12	19.0	**63**
4	The principal is capable to discipline non-academic staff in my school.	Principals	11	52.4	0	0	10	47.6	**21**
		Teachers	125	49.0	0	0	128	50.0	**253**
		Supervisors	6	60.0	0	0	4	40.0	**10**
		Non-Teaching	34	54.0	0	0	29	46.0	**63**
5	The principal allows free interaction between teachers and students.	Principals	17	81.0	0	0	4	19.0	**21**
		Teachers	160	63.2	0	0	93	37.0	**253**
		Supervisors	4	40.0	0	0	6	60.0	**10**
		Non-Teaching	51	81.0	0	0	12	19.0	**63**
6	The principal does not allow free interaction between non-academic staff and students.	Principals	2	9.5	0	0	19	90.5	**21**
		Teachers	37	14.6	0	0	216	85.4	**253**
		Supervisors	2	20.0	0	0	8	80.0	**10**
		Non-Teaching	20	31.7	0	0	43	68.3	**63**
7	The principal allows free movement of members of the local community in the school premises.	Principals	17	81.0	0	0	4	19.0	**21**
		Teachers	160	63.0	0	0	93	37.0	**253**
		Supervisors	4	40.0	0	0	6	60.0	**10**
		Non-Teaching	51	81.0	0	0	12	19.0	**63**
8	The principal allows staff on duty to discipline erring students.	Principals	13	61.9	3	14.3	6	2.4	**21**
		Teachers	155	61.3	7	30.8	20	7.9	**253**
		Supervisors	6	60.0	8	20.0	2	20.0	**10**
		Non-Teaching	40	63.5	7	20.6	10	15.9	**63**
					1				
					3				
9	The principal does not carry out management of discipline alone in my school.	Principals	10	47.6	-	-	11	52.4	**21**
		Teachers	180	71.0	-	-	73	28.9	**253**
		Supervisors	8	80.0	-	-	2	20.0	**10**
		Non-Teaching	60	95.2	-	-	3	4.8	**63**
10	The principal cannot discipline staff and students because of influence peddling.	Principals	7	33.3	0	0	14	66.7	**21**
		Teachers	90	35.6	0	0	163	64.4	**253**
		Supervisors	8	80.0	0	0	2	20.0	**10**
		Non-Teaching	21	33.3	0	0	42	66.7	**63**

From Table 16, principals (71.4%), teachers (68.0%), supervisors (60.0%), and Non-teaching (68.0%) all agreed that the principal is disciplined and has the right to discipline others. Equally, principals (85.7%), teachers (100.0%), supervisors (60.0%), and Non-teaching (77.8%) all agreed to the opinion that their principal is not capable of discipling teachers in their school. However, on the issue of principals' capability to discipline students in their school, principals (81.0%), teachers (63.0%), and Non-teaching (81.0%) all agreed but supervisors (60.0%) disagree. Furthermore, principals (52.4%), supervisors (60.0%), and Non-teaching (54.0%) agreed that the principal is capable to discipline non-teaching staff while teachers (50.0%) do not agree.

In terms, of free interaction between teachers and students the principals (81.0%), teachers (63.2%), and Non-teaching (81.0%) all agreed that this exists but supervisors (60.0%) disagree. Moreover, principals (90.5%), teachers (85.4.0%), supervisors (80.0%), and Non-teaching (68.3%) all disagreed on the opinion that principals do not allow free interaction between non-teaching staff and students. Yet, principals (81.0%), teachers (63.0%) and Non-teaching (81.0%) agreed that principals allows free movement of the local community in the school premises but the supervisors (60.0%) disagree.

In addition, the view that the principals allow staff on duty to discipline erring students was upheld by principals (61.9%), teachers (61.3.0%), supervisors (60.0%), and Non-teaching (63.5%) all agreed but on the issue that principal does not carry out management of discipline alone in the school was only upheld by teachers (71.0%), supervisors (80.0%), and Non-teaching (95.2%) all agreed. Finnaly, principals (66.7%), teachers (64.4%) and Non-teaching (66.7%) all disagreed that principal cannot discipline staff and students because of influence peddling which the supervisors (80.0%) agreed to.

TABLE 17: Opinions of the Respondents on the Principals Role Performance in the Maintenance of Discipline in Secondary Schools Administration in Kaduna Metropolis

S/N	Item statement	RESPONSE CATEGORIES					MEAN	STD
		SA	A	U	D	SD		
1	The principal is disciplined as such he/her has the right to discipline others.	78	128	-	96	45	3.28	1.41
2	The principal is not capable to discipline teachers in my school.	94	-	-	173	80	2.58	1.53
3	The principal is not capable to discipline students in my school.	158	45	-	16	128	3.26	1.85
4	The principal is capable to discipline non-academic staff in my school.	78	253	-	16	-	4.13	0.63
5	The principal allows free interaction between teachers and students.	271	31	-	45	-	4.52	1.02
6	The principal does not allow free interaction between non-academic staff and students.	95	109	-	128	15	3.41	1.33
7	The principal allows free movement of members of the local community in the school premises.	140	48	-	159	-	3.49	1.41
8	The principal allows staff on duty to discipline erring students.	46	128	48	109	16	3.23	1.16
9	The principal does not carry out management of discipline alone in my school.	252	31	-	64	-	4.36	1.16
10	The principal cannot discipline staff and students because of influence peddling.	79	80	15	45	128	2.82	1.65

Analysis on Table 17 shows the opinion of principals, teachers, non-teaching and inspectors on the role performances of principals in the maintenance of discipline in secondary schools in Kaduna metropolis, Kaduna state. It was revealed that principal allows free interaction between teachers and students, as this item attracted the highest mean response of 4.5216, with details showing that the total of 271 respondents strongly agreed with the item, while 31 respondents agreed as against 45 that disagreed with this item.

