STAKEHOLDERS' PERCEPTIONS ON THE ROLE PERFORMANCE OF PRINCIPALS IN THE MANAGEMENT OF PRIVATE SECONDARY SCHOOLS IN MAKURDI METROPOLIS, BENUE STATE, NIGERIA

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JANUARY, 2018

DECLARATION

I hereby declare that the work in the dissertation entitled "Stakeholders' Perceptions on the Role Performance of Principals in the Management of Private Secondary Schools in Makurdi Metropolis, Benue State, Nigeria" has been carried out by me in the Department of Educational Foundations and Curriculum. 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 this or any other Institution.

Philip OSOGWU Date

CERTIFICATION

This dissertation entitled STAKEHOLDERS' PERCEPTIONS ON THE ROLE PERFORMANCE OF PRINCIPALS IN THE MANAGEMENT OF PRIVATE SECONDARY SCHOOLS IN MAKURDI METROPOLIS, BENUE STATE, NIGERIA by PHILIP OSOGWU meets the regulations governing the award of Master of Education Degree (Educational Administration and Planning) of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to my lovely wife, Agnes.

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ABSTRACT

This study is on the Perceptions of Stakeholders on the Role Performance of Principals in the Management of Private Secondary Schools in Makurdi Metropolis, Benue State, Nigeria. The study was conducted with six objectives among which were to: find out the role performance of principals on interpersonal relationship, decision making and communication in Private Secondary Schools in Makurdi Metropolis, Benue State. In line with the stated objectives, six corresponding research questions were raised and six null hypotheses were formulated for the study. The study adopted survey research design. The overall population consisted of 98 principals, 2,312 secondary school teachers and 12 supervisors. A sample size of 29 principals, 694 teachers and 12 supervisors from Makurdi metropolis was used. This sample size was arrived at using cluster sampling technique. Data for the study were collected through the administration of questionnaire. The validity of the instrument was determined by given two experts who determined whether the items were well structured in line with the hypotheses and whether they would elicite the required information. The data collected from the pilot study were statistically analyzed for the purpose of determining the reliability coefficient. The bio-data information of the respondents were analysed using frequencies and percentages, while mean and standard deviation were used to answer the research questions. Also, all the six null hypotheses were analysed using Analysis of Variance (ANOVA) at 0.05% level of significance. Findings of the study revealed among others that Principals' did not perform their roles on interpersonal relationship in Private Secondary Schools in Makurdi Metropolis, Benue State. Likewise, Principals performed their roles on decision making process in Private Secondary Schools in Makurdi Metropolis, Benue State. Also, Principals did not perform their roles on communication in Private Secondary Schools in Makurdi Metropolis, Benue State. Recommendations were made among others that principals should endeavor to improve in their interpersonal relationship with other stakeholders in the school system in private secondary schools. Also, that principal should involve various interest groups (stakeholders) in decision making process and also seminars on the need for effective communication should be organized for principals in private secondary schools in Benue State, Nigeria.

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OPERATIONAL DEFINITION OF TERMS

Academic performance as any scope or performances above the class mean score, taking into consideration the difficult level of the 0test.

Perceptions are individual view of a function performed by another especially those in the place of authority

Stakeholders are those who have interest and influence in the management of secondary education

Management overseeing to the activities of day to day administration of secondary schools

Role Performance is a series of obligations or responsibility of work load that is assigned, which are divided among the available personnel on the basic principle of functional

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is a major tool for individual empowerment and National development. A National educational system is vital because it produces the personnel that are required to function in various facets of national life and development process. Gray (2001), notes that the goals of wealth creation, employment generation, poverty reduction and value reorientation can be effectively pursued, attained and sustained only through an efficient, relevant and functional education system. No nation develop beyond her standard of education, hence it has been accorded a high rating in Nigeria. The demand for education is popular because of the desire of members of the society to give their children a better chance in life. The demand for education has become explosive and which no government can afford to ignore.

Quality education at all levels; primary, secondary and tertiary, is desired of all Nigerians. At the secondary level, quality education is absolutely necessary because it serves as the foundation for tertiary level and for people to provide self employment if they cannot continue with the tertiary level. If that basic foundation is weak it will lead to national catastrophe as progress in the society becomes very difficult. Hence all concerned with secondary education should make their best input in order to ensure that a very solid foundation is laid. One may ask what comprises quality education at the secondary level. It is education capable of achieving the general secondary education objectives as listed in the National Policy on Education (FGN, 2013). The broad goals of secondary education shall be to prepare the individual for: (a) useful living within the society; and (b) higher education.

In specific term, secondary education shall: Provide all primary school leavers with the opportunity for education of a higher level irrespective of sex, social status, religions or ethnic background; offer diversified curriculum to cater for the differences in talents, opportunities and future roles; Provide trained manpower in the applied science technology and commerce at sub-professional grades; Develop and promote Nigeria languages, art and culture in the context of world's cultural heritage; Inspire students with a desire for self improvement and achievement of excellence; Foster national unity with emphasis on the common ties that unite us in our diversity; Raise a generation of people who can think for themselves, respect the view and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens; Provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.

Secondary school is an institution or human industry established for refining human beings in terms of skills, behaviour and all round excellence. To achieve objectives, an efficient and effective administrator must head such an institution. In secondary schools, be it public or private the manager is generally regarded as the principal and in Nigeria he heads the institution. Such personnel is supposed to have a proven quality and the knowledge to achieve his administrative roles. The private secondary schools in this regard are owned by private individuals and organizations headed by principals. The establishment of private schools in Nigeria dated back to the era of missionary activities in Nigeria. Missionary schools were later taken over by government. Private secondary schools came into Nigerian educational system in the early 1930s (Ukeje, Akabogu & Ndu, 1992). A new set of private secondary schools came into existence in the educational system in 1970s following the takeover of schools by the different state governments in Nigeria from the original owners. School

takeover was necessary in order to create uniform standards, enhance fair distribution of educational facilities (Ukeje et al, 1992). Another set of private secondary schools came on board in 1990s. These were very elitist schools which drew students from high income families (Etuk, 2005).

Principals are the custodians and accounting officers of their various schools. Tabotrdip (2005) stated that they undertake all routine activities to accomplish numerous administrative tasks as leaders towards achieving educational objectives for posterity. The principal of a school is the main administrator/overseer of that organization (Okonkwo, 2011). The success or failure of the school depends on his administrative effectiveness. The principal has formal responsibilities for management and implementation of educational goals and priorities that are the basis for on-going programme of school improvement and professional development (FGN, 2013).

If the position of the principal is such an important one, he is expected to posses a number of qualities facilitative of school work. Odo (2005) stated that, among other qualities, the following are expected of the principal: commitment, drive, energy, vision, common sense and mental alertness. Peters (1996) stated that the principal should be wise and capable of moral leadership. Okam (2002), in an extensive discussion of the qualities of a school head named the following characteristics as necessary; self-discipline, firmness and fairness, persuasiveness, flexibility, patience, self-control and tactfulness. In addition, the principal should be academic and professionally competent.

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

helpful to start by stating what roles the principal is expected to play; they play roles of definition of goals and purposes; organization of the school; staff development; curriculum development and instruction; discipline; school community relations; provision and maintenance of facilities and equipment; guidance and counselling; financial matters; and evaluation (Ameh, 2012, p. 3).

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

Thus, the role of principal in bringing about high quality education in the secondary school is that of a leader. In playing this role, the principal directs tremendous energy towards the achievement of the school goals and objectives; and in order to achieve the school goals and objectives; he discharges the above specific duties. Principal's roles especially on decision-making are crucial in schools management. Supervision as one of their duties is imperative for their decision-making. Supervision is concern with encouraging the members of a work unit to contribute positively toward accomplishing the organizational goals and objective. Effective

principals are those who endorse a notable vision. They are able to stress the prospect of a high achieving school and to encourage their school community to buy into that vision through good school-community relationship.

The principals set up and communicate clear objectives and encourage the school continually toward attaining these objectives. One of the more critical communication roles of principals is interacting with students and parents. Most school leaders understand that while they help establish the school's vision, they must also promote an environment that allows teachers to make decisions conducive to ownership in the vision. The school principal ensures proper employment, placement, motivation, welfare and professional growth of the staff under his administration. He assigns specific duties to each, supervises them while discharging their duties, improves and evaluates all staff members. The principal gives inspiration and assistance by advising, motivating, instructing and guiding all members of staff, particularly the new inexperienced young workers.

With regard to the old and experiences, it is his responsibility to give and develop opportunities to enable them to participate in the policy-making process in the planning of programmes and in implementing agreed decisions within the school. When such a condition prevails, the principal is able to develop a healthy relationship between himself and member of his staff. This would bring about contented, happy and dedicated members of staff who could learn to live and work together for the achievement of aims and objectives of the school in serving the larger society. The principal's role in communication is very important because they communicate high discipline expectations for individual teacher which in turn can bring about positive changes and proper maintenance of discipline in the school. In view of this background, this study will be carried out to assess stakeholders' perceptions on the role

performance of principals in the management of private secondary schools in Makurdi Metropolis, Benue state, Nigeria.

