STATUS OF THE VOLUNTARY AGENCY POST-PRIMARY INSTITUTIONS IN KADUNA STATE AFTER THE GOVERNMENT TAKE-OVER

BY

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ABSTRACT

Title: Status of the Voluntary Agency Post-Primary Institutions in Kaduna State After the Government Take-Over

Statement of the Problem: The study sought to ascertain the status of the present post-primary schools (formerly owned by Voluntary Agencies) in Kaduna State. with special reference to the implementation of the recommendations made by the government committee, and the effectiveness of principals in running these schools by analyzing their (principals) leader behavior.

Research Methods and Statistical Treatment: The study made use of the normative survey method. There were two forma of questionnaires used in the study: to collect data about extent of implementation of recommendations, and the Leader Behavior Questionnaire designed to collect data on the perceptions of principals and teachers about leader behavior.

Research Samples: The study involved 10 principals and 150 teachers in the ten randomly selected postprimary institutions in Kaduna State during the academic session 1978-1979. The "hat-draw" method was used in the random selection of institutions and teacher-respondents of the study.

The various data gathered for the study were subjected to statistical treatment which included tallying, averaging, percentage, ranking and the use of Chi-square test.

Findings; An analysis of the data gathered resulted in the findings from which basic conclusions were drawn.

Recommendationss In the light of the findings in these study recommendations were offered. Recommendations for further research were also included.

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The undersigned certify that they have read, and recommended to the Faculty Board of Education for acceptance, a project entitled "Status of the Voluntary Agency Post-Primary Institutions in Kaduna State After the Government Take-Over" submitted by Rabeh Gajiri Katsina in partial fulfilment of the requirements for the degree of Master of Education (M.Ed.).

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DEDICATION

TO MY LOVING WIFE,

Saratu,

TO MY THREE DAUGHTERS:

Safiya

Halima

Hansatu

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The researcher is very grateful to Alhaji Yahaya Hamza, the Permanent Secretary Ministry of Education, Kaduna State, through whom he was allowed by the Ministry of Education to undergo the course of study and was permitted access to all necessary Ministry of Education documents used for this research.

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I am very grateful to the Principals and Teachers of the ten formerly Voluntary Agency schools(Basawa Teachers College; Kaduna Teachers College; Kagoro Teachers College; Women Teachers College, Kaduna; Kufena College; Rimi College; Sardauna Memorial College; Queen Amina College; Government Commercial College, Zaria; and Government Secondary School Fadan Kaje) used for this study, for without their cooperation, it would

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CHAPTER 1

THE PROBLEM

1.1 Introduction

Since the inception of independence (1960) in Nigeria, the government has taken a definite step towards educational reforms which can make education in the country more functional, realistic and relevant to the changing times. Faced with the challenge of implementing the National Policy of Education and to solve the acute shortage of manpower, the Federal Government has taken a monumental decision to take over all schools run by the religious missionaries and private individuals. The take-over by the government of all voluntary agencies' post-primary institutions was widely endorsed by educationalists in the country.

To nurture this significant change in our society, the school system has to provide the leadership for the attainment of educational goals of the country. Representing the school system, is the school administrator,

the principal. "He is the key person in the administrative organization; he occupies a strategic position in the educational hierarchy" (Bunanig: 1975). The principal, through his leadership, provides the climate and atmosphere favorable to teachers as well as the students. He (principal) is responsible for providing guidance to all the group under his charge.

Indeed, among the values and practices of the school principal, none is more essential than they be dedicated and efficient supporters of the society for which education exists to serve.

One of the important reasons of the Government of Kaduna State in the take-over of post-primary schools can be gleaned in the memorandum (Appendix) issued by the Commissioner of Education in April 1, 1972; quoted in part:

> ...it has long been desirable that the control of the System of Post-Primary Education in the States should be unified under one central proprietor, i.e. the government.

The argument is that, the take-over of schools by the government will offer better opportunities for all

to acquire education in the country.

It has been almost eight years now since the edict of the take-over of schools run by voluntary agencies was issued in Kaduna State. Thus, the study sought to ascertain, among others, whether or not the recommendations of the committee, appointed by the Kaduna State government, to study the take-over of voluntary agencies institutions have been realized.

1.2 Statement of the Problem

This study attempted to examine the findings and the recommendations of the committee, who was commissioned by the government of Kaduna State to study and work out plans for the smooth take-over of voluntary agency institutions by the government. It sought to ascertain the status of the present school system with special reference to the implementation of the recommendations made by the above-mentioned committee, and the effectiveness of the principals in running the voluntary agencies by analyzing their (principals) leader behavior.

Specifically, this study sought to answer the following questions:

1. What were the recommendations of the committee based on the findings of their survey?

2. To what extent have these recommendations been implemented in the present schools, according to the principals?

3. How effective are the present principals as administrators of the formerly voluntary agency post-primary institutions?

   (i) How do the principals perceive their own leader behavior?

   (ii) How do the teachers perceive their principal's leader behavior?

4. Is there a significant difference between the principal's perception of their own leader behavior and the teacher's perception of their principal's leader behavior?

5. What are the level of satisfaction expressed by the teachers relative to the leader behavior of their principals?

1.3 Assumption

The study makes the following assumptions:

1. That the Kaduna State Government policies on finance and administration of post-primary institutions, apply generally to every post-primary institutions in the State.

2. That the leader behavior of the principal affects positively, or negatively the behavior of his teaching staff in school.

3. That the principals differ in their leadership styles, in their approaches to various problems, and their attitudes and relations with the classroom teachers. That these behavior patterns are influenced by various factors such as their attitudes and values, the situations and school environment.

4. That the principals show observable behavior and performance which are either positive or negative in nature and which influence the quality of administrative leadership.

1.4 Hypothesis

The study was based on the questions proposed. Only one hypothesis was tested:

1. The teachers' perception of their principals' leader behavior will not differ significantly from that of their principals'.

1.5 Significance of the Study

Nigeria, at long last, has opened her eyes and has realized the importance of education as an instrument in nation building. Consequently, the government considered it essential to control educational institutions in the country, so as to be able to bring education to the general public. In Kaduna State, where this present study was conducted, the government was able to take over 22 schools from voluntary agencies. For the past five years, million of naira have been channeled into educational programmes. Nigeria is indeed making the right step towards progress, but one has to admit that government control of schools

and a fat budget is not enough to run the educational machinery effectively. There are other important factors to consider, and one of them is identified by Morphet (1950). He said that:

> The kind and quality of leadership provided in educational administration is particularly important...because education is so basic to the satisfactory functioning of the society and superior leadership is essential for the development of an adequate program of education. The educational leader...must be a highly competent person who believes...in the potentialities inherent in people, and in the significance of the educational progress; a person who has the knowledge, insights, ability, and skills needed to function successfully as a recognized educational leader in helping people identify, analyze, and solve satisfactorily the problems with which they and their society are confronted.

While some educational administrators, like the principal, can provide good leadership to their school, there are others, who, because of some reasons simply function as "administrator". This "administrator", according to Lipham (1964) restricts his role to that of maintaining the organization only. A leader-administrator functions far beyond that of just being maintenance officer. He should possess qualities such as those pointed out by Morphet (1959). Truly, an

understanding of leadership is essential to the effective operation of the school system.

Principals, with particular reference to those connected with post-primary institutions formerly operated by voluntary agencies in Kaduna State, lament in the sensibility of their position. This is because, different groups within the community and within the school have different expectations or views of the role that should be played by the school principals. The principal has his own view of his role, and in order to minimize friction, he must find means to reconcile these differences in views about role. These conflicting expectations of principal's role has also been observed by Campbell (1957). He noted that "many situational factors condition the behavior of the educational administrator". Thus, the study about the leader behavior of principals in post-primary institutions in Kaduna State has to be conducted in order to determine the extent of similarities or differences between the perceptions of teachers about the leader behavior of their principal and the perceptions of principals

(themselves) about their leader behavior. In the light of the findings of the study, it is hoped that: principals would be able to utilize the feedback to examine their practices with the aim of improving them; teachers may have a clearer understanding of their principal's behavior as administrator and leader of the school, hence, they may be able to make better adjustments with him (principal); the researcher may recommend, if necessary, to the Ministry of Education, to develop programs of leadership training that will meet the needs of present and future principals of post-primary institutions.

As a whole, the researcher undertook this study with a view that the findings would help make the authorities aware of the needs and problems of the post-primary institutions, formerly operated by voluntary agencies in Kaduna State. It is hoped that help would be extended to the institutions that may need them.

1.6 Scope and Delimitation

This study described and analyzed the financial and administrative organization of the voluntary agency-owned post-primary institutions, before the take-over by the government, and at the same time examined the effectiveness of the principals in running these post-primary institutions by studying their leader behavior.

The study was concerned only with post-primary institutions, formerly operated by the voluntary agencies, located in Kaduna State. It used a sample of 10 institutions randomly selected from among a stratified population of 22 post-primary institutions.

The subjects consisted of 10 principals and 40 per cent of the total number of teachers in the 10 institutions selected for the study.

The final number of teacher-respondents in each of the ten schools are as follows:

1.	Basawa Teachers College, Zaria	- 12
2.	Kufena College, Zaria	- 15
3.	Government Commercial College, Zaria	- 20
4.	Kaduna Teachers College, Kaduna	- 12
5.	Rimi College, Kaduna	- 10
6.	Queen Amina College, Kaduna	- 21
7.	Womens Teachers College	- 17
8.	Sardauna Memorial College, Kaduna	- 12
9.	Government Secondary School, Kaje	- 13
10.	Kagoro Teachers College, Kagoro	- 18
	TOTAL	-150

1.7 Definition of Terms

For the purpose of the study, the following definitions are adapted:

Leader Behavior. What the principal actually does in the execution of his official duties which reflects his ability and readiness to guide, manage, and inspire

the personnel working under him.

Initiating Structure. Following Halpin's (1958) definition, this term refers to the leader's behavior in delineating the relationship between himself and members of the work group and endeavoring to establish well-defined patterns of organization, channels of communication, and methods of procedure to achieve maximum accomplishment.

Consideration. Halpin (1958) refers to this term as the behavior of a leader which indicates friendliness, trust, respect, and warmth towards the members of his staff.

Perception. This term simply refers to the way teachers "view" the principal's performance as a leader and how principals "view" their own performance as an administrator of a school.

1.8 Background of the Study

1.8.1 Information About the Administration of the Post-Primary Institutions by the Voluntary Agencies

The information utilized for this discussion have been collected from the Ministry of Education, Kaduna and from casual interviews with principals and teachers who are knowledgeable about the institutions formerly owned by Voluntary Agencies in Kaduna State.

1.8.1(a) Administrative Structure. There are many reasons for the government take-over of the post-primary institutions operated by the Voluntary Agencies in Kaduna State, but the most noteworthy is that which refers to the unification of post-primary institutions under the sole guardianship of the government. Before 1972 there were as many proprietors as there were schools, each developing and operating their own schools the way they see it fit. In the ten schools surveyed, the administrative structure of the institution started with the proprietor combining proprietorship duties with that of the principal. This was the case, regardless of

principals were not anymore acting as "robots" of the proprietors. They (principals) administer the institutions to the best of their capabilities under the control of the Board of Governors comprising the representatives of the Ministry of Education and the representatives of the proprietors. The Education Secretary of the Voluntary Agencies was the permanent chairman of the Board of Governors.

Another improvement in the administrative structure was the removal of the bursar's responsibilities from the principal. With the appointment of a school bursar or accounts clerk, the collection of school fees and issuance of receipts were the task of this officer. Whenever the school has a bursar, he was usually assisted by ancillary staffs. There were two in this category: the chief clerk who acted as financial clerk and that of dispatch clerk; the school typist who typed all the correspondences of the school. The number and duties of non-academic staff vary from institution to institution.

1.8.1(b) Finances and Financial Control. The Voluntary Agencies institutions derived its finances from school fees of the students, aids from the home missions and most of it from the state government. The proprietors have the blanket authority to spend in any way they like the different grants that they received from the government. Usually, these grants were for salaries of the teachers and for the construction of new buildings.

