

**ASSESSMENT OF THE ROLE PERFORMANCE OF PRINCIPALS IN
MANAGEMENT OF SECONDARY SCHOOLS IN
ZAMFARA STATE, NIGERIA**

BY

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**EDUCATIONAL ADMINISTRATION AND PLANNING SECTION,
DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA – NIGERIA**

MARCH, 2019

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**A DISSERTATION SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
FOUNDATIONS AND CURRICULUM,
EDUCATIONAL ADMINISTRATION AND PLANNING SECTION AHMADU BELLO
UNIVERSITY, ZARIA, NIGERIA IN PARTIAL FULFILLMENTS FOR THE AWARD
OF MASTER OF EDUCATION DEGREE (M.Ed)
EDUCATIONAL ADMINISTRATION AND PLANNING**

MARCH, 2019

DECLARATION

I hereby declare that this dissertation titled: **Assessment of the Role Performance of Principals in Management of Secondary Schools in Zamfara State, Nigeria**, has been written by me in the Department of Educational Foundations and Curriculum (Educational Administration and Planning Section) under the supervision of Prof. B. A. Maina and Dr. A. M. Jumare. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this Dissertation was previously presented for another Degree or Diploma in any other University.

Name of Student

Date

CERTIFICATION

This Dissertation titled: *Assessment of the Role Performance of Principals in Management of Secondary Schools in Zamfara State, Nigeria* by Jamila Sani Gummi, P15EDFC8132 meets the regulations governing the award of Master of Education Degree (Educational Administration and Planning) of the Ahmadu Bello University, Zaria, and is approved for its contributions to knowledge and literary presentation.

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DEDICATION

Dedicated to the glory of God Almighty and advancement of knowledge and intellectualism - a path for which my parents encouraged me to devote my life; and to my beloved late Mummy, Fatima Muhammed (Yakura), my supervisor, Prof. B. A. Maina and beloved husband, Kailani Ladan Mada for their love, encouragement and support. The foundation they laid for me has taken me this far.

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ABSTRACT

This study focused on the Assessment of the role performance of Principals in the Management of Secondary Schools in Zamfara State, Nigeria. For the purpose of this research, eight research objectives were set to include; role performances of principals on interpersonal relationship, decision making process, communication, supervision, staff development programmes, maintenance of discipline, school-community relationship and maintenance of facilities in secondary school management in Zamfara State. Also, research questions were asked and hypotheses formulated in line with the objectives of the study. Descriptive survey research design was used for the study and data were collected using constructed questionnaire which was prepared and validated by experts in Educational Administration. The population of the study involved 4996 teachers, 191 principals and 149 Ministry of Education officials. However, a total of 370 teachers, 65 principals and, 65 MOE officials served as a sample of study. The reliability coefficient was obtained at 0.79 using Cronbach's Alpha statistical technique. The data collected were presented by the use of frequency counts and percentages. The formulated hypotheses of the research were tested using Analysis of Variance at 0.05 level of significance. The findings revealed among others that role performance of principals on interpersonal relationship stabilized interaction between teachers, students and other non-teaching staff in secondary schools in Zamfara State. Also, role performance of principals encouraged participation of parents, teachers and other stakeholders in decision making process as well as intensified effective communication between teachers, parents, NGOs and the Ministry of Education and secondary schools in Zamfara State. Thus, it was recommended among others that all principals should be administratively democratic by ensuring wholistic interpersonal relationship among various stakeholders in secondary schools in Zamfara State; they should be socially and politically flexible by involving parents, teachers, students, clubs and societies in decision making as well as communicate well to the entire stakeholders such as teachers, parents Ministry of Education officials, students among others in secondary schools in Zamfara State, Nigeria.

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ABBREVIATIONS

B.Ed:	Bachelor of Education
FRN:	Federal Republic of Nigeria
M.Ed:	Master of Education
NCE:	Nigeria Certificate in Education
NPE:	National Policy on Education
NTI:	National Teachers Institute
PGDE:	Post Graduate Diploma in Education
PhD:	Doctor of Philosophy
SSCE:	Senior Secondary School Certificate Examination
UBEC:	Universal Basic Education Commission

OPERATIONAL DEFINITION OF TERMS

Role Performance: it is the act of doing something successfully; using knowledge as distinguished from merely possessing it. It is a set of connected behaviours, right, obligations, beliefs and norms as conceptualized by people in a social situation.

Principal: he is the head of the secondary school who oversees the general program and activities of the school.

Management: Management is the function that coordinates the effort of people to accomplish goals and objectives by using available resources efficiently and effectively

Interpersonal Relationship: Interpersonal relation is a strong, deep or close association acquaintance between two or more people that many range induration from brief to enduring.

Decision Making: decision making is the process whereby a choice has to be made between two or more different alternatives to determine about the future state of affairs.

Communication: communication is a process of exchanging and transmission of information, ideas, feeling, attitudes and understanding between two or more person within a given society.

Supervision: Supervision is a way of advising, guiding, refreshing, encouraging, stimulating, improving and over-seeing certain groups toward the effective improvement of the instructions.

Staff Development: Staff development programmes are therefore aimed at professional and personal development of staff in school organization through conferences, seminars, workshops, in-service training etc.

Discipline: Discipline is a willingness to accept rules and regulations laid down for guidance accordance with what is expected of the individual by the society.

School-Community Relationship: School-Community Relationship is maintenance of satisfactorily relation and understanding between the school and the community in which is situated, e.g: teachers, principals and parents,

Maintenance of Facilities: it is a process of coordinating, supervising, and overseeing the well-being of school properties such as building, furniture, books, and general school environment.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

School management involves managing, administering the curriculum and teaching, pastoral care, discipline, assessment, evaluation, examinations, resource allocation, costing and forward planning as well as staff appraisal relationship with the community. Management also deals with use of the practical skills necessary for surviving the policies of organization such as decision-making, negotiation, bargaining, communication, conflict handling, running meetings and so forth. Thus, sustainable management in secondary education is a continuous process of the best practices in the management and utilization of human and material resources, facilities, finance, and development of positive corporate culture and strategic supervision of teaching and learning activities for the realization of the set goals in schools. Hence, effective management in education is also made it possible whenever member of the institution contributes his/her quota to the quality process (Venkaiah, Zuhari and Suparman, 2002). All these are required to ensure a complete well-rounded education and production of quality students, and consistent improvement in secondary school system.

The roles of principals in secondary education sustainability cannot be overemphasized. The principal as a leader of group of teachers in the school system has the function of interacting with them in order to improve teaching and learning situation for the students through instructional supervision. Instructional inspection is one process by which school principals attempt to achieve acceptable standards performance and results. It is the tool of quality improvement in the school system and a phase school administration which focuses primarily upon the achievement of appropriate expectation of educational system (Peretomode, 2004). All

these tasks can be achieved through planning, organizing, directing, coordinating, and evaluating the school services as a social system. These activities are those of the school principal who must ensure they are all directed towards efficient and effective teaching and learning in the school so as to be able to produce quality outputs. By implication, the principal of a school is a planner, director, controller, coordinator, organizer, adviser and a problem-solver (Maduabum, 2002).

The principal is a person on whose shoulders rest the entire administration, success or failure of the school. The principal identifies the set goals and objectives of the school, which of course, must be in line with the national objectives, analyses tasks and share responsibilities of the staff according to specialization and expertise (Uyanga, 2008). Quality education provides students with the knowledge, skills, attitudes and creativity needed to solve problems locally and globally, and actively contributes to the sustainable and democratic development of societies. Thus, our aspirations for quality education must go beyond narrow learning outcomes. Limiting the outcomes of education may encourage teachers to education had the potential of sustainability that links economic well-being with respect for cultural diversity, the earth and its resources (UNESCO, 2007).

The Principal has overall authority for the day to day management of secondary school. The Principal controls the internal organization, management, supervision and discipline of the school, including the assignment of duties to members of the teaching and non-teaching staff. Like a manager in other business arenas, school principals are leaders of employees. They must motivate and monitor the performance of teachers and office staffs. Principals typically participate in the hiring process for new teachers and are part of their orientation to the building

and classroom. Each teacher is also normally evaluated every few years to ensure competent classroom performance.

For instance, educational management is an activity of collaboration and sharing of responsibilities among various stakeholders; it is not an activity of isolation. Stakeholders' participation can be achieved through good interpersonal relationship that will lead to a collective decision-making for a positive impact upon quality of education. Cohen (2008) asserted that members' involvement in decision-making has positive impact on academic achievements of students on one hand and overall success of schools on another. In Zamfara State, the process of stakeholders' participation in decision-making seem to be poor, hence, role of school principal in improving and strengthening such participation has been also weakened. Although, there is a little bit interpersonal relationship between among others parents, teachers and students (Sirvani, 2007).

It was assumed that school principal serves as a link between the inter-related components of the school as a social system. He acts as a sustainer for effective, school communication. Thus, communication is simply means the act of transferring information from one place to another. It is the duty of an active principal to inflow and maintains lines of communication within and outside the school organization. It was stated that communication is the life blood of any organization without which no activity of an organization will be possible (Yabo, 2007).

Likewise, the role of the school principal as a supervisor includes obtaining and making available materials for teachers in all educational information, visiting classrooms often to observe his teachers' activities; basic supervision of teachers lesson notes and class registers, diaries and teaching aids and offering them professional advice for their: proper improvement of

teaching and learning in the system whereas he can act as a change facilitator. Marlow and Minehira (2011) viewed that school principals must possess a wide array of competencies in order to lead schools effectively towards the accomplishment of educational goals, which has led to changing expectations of what leaders need to know and must be able to do.

Staff training and development are processes of improving the knowledge and skills of employees through regular training and re-training for effective productivity and service delivery within an organization. It is the duty of an active principal to ensure capacity building to his teaching and non-teaching staff by encouraging them for regular attending workshops, seminars, in-service training and other educational conferences. As regard to this issue, Tiberodwa (2000) observed that staff development programmes are set to improve staff skills and productivity through in-service training, attendance of seminars, workshops, conference and short courses within and outside the institution as well as sabbatical leave. Thus, principals play a major role in developing professional competences of teachers who guide one another in improving instruction.

Also, community participation in education has positive effects upon quality of education. It also leads to students' better academic achievements and overall success of school. Community involvement in education not only improves the academic performance of students but also motivates schools to show better results which increases trust and confidence of parents in schools. The role of principal is foremost in the development of positive school community relationship (Van Velsor and Orozco, 2006). It is the role of school principals to continually bridge a communication gap and connect school and community as well. This is crucial both for students' development and success of schools (Payne, 2006). In government schooling, due to bureaucratic culture the community involvement in the education process could be promoted.

Principals play a role in the school discipline in their schools. This includes educating students, and often parents, on behavioral conduct codes. Principals also develop a system of consequences for misbehavior that is in line with school district policies and may include detentions and suspension. In some schools, the principal also plays a lead role in implementing discipline. If a student gets into trouble in a class, he/she is sent to the principal's office. The principal discusses the behavior, explains any potential consequences and contacts parents in some circumstances. In extreme cases of violence or illegal activities, the principal may refer a student to the school board for possible expulsion. Principals also help supervise sports and extracurricular activities held at the school. This role involves monitoring of those in attendance and addressing any problems.

Additionally, principals must be fully concerned with the physical environment and other facilities around the school corners. Dilapidated buildings, leaking roofs, abandoned projects, over-grown trees and lawns, dingy and dark buildings that were abandoned by the previous government, etc. have demoralizing effects on people, especially the adolescents (Obidoa, 2006). As a result, the principal has the responsibilities of ensuring that these facilities are in good shape. Even with the meager resources at their disposal, they have the responsibility of providing teachers and other instructional staff with necessary resources for effective teaching (Babayemi, 2006). Principal is expected to wear many hats, he/she must be a manager, administrator, supervisor, instructional, accounting, officer and curriculum leader.

According to Phillips (2012) argues that even though instructional leadership is critical in the realization of effective schools, because it is seldom practiced.

1.2 Statement of the Problem

The study assessed the role performance of principals in the management of secondary schools in Zamfara state, Nigeria. School as a social organization involves various inter-related components and individuals working together toward the same goals with different thinking, capability and ideas. The Principal is responsible for the management and day-to-day operations and business of the school. The authority to exercise managerial powers is delegated from the Teachers Service Board, which retains responsibility for the overall governance of the School. The Principal oversees the educational programs and developments in the school and in the broader educational community. For such kinds of institutions to be successfully operated, it is important that the roles, responsibilities, delegations and authority of the principal are clearly defined and understood, principals and teachers must have an effective working relationship and collaborative ideas. Teachers must understand the role of the principal and vice-versa.

Every principal is different, but not genuinely want to work with teachers to maximize the overall learning taking place within each classroom. Teachers must have a clear understanding of their principal's expectations. Also, the principals must know that education administration is an activity of collaboration and sharing of responsibilities; it is not an activity of isolation. For instance, poor interpersonal relationship among the school personnels may lead to controversial decision-making process, which in turn creates destructions and school conflicts through among others rumour mongering, gossip, backbiting among students, teachers and other community members which will lead to non-achievement of educational objectives. According to Cohen (2008), poor cordial relationship among the employees affects the working together to identify, define and solve common problems in the school. In respect of decision making in schools, poor performances of principal in democratizing the school

leadership through decision making leads to development of conflicts between the school management and teachers, school and community or between school and Ministry of Education Officials. As stated by Yabo (2007), that "communication is the life blood of any organization without which no activity of an organization will be possible. Thus, inability of principal to maintain and sustain lines of communication in a school, educational goals can hardly to be achieved.

Also, the principal served as an immediate school supervisor who always directs, assists, and guides the school services towards the achievement of desired objectives; poor performance of principal in supervision may lead to falling standard teaching and learning in school which in turn lead to the poor students' academic performances. According to Uko (2001), the successful school supervisions depend on effective management of a school which requires knowledge, skill and expertise in handling different facets of the school system. At a time, poor students' academic performance has been related to inability of principals to effectively managed their duty stations, this may be due to lack of skills, competence and productivity which may require' regular training and retraining for staff and administrators Ozigi (1977) concluded that, "indeed this category of teachers, who are conservative and complacent as well as to the unqualified teachers in the profession constitute one of the factors responsible for the falling standard of education". Thus, reputable principal is the one who encourages regular training and retraining for staff in school organization.

School discipline is one of the most important roles of principal in school management. Whenever principal and other management team failed to maintain discipline in the school, the school may be characterized with many obstacles and students' misbehave which must affect

teaching- and learning processes. Haidt (2005) asserted that students' indiscipline interrupts the smooth running of teaching and learning process as well as general stability of school programmes.

The school principals must work together with the school community to ensure smooth running of school. For instance, Parent Teachers' Association and school based management committee plays vital roles in school planning, evaluation and development. Inability of a principal toward the improvement cordial school community relationship will consequently lead to school-community conflicts. Sharma (1992) Poor school community relationship has been attributed to inability of the principals to carry out their duties efficiently. Apart from this, maintenance of school facilities become the responsibility of a school principal as an overall head of the school charged with the responsibility of coordinating, planning and maintenance of all school properties. Obidoa (2006) stated that the principals have the responsibilities of ensuring that these facilities are in good shape. Even with the meager resources at their disposal, they have the responsibility of providing teachers and other instructional staff with necessary resources for effective teaching and learning process.

1.3 Objectives of the Study

The study was set to achieve the following objectives:

- 1) examine the role performance of principals on interpersonal relationship in secondaryschools in Zamfara State;
- 2) ascertain the role performance of principals on decision making process in secondaryschools in Zamfara State;
- 3) determine the role performance of principals on communication in secondary schoolsin Zamfara State;

- 4) evaluate the role performance of principals on supervision in secondary schools in Zamfara State;
- 5) ascertain the role performance of principals on staff development in secondary schools in Zamfara State;
- 6) assess the role performance of principals on discipline in secondary schools in Zamfara State;
- 7) examine the role performance of principals on school community relationship in secondary schools in Zamfara State; and
- 8) determine the role performance of principals on maintenance of facilities in secondary schools in Zamfara State.

1.4 Research Questions

The following research questions were asked to guide the study:

- 1) How do principals perform their role on interpersonal relationship in secondary schools in Zamfara State?
- 2) How do principals perform their role on decision making process in secondary schools in Zamfara State?
- 3) How do principals perform their role on communication in secondary schools in Zamfara State?
- 4) What are the role performances of principals on supervision in secondary schools in Zamfara State?
- 5) What are the role performances of principals on staff development in secondary schools in Zamfara State?

- 6) How do principals perform their role on discipline in secondary schools in Zamfara State?
- 7) How do principals perform their role on school community relationship in secondary schools in Zamfara State?
- 8) How do principals perform their role on maintenance of facilities in secondary schools in Zamfara State?

1.5 Research Hypotheses

In line with research objectives, hypotheses were formulated as follows:

- 1) There is no significant difference in the opinions of teachers, principals and Ministry of Education officials on the role performance of principals on interpersonal relationship in secondary schools in Zamfara State;
- 2) There is no significant difference in the opinions of respondents on the role performance of principals on decision making process in secondary schools in Zamfara State;
- 3) There is no significant difference in the opinions of respondents on the role performance of principals on communication in secondary schools in Zamfara State;
- 4) There is no significant' difference in the opinions of respondents on the role performance of principals on supervision in secondary schools in Zamfara State;
- 5) There is no significant difference in the opinions of respondents on the role performance of principals on staff development in secondary schools in Zamfara State;
- 6) There is no significant difference in the opinions of respondents on the role performance of principals on discipline in secondary schools in Zamfara State;

- 7) There is no significant difference in the opinions of respondents on the role performance of principals on school community relationship in secondary schools in Zamfara State; and
- 8) There is no significant difference in the opinions of respondents on the role performance of principals on maintenance of facilities in secondary schools in Zamfara State.

1.6 Basic Assumptions

The research was based on the following basic assumptions:

- 1) Role performance of principals on interpersonal relationship improves teaching and learning process which in turn prevail climatic condition of service in secondary schools in Zamfara State;
- 2) Democratization of decision making process by the principal enhances stability and understanding in the management of secondary schools in Zamfara State;
- 3) Ability of principals to inflow and sustain a line of schools communication harmonizes delegation of authority and division of labours in secondary schools in Zamfara State;
- 4) Supervisory role of principals encourages the implementation of instructions in secondary schools in Zamfara State;
- 5) Role performance of principals encourages regular staff development programmes through in-service training, seminars, workshops and conferences in secondary schools in Zamfara State;
- 6) The effort of principals on maintenance of discipline enables school to achieve the predetermined objectives in secondary schools in Zamfara State;

- 7) Role of principals on substantiating cordial school community relationship prevents school-community conflicts and encourages parent to contribute their quarter in school development plan in secondary schools in Zamfara State; and
- 8) Active and expertise principal ensures regular maintenance of school facilities in secondary schools in Zamfara State.

1.7 **Significance of the Study**

The study assesses the role performance of principals in the management of secondary schools in Zamfara State. The outcomes of the study in one way or the other will be of benefits to both teaching and non-teaching staff of the Ministry of Education in Zamfara State. For instance, the study will be of benefits to the principals by encouraging them to work hard in discharging their managerial duties in the institutions of learning. The study will also be of great benefit to the principals because it will enable them know the appropriate method to use towards the achievement of desired objectives. By this therefore, it is expected that principals will have a clearer pictures of the area that needs more attention to be used in development plan.

The research work findings will provide the Zamfara State Ministry of Education with the reliable information on managerial issues related to human, material, financial and time resources for sustainability and attainment to educational objectives. The findings of the study will also be of great importance to parents and other stakeholders. It will further open the doors for positive interpersonal relationship in the school. The findings will clarify the strength and weakness of the school principals in the encouragement of staff development programmes in secondary schools in Zamfara state.

The study will equip the principals and teachers with importance of cordial relationship between school and the community. It stress the supervisory roles of principals in ensuring

disciplines, school maintenance and general instructions the as executive administrators of secondary schools in Zamfara state. Finally, it is hope that the outcomes of the study will pave way for further research into different aspects of principals' role performance s in the administration of secondary school for being the documents additional reference for further academic research.

1.8 Scope of the Study

The study was limited to the assessment" of the role performance of principals in themanagement of secondary schools in Zamfara State, Nigeria. The study covered all publicsecondary schools teachers, principals and Ministry of Education officials of- the fourEducational Zones of 14 Local Governments in Zamfara State. It was also limited to identifying the various roles and responsibilities of school principals in the management ofsecondary school with particular reference to Zamfara State, Nigeria. This confinement is necessary due to the work difficulties in term of among others financial resources to cover expenses of the research work, the time frame within which the research is to be completed, the enormity of the task of obtaining information and collecting data for the research work and the geographical spread coupled with lack of experience to cope with a research of such wide magnitude. Also, these categories are the immediate stakeholders responsible for managing human, material, financial and timing resources in secondary education in Nigeria.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The study is titled assessment of the role performance of principals in the management of secondary schools in Zamfara State, Nigeria. This chapter centers on review of literature related to various issues of secondary schools management and the responsibilities of principal in the school management as a social system. In this regard, the following issues are to be discussed in the review:

- Conceptual framework;
- Concept of role performance;
- Concept of Management;
- Concept of School Organization;
- Role performance of principals on interpersonal relationship in school organization;
- Role performance of principals on decision making process in school organization;
- Role performance of principals on communication in school organization;
- Role performance of principals on supervision in school organization;
- Role performance of principals on staff development in school organization;
- Role performance of principals on discipline in school organization;
- Role performance of principals on school community relationship in school organization;
- Role performance of principals on maintenance of facilities in school organization;
- Empirical Studies; and
- Summary and Uniqueness of the Review.