TABLE 18 Opinions of the Respondents on the Principals School-Community Relationship Role Performances in Secondary Schools Administration in Kaduna Metropolis

S/N	Item statement	Respondents	RESPONSE CATEGORIES						Total
			Agree		Undecided		Disagree		
			F	%	F	%	F	%	
1	The principal ensures that school uses people from local community to give talks to students on religious issues.	Principals	17	81.0	0	0	4	19.0	**21**
		Teachers	160	63.2	0	0	93	36.8	**253**
		Inspectors	4	40.0	0	0	6	60.0	**10**
		Non-Teaching	51	81.0	0	0	12	19.0	**63**
2	The principal ensures that people from local community are made to give talks on health issues.	Principals	2	9.5	0	0	19	90.5	**21**
		Teachers	0	0	0	0	253	100	**253**
		Inspectors	0	0	0	0	10	100	**10**
		Non-Teaching	14	22.2	0	0	49	77.8	**63**
3	The principal invites the local community to witness school programme/events.	Principals	21	100	0	0	0	0	**21**
		Teachers	253	100	0	0	0	0	**253**
		Inspectors	10	100	0	0	0	0	**10**
		Non-Teaching	63	100	0	0	0	0	**63**
4	The principal allows members of the local community to cement good relationship between school and local community.	Principals	11	52.4	0	0	10	47.6	**21**
		Teachers	191	75.5	0	0	62	24.5	**253**
		Inspectors	6	60.0	0	0	6	60.0	**10**
		Non-Teaching	34	54.0	0	0	29	46.0	**63**
5	The principal attends ceremonies of the local community to cement good relationship between school and local community.	Principals	17	81.0	0	0	4	9.0	**21**
		Teachers	210	83.0	0	0	43	17.0	**253**
		Inspectors	5	50.0	0	0	5	50.0	**10**
		Non-Teaching	51	81.0	0	0	12	19.0	**63**
6	The principal ensures that majority of lower positions of non-academic staff are occupied by the local community.	Principals	2	9.5	0	0	19	90.5	**21**
		Teachers	37	14.6	0	0	216	85.4	**253**
		Inspectors	2	20.0	0	0	8	80.0	**10**
		Non-Teaching	20	31.7	0	0	43	68.3	**63**
7	The principal ensures that preference is given to the local community during admission exercise.	Principals	17	81.0	0	0	4	19.0	**21**
		Teachers	160	63.2	0	0	93	36.8	**253**
		Inspectors	4	40.0	0	0	6	60.0	**10**
		Non-Teaching	51	81.0	0	0	12	19.0	**63**
8	The principal ensures that consumables and other essential items for staff and purchase from the local community.	Principals	13	61.9	3	14.3	5	23.8	**21**
		Teachers	155	61.3	17	6.9	81	32.0	**253**
		Inspectors	6	60.0	0	0	4	40.0	**10**
		Non-Teaching	40	63.5	8	13.0	15	23.8	**63**
9	The principal uses elders in the local community in tackling problems of indiscipline.	Principals	10	47.6	0	0	11	52.4	**21**
		Teachers	180	71.1	0	0	73	28.9	**253**
		Inspectors	8	80.0	0	0	2	20.0	**10**
		Non-Teaching	60	95.2	0	0	3	4.8	**63**
10	The principal uses his position to get accommodation for staff in the local community.	Principals	7	33.3	2	19.1	10	47.6	**21**
		Teachers	90	35.6	13	5.1	150	59.3	**253**
		Inspectors	8	80.0	1	10.0	1	10.0	**10**
		Non-Teaching	21	33.3	11	17.5	31	49.2	**63**

Table 18 presented the the impact of principals' school-community relationship role performances in secondary schools in Kaduna metropolis, Kaduna state. The Table revealed that principals (81.0%), teachers (63.2% and Non-teaching (81.0%) all agreed the principal ensures that the school uses local community to give talks to students on religious matters but the supervisors (60.0%) disagree. In a related development, principals (90.5%), teachers (100.0%), supervisors (100.0%), and Non-teaching (77.8%) all disagreed that the principal ensures that people from the local community are made to give talks on health issues. On the opinion that pricipals invites local community to witness school prgrammes, principals (100.0%), teachers (100.0%), supervisors (100.0%), and Non-teaching (100.0%) all agred. Equally, principals (52.4%), teachers (75.5%), supervisors (60.0%), and Non-teaching (54.0%) all agreed that principals allow members of the local community to cement good relationship between school and the local community.

The principals (81.0%), teachers (83.0%), supervisors (50.0%), and Non-teaching (81.0%) all agreed that principals attend ceremonies of the local community to cement good relationship between school and local community. However, the view that tha principals ensures that majority of the lower position of non-teaching staff are occupied by the local community was disagreed to and evidenced by principals (90.5%), teachers (85.4%), supervisors (80.0%), and Non-teaching (68.3%). In contrast, principals (61.9%), teachers (61.3%), supervisors (60.0%), and Non-teaching (63.5%) are of the opinion that prncipals ensures consumables and other essentials items for staff are purchased from the local community. The principals (52.4%) disagreed on the issue that the principals use elder from the local community in tackling disciplinary problems but teachers (71.1%), supervisors (80.0%), and Non-teaching (95.2%) all agreed.

Finally, principals (47.6%), teachers (59.3%)and non-teaching staff (49.2%) disagreed with the view that principals use their position to get accommodation for staff in the local community but the superviosers (80.0%) agreed.

TABLE 19: Opinions of the Respondents on the Principals School-Community Relationship Role Performances in Secondary Schools Administration in Kaduna Metropolis

S/N	Item statement	RESPONSE CATEGORIES					MEAN	STD
		SA	A	U	D	SD		
1	The principal ensures that school uses people from local community to give talks to students on religious issues.	95	207	-	-	45	3.88	1.20
2	The principal ensures that people from local community are made to give talks on health issues.	76	-	79	128	64	2.70	1.38
3	The principal invites the local community to witness school programme/events.	238	109	-	-	-	4.69	0.46
4	The principal allows members of the local community to cement good relationship between school and local community.	139	144	-	64	-	4.03	1.07
5	The principal attends ceremonies of the local community to cement good relationship between school and local community.	317	30	-	-	-	4.91	0.28
6	The principal ensures that majority of lower positions of non-academic staff are occupied by the local community.	92	127	-	128	-	3.53	1.23
7	The principal ensures that preference is given to the local community during admission exercise.	63	61	-	128	95	2.62	1.49
8	The principal ensures that consumables and other essential items for staff and purchase from the local community.	139	128	16	-	64	3.80	1.44
9	The principal uses elders in the local community in tackling problems of indiscipline.	128	79	-	61	79	3.33	1.64
10	The principal uses his position to get accommodation for staff in the local community.	61	16	15	176	79	2.44	1.36

Table 19 illustrate the opinion of principals, teachers, non-teaching and inspectors on the impact of principals' school-community relationship role performances in secondary schools in Kaduna metropolis, Kaduna state. It was revealed that the principal attends ceremonies of the local community to cement good relationship between school and local community, as this item attracted the highest mean response of 4.9135, with details showing that the majority 317 of the respondents strongly agreed with the item, while 30 of them agreed with this item.