Under the Voluntary Agencies, the principal had more power in the actual expenditure of the school budget, through the approval of the Board of Governors. The principal was allowed to debit the proprietor's account and credit the same into his school bank account. The principal may withdraw money as required to meet the school financial needs. Periodically, the Voluntary Agency's auditor would check the school account of the principal and submit his report to the Board of Governors. This financial arrangements enabled the principals to purchase school supplies and foodstuffs according to his discretion.

1.8.1(c) Teaching Staff. The teaching staff was composed of a few graduates, mainly Grade 11 teachers, Higher School Certificate holders and Royal Society of Arts Advanced Certificate holders. Every year, there's always a problem of inadequate staffing. The number of members of the teaching staff was a fluctuating one. Most of the lay teachers were hardly satisfied with the conditions under which they worked. This was aggravated by the periodic delays in the payment of their monthly salaries. As soon as they discovered better employment opportunities elsewhere, they left as quickly and as unceremoniously as they were employed. Only the Grade 11 teachers among the teaching staff taught the longest in the schools. The stable nature of their employment might be attributed to the fact that, poor as their conditions of service were under the Voluntary Agency Institutions, they were better off in these institutions than in the Primary Schools where many of them were recruited. The Higher School Certificate holders also left as soon as they gained admissions into higher Institutions and

the Universities. One thing stood out clearly during this period under review; the non-graduate teachers worked relentlessly hard to ensure the success of the students they taught in the various examinations they were being prepared for. This was not surprising - a large scale failure of the students in a particular subject would lead to the verification of the qualifications of the teacher. The Proprietor and the Ministry of Education would rightly or wrongly attribute the students' failure in that subject to the inexperience and lack of qualifications of the unfortunate teacher; and for this, the teacher might even loss his/her job.

The graduates, on the other hand, cared less about the success of the students in the various examinations because their employments were guaranteed by their qualifications. While the non-graduate teachers organized extra-class lessons to ensure the success of a greater number of students, the graduate ones made it categorically clear to the Proprietor that any such extra lessons would be done only if they were paid for them.

As a result of the preponderance of the non-graduate teachers over the graduate ones and as the former were obviously more hardworking than the latter, most of the students registered successful and outstanding results in their various external examinations.

1.8.1(d) Students. The students were made up of both females and males from all over the country. Some schools were co-educational and others were non-co-educational. The students population rose gradually from year to year.

The students had to be provided with virtually everything by their parents or guardians. The school fees were very exorbitant. The students had to sew their own school uniforms and, in addition, paid for whatever private examinations they sat for. Those who lived in the school premises as boarders had to file up behind each other almost every day to fetch water from the township taps.

The students were well disciplined. They studied hard while at school and also took part in some extra-curricular activities. Since the school fees were high

and students were studious and registered successes in most of the examinations.

The schools provided amenities for both day and boarding students; students who came from outside the school locality preferred (and were allowed) to be boarders while those who lived within the locality had to be admitted as day students - although it was not uncommon to find students who resided within the locality being admitted as boarders. Boarding fees were very prohibitive under the Voluntary Agency System.

1.8.1(e) Duties of the Principal. The principal's main duties were numerous. Among others, the principal was generally responsible for the effective and smooth operation of the entire school. He assigned duties and responsibilities to the teachers under him. He allocated periods to the teachers - he had the assistance of a vice principal or a senior member of the teaching staff. During periods of acute shortage of teaching staff, the principal had to assume few periods to teach a week.

One of the main duties of the principal was the admission of students into the institution. He instructed entrance examination to be held, questions on these examinations to be set by his teachers; ordered the papers to be marked and also interviewed and selected the students for admission into the school. The proprietor of the school oftentimes encroached upon his power to select students which was one of the causes of conflict between the principal and the proprietor. The depth of the conflict depended on how effective and principled the principal was in the discharge of what he considered his legitimate duties. Invariably, the proprietor had his way - as easily as one who paid a Piper would dictate the tune. Teachers, aside from their main duties, were required to take part in extra-curricular activities of the school like sports and club activities.

1.8.2 The Committee Report of the Survey of Financial and Administrative Practices Prevailing in the 22* Post-Primary Voluntary Agency Institutions in Kaduna State.

The purpose of the survey was to ensure a smooth take-over of the Voluntary Agency post-primary institutions by the government of Kaduna State. The Committee started the survey on the 28th of January, 1972 and submitted its report about the middle of February of the same year. The terms of reference of the Committee were:

a) To work out how best to cut down costs of running Government Institutions without lowering standards both in and outside the classrooms. There are many things students can do by themselves and thereby saving the Government from employing unnecessary labour.

b) To look into the standard items e.g. uniforms supplied to students with the idea of applying one standard list throughout our schools. It appears that at the moment some Principals are more generous than others. Some savings may be achieved by this exercise.

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* The list of the 22 Post-Primary Voluntary Agency Institutions can be seen in Appendix C.

c) To work out the additional costs to Government resulting from the take-over of Voluntary Agency Schools with effect from 1st April, 1972.

d) To submit detailed findings by the middle of February, 1972 to enable any additional provision required to appear in the 1972/1973 estimates.

The members of the Committee visited the premises of each institution so as to make a first hand physical assessment of the existing facilities. Questionnaires were distributed to the principals in order to collect data about the financial and administrative practices prevailing in their schools.

The Committee came out with a comprehensive report about the survey but it was not the intention of this study to reproduce the full text of the report and written out, viz. - matters relating to: foodstuff; uniform; materials; beddings, etc., building; equipment and materials; and student affairs.

The Committee compared the system used in the Government Institutions with that of the Voluntary

Agency Institutions. The report are as follows:

1.8.2(a) Foodstuff

System of Food Purchasing

> ...in the Voluntary Agency Schools... non-perisable items of foodstuffs are purchased in bulk either directly or through established suppliers when such foodstuffs are cheapest. In some Voluntary Agency Girls' institutions, the students are directly involved in the purchase of some items of foodstuffs.

The Committee found the system of bulk purchasing commendable. In the government institutions, the principals were required to tender for the supply of foodstuffs through the Provincial Tenders Board. The Committee found out that the principals were complaining about this "contractual supply" system. The Committee put forward their observation about this contract supply system:

> ...An analysis of the data at our disposal shows a higher student maintenance cost in Government Institutions where this system is practiced...Another disadvantage of this is that since the power to terminate a Contract Agreement rests with the Tenders Board at the Provincial Headquarters and often due to the remoteness of some schools from these Headquarters, it is not always easy to replace a

> defaulting contractor.
> ...the bulk purchase system has everything to commend it except that adequate storage must be available...

Feeding of Students

The problem of maintaining and feeding students in the Voluntary Agency Institutions was not as difficult as those in the Government institutions. This was because Voluntary Agency institutions charged very high for board and lodging of their students.

The survey showed that in Government institutions, the allocation for the maintenance per student was three shilling (30 kobo) per day. This included soap, fuel, kitchen expenses, etc. The Commmittee considered the amount "unrealistic". According to them, "the cost of food should not be lumped together with other items..."

The survey on maintenance of students further showed that in some areas, a student can be fed for 2/8d (28 kobo) a day, in other areas, at least 3/- (30 kobo) a day. For this reason, the Committee divided the State into three food zones. In the consideration

of zones, the geographical location of the schools and the availability of essential foodstuffs peculiar to each area were taken into account.

The food zones were:

Zone A : 3/-per student per day. All schools in Kaduna and Zaria Administrative Areas.

Zone B : 2/10d per student per day. All schools in Kaduna, Kuntua, Dutsinma and Daura Administrative Areas.

Zone C : 2/8d per student per day. All schools in Kachia, Saminaka, Birnin Gwari and Jema'a Administrative Areas.

School Menu

The Committee found the list of quantities of food and the menu for the schools not very practical. This was with reference to the government institutions. The Voluntary Agency institutions were doing fairly well with their school menu. In order to come out with a more acceptable menu for the students, the Committee reported:

> ...we enlisted the services of a qualified Dietician, a Domestic Science Specialist, and two Cooks. We weighed quantities of food, cooked them and then assessed their adequacy for a student's meal.

From this study, the Committee came out with an improved list of quantities of food which they deemed more realistic.

1.8.2(b) Uniform Materials, Beddings Etc.

Uniform Materials

All Voluntary Agency institutions as well as government institutions prescribed school uniforms for their students. The Committee noted that whereas principals in Voluntary Agency Institutions had the prerogative to decide the system of supplying uniforms to the students, in Government Institutions, "Ministry of Finance purchases the uniform materials in bulk and then supplies them to the schools." This practice had started only a year before the Committee survey. In the previous years, "...principals buy the uniform materials ...the same way as Voluntary Agency principals do..."

The Committee did not see the rationale behind the centralized system of buying the uniform materials, since according to them, there was no difference in the amount paid by the principals for these materials when they were the ones buying them. In their

report, the Committee contended:

> ...centralization has done more harm than good because it has resulted only in the supply of poor quality materials and delays in delivery.
>
> Another disadvantage of the central supply of uniform materials is that schools are not able to retain their individuality since all of them have to use exactly the same colour and uniform material.

Outing Uniform

It was the practice in all secondary schools, Voluntary Agency and Government Institutions alike, for students to use a special type of unifrom attire during outing trips. In the Government Institutions, the female outing uniform did not look very fashionable but they did not complain as much as the male students. According to the Committee report:

> ...The general opinion among principals is that as an outing uniform, the Kaftan is now outmoded. They therefore feel, and we agree with them, that at least the Kaftan should be replaced by something which would be more acceptable to students e.g. a long-sleeved jumper.

Classroom Uniform

The classroom uniform for female students was acceptable. The male students' uniform which comprised of a shirt and shorts was considered as reasonable by the Committee. However, they commented on the unsuitability of the white drill material for shirt purposes and therefore recommended for a better quality material.

The Committee did not comment on the classroom uniform of those in the Voluntary Agency Institutions. It was generally observed that students in Voluntary Agency Institutions used better quality materials. This was not surprising since the students were charged for the cost of these materials.

Blankets

This again, referred to the Government Institutions only. The report mentioned about the principals complaining about the white color and the inferior quality of the blankets issued to the schools by the Ministry of Finance. The Committee concurred with the principals as regards this matter.

Mosquito Nets and Tarpaulins

In Government Secondary Schools, mosquito nets and tarpaulins were issued to students usually on their initial entrance in the school. The students were expected to let these beddings last for five years. At the time of the survey, the Committee learned that there was a proposal "to centrally supply mosquito nets and tarpaulins to the schools." The Committee felt that the purchase of these items should be left to the schools.

Scale of Issues

Comparing the scale of issue of uniforms in Government Institutions and in Voluntary Agency Institutions, the Committee found the former as "wasteful". The Committee pointed out that "two sets of classroom uniforms were issued to each student at the beginning of each school year, whereas one set was found adequate in Voluntary Agency Institutions.

1.8.2(c) Buildings

Construction of Buildings

The findings of the Committee regarding school buildings tend to show that Voluntary Agency

Institutions followed a system of constructing school buildings which were characterised by "economy, speedy erection and quality". The Ministry of Works approved the plans of the building and assessed the capital grant but the Committee observed that "many of these buildings were constructed at half the Ministry of Works estimated cost". The reason maybe was that, "the buildings were constructed either by direct labor or low-priced contracts" which were solicited by the Voluntary Agency Institutions themselves.

On the other hand, the Committee saw several new buildings of Government Institutions progressing slowly at various stages of completion. They (Committee) pointed out in their report that:

> ...the present system whereby every school building has to go through the Ministry of Works and the Tenders Board needs to be thoroughly examined.

The Committee gathered from their interview with principals that the slow pace of progress on these buildings had resulted in overcrowding of students in the classrooms.