2.2 Conceptual Framework

The conceptual framework of this study focuses on assessing the role performance of principals in the management of school, organization. Thus, the review defines the following concepts accordingly:

2.2.1 Concept of Role Performance

Role performances are certain behaviours of employees, which are part of formal job requirements. Role performance relates to how successfully one plays his prescribed role. The performance is measured in terms of his relative success or failure in that role performance, the emphasis is on quality, (www.wikipedia.com). A role is a set of connected behaviours, right, obligations, beliefs and norms as conceptualized by people in a social situation. Roles are the function or position that somebody has or is expected have in an organization, in society or relationship. In the same vein, Ogburn and Nmkoff (2005) defined role as a set of socially expected and duties and privilege associated with a particular position in a group. Furthermore, role is the behaviour enacting of the patterned expectations attributed to that position.

2.2.2 Principal's Role in School as a Social System

The role of the principal covers many different areas including leadership, teacher evaluation, school discipline, and many others. Being an effective principal is hard work and is also time-consuming. In the statement of Abdulkareem (2011), a good principal is balanced within all their roles and works hard to ensure that that they are doing what they feel is best for all constituents involved. Even though, time is a major limiting factor for every principal in the school management. Adesina (2005) also highlighted that a principal must become efficient at practices such as "prioritizing, scheduling, and organization. From the points of scholars' views, it was determined that a school principal is the primary leader in a school building and a good leader that always leads by example. This means that a principal should be positive, enthusiastic, have their hand in the day to day activities of the school, and listen to what their constituents are saying.

However, an effective leader is available to teachers, staff members, parents, students, and community members. Hence, good leaders stay calm in difficult situations, think before they act, and put the needs of the school before themselves. An effective leader steps up to fill in holes as needed, even if it isn't a part of their daily routine. The main tasks of the school principal are to interpret policies, equipment, physical facilities and finances, induct and retain staff, and finally maintain an effective school community relationship. The principal, according to Nzomiwu (1997), is primarily charged with the development of each and every student in the school.

2.2.3 Qualities of a Good School Principal

A professional school principal is characterized with a number of qualities, some of which, according to Olagboye (2004) and Manga (2010) include:-

- 1) He should be honest, objective, fair and firm;
- 2) He should be open and democratic;
- 3) He should be approachable;
- 4) He should be a good listener and observer;
- 5) He should be loyal, humble, flexible and respectful;
- 6) He should be dutiful and able to create a warm and cordial atmosphere;
- 7) He has to be creative, imaginative, inventive and innovative;
- 8) He should be tolerant and accommodating;
- 9) He should be a problem solver;
- 10) He should be a professionally trained teacher with proper teaching qualification ranging from B.Ed, M.Ed or PhD in education;

- 11) He should be highly experienced teacher and educational administrator of not less than 15 years of work experience; and
- 12) He must possess technical skills in term of familiarity with teaching skills and ability to write coherent supervision reports etc.

The importance of "these qualities in principals' productivity shall not be over emphasized. A school principal who does not possess technical skill can hardly- give instructional advice to will help to the attainment of desired objectives.

2.2.4 Concept of Management

By looking at the concept of management, it could be opined that management resources involved careful utilization of human, materials, financial, time and political resources toward the achievement of common goals in an organization. Thus, in the statement of Ngu (2008), management is the ability to have full control of human and material resource in specific organization within a period of time. This invariably pointed that the scope of management covered with the risk taking of unforeseeable circumstance that may occur in the organization. Furthermore, Ademilua (1999) identified management as the process of plan and innovate, coordinate, administer, control and supervise. This implies that management is a hierarchy of persons, ranging from the Chairman/person of the board and various staff especially first level officers. Thus, management involves some six elements of organizational administration such as planning, organizing, coordinating, directing, controlling and staffing that are combined to build the organization.

In this regard, organization cannot be well functioned without the use of any stated element in achieving the goals and objectives of the organizational structure. Olagboye (2004) stressed that "although management connotes getting things done through otherpeople's effort and that any person involved in such activity is manager, there is yet to be a universally

accepted definitions of management as an activity since Henri Fayol's statement on it in 1916". It was quoted from Fayol's definition that management means "to forecast, to plan, to organize, command, to coordinate and to control". Over the years, Fayol's definition has been adapted in different ways by many writers. Cole (1986) for example state that: "management is a process which enables organizations to achieve objectives by planning, organizing and controlling their resources including gaining the commitments of their employees (motivation)".

In addition, Olagboye (2004) posited that "management is the process of planning, organizing, leading and controlling the efforts of organization members and of using all other organizational resources to achieve organizational goals". In a nutshell, Management is a social process entailing responsibility for the effective and economical planning and regulation of the operation of an enterprise. To fulfillment of a given purpose or task, such responsibility involving judgments and decision in determining plans and in using data to control performance and progress against plan. Nevertheless, Henry (1994), along with other formulated a universal list of good management principles as a guide to management actions. These principles are referred to as classical principles of organizational management. These include: Division of labour, Purity of authority and responsibility, Discipline, Unity of command, Unity of direction, Subordination of individual interest to the common goal, Remuneration, Centralization, Scalar chain«(steps chain, top to bottom), Order, Equity, Stability of personnel, Initiative and Esprit de corp.

2.2.5 Secondary Schools Education

Secondary education according to the National Policy on education NPE (2014) is the education children receive after primary education and before the tertiary stage. The broad goals of secondary education shall be to prepare the individual for:-

- a) Useful living within the society;
- b) Higher education. In specific term, secondary education shall;
- c) Provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background;
- d) Provide trained manpower in the applied science, technology and commerce at sub-professional grades;
- e) Foster National Unity with an emphasis on the common ties that unite us in our diversity; and,
- f) Raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens, among others.

To achieve the above stated goals, secondary education shall be of six years duration, given in two stages:- a junior secondary school stage and a senior secondary school stage; each shall be of three years duration.

2.3 Role Performance of Principals on Interpersonal Relationship in School Organization

Principals are the Chief Executives of the Schools. They are responsible for the day-to-day management of students, staff and structures. To be effective, a person to be appointed as principal should be someone who is qualified, experienced, high level of quality and personal integrity. In addition, a Principal should have a good human relation with staff and students, as well as the local community. The appointment of the principal is the responsibility of the Honourable Commissioners for Education and that of Science and Technical Education based on the recommendation of the relevant boards. The major sources of income for the running of the schools are the monthly cash allocation, PTA and registration fees and the monthly cash

allocation of the state. According to Peretomode(2004), the principal as a leader of group of teachers in the school system has the function of interacting with the teachers in other to improve teaching and learning situation for the students through instructional supervision!

Principals are typically responsible for creating good interpersonal relationship through building of daily schedule for every member of the school environment such as class schedules, teacher planning periods, and duties, students' routine and general conducive atmosphere of learning. Adeyemi (2006) asserted that teachers and students are always happy when active principal ensures good interpersonal relationship through consideration of humanity and self-actualization. Habitually, teachers hate duties of any kind whether it is lunch duty, recess duty, bus duty, etc. Agenyi (2012) observed that if principal figures out a way to create a schedule in which they only have to cover a few duties a month, there would be good interpersonal relationship among teaching and non-teaching staff in schools. Although, many leaders by nature have a hard time putting things in others hands without their direct stamp on it. For interpersonal relationship to be achieved in school there is so much that has to be done, that it is vital that, a school principal delegates some duties as necessary. Having people around him implicitly will make improve interpersonal relationship in school environment.

It is common that an effective school administrator simply does not have enough time to take care of everything that needs-to be done as organizational tasks; he must rely on other people to assist him with getting things done and trust that they are going to do the job well. In school as a social system, teachers should be given time to work together in a collaborative effort. This collaboration will strengthen relationships amongst your faculty, provide new or struggling teachers with an outlet to gain valuable insight and advice, and allows teachers to share best practices and success stories. The principal becomes the driving force in this collaboration. They

are the one who schedules the time to collaborate and sets the agenda for these times. Principals who reject the importance of peer collaboration are selling their value in school organization (Aghenta, 2000).

The building principal has a profound influence on teachers through many avenues. First of all the building principal is the chief evaluator. This gives the principal the opportunity to figure out which teachers are effective and which teachers are not. This commensurate with the view of Ajayi and Ayodele (2001) the evaluation process given principals an avenue that drives school improvement and good interpersonal relation. A good principal knows that their job becomes much easier when they have a building full of entire stakeholders. When taken seriously, the evaluation process is a collaborative endeavor that provides teachers with an opportunity to receive professional feedback as well as suggestions to improve areas of weakness.

However, the building principal typically makes hiring and dismissal decisions. Though, it can be a difficult process to dismiss a teacher, there are definite times when this avenue is necessary so that a higher quality replacement can be found. Hiring a new teacher must be a well thought out process. Ajibade (1990) noted examined that it is important that the principal takes every measure to ensure that they are hiring a quality teacher that meshes with the overall vision and mission of the school. Once they have the right person in place, the principal should assume a mentoring role to aid in the teacher's overall development. Ultimately, the principal serves as the chief driving force for teacher improvement.

2.3.1 Levels of Interpersonal Relationship in School

Interpersonal relationships in schools are important for their ability to help individuals develop a sense of self. The relational self is the part of an individual's self- concept

that consists of the feelings and beliefs that one has regarding oneself that develops based on interactions with others (Andersen and Chen, 2002). In other words, one's emotions and behaviours are shaped by prior interpersonal relationships. Thus, relational self-theory posits that prior and existing relationships influence one's emotions and behaviours in interactions with new individuals, particularly those individuals that remind oneself of others in his or her life. Studies have shown that exposure to someone who resembles a significant other activates specific self-beliefs, changing how one thinks about oneself in the moment more so than exposure to someone who does not resemble a significant other (Hinkley and Andersen, 1996).

An interpersonal relationship according to Fincham and Beach (2010) is a strong, deep, or close association or acquaintance between two or more people that may range in duration from brief to enduring. This association may be based on inference, love, solidarity, regular business interactions, or some other type of social commitment. Interpersonal relationships are formed in the context of social, cultural and other influences. The context can vary from family or kinship relations, friendship, marriage, relations with associates, work, clubs, neighborhoods, and places of worship. They may be regulated by law, custom, or mutual agreement, and are the basis of social groups and society as a whole. People in an interpersonal relationship may interact overtly covertly, face-to-face or even anonymously. Interpersonal relationships can be described according to two dimensions: Control and Affiliation (Wubbels et al., 2006). Control represents the degree of influence that one person applies to the partner in the interaction, with dominance at one end of the dimension and submissiveness at the other. Affiliation describes the degree of emotional immediacy, warmth, and support in the interaction, and ranges from friendliness to hostility-. These dimensions are considered to be orthogonal (Gurtman and Kiesler, 2001).

Roorda et al, (in Carson, 2000; Kiesler, 1993) state that a central concept in interpersonal theory is the complementarity's principle. Complementarity can be used to predict people's reactions to the behaviours of their partner in the communication. For the Affiliation dimension complementary behaviours would include reactions that are similar -friendly behaviour is answered with friendly behaviour, anger with anger. The opposite would be expected on the Control dimension dominance might be met with submissiveness or vice-versa. For example, a person might be talking (high Control), while the companion responds by listening low Control (Dryer and Horowitz, 1997; Sadler and Woody, 2003 and Tracey, 2004). While complementarity is theorized to be the most probabilistic pattern, it is quite possible for partners to respond in variety of ways (Estroff and Nowicki, 1992; Tiedens and Jimenez, 2003 and Tracey; 2005).

Interpersonal relationships are typically defined as enduring connections between two individuals, uniquely characterized by degrees of continuity, shared history, and interdependent interactions across settings and activities (Collins & Repinski, 1994; Hinde, 1997). It's a dynamic systems that change continuously during their existence. Like living organisms, relationships have a beginning, a lifespan, and an end. They tend to grow and improve gradually, as people get to know each other and become closer emotionally, or they gradually deteriorate as people drift apart, move on with their lives and form new relationships with others.

One of the influential models of interpersonal relationships as developed by a psychologist George Levinger in 1983 (in Wikipedia, 2014) categorized seven (7) levels of interpersonal relationship in school environment as interpersonal relationship between schoolheads and teachers, interpersonal relationship between school heads and

students, interpersonal relationship between school and community, interpersonal relationship between school and Ministry of Education, interpersonal relationship between teachers and students, interpersonal relationship among teachers and interpersonal relationship among students. This model was formulated to describe psychological relationships among the individuals. It has been applied to many kinds of interpersonal relations as well. According to him the natural development of a relationship follows five stages:

- 1. Acquaintance and Acquaintanceship** - Becoming acquainted depends on previous relationships, physical proximity, first impressions, and a variety of other factors. If two people begin to like each other, continued interactions may lead to the next stage, but acquaintance can continue indefinitely. Another example is association.
- 2. Buildup** - During this stage, people begin to trust and care about each other. The need for intimacy, compatibility and such filtering agents as common background and goals will influence whether or not interaction continues.
- 3. Continuation** - This stage follows a mutual commitment to quite a strong and close long-term friendships, romantic relationship, or even marriage. It is generally a long, relative stable period. Nevertheless, continued growth and development will occur during this time. Mutual trust is important for sustaining the relationship.
- 4. Deterioration** - Not all relationships deteriorate, but those that do tend to show signs of trouble. (Alternately, the participants may find some way to resolve the problems and reestablish trust and belief in others).
- 5. Termination** - The final stage marks the end of the relationship, either by breakups, death, or by spatial separation for quite some time and severing all existing ties of friendship.

2.4 Role Performance of Principal in Decision Making Process in School Organization

The school principals are the primary decision makers in their organization. This doesn't mean that teachers and other stakeholders shouldn't be included in the decision-making process. Although, a principal may be the final say, teachers and parents should be given a platform to express their feelings or provide advice for the principal, especially when the issue will directly affect the teaching and teaching staff. In the view of Akerele (2007), an effective principal works in collaboration with other stakeholders to make decision on the available resources to manage the school as a social system. In decision making process, this means that principal should initiate team with other staff by seeking their advice and collective thinking on an issue that needs careful validation in school organization. Dare (2006) defined decision-making as a process of making the best choice out of many pressing alternatives. Furthermore, school like all formal organization is basically a decision-making structure. Decision making process can therefore be seen as problem solving techniques in organization.

However, the leader needs to possess a good knowledge of such problem solving techniques in order to make sound and rational decision. Teachers are people, and all people go through difficult times both personally and professionally at some point in their lives. When a teacher is going through a difficult situation personally (death, divorce, illness, etc.), a principal should give them 100% support at all times. A teacher going through a personal issue will appreciate any support their principal shows during this time. Sometimes this could be as simple as asking them how they are doing and sometimes it may be necessary to give them a few days off.

A professionally trained principal might wish to back a teacher's opinions as long as he ensures effectiveness, ethical and moral of him. There are situations where their opinions may be absolutely rejected by the principals because the decision they made is ethically or morally

wrong. In this case, do not skirt around the issue, but be upfront with them and tell them that they messed up, and there is no way to be backed them up based on their actions.

Decision making is very much important in any school setting. It is a matter of making a selection from different options (Endogan, Akdag, Ugurgu and Covert, 2011). According to Olubadewo (1992), decision making is the process of thought and deliberation that leads to a decision. He further, decision is not only a part of people's daily routine, but also an intrinsic requirement for the viability of an organization, as it involves the process or mechanism by which a particular course of action is chosen from among so many available alternatives. In school administration as a social system, a principal shall be democratic by nature through regular collaboration with the subordinates in the organization.

2.4.1 Types of Decision Making Process

Decision making in school system is the process whereby an appropriate choice has to be made between two or more different alternatives to determine about the future state of affairs. This means that activities that need decision making process should be carefully planned. Ogunsaju (2006) explained that decision making process is an extension of series of interrelated communication events. He further described decision making process administratively in two dimensions as follows:

- 1. Personal Decisions:** These are decisions which the administrator makes concerning himself eg: decision to retire from service or go for further training.
- 2. Organizational Decision:** These are decisions which the administrator make concerning the organization and its proper functions. Although, both types of decisions affect each other directly or indirectly.

2.4.2 Models of Decision Making Process

Decision making process is paramount important in any organizational settings been it school setting or otherwise. It has to do with making a selection from different traceable, options. According to Dare (2009), the following are the most usual models for decision - making process in formal organization:

1. Classical Decision Making Model;
2. Administrative Decision Making Model;
3. Incremental Decision Making Model; and
4. Mixed Scanning Decision Making Model.

a) **Classical Decision Making Model:** Classical Model encourages a completely rational approach to decision making 'process. It seeks the best alternative to maximize the attainment of goals and organizational objectives. Classical models present decisionmaking as process that involves sequential steps.

b) **Administrative Decision Making Model:** This presents certain level of satisfaction, This model searches for alternative rather than optimal ones. It is a situation whereby the manager relies on both theory and experience in decision making process (Simon, 1974).

c) **Incremental Decision Making Model:** This model focuses on successive initiate comparison when certain situations require an incremental strategy. The model of decision making process is very appropriate if the set of relevant alternative is very difficult to define and, the. consequence of each alternative is very unpredictable (Lindboum, 1980).

d) **Mixed Scanning Decision Making Model:** This type of model is often proposed for complex decision making in organization's administrative and incremental models (Amitan, 1989).

2.4.3 Steps in Decision Making Process

Decision making process is a, systematic approach of alternative selection among the various options and conclusions. In order to make an appropriate selection of best alternative, Olubadewo (1992) highlighted the following decision making steps:

1. Statement of the problem;
2. Analyze and evaluate the problem;
3. Recognize, define and limit the problem;
4. List the various alternatives;
5. Selection of the best alternative;
6. Establish criteria or standards by which solutions will be evaluated or judged as acceptable and adequate to the need;
7. Collect the reliable data;
8. Formulate and correct the preferred solution;
9. Put into effect the proffered solution;
10. Programmes the solution;
11. Control the activities in the programme; and
12. Evaluate the results and the process.

2.4.4 Rationale of Decision Making Process in Organizational Management

The importance of decision making process in organizational management shall not be over-emphasized. Akpan (2011) examined some importance of decision making process as follows:

1. It has the tendency to perpetuate itself at attempts to protect itself from disruption and destruction from within and hence it is concerned with the morale and satisfaction of its employees;

2. It seeks to survive and it is therefore competitive with other behaviour patterns and findings it seeks to progress and grow;
3. Decision making gives and creates awareness in an organization for belongingness;
4. Decision must always be made about who is to do what, how it will be done, when and where it will be; and
5. In making plan, there must be decision committed to the resources.

2.5 Role Performance of Principals on Communication in School Organization

The word "communication" has been variously interpreted or defined by several authors. Like the word education that has no single and best definition. Dalton (1974) defined communication as: "the process by which meanings are exchanged so as to produce understanding among human beings". Butressing this view, Knezerich (1975) define communication as "a process in which a communicator attempts to convey an image to a "communicate". Those, communication in the¹ school system is simply defined here as the process by which individual communicators transmit information' through appropriate channels to the communicatees or receivers. It essentially entails the sharing of ideas, nations, feelings and experiences between the sender and receiver the messages. Information, ideas, instructions or intention and is therefore necessary for linking together the various departments, programmes, activities and services in the school organization. It may also be defined as a process of meaningful interaction and exchange of information, feelings, idea, and signs among members of a group.

Communication is the sum .total of direct, indirectly, consciously or unconsciously transmitted feelings, attitudes and wishes. Communication system in any organization like the school is very vital to the survival and-smooth running of the organization. Through the use of language, mankind has been able to record past history and to transmit its cultural values from

generation to the other. This transmission exercise lies on communication process without which managerial, administrative and academic functions will not be possible in school. In fact, without effective communication, organizations will not be carried effectively towards goal achievement, with the use of communication, man has helped or herself to build societies and other social groupings, which contribute to the survival and to more enjoyable patterns of living. In all organizations, the transfer of information from one individual to another is absolutely necessary. (Onyeiwu, 1984).

In the school organization, for example, the work of the administrator (principal) is to influence teaching behaviour in such a way as to improve the quality of learning for students. This can be done by working directly with teachers in the planning, description, analysis and evaluation of teaching and in the development and implementation of new approaches to process and programme. Education is one of the organizations whose functions depend on effective communication and coordination in the management structure and process, the basic function of the education rely almost entirely on communication among teachers and coordination among various organization is taken as much for granted, mistaken, misused and poorly understood as the elements of communication (Ndu, Ocho and Okeke 1997).

2.5.1 Components of Communication Process

As clearly indicated in the above definition of communication, there are four fundamental elements of communication process that have long been identified a necessary for any form of communication to occur Berlo (1990) examined that:

- (a) **The messenger:** this is essentially the information to be transmitted. It embraces the ideas, attitudes, feelings, notions and experiences to be shared with another person.

- (b) **The sender of messenger:** this is often referred to as the communicator transmitter who encodes the message.
- (c) **The channel of the message:** This is medium through which the message is passed across to another person.
- (d) **The receiving of the message:** this is often referred to as the communicatee who helps in decoding or interpreting the message sent by the communicator. Here is the cyclic relationship between the components.

The communication process follows a systematic procedure. It is a give and take method involving the sender and the receiver. (Nakpodia, 2006). According to Yabo (2007), communication is the life blood of any organization, without which no activity of an organization will be possible. Communication in school administration usually involves the day to day passing of information from the school administrator to the subordinates involved in school management. This commensurate with the opinion of Dare (2006), stated that communication is that which involves the transmission of information, ideas, feeling, attitudes and understanding. He further asserted that it is a means of interacting among the personnel in any organization including the public enterprise and schools.