1.2 Statement of the Problem

Over the years successive governments in Nigeria have made efforts towards the effective management of human resources in educational institutions. However, certain challenges still persist with staff training and development, teachers' workload, performance evaluation, supervision of instruction, conditions of service, staff turnover and motivation, disciplinary problems among students and teachers, promotion policies and so on. To adequately handle the forgoing challenges, efforts should be geared towards the effective management of staff and students in secondary schools (Osagie & Okafor, 2012). The importance of human resources management has been stated but there is no much information on its relationship with the academic performance of students in secondary schools. The researcher is of the opinion that high academic performance is one of the objectives of establishing private secondary education in Nigeria. Previous research findings by Nkwoh (2011) have shown that for these secondary schools to achieve high performance in the public examinations, they must recruit qualified teachers, they should secure modern buildings, adequate facilities and equipment should be provided to enhance teaching and learning while supervision of teaching should carried out for quality control.

Education is the vehicle on which the wheel of national development revolves. It therefore, requires careful planning in both the national, state and local levels. Proper education also hinges upon effective classroom management, statutory school administration and management through the activities of principals, teachers, parents and students at large. To this end, improvement can be guaranteed if the right caliber of principal with the right type of educational qualification and experience trait of

leadership is appointed. They are capable of moving the school forward with the task of school management and administration to eliminate the falling standard of students' performance and hence achieve greater goals of national policy on education.

Principals' efforts towards achieving their goals is met with various constraints such as inadequate funding, insufficient school facilities (both physical and material) high level of manpower to define the goals and purpose of education, poor school organization, disciplinary problems, school community relationship, staff development, curriculum development and instruction, guidance and counseling services and evaluation of school programmes and activities. To carry out a research, it is a general notion that problems exist, this research is therefore to investigate the stakeholders' perception of the role performances of principals in the management of private secondary schools in Makurdi Metropolis, Benue State, Nigeria.

The problems of this study are; the role performance of principals in interpersonal relationship, poor decision making process, poor communication among his subordinates, ineffective staff development programme, lack of school discipline maintenance and coordinated school-community relationship to achieve educational goals and achieve greater height for the nation. This study therefore, seeks to find solutions that principals can use to perform his roles in meeting the defined National Educational goals in enhancing teaching and learning in private secondary schools in Makurdi Metropolis, Benue State.

1.3 Objectives of the Study

The study attempted to achieve the following objectives:

(1) find out the role performance of principals on interpersonal relationship in Private Secondary Schools in Makurdi Metropolis, Benue State;

(2) determine the principals' role performances on decision making process in Private Secondary Schools in Makurdi Metropolis, Benue State;

(3) examine the principals' role performance on communication in Private Secondary Schools in Makurdi Metropolis, Benue State;

(4) find out the principals' role performance on staff development in Private Secondary Schools in Makurdi Metropolis, Benue State;

(5) assess the role performance of principals on maintenance of discipline in Private Secondary Schools in Makurdi Metropolis, Benue State; and

(6) determine the principals' role performances on school-community relationship in Private Secondary Schools in Makurdi Metropolis, Benue State.

1.4 Research Questions

The study is guided by the following research questions:

1. How do principals perform on interpersonal relationship in Private Secondary Schools in Makurdi Metropolis, Benue State?
2. How do principals perform on decision making process in Private Secondary Schools in Makurdi Metropolis, Benue State?
3. How do principals perform on communication in Private Secondary Schools in Makurdi Metropolis, Benue State?
4. How do principals perform on staff development in Private Secondary Schools in Makurdi Metropolis, Benue State?
5. How do principals perform on maintenance of discipline in Private Secondary Schools in Makurdi Metropolis, Benue State?
6. How do principals perform on school-community relationship in Private Secondary Schools in Makurdi Metropolis, Benue State?

1.5 Hypotheses

The following null hypotheses were formulated for the study:-

1. There is no significant difference in the opinions of principals, teachers and supervisors on interpersonal relationship in Private Secondary Schools in Makurdi Metropolis, Benue State.
2. There is no significant difference in the opinions of principals, teachers and supervisors on decision making process in Private Secondary Schools in Makurdi Metropolis, Benue State.
3. There is no significant difference in the opinions of principals, teachers and supervisors on communication in Private Secondary Schools in Makurdi Metropolis, Benue State.
4. There is no significant difference in the opinions of principals, teachers and supervisors on staff development in Private Secondary Schools in Makurdi Metropolis, Benue State.
5. There is no significant difference in the opinions of principals, teachers and supervisors on maintenance of discipline in Private Secondary Schools in Makurdi Metropolis, Benue State.
6. There is no significant difference in the opinions of principals, teachers and supervisors on school-community relationship in Private Secondary Schools in Makurdi Metropolis, Benue State.

1.6 Basic Assumptions

For the purpose of this study, it is assumed that

1. there is better interpersonal relationship among principals' in Private Secondary Schools in Makurdi Metropolis, Benue State;

2. the principals' role performances on decision making process have influence on Private Secondary Schools in Makurdi Metropolis, Benue State;
3. principals' role performance on communication have impact in Private Secondary Schools in Makurdi Metropolis, Benue State;
4. principals' role performance on staff development have impact on the Private Secondary Schools in Makurdi Metropolis, Benue State;
5. the role performances of principals' on maintenance of discipline are very proper in Private Secondary Schools in Makurdi Metropolis, Benue State; and
6. the principals, role performances on school-community relationship have impact in Private Secondary Schools in Makurdi Metropolis, Benue State.

1.7 Significance of the Study

The roles of the principals in the education of our children as leaders of tomorrow is unquestionable and have a far reaching consequences on the tone and general climate of the school administration/management.

It is expected that students, teachers and principals will understand the common roles of good principals, and the need for effective application of the roles.

The findings of the study will be of use to the Ministry of Education in realizing the important roles of the school principals in school administration. Likewise, it will help them formulate policies and make decisions regarding stakeholders and principals of secondary schools especially the private ones.

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

Expectantly, the findings of the study shall assist the school managers to adjust positively; discovering the enormous task confronting them as parent's teachers, leaders, supervisors, and stakeholders. It will help to see the need for a close communication relationship as it affects the desired goals of the organizations. Of course, it will inspire teachers who may aspire to leadership positions to identify the need for professionalism and go for further studies.

It is hoped that if the findings of the research are utilized they will contribute to mutual understanding between stakeholders and principals of Private Secondary Schools in Makurdi Metropolis, Benue State and any other part of this country and the world at large.

Finally, it will serve as reference material to those who may wish to carry out further research.

1.8 Scope of the Study

This study was carried out to assess the stakeholders' perception of the role performance of principals in the management of private secondary schools in Makurdi Metropolis, Benue state, Nigeria. The study will be limited to some selected private secondary schools in Makurdi Metropolis, Benue State. The variables of the study include interpersonal relationship; decision making; communication; staff development; maintenance of discipline; and school-community relationship.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

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

- Conceptual Framework;
- Concept of Role Performance;
- Role Performance of Principals on Interpersonal Relationship in Schools;
- Role Performance of Principals on Decision-making Process in Schools;
- Role Performance of Principals on Communication in Schools;
- Role Performance of Principals on Staff Development in Schools;
- Role Performance of Principals on Maintenance of Discipline in Schools;
- Role Performance of Principals on School-community relationship in Schools;
- Empirical Studies; and
- Summary

2.2 Conceptual Framework

The conceptual framework of this study is expatiated under the Concept of Role Performance.

2.2.1 Concept of Role Performance

Role performance is a series of obligations contracted between any two organizational levels. Before organizational responsibility is assigned, the work load must be divided among the available personnel on the basic principle of functional similarity and individuals' comparative competent advantage necessary to undertake specific jobs. Thus, duties are often delegated, keeping in view the different kinds of authority, namely legal, technical, ultimate and operational. Although balancing of

responsibility and authority is required for organizational efficiency and economy of operation, many lower level heads often find that they are given more responsibility than authority. There are many reasons for a super-ordinates unwillingness to delegate sufficient authority. For example, the risk of loosing control is an important factor, while the real or presumed unavailability of qualified subordinates to carry out satisfactory jobs is another important reason, however, there may be a lack of delegating skill on the part of superordinates.

An effective administrator is willing to delegate authority as needed to accomplish organizational objectives. This is particularly important in the school system pervaded by numerous exports along with the complexity of school activities (Kochhar, 2002).

An administrator can stimulate the personnel in several ways. While he can pressurize individuals in the organization, rate a set of conditions which will motivate people to act, he can also involve members of the organization in the overall governance of the organization in a participatory manner. The way the administrator listens to member's problems and takes satisfying actions, increase in their remuneration and other firing benefits can also simulate them (Dare, 2006). Here, standards of performance are set and members are helped to meet such standards. The efforts of members are basically directed towards meeting the same overall objectives of the organization. In this process, while delegation, collective responsibility and individual accountability are allowed, leadership must be a superintendent authority. Such an authority should refocus members to the organization's unity of purposes and direction (Dare, 2006).

2.3 Role Performance of Principals on Interpersonal Relationship in Schools

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, and 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 (Gurtman, 2001; Kiesler, 1996). These dimensions are considered to be orthogonal (Sadler & Woody, 2003).