Siting

The Committee observed that in many of the Government Institutions they had visited, the siting of school buildings were not well planned or considered. Apart from the overcrowding of buildings in some areas in the school compound, hygieneeand sanitation and safety of the students and staffs seemed to have been neglected by the planners. Two of the institutions cited by the Committee are located in Zaria. The principals of these schools reasoned out that they had no hand in planning the sites of buildings in their school. On the basis of what the Committee had observed as weaknesses in school siting they considered it "obsolutely necessary that optimum consideration be given to the siting of buildings in school compounds." In their report, they stressed the importance of safeguarding the welfare and health of the students.

Maintenance of Buildings

Maintenance is essential in prolonging the "life" of school buildings. Voluntary Agency Institutions had kept their schools beautiful and well-maintained. This

was made so thru the concerted efforts of the principals and the school staff. In Government Institutions, the Committee commented about the ill-maintained buildings. The Ministry of Works was supposed to be responsible for maintenance and repair of all Government Institutions buildings. The Committee, however, reported that "the Ministry of Works was lacking in capacity to cope with the maintenance of these buildings either because of the lack of personnel or of the location of the schools." As an alternative solution, the Committee suggested that Government Institutions should follow the system used by Voluntary Agency Institutions for "speedy execution of minor repairs" in the schools.

Supply of Furniture

The Ministry of Works contracted and supplied new classroom and dormitories with the necessary furniture. This system, according to the Committee, caused much inconvenience to the schools because of the delay in the arrival of the supply in Government Institutions. In Voluntary Agency Institutions, principals had the authority to purchase school furniture. In some cases, the school

had carpenters who manufacture the furniture.

Evenwhile the Committee found this practice commendable and felt that the success of this practice depended upon the leadership and experience of the principal. The Committee were more in favor of a system whereby "running contracts will be entered into with established furniture manufacturers for the supply of standard furniture."

1.8.2(d) Equipment and Materials

Textbooks and Materials

The practice as regards the supply of materials and textbooks to students varied from school to school. This referred to both Government and Voluntary Agency Institutions. In Government Institutions, classroom materials and textbooks were supplied to students either free or on loan basis. Voluntary Agency Institutions preferred that students purchase their own books. Only in very special cases, the school also loaned out essential textbooks to students.

Principals of both Government and Voluntary Agency Institutions,however, were of the opinion that

textbooks should be purchased by students themselves - the Committee on the contrary, thought otherwise.

Scale of Issue

The Committee supported the prevailing practice in all Government Institutions regarding the free issuance of classroom materials, other than textbooks. Nonetheless, they expressed dissatisfaction about the quantity of materials and equipments given out to students. The Committee suggested that the school should modify their practices of scale of issue of classroom materials to students.

1.8.2(e) Students' Affairs

Involvement in Food Matters

In all the schools surveyed, the Committee found students effectively getting involved in food matters. In every school they found Food Committees composed of students under the chairmanship of a teacher. Evenwhile the functions of the Food Committee differed from school to school, the members generally took a hand in helping the school authorities to settle problems about food matters.

Involvement in Manual Work

The students' active participation in keeping the school premises and classrooms clean had impressed the Committee. The team who surveyed the schools observed that students took pride in doing manual work as part of their school activities. The Committee commented that the Voluntary Agency Institutions were kept clean even without the employment of laborers or janitors.

Because of the presence of numerouss laborers in the Government Institutions, students were not required to help clean the school premises, except when they were made to do so as a form of punishment. Generally, students in these schools looked upon manual labor with much distaste. The Committee, in their report, commented:

> ...the presence of many labourrers in these institutions inspires students' laziness and disinterestedness in their surroundings. Apart from the obvious advantage of saving money, manual work is an integral part of education. It should therefore be regarded as a normal routine in a students' life rather than as a means of discipline as it is at present regarded by students in Government Institutions.

Caution Money

The practice of most schools to require students to deposit some amount as payment in case of laboratory equipment breakage or losses of school property was found acceptable by the Committee.

Journey Money

The existing practice of Government Institutions in allocating payment for the home journey of students was highly questioned by the Committee. They considered the system as "unfair" since according to them, "it does not take cognizance of road directions." The Committee felt that -

> ...this system should be scrapped and be replaced by a more realistic system of assessing journey money. The most realistic system that has suggested itself is the payment of one penny per mile for the homeward journey only based on the actual road distance from the school to the students' hometown. Parents should be responsible for the return fare of their children.

Personal Items

The Committee felt that personal items such as toilet sets, cutlery, bedsheets, pillows, etc. should be provided by students themselves and should be kept optional.

From this epitomized account of the findings of the Committee, it is evident that Government Institutions in Kaduna State could need a facelift. Much as we hate to admit it, time had rendered some government policies, regarding the software and hardware of education, outmoded.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides background information relevant to the researcher's problem. It contains also a review of literature and studies which provide insight into methods and solutions which are essential to the present study.

2.1 Leadership Dimensions

Halpin (1966) has identified two leadership dimensions, initiating structure and consideration. He pointed out that effective leaders have always utilized the principles embodied in the Concepts of these two leadership dimensions in guiding their behaviour with group members. The concept of the two leadership dimensions is stated thus: (Halpin: 1966)

> The leader must lead - must initiate action and get things done. But must accomplish his purposes through other people, and without jeopardizing the intactness or integrity of the group, the skilled administrator knows that he also maintain good "human relations" if he is to succeed in furthering the purposes of the group.

Blanchard (1970) endorsed this concept of leadership dimensions. In support of Halpin's idea of good leadership, he (Blanchard) mentioned that a leader, to be successful, must be able to contribute to group objectives and group maintenance. He should be strong in Initiating Structure and should show high consideration for members of his work group.

2.2 Leadership Role Expectations of School Administrators

The school administrator's position is usually a very important one. The importance of his position becomes even more pronounced in a developing country like Nigeria. Ozigi (1977) thinks that in a developing society like ours, which poses a big challenge to education, the administrator must see his role in relation to the contributions he can make to the complex task of nation-building.

Fafunwa (in Fafunwa et. al., 1971) also sees the Nigerian principal as occupying a unique position in the country's educational system. According to him, the principal is an educational leader in his own right and his

influence is considerable in the educational programme of the country. Fafunwa gives a list of school principal's main tasks as, interpreting policy; executing instructional programme; and selecting, inducting and retaining personnel. One thinks that these tasks are onerous. Ozigi (1977) on his own part sees the operational areas of school administration as loosely including the following:

a) curriculum development and programme of instruction

b) pupil personnel

c) staff personnel

d) school-community relationships

e) equipment and physical facilities

f) finance

The above list also points to the same idea that the principal's task is a complex one.

Many authors, such as Goodwin and Fafunwa, agree on a number of characteristics which the school administrator should possess, and since these are logically tied up with his role expectation, they will be discussed in this section.

F.J. Goodwin (1968) is of the opinion that the principal, as educational administrator should be -

> ... excellent as a scholar, impeccable as an organizer, inspiring as a leader. Apart from this he will have about him a tang of authority well able to exercise firm rule yet showing friendliness and compassion. He will keep abreast of the educational times yet be so sensitive to tradition that he will hand on undiminished the heritage of the ages. He will find time to promote the good name of his school as well as all the good works within it. In spite of all this, he will manage to remain human, acceptable to his friends and tolerable to his family. Naturally to do all of this he will need the constitution of a cart-horse, the nerves of a gladiator and the resilience of a bull.

It may not be possible for any principal to possess a good measure of all the characteristics listed by Goodwin. However, there is a need for school administrators to be quite versatile in order to provide the school with good leadership.

Fafunwa (1971) also has an even more ambitious list of the attributes of an efficient principal. According to him, a principal should have the following attributes:

He is human.

He is dependable.

He believes in teamwork.

He is not secretive but open and friendly.

He is open to suggestions.

He avoids too many rules and regulations for those tend to impede the smooth running of the school.

He has a definite scheme of work and organizes his office staff efficiently.

He assigns routine work to his clerks and distributes some of his functions among his staff and through committees.

He seeks the professional growth of his staff and his own.

He is accessible to his pupils and shows keen interest in their welfare.

He encourages student participation in matters relating to their own welfare.

He makes decisions judiciously and upholds democratic principles at all times and without fear or favours.

He ensures that his office staff are polite, cooperative and efficient in handling matters relating to students, staff and the public.

He keeps regular office hours that are known to the students and the staff.

He is punctual and arrives earlier in the office before the opening of his school.

He attends to correspondence promptly.

He upholds the highest standard of honesty and

> integrity and ensures that both staff and students follow suit through the spirit and the letter of the law.

From the literature presented so far, one thing becomes clear, that is, the school administrator's task is a very complex one. His task calls for training and expertise.

The following section of this review will deal with the preparation of school administrators in Nigeria.

2.3 The Training of School Administrators in Nigeria

Until quite recently and even now, not much attention has been given to the preparation of school administrators. Ozigi (1977) points out that there are no regular training courses for the greater proportion of the school administrators. Some people think that the school administrator does not require any special training; that all one needs is experience on the job, and that anybody can do the job. For this reason most principals of post-primary institutions in Nigeria are still administering their institutions without any special training in educational administration.

However, there has been some growing awareness of the nature of the school administrator's work, and the need to have some expertise to be able to do the work effectively. In 1962, for example, at the request of the former Northern Nigeria Ministry of Education, the Institute of Administration, Ahmadu Bello University, Zaria, opened a one year course in educational administration, The course was designed to train educational administrators for the Ministry of Education# The request came about as a result of the recommendation of the Ashby Commission appointed by the Federal Government in April, 1959 to conduct an investigation into the needs of post-school certificate and higher education over the following twenty years, (Thornbyj 1966)*

Entrants to the course were experienced teachers who held the Nigerian Certificate in Education, the Senior Teachers Certificate (Grade I), or Teachers Higher Elementary Certificate (Grade II), <Allen: 1969)*

The course was specifically designed for the immediate needs of primary school administrators. At that time no provision has been made for the training

of administrators at the post-primary level. Recently, however, universities in Nigeria have included administration and planning in their curriculum to cater for the needs of post-primary administrators.

With the rapid expansion and diversification of education in Nigeria and the projected increases in school enrolment, it is now realised that school administrators will play an increasingly important role in the development of the country.

Convincingly, Professor Baikie (in Kumo: 1974) indicated that enrolment in post-primary (secondary schools including 6th Forms) institutions particularly in the Northern States went up about three times in less than a decade, and as such, our educational system will require modern managers who are themselves well-attuned to the need for changes in the system in order to ensure a modern administrative approach in solving educational problems.

In view of the fact that the country lacks education administrators coupled with the necessity and urgency with which such administrators are needed (as a result of the explosion in enrolment of post-primary institutions, the projected increases in school sizes, the frequent riotings and demonstration in some schools, the unrest, the problem of indiscipline and the degeneration of academic performances of a larger percentage of the post-primary institutions), professional educationists like Fafunwa (Fafunwa et. al., 1971) Ozigi (1977), Fagbulu (1972), Ukeje (1966), and others have prescribed a number of procedures in educational administration to serve as guidelines to principals and other educational administrators to whom many of the routine procedures are yet unknown. Fafunwa, for example, adapts the guiding principles in school administration as listed by Edmonson et. al. (1948). These include:

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

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

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

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

(5) The secondary school organization shall be so planned as to allow all members of the staff to function as coordinated parts rather than as individual.

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

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

(8) Efficiency in procedures necessitates that the special capacities and limitations of all works be considered in cooperative undertakings.

(9) In a cooperative educational programme, it is essential to define the functions of each unit to prevent overlapping.

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

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

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

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

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

(15) The whole spirit and morale of the administration should be fundamentally optimistic in its outlook and constructive in its policies and procedures

Lastly, on the preparation of school administrators, it is consoling to note that by 1970 some of Nigeria's universities, Nsukka, Zaria, Ife and Ibadan have started to offer M.Ed. courses in educational administration and planning. Jos has also in 1977 joined them. Thus, more and more of our school administrators now receive some form of training. We agree completely with Fafunwa (1971) that a course in school administration and supervision is a must for school principals in addition to the usual university education or its equivalence.