TABLE 20: Opinions of Respondents on the Principals Role Performances in the Maintenance of Facilities in Secondary Schools Administration in Kaduna Metropolis

S/N	Item statement	Respondents	RESPONSE CATEGORIES						Total
			Agree		Undecided		Disagree		
			F	%	F	%	F	%	
1	The principal ensures that teaching facilities are well maintained.	Principals	7	33.3	0	0	14	66.7	**21**
		Teachers	160	63.0	0	0	93	37.0	**253**
		Supervisors	4	40.0	0	0	6	60.0	**10**
		Non-Teaching	51	81.0	0	0	12	19.0	**63**
2	The principal ensures that learning facilities are well maintained.	Principals	3	14.3	0	0	18	85.7	**21**
		Teachers	0	0	0	0	253	100	**253**
		Supervisors	0	0	0	0	10	100	**10**
		Non-Teaching	14	25.2	0	0	49	77.8	**63**
3	The principal ensures that sport facilities are well maintained.	Principals	21	100	0	0	0	0	**21**
		Teachers	191	95.5	0	0	62	24.5	**253**
		Supervisors	10	100	0	0	0	0	**10**
		Non-Teaching	55	87.3	0	0	8	12.7	**63**
4	The principal ensures that health and recreational facilities are well maintained.	Principals	11	52.4	0	0	10	67.6	**21**
		Teachers	191	95.5	0	0	62	24.5	**253**
		Supervisors	6	60.0	0	0	4	40.0	**10**
		Non-Teaching	34	54.0	0	0	29	46.0	**63**
5	The principal ensures that water facilities are well maintained.	Principals	17	81.0	4	19.0	0	0	**21**
		Teachers	210	83.0	43	17.0	0	0	**253**
		Supervisors	5	50.0	5	50.0	0	0	**10**
		Non-Teaching	51	81.0	12	19.0	0	0	**63**
6	The principal ensures that light facilities are well maintained.	Principals	2	9.5	0	0	19	90.5	**21**
		Teachers	37	14.6	0	0	216	85.4	**253**
		Supervisors	2	10.0	0	0	8	80.0	**10**
		Non-Teaching	20	31.7	0	0	43	68.3	**63**
7	The principal ensures that staff quarters are well maintained.	Principals	17	81.0	4	19.0	0	0	**21**
		Teachers	160	63.2	93	36.8	0	0	**253**
		Supervisors	4	40.0	6	60.0	0	0	**10**
		Non-Teaching	51	81.0	12	19.0	0	0	**63**
8	The principal ensures that food facilities are well maintained.	Principals	13	61.9	0	0	8	38.1	**21**
		Teachers	155	61.3	0	0	98	38.7	**253**
		Supervisors	6	60.0	0	0	4	40.0	**10**
		Non-Teaching	40	63.5	0	0	20	31.7	**63**
9	The principal ensures that transport facilities are well maintained.	Principals	10	47.6	0	0	11	52.8	**21**
		Teachers	180	71.1	0	0	73	28.9	**253**
		Supervisors	8	80.0	0	0	2	20.0	**10**
		Non-Teaching	30	47.6	30	47.6	3	4.8	**63**
10	The principal ensures that materials for scheme of work and other essential records	Principals	7	33.3	0	0	14	66.7	**21**
		Teachers	90	35.6	163	64.4	0	0	**253**
		Supervisors	8	80.0	0	0	2	20.0	**10**
		Non-Teaching	21	33.3	0	0	42	66.7	**63**

Table 20 show the frequency and percentages of the respondents on the role performances of principals in the maintenance of facilities in secondary schools in Kaduna metropolis, Kaduna state. From the Table, teachers (63.0%)and Non-teaching (81.0%) all agreed that principals ensures that teaching facilies are well maintained but principals (66.7%) and superviosrs (60.0%) disagreed. Unnamously, principals (85.7%), teachers (100.0%), supervisors (100.0%), and Non-teaching (77.8%) all disagreed that the principal ensures that learning facilities are well maintained. However, they greed that the principal ensures that sport facilities are well maintained; this is evidenced by principals (100.0%), teachers (95.5%), supervisors (100.0%), and Non-teaching (87.3%) view. In addition, principals (52.4%), teachers (95.5%), supervisors (60.0%), and Non-teaching (54.0%) all agreed that principals ensures that health and recreational facilities are well maintained.

Moreover, on the issue that principal ensures that water facilities are well mainatained, the principals (81.0%), teachers (83.0%), supervisors (50.0%), and Non-teaching (81.0%) all agreed with the other half of the superviosors in disagreement. Meanwhile, principals (81.0%), teachers (63.2%) and Non-teaching (81.0%) all agreed that the principal ensures that staff quarters are well maintained but superviosrs (60.0%) are undecided on the opinion but they all agreed that the principal ensures that food facilities are well maintained by principals (61.9%), teachers (61.3%), supervisors (60.0%), and Non-teaching (63.5%).

The opinion that the principal ensures that transport facilities are well maintained was up-held by teachers (71.1%), supervisors (80.0%), and Non-teaching (47.6%) but disagreed to by principals (52.8%). Finnaly, on the view that principals ensure that materials for scheme of work and other essential records are well

maintained, only supervisors (80.0%), teachers (64.4%) are undecided while principals (66.7%) and Non-teaching (66.6%) disagree.

TABLE 21: Opinions of Respondents on the Principals Role Performances in the Maintenance of Facilities in Secondary Schools Administration in Kaduna Metropolis

S/N	Item statement	RESPONSE CATEGORIES					MEAN	STD
		SA	A	U	D	SD		
1	The principal ensures that teaching facilities are well maintained.	159	16	16	61	95	3.22	1.76
2	The principal ensures that learning facilities are well maintained.	222	48	-	-	77	3.97	1.63
3	The principal ensures that sport facilities are well maintained.	267	-	48	-	32	4.35	1.27
4	The principal ensures that health and recreational facilities are well maintained.	270	77	-	-	-	4.78	0.42
5	The principal ensures that water facilities are well maintained.	299	48	-	-	-	4.86	0.35
6	The principal ensures that light facilities are well maintained.	302	30	-	15	-	4.78	0.66
7	The principal ensures that staff quarters are well maintained.	284	48	-	-	15	4.69	0.86
8	The principal ensures that food facilities are well maintained.	62	237	-	-	48	3.76	1.17
9	The principal ensures that transport facilities are well maintained.	80	30	207	-	30	3.37	1.10
10	The principal ensures that materials for scheme of work and other essential records are well maintained.	191	46	-	-	110	3.60	1.80

Table 21 depicts the result of analysis of respondents' opinion on the role performances of principals in the maintenance of facilities in secondary schools in Kaduna metropolis, Kaduna state. Specifically, majority of the respondents were of the opinion that principal ensures that water facilities are well maintained in the school. This item attracted the highest mean score of 4.8617, with details showing that 299 of the respondents strongly agreed with the item, while 48 respondents agreed as against none that disagreed with this item.