Roorda *et al*,(in Carson, 2000; Kiesler, 1993) state that a central concept in interpersonal theory is the complementarity principle. Complementarity can be used to predict people's reactions to the behaviours of their partner in the communication. For the Affiliation dimension complementary behaviours would include reactions that are similar – friendly behaviour is answered with friendly behaviour, anger with anger. The opposite would be expected on the Control dimension – dominance might be met with submissiveness or vice-versa. For example, a person might be talking (high Control), while the companion responds by listening (low Control; Dryer & Horowitz, 1997; Sadler & Woody, 2003; Tracey, 1994; 2004; Wubbels *et al*, 2006). While complementarity is theorized to be the most probabilistic pattern, it is quite possible for

partners to respond in a variety of ways (Estroff & Nowicki, 1992; Tiedens & Jimenez, 2003; Tracey, 2005).

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

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

2.3.1 Steps/Stages of Interpersonal Relationship

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

1. *Acquaintance and Acquaintanceship* – Becoming acquainted depends on previous relationships, physical proximity, first impressions, and a variety of other factors. If two people begin to like each other, continued interactions may lead to the next stage, but acquaintance can continue indefinitely. Another example is association.
2. *Buildup* – During this stage, people begin to trust and care about each other. The need for intimacy, compatibility and such filtering agents as common background and goals will influence whether or not interaction continues.

3. *Continuation* – This stage follows a mutual commitment to quite a strong and close long-term friendships, romantic relationship, or even marriage. It is generally a long, relative stable period. Nevertheless, continued growth and development will occur during this time. Mutual trust is important for sustaining the relationship.
4. *Deterioration* – Not all relationships deteriorate, but those that do tend to show signs of trouble. (Alternately, the participants may find some way to resolve the problems and reestablish trust and belief in others).
5. *Termination* – The final stage marks the end of the relationship, either by breakups, death, or by spatial separation for quite some time and severing all existing ties of friendship.

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

2.3.2 Types of Interpersonal Relationship

There are three major types of interpersonal relationship. They are nonverbal, written and oral Interpersonal Relationships.

1. Non-verbal Interpersonal Relationship:

This involves communication that is void of words; such as gestures, actions, facial expressions, body language and other aspects of physical appearance. Effective communicators send, receive and interpreted non-verbal messages, the same way, they would oral or written communication.

2. Written Interpersonal Relationship:

Human interpersonal relationship, especially, in an organizational setting, refers to those messages that are transmitted via writing. Advantages of written communication, E-mail, for instance, is less expensive than long distance phone calls and certainly less than travel expenses, especially when a message needs to be conveyed to a large number of people. It enables efficiency and accuracy. Written communication also allows for reflection.

3. Oral Communication:

A manager would use oral communication for a variety of things, such as meetings, interviews, and performance reviews, presentations trainings, soliciting and providing feedback to subordinates or when communicating progress to upper management.

2.3.3 Classification for Interpersonal Relationship

Interpersonal Relationship can be classified according to different spheres of life in which human beings could encounter problems.

These are:

(a) Love or marital relationship

(b) Family or kinship relationship

(c) Workplace relationship

(d) Neighborhood relationship

(e) Places of worship relationship

All these relationships may be regulated by law, custom or mutual agreement, as they form the basis of social groups and the society as a whole

2.3.4 Challenges to Interpersonal Relationship

The challenges with interpersonal relationships are common to all personality disorders. Experts consider these interpersonal challenges to be the most significant and defining feature that all personality disorders share.

The first challenge to interpersonal relationship is the Antisocial Personality Disorder. People with disorder are often described as quite charming and charismatic but their need for relationship belies a deeper need to dominate others for personal gain, via deception and exploitation. However, some people with Antisocial Personality use intimidation instead of charm and charisma to obtain their advantage. Their reckless disregard of others and lack of remorse and empathy often leads them to hurt other people.

The second is Narcissistic Personality Disorder. People with Narcissistic Personality Disorder are very preoccupied with themselves and their energies are often devoted to shoring up their own fragile sense of self-esteem. They have a strong desire to feel special and to be admired by others. Therefore, they often use others as a sort of prop to bolster their ego - other people are frequently seen as an audience who exist to satisfy their needs. When possible, people with this disorder will associate themselves with people who are famous, wealthy, or powerful. Their wish in assembling such a prestigious audience is that some prestige and glory will reflect back upon them; less important people who cannot reflect glory are not really worth their while.

There are people with Dependent Personality Disorder. They strongly desire to be in relationship with others because they feel they need to be taken care of, and have a

hard time making decisions on their own. Since they are extremely afraid of being alone and worry about being left alone to care for themselves, they tend to avoid conflict. They don't dare to disagree with others or stand up for themselves. They fear that by doing so, they might lose the love and support they so desperately need. This tendency to avoid conflict at all cost places them on the submissive side of the power continuum.

In the submissive-detached quadrant are people with Avoidant Personality Disorder. Persons with this disorder are characterized by intense feelings of inadequacy and a fear of being shamed or ridiculed in social situations. Thus, they have a tendency to avoid social situations. Unlike persons with a Dependent Personality Disorder who have a strong need for relationship, these folks have neither a need for power, nor relationship.

2.3.5 Advantages of Interpersonal Relationship

An individual spends around eight to nine hours in his organization and it is practically not possible for him to work all alone. Human beings are not machines who can work at a stretch. We need people to talk to and share our feelings. Imagine yourself working in an organization with no friends around! We are social animals and we need friends around. An individual working in isolation is more prone to stress and anxiety. They hardly enjoy their work and attend office just for the sake of it. Individuals working alone find their job monotonous. It is essential to have trustworthy fellow workers around with whom one can share all his secrets without the fear of them getting leaked. We must have friends at the workplace who can give us honest feedback.

A single brain alone can’t take all decisions alone. We need people to discuss various issues, evaluate pros and cons and reach to solutions benefiting not only the employees but also the organization on the whole. Employees can brainstorm together and reach to better ideas and strategies. Strategies must be discussed on an open

platform where every individual has the liberty to express his/her views. Employees must be called for meetings at least once in a week to promote open communication. Interaction on a regular basis is important for healthy relationship. Interpersonal relationship has a direct effect on the organization culture. Misunderstandings and confusions lead to negativity at the workplace. Conflicts lead you nowhere and in turn spoil the work environment.

We need people around who can appreciate our hard work and motivate us from time to time. It is essential to have some trustworthy co-workers at the workplace who not only appreciate us when we do some good work but also tell us our mistakes. A pat on the back goes a long way in extracting the best out of individuals. One needs to have people at the workplace who are more like mentors than mere colleagues. It always pays to have individuals around who really care for us. We need colleagues to fall back on at the times of crisis. If you do not talk to anyone at the workplace, no one would come to your help when you actually need them.

An individual needs to get along with fellow workers to complete assignments within the stipulated time frame. An Individual working all alone is overburdened and never finishes tasks within deadlines. Support of fellow workers is important. You just can't do everything on your own. Roles and responsibilities must be delegated as per specialization, educational qualification and interests of employees. An individual needs help of his fellow workers to complete assignments on time and for better results.

2.4 Role Performance of Principals on Decision-Making Process in Schools

Decision making has been observed to be the heart of administrative process and leadership in schools. The principals and teachers in Benue state secondary schools are faced with myriads of challenges in both teaching and administrative activities which seem to have consistently hampered the realization of the objectives of the school.

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

Principal's duties particularly on decision making are crucial in schools management. Supervision as one of their duties is imperative for their decision making. This is rightly pointed out by Rue (1993) when he defined supervision as the first level of management in the organization and is concern with encouraging the members of a work unit to contribute positively toward accomplishing the organizational goals and objective. While some principals are effective in decision making and executing their duties as leaders, some are ineffective. The effective ones have a characteristic as it is attributed by Hughes (1993) that the glue that hold together the myriad actions and decisions of highly effective principals is the goal that they and their staff have developed for their schools and sense of what their schools need to look like and to do in order to accomplish those goals.

Improving poor performance or maintaining excellent ones is the major task of an instructional leader. The principal have to employ and manifest characteristic which will help them achieve their intended objectives. The type of leadership style he uses matters immensely for it influences the kind of decisions made. Richardson (1995) rightly pointed out that the principal role must change from a dictator to a leader of leaders. As part of decision making team, the principal will find it necessary to facilitate the

implementation process. Providing support for the teachers while they adjust to role changes and guiding the school through the process of implementation will be only two of the many new roles of the principal assume. Decisions which are made collectively in a team spirit are normally implemented because all members share the responsibility. The opposite is likely to fail as it is suggested. Forcing teachers to use new skills that make them uncomfortable may create a challenge to the principal's leadership ability. A principal of a school does not work in isolation. A research on leadership (Hart, 1996), particularly leaders in professional group work with highly educated and independent adults affirms that successful leaders draw on the knowledge and skill of all group members and functions interactively. This shows that influence is reciprocal. Sometimes the people have solution to problems and situations. Being a principal is very demanding indeed.

According to Hughes (1993), to be a principal is to be a generalist. Although many principals have expertise in certain areas, most principalship does not require a principal to be curriculum specialist, an assessment expert or a financial wizard. The level of the school, its size, and community expectations have an impact on the principals role and decision making, but on the whole the nature of the job requires a generalist. As the leader and overseer of the school activities, the principal helps in designing curriculum, but not as their major curriculum responsibility. Their function is the management of the curriculum and making necessary decisions thereof that will make eventual implementation.