2.4 Purposes of an Efficient and Effective Education Administration.

Ozigi (1977) thinks that the primary aim of school administration has to do with the improvement of teaching and learning, and all the activities of the school administrator must be directed towards this end. The importance of the basic purposes of an efficient and effective administration has been succintly treated by Barry and Tye (1972):

(1) They are intended to provide services, and to establish a system of procedures which will uphold and facilitate the schools' professional objectives. This will involve the provision of appropriate forms, reports, returns and records specifically designed for the purposes which they are intended to fulfil.

(2) They should be designed to put every teacher in a position to teach more efficiently. To this end he must be provided with administrative support, which will avoid the misuse of time, skill and energy that occurs whenever teachers perform functions and provide services for which they are neither trained nor equiped.

(3) Established education administrative procedures that would enable each decision or situation to be dealt with as part of a coherent pattern, supported by past experience and precedent, rather than as an isolated, "one-off" occurrence, with no accumulated wisdom or inherited expertise upon which to depend.

(4) A well-designed administrative organization will seek to spread the total load of work over a stipulated period, such as a term or a year, by fixing important dates well in advance, by reducing the number of peaks and troughs in the work load, by establishing an even distribution of pressures, by avoiding bottlenecks, and by staggering repeatitive events such as staff meetings with parents, internal examinations, the issue of reports, ... and field study outings ...

(5) Sound education administration establishes clear channels of communication and of consultation. By-passing these established links, by cutting corners, it is likely to cause only confusion and irritation. Knowing when to ignore an established procedure is, in fact, an exercise in the art of judgment, which should prove the validity of the rule by the infrequency and urgency of the exception.

(6) The larger the school, the more important is the quality of its administrative procedures and services; for size emphasises the need for an efficient professional organization, and (as we have seen) that organization, in turn, must be nurtured and sustained by an efficient administration.

(7) It is a fundamental characteristic of good administration, which is of particular importance to secondary schools, that it should be flexible, unobtrusive and unfussy, yet capable of rising to occasions, of coping with emergencies and of adapting to change.

As a whole, "school administration is principally a matter of human relations and its main objective is the development of the human person," (Fafunwa: 1971).

2.5 Major Developments in Educational Administration in Nigeria with Regard to Voluntary Agencies Institutions

School administration had its origin from the early days of missionary activities on the West Coast of Africa. There was no proper coordination of efforts nor was there anything like organization in the first forty-five years. Thus, the greatest defects in the work of the missionaries were to be found in their failure to organise and supervise their work more effectively than they did.

According to Lewis (1965), the first step taken by the colonial government to control and administer education was introduced after the separation of Lagos from the Gold Coast Colony in 1886; when the first purely Nigerian Education Ordinance was enacted. One of the provisions made was for the appointment of an Assistant Inspector of Education for the West African Colony.

Henry Carr became the first Inspector of Schools for the Colony and Protectorate of Lagos in 1892 after five years service as an honorary Inspector for the same area.

In 1906, after the amalgamation of Lagos with the Protectorate of Southern Nigeria to form the Colony and Protectorate of Southern Nigeria, the Department of Education was established. For years thereafter, the Lagos office served as co-ordinating centre for the offices later established in the Northern, Western and Eastern provinces until 1948 when under a new Ordinance, Lagos ceased to have controlling power over the educational policies of the various Provinces. The then Regional Governments thenceforth became responsible for enacting laws for their own social services including education.

On the adoption of the 1952 Constitution, which brought into being the ministerial system of government, one of the most important features in it was the establishment of a ministry of education for each of the three regions of Nigeria. The Ministry of Education was charged with the responsibility of formulating policies

on the subject under his portfolio. His immediate advisers were the Permanent Secretary and the Chief Inspector of Education.

It is important to point out that the idea of School Boards dates back prior to 1965. That was when all the governments of the Federation accepted the idea in principle. It was not until 1968 that the former Western State established the first State School Board, as an arm of the government with the responsibility for the appointment, transfer, promotion and discipline of teachers in the State.

2.6 Studies Conducted About Leader Behavior

Evenson's Study

Evenson (1958) made a study of perceptions of the leadership behavior of 40 high school principals. He used the Leadership Behavior Description Questionnaire (KBDQ) to collect his data. The findings of his study showed that:

1. Teachers' perceptions of their principals' behavior on the "Consideration" dimension differ from that of the principals' or the superintendents'. The

teachers' perceptions were significantly lower than the superintendents' perception on both dimensions and significantly lower than the principals' perception on consideration.

2. As a whole, the principal does not see himself as does his teaching staff or his superintendent in respect to either "Consideration" or "Initiating" structure.

3. The superintendents, when compared with staff members, tend to describe principals as higher on both "Consideration" and "Initiating" structure; the superintendents do not differ significantly from the principals in this respect.

4. Out of the 40 principals included in the study, only 13 of them were rated by the teachers as being both high in "Consideration" and high in "Initiating" structure, 12 of the dimension, the rest (15 of them) were rated high or low in either "Consideration" or "Initiating" structure.

Tajo Study

Tajo (1973) conducted a research on the leadership style of public primary school administrators in Leyte, Philippines. He also used the Leadership Behavior Description Questionnaire (LBDQ) to collect his data. The administrators were grouped into three, - the subject supervisors, principals and head teachers. The study tried to find out how the three groups of administrators perceive their own leadership styles as compared to how their subordinates (the teachers) perceive their administrator's leadership styles. The findings showed that:

1. The three groups of administrators have the same perceptions of their own leadership style in the two dimension of leadership structure, "initiating" and "consideration".

2. The head teachers evaluated themselves as more initiating structure-oriented than the principals and supervisors. This finding is contrary to the hypothesis which states that: "The higher the administrative rank, the more initiating structure-oriented is the administrator."

3. The leadership styles of the three groups of administrators were perceived differently by the teachers.

4. As a whole, the administrators rated themselves to be more "initiating" and "consideration" oriented compared with the ratings made by their subordinates.

5. The researcher made a conclusion that the administrators had the tendency to rate their own leadership behavior higher than their subordinates.

Attempts have been made to search for studies on leader behavior in Nigeria in the libraries in A.B.U., Zaria but the researcher could not find any of such studies. There was a study made by Dr. R. Olutola about "Leadership Role and Role Performance of Administrators in Kaduna State", sometime in 1974. He conducted this study while he was still a lecturer in the Department of Education, A.B.U., Zaria. He left A.B.U. without publishing the outcome of his study.

2.7 Relationship of the Studies Reviewed with the Present Study

2.7.1 Similarities. Like the related studies, the present study attempted to describe the leader behavior of school principals through an analysis of the perceptions of these behaviors by the administrators themselves and by the teachers with whom they work.

The present study also made use of the Leadership Description Questionnaire (LDQ), an instrument originally devised by the Personnel Research Board of the Ohio State University. However, the form which was used by the present researcher has been modified to make it more relevant to his own research study.

2.7.2 Differences. This study differs from the studies reviewed in the selection of samples and environment for the study. The researcher has selected post-primary school principals and teachers for the subjects of this particular study. Other studies reviewed have for their subjects either secondary school principals and teachers or primary school principals and teachers. All the studies reviewed were conducted outside Nigeria.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Methods and Procedures

The study made use of the normative survey method. This method of research may not be forward looking but as Good (1971) pointed out:

> ...it may be of service in making researches for the purpose of ascertaining what is the normal or typical condition or trend obtaining in a particular group or population.

In order to collect data about the administrative status of the voluntary agency post-primary institutions before the government take-over, the researcher examined the report given by the government committee who conducted a survey of the financial and administrative status of all voluntary agency operated post-primary institutions in Kaduna State.

To ascertain the extent of the implementation of the recommendation of the government committee, 10 principals of the sample schools were requested to respond to the items in the questionnaire prepared for them.

For the leader behavior of principals, a Likert-type scale was utilized to illicit response from the two groups of respondents - the principals and the teachers.

The principal-respondents were asked to describe by checking the items in the questionnaire, how they think they behave as school administrators, and the teacher-respondents were also asked to tick the items in the questionnaire to indicate how they think their principal actually behave as an administrator.

3.2 Samples

The study involved principals and teachers of the ten randomly selected post-primary institutions in Kaduna State during the academic session 1978-1979. All principals of the selected ten formerly Voluntary Agencies operated post-primary institutions constituted the principal-respondents while a total of 40 per cent of the teachers in these institutions constituted the teacher-respondents. The "hat-draw" method was used in random selection of institutions and teacher-respondents of the study.

The Hat-Draw Method. This method involved assigning numbers to all the subjects (schools or teachers, as the case may be) on a prepared list and writing the numbers on small pieces of paper. The papers were rolled individually and then dropped into a hat or box. The container was shaken to ensure that the rolled papers were well mixed. One paper was taken out at a time and the number on it properly noted. The name of the subject corresponding to the number in the list was marked carefully each time a paper was drawn from the container. This process was repeated several times until the required number of subjects was obtained.

3.3 Research Instrument

There were two forms of instrument used in the study. Instrument I (Three-Point Scale Inventory) was used to collect data about the extent of implementation of the recommendations of the government committee and Instrument II (Likert-type scale) obtained information about the perception of principals of their own behavior, and the teachers' perception of their principal's behavior as leader of the school. The instruments are included in Appendix A and B.

Instrument I- Implementation Inventory. This consisted of 24 recommendations made by the Committee in their report to the Kaduna State Government. These recommendations were divided into four sections: Food-stuffs; uniform materials, beddings, etc.; buildings; equipment and materials; and students affairs. Only the ten school principal-respondents utilized this instrument to reflect their observations about the extent of implementation of the Committee's recommendations in their respective schools.

Instrument II- Leader Behavior Questionnaires. The form on which principals described their own behavior is referred to in this study as "LBQ-Principal", and the form on which the teachers described their principal's leader behavior is referred to as "LBQ-Teabher". The items on both questionnaire forms are the same, except the third part of the questionnaire where the teachers were asked to reflect their levels of satisfaction of their principal's behavior as educational leader.

The "LBQ-Principal" and "LBQ-Teacher" have been based on the questionnaire used by Donato (1974) in his own research study.

The questionnaire originally contains only 14 items. The present questionnaire contains 20 items and the statements were reconstructed to suit the needs of this study. Each item describes a specific way in which a leader may behave. The respondent is requested to indicate the frequency with which he perceives the leader to engage in each type of behavior by making one of the five adverbs: always, often, occasionally, seldom, never.

3.4 Documentary Analysis

As a supplement to the questionnaire in collecting data about the implementation of the recommendations of the Committee, the researcher utilized books, magazines, periodicals, journals and documents in the Ministry of Education. Some information about the problem under study was obtained from knowledgeable people in the Ministry of Education, Kaduna.

3.5 Validity of the Instrument (LBDQ)

The research instrument of this study has been based on the Leadership Behavior Description Questionnaire (LBDQ), which is a validated instrument for the

3.6 Data Gathering Procedure

When the research tools were approved by the project supervisor, the researcher personally went to all the schools involved in this study in order to administer and gather all the accomplished questionnaires. Since the researcher is also a principal, there was not much difficulty in getting the cooperation of the subjects of the study.

3.7 Scoring the Items of the Questionnaire

Instrument I. Scoring was easy since only ten respondents were involved. The scored research form was tallied systematically under each section thus:

Foodstuffs recommendations come under items - 1, 2, 3, 4, 5.

Uniform Materials - 6-7-8-9

Buildings - 10-11-12

Equipment and Materials - 13-14

Student Affairs - 15-16-17-18-19-20-21-22-23

Each of the responses for each recommendation were weighted on a three point scale, thus:

3 - fully implemented

2 - partially implemented

1 - not implemented

Instrument II. Scoring was done carefully on the computer sheet. The scored questionnaire was tallied and tabulated by schools under their specific principals, systematically identifying the LBQ-Principal and LBQ-Teacher scores in (Initiating) Structure and Consideration. The (Initiating) Structure items are: 3, 5, 7, 11, 12, 13, 15, 16, 17, 18. The Consideration items are: 1, 2, 4, 6, 8, 9, 10, 14, 19, 20.