4.3 Hypotheses Testing

The stated null hypotheses were tested at 0.05 level of significance using the Analysis of Variance (ANOVA) statistics.

Hypothesis One: There is no significant difference in the opinions of respondent on interpersonal relationship role performances of principals in secondary schools in Kaduna metropolis, Kaduna State.

Table 22: Summary of Analysis of Variance (ANOVA) on the Interpersonal Relationship Role Performances of Principals in Secondary Schools Administration in Kaduna Metropolis

Variations	Sum of Squares	df	Mean Square	F ratio	F critical	Sig.
Between Groups	9.372	3	3.124	4.878	2.60	0.003
Within Groups	570.501	344	1.663			
Total	**579.873**	**347**				

The result on Table 22 shows that there is a significant difference in the opinions of principals, teachers, non-teaching and inspectors on the interpersonal relationship role performances of principals in secondary schools in Kaduna metropolis, Kaduna State as the calculated significant (p) value of 0.003 is lower than 0.05 alpha level of significance while the calculated f ratio value of 4.878 is higher than the F critical value of 2.60. Consequently, the null hypothesis which states that there is no significant difference in the opinions of respondent on interpersonal relationship role performances of principals in secondary schools in Kaduna metropolis, Kaduna State, is thus rejected, which shows that there is a significant difference between the opinions of respondents on the interpersonal relationship role performances of principals in secondary schools in Kaduna metropolis, Kaduna State.

Hypothesis Two: There is no significant difference in the opinions of respondents on the principals' decision making process in Kaduna metropolis, Kaduna State.

Table 23: Summary of Analysis of Variance (ANOVA on Principals' Decision Making Process in Secondary Schools Administration in Kaduna Metropolis

Variations	Sum of Squares	df	Mean Square	F ratio	F critical	Sig.
Between Groups	30.877	3	10.292			
				9.279	2.60	0.001
Within Groups	1261.664	344	3.678			
Total	**1292.542**	**347**				

Table 23 shows a significant difference in the opinions of principals, teachers, non-teaching and inspectors on the principals' decision making process in Kaduna metropolis, Kaduna State as the calculated significant (p) value of 0.001 is lower than 0.05 alpha level of significance while the calculated f ratio value of 9.279 is higher than the F critical value of 2.60. Therefore, the null hypothesis which states that there is no significant difference in the opinions of respondent on the principals' decision making process in Kaduna metropolis, Kaduna State, is thus rejected. This shows that there is a significant difference in the opinions of principals, teachers, non-academic and supervisors on the principals' decision making process in Kaduna metropolis, Kaduna State.

Hypothesis Three: There is no significant difference in the opinions of respondents on the principal's communication role performances in secondary schools in Kaduna metropolis, Kaduna State.

Table 24: Summary of Analysis of Variance (ANOVA) on the Communication Role Performances of Principals in Secondary Schools Administration in Kaduna Metropolis

Variations	Sum of Squares	df	Mean Square	F ratio	F critical	P-value
Between Groups	0.260	3	.087			
				0.060	2.60	0.648
Within Groups	493.019	344	1.437			
Total	**493.280**	**347**				

Table 24 shows that the calculated significant (p) value of 0.648 is higher than 0.05 alpha level of significance while the calculated f ratio value of 0.060 is lower than the F

critical value of 2.60. Therefore, the null hypothesis which states that there is no significant difference in the opinions of respondents on the principal's communication role performances in secondary schools in Kaduna metropolis, Kaduna State, is hereby retained.

Hypothesis Four: There is no significant difference in the opinions of the principals and teachers on the staff development role performances of principals in secondary schools in Kaduna metropolis, Kaduna State.

Table 25: Summary of Analysis of Variance (ANOVA) on the Staff Development Role Performances of Principals in Secondary Schools Administration in Kaduna Metropolis

Variations	Sum of Squares	df	Mean Square	F ratio	F critical	P-value
Between Groups	0.333	3	0.111			
				5.520	2.60	0.000
Within Groups	69.108	344	0.201			
Total	**69.441**	**347**				

The result on Table 25 shows that there is a significant difference in the opinions of principals and teachers on the staff development role performances of principals in secondary schools in Kaduna metropolis, Kaduna State as the calculated significant (p) value of 0.000 is lower than 0.05 alpha level of significance while the calculated f ratio value of 5.520 is higher than the F critical value of 2.60. As aresult of this, the null hypothesis which states that there is no significant difference in the opinions of the principals and teachers on the staff development role performances of principals in secondary schools in Kaduna metropolis, Kaduna State, is thus rejected.

Hypothesis Five: There is no significant difference in the opinions of respondent on the role performances of principals in the maintenance of discipline in secondary schools in Kaduna metropolis, Kaduna State.

Table 26: Summary of Analysis of Variance (ANOVA) on the Maintenance of Discipline Role Performances of Principals in Secondary Schools Administration in Kaduna Metropolis

Variations	Sum of Squares	df	Mean Square	F ratio	F critical	P-value
Between Groups	30.877	3	10.292			
				15.40	2.60	0.001
Within Groups	1261.664	344	3.678			
Total	**1292.542**	**347**				

Table 26 shows a significant difference in the opinions of principals, teachers, non-teaching and inspectors on the role performances of principals in the maintenance of discipline in secondary schools in Kaduna metropolis, Kaduna State as the calculated significant (p) value of 0.001 is lower than 0.05 alpha level of significance while the calculated f ratio value of 15.40 is higher than the F critical value of 2.60. Hence, the null hypothesis which states that there is no significant difference in the opinions of respondent on the role performances of principals in the maintenance of discipline in secondary schools in Kaduna metropolis, Kaduna State, is thus rejected.

Hypothesis Six: There is no significant difference in the opinions of respondents on the principal's communication role performances in secondary schools in Kaduna metropolis, Kaduna State.