2.5.2 Purpose and Process of Communication

Communication is a livewire of any organization, it is a process through which principal can connectively build a substantive school interaction. According to Pretmode (2006), the purposes of communication are to:

1. Influence the performance of organizational members to motivate, direct, instant and evaluate their activities.
2. Clarify and express feeling.
3. Served as an information input or exchange process.
4. Serve as a systematic process of bridging the situational gaps.

In the school, the principal communicates with three member group: students, the teachers, and the non-academic staff; each of which requires different approaches. There are occasions when he has to discuss with each group separated; at some other times, he may have to speak to two or all of the groups together. More often, however, his communication is with individual members rather than with the groups. The main channels of communication within the school as projected by Sadler and Woody (2003) are as follows:

- 1) **School Assembly:** There are two categories of school assembly; the regular and the special. The first type is morning assembly which is a well-known channel by which the principal communicates with the academic staff and the students together. The special school assembly can be convened for unusual occasions as general orientation at the academic year. Special school assemblies are also invented for emergency cases, which include a serious disciplinary problem, a disaster, and the visit of an important person or any other urgent matter which cannot wait for the regular morning assembly.
- 2) **Bulletin Board:** The bulletin is a publication, giving information about the school, its development and activities; it may also contain the procedure for obtaining admission into the school. The school brochure can serve the same purpose, but it is usually a shorter document. The school magazine contains essentially articles from students. Announcements can be made through staff and students' using separated notice boards, placed in the staff room for the teachers and in the corridors, assembly hall, and dormitories for the students. As an advantage of this channel of communication, notices can be read over and over again for better understanding, and students with varying levels of mastery of language of communication can read through at their own different rates.

- 3) **Letters and Memoranda:** principals write individual letters or send memoranda to staff. When a common topic is to be communicated to all teachers, circular letters are issued; these may supplement notices on the bulletin board, reinforce matters discussed in the staff meeting, or may be entirely in the different topics. The advantage of this category of communication channel is that the addressees may read the documents at their own convenience and the rate. However, an immediate feedback is required, circular letters may not be all that suitable. Staff will respond at different times, and some may not send their reactions at all.
- 4) **Staff Meetings:** This is the most important and the commonest way of communication with the teachers and non-academic staff in a group. Feedback is immediate and full discussion of point can take place.
- 5) **School Rules and Regulations:** they communicate to the students and the staff those patterns of behaviour expected of them, as well as those acts prohibited by the school. As well as human actions and reactions cannot at any stage be foreseen or predicated, rules cannot cater for all behavior, that is why they are supplemented by other channels of communication.
- 6) **Sign Posts and Pictorial Representations:** These are placed in certain places to give directions and thus supplement certain written school rules and regulations. If they are conspicuously placed, they serve as a constant reminder of their purposes and thus form effective means of communication. The word "SILENCE" written in conspicuous places in the library is more effective than the rule which states "students are expected to maintain silence in the library at all times".

- 7) **Suggestion Box:** Some principals use suggestion boxes to communicate with their students. By this arrangement is given to students to drop their written suggestions in a box fixed in a place accessible to the students. If a writer supplies his name and his query personal, the principal may send his reaction to the student concerned. Some of the principal's comments and answers could be put on the notice boards, if they are not of confidential nature.

2.5.3 Importance of Communication in School Administration

The importance of communication in school management can be not be overemphasized. Wubbels et al (2006) expressed that some the importance of effective school communication includes:

- 1) In carrying out basic administrative task, such as planning, organizing, directing, supervising and executing communication enables the school administrator to resolve on how school's activities are to be carried out, how to them and when to carry out the task.
- 2) Through effective communication, he delegates to subordinates what to do and how to do them effectively.
- 3) The school administrator can use communication to persuade the subordinates to accept new methods of doing certain things in the school thus enhancing their efficiency and productivity.
- 4) Effective communication enhances the staff morale as they are made aware of what is going on in the school and even their vices are being listened to by the school administrator.
- 5) Democratic tenets are being promoted in the school, through effective communication as the school decision making processes based on the consultation, deliberation and participation of all the members of the staff and students' leaders.

2.6 Role Performance of Principals on Supervision in School Organization

Since the change in their concept of supervision, the roles of the principal also have changed. His duties have become more tasking and complex. The principal has variety of tasks in the school. Many of them are routine while others require planning and expertise. The principal as the head teacher of a school is there for the purpose of instruction and the aim of supervision is for the improvement of teaching and learning process which is instruction. That is to say that the major Task of principal in the school is instructional supervision. Cobb (1988) supported this view by "describing" supervision of the instructional programme as the most important responsibility of the principal." The same view is also held by Ogunsanju (1990) cited in Abubakar (1995) where he stated that "the principal is the centre of action in the school and has the role expectation to provide effective leadership in various areas of the school management.

The functions of the school principal as a supervisor includes obtaining and making available materials for teachers in all educational information, visiting classrooms often to observe his teachers teaching; basic inspection/supervision of teachers lesson notes and class registers, diaries and teaching aids and offering them professional advice for their proper improvement of teaching and learning in the system where as he can act as a change facilitator. Marlow and Minehira (2011) viewed that school principals must possess a wide array of competencies in order to lead schools effectively towards the accomplishment of educational goals, which has led to changing expectations of what leaders need to know and must be able to do.

Thus, different competencies such as capacity building, vision building and/or a teambuilding required of principals to cope with the changing demands of the education sector have been suggested by experts and researchers comes to efforts to improve the quality of school, the principal is the critical person in making change to occur. According to Uyanga (2008), since a school is known to be an instrument of change and reforms in the society, the principal is said to be the pivot of such reforms and changes. This responsibility is very obligatory and the principals are expected to deploy the managerial skills in adapting to this change and effecting it in the school system. The principal is the key-supporting agent for change.

Thus, a principal serves as an immediate supervisor who coordinates all teaching and non-teaching services to ensure that educational objectives were satisfactorily achieved. The person in the best position to perform these responsibilities in the secondary school system is the principal. From this, it was found that principals play numerous roles and perform various functions to ensure. He should always works with the subordinates to improve teaching and learning process. In the statement of Cheney and Davis (2011), an effective principal should be in charge of the followings supervisory tasks: Creating of conducive environment where creating and learning takes place for both teachers and students; Provision of leadership in program development and fostering of team spirit among teachers;

- The provision of leadership in the development of the school into an informal organization, where problems and decisions are debated with a view to arriving at rational solutions;
- Integration of organization goals to community goals; and
- The introduction of new teacher's performance appropriate skills for the achievement of

the goals of the education system.

2.6.1 Improving Instructions

Effective principals work relentlessly to improve achievement by focusing on the quality of instruction. They help define and promote high expectations; they attack teacher isolation and fragmented effort; and they connect directly with teachers and the classroom, University of Washington researchers found. Effective principals also encourage continual professional learning. They emphasize research-based strategies to improve teaching and learning and initiate discussions about instructional approaches, both in teams and with individual teachers. They pursue these strategies despite the preference of many teachers to be left alone. In practice this all means that leaders must become intimately familiar with the "technical core" of schooling - what is required to improve the quality of teaching and learning. Ajayi and Oguntoye (2003) viewed that principals are responsible for evaluating their teachers' performance following district and state evaluation guidelines. An effective school has to have effective teachers and the teacher evaluation process is in place to make sure that the teachers in your building are effective. Evaluations should be fair and well documented pointed out both strengths and weaknesses. Spend as much quality time in your classrooms as possible. Gather information each time you visit, even if it is just for a few minutes. Doing this allows the evaluator to have a larger collection of evidence of what actually goes on in a classroom, than a principal who has had minimal visits to a classroom. A good evaluator always lets their teachers know what their expectations are and then offers suggestions for improvement if those expectations are not being met.

Developing, implementing, and evaluating the programs within your school is another large part of a school principal's role. A principal should always be looking for ways to improve

the student experience at school. Developing effective programs that cover a variety of areas is one way to ensure this. It is acceptable to look at other schools in your area and to implement those programs within your own school that have proved to be effective elsewhere. Programs within your school should be evaluated every year and tweaked as necessary. If your reading program has become stale and your students are not showing much growth, then it may be necessary to review the program and make some changes to improve the quality of that program. Teacher evaluations are meant to be tools that show a teacher where they are and to move them in a direction to maximize their overall effectiveness. Conducting meaningful evaluations takes a lot of time and time is not something a lot of principals have, therefore many principals neglect making the most out of their teacher evaluations. Providing effective teacher support requires constructive criticism at times. No teacher is perfect. There is always room for improvement in some area. A meaningful evaluation allows you the opportunity to be critical and to offer praise. It is a balance of both. A satisfactory evaluation cannot be given on a single classroom visit. It is a collaboration of information gathered through many visits that provide the most meaningful evaluations. The supervisory role performance of principals in secondary school management could not be over-emphasized. Awesu (1979), enumerated seventeen areas of the supervisory role of principals in improving instruction in schools as:

- a. Working with teachers to improve instructional methods in colleges.
- b. Attending professional meeting at the local, state and national levels.
- c. Introducing new and challenging ideas relative to the improvement of teaching methods.
- d. Interpreting and or nation curriculum and instructional regulation and guidelines.
- e. Teaching classes in the college on the regular basis.

- f. Formulating policies regarding changing content of teaching training colleges at the local, state or national level.
- g. Engaging in activities designed to produce adequate human and material resource necessary for programme implementation and growth.
- h. Stimulating classroom experiment, action research project.
- i. Working with teachers in diagnosing students learning facilities.
- j. Holding consultation with higher authorities in order to clarify policy matter relating to the college.
- k. Conducting demonstration lesson for teachers.
- l. Inviting curriculum experts and other resource people to work with him and with the school staff in improving the curriculum.
- m. Supervising classroom teaching for improvement of instruction.
- n. Writing professional- papers.
- o. Working with teachers in revising textbooks and other materials.
- p. Encouraging teachers to contribute to the programme of the school.
- q. Working with parents in diagnosing students learning difficulties.

2.6.2 Review of Policies and Procedures

It is no doubt that principals play vital roles in review, coordination and implementation of policies in school organization. Bolarinwa (2002) accounted that an effective principal is the in-charge of review, remove/preserve and rewrite academic and non-academic policies in school organization for proper implementation and assessment. This shown that having a cordial relationship between principal, teachers and students will improve the quality of educational p6licy*review and coordination. This is because the principal's role is to make sure students,

teachers, and parents know what these policies and procedures are and to hold each individual accountable for their implementation. Likewise, Bottoms, Schmidt and Davis (2010) stressed that creating schedule of duty and continual action plan are very essential in a daunting task of principal in school administration. Although, this can take some time to get everything to fall into its proper place. Also, there are many different schedules in which a principal may be required to create including a bellschedule, duty schedule, computer lab schedule, library schedule, etc. Cross checking each of those schedules to ensure that you are not putting too much on any one person at once can be difficult.

With all the scheduling, a principal still has to do with precaution and careful improvisation in his day-to-day activities. It is almost impossible to make everyone happy with their schedules. For example some teachers like their plan first thing in the morning and others like them at the end of the day, but it is not impossible to accommodate all of them. It is probably best to create the schedule without trying to accommodate anyone. Also, be prepared to make adjustments to your schedules once the year begins. A Principal need to beelement of good performance of students of the schools. Dadughun (2005) observed that "for the nation to succeed in inculcating its values to the young ones, the availability of high quality teachers is essential". He ends by maintaining that the quality of teachers dictates the face of the country's education system. Bello (2003) asserted that; "no matter how the level of funding, provision of infrastructure and teaching and learning materials, goals of educational programme can hardly to achieve without qualitative, competent, committed and well-motivated teaching force in educational organization".

The role of principal on the implementation of educational development should not be over emphasized. Ukeje (1995) pointed out that "the key to successful implementation and

management of any educational programmes lies on the hand of school heads and teachers,as such an effective teacher will build effective and efficiently managed programme while an effective school administration will build an equally ineffective system". However, Obanyo(2000) asserted that; "for teachers to be effective, they require a reputable administration, proper training and orientation not only for the growth of the education industry but also their professional competencies". This means that all teachers are required to participate in professional development. However, teachers want these professional developmentopportunities to be applicable to their situation. No teacher wants to sit through eight hours of professional development that doesn't directly apply to what their teaching or they will never use. This can fall back on the principal as they are often involved in the scheduling ofprofessional development. A good principal chooses professional development opportunitiesthat are going to benefit his teachers, not just ones that meet the minimum professional development criteria so as school will be better off in the long run because teachers improve new ideas that they can then apply to their daily classroom.

Thus, all principals should continuously offer their teachers advice, direction, or assistance in one way or the other toward professional development. This is especially true for beginning teachers, but it is true for teachers throughout all levels of experience¹. The principal is the instructional leader, and providing advice, direction, or assistance is the primary job of a leader. This can be done through a variety of ways, at a time a principal can simply provide a teacher with verbal advice. Sometimes they may want to show the teacherby having them observe another teacher whose strengths are in an area where that teacher needs assistance. Providing the teacher with books and resources are another way to provide advice, direction, or assistance.

Also, to determine the meaningful of training and re-training of teachers on nation's building. Ukeje (1975) stated that "the professionally trained, competent, committed and well-motivated teachers are the central factor in effective management and implementation of the educational programmes toward the attainment of its goals and national deployment". The teacher can only possess professional characteristics through meaningful manpower plan and good conditions of service. This means that there is the need for teachers to be motivated by principals in their professional work especially the motivation which entails finding the incentives that will satisfy the teachers' needs and increase the performances and effort toward the achievement of educational objectives. In Nigerian educational policy, for one to become a professional teacher, one must have the minimal required teaching qualification as recommended by national policy on education, such qualifications include; at least teachers Grade I or II certificates, three years Nigerian Certificate in Education (NCE) as minimum standard teacher qualification; or appropriately Bachelor Degree in Education (B.Ed) and upward. This longer-than standard program aims to provide extensive training in the subject area chosen and to inculcate teaching spirit into the teacher-to-be.

In addition, the graduates from four-year program without education will be required to undertake a one-year Post Graduate Diploma in Education (PGDE) in an educational institution certified by the professional body, in order to be eligible to apply for a professional license. A license (TRC Certificate) as well as other qualifications as required by the professional body is needed to be able to teach in educational institutions. These professional standards are set to assure the quality of teachers and standard of education. Ejiogu (1990) notes that: "the quality of education in any given society depends considerably on the foremost functions of educational management for the development and maintenance of an efficient and effective school staff.

This clearly indicate that principal should always encourage their staff especially academic staff to be improving their professional skills and competencies through attending conferences, seminars, workshops and in-service training etc.

2.7.1 Role of Principal as a Motivator

A qualitative school principal serves as a motivator, guardian and counselor to the entire staff in organization. He should always monitor and coordinate the general activities of the school for effective measurement and evaluation. Ajayi and Oni in Babayemi (2006) opined that a school principal must not only be trained in the act of administration but must be well-acquainted with the principles that guides and control administrative processes effectively. As the chief executive, the principal owes it a duty to modify the attitude of the staff and motivate them to put in their best at achieving educational goals through effective teaching-learning process. Even though, lack of in-depth training makes the principals' task difficult by the Ministry of Education. Ajayi and Ekundayo (2010) observed that negligence of this area of responsibility by the administrators/principals seems to hinder effective performance of teaching-learning activities in the secondary schools in Nigeria, that training programmes for principals on curriculum matters are partially at fault for the low priority placed on instructional leadership by principals so more effort is to be inserted for the general check-up of schools principals.

The motivational advantages of principals' super overemphasized, it 'involves discipline and dedication. Discipline involves self-control, and respect for others, disciplined teacher is guided in his behaviour, moral and social principles and does what is right and good Edem, (1998). It is true that discipline is one of the important criteria in knowing the worth of a teacher, because in Nigerian schools, the problem of discipline is a cankerworm that has eaten deep into the fabric of the Nigerian society. According to John-Daresh (2007) views that the important of

supervision that it requires/urges school leaders to see supervision not as a series of tasks but views it as a sustainable model of cultivation which relates some aspects that can be viewed for the improvement of the educational sector and effective cultures establish more arid more progressive interactions in which it demands real processes which will yield both good ideas and social cohesion in the system.

A vital part of any school administrator's job is to suggest and motivate in recruiting new competent teachers and non-teaching staff that are going to do their job correctly in school organization. Hiring the wrong person can cause huge headaches and set back in organizational services. While, hiring the right person eases achieving organizational objectives. Ihuoma (2008) opined that there are many factors that play into a person being a good candidate for you to hire. Even through, the interview process is extremely important when hiring a new teacher. Those include teaching knowledge, personality, sincerity, excitement towards the profession, etc. a good principal should let his teachers know what expectations are as far as classroom management and school discipline and so forth.

Based on the reviewed literature, it may be concluded that a school principal should struggle for improving instruction toward the achievement of the set educational goals in secondary schools. Ihuoma (2008) stated that in order to achieve predetermined objectives, the school principals should encourage adequate provision of instructional materials and facilities through Parents-Teachers Associations, (PTA), Old boys Associations, Non-Governmental Organisations (NGOs), Communities, Philanthropists and other Development Partners, to enhance effective teaching and learning processes in secondary schools. This means that the school principals should provide constant and adequate feedback to the teachers on their instructional task performance to ensure periodic review and facilitate further improvement the

teaching-learning process in secondary schools. Also, Ijaiya (2000) stressed that school principals should collaborate with relevant stakeholders to promote capacity development of teachers through intensive and regular in-house seminar/workshop to improve knowledge, pedagogical skills and competence of teachers in various subjects and improvisation of instructional materials to enhance teaching-learning process in secondary schools. Government and professional bodies in the education sector should organize periodic capacity development workshops for educational managers (Principals) on institutional management and instructional supervision to improve the quality of teaching and learning processes in secondary schools.

Obviously, it was recommended that principals are responsible for evaluating their teachers' performance in accordance with district and state supervisory guidelines. In the statement of Leithwood, Day, Sammons, Harris and Hopkins (2006), an effective school has to have effective teachers and the teacher evaluation process is in place to make sure that the teachers in your building are effective. Hence, evaluations should be fair and well documented pointed out both strengths and weaknesses. Spend as much quality time in your classrooms as possible. Gather information each time you visit, even if it is just for a few minutes. Doing this allows the evaluator to have a larger collection of evidence of what actually goes on in a classroom, than a principal who has had minimal visits to a classroom. A good evaluator always lets their teachers know what their expectations are and then offers suggestions for improvement if those expectations are not being met. Therefore, for a principal to have positive impact on staff development, emphasis should be placed on regular training and re-training of staff through seminars, workshops, in-service among others. Edon (1977) recommends the following as responsibilities of a productive principal in staff development programmes:

- 1) It is a duty of school principal to ensure effective supervision of teacher training programmes and adherence of setting policy, aims, objectives and standards of education.
- 2) He should recommend guidelines on inspection targets for teacher training programmes through in-service training etc.
- 3) He should recommend strategies for improving the quality of teachers training and development through regular workshops, seminars, conferences among others.
- 4) To ensure preparation of high quality summary reports on supervision of teachers training programmes. For instance assessment of teachers' performance in the school activities.
- 5) To monitor the implementation of school inspectors' recommendations on teachers' development. This means that principal should make sure that the presented report has been implemented by the authority concerned.
- 6) To monitor adherence to set laws, regulations, circulars and directives related to education and make appropriate recommendations.
- 7) Recommends guidelines for the evaluation of instructional material intended for use in teacher training programmes.

2.8 Role Performance of Principals on Discipline in School Organization

A large part of any school principals' job is to handle school discipline. The first step of having effective school discipline is to make sure that both teachers and teachers know what they are expected to do as their role in school discipline. A good principal will listen to all sides of an issue without jumping to conclusions collecting as much evidence as he can. Grissom and Loeb (2009) stated that a principal's role in maintenance of discipline is much like that of a

judge and a jury, to decide whether the student is guilty of a disciplinary infraction and what penalty should be enforced. An effective principal always documents discipline issues, makes fair decisions, and informs parents when necessary.

Discipline which involves self-control training of the mind of body self-respect to rules and regulation of authority should be the watch word for teachers in their job performance. Thus, discipline is one of the most important criteria for teaching and learning process. Johnson (2006) highlighted that the role performance of principals in school discipline is meant to facilitate the implementation of the various learning programmes aimed at improving moral training for smooth learning situation. Thus, teachers whether new or old on the job need necessary support in implementing the instructional programmes. Principals as school heads therefore, need to provide this disciplinary support to both students and teachers, they have to be involved in the implementation of instructional programmes by overseeing what teachers are doing with the students. Grissom and Loeb (2009) observed that a good principal should devote himself to supervise general activities in the school for standard teaching- learning processes in school. The principal as the supervisor is the one who oversees the activities of teachers and other workers in the school system to ensure that they conform to the generally accepted principles and practice of education.

In the school system, the responsibility of coordinating activities normally positioned to the side of principal. This means that principal is a professional leader who holds the key position in the programme of instruction improvement through supervision of instruction Grissom and Loeb (2009) further explained that if the teachers are not well supervised; effectiveness in instruction will be adversely affected and the instructional purposes may not be well realized. But, negligence in the improvement of instruction through improper supervision by the principal

can go on indefinitely without being detected. This may lead to low quality of instruction and invariably, teachers' lack of commitment to job.

From the review, most of the literature indicated that the principal is a leader, a counselor, a guide, a psychologist, the chief communicator and teacher of both teachers and students in the school. The question one might ask at this point is whether the principals as instructional supervisors and administrative heads do perform the roles and functions associated to such titles for the overall process of education system. Gronn (2000) affirmed that it is often difficult for a principal to oversee every teacher in a school especially now that the school population is extremely large. Indeed, to ease his supervisory roles, the principal should delegate some duties to the vice principal and senior teachers within the school.