It has been noted that, traditional clerical and administration responsibilities as well as organizational structures of schools influenced the evolution of the role of the school principal today; however, the principal's job is more than just an out growth of history. The principalship traces its heritage to various antecedents, but it is not limited to them.

Besides the broad historical factors influencing the role of the principal, the school in which you become a principal also has a history of principals; this history brings with it sets of expectations and beliefs about your leadership role. Many individuals inside and outside your school will actively attempt to shape your administrative role. As a principal, you will need to combine requirements of the job itself (functional task and duties) with your personal skills, competencies and characteristics with the particular social settings (Hart, 1996).

The role and the influence of the principal decision making has been a centre of concern and interest for long. A report from U.S senate (1979) revealed that if a school is vibrant innovative, child centered place in teaching; if students are performing to the best of their ability, one almost always point to the principal's leadership as the key to success. It is therefore important to underscore that principals orchestrate school activities. School principals are important social actors in education today. As teachers, principals, students, school boards, parents and community members established over time that would do what in schools, the formal leadership role of the principal emerged. Social and cultural norms institutionalized practices and board policies all contributed to the legitimating of the principal as the school's formal leader. This view of placing the principal at the vortex is supported by Hart (1996) as quoted in Boyer, (1985): "In school where achievement was high, invariably the Principal made the difference" p. 191.

For this to be realized, the principals must be engaged in daily, weekly, and annual behaviour that affects the successful student outcome or ultimate performance especially in decisions they make in schools. Donaldson (1991) cited from Bennis and Nanus (1985) and Schein (1989), argues that; what the principal does him or herself has great consequences for the institution on both practical and symbolic planes. A function

description of principal's activities then, depicts the professional expertise of the person and value structure he or she brings to the work. Hence, the principal's functions are defined in terms of other people and the facilitation of their success.

Hart (2006), continues to elaborate that school principals play vitally important role in the creation and nurture of successful teaching and learning environments. The job responsibilities, functional tasks, competencies required to be an effective principal suggests however real, superhuman, qualification for practicing principals. In fact, none is superhuman. Understanding of just what it is that effective principals do and how and why they spend their time in particular ways to bring about desired educational outcome is crucial to each new principal who is thinking about the preparation for the principalship.

2.4.1 Steps in Decision-making

Decision-making is an essential aspect of modern management. It is a primary function of management. A manager's major job is sound/rational decision-making. He takes hundreds of decisions consciously and subconsciously. Decision-making is the key part of manager's activities. Decisions are important as they determine both managerial and organizational actions. A decision may be defined as "a course of action which is consciously chosen from among a set of alternatives to achieve a desired result." It represents a well-balanced judgment and a commitment to action (Gaurav, 2010). It is rightly said that the first important function of management is to take decisions on problems and situations. Decision-making pervades all managerial actions. It is a continuous process. Decision-making is an indispensable component of the management process itself. Decision making is the process of making choices by setting goals, gathering information, and assessing alternative occupations. In view of the above, there are seven steps in effective decision making:

Step 1: Identify the decision to be made: You realize that a decision must be made. You then go through an internal process of trying to define clearly the nature of the decision you must make. This first step is a very important one. No wonder, Donnelly, Gibson and Moncervich (1995), posited that in the decision making process, the identification and definition of the problem that needs to be decided upon should be made known to the school administrator. This means that, the school principal must first and foremost understand the problem through careful considerations of the warning signals.

Step 2: Gather relevant information. Most decisions require collecting pertinent information. The real trick in this step is to know what information is needed, the best sources of this information, and how to go about getting it. Some information must be sought from within yourself through a process of self-assessment; other information must be sought from outside yourself-from books, people, and a variety of other sources. This step, therefore, involves both internal and external "work".

Step 3: Identify alternatives. Through the process of collecting information, one might probably identify several possible paths of action, or alternatives. One may also use ones imagination and information to construct new alternatives. In this step of the decision-making process, the manager will list all possible and desirable alternatives.

Step 4: Weigh evidence. In this step, the school leader draw information and emotions to imagine what it would be like if he carried out each of the alternatives to the end. The school leader must evaluate whether the need identified in Step 1 would be helped or solved through the use of each alternative. In going through this difficult internal process, the principal begin to favor certain alternatives which appear to have higher potential for reaching his goal. Eventually the principal are able to place the alternatives in priority order, based upon his own value system.

Step 5: Choose among alternatives. Once the principal have weighed all the evidence, the principal is ready to select the alternative which seems to be best suited to him. He may even choose a combination of alternatives. His choice in Step 5 may very likely be the same or similar to the alternative he placed at the top of his list at the end of Step 4.

Step 6: Take action. The decision makers now take some positive action which begins to implement the alternative he had chosen in Step 5. Therefore, decision maker has to seek and obtain the willing cooperation of all involved. To ensure effective implementation of decisions to secure acceptance, the decision maker must employ effective communication, motivation of the teachers in to accepting the decision and pointing out the advantages to be achieved as well as effective control of the process for the implementation of the decision and proper timing of event to aid coordination.

Step 7: Review decision and consequences. In the last step, the decision maker experience the results of his decision and evaluate whether or not it has "solved" the need he identified in Step 1. If it has, he may stay with this decision for some period of time. If the decision has not resolved the identified need, he may repeat certain steps of the process in order to make a new decision. The decision maker may, for example, gather more detailed or somewhat different information or discover additional alternatives on which to base his decision.

2.4.2 Types of Decision-making

The duty of a manager always involves choosing among alternative decisions. Some of these decisions may be routine, or are seldom made, simple, complex or complicated or more important and strategic. It has been recognized that, the impact managers have on organisations is measured by the results of their decisions. Consequently, there are three major types of decision making that managers make.

1. Programmed decision making

This is a routine decision making situation whereby such scenarios have occurred in the past and where clear rules or guidelines have been developed to be applied when those particular situations arise. For example, when a manager makes orders for basic office supplies or hires an employee. It is called programmed because there is room for reliance on established decision rules.

2. Non-programmed decision making

This applies in situations where rules cannot apply in predicting uncertain happenings. Such situations are no routine in nature. Such situations are unexpected thus, managers do not have clarity as to what they really want to achieve. Besides, they lack information for developing rules in the situation, for instance, decision regarding entering a new market or developing a new product for a given market. This situation requires an extensive search for information as well as intuition and judgement (Jones & George, 2003). However, judgements are preferable because they are more.

3. Group and Individual Decision Making

Group decision making is superior to individual decision making in many ways. This is because such decisions are more likely to have less biases and errors since they are able to draw on the combined skills, competencies and accumulated wealth of knowledge of members. This allows for the generation of more feasible alternatives and choices. In addition, there are higher chances of cooperation in implementation when decisions are made by a group. However, group decision making is time consuming and members' difference may bear on the decision making process and the final decision.

2.4.3 Challenges to Effective Decisions Making

Specifically, there are eight challenges that hurt decision making ability. Developing the ability to combat these challenges will set you apart from others.

Spending time on developing decision making skills is especially important as your responsibilities grow.

1. The Impulsive Threat

The impulsive threat means you are acting too quickly. You are ignoring the data and the impact on other people. This threat can be a weakness for people with a strong desire to move ahead. This threat can be overcome using systems and a process.

2. The Risk Avoidance Threat

In some organizations, risk is a "four letter word", a concept to be avoided at all costs. However, risk and uncertainty are all around us. In the investment context, one faces the risk of inflation which may overwhelm the modest gains available in low risk investment vehicles. As a leader, it is important to develop and practice the skill of making decisions about risk and the potential rewards.

3. The Ignorance Threat

Making decisions without information presents two significant problems. First, you are likely to miss important considerations such as costs you may need to pay. Second, deciding without good information may harm your decision making reputation. After all, if people see you deciding in an information vacuum, they may consider you biased and irrational.

4. The Halo Effect Threat

When you are facing large decisions, it is natural and reasonable to involve other people. However, the halo effect needs to be taken into consideration. This effect states that an overall perception of a person may be impacted by their ability in one area (e.g. a skilled engineer is perceived as universally effective even if he has no knowledge of the market you are considering entering).

5. The Loner Threat

While most important decisions are ultimately made by a single person, being a loner is a threat to effective decisions. What is the threat of being a loner in the world of decisions? Being a loner means it will be difficult for you to implement a different decision and obtain all the benefits you foresee.

6. The "One Solution" Threat

Decisions often concern developing a solution to a problem. For example, your school may face a challenge from a competitor who brings new products and technology to the market. The decision you face becomes: how will we compete and win? One response is to simply copy the competitor's methods. That's just one option. The more important a decision you face, the more options need to be considered.

7. The No Follow up Threat

One of the insights learned from reading Peter Drucker's classic book "The Effective Executive" concerns the importance of follow up and implementation in the area of decisions. Making a decision without follow up is like sitting in a car with directions and never going a step further. If a decision is made in a meeting, then make sure at least one follow up step is made. For example, you may assign a team member to gather research on your company's data analytics talent before starting a substantial Big Data project.