Table 27: Analysis of Variance (ANOVA) on Principals School-Community Relationship Role Performances in Secondary Schools Administration in Kaduna Metropolis

Variations	Sum of Squares	df	Mean Square	F ratio	F critical	P-value
Between Groups	24.992	3	8.331			
				4.998	2.60	0.004
Within Groups	1053.694	344	3.072			
Total	**1078.686**	**347**				

Table 27 shows a significant difference in the opinions of respondent on the principal's communication role performances in secondary schools in Kaduna metropolis, Kaduna State as the calculated significant (p) value of 0.004 is lower than 0.05 alpha level of significance while the calculated f ratio value of 4.998 is higher than

the F critical value of 2.60. Consequently, the null hypothesis which states that there is no significant difference in the opinions of respondent on the principal's communication role performances in secondary schools in Kaduna metropolis, Kaduna State, is thus rejected.

Hypothesis Seven: There is no significant difference in the opinions of respondents on the role performances of principals in the maintenance of facilities in secondary schools in Kaduna metropolis, Kaduna State.

Table 28: Summary of Analysis of Variance (ANOVA) on the Role Performances of Principals in the Maintenance of Facilities in Secondary Schools Administration in Kaduna Metropolis

Variations	Sum of Squares	df	Mean Square	F ratio	F critical	P-value
Between Groups	0.151	3	0.050			
				0.080	2.60	0.971
Within Groups	216.748	344	0.632			
Total	**216.899**	**347**				

Table 28 revealed that there was no significant difference in the opinion of principals, teachers, non-teaching and inspectors on the role performances of principals in the maintenance of facilities in secondary schools in Kaduna metropolis, Kaduna State. The table shows that the calculated significant (p) value of 0.971 is higher than 0.05 alpha level of significance while the calculated f ratio value of 0.080 is lower than the F critical value of 2.60. Therefore, the null hypothesis which states that there is no significant difference in the opinions of respondent on the role performances of principals in the maintenance of facilities in secondary schools in Kaduna metropolis, Kaduna State, is hereby retained. This revealed that there was no significant difference in the opinion of principals, teachers, non-academic and supervisors on the role performances of principals in the maintenance of facilities in secondary schools in Kaduna metropolis, Kaduna State.

4.4 Summary of Hypotheses Testing

This section shows the summary of all the null hypotheses tested in the study.

Table 29: Summary of Hypotheses Tested for the Study

S/No	H_0 Statement	Statistical Test Used	Result	Level of Sig.	Decision
HO_1	There is no significant difference in the opinions of respondents on interpersonal relationship role performances of principals in secondary schools in Kaduna metropolis, Kaduna state.	Analysis of Variance (ANOVA)	F-calculated is 4.878, while the table value is 2.60 at 0.05 level of significance.	0.05	Rejected.
HO_2	There is no significant difference in the opinions of respondents on the principals' decision making process in Kaduna metropolis, Kaduna state.	Analysis of Variance (ANOVA)	F-calculated is 9.279, while the table value is 2.60 at 0.05 level of significance.	0.05	Rejected.
HO_3	There is no significant difference in the opinions of respondents on the principal's communication role performances in secondary schools in Kaduna metropolis, Kaduna state.	Analysis of Variance (ANOVA)	F-calculated is 0.060, while the table value is 2.60 at 0.05 level of significance.	0.05	Retained.
HO_4	There is no significant difference in the opinions of the principals and teachers on the staff development role performances of principals in secondary schools in Kaduna metropolis, Kaduna state.	Analysis of Variance (ANOVA)	F-calculated is 5.520, while the table value is 2.60 at 0.05 level of significance.	0.05	Rejected.
HO_5	There is no significant difference in the opinions of respondents on the role performances of principals in the maintenance of discipline in secondary schools in Kaduna metropolis, Kaduna state.	Analysis of Variance (ANOVA)	F-calculated is 15.40, while the table value is 2.60 at 0.05 level of significance.	0.05	Rejected.
HO_6	There is no significant difference in the opinions of respondents on the principalsschool-community relationship role performances in secondary schools in Kaduna metropolis, Kaduna state.	Analysis of Variance (ANOVA)	F-calculated is 4.998, while the table value is 2.60 at 0.05 level of significance.	0.05	Rejected.
HO_7	There is no significant difference in the opinions of respondents on the role performances of principals in the maintenance of facilities in secondary schools in Kaduna metropolis, Kaduna state.	Analysis of Variance (ANOVA)	F-calculated is 0.080, while the table value is 2.60 at 0.05 level of significance.	0.05	Retained.

4.5 Summary of Major Findings

The following findings emanated from the study;

1. The study shows that Principals, Teachers, Supervisors and Non-Teaching Staff agree that Principlas are effective in interpersonal relationship role performances by being friendly with staff, listening to their complaints, meeting their need as indicviduals and encourage good working harmony among the staff in secondary schools in Kaduna metropolis, Kaduna state.
2. The findings revealed that Principals, Teachers, Supervisors and Non-Teaching Staff affirm that Principals involves their staff in decision making process such as allowing them to participate in decision making that affects them and other school matters through meetings and informal suggestions in Kaduna metropolis, Kaduna state.
3. The result also indicates that Principals, Teachers, Supervisors and Non-Teaching Staff opined that principal's communication role performances is not effective both internally and externally such as regular briefing, memos, bulleting, personal contacts, school assembly, PTA and passing official circulars in secondary schools in Kaduna metropolis, Kaduna State.
4. The finding shows that Principals, Teachers, Supervisors and Non-Teaching Staff opined that Principals do not encourage or support orientation of newly recruited staff. Hence, Principals are not effective in their staff development role performances by not making an enabling environment for workshops, conference sponsorship and in-service training in secondary schools in Kaduna metropolis, Kaduna State.

5. The study revealed that Principals, Teachers, Supervisors and Non-Teaching Staff agree that Principals are effective in their role performances of maintenance of discipline through increased parental involvement, fairness, firmness, punuishment and reward, assigning leadership role among staff and students, effective follow-up practices and avoinding confrontations with staff in the presence of students in secondary schools in Kaduna metropolis, Kaduna state.
6. The result showed that Principals, Teachers, Supervisors and Non-Teaching Staff agree that Principals are effective in the discharge of their school-community relationship role performances by giving the community a sense of belonging through comminucation, use of school facilities, involvement in School Based Management Committee, sports activities, open day and speech and prize giving days in secondary schools in Kaduna metropolis, Kaduna State.
7. The finding also indicates that Principals, Teachers, Supervisors and Non-Teaching Staff affirm that Principals are not effective in the maintenance of school facilities such as installing and maintaining water facilities, repairs of broken furniture, renovation of dilapidated buildings, cleaning of drainage systems and making sure staff and students cultivate a good maintenance culture in secondary schools in Kaduna metropolis, Kaduna state.