The building principal has several opportunities to impact students' discipline and learning abilities. The first and most critical aspect of student learning is to ensure that every classroom has a highly effective teacher. Principals also impact student discipline in learning by overseeing the development of programs and initiatives designed to give every student the opportunity to not only be academically successful, but to be challenged and pushed to reach their potential. A true leader according to Gronn (2000) is not content with the status quo. Rather they are innovators who do not allow roadblocks to get in the way of their overall goal. They are also not afraid to push the envelope because they understand that thinking outside the box sometimes produces the greatest results.

2.8.1 Role of Principal on Prevailing Climate in School

Effective principals ensure that schools allow both adults and children students to put learning at the center of their daily activities for the purpose of creating hospitable school climate and a healthy environment of learning. To enhance sustainable school climate for moral

and academic education, a principal has to focus on building a sense of school student-teacher relationship as well as school-community relationship. This kind of relationship will bring about respect for every member of the school premises and even outside the community, also efforts should be made 'To involve staff and students and sometime the community in a variety of activities school organization.

Engaging parents and the community in school discipline is very paramount, as study found that in schools with higher achievement on moral values, teachers tended to share in leadership and believed that parents were involved with the school. It was noted that the relationships here are correlational, not causal in nature and the literature indicated that,principal performance assessment (developed with support from The Wallace Foundation)

- **Positive approach** is grounded in teachers' respect for students. Instills in students a sense of responsibility by using youth/adult partnerships to develop and share clear rules, provide daily opportunities for success, and administer in-school suspension for noncompliant students.
- **Teacher effectiveness training** differentiates between teacher-owned and student-owned problems, and proposes different strategies for dealing with each. Students are taught problem-solving and negotiation techniques.
- **Adlerian approaches** is an umbrella term for a variety of methods which emphasize understanding the individual's reasons for maladaptive behaviour and helping misbehaving students to alter their behaviour, while at the same time finding ways to get their needs met. These, approaches have shown some positive effects on self-concept, attitudes, and locus of control, but effects on behaviour are inconclusive (Emmer and Aussiker, 2003).

- **Appropriate school learning theory and educational philosophy** is a strategy for preventing violence and promoting order and discipline in schools, put forward by educational philosopher Daniel Greenberg and practiced by the Sudbury Valley School.

To be successful in the classroom, teachers need a well-planned, individual approach to discipline. They must understand various theories of discipline and the assumptions on which they are based, they must understand their own values and educational philosophy and they must make an approach to discipline that is in harmony with their beliefs. If you believe in something and do something, else, you will experience personal conflict and you also confuse your students. If the students are to be well trained or disciplined especially in our secondary schools, the environment should be made to promote it, permit and assist the continuation of positive healthy attitudes and feelings. The eradication of undesirable or maladaptive behaviour and the maintenance' Of the desirable or adaptive ones, through systematic manipulative reinforcement, would lead to effective student control.

2.9 Role Performance of Principals on School Community Relationship in School

Organization

Thus, school and community relationship can be seen as relationship in which people in the community and that of organization work together to make education better. (Akpa, 2007). School and community relationship is a two way symbolic arrangement through which school community cooperates with each other for the realization of their mutual goals.(Bakwai & Manga, 2012). However, Nasir (2006) stated that; school community relationship is a relationship that is characterized by roles, responsibilities, rights, obligations and accountabilities. The essence of establishing a cordial school-community relationship is to bring all the stakeholders together in education sector to collaborate with the school principal to ensure a comprehensive

review and assessment of the degree of success and or failure of the school with a view to producing the desired outputs and achieving the overall educational objectives to ensure sustainable improvement in institutional management and curriculum delivery in secondary schools.

Not only that, Anderson and Minke (2007) observed that the building principal builds a learning community by reaching out to stakeholders beyond just the teachers and students through regularly seeking out educational partnerships with local businesses who understand that education is critical to the future success of their business. Also, to invite other community leaders into their school to give them perspective and to allow them to see what is going on in their school. A good building principal invites community to the table and explain to them their tremendous value to the educational process. They regularly meet with parents, seek out their opinion on key issues and invite them to sit on various committees.

A good principal understands that the school does not belong to only the teachers and learners; but it actually belongs to all the stakeholders. This is by bringing everyone in the community into the fold, empower them to support the vision of the school, its students, its teachers and its general environment. A similar view was shared by Okurumeh (2001) who mentioned that community that gets behind and supports its school, generally has a successful school. While, smart principals understand this and go out of their way to ensure that they build the type of culture where community and school are synonymous with one another.

Additionally, democratic principal impacts the overall school culture in a variety of ways. Perhaps the most critical, is through policy development and enforcement. He should also embrace and promote relationships with individuals and businesses in the community so as to help school tremendously through donations, personal time, and overall positive support for

school. This has shown that a cordial relationship is a vital part of any principal's job to nurture their relationships with parents and community members. According to Oniyangi (2008) agreed that the parents Teachers Association (PTA) assists in improving the enrolment of the schools in their communities; helps in maintaining disciplines in the schools; ensure smooth co-existence, understanding and cooperation between the school and the community. Adewumi in Oniyangi (2008) also submitted that the PTA helps in sensitization and mobilization of parents on enrolment attendance and retention of men-children or wards in schools; Besides, Abdullahi (1996) also reported that the PTA complements governments' efforts and maintenance of infrastructures in the schools. These indicated that the PTA has been participating on matter affecting education in Nigeria. It is to be noted however, that virtually all the secondary schools in the country has the PTA in place. Despite the laudable roles of the PTA in secondary schools it appears that the problems of the schools still thrive. It therefore presupposes that the roles of the PTA can be strengthened in order to enhance better community participation in the schools.

2.9.1 Rationale for School Community Relationship

School community relationship is more than sharing a costs or benefits, but it implies a more active involvement of parents, communities and other stakeholders in policy matters, planning and implementation of educational decisions. School and community cannot be separated; one cannot do without the other. School cannot exist in isolation of the community. They exist for the community and the community acts as the basis for the existence of the school, in that, if there is no community, there would be no school. Ezeocha (1990), opined that most schools are established with the community donating land for structures whether or not the land is suitable for erecting structure. Every school should have proper understanding of the

community where it serves. Barry and Loraine (2012) stated that, every school has three type of information about the community where it serves:

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

Likewise, Dada (1996), stressed the following techniques by which the principal can adopt to promote cordial school community relationship:

- a. He should increase the consciousness of school and community relationship;
- b. He should recommend the school as an agency of the society which maintains and derives its authority from the society
- c. He should encourage external stakeholders to develop the community interest and understanding through active participation in school;
- d. Encourage establishment of advisory committee among the community;
- e. He should help in solving community; problems related to education matters; and
- f. Providing exemplary leadership which is needed by the community, and so forth.

It is already stated that school principal has significant influence in enhancing and retaining the school community relationship. Because school community relationship means a set of measurable properties of the work in the schools and demonstrates it to influence the

behavior of people thereof. Gilmer (2001) specified school community relationship as "those characteristics that distinguish the school from other organization and that influence the behavior of people surround the school". The challenge before the school principals today whether internal or external is on how they perceive their influence to be. That is whether they still opt for traditional" method of interaction or whether they opt out for conventional, modern, and more acceptable and more humane method of association.

2.10 Role Performance of Principals on Maintenance of Facilities in School Organization

As already mentioned the role of the principal covers many different areas including leadership, teacher evaluation, school discipline, and many others. Being an effective principal, physical environment and other facilities around the school must be carefully handled and maintained. Indeed, dilapidated buildings, leaking roofs, abandoned projects, over-grown trees and lawns, dingy and dark buildings that were abandoned by the previous government, etc. have demoralizing effects of people, especially the adolescents (Obidoa, 2006). As a result, the principals have the responsibilities of ensuring that these facilities are in good shape. Even with the meager resources at their disposal, they have the responsibility of providing teachers and other instructional staff with necessary resources for effective teaching. Babayemi (2006) added that principal is expected to wear many hats, he/she must be a manager, administrator, supervisor, instructional, accounting, officer and curriculum leader.

While, according to Phillips (2012), instructional leadership is critical in the realization of effective schools, because it is seldom practiced. He adds that among the many tasks that principals perform, only one-tenth are devoted to providing instructional leadership role is not given the attention it deserves due to some attitudes of some administrators. As a duty of a school principal in maintenance of facilities, the scope covers the following:-

- 1) Maintenance of school structure, facilities, classroom buildings, laboratories and workshops
- 2) Maintenance of learning resources facilities- laboratory equipment, specimens and furnishings, library books, audio and visual learning facilities.
- 3) Teacher- learner relationship in the classroom. School learning environment and climate; staff availability organization and relationship among staff.
- 4) Social life of the school; teacher-learning effectiveness and the performance of pupils in specific subjects in the school.

2.10.1 Approaches in Facilities Maintenance

While, according to Ogunnu and Sani (2007), there are consecutive six approaches of facilities maintenance which include:

- 1. District Wide Maintenance Approach:** This is where there is a fully staffed maintenance department with an expert maintenance crew which handles different aspects of maintenance works. This 'approach is mostly used in tertiary institutions, which have a works department. The approach may however, be extended to secondary schools as it has the advantage of specialization and cost effectiveness.
- 2. Situational Maintenance Approach:** This depends on availability of funds that are usually generated by charging the public for their use of school facilities. The money is then used for the maintenance of facilities. Secondary school could charge some money for the use of them halls, play grounds; furniture, vehicles and other facilities by the community. Caution deposits should also be charged to repair damaged facilities.

3. **Committee Maintenance Approach:** This center on giving maintenance responsibility a constituted works committee comprising of teachers, students and supporting staff. The committee is in charge of funds raising, receiving complaints on damaged facilities, organizing direct labour, collecting data and data on condition of school plant. School principal needs to delegate authority and provide necessary support to enable the committee to function effectively. The approach also helps to ensure collective responsibility.
4. **Community Participating Maintenance Approach:** This is where technical experts and professional brick layers, plumbers, carpenters, welders, mechanics and other members of the community form a committee jointly with the school to provide maintenance services. This approach helps to strengthen good relationship between the school and the community. It helps to draw the advantage of various experts for quality maintenance of facilities in schools.
5. **Individual School Custodian Maintenance Approach:** Here maintenance is highly centralized and the school custodian ensures that maintenance tools are not only provided but also that subordinate staff on daily basis execute maintenance duties. This approach could be effective where the custodian is dedicated to his duties. However, it could fail woefully in case of negligence of duty by the custodian especially where he is not finalized by the school head.
6. **Preventive Maintenance Approach** This is a well-planned pro-active and systematic maintenance approach that constantly checks and takes preventive measure before problems will arise. This is regarded as the best maintenance approach.

On the other perspective, facilities maintenance are usually depend on the situational

analysis. Hence, in the statement of Uko (2001) Ngoka (2003) and Eze (2006), an active school principal can achieve sustainable maintenance of facilities through any of the six types of maintenance strategies as follows:

- a) **Preventive Maintenance:** This includes regular inspection of the buildings and immediate repair of minor damages and deterioration. This is done to avoid breakdown and to ensure optimal performance of plants equipment and serves time and cost;
- b) **Corrective Maintenance:** This includes remodeling, renovating and updating of existing facilities, avoiding absolute and making the facilities adoptable to current educational needs;
- c) **Routine Maintenance:** This requires periodic servicing of machine s and equipment's monthly, quarterly, yearly as per the requirements provided in the manufacturers guide;
- d) **Predictive Maintenance:** it seem to be the" most vital and relevant as it involves the useof modern day computer software to predict equipment, age, manufacturing fault userdemands, quality control and performance indices;
- e) **Emergency Maintenance:** This is taking place due to unforeseen occurrences whichmay be as a result of lack of maintenance culture; and
- f) **Structural Maintenance:** This is carried out due to structural needs of some plants andequipment or new designs.

2.10.2Principalship and Effective Maintenance of School Facilities

From the review, it was found that principal as a school administrator is the overallin-charge of maintenance of facilities in school. This is a phenomenon where planning,organizing, staffing, leading and controlling the processes of supply, utilization, maintenance and improving educational facilities in secondary schools is superintended by the principal to fulfill the set

educational objectives. Abdulkareem (2011), maintained that, in order to fulfilled educational objectives, educational facilities are required and should be central to the extent that teachers, students and other personnel will enjoy their stay and perform their duties effectively, made p proficiency. The school curriculum would be meaningful and functional if the required facilities are provided inadequate quantities at appropriate times and maintained properly.

According to Uko (2001), effective management of school facilities requires knowledge, skill and expertise in handling different facets of the school system. This-to her calls on the ability of the principal to set required objectives, supervise facilities usage, formulate plans for procurement and ensure actual management and supervision of available facilities to attain set goals of the school system. The principal as the manager of the school organization therefore has the onerous task of mobilizing available human resource to ensure a proper running of the school. Complimenting, Mbipom (2002) opined that school facilities comprise the physical expression of the school curriculum in the construction, internal and external arrangements of the buildings, equipment, grounds, surroundings, general appearance which include the flower beds, paths, orchards, shrubs, playgrounds, classrooms, assembly hall, dining hall, desks and school farms. Uko (2001) further stated that when school facilities are considered from the point of the school plant, then one will be considering a gamut of facilities such as: school furniture, science laboratories, school library, technical workshops. Under school equipment, she listed the following:

- 1) Administrative: Filing Cabinets, Typing machines, Duplicating Machines, Photocopying machines, Telephones, etc.
- 2) Teaching equipment: -Projectors, cameras, monitors, transparencies, etc.
- 3) Games/Sports Equipment-Boots, Footballs, Tennis Balls, Jerseys, Rackets, etc.

4) General Services Equipment-Grass Mower, Grass Cutters, Catering, First Aid, FireExtinguishers. Also mentioned: sanitary, water supply, refuse disposal, catering services and health care delivery facilities. According to her, effective management of school facilities calls on the ingenuity of the principal to mobilize and facilitate the teachers, non-teaching/custodial staff and students to ensure proper management and maintenance of existing facilities.

The realization of the importance of educational facilities has informed the demand in the choice of secondary schools that parents/guardians send their children/wards to in Nigeria. This commitment is demonstrated by government in the provision and establishment of Universal Basic Education (UBE), to bring all categories of citizens into the school system and ensure retention till graduation (Ukeje, 2000). However, this can only be achieved if the existing facilities are properly managed especially as greater demands would be mounted by the users (Nwadiani, 2001). In a related study, Adeboyeje (2000) stated that the utilization of facilities is of various degrees depending on the extent to which an item has been put into effective use. This includes non-utilization, underutilization, maximum utilization, optimum utilization and over-utilization. Non-utilization occurs when a facility is not put into use at all; when a facility is not used to its fullest capacity, underutilization occurs. There is over-utilization, when a facility is used more than its capacity. All of these require the ingenuity of the principal to balance the usage and maintenance of available facilities.

2.11 Empirical Studies

The study assesses the role performance of principals on the management of secondary schools in Zamfara State, Nigeria. In this section, several empirical studies relevant to the topic under study were reviewed to identify trends in research work on various aspects of disabled

education programmes. Also to be used as a base for comparing findings of the current study and previous works. Thus, a study was conducted by Sa'ad (2013), titled, "Role Performance of Principals on the Provision and Maintenance of Physical Facilities in Secondary Schools in Zamfara State. Adamawa State, Nigeria". The study was carried out with the objectives among others to find out, the role performance of principals on among others provision of infrastructural facilities, instructional facilities, welfare facilities, health and security facilities in school organization. The researchers used descriptive survey research design, the population of the study was 8400 teachers, 457 principals and 200 Ministry of Education Officials. The data collected through questionnaire technique and analyzed the data using Analysis of Variance technique. The hypotheses were tested at 0.05 significant level. The finding of the study revealed that, principals play vital roles in school management through regular supervision, School community relationship, school discipline, maintenance of school facilities as well as gaff development programmes etc. Based on the findings, it was recommended that the government empowered the schools principals so as to encourage them to render their duty effectively in secondary schools in the state. Thus, both the current study and the empirical study assess the same issues on disabled education programmes, but the existed difference is in the scope of the study.

However, Asiyai (2012), conducted a study on role of principal on staff training, pre-service teachers' attitudes and concerns about inclusive education and sentiments about persons with disabilities in secondary schools in Bayelsa State, Nigeria. For the purpose of the study, four objectives were formulated to include; role of principals on staff workshops, seminars, orientation and conferences on pre-service teachers' attitudes and concerns about inclusive education in Bayelsa State. The study employed descriptive survey design since it involved the

collection of data from the entire population of school administrators on the existing situation of special education in primary schools. The population of the study comprised all the 1467 public schools in the five education districts of the State during the 2008/2009 academic year. Only head-teachers who had at least five years' experience participated in this study. Employing stratified sampling techniques, the researcher selected a sample of 230 head teachers, 240 teachers and 170 inspectors. Four hypotheses were formulated and tested using analysis of variance (ANOVA). The results indicated that principals have significant impact on general inclusive education programmes through teachers' preparation and provision of facilities in secondary schools. The study recommended that principals should be supported to ensure effective management of human and materials resources for effective service delivery in education sector. There were similarities between the current study and empirical concerning research variables and methodology; such as among others teachers' preparation and provision of facilities. While, there was a difference in the scope of study, population samples size and the area of the study.

Another study was carried out By Paul (2012) titled: "Evaluation of the role performance of school heads on students' behaviour, resource issues and professional competency of teachers in Secondary Schools in Nigeria". The objectives among others include; examine the role performance, of principal on school discipline, teachers' attitudes and maintenance of facilities in schools organization. The researcher adopted Quasi experimental research design was adopted for the study. The population of the study consists of 892 stakeholders from teachers and students. A structured psychometric test with 100 questions, 50 questions were given to the students and 50 questions were given to the teachers to assess principals' performances. The

hypotheses were tested by using independent t-test statistical tool. The mean score for each of the sample was compared by categories of eight descriptive variables.

The hypotheses were tested using regression analysis technique to find out variables relationship. The results showed that generally, principals have significant role to play in improving schools discipline, staff development and maintenance of facilities in schools. It was recommended that principals should be encouraged in sustaining their managerial services related to students' behaviour, resource issues, and professional competency of staff. The similarities between the current study and empirical research are among others are principals' performances and school management and maintenance of facilities. And the differences are in scope of study, population sample size and the number of variables in the objectives.

Nevertheless, a study was discovered by Yakubu (2005), titled: Role performance of Head-Teachers on School Management; a case study of Gumel Local Government of Jigawa State, Nigeria. The researcher adopted survey design and collected the data for the study through the use of questionnaire. The population for the study was 2,130 teachers, 20 educational administrators; the sample for the study was 200 teachers and educational administrators. The study examined the role performances of head-teachers on many issues related to school management, such as supervision, maintenance of discipline and school facilities etc. The findings showed that quality of school teaching and learning depends on the level of performance of school heads. The relationship between the empirical studies and the current study is an assessment of school heads' performance in school and the difference is the area of the study and population accordingly.

2.12 Summary and Uniqueness of the Study

The study focused on the role performance of principals on the management of secondary schools in Zamfara State, Nigeria. This section presents the summary and the uniqueness of the study based on the revised related literature. From the review, it was discovered that many scholars viewed the school principal as an executive administrator of the school; plays a vital role in ensuring substantive management in the school. For instance, Peretomode (2004), viewed principal as a leader of group of teachers in the school system has the function of interacting with the teachers in order to improve teaching and learning situation for the students through instructional supervision. And principals are typically responsible for creating good interpersonal relationship through building of daily schedule for every member of the school environment such as class schedules, teacher planning, periods, and duties, students' routine and general conducive atmosphere of learning. Also Fincham (2010), Beach (2010) and Adeyemi (2006) asserted that teachers and students are always happy when active principal ensures good interpersonal relationship through consideration of humanity and self-actualization.

Dare (2006) and Akejgle (2007) observed that an effective principal works in collaboration with other stakeholders to make decision on the available resources to manage the school as a social system. In decision making process, this means that principal should initiate team with other staff by seeking their advice and collective thinking on an issue that needs careful validation in school organization. On the hand, the literature revealed that education is one of the organizations whose functions depend on effective communication and coordination in the management structure and process, the basic function of the education rely almost entirely on communication among teachers and coordination among various organization is taken as much for granted, mistaken, misused and poorly understood as the elements of communication

(Ndu, Ocho and Okeke 1997). Marlow and Minehira (2011) viewed that school principals must possess a wide array of competencies' in order to lead schools effectively towards the accomplishment of educational goals, which has led to changing expectations of what leaders need to know and must be able to do.

From the review, it was found that different competencies such as capacity building, vision building and/or a team building required of principals to cope with the changing demands of the education sector have been suggested by experts and researchers. Efforts to improve the quality of school, the principal is the critical person in making change to occur. Ukeje (1995) and Obanya (2000) remarked that the role of principal on the implementation of educational development should not be over emphasized. Thus, the key to successful implementation and management of any educational programmes lies on the hand of school heads and teachers, as such an effective teacher will build effective and efficiently managed programme while an effective school administration will build an equally ineffective system.

Likewise, the review Grissom and Loeb (2009) revealed that the responsibilities of general school coordination are basically positioned to the side of principal. This means that principal is a professional leader who holds the key position in the programme of instruction improvement through supervision of instruction. Not only that, Anderson and Minke (2007) observed that the building principal builds a learning community by reaching out to stakeholders beyond just the teachers and students through regularly seeking out educational partnerships with local businesses who understand that education is critical to the future success of their business.