Each of the responses for each item in each group were weighted using Likert's 5-point scale. The equivalent weights for the answers are:

1. (Initiating) Structure and Consideration

5 - always

4 - often

3 - occasionally

2 - seldom

1 - never

11. Job Satisfaction

5 - Very Satisfied

4 - Satisfied

3 - Undecided

2 - Dissatisfied

1 - Very Dissatisfied

Weight	Qualitative Interpretation
5 - 4.51 - 5.00	Very High Level
4 - 3.51 - 4.50	High Level
3 - 2.51 - 3.50	Moderate
2 - 1.51 - 2.50	Low
1 - 1.00 - 1.50	Very Low

3.8 Treatment of the Data

The data which were gathered were subjected to statistical treatment in order to answer the questions proposed in this study and to test the null hypothesis.

The treatment included:

i) Scoring and the computation of mean averages

ii) Use of frequency distribution, percentage, and ranking

iii) Use of the chi-sqware to determine the significant difference in the perception of the teachers and principals

The formula is as follows: (Weinberg: 1966)

$$X^2 = \frac{(O - E)^2}{E}$$

where

O = observed data

E = expected

It is possible that the findings of this study may not reflect the true perceptions of the respondents, since people tend to respond or react the way they think the interviewer expects them to. However, answers to the questionnaires, and respondents' comments and reactions during casual conversations with them were utilized by the researcher to cross validate responses gathered from the questionnaires.

CHAPTER IV

RESULTS AND ANALYSIS OF DATA

This chapter presents the recommendations of the Committee, the responses of principals as regard the implementation of recommendations in their schools, and the effectiveness of principals in running their institutions through the study of the perceptions of teachers and principals (themselves) of the leader behavior of principals.

Section I

4.1 Extent of Implementation of the Committee's Recommendations in the Post-Primary Institutions According to the Principals

As stated earlier on, in this book, the Committee who conducted the survey of the Voluntary Agency Institutions submitted their findings to the authorities in order to pave the way for the government of Kaduna State to take over these institutions. The information about the financial and administrative status of Government and Voluntary Agency Institutions were expected to bring the administration of both institutions in more or less similar or equal footing.

The Committee's recommendations were considered as viable and acceptable to education authorities. But the big question is: To what extent have these recommendations been implemented in the post-primary institutions in Kaduna State, especially those in the former Voluntary Agency Institutions? In order to answer this question, the researcher distributed the main recommendations of the Committee to the ten principals of the sample schools (Former Voluntary Agency Institutions). The principal-respondents were requested to indicate the extent of implementation of each of the main recommendations of the Committee in their own sbhools. Table 4.1.1 shows the recommendations and responses of the principals as regards Foodstuffs; Table 4.1.2 Uniform Materials and Beddings; Table 4.1.3 Equipment and Materials; and Table 4.1.4 Student Affairs.

TABLE 4.1.1

Foodstuffs: Extent of Implementation of the Committee's Recommendation

	RECOMMENDATIONS	Frequency of Response 3	2	1
1.	Principals should be directly involved in the purchase of foodstuffs.	1	9	
2.	The Bulk Purchase System of non-perishable items of foodstuffs should be introduced in all Education Institutions in the State. The perishable items which are normally supplied daily could still be tendered for or purchased through established suppliers	4	6	
3.	Storage facilities should be provided in those schools where they are non-existent	10		
4.	The Schools in the State should be divided into three Food Zone.			10
5.	The Food Time-Table suggested by the Ministry should be adopted and linked with the suggested quantities of foodstuff as in Appendix E by each Institution with adaptations to suit local conditions.	10		

3 - Fully Implemented
2 - Partially Implemented
1 - Not Implemented

Table 4.1.1 shows that nine principals observed that recommendation number 1 is partially implemented in their schools. This is so because way back in 1972 to 1978, principals were directly involved in the selection of food contractors. In 1979 this responsibility of the principals in selecting food contractors was withdrawn by the Ministry of Education. Instead, only one principal each was selected to represent the schools in every zone during the contractors' selection exercise in the Ministerial Tenders Board Meeting at the Ministry of Education headquarters in Kaduna. Presently, (1980) principals are not allowed any representation and the whole food contract tenders exercise was fully executed by the State Tenders Board. Evenwhile this system maybe frowned upon by some principals, the system does not affect the supply and quality of foodstuff distributed to the schools.

For recommendation number 2, based on my knowledge as principal, schools are allowed to operate this "bulk purchase system" of non-perishable items of foodstuffs, e.g. milk, sugar, tea, etc. These items are

purchased to last for one term. The stocks are then replenished in the succeeding terms. The perishable foodstuffs like meat, rice, gari, yams, pepper, tomatoes, vegetables, etc., are supplied daily by school contractors. As seen in Table 4.1.1, six principals indicated that recommendation number 2 is partially implemented in their schools. This could be true but the reason for the non-operation of the bulk purchase system is because, these schools do not have adequate storage facilities to accommodate the non-perishable items of foodstuffs.

There is general consensus among the principal-respondents that recommendation number 3 is fully implemented in their schools. The researcher has gone around the schools and has confirmed that all post-primary institutions (the concern of this study) have storage facilities and either one or two store officers are employed to look after the stored materials. Somehow, in some schools, the storage facilities are not adequate enough.

As indicated by the ten principals, recommendation number 4 is not at all implemented because the Ministry of Education has some plausible reason for not implementing this particular recommendation. The reason being that, at the time of the Government Committee Survey of the Voluntary Agency post-primary institutions in Kaduna State, these institutions were divided into food zones: - urban, semi-urban and rural zones. Foodstuff prices in these three zones vary. For example, the prices of foodstuffs in Kaduna, Zaria and Katsina differ from that of Kagoro, Fadan Kaje and Saminaka. The tendency was for the Ministry of Education to appropriate lesser amount of money to those schools situated in rural areas. This practice did not take into consideration that not all foodstuff items are available in the rural areas and therefore has to be bought in the stores in the urban areas.

The Committee in its report, recommended the "food zone" scheme. But after careful study and deliberations on the pros and cons of the matter, the Ministry of Education decided to treat all post-primary institutions

on the same category, notwithstanding its location. Hence, the same budget operates in all schools in Kaduna State, that is, appropriating one naira (₦1) per student per day. One cannot say that the amount is sufficient to meet the demands of inflation but somehow, principals are trying their best to manage.

Recommendation number 5 is fully implemented as indicated by all the principal-respondents. The Ministry gives the model food time-table to all schools. The schools are allowed to make changes to suit the condition of the locality. Nonetheless, any change or modifications of the food time-table should be within the food-items sent to the school.

Table 4.1.2

Extent of Implementation of Recommendations Regarding Uniform Materials, Beddings, etc.

RECOMMENDATIONS	Frequency of Responses 3	2	1
6. Running Contracts should be awarded to selected manufacturers for the direct supply to schools of uniform materials, blankets, mosquito nets and tarpaulins and the necessary funds be provided to Principals to pay for them.			10
7. Schools should be allowed to retain the traditional colours of their uniforms.	7	2	1
8. Kaftans should be replaced by long-sleeved jumpers.			10
9. The scale of issue of uniforms etc., should be revised as in Appendices E/S.51/2 and 3.	8	2	

3 - Fully Implemented
2 - Partially Implemented
1 - Not Implemented

Recommendations 6, 7, 8, and 9 as shown in Table 4.1.2 refer to students' supply of uniform materials, beddings, and other things. Numbers 6 and 8 recommendations, as 10 principals each indicated are not implemented in their

schools. In all indications, the Ministry of Education was not convinced of the advantage of decentralizing the system of buying and paying for the supply of uniform materials etc., of the students, and the use of long-sleeved jumpers instead of kaftans.

Two principals each indicated - partially implemented in their responses to recommendations 7 and 9. The response of partially implemented to these two recommendations came from principals of all-male schools. The reason for this could easily be understood if we take a look at what obtained in the schools before and after the take-over.

Before the government take-over of schools run by Voluntary Agencies, the uniform materials and color were specified by the proprietors of every school. The students either bought the materials from outside or inside the schools. The Parent's Association, sometimes had a say on the type of uniform their children would wear in school.

Presently, the uniforms and outing materials are purchased by the Ministry of Education and distributed to the schools, through the principals, at the rate of

three yards per student. Principals use part of the fund for maintenance of students, for the sewing of the uniforms.

In the case of female students, the outing uniform was changed from the type they had under the Voluntary Agencies but continued to retain the color of their classroom uniform, i.e. yellow, light green and blue. Only one school has apparently changed the color of the school uniform. In the case of male students, both outing and classroom uniforms were changed - white kaftans with long trousers for outing, and white shirts with shorts for school wear. This type of uniform is followed by all male schools throughout Kaduna State. The school badge attached to the uniforms is used to identify students of every school.

Table 4.1.3

Extent of Implementation of Recommendations Regarding Buildings

	RECOMMENDATIONS	Frequency of Responses 3	2	1
10.	The present system of tendering for school buildings should be thoroughly examined with a view to cutting Capital Building Costs and minimising delays in construction.		7	3
11.	The responsibility for minor maintenance of and repairs to school buildings should be delegated to Principals. Major works such as structural alterations, major repairs and redecoration should however continue to remain the responsibility of the Ministry of Works.	1	9	
12.	Running Contracts should be entered into with established furniture manufacturers so that Principals can order furniture direct and pay for such orders out of funds to be allocated to them.		1	9

3 - Fully Implemented
2 - Partially Implemented
1 - Not Implemented

Based on my observation as principal of the school under study, the Kaduna State Government has made much

improvement in these schools since the take-over. The State government has spent about one and a half million naira in building new senior and junior staff quarters, dormitories, dining halls, assembly halls, classrooms and Science and Home Economics laboratories. But as regards the three recommendations made by the Committee, seven and nine principals respectively indicated that number 10 and 11 are partially implemented in their schools. This is so, because actually principals do not deal directly in hiring and paying contractors for building constructions. As regards recommendation number 11, the principals for sometime was given the full responsibility of taking care of minor repairs and maintenance of school buildings. But with the establishment of the Building Department in the Ministry of Education in 1974, this delegated responsibility was withdrawn. The principals' participation in school building maintenance has been only in making reports about the need for repairs in their school and the project manager awards the job to a contractor.

As indicated by nine principals, recommendation 12

is not implemented. Actually, the Ministry of Education has taken up full responsibility in getting contractors to either supply the items to the Ministry or directly to the schools.

Table 4.1.4

Recommendations on Equipment and Materials

	RECOMMENDATIONS	Frequency of Responses 3	2	1
13.	Textbooks should be issued to students on loan but an effective system of control should be introduced and students surcharged for wilful damage and losses.	8	2	
14.	Other items of classroom equipment should continue to be supplied free but the quantity and/or frequency of such issues should be reduced.	6	4	

3 - Fully Implemented
2 - Partially Implemented
1 - Not Implemented

As seen in Table 4.1.4, recommendation 13 is fully implemented according to majority (8) of the respondents. The general practice, in the schools in Kaduna State,

is to require students to deposit ₦4.00 to cover wilful damage or loss of books. This practice is commendable as it makes students look after books in school.

The distribution of items, such as laboratory equipments, maps, teaching aids, etc., are not uniformly done in all schools. Some schools get more, other less. Only writing materials, such as, pen, ruler, and exercise books are not issued free to students. Other school materials are issued free to them. For these reasons, Recommendation 14, as four principals indicated is only partially implemented in their schools.