4.6 Discussions of the Findings

The result on Table 22 shows that there is a significant difference in the opinions of principals, teachers, non-academic and supervisors on the interpersonal relationship role performances of principals in secondary schools in Kaduna metropolis, Kaduna state. The calculated significant (p) value of 0.003 was lower than 0.05 alpha level of

significance while the calculated f ratio value of 4.878 was higher than the F critical value of 2.60. Consequently, the null hypothesis which states that there is no significant difference in the opinions of respondent on interpersonal relationship role performances of principals in secondary schools in Kaduna metropolis, Kaduna state was rejected. Similarly, the finding on Table 15 illustrates the opinion of principals, teachers, non-academic and supervisors on a number of item statements as contained in the questionnaire. It was revealed that the principal encourages teachers to work in harmony, as this item attracted the highest mean response of 4.72, with details showing that all the respondents strongly agreed with the item, while no respondents disagreed with this item. Result also revealed that the principal's leadership role leads to good relationship between school and local community.

Table 23 shows a significant difference in the opinions of principals, teachers, non-academic and supervisors on the principals' decision making process in Kaduna metropolis, Kaduna state as the calculated significant (p) value of 0.001 was lower than 0.05 alpha level of significance while the calculated f ratio value of 9.279 was higher than the F critical value of 2.60. Therefore, the null hypothesis which states that there is no significant difference in the opinions of respondent on the principals' decision making process in Kaduna metropolis, Kaduna state, is thus rejected. Also, analysis of the opinion of principals, teachers, non-academic and supervisors in respect of research question two. It was revealed that principal involves teachers in decision making process on issues that affect them, as this item attracted the highest mean response of 4.63, with details showing that the total of 219 respondents strongly agreed with the item, while 128 respondents agreed as against none that disagreed with this item.

Finding in respect of hypothesis three revealed that there was no significant difference in the respondents' opinion on the principal's communication role performances in secondary schools in Kaduna metropolis, Kaduna state. Reason for this is because the calculated significant (p) value of 0.648 was higher than 0.05 alpha level of significance while the calculated f ratio value of 0.060 was lower than the F critical value of 2.60. Therefore, the null hypothesis which states that there is no significant difference in the opinions of respondent on the principal's communication role performances in secondary schools in Kaduna metropolis, Kaduna state was retained. Table 16 illustrates the opinion of principals, teachers, non-academic and supervisors on the extent to which principals' communication role performances have impact in secondary schools in Kaduna metropolis, Kaduna state. It was revealed that the principal briefs members of staff before morning assemblies, as this item attracted the highest mean response of 4.64, with details showing the total of 223 respondents that strongly agreed with the item, while 124 respondents agreed with no respondent that disagreed with this item.

Finding shows that there is a significant difference in the opinions of principals and teachers on the staff development role performances of principals in secondary schools in Kaduna metropolis, Kaduna state as the calculate significant (p) value of 0.000 was lower than 0.05 alpha level of significance while the calculated f ratio value of 5.52 was higher than the F critical value of 2.60. As aresult of this, the null hypothesis which states that there is no significant difference in the opinions of the principals and teachers on the staff development role performances of principals in secondary schools in Kaduna metropolis, Kaduna state was rejected. Also, analysis on Table 18 shows the opinion of principals, teachers, non-academic and supervisors in respect of research question four. It was revealed that principal does not encourage and

support orientation for newly recruited teachers in the school, as this item attracted the highest mean response of 4.35, with details showing that the total of 219 respondents strongly agreed with the item, while 96 respondents agreed as against 32 that strongly disagreed with this item.

Table 26 shows a significant difference in the opinions of principals, teachers, non-academic and supervisors on the role performances of principals in the maintenance of discipline in secondary schools in Kaduna metropolis, Kaduna state as the calculate significant (p) value of 0.001 was lower than 0.05 alpha level of significance while the calculated f ratio value of 15.40 was higher than the F critical value of 2.60. Hence, the null hypothesis which states that there is no significant difference in the opinions of respondent on the role performances of principals in the maintenance of discipline in secondary schools in Kaduna metropolis, Kaduna state was rejected. Analysis on Table 19 shows the opinion of principals, teachers, non-academic and supervisors on the role performances of principals in the maintenance of discipline in secondary schools in Kaduna metropolis, Kaduna state. It was revealed that principal allows free interaction between teachers and students, as this item attracted the highest mean response of 4.52 with details showing that the total of 271 respondents strongly agreed with the item, while 31 respondents agreed as against 45 that disagreed with this item.

Finding on Table 27 shows a significant difference in the opinions of respondent on the principal's communication role performances in secondary schools in Kaduna metropolis, Kaduna state. The calculated significant (p) value of 0.004 was lower than 0.05 alpha level of significance while the calculated f ratio value of 4.998 was higher than the F critical value of 2.60. Consequently, the null hypothesis which states that there is no significant difference in the opinions of respondent on the principal's communication role performances in secondary schools in Kaduna metropolis, Kaduna

state was rejected. Similarly, Table 20 show the opinion of principals, teachers, non-academic and supervisors on the impact of principals' school-community relationship role performances in secondary schools in Kaduna metropolis, Kaduna state. It was revealed that the principal attends ceremonies of the local community to cement good relationship between school and local community, as this item attracted the highest mean response of 4.91, with details showing that the majority 317 of the respondents strongly agreed with the item, while 30 of them agreed with this item.