Also, to invite other community leaders into their school to give them perspective and to allow them to see what is going on in their school. A good building principal invites community

to the table and explain to them ‘their tremendous value to the educational process. In the view of Obidoa (2006), being an effective principal, physical environment such as dilapidated buildings, leaking roofs, abandoned projects, over-grown trees and lawns, dingy and dark buildings that were abandon “by the previous government, etc. around the school must be carefully handled and maintained. Empirical review, summary and uniqueness of the study were drawn at the end of the review.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents methods and procedures adopted in the conduct of this study. The section presents in clear terms the research design, population of the study, sample and sampling techniques, instrumentation, validity of the instrument, pilot study, reliability of the instrument, methods of data collection and methods of data analysis.

3.2 Research Design

A descriptive survey research design was adopted for this study. Survey method is a method characterized by the selection of random sample from a large and small population in order to obtain empirical knowledge of contemporary nature. The survey method was adopted because the study involved collecting data from teachers, principals and Ministry of Education officials. Evans- (2005) describes survey method as the study of large and small population by selecting and studying population to discover the relative incidence, distribution and interrelation of sociological and psychological variables.

3.3 Population of the Study

A research population is all the existing elements of the group to whom the result of the investigation could be generalized to principals (Yabo, 2007). The population of this study involves the all principals, teachers and Ministry of Education officials of Zamfara State. Thus, the overall population consists of one hundred and ninety one (191) principals, four thousand nine hundred and ninety six (4,996) secondary school teachers and one hundred forty nine (149) Ministry of Education officials of Zamfara State. The table 1 shows the details:

Table 1: Population of the Study

Zones	LGA	Teachers	Population	
			MOE Officials	Principals
Anka Zone	Anka	89	07	08
	Bukkuyum	392	05	10
	Gummi	371	09	11
Total	- Anka Zone	852	21	29
Gusau Zone	Bungudu	359	13	17
	Gusau	679	22	28
	Maru	369	11	14
	Tsafe	308	14	15
	Total	- Gusau Zone	1710	59
Kaura-Namoda Zone	B/Magaji	255	06	08
	K/Namoda	486	11	15
	Shinkafi	340	08	10
	Zurmi	279	10	13
	Total	- Kaura-Namoda Zone	1360	36
Talata-Mafara Zone	Bakura	294	12	14
	Maradun	395	11	13
	T/Mafara	385	10	15
	Total - Talata-Mafara Zone	1074	33	42
Grand Total		4996	149	191

Source: Zamfara State Ministry of Education, (2015)

From the table 1, it was discovered that the four Zonal Education offices in the State are located at Anka, Gusau, Kaura Namoda and Talata Mafara. Each Zonal Education Office is headed by a Zonal Director, assisted by Deputy Director and a number of Inspectors. They are responsible for quality assurance by regular inspection of schools in their respective Zones.

3.4 Sample and Sampling Technique

Stratified random sampling was adopted for the selection of sample for this study. The local governments were split based on-educational zones to select a sample from teachers, principals and Ministry of Education officials. The use of random sampling technique enables the researcher to avoid bias and gives the chance of active participation of many in the study. Thus, 370 public secondary school teachers, 65 Ministry of Education officials and 65 principals served as a sample for the study. The details of these are in table 2:

Table 2: Sample of the Study

		Populations and Samples					
		Teachers		MOE Officials		Principals	
S/N	Zones	Population	Sample	Population	Sample	Population	Sample
1.	Anka Zone	825	89	21	15	29	15
2.	Gusau Zone	1710	171	59	30	73	30
3.	Talata Mafara	1074	110	33	20	42	20
Total		3,636	370	113	65	144	65

From the table 2, the three categories of respondents were distributed based on their respective three zones of the state. These categories of stakeholders was considered enough to represent the entire research population "as' recommended by Krijcie and Mogan (1970)that a sample of 10% or more is adequate and appropriate as a sample size.

3.5 Research Instrument

A structured questionnaire was used as the research instrument for data collection from the respondents. Also, the five (5) Likert scale options was used which included Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree. The questionnaire consist of request letter; personal data of the respondents; and opinion statements for testing the hypotheses.

3.5.1 Validity of the Instrument

The validity of the instrument was determined through vetting of the content by experts in Educational Administration and Planning. The items of the instrument were structured in line with the objectives of the study. Kerlinger (1986) and Gay (1976) both hold the view that, the validation of the content of the research instruments by experts is an important and acceptable technique.

3.5.2 Pilot Study

A pilot study was conducted in Gusau Local Government to ascertain whether the instrument will be able to measure what is meant to measure. Thirty copies of the questionnaire were distributed. The questionnaire consists of two sections such as bio data of the respondents; and statement section to test the opinions of the respondents based on the hypotheses of the research. The collected data were subjected to the statistical test of coefficient correlation reliability.

3.5.3 Reliability of the Instrument

The reliability of instrument was determined by proving the ability of the instruments in providing consistent result when several tests have been made. The reliability coefficient of the instrument is 0.79 using Cronbach statistical technique. The instrument is reliable because the coefficient result is high or closer to 1 alpha value. Thus, Ajayi, (1991) stressed that “the instruments are reliable if they were consistently measured what they are expected to measure”.

3.6 Methods of Data Collection

The researcher visited to selected areas within the sample population. The questionnaire was structured for data collection from teachers, principals and MOE officials of public secondary schools. The questionnaire consisted of eighty (80) items; the items were drawn based

on the hypotheses. A research assistant was used and trained on how to distribute and collect the filled questionnaire accordingly.

3.7 Methods of Data Analysis

The data collected from the respondents were compiled and tabulated in chapter four, using frequency and percentage. Interpretation of data analysis was made for each table. The raw scores from the frequency were converted to percentages through the descriptive statistical techniques. At the end, to test the postulated hypotheses of the research, inferential statistics Analysis of Variance (ANOVA) was employed to analyze the data at 0.05 level of significance.

CHAPTER FOUR

PRESENTATION OF DATA ANALYSIS

4.1 Introduction

This chapter deals with the presentation, analysis and discussion of the data collected for the study. The data collected were divided into two sections. Section 'A' presented bio-data and demographic data of the respondents such: as status, gender, ownership of school, type of school and location of school. While, section 'B' presents data analysis and discussion of item statements (1-80) from the data collected.

Out of 370 copies of questionnaire distributed to the teachers, only 345 copies were returned. Also, 65 copies of questionnaire were distributed to principals, 55 copies were retrieved. Meanwhile, out of 65 copies of the questionnaire shared to the Ministry of Education Officials, only 52 copies were returned. Therefore, the total of 500 copies of questionnaire were distributed, but only 452 copies of questionnaire were retrieved.

The presentation and analysis of the, data were based on the retrieved copies of questionnaires. The data were presented in tables. The tables were numbered serially, category of respondents, item statements, and respondents' opinions which presented in frequency counts and percentages. In addition, the interpretation of hypotheses testing in tabular forms, with explanations of acceptance or otherwise based on Analysis of Variance (ANOVA) was also contained in the chapter. In this regard, eighty item statements were used in the assessment of the respondents' opinions (Appendix A). In this regard, eight tables were presented and items analysis was done in the discussion of the findings.

4.2 Result and Analysis of Personal Data of the Respondents

This section presents information on bio-data of the respondents using frequency table and simple percentage; it covers items 1-5 which include: status, gender, qualification, years of experience, types of school and location of school. Table 3 presents the bio-data of the respondents by category.

Table 3: Bio-Data of the Respondents

Variables	Frequency	Percentage
Status of the Respondents		
Teachers	345	76%
Principals	55	12%
MOE Officials	52	12%
Gender of the Respondents		
Male	287	64%
Female	165	37%
Qualifications of Respondent		
Diploma	109	24%
NCE	200	37%
B.Ed	122	27%
M. Ed	21	5%
Years of Working Experience		
1-10 years	217	48%
10-20 years	165	37%
20- and above years	70	16%
Location of Schools		
Rural	310	69%
Urban	142	31%

Frequency = 452

Percentage = 100

Table 3 presented the details on bio-data of the respondents commencing by their status. The result revealed that 76% of the respondents were teachers, 12% were principals-likewise, 12% of the respondents were MOE Officials. This means that teachers had the higher population

among the respondents in this study. Henceforth, gender of the respondents were presented in the table, it was found that 64% of the respondents were male. While, 37% of the respondents were female. This means that male had the higher population among the respondents. As regard to the qualifications of the respondents, it was found that 24% of the respondents are diploma holders, 37% obtained Nigerian Certificate in Education, 27% have their 1st Degree in education, and 5% of them hold M.Ed qualification. From the distribution of the table, it was deduced that NCE holders have the higher percentage among the respondents.

As regard to the respondents' years of work experience, it was discovered that those with 10 - 20 years' experience are the majority of the respondents with 48%, followed by 20 years at 37% of the respondents. While, 1-10 working experience representing 16% have the lower population among the category. These demographic information revealed that there was many experienced staff in Ministry of Education in Zamfara State; they can handle the information with the sense of maturity and academic excellence. Finally, the table presented distribution of school location of the respondents by category; it was discovered that urban teachers have the higher percentage with 61% ahead of their rural counterparts that have only 39% respectively. From the bio-data information of the respondents, it was believed that confidential data will be generated from the respondents of the study.

4.3 Opinion of Respondents on the Role Performances of Principals on the Management of Secondary Schools in Zamfara State

This section (B-I) presents the analysis and discussion of data related to the role performances of principals on interpersonal relationship, decision making process, communication, supervision, staff development, maintenance of discipline, school community relationship and maintenance of facilities in secondary schools in Zamfara State. The analysis and discussion of these issues are presented as follows:

4.3.1 Role of Performance of Principals of Interpersonal Relationship in Secondary Schools in Zamfara State

This section covers items 1 to 10 in the questionnaire. It presents analysis of the respondents' responses using simple percentage and frequency table. Item 1 attempts to find out whether the principal in any school interacts with his/her subordinates freely in school; item 2 attempts to find out whether the principal encourages teachers to work in harmony in school, hence, item 3 investigates whether the principal encourages teachers to have good interpersonal relationship with students in school. Item 4 investigates whether the principal in school does not emphasize on the peaceful coexistence among students.

In respect of item 5, opinion of respondents was asked whether the principal's leadership role leads to good relationship between school and local community in school.

Item 6 asked whether the principal is at jogger head with staff in school. Item 7 attempts to find out whether the principal's inability to relate well with teachers makes them disengage from extracurricular activities in school. However, item 8 investigates whether the principal does not relate well with his/her vice principals in school. Item 9 attempts to find out if official of MOE/board of directors see the principals as an arrogant person in my school. Item 10, investigates whether the PTA officials do not good interpersonal relationship with principal in school. Details of the responses by teachers, principals and MOE officials were explained in table 4.

Table 4: Opinions of Respondents on Role Performance of Principals of Interpersonal Relationship in Secondary Schools in Zanifara State

S/N	Item Statement	Category of Respondents	Responses								
			Agree		Undecided		Disagree		Total		
			F	%	F	%	F	%	F	%	
1	The principal in any school interacts with his/her freely in my school.	Teachers	133	39	31	9	181	53	345	100	
		Principals	24	44	7	13	24	44	55	100	
		MOE officials	21	40	6	11	25	48	52	100	
2	The principal encourages to work in harmony in my	Teachers	129	37	26	8	190	55	345	100	
		Principals	23	41	4	7	28	51	55	100	
		MOE officials	21	40	4	8	27	52	52	100	
3	The principal encourages to have good interpersonal relationship with students in my school.	Teachers	131	38	21	6	193	56	345	100	
		Principals	24	44	2	4	29	53	55	100	
		MOE officials	26	50	2	4	24	46	52	100	
4	The principal in my school does not emphasize on the peaceful coexistence among students.	Teachers	137	40	21	6	187	54	345	100	
		Principals	23	42	2	4	30	56	55	100	
		MOE officials	27	52	3	6	22	42	52	100	
5	The principal's leadership role leads to good relationship school and local community in school.	Teachers	139	40	15	4	191	55	345	100	
		Principals	21	38	2	4	32	58	55	100	
		MOE officials	27	52	2	4	23	44	52	100	
6	The principal is at logger head with staff in my school.	Teachers	145	42	20	6	180	52	345	100	
		Principals	25	46	1	2	29	53	55	100	
		MOE officials	27	52	2	4	23	44	52	100	
7	The principal's inability to relate well with teachers makes them disengage from extracurricular activities in my school.	Teachers	149	43	12	4	184	53	345	100	
		Principals	28	51	2	4	25	46	55	100	
		MOE officials	29	56	1	2	22	42	52	100	
8	The principal does not relate with his/her vie principals in my school.	Teachers	130	38	22	6	193	56	345	100	
		Principals	27	49	4	7	24	44	55	100	
		MOE officials	27	52	3	6	22	42	52	100	
9	Official of MOE/Board of Directors see the principals as an arrogant person in my school.	Teachers	153	44	27	8	165	48	345	100	
		Principals	30	56	4	7	21	38	55	100	
		MOE officials	30	58	3	6	19	37	52	100	
10	The PTA officials do not good interpersonal relationship with principal in my school.	Teachers	172	50	20	6	153	44	345	100	
		Principals	32	58	3	6	20	36	55	100	
		MOE officials	31	57	2	4	19	37	52	100	

From table 4, there was congruent of opinions among teachers, principals and MOE Officials in response to the computed items. Item 1 attempts to find out whether the principal in any school interacts with his/her subordinates freely in school; the result showed that 53% of teachers and 58% of MOE officials 53% of principals opposed the statement. Item 2 attempts to find out whether the principal encourages teachers to work in harmony in their school, from the result, it was found that 55% of teachers, 51% of principals and 52% of MOE officials disagreed with the statement. Hence, item 3 investigates whether the principal encourages teachers to have good interpersonal relationship with students in their school. According to the responses, 56% of teachers and 53% of principals disagreed with the statement. While, 50% of MOE officials agreed with the statement. Item 4 investigates whether the principal in their school does not emphasize on the peaceful coexistence among students. The computed result revealed that 54% of teachers, 56% of principals and 52% of MOE officials agreed with the statement. This shows that principal doing his best, but still more efforts are required to ensure good interpersonal relationship in the school in Zamfara State. As regard to item 5, opinion of respondents was asked whether the principal's leadership role leads to good relationship between school and local community in their school. The result indicated that 55% of teachers, 58% of MOE officials disagreed with the statement. While, 52% of principals remained silent, Item 6 asked whether the principal is at logger head with staff in their school. The revealed that 52% of teachers and 53% of MOE officials disagreed with the idea. Thus, 52% of principals agreed with the idea. Item 7 attempts to find out whether the principal's inability to relate well with teachers makes them disengage from extracurricular activities in their school. It was found that 53% of teachers disagreed with the idea, while, 51% of principals and 56% of MOE officials agreed with the statement. Also, item 8 investigates whether the principal does not relate well with

his/her vice principals in their school. The stand taken by respondents showed that only 56% of teachers disagreed with idea. While, 53% of principals and 52% of MOE officials agree with the statement. In item 9, attempt was made to find out if official of MOE/Board of directors see the principals as an arrogant person in their school. The result showed that 67% of teachers, 56% of principals and 58% of MOE officials agreed with the statement. Item 10 investigates whether the PTA officials do not good interpersonal relationship with principal in their school. The computed result showed that both 50% of teachers and 58% of principals and 57% of MOE officials supported the idea respectively. From the responses, it was found that principals have some challenges of intensifying more hard work to convince the public on maintaining good interpersonal relationship in their various stations of duty in Zamfara State.

4.3.2 Role of Performance of Principals on Decision Making Process in Secondary Schools in Zamfara State

This section covers items 11 to 20 in the questionnaire. It presents analysis of the respondents' responses using simple percentage and frequency table. Item 11 solicits the opinion of respondents whether the principal involves teachers in decision making process on issues that affect them in their school. Item 12 asks whether the principal involves non-teaching staff in decision making process on issues that affect them in their school. Also, item 13 tried to investigate whether the students take part in decision making process in their school. While, Item 14 attempts to find out whether PTA take part in decision making process of their school in Zamfara State.

Furthermore; item 15 investigates whether members of the local community take part in decision making process in their school. Item 16 asked whether the principal allows influence peddling to make him/her change the decision agreed upon at meeting in their school. Item 17 attempts to find out whether the principal communicates to the ministry of education/proprietor

on the decision made during meetings in their school. In addition, item 18 investigates whether the principal welcomes ideas during staff meeting in their school. Item 19 further attempts to find out if most of the times principals take decision unilaterally in their school. And item 20 investigates whether most teachers in their school disengage from school activities because they are not involved in decision making process on' issues that affect them. Details of the responses by teachers, principals and MOE officials were explained in table 5:

Table 5: Opinions of Respondents on Role of Performance of Principals on Decision Making Process in Secondary Schools in Zamfara State

S/N	Item Statement	Category of Respondents	Responses							
			Agree		Undecide		Disagree		Total	
			F	O/O	F	%	F	%	F	%
11	The principal involves teachers in decision making process on issues that affect them in my school.	Teachers	206	60	22	6	117,	34	345	100
		Principals	35	64	4	7	16	29	55	100
		MOEofficials								
12	The principal involves non-staff in decision making process	Teachers	32	62	3	6	17	33	52	100
		Principals	238	69	30	9	77	22	345	100
		MOE officials	40	73	4	7	11	20	55	100
13	The students take part in decision making process in my school.	Teachers	38	73	7	13	7	13	52	100
		Principals	237	69	39	11	69	20	345	100
		MOE officials	39	71	8	15	8	15	55	100
14	PTA take part in decision making process of my school.	Teachers	38	73	4	7	10	14	52	100
		Principals	230	67	25	7	90	26	345	100
		MOEOfficials	36	66	5	9	14	26	55	100
15	Members of the local community take part in decision making process in my school	Teachers	37	71	3	6	12	23	52	100
		Principals	246	71	20	6	79	23	345	100
		MOE Officials	40	73	4	7	11	20	55	100
16	The principal allows influence peddling to make him/her change the decision agreed upon at meeting in my school.	Teachers	38	73	3	6	11	21	52	100
		Principals	247	71	26	8	72	21	345	100
		MOE officials	40	73	4	7	11	20	55	100
17	The principal communicates to the Ministry of my school	Teachers	41	79	11	21	-	-	52	100
		Principals	243	70	20	6	82	24	345	100
		MOE officials	45	82	2	4	8	16	55	100
18	The principal welcomes ideas staff meeting in my school.	Teachers	37	71	1	2	14	27	52	100
		Principals	239	69	11	3	95	26	345	100
		MOEofficials	48	87	1	2	6	11	55	100
19	Most of the times principals take decision unilaterally in my school.	Teachers	36	69	1	2	15	29	52	100
		Principals	255	74	19	6	71	20	345	100
		MOE officials	44	80	3	6	8	16	55	100
20	Most teachers in my school disengage from school activities decision making process on issues that affect them.	Teachers	36	69	1	2	15	29	52	100
		Principals	233	68	24	7	88	26	345	100
		MOE officials	39	71	5	9	11	20	55	100

In table 5, there was concurrent of opinions among teachers, principals, and MOE officials in the collected responses. For instance, Item 11 solicits the opinion of respondents whether the principal involves teachers in decision making process on issues that affect them in their school. Based on the result, it was found that 60% of teachers and 64% of principals and 62% of MOE officials agreed with the statement. Item 12 asks whether the principal involves non-teaching staff in decision making process on issues that affect them in their school. Based on the result, 73% of teachers, 73% of principals and 69% of MOE officials agreed with the statement. Also, item 13 tried to investigate whether the students take part indecision making process in their school. It was found that 69% of teachers, 71% of principalsand 73% of MOE officials agreed the idea. Thus, Item 14 attempts to find out whether PTAtake part in decision making process of their school. The stand taken by the respondents showed that 67% of teachers, 66% of principals and 71% of MOE officials agreed with thestatement. Based on the result, it was found that principals play vital roles on decisionmaking process in their various schools in Zamfara State.

Furthermore, item 15 investigates whether members of the local community take part in decision making process in their school. The responses showed that 71% of teachers, 73% of principals and 73% of MOE officials agreed with the statement respectively. Item 16 asked whether the principal allows influence peddling to make him/her change the decisionagreed upon at meeting in their school. The computed result revealed that 71% of teachers, 73% of principals and 69% of MOE officials agreed with the statement. Item 17 attempts tofind out whether the principal communicates to the ministry of education/proprietor on the decision made during meetings in their school. It was found that both 70% of teachers and82% of principals

and 79% MOE officials agreed with the statement respectively. From the gathered responses, the study concluded that principals are doing best in Zamfara State.

In respect to item 18, investigation was made whether the principal welcomes ideas during staff meeting in their school. According to the result, it was found that 69% of teachers and 87% of principals and 71% of MOE officials agreed with the statement. Item 19 further attempts to find out if most of the times principals take decision unilaterally in their school. The result showed that 74% of teachers, 80% of principals and 69% of MOE officials agreed with the statement. And item 20 investigates whether most teachers in their school disengage from school activities because they are not involved in decision making process on issues that affect them. Based on the discovered result, the total of 68% of teachers and 71% of principals and 65% of MOE officials agreed with the statement. Based on the result, the effort of school principals on decision making process should be recommended in Zamfara State.