Table 4.1.5

Recommendations on Student Affairs

	RECOMMENDATIONS	Frequency of Responses 3	2	1
15.	The present system of involving students in food matters should be continued and be made more effective where necessary.	10		
16.	Students should be more involved in manual work for its formative value rather than as a mere money-saving device or punitive measure	9	1	
17.	The number of general labourers in the present Government Institutions should be considerably reduced. The maxiumum number recommended for any school is three.	7	1	2
18.	A deposit of £2 caution money per student for a five year course should be introduced to all schools.	10		
19.	Since Higher School Certificate Students are paid pocket money, deductions for losses and damages should be met therefrom.			10

		3	2	1
20.	Journey money should be paid for homeward journeys only at the rate of 1d per mile based on the actual road distance from the school to the student's home town.	10		
21.	State students in schools outside the State should be paid full fare.	3	6	1
22.	Out of State students should be paid journey money at the rate of 1d per mile subject to a maximum of 30/-.	2	1	7
23.	Personal items to be supplied by students themselves should be kept to a minimum and made optional	9	1	

3 - Fully Implemented
2 - Partially Implemented
1 - Not Implemented

As shown in Table 4.1.5, all the respondents indicated that recommendation 15 is fully implemented. This is so, since in each of the schools, the principal appoints student food committee. A member of staff is appointed in charge of the student food committee. The food committee receives the daily supply of foodstuffs

from the food contractor - inspecting the amount in kilograms and the quality of the food items. The committee also supervises the cooking and the distribution of food to individual student.

There is a general consensus among respondents that recommendations 16, 17, 18, 20 and 23 are fully implemented. Recommendations 21 and 22 are not very clear to most principals, that is why six priincipals indicated that recommendation 21 is partially implemented, while seven principals indicated that recommendation 22 is not implemented. Actually, students coming from outside Kaduna State are given full fare in coming to school in Kaduna State and in going back to their home State.

Number 19 recommendation is not applicable to the present school situation since there is no more Higher School Certificate students in Kaduna State post-primary institutions because of the establishment of KCAST in 1973.

Study questions number 1 and 2 can now be answered. Question number 1 is: What were the recommendations of the Committee based on the findings of their survey?

Based on the information collected from the Ministry of Education, Kaduna, the following are the main recommendations of the Committee as regards foodstuffs (1 - 5), uniform materials and beddings (6 - 9), buildings (10 - 12), equipment and materials (13 - 14) and student affair (15 - 23).

1. Principals should be directly involved in the purchase of foodstuffs.

2. The Bulk Purchase System of non-perishable items of foodstuffs should be introduced in all Education Institutions in the State. The perishable items which are normally supplied daily could still be tendered for or purchased through established suppliers.

3. Storage facilities should be provided in those schools where they are non-existent.

4. The schools in the State should be divided into three Food Zones.

5. The Food Time-Table suggested by the Ministry should be adopted and linked with the suggested quantities of foodstuff as in Appendix E by each Institution with adaptations to suit local conditions.

6. Running Contracts should be awarded to selected manufacturers for the direct supply to schools of uniform materials, blankets, mosquito nets and tarpaulins and the necessary funds be provided to Principals to pay for them.

7. Schools should be allowed to retain the traditional colours of their uniforms.

8. Kaftans should be replaced by long-sleeved jumpers.

9. The scale of issue of uniforms etc., should be revised as in Appendices E/S.51/2 and 3.

10. The present system of tendering for school buildings should be thoroughly examined with a view to cutting Capital Building Costs and minimising delays in construction.

11. The responsibility for minor maintenance of and repairs to school buildings should be delegated to Principals. Major works such as structural alterations, major repairs and redecoration should however continue to remain the responsibility of the Ministry of Works.

12. Running Contracts should be entered into with established furniture manufacturers so that Principals can order furniture direct and pay for such orders out of funds to be allocated to them.

13. Textbooks should be issued to students on loan but an effective system of control should be introduced and students surcharged for wilful damage and losses.

14. Other items of classroom equipment should continue to be supplied free but the quantity and/or frequency of such issues should be reduced.

15. The present system of involving students in food matters should be continued and be made more effective where necessary.

16. Students should be more involved in manual work for its formative value rather than as a mere money-saving device or punitive measure.

17. The number of general labourers in the present Government Institutions should be considerably reduced. The maximum number recommended for any school is three.

18. A deposit of ₦4 caution money per student for five year course should be introduced to all schools.

19. Since Higher School Certificate Students are paid pocket maney, deductions for losses and damages should be met therefrom.

20. Journey money should be paid for homeward journeys only at the rate of 1d per mile based on the actual road distance from the school to the student's home town.

21. State students in schools outside the State should be paid full fare.

22. Out of State students should be paid journey money at the rate of 1d per mile subject to a maximum of 30/-.

23. Personal items to be supplied by students themselves should be kept to a minimum and made optional.

Question number 2: To what extent were the recommendations implemented in the present schools, according to the principals?

As based on the responses of the ten principal-respondents, recommendations number 3, 5, 7, 9, 13, 14, 15, 16, 17, 18, 20, and 23 were fully implemented in their schools. This constitute 52.0 per cent of the total recommendations. Five recommendations were partially implemented. These are recommendations number 1, 2, 10, 11, and 21. This is 22.0 per cent of the total recommendations. As regards those recommendations that were not implemented, principals pointed out numbers 4, 6, 8, 12, 19, and 22. These numbers make up 26.0 per cent of the whole recommendations.

Section II

4.2 Effectiveness of Principals in Running Post-Primary Institutions Through The Analysis of Their Leader-Behavior: - Consideration Dimension and Inititating Structure Dimension

In this section of Chapter IV, the researcher attempted to answer the last three questions proposed in this study. Answers to the questions were obtained through analysis of the responses of the principal-respondents and teacher-respondents to the cue-statements of the questionnaire on the Consideration Dimension and the Initiating Structure Dimension of leader behavior.

Consideration Dimension refers to the principals' behavior dealing with their relationship with their teachers which is indicative of friendship, mutual trust, respect and warmth. The 10 items under Consideration Dimension are: The principal -

1. makes teacher at ease when talking to him.
2. makes his attitude clear to the teachers.
3. finds time to listen to teachers' opinion.

6. looks after the personal welfare of individual teachers.

8. is impartial in his treatment with his teachers.

9. treats all teachers as his equal.

10. is friendly and approachable.

14. finds time to listen to the teachers' problems.

19. shows appreciation and recognition to teachers for the good they accomplish.

20. works and coordinates with parents, community leaders, and community agencies.

Initiating Structure Dimension refers to the principals' behavior dealing with the accomplishment of task through the delineation of the relationship between themselves and members of the staff and the establishment of well-defined pattterns of organization, channels of communication, and methods of procedure to achieve maximum accomplishment. The 10 items under Initiating Structure are: The principal -

3. tries out his new ideas with the staff.

5. criticizes poor work.

7. schedules the task to be done.

18. puts suggestions made by teabhers into action

12. sees to it that staff members are working up to capacity.

13. gets teachers' approval in matters of importance before going ahead.

15. keeps teachers working together as a team.

16. delegates his authority, responsibilities, and functions to the teachers.

17. lets all who are affected share in policy-decision making and problem solving.

18. encourages self and group evaluation for self-improvement and group relationship.

Section II consists of two parts:

Part I

4.2.1(a) Principals' Self-Perception of Leader Behavior in Consideration Dimension

How do principal in the former voluntary agency owned post-primary institutions perceive their leader ship behavior in the Consideration Dimension? To answer this question, the responses of the principals to the 10 items descriptive of Consideration behavior are presented and analyzed.

Table 4.2.1(a)

Frequency, Rank Distribution of Principals' Self Perception of Their Leadership Behavior in the Consideration Dimension

Choices: Items	5 : Always	4 : Often	3 : Uncertain	2 : Occasional	1 : Never	Average Weight	Rank
1	3	5	2	0	0	4.0	3.5
2	3	4	3	0	0	3.9	5
4	2	7	1	0	0	4.0	3.5
6	1	3	5	1	0	3.4	8
8	4	4	2	0	0	4.2	2
9	2	2	3	3	0	3.3	9
10	1	4	5	0	0	3.6	7
14	0	8	1	1	0	3.7	6
19	5	4	1	0	0	4.4	1
20	1	1	3	5	0	2.8	10

Grand Mean = 3.7

Table 4.2.1(a) shows that the highest average weight item is Item 19. According to their own perceptions, 5 principals Always " shows appreciation and recognition to teachers for the good they accomplish." One principal was Uncertain. Item 8 received the second highest

weight average as 4 principals each indicated they Always and Often are "impartial in their treatment with teachers." The 9th position in average weight according to the response of the principal is Item 9, "Principal treats all teachers as his equal." This maybe due to principal's desire in not becoming too friendly with their teachers, or putting themselves on too much of an equal with them. This results in what Fiedler (1951) calls as "social distance".

This type of behavior has some advantages as well as disadvantages for both principal and staff. When the principal chooses to maintain social distance from his subordinates, he (principal) closes avenues of communication needed in the effective achievement of the "Consideration" role. It is because of "social distance" that informal leaders emerge within the member ranks - to take care of the "Consideration" roles neglected by "distant" superiors. According to Fiedler (1951) "social distance" maybe an advantage to the principal since it protects the leader from involvement with subordinates which might influence his ability to reach decisions that

contribute to the goals."

In the 10 items descriptive of consideration behavior, the principals obtained an overall mean weight of 3.7 in their self perception. This shows that principals have a high regard of their own leader-behavior in the Consideration dimension.

Table 4.2.1(b)

Frequency, Rank Distribution of Principals' Self-Perception of Their Leader Behavior in the Initiating Structure Dimension

Choices: Items	5 :Always	4 :Often	3 :Uncertain	2 :Occasional	1 :Never	:Average Weight:	Rank
3	1	5	4	0	0	3.7	5.5
5	0	3	5	2	0	3.1	9
7	1	6	3	0	0	3.8	7
11	0	4	2	4	0	2.8	10
12	2	8	0	0	0	4.2	1.5
13	0	8	1	1	0	3.7	5.5
15	4	4	2	0	0	4.2	1.5
16	1	4	1	4	0	3.2	8
17	2	7	1	0	0	4.1	3
18	2	6	1	1	0	3.9	4

Grand Mean = 3.7

How do principals perceive their leader behavior in the Initiating Structure Dimension? To answer this question, the responses of the principals to the 10 items descriptive of Initiating Structure behavior is presented and analyzed.

Item 17 could be a crucial problem to many principals. Should the principal really wait patiently for and rely upon group action rather than make decisions himself? The researcher, being a principal of long experience, is one of those who believe that true leadership does not have to subject all problems to group action. There are certain problems which need immediate action espedially where time element is very essential. A leader must use good judgement. In other words, action on problems should be on a case to case basis.

The lowest average weight item (Item 11) is - "Principal puts suggestions made by teachers into action." To this item, 2 principals are Uncertain and 4 principals indicated Occasionally. One has to admit that not all suggestions made by teachers can really be put into action. If the suggestion is worth implementing, principals won't

hesitate to give it a try.

The mean weight of 3.7 obtained by the principals in their self-perception of their leader behavior in Initiating Structure Dimension is indicative of a high estimate of their leader behavior in this dimension.

Study question 3 (i) can now be answered. The question is : How do principals perceive their own leader behavior?

The data presented in the preceding tables ascertained the perception of principals about their own leader behavior - Consideration Structure and Initiating Structure. Principals perceived themselves to be "High Level" in both categories. The computed mean (Consideration Dimension) is slightly higher than the mean of the Initiating Structure Dimension by .06.

Part II

4.2.2(a) Teachers' Perception of Their Principals' Leader Behavior in the Consideration Dimension

Table 4.2.2(a)

Frequency, Rank Distribution of Principals' Leader Behavior in the Consideration Dimension As Perceived by Teachers

Choices: Items	5 :Always	4 :Often	3 :Uncertain	2 :Occasional	1 :Never	:Average Weight:	Rank
1	75	47	8	20	0	4.2	5
2	79	40	20	6	5	4.2	3.5
4	64	43	18	18	7	3.9	8.5
6	63	48	13	19	7	3.9	7
8	68	38	21	11	12	3.9	8.5
9	65	36	25	12	12	4.0	6
10	90	37	11	8	4	4.6	1
14	61	44	22	17	6	4.2	3.5
19	89	42	7	10	2	4.0	2
20	53	41	33	18	5	3.8	10

Grand Mean = 4.1

How do teachers of the former Voluntary Agency Post-Primary Institutions perceive the leadership behavior of their principal in the Consideration Dimension? To seek

the answers to this question, the responses of the teachers to the 10 items descriptive of Consideration behavior is presented and analyzed.