Table 28 revealed that there was no significant difference in the opinion of principals, teachers, non-academic and supervisors on the role performances of principals in the maintenance of facilities in secondary schools in Kaduna metropolis, Kaduna state. Reason for this is because the calculate significant (p) value of 0.971 was higher than 0.05 alpha level of significance while the calculated f ratio value of 0.080 was lower than the F critical value of 2.60. Therefore, the null hypothesis which states that there is no significant difference in the opinions of respondent on the role performances of principals in the maintenance of facilities in secondary schools in Kaduna metropolis, Kaduna state was hereby retained. Likewise, Table 21 depicts the result of analysis of respondents' opinion on the role performances of principals in the maintenance of facilities in secondary schools in Kaduna metropolis, Kaduna state. Specifically, majority of the respondents were of the opinion that principal ensures that water facilities are well maintained in the school. This item attracted the highest mean score of 4.86, with details showing that 299 of the respondents strongly agreed with the item, while 48 respondents agreed as against none that disagreed with this item.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This section presented the summary of the study titled assessment of role performances of principals in the management of secondary schools in Kaduna metropolis, Kaduna state, Nigeria. Chapter one covered the introduction to the study. The objectives of the study were to determining the role performances of principals in secondary schools in Kaduna metropolis with regard to interpersonal relationship, decision making, communication, staff development, maintenance of discipline, school-community relationship and maintenance of school facilities. Consequently, seven research questions were asked and seven null hypotheses formulated for the study. The study focused on principals, teachers, supervisor and non-teaching staff of the public schools in Kaduna metropolis. It also focused on the school supervisors from the Ministry of Education of Kaduna State who supervised the affiars of these schools from time to time.

Chapter two which is the review of related literature discussed the concepts of interpersonal relationship, decision making, communication, staff development, discipline, school community, management, role performances and school principal. Other discussions were on the role performances of the principal in terms of interpersonal relationship, decision making, communication, staff development, maintenance of discipline and school-community relationship. The research was anchored on the functional theory by Klein, Knight and Ziao (2006). Moreover, some empirical studies were review in line with the study and their implications to the present study noted such as their non-focus on the role performances of the principals but only

on the administrative duties. The principals' role performances go beyond the administrative duties alone. Hence the uniqueness of this study.

Chapter three is on research methodology. The study utilized the survey research design and a sample of 21 principals, 253 teachers, 63 non-teaching staff and 10 superviosrs from the Kaduna metropolis, Kaduna State. Data was collected using the instrument of an adopted questionnaire (Maina, 2014) from which the research questions were answered using the descriptive statistics of simple percentage, frequency, mean and standard deviation scores while the hypotheses were tested using the analysis of variance (ANOVA) statistics at 0.05 level of significance.

Chapter four covered the data presentation, analysis and discussions. The analysis of data collected were properly presented and discussed. The findings from the study revealed that there was a significant difference in the opinions of respondent on interpersonal relationship role performances of principals in secondary schools in Kaduna metropolis, Kaduna state. The study also revealed that there was a significant difference in the opinions of respondent on the principals' decision making process in Kaduna metropolis, Kaduna State.

Further, there was no significant difference in the respondents' opinion on the principal's communication role performances in secondary schools in Kaduna metropolis, Kaduna state. It was also observed that there was a significant difference in the opinions of principals and teachers on the staff development role performances of principals in secondary schools in Kaduna metropolis, Kaduna state.

The study also showed that there was a significant difference in the opinion of respondents on the role performances of principals in the maintenance of discipline in secondary schools in Kaduna metropolis, Kaduna state. Also, there was no significant difference in the opinions of respondents on the principals' role pefromances in school-

community relationship in Kaduna metropolis, Kaduna state. Finally, there was no significant difference in the opinions of respondent on the role performances of principals in the maintenance of facilities in secondary schools in Kaduna metropolis, Kaduna state.

5.2 Conclusions

Based on the outcomes of the study, the following conclusions were made;

1. In the opinions of the respondents, the principals' interpersonal relationship role performance is effective evidenced by the friendly atmosphere created in secondary schools in Kaduna metropolis, Kaduna state.
2. Respondents were of the opinion that principals involved teachers in decision making process by carrying everybody along in the secondary schools in Kaduna metropolis, Kaduna state.
3. In the opinion of the respondents, principals' communication role performances have impact through the various methods used to pass information both internal and external in the secondary schools in Kaduna metropolis, Kaduna state.
4. Respondents were of the opinions that principals do not encourage and support staff development orientation for newly recruited teachers and in-service training for old staff in secondary schools in Kaduna metropolis, Kaduna state.
5. It was revealed that principals maintained by involving parents and assigning duties to teachers and students discipline in secondary schools in Kaduna metropolis, Kaduna state by allowing free interaction between teachers and students.

6. In the opinion of the respondents, they believed that principal enhances good relationship between school and local community by allowing the community to use the school facilities for their functions.
7. Majority of the respondents were of the opinion that principal ensures that pipe borne water facilities and other facilities are well maintained in the school

5.3 Recommendations

Based on the findings from this study, the following recommendations were made that:

1. Principals should always ensure strong interpersonal relationship in the secondary schools by being accessable to staff, listening to their complaints and meeting their needs.
2. More teachers' participation in decision making process should be encouraged in the secondary schools. The Principals should ecourage them to make some input when deemed necessary and make use of their good suggestions.
3. Effective communication is the life wire of any organisation, so principals should find a way of improving the communication strategies by using modern technology between the teachers, non-teaching staff, the community and students for the smooth running of their school.
4. Principals should encourage both on and off the job training for both the teachers and non-teaching staff of their schools. Other avenues of staff development that will benefit the staff, students and the entire schools should be explored.

5. Principals should ensure proper discipline by making sure that rules and regulations are known by every memberof the school community and that teachers should be democratic but firm and non-compromising of standards.
6. Principals should always ensure participation in community service and keep the community abreast of developments in the school that can foster and build good school-community relationship needed for the smooth running of the school.
7. Principals should ensure that all school facilities are well maintained by taking regular reports, inventory and servicing of equipment used in the school.

5.4 Suggestions for Further Studies

Further studies can be carried out in the following areas:

1. Assessment of the administrative roles of performances of private secondary school principals.
2. Supervisory role performances of principals in secondary schools in other states.
3. Assessment of the role performances of principals in the administration of secondary schools in other states.

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APPENDIX I

LETTER OF INTRODUCTION

Educ. Admin & Planning,
Department of Educ. Found. & Curr.,
Faculty of Education,
Ahmadu Bello University, Zaria.

Dear Respondent,

The researcher is an M. Ed student of Educational Administration and Planning undergoing the study on "**Assessment of Principals' Role Performances in the Management of Secondary Schools in Kaduna Metropolis, Kaduna State, Nigeria".**

Your honest opinion will therefore enhance the reliability of the study. All information given will be treated with strict confidentiality and only for the purpose of the study.

Thanks.

UHAA Charity Dinah

APPENDIX II
PRINCIPAL'S ROLE OPINION QUESTIONNAIRE

Personal Data of Respondents

Instructions: Please tick (√) in the appropriate box that relates to you. Do not tick more than one good for each statement.