8. The No Delegation Threat

Keeping all decisions to oneself in a project (and in other situations) is a threat to long term success. Thoughtful delegation is an effective way to help people grow. As Dan Rockwell points out on the Leadership Freak, it is also important to help people think through risk tolerance issues. Dan also makes a great point in setting deadlines

when asking others to make decisions. Sure, collecting “just a bit more data” might make the decision better. However, there is also a high cost to delay.

2.4.4 The Advantages of Decision Making

Making solid decisions is a necessary management skill. Because it is a route to possible failure, many managers are uncomfortable with making decisions, choosing to follow orders from superiors instead. While no person makes the right decision 100 percent of the time, having a strategy that guides management's decision-making fosters confidence in the process and the advantages of management decisions are;

1. Consistency

When there is a clear strategy with guidelines directing the process of making decisions, decision making is consistent and "makes sense." It is easier for everyone in an organization to understand decisions and to follow through. There is a logical order to the rationale behind "why things are done the way they are," leading to better planning and consistent focus on the part of staff.

2. Comfort

Strategy makes lower and middle management more comfortable with making key decisions, since there is an accepted path they can follow. Managers generally do not like going out on a limb, so having a strategy as a foundation lets a manager feel more at ease making risky decisions with unknown outcomes.

3. Avoiding Impulsiveness

One of the other valuable aspects of a set decision-making strategy is that impulsive decisions based on inaccurate information or an emotional response are avoided. Most of the time, these are the decisions that end up being mistakes or more costly than anticipated. Strategies that require a process that involves more than one person or a specific set of data or reports usually work out best.

4. Employee Retention

Effective leadership impacts an employee's decision to stay or leave a company. Thus, the decisions a manager makes have a resounding impact on the company's overall employee retention numbers. Mark Ernsberger, CEO of management consultancy firm Farr Associates, explained in a 2003 Washington Business Journal article, "If you ask employees what it would take to improve employee retention, they cite manager-related behaviors." This is significant because, as a 2007 literature review of company turnover cost estimates concluded, a company loses just under $10,000 for every employee who leaves.

5. Efficiency

A manager's decisions often impact how an office functions. This can alter the pace and consistency at which individuals are able to work within the system. Peter F. Drucker, in his book, "Management: Tasks, Responsibilities, Practices," explains that the decisions of a manager can speed or slow the pace of work tremendously. For example, if a manager decides that extra paperwork will be required for each transaction processed by a sales representative, it may slow down their pace. If a manager decides to invest in automated filing systems for processing those same kinds of forms, they may save the employees a large amount of time, speeding up their work.

6. Customer Satisfaction

A manager's decisions can largely impact customer satisfaction. First, managerial decisions can affect an employee's job satisfaction, which in turn affect their customer service. A 2002 study conducted by Aspect Communications and the Radclyffe Group found that individuals served by people reporting high levels of satisfaction with their jobs were far more satisfied with their customer service experience than those who were served by people reporting low levels of satisfaction with their job.

2.5 Role Performance of Principals on Communication in Schools

Communication is the sharing of information between two or more persons. The survival and growth of any organization depends on having effective communication system. It is necessary to ease decision-making as well as to implement decisions already reached. It is, therefore, the lifewire of the organization.

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

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

Anderson (2006) concurred that communication can help shape the culture of the school and the communication structures define the culture of the school through the interpretation of goals, values, standards, and beliefs. Fullan (2003) pointed out that the development and communication of a vision relative to goals and change processes can benefit the whole child. Similar to Comer (1988), he argued that one should address the cognitive and social needs of children not served well in the past (Fullan, 2003). Although there are challenges leaders have with shaping the school culture teachers, students and others share, the principals are guardians of the values, beliefs, and expectations, which define their school culture. Therefore, one of the most critical requirements of the principal in the school is to convey timely and thoughtful communication to students, teachers, support staff, parents, and community.

Communication has appeared consistently in discussions of effective school leadership. Bennis and Nanus (2003) emphasized that leadership is all about communicating and effective principals regularly utilize communication skills in soliciting beliefs and ideas, advocating positions, and persuading others. Also, researchers pointed out that highly effective principals communicate a genuine interest in others and demonstrate their human side with the capacity to listen, empathize, interact, and connect with students, teachers, and parents (McEwan, 2003; Sorenson, 2005). McEwan (2003) described three indicators of principals' behaviour that show that they communicate the vision and the mission of the school. Principals provide for systematic two-way communication with staff regarding the achievement standards and the improvement goals of the school; establish supports, and implements activities that communicate the value and meaning of learning to students; develop and uses communication channels with parents to set forth school objectives. Since all of the indicators are important in the school's culture, an effective leader who creates a

collaborative environment with open communication may see academic and behavioral benefits for students in a successful school improvement reform.

Furthermore, the school leader must have knowledge and understanding of effective communication strategies. Although, oral communication is frequently considered to be the most personal, immediate, and influential form of relating information (Young & Castetter, 2004), other means of communication can be extremely valuable. For example, Sorenson (2005) stated the school leader should document formally a corrective action for an employee if warranted, and he should disclose this information to the individual personally. On the other hand, communicating in the hall way to understand an important issue can assist in cultivating goodwill, boosting morale, and gathering accurate information (Sorenson, 2005). Webb and Norton (2003) shared that effective communication is essential in developing trust, mutual respect, and clarity of function. Other researchers agreed that effective principals continually communicate their high expectations to students and staff (Andrews & Soder, 1987; McEwan, 2003; Manassee, 1985). Thus, communication emerged as a theme from the studies regarding the leader's role in providing focus on the vision and shaping the culture.

2.5.1 Types of Communication

Communication is essential for success in any organisation, and the type of communication will vary given the circumstances and organisational needs. Communication, like spices, comes in a variety of types. While having a variety is nice, it is important to know which one to use and at what time to maximize the success. Therefore, the three most common types of communication used by managers, including interpersonal communication, verbal and nonverbal communication, formal and informal communication shall be discussed:

1. Interpersonal Communication

One of the most important - if not the most important forms of communication a manager will engage in on a daily basis is interpersonal communication. Interpersonal communication can be described in a variety of ways, but when we examine what it means in the context of management, we can define interpersonal communication as communication between a small group of individuals, typically in a face-to-face setting, where participants engage in a minimally restricted dialogue with each other. Managers who engage in interpersonal communication with their subordinates demonstrate that, they not only care about the organization, especially one that uses teams, but also care about their employees. Taking the time to get to know who your employees are will make them feel valued (Shawn, 2015). This is not to say that every employee will want to get to know you on a more personal level but it at least tells them that you would like to. The more valued the employee feels, the fewer barriers they feel they need to build around them and the more easily information flows. As barriers come down, relationships are formed that create value within the organization, job satisfaction increases and the workplace becomes a place where everybody likes to be.

It is equally important for a manager to communicate interpersonally with upper management, as well. Since managers serve as a gatekeeper of information between upper management and subordinates, an effective manager understands their role in keeping the lines of communication open. When organizational information fails to reach its intended recipient, the entire organization can suffer.

2. Verbal and Non-Verbal Communication

Communication can be divided between verbal and non-verbal communication. Verbal communication is communication using speech that is understood by all parties to the communication. While non-verbal communication is a bit more complicated. It is

sending a message without using words to convey meaning. Put simply, nonverbal communication is anything besides words, such as gestures, actions, facial expressions, body language and other aspects of the physical appearance, that, when seen, communicate something. Managers send, receive and interpret nonverbal messages the same way they would oral or written communication.

Still, understanding the significance of nonverbal communication can be troublesome for managers because it is such a normal part of any managerial action. The nonverbal communication is as automatic as breathing because we do it without thinking about it most of the time. Even though nonverbal communication accompanies oral communication as an extension of a particular message, the two do not always align. Because nonverbal communication is often used without consideration, inconsistencies between oral communication and nonverbal communication can occur. Effective managers understand and are aware of their nonverbal communication, ensuring consistency between their spoken communication and their nonverbal communication.

3. Formal and Informal Communication

Organisations need to be able to communicate effectively. This is especially true of large organisations where personal interaction may not be practical. This is where formal communication comes into play. Formal communication involves utilizing the formal communication channels of an organization. Formal communication can move vertically in an organization. Information is collected and flows up to the top levels of management for review and decision making, while orders flow down from the top to the place where it will be implemented. For example, employees may be given a presentation from the human resources department on new policies and procedures. Formal communication can also flow horizontally across the organization. Unlike

vertical communication that involves communication between a higher and lower level of an organizational hierarchy, horizontal communication occurs between two parts of the organization at the same level. For example, the vice-presidents of a company may hold a quarterly meeting to discuss the upcoming quarter. Not all communication in an organization is formal. Informal communication is communication between employees outside the formal communication structure of the company. While the subject of informal communication can be business-related, it need not be. One can think of informal communication as 'water-cooler talk' (Shawn, 2015).

2.5.2 Stages/Channels of Communication

Organizational decisions are highly dependent on the quality and quantity of information being exchanged. Poor or incomplete information can negatively impact a manager's ability to successfully make decisions. A subordinate will be unable to perform his or her job without accurate information relating to the work that needs to be completed, who is involved in the process, and when the deadline is (Oneil, 2014). A manager must first have a good understanding of the communication climate, or how communication is conducted within his or her organization. A communication climate that is open and clear tends to promote a higher level of productivity and job satisfaction, as opposed to a closed and ambiguous climate that typically results in low morale, productivity, and job satisfaction. An open and clear communication climate creates an understandable awareness of expectations and performance measurements for all employees.