The tabulated responses of the teachers to the items under Consideration Dimension are shown in Table 4.2.2(a). As gleaned in this table, the following points stand out:

The highest average weight item, is Item 10, with 90 of the teachers perceiving their principal to be Always "friendly and approachable." The second highest item, is Item 19. Teachers, 89 and 42 of them, indicated that principal Always and Often respectively, "shows appreciation and recognition to teacher for the good they accomplish." The lowest average weight (3.8) was noted on Item 20. This indicates that principals have neglected to work and coordinate with parents, community leaders, and community agencies. Principals obtained a grand mean of 4.1 from the perception of teachers in the Consideration Dimension. This indicates that, as a whole, teachers have a high regard of their principals' leader behavior in Consideration Dimension.

4.2.2(b) Teachers' Perception of Their Principals' Leader Behavior in the Initiating Structure Dimension

Table 4.2.2(b)

Frequency, Rank Distribution of Principals' Leader Behavior in the Initiating Structure Dimension As Perceived by Teachers

Choices: Items	5 :Always	4 :Often	3 :Uncertain	2 :Occasional	1 :Never	:Average Weight:	Rank
3	48	52	23	25	2	3.8	
5	70	53	14	12	1	4.2	
7	74	49	20	5	2	4.3	
11	50	60	22	16	2	4.0	
12	90	51	6	3	0	4.5	
13	48	58	21	14	9	3.8	
15	64	52	22	10	2	4.1	
16	52	48	27	15	8	3.8	
17	50	59	22	14	5	3.9	
18	57	45	30	13	5	3.9	

Grand Mean = 4.0

How do teachers of the former Voluntary Agency Institutions Post-Primary Institutions perceive the leader behavior of their principal? Again, to answer this

question, the researcher analyzed the responses of the teachers to the 10 items descriptive of the Initiating Structure Dimension.

As seen in Table 4.2.2(b), Item 12 was rated highest by the respondents. As indicated by 90 teachers, principals Always "sees to it that staff members are working up to capacity." The second in average weight was made on Item 7 which is related to Item 12. Teachers observed that their principal "schedules the task to be done." Principals though are less critical about poor work. This was reflected in the responses of teachers to Item 3 which was rated the lowest (10th rank) among the 10 items.

The overall mean obtained by the principals in the initiating structure dimension as rated by the teachers is 4.0. This means that teachers have also high regard for their principals' leader behavior in Initiating Structure.

Study question 3(ii): How do teachers perceive their principals' leader behavior? As shown in Tables 4.2.2(a) and 4.2.2(b) teachers perceived their principals to be High Level in Consideration Dimension and Initiating Structure Dimension. The mean of the principals' Consideration Dimension is higher than the mean of their Initiating Structure by .08.

4.2.3 Comparison of Principals' and Teachers' Perception of Leader Behavior

In this section, the researcher made an attempt to answer these questions: Do the perception of the principals of their own leader behavior in Consideration and Initiating Structure differ from that of the teachers' perception of their principals' leader behavior? If it does differ, is the difference significant or not? Table 4.2.3(a) shows that:

1. Teachers rated their principals higher in items 2, 6, 9, 10, and 14 than the principals themselves.

Table 4.2.3(a)

Principals' Self-Perception and Teachers' Perception of Leader Behavior in the Consideration Dimension

Items	PRINCIPALS Ave. Wt.	Rank	TEACHERS Ave. Wt.	Rank	Rank Difference
1	4.0	3.5	4.2	5	1.5
2	3.9	5	4.2	3.5	1.5
4	4.0	3.5	3.9	8.5	5.0
6	3.4	8	3.9	7	1.0
8	4.2	2	3.9	8.5	6.5
9	3.3	9	4.0	6	3.0
10	3.6	7	4.6	1	6.0
14	3.7	6	4.2	3.5	2.5
19	4.4	1	4.0	2	1.0
20	2.8	10	3.8	10	0.0
Grand Mean	3.7		4.1		Mean difference 0.4

2. The rank equivalents of the ratings matched only in one item (Item 20) where both groups of respondents gave this particular item the lowest rank(10th).

3. Between the principals' grand mean of 3.7 and the teachers' grand mean of 4.1, there is a difference of 0.4.

Based on the above data, it can be concluded that the principals' perception of their own leader behavior in the Consideration Dimension differs from that of the teachers' perception. The chi-square test results will shed light as to whether this difference is significant or not.

The computed chi-square value between the responses of principals and teachers on the leader behavior - Consideration Structure of Principals is less than the chi-square table value of 9.488 at 5 per cent level of significance and 4 degrees of freedom. The hypothesis of no significant difference between the principals' perception of their own leader behavior(Consideration Structure) and the teachers' perception of their principals' leader behavior (Consideration Structure) was accepted.

Table 4.2.3(b)

Principals' Self-Perception and Teachers' Perception of Leader Behavior in the Initiating Structure Dimension

Items	PRINCIPALS: Ave.Wt.	PRINCIPALS: Rank	TEACHERS: Ave.Wt	TEACHERS: Rank	Rank Difference
3	3.7	5.5	3.8	10	4.5
5	3.1	9	4.2	3	6
7	3.8	7	4.3	2	5
11	2.8	10	4.0	5	5
12	4.2	1.5	4.5	1	0.5
13	3.7	5.5	3.8	8.5	3
15	4.2	1.5	4.1	4	2.5
16	3.2	8	3.8	8.5	0.5
17	4.1	3	3.9	7	4
18	3.9	4	3.9	6	2
Grand Mean	3.7		4.0		Mean Difference 0.3

The principals' self-perception and teachers' perception of Leader Behavior in the Initiating Structure is almost similar. This is shown in the slight mean difference of 0.3. Principals and teachers perceived Leader Behavior similarly in Items 12, 13 and 16. It

was only in three items, - Items 5, 7 and 11 where teachers rated their principals higher than the rating principals gave themselves. The data is showed in Table 4.2.3(ii)

Between the principals' grand mean of 3.7 and the teachers' grand mean of 4.0, there is only a very minimal difference of 0.3.

The computed chi-square value between the responses of principals and teachers on Leader Behavior-Initiating Structure is less than the chi-square table value of 9.488 at 5 per cent level of significance and 4 degrees of freedom. This means that the difference which exists between principals' perception and the teachers' perception is not significant. The null hypothesis: - there is no significant difference between the principals' perception of their own Leader Behavior (Initiating Structure) and the teachers' perception of their principals' Leader Behavior(Initiating Structure) was therefore accepted.

Study Question 4: - Is there a significant difference between the principal's perception of their own Leader Behavior and the teacher's perception of their principal's leader behavior?

From the foregoing data, it can be concluded that principals and teachers do not differ significantly in their perceptions of Leader Behavior of principals.

4.3 JOB SATISFACTION

In addition to the findings brought about by the study of the leadership behavior of principals, the researcher deemed it worthwhile to include a section on how teachers think of their jobs. Their responses to the five items in the questionnaire on Job Satisfaction may help to cross check responses to the other questionnaires.

Five questions were included and the teachers were instructed to indicate their degree of satisfaction or dissatisfaction to each one, using the following descriptive adjectives: Very satisfied, Satisfied, Undecided, Dissatisfied, and Very Dissatisfied.

The questions are as follows:

1. How satisfied are you with the goals and guiding principles set by your school head?

2. How satisfied are you with the amount of authority given you to do your work as classroom teacher?

3. How satisfied are you with the relationship you keep with your school head?

4. How satisfied are you with the administrative, supervisory, and leadership abilities of your school head?

5. How satisfied are you with the efficiency rating given by your school head?

Table 4.3

Job Satisfaction of Teachers

Items	Very Satis.		Satisfied		Undecid-ed		Dissatisfied		Very Disat		AVE. WT.	Rank
	N:	%	N:	%	N:	%	N:	%	N:	%		
1	52	34.6	73	48.7	22	14.7	3	2.0	:		4.2	2.5
2	67	44.7	67	44.7	11	7.3	5	3.3	-	-	4.8	1
3	61	40.7	60	40.0	23	15.3	6	4.0	-	-	4.2	2.5
4	49	32.7	78	52.0	18	12.0	5	3.3	-	-	4.1	4
5	45	30.0	72	48.0	27	18.0	6	4.0	-	-	4.0	5
Grand Mean = 4.3												

All the responses of the teachers to the questionnaire on job satisfaction are tabulated and presented in Table 4.3. As seen in Table 4.3 majority of the teachers, 48.7 percent, were Satisfied with the goals and guiding principles set by their principals; 34.6 per cent were Very Satisfied; 14.7 per cent were Undecided, and 2.0 per cent were Dissatisfied. The average weighted response is 4.2 which means that the teachers, in general, were satisfied with their job.

The responses to the third question indicate that almost an equal number of teachers, 61 and 60 respectively were Very Satisfied and Satisfied with the amount of authority given them to do their work as classroom teachers. The average weight of 4.8 indicates that the teachers were satisfied with their job.

The second question was rated highest by the teachers with an average weight of 4.8. Their responses show that an equal number of teachers (67) indicated their degree of satisfaction as Very Satisfied and Satisfied corresponding to 89.4 per cent of the total

number of teachers. This goes to show that on the whole, the teachers of the former voluntary agency post-primary institutions enjoyed a satisfactory relationship with their principals.

Questions 4 and 5 were the lowest rated items. The responses to the fourth question indicate that 32.7 per cent of the teachers were Very Satisfied and 52.0 per cent were Satisfied with the administrative, supervisory and leadership abilities of their principals.

The fifth question was rated lowest with an average rating of 4.0 . The responses indicate that majority (48.0 per cent) of the teachers were Satisfied and 18.0 per cent Undecided and 4.0 per cent Dissatisfied with the efficiency rating given by their principals in the evaluation of their performance.

Study question 5 : What are the level of satisfaction expressed by teachers relative to their jobs?

The data show that on the whole, teabhers were satisfied with their jobs. They consider principals"tops" in the amount of authority given to them to do their

work in the classroom. However, teachers rated their principals "bottom" in giving them efficiency ratings. Somehow, teachers seem to have some misgivings about the administrative, supervisory, and leadership abilities of their principal. This is evidenced by teachers giving Item 4 second to the lowest rank in the Job Satisfaction Questionnaire.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The study examined the recommendations of the government committee who made a survey of post-primary schools formerly owned by Voluntary Agencies in Kaduna State. It likewise looked into the extent of its implementation in the schools after the government take-over. The Leader Behavior of principals were also included in the study in order to determine their effectiveness in running their institutions. The researcher hoped that the study would come out with results which could help the authorities to become aware of the needs and problems of the post-primary institutions in Kaduna State.

In order to accomplish the objectives of the study, 10 post-primary institutions, formerly owned by Voluntary Agencies were randomly chosen from among 22 post-primary institutions. Ten principals and 150 teachers constitute

the final samples of the study. A number of instruments were used to collect data from the respondents. The instruments can be seen in Appendix A and B. The data were collected during the academic session of 1978-1979.

Only one hypothesis was tested in the study with the use of chi-square test.

5.2 Findings

The following are the findings of the study:

Study Question 1 : What were the recommendations of the committee based on the findings of their survey?

Findings. The recommendations of the committee were mainly on matters relating to - foodstuffs; uniforms; materials and equipments; and students affairs. The committee's recommendations are as follows:

1. Principals should be directly involved in the purchase of foodstuffs.
2. The Bulk Purchase System of non-perishable items of foodstuffs should be introduced in all Education Institutions in the State. The perishable items which are normally supplied daily could still be tendered for or purchased through established suppliers.

3. Storage facilities should be provided in those schools where they are non-existent.

4. The Schools in the State should be divided into three Food Zones.

5. The Food Time-Table suggested by the Ministry should be adopted and linked with the suggested quantities of foodstuff as in Appendix E by each Institution with adaptations to suit local conditions.

6. Running Contracts should be awarded to selected manufacturers for the direct supply to schools of uniform materials, blankets, mosquito nets and tarpaulins and the necessary funds be provided to Principals to pay for them.