Section A: Bio-Data

1. Status
   a. Principal [ ]
   b. Teacher [ ]
   c. Supervisors [ ]
   d. Non-Teaching [ ]
2. Gender
   a. Male [ ]
   b. Female [ ]
3. School Ownership
   a. Public [ ]
4. School Type
   a. Day School [ ]
   b. Boarding/Day [ ]
5. School Location
   A
   . Urban [ ]
6. Experience of the Respondents
   a. 1-10 yrs [ ]
   b. 11-20 yrs [ ]
   c. 21-30 yrs [ ]
   d. 31 and above [ ]

Instructions: Please tick (√) in the appropriate box that relates to your opinion. Do not tick more than one good for each statement.

Section B: Principals role of interpersonal relationship in secondary administration in Kaduna Metropolis, Kaduna State

S/N	Item statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	The principal in my school interacts with his/her subordinates freely.					
2.	The principal encourages teachers to work in harmony.					
3.	The principal encourages teachers to have good interpersonal relationship with students.					
4.	The principal in my school does not emphasize on peaceful co-existence among students.					
5.	The principal's leadership role leads to good relationship between school and local community.					
6.	The principal is at logger heads with staff in my school.					
7.	The principal's inability to relate well with teachers makes them disengage from extracurricular activities in the school.					
8.	The principal does not relate well with his/her vice principals in my school.					
9	Supervisors see the principal as an arrogant person.					
10.	The PTA officials do not have good interpersonal relationship with principal.					

Section C: Principals decision making process role in secondary administration in Kaduna Metropolis, Kaduna State

S/N	Item statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	The principal involves teachers in decision making process on issues that affect them.					
2.	The principal involves non-teaching staff in decision making process on issues that affect them.					
3.	The students take part on decision making process in my school.					
4.	PTA takes part on the decision making of my school.					
5.	Members of the local community take part in the decision making process in my school.					
6.	The principal communicates to the ministry of education/proprietor on the decisions made during meetings.					
7.	The principal allows influence peddling to make him/her change the decisions agreed upon at meetings.					
8.	The principal welcomes ideas during staff meeting.					
9	Most of the times the principal takes decisions unilaterally.					
10.	Most teachers in my school disengage from school activities because they are not involved in decision making process on issues that affect them.					

Section D: Principals communication role in secondary administration in Kaduna Metropolis, Kaduna State

S/N	Item statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	The principal communicates to staff and students on matters that affect the school through circulars.					
2.	The principal communicates to staff and students on matters that affect the school through Bulletin Boards.					
3.	The principal briefs members of staff before morning assemblies.					
4.	The principal does not communicate to members of staff development from the ministry of education/board of directors.					
5.	The principal does not communicate to school community development from local community.					
6.	The principal allows free flow of information from bottom to top.					
7.	The principal allows free flow of information from top to bottom.					
8.	The principal has good selection of words in communicating to staff and students.					
9	The principal makes objective evaluation for staff during the annual performance evaluation.					
10.	The principal ensures that ICT facilities are installed for students and staff to communicate with other people outside school.					

Section E: Principals role of staff development in secondary administration in Kaduna Metropolis, Kaduna State

S/N	Item statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	The principal recommends teachers who are qualified for in-service training in my school.					
2.	The principal encourages and supports teachers to attend conferences.					
3.	The principal encourages and supports teachers to attend workshops.					
4.	The principal encourages and supports teachers to attend seminars.					
5.	The principal encourages and supports teachers to attend symposia.					
6.	The principal does not encourage and support the experienced teachers to mentor the inexperienced ones.					
7.	The principal does not encourage and support orientation for newly recruited teachers in the school.					
8.	The principal does not encourage and support non-academic staff to go for in service training.					
9	The principal does not encourage and support non-academic staff to go for conferences.					
10.	The principal does not encourage and support non-academic staff to go for workshops and seminars.					

Section F: Principals role of maintenance of discipline in secondary administration in Kaduna Metropolis, Kaduna State

S/N	Item statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	The principal is disciplined as such he/her has the right to discipline others.					
2.	The principal is not capable to discipline teachers in my school.					
3.	The principal is not capable to discipline students in my school.					
4.	The principal is capable to discipline non-academic staff in my school.					
5.	The principal allows free interaction between teachers and students.					
6.	The principal does not allow free interaction between non-academic staff and students.					
7.	The principal allows free movement of members of the local community in the school premises.					
8.	The principal allows staff on duty to discipline erring students.					
9	The principal does not carry out management of discipline alone in my school.					
10.	The principal cannot discipline staff and students because of influence peddling.					

Section G: Principals role of school-community relationship in secondary administration in Kaduna Metropolis, Kaduna State

S/N	Item statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	The principal ensures that school uses people from local community to give talks to students on religious issues.					
2.	The principal ensures that people from local community are made to give talks on health issues.					
3.	The principal invites the local community to witness school programme/events.					
4.	The principal allows members of the local community to cement good relationship between school and local community.					
5.	The principal attends ceremonies of the local community to cement good relationship between school and local community.					
6.	The principal ensures that majority of lower positions of non-academic staff are occupied by the local community.					
7.	The principal ensures that preference is given to the local community during admission exercise.					
8.	The principal ensures that consumables and other essential items for staff and purchase from the local community.					
9	The principal uses elders in the local community in tackling problems of indiscipline.					
10.	The principal uses his position to get accommodation for staff in the local community.					

Section H: Principals in the maintenance of facilities in secondary administration in Kaduna Metropolis, Kaduna State

S/N	Item statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	The principal ensures that teaching facilities are well maintained.					
2.	The principal ensures that learning facilities are well maintained.					
3.	The principal ensures that sport facilities are well maintained.					
4.	The principal ensures that health and recreational facilities are well maintained.					
5.	The principal ensures that water facilities are well maintained.					
6.	The principal ensures that light facilities are well maintained.					
7.	The principal ensures that staff quarters are well maintained.					
8.	The principal ensures that food facilities are well maintained.					
9	The principal ensures that transport facilities are well maintained.					
10.	The principal ensures that materials for scheme of work and other essential records are well maintained.					

APPENDIX III

ASSESSMENT OF ROLE PERFORMANCES OF PRINCIPALS IN THE MANAGEMENT OF SECONDARY SCHOOLS IN KADUNA METROPOLIS, KADUNA STATE, NIGERIA

RELIABILITY

VARIABLES = VAR00001
SCALE('ALL VARIABLES') ALL
MODEL = ALPHA.

Reliability
Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded[a]	0	0.0
	Total	50	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0.86	70