A manager must also be aware of the cultural norms, both national and organizational, of communication among those with whom they communicate. Respecting the cultural norms for communication is important for understanding the preferred communication channels. For example, e-mail or instant messaging channels

might be acceptable in organization A, but organization B prefers face-to-face channels. In addition to channel preference, space is also another cultural concern. Is your workplace set up to allow open flow of communication between members, such as what you would see with short cubicles, or does everyone have their own office, complete with four walls and a door? The sheer arrangement of employees will determine the acceptable level of casual communication among organizational members (Oneil, 2014).

Once a manager understands the communication climate and culture, the next area a manager must recognize is the sender, receiver, and the purpose of the communication. The purpose of a manager's communication can be to present information, to gain information, to persuade, or for pleasure. Despite the purpose, as a sender, the manager must realize that his or her messages will always be filtered through the receivers' own perception and message interpretation, which can make it difficult to reach a shared understanding. The process is compounded when a manager is speaking to a group of individuals because of the diversity of possible perceptions and interpretations. To master these issues, effective communication must be applied to the managerial functions of planning, leading, organizing, and controlling.

Communication channels are the means through which people in an organization communicate. Thought must be given to what channels are used to complete various tasks, because using an inappropriate channel for a task or interaction can lead to negative consequences (Oneil, 2014). Complex messages require richer channels of communication that facilitate interaction to ensure clarity.

a. Face-to-Face:

Face-to-face or personal communication is one of the richest channels of communication that can be used within an organization. Physical presence, the tone of

the speaker's voice and facial expressions help recipients of a message interpret that message as the speaker intends. This is the best channel to use for complex or emotionally charged messages, because it allows for interaction between speaker and recipients to clarify ambiguity. A speaker can evaluate whether an audience has received his message as intended and ask or answer follow-up questions.

b. Broadcast Media:

Television, radio and loud speakers all fall within the broadcast media communication channel. These types of media should be used when addressing a mass audience. Organisation seeking to notify the general public of emergency information may advertise or do promotions using a broadcast channel. When a message intended for a mass audience can be enhanced by being presented in a visual or auditory format, a broadcast channel should be used.

c. Mobile:

A mobile communication channel should be used when a private or more complex message needs to be relayed to an individual or small group. A mobile channel allows for an interactive exchange and gives the recipient the added benefit of interpreting the speaker's tone along with the message. Some within an organization may opt to use this channel versus a face-to-face channel to save on the time and effort it would take to coordinate a face-to-face meeting.

d. Electronic:

Electronic communication channels encompass email, Internet, intranet and social media platforms. This channel can be used for one-on-one, group or mass communication. It is a less personal method of communication but more efficient. When using this channel, care must be taken to craft messages with clarity and to avoid the use of sarcasm and innuendo unless the message specifically calls for it.

e. Written:

Written communication should be used when a message that does not require interaction needs to be communicated to an employee or group. Policies, letters, memos, manuals, notices and announcements are all messages that work well for this channel. Recipients may follow up through an electronic or face-to-face channel if questions arise about a written message.

2.5.3 Challenges/Barriers to Effective Communication

A school administrator has no greater responsibility than to develop effective communication (Pauley, 2010). Why then does communication break down? On the surface, the answer is relatively simple. Haven identified the elements of communication as the sender, the encoding, the message, the medium, the decoding, the receiver, and the feedback. If noise exists in these elements in any way, complete clarity of meaning and understanding does not occur. The author, George Bernard Shaw wrote, The greatest problem with communication is the illusion that it has been accomplished (Shaw, 2011). Four types of challenges/barriers; are process barriers, physical barriers, semantic barriers, and psychosocial barriers (Eisenberg, 2010).

1. Process Barriers

Every step in the communication process is necessary for effective and good communication. Blocked steps become barriers. Consider the following situations:

a. Sender barrier: A new administrator with an innovative idea fails to speak up at a meeting, chaired by the superintendent, for fear of criticism.
b. Encoding barrier: A Spanish-speaking staff member cannot get English - speaking administrator to understand a grievance about working conditions.
c. Medium barrier: A very upset staff member sends an emotionally charged letter to the leader instead of transmitting her feelings face - to-face.

d. Decoding barrier: An older principal is not sure what a young department head means when he refers to a teacher as "spaced out."

e. Receiver barrier: A school administrator who is preoccupied with the preparation of the annual budget asks a staff member to repeat a statement, because she was not listening attentively to the conversation.

f. Feedback barrier: During a meeting, the failure of school administrators to ask any questions causes the superintendent to wonder if any real understanding has taken place. Because communication is a complex, give – and - take process, breakdowns anywhere in the cycle can block the transfer of understanding.

2. Physical Barriers

Any number of physical distractions can interfere with the effectiveness of communication, including a telephone call, drop - in visitors, distances between people, walls, and static on the radio. People often take physical barriers for granted, but sometimes they can be removed. For example, an inconveniently positioned wall can be removed. Interruptions such as telephone calls and drop - in visitors can be removed by issuing instructions to a secretary. An appropriate choice of media can overcome distance barriers between people.

3. Semantic Barriers

The words we choose, how we use them, and the meaning we attach to them cause many communication barriers. The problem is semantic, or the meaning of the words we use. The same word may mean different things to different people. Words and phrases such as efficiency, increased productivity, management prerogatives, and just cause may mean one thing to a school administrator, and something entirely different to a staff member. Technology also plays a part in semantic barriers to communication. Today's complex school systems are highly specialized. Schools have staff and

technical experts developing and using specialized terminology jargon that only other similar staff and technical experts can understand. And if people don't understand the words, they cannot understand the message.

4. Psychosocial Barriers

Three important concepts are associated with psychological and social barriers: fields of experience, filtering, and psychological distance (Antos, 2011). Fields of experience include people's backgrounds, perceptions, values, biases, needs, and expectations. Senders can encode and receivers decode messages only in the context of their fields of experience. When the sender's field of experience overlaps very little with the receiver's, communication becomes difficult.

Filtering means that more often than not we see and hear what we are emotionally tuned in to see and hear. Filtering is caused by our own needs and interests, which guide our listening. Psychosocial barriers often involve a psychological distance between people that is similar to actual physical distance. For example, the school administrator talks down to a staff member, who resents this attitude, and this resentment separates them, thereby blocking opportunity for effective communication. Successful communication by school administrators is the essence of a productive school organization.

2.5.4 Advantages of Communication

Communication system in any organisation like the school is very vital to the survival and smooth running of the organisation. Through the use of language, mankind has been able to record past history and to transmit its culture from one generation to the other. This transmission exercise lies on communication process without which managerial, administrative and academic functions will not be possible in the school. In fact without effective communications, organisations will not be what it is, and

functions will not be carried effectively towards goal achievement, with the use of communication, man has helped himself or herself to build societies and other social groupings, which contribute to his survival and to more enjoyable patterns of living. In all organisations, the transfer of information from one individual to another is ansolutely necessary (Onyeiwu in Nakpodia, 2010). It is a universal activity in one form or another between people at all times in their lives with the exception of a few religious orders. Within an organisation it is formalised as social interaction and is measured by its total amount, its frequency, which initiates it, the degree of reciprocity and its directions, upwards, downwards or sideways, among the members.

In all organizations, the transfer of information from one individual to another is absolutely necessary through communication. It is the means by which behaviour is modified, change is effected, information is made productive and goals are achieved. It could be seen that without communication, the organisation cannot exist, for there is no possibility of others. Communication from the viewpoint of Koontz in Nakpodia (2010), "is to effect a change, to influence action towards the welfare of the enterprise; and as such the need for an effective channel of communication becomes imperative for the attainment of the organisational goals. To them, communication is the means by which people are linked together in an organisation. The standpoint of Lesikar in Nakpodia (2010), on communication is that, It is the ingredient, which makes organisation possible. It is the vehicle through which the basic management and administrative functions are carried out. Managers and administrators direct through communication; they co-ordinate through communication; and the staff, plan and control through communication. Had an action without communication leading to it.

The communication network therefore, is seen as being very significant to the life of the school. This is because it is a Major Avenue through which the school personnel

gets an opportunity to identify and appreciate what the school is doing, the atmosphere in which it operates, what is expected from the school and the public. On the bases of these, principals design programme that could make or mar the school system. Communication is thus important in an organization including the schools because it constitutes one of the chief means through which organizational members work together, and also helps to hold the organization together by making it possible for members to influence one another and to react to one another (St. John, in Nakpodia, 2010).

2.6 Role Performance of Principal on Staff Development in Schools

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

In a nutshell the school principal ensures proper employment, placement, motivation, welfare and professional growth of the staff under his administration. He

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

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

2006). While each management practice may influence a specific performance area, it may contribute to, or detract from, the overall culture, the sense of community and the well-being of individuals.

2.6.1 Types of Staff Development

Staff development training is a process for continuous updating of principals‟ knowledge, skills and interests in their chosen fields. It is a call for continued professional growth, which include induction or orientation programs, workshops, conferences, seminars, continuous learning programmes, staff meetings and committee work.