4.3.3 Role of Performance of Principals on Communication in Secondary Schools in Zamfara State

This section covers items 21 to 30 in the questionnaire. It presents analysis of the respondents' responses using simple percentage and frequency table. Item 21 asked if the principal communicates to staff and students on matter that affect the school through circular in their school. Item 22 attempts to find out whether the principal communicates to staff and students on matter that affect the school through bulletin boards in their school. In view of item 23, effort was made to investigate whether the principal briefs members of staff before morning assemblies in their school. Nevertheless, item 24 attempts to find out whether the principal does not communicate to members of staff development from the ministry of education/board of

directors. Furthermore, item 25 investigates whether the principal doesnot communicate to school community development from local community in their school. Hence, in item 26 opinions of respondents was asked whether the principal allows free flowof information from button to top in their school. Item 27 tries to confirm whether the principal allows free flow of information from top to button in their school. Item 28 furtherinvestigates whether the principal as good selection of words in communicating to staff and students in their school. Item 29 also attempts to find out if the principal makes objectiveevaluation for staff during the annual performance evaluation in their school. And item 30 investigated whether the principal ensures that ICT facilities are installed for students and staff to communicate with other people outside school in their school. Details of the responses by teachers, principals and MOE officials were vividly explained in table 6.

Table 6: Opinions of Respondents Role of Performance of Principals on Communication in Secondary Schools in Zamfara State

S/	Item Statement	Category of Respondents	Responses							
			Agree		Undecide		Disagree		Total	
			F	%	F	%	F	%	F	%
21	The principal communicates to and students on matter that affect school through circular in my	Teachers	226	66	24	7	95	28	345	100
		Principals	39	71	2	4	14	26	55	100
		MOE officials	31	60	2	4	19	37	52	100
22	The principal communicates to and students on matter that affect the school through bulletin boards school.	Teachers	208	60	15	4	122	35	345	100
		Principals	39	71	3	6	13	24	55	100
		MOE officials	29	56	1	2	22	42	52	100
23	The principal briefs members of staff before morning assemblies in my school.	Teachers	190	55	16	5	139	40	345	100
		Principals	37	67	2	4	16	29	255	100
		MOE officials	28	54	2	4	22	42	52	100
24	The principal does not to members of staff Education/board of directors.	Teachers	213	62	5	1	127	37	345	100
		Principals	33	60	1	2	21	38	55	100
		MOE officials	29	56	1	2	22	42	52	100
25	The principal does not to school community development	Teachers	190	55	6	2	149	43	345	100
		Principals	30	55	1	2	24	44	55	100
		MOE officials	26	50	1	2	25	48	52	100
26	The principal allows free flow of information from button to top in	Teachers	183	53	27	8	135	39	345	100
		Principals	27	49	6	11	22	40	55	100
		MOE officials	26	50	4	8	22	42	52	100
27	The principal allows free flow of information from top to button, in	Teachers	175	51	23	7	137	43	345	100
		Principals	33	60	2	4	20	36	55	100
		MOE officials	28	54	4	8	20	39	52	100
28	The principal as good selection of words in communicating to staff	Teachers	170	49	29	8	32	9	345	100
		Principals	30	55	4	7	21	38	55	100
		MOE officials	26	50	6	12	20	36	52	100
29	The principal makes objectives evaluation for staff during the school.	Teachers..	169	49	32	9	144	42	345	100
		Principals	33	60	3	6	19	35	55	100
		MOE officials	30	58	5	10	17	33	52	100
.30	The principal ensures that ICT facilities are installed for students people outside school in my	Teachers	185	54	21	6	139	40	345	100
		Principals	33	60	2	4	20	36	55	100
		MOE officials	32	62	3	6	17	33	52	100

In table 6, there was unanimous agreement in the opinions of teachers, principals and MOE officials in respect to item 21-30. Item 21 asked if the principal communicates to staff and students on matter that affect the school through circular in their school. It was discovered that 66% of teachers, 71% of principals and 60% of MOE officials agreed with the statement. Item 22 attempts to find out whether the principal communicates to staff and students on matter that affect the school through bulletin boards in their school. The result showed that 60% of teachers, 71% of principals and 56% of MOE officials agreed with the statement. In respect of item 23, effort was made to investigate whether the principal briefs members of staff before morning assemblies in their school. It was found that 55% of teachers, 67% of principals and 54% of MOE officials agreed with the statement. Nevertheless, item 24 attempts to find out whether the principal does not communicate to members of staff development from the ministry of education/board of directors. The total of 62% of teachers, 60% of principals and 56% of MOE officials agreed with the statement. This also disclosed the principals' efforts on educational management in Zamfara State.

As regard to item 25, it was investigated whether the principal does not communicate to school community development from local community in their school. It was found that 55% of teachers 55% of principals and 50% of MOE officials agreed with idea. In item 26, opinions of respondents were asked whether the principal allows free flow of information from bottom to top in their school. It was also found that both 53% of teachers 50% of principals agreed with the idea. While 51% of MOE officials opposed the statementship. Item 27 tries to confirm whether the principal allows free flow of information from top to bottom in their school. The total of 51% of teachers, 60% of principals and 54% of MOE officials agreed with the statement.

Meanwhile, item 28 solicited the opinions of respondents on whether the principal as good selection of words in communicating to staff and students in their school. The result showed that both 55% of principals and 50% of MOE officials agreed with the idea., While, 51% of teachers opposed the statement. Item 29 attempted to find out whether the principal makes objectives evaluation for staff during the annual performance evaluation in their school. The total of 60% of principals and 58% of MOE officials agreed with the idea, while, 51% of teachers disagreed with the statement. The last item of number 30 investigated whether the principal ensures that ICT facilities are installed for students and staff to communicate with other people outside school in their school. It was also found that 54% of teachers, 60% of principals and 62% of MOE officials supported the idea. From the responses, it was found that most of the respondents were satisfied with the role of principals on effective school communication strategies in Zamfara State.

4.3.4 Role of Performance of Principally on Supervision in Secondary Schools in Zamfara State

This section covers items 31 to 40 in the questionnaire. It presents analysis of the respondents' responses using simple percentage and frequency table. Item 31 endeavour to find out whether the principal goes round classrooms every day to ensure instructions are placed in their school. Item 32 asked whether the principal ensures that teachers make entries in the scheme of work every week in their school. However, item 33 tries to investigate whether the principal ensures that teachers prepare a lesson plans and lesson notes before they go to class in their school. Item 34 attempts to discover if the principal ensures that teachers only teach areas they specialized in their school.

Item 35 further investigates if the principal ensures that teachers are not overloaded in their school. Likewise, item 36 asked the opinion of respondents whether the principal does not

encouraged experienced teachers to mentor the experienced ones in their school. On item 37 respondents were asked whether the principal ensures that HODs mentor the new posted to their department in their school. Nevertheless, item 38 further investigated whether the principal ensures that teachers do not miss their classes in their school. Item 39 asked the respondents if the principal ensures that students, are not outside classes for no course reason in their school. Lastly, item 40. investigated whether the principal does not care about the orientation for newly recruited teachers before they start work in their school. Details of the responses by teachers, principals and MOE officials were vividly explained in table 7.

Table 7: Opinions of Respondents on Role of Performance of Principals on Supervision in Secondary Schools in Zamfara State

S/N	Item Statement	Category of	Responses							
			Agree	F	Undecide	Disagree	Total	F		
31	The principal goes round every day to ensure instructions are placed in my school.	Teachers	204	59	23	7	118	34	345	100
		Principals	38	69	2	4	15	27	55	100
32	The principal ensures that teachers make entries in the scheme of work every week in my school.	MOE Officials	36	69	3	6	13	25	52	100
		Teachers	207	60	14	4	124	36	345	100
33	The principal ensures that teachers prepare a lesson plans and lesson notes before they go to class in school.	Principals	37	67	1	2	17	31	55	100
		MOE Officials	34	65	2	4	16	31	52	100
		Teachers	219	64	27	8	99	29	345	100
		Principals	40	73	3	6	12	22	55	100
34	The principal ensures that teachers only teach areas they specialized in my school.	MOE Officials	38	73	2	4	12	23	52	100
		Teachers	187	54	30	9	128	37	345	100
35	The principal ensures that teachers are not overloaded in my school.	Principals	53	96	-	-	2	4	55	100
		MOE Officials	33	64	1	2	18	35	52	100
		Teachers	121	35	57	17	166	48	345	100
		Principals	17	31	5	9	33	60	55	100
36	The principal does not encouraged experienced teachers to mentor the experienced ones in my school.	MOE Officials	15	29	7	14	30	58	52	100
		Teachers	208	60	23	7	144	33	345	100
37	The principal ensures that HODs mentor the new posted to their department in my school.	Principals	38	69	3	6	14	26	55	100
		MOE Officials	31	60	3	6	18	35	52	100
		Teachers	240	70	27	8	78	23	345	100
38	The principal ensures that teachers do not miss their classes in my school.	Principals	40	73	6	11	9	16	55	100
		MOE Officials	36	69	5	10	11	21	52	100
		Teachers	235	68	44	13	66	19	345	100
39	The principal ensures that students are not outside classes for no course reason in my school.	Principals	40	73	5	9	10	18	55	100
		MOE Officials	39	75	5	10	8	15	52	100
		Teachers	229	66	28	8	88	25	345	100
40	The principal does not care about orientation for newly recruited teachers before they start work in school.	Principals	40	73	1	2	14	26	55	100
		MOE Officials	39	75	2	4	11	21	52	100
		Teachers	240	70	25	7	80	23	345	100
		Principals	42	76	1	2	12	21	55	100
		MOE Officials	41	79	2	4	9	17	52	100

From table 7, there was sharing of opinion among teachers, principals and Ministry of Education officials in response to item 31-40. Item 31 endeavour to find out whether the principal goes round classrooms every day to ensure instructions are placed in their school. The total of 59% of teachers, 69% of principals and 69% of MOE officials agreed with the statement. Item 32 asked whether the principal ensures that teachers make entries in the scheme of work every week in their school. It was 60% of teachers, 67% of principals and 65% of MOE officials agreed with the idea. However, item 33 tries to investigate whether the principal ensures that teachers prepare a lesson plans and lesson notes before they go to class in their school. The responses showed that 64% of teachers, 73% of principals and 73% of MOE officials agreed with the statement. Item 34 attempts to discover if the principal ensures that teachers only teach areas they specialized in their school. The result revealed that 54% of teachers, 96% of principals and 64% of MOE officials supported the statement. From the responses, it was clearly discovered that principals play vital roles on the management of secondary schools in Zamfara State.

Item 35 further investigates if the principal ensures that teachers are not overloaded in their school. The stance taken by respondents showed that 60% of principals, 58% of MOE officials agreed with the idea. While, 52% of teachers did not agree with the idea. Likewise, item 36 asked the opinion of respondents whether the principal does not encouraged experienced teachers to mentor the experienced ones in their school. From the result, the total of 60% of teachers, 69% of principals and 60% of MOE officials accepted the statement. On item 37 respondents were asked whether the principal ensures that HODs mentor the new; posted to their department in their school. According to the result, 70% of teachers 73% of principals and 69% of MOE officials agreed with the idea. Nevertheless, item 38 investigated whether the principal

ensures that teachers did not miss their classes in their school. The total of 68% of teachers, 73% of principals and 75% of MOE officials agreed with idea. Item 39 asked the respondents if the principal ensures that students are not outside classes for no course reason in their school. The responses revealed that 66% of teachers, 73% of principals and 75% of MOE officials supported the idea. Lastly, item 40 investigated whether the principal does not care about the orientation for newly recruited teachers before they' start work in their school. The computed result revealed that only 70% of teachers, 76% of principals and 79% of MOE officials accepted the assertion. The responses also indicated that principals dedicate their work, but additional efforts are expected from the principals in Zamfara State.

4.3.5 Role of Performance of Principals on Staff Development in Secondary Schools in Zamfara State

This section contained items 41 to 50 in the questionnaire. It presents analysis of the respondents' responses using simple percentage and frequency table. Item 41 investigates whether the principal recommends teachers who qualified for in-service training in; their school. Item 42 asked if the principal encourages and support teachers to attend conferences in their school. Item 43 tried to investigate whether the principal encourages and support teachers to attend workshops in their school. Whereas, item 44 attempts to find out if the principal encourages and support teachers to attend seminars in their school.

Item 45 further investigates whether the principal encourages and support teachers to attend symposia in their school. In item 46, opinions of respondents were asked whether the principal does not encourage and support experienced teachers to mentor the inexperienced ones in their school. Item 47 tries to confirm whether the principal does not encourage and support orientation for newly recruited teachers in their school. Nevertheless, item 48 investigates

whether the principal does not encourage and support non-academic staff to go for in-service training in their school. Item 49 further asked if the principal does not encourage and support non-academic staff to go for conference in their school. Finally, item 50 intended to ask if the principal does not encourage and support non-academic staff to go for workshops and seminars in their school. Details of the responses by teachers, Principals and MOE officials were vividly explained in table 8.

Table 8: Opinions of Respondents on Role of Performance of Principals on Staff Development in Secondary Schools in Zamfara State

S/N	Item Statement	Category of Respondents	Responses							
			Agree		Undecided		Disagree		Total	
			F	%	F	%	F	%	F	%
41	The principal recommends teachers who qualified for in-service in my school.	Teachers	240	70	32	9	73	21	345	100
		Principals	40	73	3	6	12	21	55	100
		MOE Officials	40	77	2	4	10	19	52	100
42	The principal encourages and support teachers to	Teachers	242	70	17	5	86	25	345	100
		Principals	42	76	1	2	12	21	55	100
43	The principal encourages and support teachers to attend	MOE Officials	44	85	2	4	6	12	52	100
		Teachers	235	68	16	5	94	27	345	100
		Principals	41	75	1	2	13	24	55	100
44	The principal encourages and support teachers to attend	MOE Officials	44	85	1	2	7	14	52	100
		Teachers	259	75	16	5	70	20	345	100
		Principals	41	75	2	4	12	21	55	100
45	The principal encourages and support teachers to attend	MOE Officials	41	79	3	6	8	15	52	100
		Teachers	241	70	21	6	83	24	345	100
		Principals	38	69	3	6	14	26	55	100
46	The principal does not encourage and support experienced teachers to mentor the inexperienced ones	MOE Officials	38	73	4	8	10	19	52	100
		Teachers	217	63	25	7	102	30	345	100
		Principals	36	66	4	7	15	27	55	100
47	The principal does not encourage and support orientation for	MOE officials	35	67	2	4	15	29	345	100
		Teachers	198	57	20	6	127	37	345	100
		Principals	34	61	2	4	19	36	55	100
48	The principal does not encourage and support non-academic staff to	MOE Officials	34	65	3	6	15	29	52	100
		Teachers	ISO	52	17	5	148	43	345	100
		Principals	34	62	2	4	19	35	55	100
49	The principal does not encourage and support non-academic staff to	MOE Officials	31	60	2	4	19	37	52	100
		Teachers	209	61	4	1	132	38	345	100
		Principals	34	62	1	2	20	36	55	100
50	The principal does not encourage and support non-academic staff to school.	MOE Officials	29	56	1	2	22	42	52	100
		Teachers	189	55	11	3	145	42	345	100
		Principals	29	53	1	2	25	56	55	100
		MOE Officials	25	48	1	2	26	50	52	100

From table 8, there was a consensus among teachers, principals and Ministry of Education officials in response to the item statements 41-50. Item 41 investigates whether the principal recommends teachers who qualified for in-service training in their school. The stance taken by most of the respondents on the item showed that 70% of teachers, 73% of principals and 77% of MOE officials agreed with the idea. However, the stance taken by most of them on item 42 which asked if the principal encourages and support teachers to attend conferences in their school showed that 70% of teachers, 76% of principals and 85% of MOE officials agreed with the assumption. Item 43 investigates whether the principal encourages and support teachers to attend workshops in their school. The responses showed that 75% of teachers, 85% of principals and 75% of MOE officials agreed with the idea. Item 44 attempts to find out if the principal encourages and support teachers to attend seminars in their school. The stance taken by respondents showed that 75% of teachers, 75% of principals and 79% of MOE officials accepted the argument. From the series of these responses, the study recommended the role performance of principals on staff development in secondary schools in Zamfara State.

Item 45 further investigates whether the principal encourages and support teachers to attend symposia in their school. According to the respondents, 70% of teachers, 69% of principals and 73% of MOE officials agreed with the statement. In item 46, opinions of respondents were asked whether the principal does not encourage and support experienced teachers to mentor the inexperienced ones in their school. Based on the result, 63% of teachers, 66% of principals and 67% of MOE officials agreed with the idea. Item 47 tries to confirm whether the principal does not encourage and support orientation for newly recruited teachers in their school. The computed result showed that 57% of teachers, 61% of principals and 65% of MOE officials agreed with the idea. Nevertheless, item 48 investigates whether the principal

does not encourage and support non-academic staff to go for in-service training in their school. The stance taken by respondents showed that 52% of teachers, 62% of principals and 60% of MOE officials agreed with the idea. As regard to item 49 which asked whether the principal does not encourage and support non-academic staff to go for conference in their school. It was found that 61% of teachers, 62% of principals and 62% of MOE officials agreed with the statement. In item 50, opinions of respondents were asked if the principal does not encourage and support non-academic staff to go for workshops and seminars in their school. The discovered result indicated that 55% of teachers, 53% of principals agreed with the assertion; while, 50% of MOE officials disbelieved in the idea. This certainly showed that principals are very active in term of staff development programmes in secondary schools in Zamfara State.

4.3.6 Role of Performance of Principals on Maintenance of Discipline in Secondary Schools in Zamfara State

This section contained items 51 to 60 in the questionnaire. It presents analysis of the respondents' responses using simple percentage and frequency table. Item 51 investigates whether the principal is disciplined as such he/her has the right to discipline others in their school. Item 52 asked if the principal is not capable to discipline teachers in their school. Item 53 tried to investigate whether the principal is not capable to discipline students in their school. Whereas, item 54 attempts to find out if the principal is capable to discipline non-academic staff in their school.

Item 55 further investigates whether the principal allows free interaction between teachers and students in their school. In Tientsin, opinions of respondents were asked whether the principal allows free interaction between nonacademic staff and students in their school. Item 57 tries to confirm whether the principal allows free movement of members of the local

community in their school premises. Nevertheless, item 58 investigates whether the principal allows staff on duty to discipline erring students in their school. Item 59 further asked if the principal does not carry out management of discipline alone in their school. Finally, item 60 intended to ask if the principal cannot discipline staff and students because of influence peddling in their school. Details of the responses by teachers, Principals and MOE officials were vividly explained in table 9.

Table 9: Opinions of Respondents on Role of Performance of Principals on Maintenance of Discipline in Secondary Schools in Zamfara State

S/N	Item Statement	Category of Respondent	Responses							
			Agree		Undecided		Disagree		Total	
			F	%	F	%	F	%	F	%
51	The principal is disciplined as such he/her has the right to	Teachers	176	51	30	9	139	40	345	100
		Principals	33	60	4	7	18	33	55	100
52	The principal is not capable to discipline teachers in my school.	MOE Officials	22	42	8	15	22	42	52	100
		Teachers	171	50	20	6	154	45	345	100
53	The principal is not capable to discipline students in my school.	Principals	34	62	2	4	19	36	55	100
		MOE Officials	24	46	4	8	24	46	52	100
54	The principal is capable to non-academic staff in my school.	Teachers	166	48	31	9	148	43	345	100
		Principals	30	55	4	7	21	38	55	100
55	The principal allows free between teachers and students in	MOE Officials	22	42	8	15	22	42	52	100
		Teachers	134	39	20	6	191	55	345	100
56	The principal allows free between non-academic staff	Principals	40	40	3	6	30	56	55	100
		MOE Officials	20	36	4	8	28	54	52	100
57	The principal allows free of members of the local	Teachers	132	38	13	4	200	58	345	400
		Principals	24	44	2	4	29	53	55	100
58	The principal allows free discipline erring students in	MOE Officials	20	36	3	6	29	56	52	100
		Teachers	142	41	14	4	189	55	345	100
59	The principal allows free management of discipline alone	Principals	25	46	2	4	28	51	55	100
		MOE Officials	22	42	3	6	27	52	52	100
60	The principal cannot discipline and students because of	Teachers	135	39	19	6	191	55	345	100
		Principals	28	51	1	2	26	43	55	100
58	The principal allows staff on duty discipline erring students in	MOE Officials	25	48	3	6	24	46	52	100
		Teachers	121	35	19	6	205	59	345	100
59	The principal does not carryout management of discipline alone	Principals	26	47	3	6	26	47	55	100
		MOE Officials	22	42	6	12	24	46	52	100
60	The principal cannot discipline and students because of	Teachers	150	44	29	8	166	48	345	100
		Principals	28	51	3	6	24	44	55	100
60	The principal cannot discipline and students because of	MOE Officials	25	48	6	12	21	40	52	100
		Teachers	167	48	22	6	155	45	345	100
60	The principal cannot discipline and students because of	Principals	32	58	4	7	19	35	55	100
		MOE Officials	27	52	4	8	21	40	52	100

From table 9, there was a consensus among teachers, principals and Ministry of Education officials in response to the item statements 51-60. Item 51 investigates whether the principal is disciplined as such he/her, has the right to discipline others in their school. The discovered result showed that 61% of teachers and 60% of principals agreed with the argument. Meanwhile, 58% of MOE officials disagreed with the idea. According to the responses of item 52, a total of 50% of teachers and 62% of principals supported the idea. Thus, 54% of MOE officials disagreed that principal is not capable to discipline teachers in their school. The stance taken by respondents on item 53 showed that only 55% of principals agreed with statementship. While, 52% of teachers and 58% of MOE officials disagreed that principal is not capable to discipline students in their school. Whereas, item 54 attempts to find out if the principal is capable to discipline non-academic staff in their school. The computed result showed that all the 71% of teachers, 60% of principals and 74% of MOE officials rejected the idea. Based on the result, the principals are expected to intensify efforts on maintenance of discipline in their various schools of learning in the state.