7. Schools should be allowed to retain the traditional colours of their uniforms.

8. Kaftans should be replaced by long-sleeved Jumpers.

9. The scale of issue of uniform etc. should be revised as in Appendices E/S.51/2 and 3.

10. The present system of tendering for school buildings should be thoroughly examined with a view to cutting Capital Building Costs and minimising delays in construction.

11. The responsibility for minor maintenance of and repairs to school buildings should be delegated to Principals. Major works such as structural alterations, major repairs and redecoration should however continue to remain the responsibility of the Ministry of Works.

12. Running Contracts should be entered into with established furniture manufacturers so that Principals can order furniture direct and pay for such orders out of funds to be allocated to them.

13. Text Books should be issued to students on loan but an effective system of control should be introduced and students surcharged for wilful damage and losses.

14. Other items of classroom equipment should continue to be supplied free but the quantity and/or frequency of such issues should be reduced.

15. The present system of involving students in food matters should be continued and be made more effective where necessary.

16. Students should be more involved in manual work for its formative value rather than as a mere money-saving device or punitive measures.

17. The number of general labourers in the present Government Institutions should be considerably reduced. The maximum number recommended for any school is three.

18. A deposit of ₦4 caution money per student for a five year course should be introduced to all schools.

19. Since Higher School Certificate Students are paid pocket money, deductions for losses and damages should be met therefrom.

20. Journey money should be paid for homeward journeys only at the rate of 1d per mile based on the actual road distance from the school to the student's home town.

21. State students in schools outside the State should be paid full fare.

22. Out of State students should be paid journey money at the rate of 1d per mile subject to a maximum of 30/-.

23. Personal items to be supplied by students themselves should be kept to a minimum and made optional.

Study Question 2 : To what extent were the recommendations implemented in the present schools according to the principals?

Findings: As based on the responses of ten principal-respondents, 52.0 per cent of the recommendations were Fully Implemented; 22.0 per cent were Partially Implemented and 26.0 per cent were Not Implemented.

Study Question 3 : How effective are the present principals as administrators of the formerly voluntary agency post-primary institutions?

(i) How do principals perceive their own leader behavior?

(ii) How do teachers perceive their principal's leader behavior?

Findings:

1. Principals perceived their leader behavior to be similarly High Level (mean = 3.7 in both) in both dimensions. This indicates that principals' behavior patterns are basically the same.

2. Teachers perceived their principals to be slightly higher in Consideration Dimension (mean = 4.1) than their Initiating Structure (mean = 4.0).

3. In their self-perceptions, principals considered themselves to be similarly person-oriented and task-oriented. Their teachers perceived them to be more person-oriented than task-oriented.

This indicates that in both cases, there is not much difference between the way principals think they are acting and the way they are viewed by their teachers.

Study Question 4: Is there a significant difference between the principal's perception of their own leader behavior and the teacher's perception of their principal's leader behavior?

Findings: The Chi-square tests show no significant difference between the responses of principals and teachers on leader behavior -Consideration Dimension and Initiating Structure.

Study Question 5: What are the level of satisfaction expressed by the teachers relative to their jobs?

Findings: As a whole, teachers are satisfied with their present job but expressed some "uncertainty" of their feeling in relation to the efficiency rating given to them by their principals. Among the 5 items in the Job Satisfaction Questionnaire, Item 5 which is related to teaching efficiency rating was ranked the lowest by teachers.

5.3 Conclusions and Implications of the Study

The study showed that principals were aware of the recommendations of the committee. They believed that some recommendations were indeed worthwhile implementing and others were not. They agreed with the Ministry of Education on the non-implementation of some recommendations in the school. However, the principals felt that recommendations regarding foodstuffs should be reviewed in order to come out with foodstuff regulations which will be more realistic and up-dated.

As to the leader behavior of principals, the findings showed that generally, school heads were doing well in their jobs. Principals were democratic in their leadership style. This may have contributed to the job satisfaction expressed by the teacher-respondents.

As a whole, the implications of the findings and conclusions of this study are directed towards the maintenance of a state of satisfaction and contentment among school heads, and the teaching staff in a school

environment through effective and efficient school administration.

5.4 Recommendations

In the light of the findings of the present study, the researcher offers the following recommendations:

1. The Ministry of Education may conduct another survey of all post-primary Institutions in Kaduna State so as to be able to make some modifications regarding its school policies and regulations whenever applicable.

2. That continuing formal training program for prospective candidates for leadership or administrative position be established to keep them keep pace with newer and more effective administrative trends and practices.

3. That periodic conferences and seminars between principals and teachers be conducted to develop greater understanding and harmony in their perceptions of expected leader behavior and that principals and teachers should pursue self-evaluation of their educational behavior based in mutually-established criteria.

4. That a clear and well-defined job description which is understood and accepted by the administrators and teachers be provided to insure greater efficiency and effectivity of administration. If both administrators and teachers fully understand the scope and limitation of their duties and responsibilities, there would be much better working relationships between them.

5. That specific criteria for teacher evaluation be carefully and cooperatively developed by the principal and teachers. Such a procedure builds understanding among the staff members of the meaning of the items in the list. This will contribute to a secure feeling and build confidence on the part of teachers.

6. That the factors that may increase the levels of satisfaction of teachers in their perception of the principals' leadership behavior and in their job should be determined.

Recommendations for further study:

1. A similar study that has more control on operational variable which could be attributable to differences in the behavior perceptions. By so doing,

factors that are directly attributable to differences in behavior perception maybe identified and examined for appropriate remedial measures.

2. A study that may involve larger groups of school administrators and teachers representing schools in both rural and urban areas.

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APPENDIX A

Dear Fellow Principals:

The following pages contain the main recommendations of the committee appointed by the government of Kaduna State (formerly known as North Central State), to work out plans for a smooth take over of voluntary agency post-primary institutions.

These recommendations of the committee were issued in February 1972, and the researcher, in his study, seeks to determine the extent of its implementation in all the sample schools.

To this end, please, I need your help in supplying me with the essential information as: TO WHAT EXTENT HAVE THE RECOMMENDATIONS BEEN IMPLEMENTED IN YOUR SCHOOL?

You may tick (/) your response to each item in the appropriate column, thus:

3 - Fully Implemented

2 - Partially Implemented

1 - Not Implemented

Thank you.

THE PRINCIPAL
Govt Commercial Colleg.
P. O. BOX 28
KARIA

MAIN RECOMMENDATIONS

		3	2	1
1.	Principals should be directly involved in the purchase of foodstuffs.			
2.	The Bulk Purchase System of non-perishable items of foodstuffs should be introduced in all Education Institutions in the State. The perishable items which are normally supplied daily could still be tendered for or purchased through established suppliers			
3.	Storage facilities should be provided in those schools where they are non-existent.			
4.	The schools in the State should be divided into three Food Zones.			
5.	The Food Time-Table suggested by the Ministry should be adopted and linked with the suggested quantities of foodstuff as in Appendix E by each Institution with adaptations to suit local conditions			
6.	Running Contracts should be awarded to selected manufacturers for the direct supply to schools of uniform materials, blankets, mosquito nets and tarpaulins and the necessary funds be provided to Principals to pay for them			
7.	Schools should be allowed to retain the traditional colours of their uniforms.			

		3	2	1
8.	Kaftans should be replaced by long-sleeved Jumpers.			
9.	The scale of issue of uniforms etc. should be revised as in Appendices E/S.51/2 and 3.			
10.	The present system of tendering for school buildings should be thoroughly examined with a view to cutting Capital Building Costs and Minimising delays in construction.			
11.	The responsibility for minor maintenance of and repairs to school buildings should be delegated to Principals. Major works such as structural alterations, major repairs and redecoration should however continue to remain the responsibility of the Ministry of Works.			
12.	Running Contracts should be entered into with established furniture manufacturers so that Principals can order furniture direct and pay for such orders out of funds to be allocated to them.			
13.	Text Books should be issued to students on loan but an effective system of control should be introduced and students surcharged for wilful damage and losses.			
14.	Other items of classroom equipment should continue to be supplied free but the quantity and/or frequency of such issues should be reduced.			

		3	2	1
15.	The present system of involving students in food matters should be continued and be made more effective where necessary.			
16.	Students should be more involved in manual work for its formative value rather than as a mere money-saving device or punitive measure.			
17.	The number of general labourers in the present Government Institutions should be considerably reduced. The maximum number recommended for any school is three.			
18.	A deposit of £2 caution money per student for a five year course should be introduced to all schools.			
19.	Since Higher School Certificate Students are paid pocket money, deductions for losses and damages should be met therefrom.			
20.	Journey money should be paid for homeward journeys only at the rate of 1d per mile based on the actual road distance from the school to the student's home town.			
21.	State students in schools outside the State should be paid full fare.			
22.	Out of State students should be paid journey money at the rate of 1d per mile subject to a maximum of 30/-.			
23.	Personal items to be supplied by students themselves should be kept to a minimum and made optional.			

APPENDIX B

JOB SATISFACTION QUESTIONNAIRE

(FOR TEACHERS)

Direction: DRAW A CIRCLE around one of the five numbers following the question to show the answer you have selected.

5 - Very satisfied

4 - Satisfied

3 - Undecided

2 - Dissatisfied

1 - Very dissatisfied

QUESTIONS	ANSWERS
1. How satisfied are you with the goals and guiding principles set by your school head?	5 4 3 2 1
2. How satisfied are you with the amount of authority given you to do your work as classroom teacher?	5 4 3 2 1
3. How satisfied are you with the relationship you keep with your school head?.	5 4 3 2 1
4. How satisfied are you with the administrative, supervisory, and leadership abilities of your school head? . . .	5 4 3 2 1
5. How satisfied are you with the efficiency rating given by your school head?	5 4 3 2 1

(Questionnaires for Principals and Teachers)

Direction: Check the number which indicates your response.

5 - Always

4 - Often

3 - Uncertain

2 - Occasionally

1 - Never

	I T E M S	:5:4:3:2:1:
1.	The principal makes teachers at ease when talking to him.	: : : : : : : : : :
2.	The principal makes his attitude clear to the teachers.	: : : : : : : : : :
3.	The principal tries out his new ideas with the staff	: : : : : : : : : :
4.	The principal finds time to listen to teachers' opinion	: : : : : : : : : :
5.	The principal criticizes poor work . .	: : : : : : : : : :
6.	The principal looks after the personal welfare of individual teachers	: : : : : : : : : :
7.	The principal schedules the task to be done.	: : : : : : : : : :
8.	The principal is impartial in his treatment with his teachers.	: : : : : : : : : :
9.	The prinicipal treats all teachers as his equals.	: : : : : : : : : :
10.	The principal is friendly and approachable	: : : : : : : : : :

APPENDIX C

THE LIST OF THE 22 POST-PRIMARY INSTITUTIONS IN KADUNA STATE SURVEYED BY THE COMMITTEE REGARDING FINANCIAL AND ADMINISTRATIVE PRACTICES

NAMES OF SCHOOLS

1. St. Patricks Co-Educational School , S/Gari, Zaria (Transfered to Government Secondary School, B/Gwari)
2. Kufena College, Wusasa, Zaria
3. Rimi College, Kaduna
4. Sardauna Memorial College, Kaduna
5. Government Secondary School, Fadan Kaje
6. Balewa Memorial College, Samaru, Zonkua
7. Government Secondary School, Kafanchan
8. Government Secondary School, Kagoro
9. Government Secondary School, Daura(formerly Community Secondary School, Daura)
10. Government Secondary School, Makarfi(formerly Community Secondary School Daura)
11. Government Secondary School, Musawa(formerly Community Secondary School)
12. Queen Amina College, Kaduna

13. Government Girls Secondary School, Kwoi, Kaduna
14. Government Girls Secondary School, Kwo , Kaduna
15. Government Girls Secondary School, Zonkua
16. Government Commercial College, Zaria
17. Basawa Teachers College, Zaria
18. Womens Teachers College, Zonkwa
19. Kawona Teachers College, Kaduna
20. Womens Teachers College, Kaduna
21. Teachers College, Kafanchan
22. Teachers College, Kagoro