1. Induction or Orientation

Orientation programmes -or induction -could be for a new staff, transferred staff or old staff, depending on the purpose of the programme. Generally, orientation programmes for new principals are planned activities aimed at assisting the newly employed principals to understand the school environment and structure, the teachers‟ reference groups, and the school rules and regulations. These also include knowledge of their primary functions and the various types of school records, which their teachers are supposed to keep, and how to keep them. They should be told of the staff code of behaviour, which should include “absence from school; lateness, leaving school during working hours; duty roster, sending pupils on errands, attendance at school assembly and meetings, and so forth” (Rao, 2007). So, the main purpose of orientation - or induction programme - is to acquaint the new principals with their primary functions, their rights and obligations in the school so that they could adjust positively and quickly to the school environment and their primary functions. It will also enable them work with confidence in the school and to derive personal gratification.

As Baikie (2002) puts it, induction is “a planned effort by an academic institution to reduce problems experienced by new principals so that all their potentials can be directed to the work of the school while achieving positions and individual gratification”. In the same vein, Nayak and Rao (2004) defined induction as “a systematic organization’s effort to minimize problems confronting new personnel so that they can contribute maximally to the work of the school and, at the same time, realize personal and professional satisfaction”. From the foregoing, induction or orientation for newly employed staff by the principals is an important staff development programme for their profession growth.

2. Workshops

Ojelabi (2001) opined that a workshop is a planned session of discussion or practical work on a particular subject matter. It could also be regarded as a forum where a group of people share their knowledge and experiences on particular topics. A workshop, therefore, may involve some discussions and demonstrations of new techniques of teaching some subjects or carrying out some projects. For a workshop to be effective it must be well planned and the participants sufficiently informed of the purpose and what they have to bring to the workshop. It is usually a moderate - sized group where each person has a problem to solve that is closely related to his field. A skilled consultant works with each group.

One of the rewarding aspects of a workshop is the exchange or sharing of ideas or knowledge among the participants. That is why a workshop is generally regarded as the child-centered method of teaching. Therefore, it should be encouraged by the Ministry of Education as a means of improving the school principal’s skills, competencies and enhancing their professional growth.

3. Conferences

Conferences are normally annual or bi-annual meetings of professional associations. It is during professional conferences that scholarly papers are presented by participants from various educational institutions in the country. Conference papers, which are usually based on an agreed theme and sub-themes, will help to increase the principal's knowledge, skills, administrative and teaching experiences because some conference papers deal with reports of research findings on educational issues or practices. Like seminars, conferences give practicing school administrators opportunities to write articles and participate in professional conferences, thereby improving their skills and competences in the day-to-day running of his school. Conferences give participants opportunities to question others and discuss ideas presented.

It seems that principals in Nigeria are not generally interested in professional conferences. The lame excuse usually given by some of them is that they have not seen the need for one, as their employers are not keen about it. According to Ogunmeru (2004), it is therefore important that principals be encouraged to join academic or professional associations, which will promote their academic and administrative growth. They should try to read journals produced from professional conferences; but more importantly, the Ministry of Education should urge these school administrators to belong to professional associations and attend conferences. The school administrators should lead the way by belonging to some professional associations and participating in their annual and bi-annual conferences. The school administrators should initiate forming professional associations for teachers. Another way of encouraging school administrators to attend professional conferences is by asking school administrators to show evidence of attendance or participation in professional conferences for promotion

to higher levels. This will make them strive to attend professional conferences and, if possible, present papers for journal publication of the associations.

4. Seminars

Seminars are normally organized for professionals or personnel in organizations to keep them adequately informed of certain educational issues or development, which are vital to the performance of their primary functions and professional growth. The topics are generally chosen by the organizers who also commission or invite some resource people to prepare and/or present papers for the seminars. Unlike professional conferences where the presenter is given a few minutes to present his paper, papers at seminars are usually read by the presenter and discussed by the participants. Seminars could also be prepared in a book form and given to the participants, during the seminars. In this case, it will be easier for the participants from various schools to organize similar seminars in their respective schools (Singh & Sharma, 2004).

5. Continuous Learning Programmes

This programme is organized during the long vocation when principals have time to attend lectures without leaving their staff members unattended to in the school. The quality of education that principals receive determines, to a large extent, the character and quality of the educational system. Thus, the quality of principals, in turn, determines the tempo of society and the quality of people educated for such a nation. No wonder Fafunwa (1974) observed that the quality of education in any country cannot rise above the quality of its teachers. Nwagwu (1998) opined that "In order to maintain a high level of academic excellence and bring about a society of bright and full opportunities for all citizens, administrators in our school system -be it at the primary, secondary and tertiary levels must avail themselves of these continuous learning programme opportunities".

6. Staff Meetings

A staff meeting may perform a useful staff development function, but it is generally used to acquaint staff with administrative procedures and policies.

7. Committee Work

This is where a total of five to seven members work on a problem that would be impossible for the whole staff to tackle at the same time.

2.6.2 Stages/Phases of Staff Development

1. Individually-Guided Staff Development

Teachers learn many things on their own. They read professional publications, have discussions with colleagues, and experiment with new instructional strategies, among other activities. All of these may occur with or without the existence of a formal staff development program.

It is possible, however, for staff development programs to actively promote individually-guided activities. While the actual activities may vary widely, the key characteristic of the individually-guided staff development model is that the learning is designed by the teacher. The teacher determines his or her own goals and selects the activities that will result in the achievement of those goals. Perhaps a sense of this model is best represented in an advertisement for the Great Books Foundation which reads: "At 30, 50, or 70, you are more self-educable than you were at 20. It's time to join a Great Books reading and discussion group."

***2.* Observation/Assessment**

"Feedback is the breakfast of champions" is the theme of Blanchard and Johnson's (1982) popular management book, *The One Minute Manager*. Yet many teachers receive little or no feedback on their classroom performance. In fact, in some school

districts teachers may be observed by a supervisor as little as once every 3 years, and that observation/feedback cycle may be perfunctory in nature.

While observation/assessment can be a powerful staff development model, in the minds of many teachers it is associated with evaluation. Because this process often has not been perceived as helpful (Wise & Darling-Hammond, 1985), teachers frequently have difficulty understanding the value of this staff development model. However, once they have had an opportunity to learn about the many forms this model can take (for instance, peer coaching and clinical supervision, as well as teacher evaluation), it may become more widely practiced.

3. Involvement in a Development/Improvement Process

Teachers are sometimes asked to develop or adapt curriculum, design programs, or engage in systematic school improvement processes that have as their goal the improvement of classroom instruction and/or curriculum. Typically these projects are initiated to solve a problem. Their successful completion may require that teachers acquire specific knowledge or skills (e.g., curriculum planning, research on effective teaching, group problem-solving strategies). This learning could be acquired through reading, discussion, observation, training, and/or trial and error. In other instances, the process of developing a product itself may cause significant learning (e.g., through experiential learning), some of which may have been difficult or impossible to predict in advance. This model focuses on the combination of leanings that result from the involvement of teachers in such development/improvement processes.

4. Training

In the minds of many educators, training is synonymous with staff development. Most teachers are accustomed to attending workshop-type sessions in which the presenter is the expert who establishes the content and flow of activities. Typically the

training session is conducted with a clear set of objectives or learner outcomes. These outcomes frequently include awareness or knowledge (e.g., participants will be able to explain the five principles of cooperative learning) and skill development (e.g., participants will demonstrate the appropriate use of open-ended questions in a class discussion). Joyce and Showers (1988) cite changes in attitudes, transfer of training, and "executive control" (the appropriate and consistent use of new strategies in the classroom) as additional outcomes. It is the trainer's role to select activities (e.g., lecture, demonstration, role-playing, and simulation, micro-teaching) that will aid teachers in achieving the desired outcomes.

Whatever the anticipated outcomes, the improvement of teachers' thinking is an important goal. According to Showers, Joyce, and Bennett (1987):

> . . . the purpose of providing training in any practice is not simply to generate the external visible teaching "moves" that bring that practice to bear in the instructional setting but to generate the conditions that enable the practice to be selected and used appropriately and integratively. . . . a major, perhaps the major, dimension of teaching skill is cognitive in nature. (pp. 85-86)

5. Inquiry

Teacher inquiry can take different forms. A high school teacher wonders if an alteration in her lesson plan from her first period class will produce improved student understanding in second period. A brief written quiz given at the end of the class indicates that it did. A group of teachers gathers weekly after school for an hour or two at the teacher center to examine the research on ability grouping. Their findings will be shared with the district's curriculum council. Several elementary teachers study basic classroom research techniques, formulate research questions, gather and analyze data, and use their findings to improve instruction in their classrooms.

Teacher inquiry may be a solitary activity, be done in small groups, or be conducted by a school faculty. Its process may be formal or informal. It may occur in a classroom, at a teacher center, or result from a university class. In this section teacher inquiry is explored as a staff development model.

One of the important tenets of the inquiry approach is that research is an important activity in which teachers should be engaged, although they rarely participate in it other than as "subjects."