Item 55 further investigates whether the principal allows free interaction between teachers and students in their school. The stance taken by respondents showed that 62% of teachers, 56% of principals and 66% of MOE- officials disagree with the idea. In item 56, opinions of respondents were asked whether the principal allows free interaction between non-academic staff and students in their school. The responses revealed that 65% of teachers, 53% of principals and 58% of MOE officials-argue the idea. Item 57 tries to confirm whether the principal allows free movement of members of the local community in their school premises. According to the respondents, 61% of teachers, 52% of MOE officials disagreed with the idea. But, 51% of principals agreed with the idea. Nevertheless, item 58 investigates whether the

principal allows staff on duty to discipline erring students in their school. The computed responses indicated that 65% of teachers, 53% of principals and 58% of MOE officials opposed the assumption. Item 59 further asked if the principal does not carry out management of discipline alone in their school. The opinions of respondents showed that both 58% of principals and 52% of MOE officials agreed with the idea respectively. Thus, 52 of teachers argued the statement entirely.

Going by the responses of item 60 which intended to find out whether the principal cannot discipline staff and students because of influence peddling in their school. The discovered responses showed that 52% of teachers, 58% of principals and 52% of MOE officials supported the statement. In respect of the collected data, it was concluded that principals should continue to maintain discipline in their schools for effective service delivery in Zamfara State.

4.3.7 Role of Performance of Principals on School Community Relationship in Secondary Schools in Zamfara State

This section contained items 61 to 70 in the questionnaire. It presents analysis of the respondents' responses using simple percentage and frequency table. Item 61 investigates whether the principal ensures that people from local community are made to give talks on religious issues in their school. Item 62 asked if the principal ensures that school uses people from local community to give talks on health issues in their school. Item 63 tried to investigate whether the principal invites people from local community to witness many programmes in their school. Whereas, item 64 attempts to find out if the principal allows members of the local community to share school facilities such as water and football field in their school.

Item 65 further investigates whether the principal attends ceremonies of the local

community to cement good relationship between school and local community in their school. In item 66, opinions of respondents were asked whether the principal ensures that majority of lower positions of non-academic staff are occupied by the local community. Item 67 tries to confirm whether the principal ensures that preference is given to the local community during admission exercise in their school. Nevertheless, item 68 investigates whether the principal ensures that consumables and other essential items for staff and students are purchased from the local community in their school. Item 69 further asked if the principal uses elders in the local community in tackling problems of indiscipline in their school. Finally, item 70 intended to ask if the principal uses his position to get accommodation for staff in the local community in their school. Details of the responses by teachers, Principals and MOE officials were vividly explained in table 10.

Table 10: Opinions of Respondents on Role of Performance of Principals on Community Relationship in Secondary Schools in Zamfara State

S/N	Item Statement	Category of	Responses							
			Agree		Undecided		Disagree		Total	
			F	%	F	%	F	%	F	%
61	The principal ensures that people give talks on religious issues in my school.	Respondents								
		MOE Officials	31	60	3	6	18	35	52	100
62	The principal ensures that school uses people from local community	Teachers	239	69	28	8	78	22	345	100
		Principals	40	73	6	11	9	16	55	100
		MOE Officials	36	69	5	10	11	21	52	100
63	The principal invites people from school.	Teachers	233	68	44	13	68	20	345	100
		Principals	40	73	5	10	10	18	55	100
		MOE Officials	39	75	5	10	8	15	52	100
64	The principal allows members of local community to share school	Teachers	226	66	32	9	87	25	345	100
		Principals	40	73	1	2	14	26	55	100
		MOE Officials	39	75	2	4	11	21	52	100
65	The principal attends ceremonies the local community to cement	Teachers	239	69	28	8	78	22	345	100
		Principals	42	76	1	2	12	22	55	100
		MOE Officials	41	79	2	4			52	100
66	The principal ensures that majority of lower positions of non-	Teachers	243	70	30	9	72	21	345	100
		Principals	40	73	3	6	12	22	55	100
		MOE Officials	40	77	2	4	10	19	52	100
67	The principal ensures that is given to the local	Teachers	246	71	18	5	81	24	345	100
		Principals	42	76	1	2	12	22	55	100
		MOE Officials	44	85	2	4	6	12	52	100
68	The principal ensures that consumables and other	Teachers	238	69	15	4	92	27	345	100
		Principals	41	75	1	2	13	24	55	100
		MOE Officials	44	85	1	2	7	14	52	100
69	The principal uses elders in the community in tackling problems	Teachers	257	75	16	5	72	21	345	100
		Principals	41	76	2	4	12	22	55	100
		MOE Officials	41	79	3	6	8	15	52	100
70	The principal uses his position to accommodation for staff in the	Teachers	241	70	24	70	80	23	345	100
		Principals	38	69	3	6	14	26	55	100
		MOE Officials	38	73	4	8	10	19	52	100

From table 10, there was a consensus among teachers, principals and Ministry of Education officials in response to the item statements 61-70. Item 61 investigates whether the principal ensures that people from local community are made to give talks on religious issues in their school. The discovered result showed that 61% of teachers, 69% principals and 60% of MOE officials agreed with the idea. Item 62 asked if the principal ensures that school uses people from local community to give talks on health issues in their school. The stance taken by respondents showed that 69% of teachers, 73% of principals and 69% of MOE officials agreed with the assertion respectively.

Item 63 tried to investigate whether the principal invites people from local community to witness many programmes in their school. The computed result showed that 68% of teachers, 73% of principals and 66% of MOE officials agreed with the argument. Whereas, item 64 attempts to find out if the principal allows members of the local community to share school facilities such as water and football field in their school. The total of 66% of teachers, 73% of principals and 75% of MOE officials agreed with the idea. In view of the responses, it was found that most of the respondents believed that principals are doing well in term of establishment and maintenance of cordial school-community relationship in Zamfara State.

Item 65 further investigates whether the principal attends ceremonies of the local community to cement good relationship between school and local community in their school. Based on the responses, 69% of teachers and 76% of principals and 79% of MOE officials agreed with the experiment. In item 66, opinions of respondents were asked whether the principal ensures that majority of lower positions of non-academic staff are occupied by the local community. The stance taken by respondents showed that both 70% of teachers and 73% of principals and 77% of MOE officials agreed with the statement. Item 67 tries to confirm whether

the principal ensures that preference is given to the local community during admission exercise in their school. The discovered result showed that 71% of teachers, 76% of principals and 85% of MOE officials agreed with the assumption. In the view of item 68 which investigated whether the principal ensures that consumables and other essential items for staff and students are purchased from the local community in their school. The discovered result showed that only 69% of teachers 75% of principals and 85% of MOE officials accepted the assertion.

Not only that, item 69 further asked if the principal uses elders in the local community in tackling problems of indiscipline in their school. According to the result, 75% of teachers, 76% of principals and 79% of MOE officials agreed with the statement. The last item of number 70 attempted to ask if the principal uses his position to get accommodation for staff in the local community in their school. It was found that 70% of teachers, 69% of principals and 73% of MOE officials agreed with the idea. Therefore, discovered result showed that that principals play vital roles on school-community relationship accordingly.

4.3.8 Role of Performance of Principals on Maintenance of Facilities in Secondary Schools in Zamfara State

This section contained items 71 to 80 in the questionnaire. It presents analysis of the respondents' responses using simple percentage and frequency table. Item 71 investigates whether the principal ensures that teaching facilities are well maintained in their school. Item 72 asked if the principal ensures that learning facilities are well maintained in their school. Item 73 tried to investigate whether the principal ensures that sport facilities are well maintained in their school. Whereas, item 74 attempts to find out if the principal ensures that health and recreational facilities are well maintained in their school.

Item 75 further investigates whether the principal ensures that water facilities are well

maintained in their school. In item 76, "opinions of respondents were asked the principal ensures that light facilities are well maintained in their school. Item 77 tries to confirm whether the principal ensures that staff quarters are well maintained in their school. Nevertheless, item 78 investigates whether the principal ensures that food facilities are well maintained in their school. Item 79 further asked if the principal ensures that transport facilities are well maintained in their school. Finally, -item 80 intended to ask if the principal ensures that materials for scheme of work and other essential records are well maintained in their school. Details of the responses by teachers, Principals and MOE officials were vividly explained in table 11.

Table 11: Opinions of Respondents on Role of Performance of Principals on Maintenance of Facilities in Secondary Schools in Zamfara State

S/	Item Statement	Category of	Responses							
			Agree		Undecide		Disagree		Total	
			F	%	F	%	F	%	F	%
71	The principal ensures that teaching facilities are well maintained in	Teachers	222	64	23	7	100	29	345	100
		Principals	3.6	66	4	7	15	27	55	100
72	The principal ensures that learning facilities are well maintained in	MOE Officials	35	67	2	4	15	29	52	100
		Teachers	201	58	21	6	123	36	345	100
73	The principal ensures that spot facilities are well maintained in	Principals	34	62	2	4	19	35	55	100
		MOE Officials	34	65	3	6	15	29	52	100
74	The principal ensures that health recreational facilities are	Teachers	178	52	22	6	145	42	345	100
		Principals	34	62	2	4	19	35	55	100
75	The principal ensures that water facilities are well maintained in	MOE Officials	31	60	2	4	19	37	52	100
		Teachers	210	60	8	2	127	37	345	100
76	The principal ensures that light facilities are well maintained in	Principals	34	62	1	2	20	36	55	100
		MOE Officials	29	56	1	2	22	42	52	100
77	The principal ensures that staff quarters are well maintained in	Teachers	193	56	11	3	141	41	345	100
		Principals	29	53	1	2	25	46	55	100
78	The principal ensures that food facilities are well maintained in	MOE Officials	25	48	1	2	26	50	52	100
		Teachers	177	51	30	9	138	40	345	100
79	The principal ensures that facilities are well maintained in	Principals	33	60	4	7	18	33	55	100
		MOE Officials	22	42	8	15	22	42	52	100
80	The principal ensures that for scheme of work and other in my school.	Teachers	170	49	23	7	152	44	345	100
		Principals	34	62	2	4	19	36	55	100
80	The principal ensures that for scheme of work and other in my school.	MOE Officials	24	46	4	8	24	46	52	100
		Teachers"	164	48	33	10	148	43	345	100
79	The principal ensures that facilities are well maintained in	Principals.	30	56	4	7	21	38	55	100
		MOE Officials	22	42	8	15	22	42	52	100
80	The principal ensures that for scheme of work and other in my school.	Teachers	164	48	33	10	148	43	345	100
		Principals	32	58	3	6	20	36	55	100
80	The principal ensures that for scheme of work and other in my school.	MOE Officials	25	48	6	12	21	40	52	100
		Teachers	182	53	24	7	139	40	34	100
80	The principal ensures that for scheme of work and other in my school.	Principals	34	62	2	4	19	35	55	100
		MOE Officials	24	46	5	10	23	44	52	100

From table 11, there was a consensus among teachers, principals and Ministry of Education officials in response to the item statements 71-80. Item 71 investigates whether the principal ensures that teaching facilities are well maintained in their school. The responses showed that 64% of teachers, 66% of principals and 67% of MOE officials agreed with the idea. Item 72 asked if the principal ensures that learning facilities are well maintained in their school. In respect of the responses, it was 58% of teachers, 62% of principals and 65% of MOE officials agreed with the idea. As regard to item 73, which investigates whether the principal ensures that sport facilities are well maintained in their school. The result indicated that 52% of teachers, 62% of principals and 60% of MOE officials agreed with the idea. In respect of item 74, which attempts to find out if the principal ensures that health and recreational facilities are well maintained in their school. The result showed that 60% of teachers, 62% of principals and 56% of MOE officials agreed with the experiment respectively.

Item 75 further investigates whether the principal ensures that water facilities are well maintained in their school. According to the result, only 56% of teachers and 53% of principals agreed with idea, in which 52% of MOE officials disagree with the argument. In item 76, opinions of respondents were asked if the principal ensures that light facilities are well maintained in their school. It was only 51% of teachers and 60% of principals supported the assertion. While, 58% of MOE officials remained silent. In item 77, only the 62% of principals accepted the statement. While, 51% of teachers and 56% of MOE officials did not agree that principal ensures that staff quarters are well maintained in their school.

Nevertheless, item 78 investigates whether the principal ensures that food facilities are well maintained in their school. Based on the responses, it was only 56% of principals agreed with the idea. While, 52% of teachers and 58% of MOE officials denied the experiment. Item 79

further asked if the principal ensures that transport facilities are well maintained in their school. The discovered result showed that only 58% of principals accepted the statement. While, both 52% of teachers and 52% of MOE officials rejected the idea. Finally, item 80 intended to ask if the principal ensures that materials for scheme of work and other essential records are well maintained in their school. The computed result revealed that only 53% of teachers and 62% of principals agreed with the idea. But, 54% of MOE officials did not agree. From the result, conclusion was made that that principals are little bit weak in maintenance of facilities in their various schools; and they felt shy to reveal their actual opinions in some questions. Therefore, they should double their effort to ensure proper, maintenance of school facilities in secondary schools in Zamfara State.

4.4 Hypotheses Testing

This section presents hypotheses testing in line with raised objectives and null hypotheses of the study. The parametric statistics of Analysis of Variance (ANOVA) was used to test significant difference among the respondents i.e. teachers, principals and Ministry of Education officials at 0.05 significant level. Eight hypotheses were formulated and tested. Hypothesis was retained when the probability value was more than 0.05 significant level. While, hypothesis was rejected when the probability value was below the stated level of significance. These hypotheses are based on the data collected from items related to role performances of principal on interpersonal relationship, decision making process, school communication, school supervision, staff development programmes, maintenance of discipline, school-community relationship and maintenance of facilities in secondary schools in Zamfara State. Details of these are as follows:

4.4.1 Hypothesis 1: There is no Significant Difference in the opinions of Teachers, Principals and MOE Officials on the Role Performances of Principals on Interpersonal Relationship in Secondary Schools in Zamfara State

The One Way Analysis of Variance was used to determine whether there were significant differences or otherwise in opinions of respondents on the data collected for items 1-10 in the questionnaire. As such, all the items were analyzed and presented in table 12.

Table 12: Summary of Analysis of Variance on there is no Significant Difference in the opinions of the Respondents on the Role Performances of Principals on Interpersonal Relationship in Secondary Schools in Zamfara State

Variable	Sum of squares	Df	Mean square	f	P- value	Critical value
Between Groups	195.401	2	97.700	1.640	.195	2.19
Within Groups	26755.615	449	59.589			
Total	26951.015	451				

From table 12, the result of the tested hypothesis revealed that the f-ratio value (1.640) at 2 df 449 and at the level 0.05; the critical value (2.19) is greater than f-ratio values (1.640), the observed probability level of significance P(.195) is greater than .05. Thus, the null hypothesis is hereby retained. It is therefore conclude that there is no significant difference in the opinions of teachers, principals and MOE Officials on the role performances of principals on interpersonal relationship in Secondary Schools in Zamfara State.

4.4.2 Hypothesis 2: There is no Significant Difference in the Opinions of Teachers, Principals and MOE Officials on the Role Performances of Principals on Decision Making Process in Secondary Schools in Zamfara State

The One Way Analysis of Variance was used to determine whether there were significant differences or otherwise in opinions of respondents on the data collected for items

11-20 in the questionnaire. As such, all the items were analyzed and presented in table 13:

Table 13: Summary of Analysis of Variance on there is no Significant Difference in the Opinions of the Respondents on the Role Performances of Principals on Decision Making Process in Secondary Schools in Zamfara State

Variable	Sum of squares	Df	Mean square	f value	P-value	Critical
Between	57.449	2	28.725	.773	.462	2.19
Groups	16686.664	449	47.164			
Total	16744.113	451				

From table 13, the result of the tested hypothesis revealed that the f-ratio value (.773) at 2 df 449 and at the level 0.05; the critical value (2.19) is greater than f-ratio values (.773), the observed probability level of significance P(.462) is greater than 0.05. This means that there is no significant difference in the opinions of teachers, principals and MOE Officials on the role performances of principals on decision making process in Secondary Schools in Zamfara State. Thus, the null hypothesis is retained.

4.4.3 Hypothesis 3: There is no Significant Difference in the opinions of Teachers, Principals and MOE Officials on the Role Performances of Principals on Communication in Secondary Schools in Zamfara State

The One Way Analysis of Variance was used to determine whether there were significant differences or otherwise in opinions of respondents on the data collected for items 21-30 in the questionnaire. As such, all the items were analyzed and presented in table 14:

Table 14: Summary of Analysis of Variance on there is no Significant Difference in the opinions of the Respondents on the Role Performances of Principals on Communication in Secondary Schools in Zamfara State

Variable	Sum of squares	Df	Mean Square	f value	P-value	Critical
Between Groups	51.901	2	25.950	.442	.643	2.19
Within Groups	26390.849	449	58.777			
Total	26442.750	451				

From table 14, the result of the tested hypothesis revealed that the f-ratio value (.442) at 2 df 449 and at the level 0.05; the critical value (2.19) is greater than f-ratio values (.442), the observed probability level of significance P(.643) is greater than 0.05. This means that there is no significant difference in the opinions of teachers, principals and MOE Officials on the role performances of principals on communication in secondary schools in Zamfara State. Thus, the null hypothesis is retained.

4.4.4 Hypothesis 4: There is no Significant Difference in the Opinions of Teachers, Principals and MOE Officials on the Role Performances of Principals on Supervision in Secondary Schools in Zamfara State

The One Way Analysis of Variance was used to determine whether there were significant differences or otherwise in opinions of respondents on the data collected for items 31 -40 in the questionnaire. As such, all the items were analyzed and presented in table 15.

Table 15: Summary of Analysis of Variance on there is no Significant Difference in the Opinions of the Respondents on the Role Performances of Principals on Supervision in Secondary Schools in Zamfara State,

Variable	Sum of squares	Df	Mean square	f	Prob.	Critical Value
Between	44.296	2	22.148	.960	.384	2.19
Within	10360.093	449	23.074			
Total	10404.389	451				

From table 15, the result of the tested hypothesis revealed that the f-ratio value (.960) at 2 df 449 and at the level 0.05; the critical value (2.19) is less than f-ratio values (.960), the observed probability level of significance P(.384) is greater than 0.05. This means that there is no significant difference in the opinions of teachers, principals and MOE Officials on the role performances of principals on supervision in Secondary Schools in Zamfara State. Meanwhile, the null hypothesis also retained.

4.4.5 Hypothesis 5: There is no Significant Difference in the Opinions of Teachers, Principals and MOE Officials on the Role Performances of Principals on Staff Development in Secondary Schools in Zamfara State

The One Way Analysis of Variance was used to determine whether there were significant differences or otherwise in opinions of respondents on the data collected for items 41-50 in the questionnaire. As such, all the items were analyzed and presented in table 16:

Table 16: Summary of Analysis of Variance on there is no Significant Difference in the Opinions of the Respondents on the Role Performances of Principals on Staff Development in Secondary Schools in Zamfara State

Variable	Sum of squares	Df	Mean square	f	P-value	Critical value
Between	42.859	2	21.430	.596	.551	2.19
Within	16138.032	449	35.942			
Total	16180.892	451				

From table 16, the result of the tested hypothesis revealed that the f-ratio value (.596) at 2 df 449 and at the level 0.05; the critical value (2.19) is greater than f-ratio values (.596). The observed probability level of significance P(.551) is greater than 0.05. This means that there is no significant difference in the opinions of teachers, principals and MOE officials on the role performances of principals on staff development in Secondary Schools Management in Zamfara State. Therefore, the null hypothesis is retained.

4.4.6 Hypothesis 6: There is no Significant Difference in the Opinions of Teachers, Principals and MOE Officials on the Role Performances of Principals on Maintenance of Discipline in Secondary Schools in Zamfara State

The One Way Analysis of Variance was used to determine whether there were significant differences or otherwise in opinions of respondents on the data collected for items 51-60 in the questionnaire. As such, all the items were analyzed and presented in table 17:

Table 17: Summary of Analysis of Variance on there is no Significant Difference in the opinions of the Respondents on the Role Performances of Principals on Maintenance of Discipline in Secondary Schools in Zamfara State

Variable	Sum of	Df	Mean	F	P- value	Critical
Between	137.338	2	68.669	1.453	.235	2.19
Groups	21216.474	449	47.253			
Total	21353.812	451				

From table 17, the result of the tested hypothesis revealed that the f-ratio value (1.453) at 2 df 449 and at the level 0.05; the critical value (2.19) is greater than f-ratio values (1.453), the observed probability level of significance P(.235) is (greater than .05). Therefore, the null hypothesis is retained; meaning that there is no significant difference in the opinions of teachers, principals and MOE Officials on the role performances of principals on maintenance of discipline in Secondary Schools' management in Zamfara State.

4.4.7 Hypothesis 7: There is no Significant Difference in the Opinions of Teachers, Principals and MOE Officials on the Role Performances of Principals on School-Community Relationship in Secondary Schools in Zamfara State

The One Way Analysis of Variance was used to determine whether there were significant differences or otherwise in opinions of respondents on the data collected for items 1-10 in the questionnaire. As such, all the items were analyzed and presented in table 18.

Table 18: Summary of Analysis of Variance on there is no Significant Difference in the Opinions of the Respondents on the Role Performances of Principals on School-Community Relationship in Secondary Schools in Zamfara State

Variable	Sum of	Df	Mean	F	P- value	Critical
Between	69.999	2	34.999	.970	.380	2.19
Within Groups	16208.639	449	36.099			
Total	16278.637	451				

From table 18, the result of the tested hypothesis revealed that the f-ratio value (.970) at 2 df 449 and at the level, 0.05; the critical value (2.19) is greater than f-ratio values (.970), the observed probability level of significance P(.380) is greater than .05. Thus, the null hypothesis is retained. It is therefore concluded that there is no significant difference in the opinions of teachers, principals and MOE Officials on the role performances of principals on school-community relationship in Secondary Schools' management in Zamfara State.

4.4.8 Hypothesis 8: There is no Significant Difference in the opinions of Teachers, Principals and MOE Officials on the Role Performances of Principals on Maintenance of Facilities in Secondary Schools in Zamfara State

The One Way Analysis of Variance was used to determine whether there were significant differences or otherwise in opinions of respondents on the data collected for items 71-80 in the questionnaire. As such, all the items were analyzed and presented in table 19.

Table 19: Summary of Analysis of Variance on there is no Significant Difference in the opinions of the Respondents on the Role Performances of Principals on Maintenance of Facilities in Secondary Schools in Zamfara State

Variable	Sum of	Df	"Mean	f	P- value	Critical
Between	51.540	2	25.770	.450	.638	2.19:
Groups	25690.821	449	57.218			
Total	25742.361	451				

From table 19, the result of the tested hypothesis revealed that the f-ratio value (.450) at 2 df 449 and at the level 0.05; the critical value (2.19) is greater than f-ratio values (.450), the observed probability level of significance P(.638) is greater than .0.05. Thus, the null hypothesis is retained. It is therefore conclude that there is no significant difference in the opinions of teachers, principals and MOE Officials on the role performances of principals on maintenance of facilities in Secondary Schools in Zamfara State.

Table 20 presents the summary of the tested hypotheses of the study:

Table 20: Summary of Hypotheses Testing

Hypo theses	Hypothesis Statements	Statistical Tool	Results	Level of Significance	Conclusion
1.	There is no significant difference in the opinions of teachers, principals and MOE officials on the role of performances of principals on interpersonal relationship in Secondary Schools in Zamfara State.	ANOVA	Pro. value is .195	0.05	There is no significant difference in the opinions of teachers, principals on relationship in Secondary Schools in Zamfara State.
2.	There is no significant difference in the role performances of principals on decision making process in Secondary Schools in Zamfara State.	ANOVA	Pro. value is.462	0.05	There is no significant difference in the role performances of principals on decision making process Secondary Schools in Zamfara State. <i>The mill hypothesis retained.</i>
3.	There is no significant difference in the role performances of principals on communication in Secondary Schools in Zamfara State.	ANOVA	Pro. value is .643	0.05	There is no significant difference in the role performances of principals on communication in Secondary Schools in Zamfara State. <i>The null hypothesis retained.</i>
4.	There is no significant difference in the role performances of principals on supervision in Secondary Schools in Zamfara State.	ANOVA	Pro. value is.384	0.05	There is no significant difference in the role performances of principals on supervision in Secondary Schools in Zamfara State. <i>The null hypothesis retained.</i>
5.	There is no significant difference in the role performances of principals on staff development in Secondary Schools in Zamfara State.	ANOVA	Pro. value is .551	0.05	There is no significant difference in the role performances of principals on staff development in Secondary Schools in Zamfara State. <i>The null hypothesis retained.</i>
6.	There is no significant difference in the role performances of principals on maintenance of discipline in Secondary Schools in Zamfara State.	ANOVA	Pro. value is .235	0.05	There is no significant difference in the role performances of principals on maintenance of discipline in Secondary Schools in Zamfara State. <i>The null hypothesis retained.</i>
7.	There is no significant difference in the role performances of principals on school-community relationship in Secondary Schools in Zamfara State.	ANOVA	Pro. value is .380	0.05	There is no significant difference in the role performances of principals on school-community relationship in Secondary Schools in Zamfara State. <i>The null hypothesis retained.</i>
8.	There is no significant difference in the role performances of principals on maintenance of facilities in Secondary Schools in Zamfara State.	ANOVA	Pro. value is.638	0.05	There is no significant difference in the role performances of principals on maintenance of facilities in Secondary Schools in Zamfara State. <i>The null hypothesis retained.</i>

From table 20, it was discovered that all the hypotheses were retained and accepted.

4.5 Summary of Major Findings

Based on the opinions of teachers, principals and Ministry of Education officials, the following findings were revealed in the study:

1. Role performance of principals on interpersonal relationship stabilized interaction between teachers, students and other non-teaching staff in secondary schools in Zamfara State;
2. Role performance of principals encouraged participation of parent, teachers and other stakeholders in decision making process in secondary schools in Zamfara State;
3. Role performance of principals intensified effective communication between teachers, parents, NGOs and the Ministry of Education in secondary schools in Zamfara State;
4. Role performance of principals on supervision encouraged record keeping and classroom management in secondary schools in Zamfara State;
5. Role performance of principals on staff development contributed to several conducts of seminars, workshops and conferences for teachers in secondary schools in Zamfara State;
6. Role performance of principals on maintenance of discipline conserved respect to the worth and dignity of individuals in secondary schools in Zamfara State;
7. Role performance of principals on school-community relationship mobilized community involvement in various developmental activities for the improvement of instructions in secondary schools in Zamfara State; and
8. Role performance of principals on maintenance of facilities procured good condition of

provided properties in secondary schools in Zamfara State.

4.6 Discussions of the Findings

The study focused on the assessment of the role performance of principals on the management of secondary, schools in Zamfara State. Looking at the findings of the study, it was concluded that most of the respondents believed that principals interact with subordinates freely and encourage teachers to work in harmony. Also, most of them believed that principals encourage "teachers to have good interpersonal relationship with students which show that principals doing their best to ensure good interpersonal relationship in secondary schools in Zamfara State. However, based on opinion of respondents, principals' leadership role leads to good relationship between school and local community which in turn harmonize teaching and learning process in secondary schools in Zamfara State. Even though, some of the principals remained silent, despite their effort oh maintaining 'good interpersonal relationship in their schools. The result also confirmed that the principals are professionally competent in ensuring stability and peace living in secondary school in Zamfara State.

Henceforth, there were concurrent of opinions among the respondents that principals involve teachers and non-teaching staff in decision making process on issues that affect them and community. And even the students take part in decision making process in schools. The stance taken by most of the respondents revealed that principals play vital roles on decisionmaking process in their various schools in Zamfara State. Furthermore, the result revealed that principals communicate to the ministry of education/proprietor on the decision madeduring meetings and welcome ideas during staff meeting. The school principal is charged with the responsibilities for making intelligent and informed decisions. The effort of principals in this regard should be recommended in secondary schools Zamfara State.

Based on the discovered responses,-the study actualized that through the performance of principals, effective communication to staff and students on matter that affect the school through

circular is very effective especially through morning assemblies and other communication media. The findings highlighted that principal allows free flow of information from bottom to top in most of secondary schools in Zamfara State. It was also discovered that principals make objectives evaluation for staff during the³ annual performance evaluation so as to ensure that ICT facilities are installed for students and staff to communicate with other people outside schools effectively in Zamfara State. The principal is therefore expected to maintain effective .lines of communication within and outside the school for the smooth and effective running of the school.

There was sharing of opinions among the stakeholders that principal plays a vital role on supervision through going round to classroom's, teachers make entries in the scheme of work every week, teachers prepare a lesson plans and lesson notes before they go to class to ensure instructions are implemented in secondary schools in Zamfara State. It was also, found that most of the stakeholders supported the idea that the principal ensures that HODs mentor the new posted to their department before they start work in their school. The responses also indicated that most of principals dedicate their work effectively. Supervision has become very necessary in recent times because of the importance attached to education and the desire to improve the quality of education. It was outlined that supervision is concerned with the supervision of professional assistance and guidance to teachers and students geared towards the achievement of effective teaching and learning in the school. Through supervision the principal can provide meaningful feedback and direction to teachers that can have profound effect in the learning that occurs in the classroom settings.

Most of the respondents held that principal plays vital roles on regular conduct of staff development programmes through recommending teachers who qualified for in-service training, educational conferences, workshops, seminars, mentoring among others to ensure teachers

acquire skills and new experience. Not only teachers but also encourages non-academic staff to go for many training and re-training programmes. This certainly showed that principals are very active in term of staff development programmes in secondary schools in Zamfara State.

Also, the study discovered that principals are active in relation to the students' discipline, teaching staff and non-academic staff in secondary schools in Zamfara State.

Thus, most of the findings indicated that principals allow free interaction between teachers and students, between non-academic staff and students, and free movement of members of the local community in school premises for effective service delivery in Zamfara State. Thus, principal is charged with maintenance of discipline in the school. Thus, school discipline connotes the implementation of rules and regulation, punishments and rewards as well as behavioural strategies appropriate to the regulation of children or adolescents and the maintenance of order in school environment. It aims at control the students activities and general behaviour.

The recorded responses attested that principals involved people from local community in all related such as religious issues, cultural health matters and invite people from local community to witness many programmes in schools. The gathered information from most respondents indicated that principal allows members of the local community to share school facilities such as water and football field which showed that principals are doing well in term of establishment and maintenance of cordial school-community relationship in Zamfara State. The inter-relationship between school and the community involves a careful understanding of the influence of one upon the other. Hence, the most basic characteristics of the school and community must be flexible. The school should be willing to take on functions and services in the light of changing needs and development within the community.

Through the role of principals, it was found that principals through regular supervision and regular report to the authority ensure adequate maintenance of teaching facilities, learning facilities, sport facilities, health and recreational facilities in secondary schools. Properties like water facilities, light facilities, staff quarters, food facilities, and transport facilities are well maintained through the role performance of principals in secondary schools in Zamfara state. Principals are fully concerned with physical environment and other facilities around the school corners such as dilapidated building, leaking roofs, abandoned projects, over-grown trees and lawns, dingy and dark building that were abandoned by the previous government etc. have demoralizing effects on people, especially the adolescents in Zamfara State. Therefore, the study concluded that principals are doing well in school management in secondary schools in Zamfara State

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This study focused on the stakeholders' perceptions on the role performance of principals in management of Secondary Schools in Zamfara State, Nigeria. Thus, this chapter is made up of summary of the study, conclusions of the research, recommendations and suggestion for further studies accordingly.

5.2 Summary

The study assessed the stakeholders' perceptions on the role performance of principals in management of Secondary Schools in Zamfara State, Nigeria. The study specifically outlined background to the study, statement of the problem, objectives of the study, research questions, research hypotheses, basic assumptions, significance of the study and scope of the study. The study also reviewed many related literature which were sourced from books, journals, magazines, newspapers, previous researches, internet accesses etc. the review presented the conceptual framework which consisted of concept on role performance, concept of management, and concept of school organization. The study also reviewed literature related to set objectives of the study which centered on role performance of principals on interpersonal relationship, decision making process, communication, supervision, staff development, maintenance of discipline, school community relationship and maintenance of facilities in school organization.

Pertaining to the research methodology, the study specified research design, population of the study, sample and sampling techniques, research instrument, validity of the instrument, pilot study, reliability of the instrument, methods of data collection and analysis of the collected data from the respondents. The study also presented analyzed and discussed the data collected from

the respondents based on the topic under study using frequency tables and simple percentages in order to measure the significant difference or otherwise among the variables of the study. The Analysis of Variance statistical technique was used in testing the hypotheses of the study; in which out of the eight hypotheses, only two of them were rejected. Structured questionnaire was administered on three groups of respondents i.e. the teachers' principals and MOE officials within the sampled area of the study. The collected data was statistically analyzed through which the findings showed that role performance of principals on necessitate good interpersonal relationship, effective decision making process, communication, regular supervision, staff development, maintenance of discipline, cordial school community relationship and maintenance of facilities in secondary schools in Zamfara State accordingly.

5.3 Conclusions

The research assessed the stakeholders' perceptions on the role performance of principals in management of secondary schools in Zamfara State, Nigeria. In the light of the research findings, the following conclusions were made:

1. Role performance of principals on interpersonal relationship enhanced interaction positive among teachers, students and other non-teaching staff in secondary schools in Zamfara State;
2. Role performance of principals encouraged participation of parents, teachers and other stakeholders in decision making process in secondary schools in Zamfara State;
3. Role performance of principals enhanced effective communication among teachers, parents, NGOs and the Ministry of Education in secondary schools in Zamfara State;
4. Role performance of principals on supervision encouraged record keeping and classroom management in secondary schools in Zamfara State;

5. Role performance of principals on staff development contributed to several conflicts of seminars, workshops and conferences for teachers in secondary schools in Zamfara State;
6. Role performance of principals on maintenance of discipline conserved respect to the worth and dignity of individuals in secondary schools in Zamfara State;
7. Role performance of principals on school-community relationship mobilized community involvement in various developmental activities for the improvement of instructions in secondary schools in Zamfara State; and
8. Role performance of principals on maintenance of facilities procured good condition of provided properties in secondary schools in Zamfara State.

5.4 Recommendations

Based on the research findings, this study makes the following recommendations:

1. There should be a cordial interpersonal relationship among the teachers, non-teaching staff and students in public secondary schools in Zamfara State;
2. The principals should involve parents, teacher and other stakeholders in decision making process in secondary schools in Zamfara State;
3. There should be effective communication among teachers, principals, parents and MOE officials needed in order to enhance effective in all secondary school in Zamfara State;
4. Proper supervision and effective record keeping as well as class management should be encouraged by both principals, and the MOE officials in secondary schools in Zamfara State;
5. The MOE are encouraged to organized seminars, workshop, conferences necessary to the staff and the principals on smooth management of secondary schools in Zamfara State;

6. The principals should maintained discipline among the staff as well as students in secondary schools in Zamfara State;
7. The principals should encouraged school community relationship and should involve the community in various developmental activities for the improvement of institutions in secondary schools in Zamfara State; and
8. The principal, should provide an avenue of maintaining the schools facilities provided iin secondary schools in Zamfara State.

5.5 Suggestions for Further Studies

Going by the research findings, conclusions and recommendations, the following suggestions for further studies were made:

1. A comparative analysis on the impact of teacher-education and principals' academic performance in secondary schools in Zamfara State, Nigeria.
2. Impact of staff training on principals' general performance in secondary schools in Zamfara State, Nigeria.

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APPENDIX A
A QUESTIONNAIRE ON ASSESSMENT OF THE ROLE PERFORMANCE OF
PRINCIPALS ON THE MANAGEMENT OF SECONDARY SCHOOLS IN ZAMFARA
STATE, NIGERIA

Department of Educational
Foundations and Curriculum,
Faculty of education,
Ahmadu Bello University,
Zaria.
5th February, 2017

Dear Respondent,

REQUEST TO PROVIDE RELEVANT DATA FOR THE STUDY

This questionnaire is designed to assess the role performances of Principals on the Management of Secondary Schools in Zamfara State, Nigeria. Therefore, your contributions in bringing out honest opinion as a Teacher or Principal or Ministry of Education Official, will definitely aid this work. Your responses will also help me to fulfill the criteria for the award of the Master of Education (M,Ed) in Educational Administration and Planning.

All information given will be treated strictly confidential.

Yours Sincerely,

Jamila Sani Gummi
P15EDFC8132

Section A: Bio-data

Tick as appropriate, please (√)

Status:

- a. Teacher []
- b. Principal []
- c. MOE Official []

Gender:

- 1. Male []
- 2. Female []

Qualification

- 1. Diploma []
- 2. NCE []
- 3. B.Ed []
- 4. M.Ed []
- 5. Others []

Type of school

- 1. Day school []
- 2. Boarding []
- 3. Boarding/Day []

Location of school

- 1. Rural []
- 2. Urban []

**Section B:Role of Performance of Principals of Interpersonal Relationship in
Secondary Schools in Zamfara State**

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

Section C: Role of Performance of Principals on Decision Making Process in Secondary Schools in Zamfara State

S/N	Item Statement	Strongly Agree	Agree	Undecided	Strongly disagree	Disagree
11	The principal involves teachers in decision making process on issues that affect them in my school.					
12	The principal involves non-teaching staff in decision making process on issues that affect them in my school.					
13	The students take part in decision making process in my school.					
14	PTA takes part in decision making process of my school.					
15	Members of the local community take part in decision making process in my school.					
16	The principal allows influence peddling to make him/her change the decision agreed upon at meeting in my school.					
17	The principal communicates to the Ministry of Education/proprietor on the decision made during meetings in my school.					
18	The principal welcomes ideas during staff meeting in my school.					
19	Most of the times principals take decision unilaterally in my school.					
20	Most teachers in my school disengage from school activities because they are not involved in decision making process on issues that affect them.					

Section D: Role of Performance of Principals on Communication in Secondary Schools in Zamfara State

S/N	Item Statement	Strongl	Agree	Undecide	Strongl	Disagre
21	The principal communicates to staff and students on matter that affect the school through circular in my school.					
22	The principal communicates to staff and students on matter that affect the school through bulletin boards in my school.					
23	The principal briefs members of staff before morning assemblies in my school.					
24	The principal does not communicate to members of staff development from the Ministry of Education/board of directors.					
25	The principal does not communicate to school community development from local community in my school.					
26	The principal allows free flow of information from button to top in my school.					
27	The principal allows free flow of information from top to button in my school.					
28	The principal has good selection of words in communicating to staff and students in myschool.					
29	The principal makes objectives evaluation for staff during the annual performance evaluation in my school.					
30	The principal ensures that ICT facilities are installed for students and staff to communicate with other people outside school in my school.					

Section E: Role of Performance of Principals on Supervision in Secondary Schools in ZamfaraJState

S/N	Item Statement	Strongl	Agree	Undecide	Strongl	Disagre
31	The principal goes round classrooms every day to ensure instructions are taking place in my school.					
32	The principal ensures that teachers make entries in the scheme of work every week in my school.					
33	The principal ensures that teachers prepare lesson plans and lesson notes before they go to class in my school.					
34	The principal ensures that teachers only teach areas they specialized in my school.					
35	The principal ensures that teachers are not overloaded in my school.					
36	The principal does not encourage experienced teachers to mentor the experienced ones in my school.					
37	The principal ensures that HODs mentor the new posted staff to their departments in my school.					
38	The principal ensures that teachers do not miss their classes in my school.					
39	The principal ensures that students are not outside classes for no course reason in my school.					
40	The principal does not care about the orientation for newly recruited teachers before they start work in my school.					

Section F: Role of Performance of Principals on Staff Development in Secondary Schools in Zamfara State

S/N	Item Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
41	The principal recommends teachers who are qualified for in-service -training in my school.					
42	The principal encourages and supports teachers to attend conferences in my school.					
43	The principal encourages and supports teachers to attend workshops in my school.					
44	The principal encourages and supports teachers to attend seminars in my school.					
45	The principal encourages and supports teachers to attend symposia in my school.					
46	The principal does not encourage and support experienced teachers to mentor the inexperienced ones in my school.					
47	The principal does not encourage and support orientation for newly recruited teachers in my school.					
48	The principal does not encourage and support non-academic staff to go for in-service training in my school.					
49	The principal does not encourage and support non-academic staff to go for conferences in my school.					
50	The principal does not encourage and support non-academic staff to go for workshops and seminars in my school.					

Section G: Role of Performance of Principals on Maintenance of Discipline in Secondary Schools in Zamfara State

S/N	Item Statement	Strongl	Agree	Undecide	Strongl	Disagre
51	The principal is disciplined as such he/her has the right to discipline others in my school.					
52	The principal is not capable to discipline teachers in my school.					
53	The principal is not capable to discipline students in my school.					
54	The principal is capable to discipline non-academic staff in my school.					
55	The principal allows free interaction between teachers and students in my school.					
56	The principal allows free interaction between non-academic staff and students in my school.					
57	The principal allows free movement of members of the local community in my school premises.					
58	The principal allows staff on duty to discipline erring students in my school.					
59	The principal does not carry out management of discipline alone in my school.					
60	The principal cannot discipline staff and students because of influence peddling in my school.					

**Section H: Role of Performance of Principals on School Community Relationship
in Secondary Schools in Zamfara State**

S/N	Item Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
61	The principal ensures that people from local community are made to give talks on religious issues in my school.					
62	The principal ensures that school uses people from local community to give talks on health issues in my school.					
63	The principal invites people from local community to witness many programmes in my school.					
64	The principal allows members of the local community to share school facilities such as water and football field in my school.					
65	The principal attends ceremonies of the local community to cement good relationship between school and local community in my school.					
66	The principal ensures that majority of lower positions of non-academic staff are occupied by the local community.					
67	The principal ensures that preference is given to the local community during admission exercise in my school.					
68	The principal ensures that consumables*and other essential items for staff and students are purchased from the local community in my school.					
69	The principal uses elders in the local community in tackling problems of indiscipline in my school.					
70	The principal uses his position to get accommodation for staff in the local community in my school.					

Section I: Role of Performance of Principals on Maintenance of Facilities in Secondary Schools in Zamfara State

S/N	Item Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
71	The principal ensures that .teaching facilities are well maintained in my school.					
72	The principal ensures that learning facilities are well maintained in my school.					
73	The principal ensures that spot facilities are well maintained in my school.					
74	The principal ensures that health and recreational facilities are well maintained in my school.					
75	The principal ensures that water facilities are well maintained in my school.					
76	The principal ensures that light facilities are well maintained in my school.					
77	The principal ensures that staff quarters are well maintained in my school.					
78	The principal ensures that food facilities are well maintained in my school.					
79	The principal ensures that transport facilities are well maintained in my school.					
80	The principal ensures that materials for scheme of work and other essential records are well maintained in my school.					