2.6.3 Advantages of Staff Development

A principal should never stand still and so nor should the development of his staffs, who are the key asset in driving the organization forward. Regular staff training is essential in helping skill development. This can often be a worry to educational managers though, due to this ongoing cost inflation in the country generally. However, if one look past this, there are a number of important reasons why staff development can be beneficial to the education sector and should therefore be made a priority by the principals in private school in Makurdi metropolis. With a quality training plan in place, you will also see your return on investment within the performance of the students. Below are 14 top advantages of staff development:

i. **Keep up with school change:** school curriculum is constantly changing and so it is important for a staffs to develop to avoid being left behind. It's also important to make sure your staffs are complying with any school regulations, which can be achieved through regular training, making sure your staff's skills and knowledge are up-to-date.
ii. **Be in touch with all the latest technology developments**: New technology is being developed all the time and so it is not sufficient to run a one-off training session. Regular training needs to take place to ensure that staffs are using all the

latest technology comfortably and to its full potential. This can be achieved through implementing a customized staff IT training program, and by integrating employee training with IT support.

iii. **Stay ahead of competitors**: Standing still can kill your business, so by making sure your staffs are constantly advancing, you will continue to move forward and also remain competitive within the marketplace.

iv. **Be able to see weaknesses and skill gaps**: With regular training, a school can more easily identify any gaps in the skill gaps within the existing workforce. By identifying these gaps early, there is time to train staff in these required areas so they can fulfill the role effectively.

v. **Maintain knowledge and skill**: Although one off training may be provided to new starters, or other employees, it's important that development schemes are put in place to help develop skills throughout their job. To retain knowledge, skills need to be practiced and refreshed on a regular basis so elements aren't forgotten.

vi. **Advance employee skills**: Once a school has spent money on providing basic level skills, these can easily be built upon and improved to provide much more benefit to the institution. Staff that knows more can bring more to the table, and your school will reap the rewards.

vii. **Provide an incentive to learn**: If training is provided as part of a longer development pathway, employees will have much more incentive to learn, participate in the session and put their new skills into practice.

viii. **Increase job satisfaction levels**: Through continued investment from the business, staff can have a much higher sense of job satisfaction, which can improve their motivation towards their work. This reduces employee turnover

and increases productivity, which directly improves the profitability. It also prevents competitors from taking away your best employees by offering training incentives.

ix. **Provide internal promotion opportunities**: Employing new staff involves high recruitment costs and hiring fees. However, with ongoing training, your existing staff can become more eligible for internal promotions. Unlike new staff, you can guarantee they have a complete knowledge of your environment; the correct skills set and are people that you know and trust.

x. **Attract new talent**: All organization be it businesses or in academia want to have the best employees and so with training, this will not only mean better staff retention, but the school may also attract better talent from the start, as this gives the principal a good image and is a key feature many people look for within their job search.

xi. **Addressing Weaknesses**

Most employees have some weaknesses in their workplace skills. A training program allows you to strengthen those skills that each employee needs to improve. A development program brings all employees to a higher level so they all have similar skills and knowledge. This helps reduce any weak links within the company who rely heavily on others to complete basic work tasks. Providing the necessary training creates an overall knowledgeable staff with employees who can take over for one another as needed, work on teams or work independently without constant help and supervision from others.

xii. **Improved Employee Performance**

An employee who receives the necessary training is better able to perform her job. She becomes more aware of safety practices and proper procedures for basic

tasks. The training may also build the employee's confidence because she has a stronger understanding of the industry and the responsibilities of her job. This confidence may push her to perform even better and think of new ideas that help her excel. Continuous training also keeps your employees on the cutting edge of industry developments. Employees who are competent and on top of changing industry standards help your company hold a position as a leader and strong competitor within the industry.

xiii. Consistency

A structured training and development programme ensures that employees have a consistent experience and background knowledge. The consistency is particularly relevant for the company's basic policies and procedures. All employees need to be aware of the expectations and procedures within the company. This includes safety, discrimination and administrative tasks. Putting all employees through regular training in these areas ensures that all staff members at least have exposure to the information.

xiv. Employee Satisfaction

Employees with access to training and development programs have the advantage over employees in other companies who are left to seek out training opportunities on their own. The investment in training that a company makes shows the employees they are valued. The training creates a supportive workplace. Employees may gain access to training they wouldn't have otherwise known about or sought out themselves. Employees who feel appreciated and challenged through training opportunities may feel more satisfaction toward their jobs.

2.6.4 Challenges to Staff Development

According to Gerald R. Firth (2005) Ten critical challenges in the implementation of staff development in the schools are;

1. **Concept** – The first issue focuses on the extent to which the concept of continuous staff development can be integrated into education. Too often administrators view change in limited perspective, taking comfort in change that occur one step at a time. Each change is intended to bring faculty members into line with current practice, to emulate neighboring schools, or perhaps to eliminate the most obvious weaknesses. Teachers currently are developing a strong philosophical commitment to change as a professional credo. They also share the same tendency to consider change in small doses. Teachers tend to move down a particular path to a specific point or, in more graphic teams, to jump from tock to rock. Administrators must create an environment with long-rage perspective that assumes that a change is merely a plateau enroute to another. In like manner, if teachers aspire to attain status as professionals, they must accept the fact that their circumstances have changed, are changing, and will continue to change.

Both administrators and teachers must expect to revise their procedures directly, continuously, and almost momentarily. Anticipation offers the key to appropriate response to educational change, and this ingredient is noticeable absent from staff development programs

2. **Basic Purpose** – A second issue concerns the degree to which agreement can be reached on basic purposes for staff development. Administrators expect conformation to program requirements and situational responsibilities. Their belief persists that staff development is something that is done to and for teachers. Many administrators attempt to set the standards that they consider acceptable and, with more candidates available than teaching vacancies to fill, attempt to enforce these standards upon teachers.

Teachers desire improvement of their own particular capabilities and professional careers. In many states, teachers have taken responsibility for staff development into their own hands in the belief that such programs should be controlled by the teachers themselves. Though contract negotiation, litigation, and other means, teachers have demonstrated the intention to exert a stronger influence in shaping their own destiny. Administrators must recognize the collision course that is inevitable and perhaps imminent if they press to impose their demands upon teachers. The latter must recognize the need to temper their demands with the realization that the school is making a substantial investment in the program that concurrently advances the school enterprise compatible with the intention of the administration.

3. **Common priorities** – A third issue involves the extent to which direction can be set on common priorities for staff development. Administrators expect to determine the desired changes to be sought in members of the faculty. They seem to provide leadership in installing changes that are deemed appropriate to a particular school situation. The setting of even general priorities to which all schools can subscribe is extremely difficult because, even in a district of moderate size, vast differences often exist among the school units to be served. Teachers expect to determine their own personal needs to improvement. Preferences often are set on the basis of general needs of frequency of requests. Differences in preparation and experience tend to be perpetuated by the single salary schedule, but far more significant and differences – in intelligence, personality, interest and similar factors that affect responses to student behavior and learning styles – are not taken into account. Priorities often are set on the basis of general factors or the frequency of requests. Considering a teaching force en masse will not give the best information for planning the development program. Perhaps qualitative rather than quantitative indices should be examined.

4. **Strategies** – A fourth issue involves the extent to which appropriate strategies or activities for staff development can be selected. Administrators seeking change in the school program utilize strategies that modify the environment in which the teachers function. Some introduce an element or a change agent from outside the system into the existing situation. Others retrain a task force or team typically composed of individuals demonstrating potential; for leadership by brief immersion in a different situation before returning to operate in the target system. Still others concentrate personnel supportive of the change of redeployment, transfer, or removal from a particular school. Teachers, who initiate change, by whatever strategy, at best experience altered relationship with peers and at worst are alienated by them. Approval of the innovative teacher's actions too often comes only from different reference group with norms that anticipate different behaviour patterns. They may earn the esteem of their new colleagues by successful performance in the new arena. Teachers also may be conferred status in the organization structure as a reward for innovation. The significance lies not in the choice of strategy, but in the fact that those most appropriate for the administration to employ in changing the school program are not the same as those for the teachers who seek to introduce innovations in their classes. Resolution of this issue requires that the strategy selected maximize the purposes of staff development for individual teachers while contributing to the goals and objectives of the school enterprise.

5. **Inducements** – A fifth issue is concerned with the extent to which adequate inducements can be marshaled to sustain staff development. Administrators encourage teachers to qualify for remuneration provided by the district board of education, usually in the form of salary increases, and often are held responsible for monitoring renewal of certification required by the State Board of Education. However, the salary increases often are insufficient to justify obtaining certification beyond the level of the master's

degree. Perhaps even more critical than lack of monetary rewards is the tendency to discriminate in hiring practices against teachers who pursue advanced study. It is actually more difficult for experienced teachers to be employed at the higher salary level (M.A. or Ed.S.). They literally have priced themselves "out of the market." Preference for employment is given to inexperienced teachers who have only the baccalaureate degree.

Teachers on the other hand, desire to have employed in the field the major preparation and /or at the appropriate level of certification. Yet they consider themselves place-bound with the result that they accept positions that do not remain in a particular area of study. Such teachers actually block individuals with appropriate qualifications from positions when they offer to teach in fields outside their strongest preparation and in assignments requiring lesser certification. This is accomplished in the name of democratic choice. Personal motivations, a local tie, political patronage, or cronyism frequently are of greater significance than any professional criterion. Moreover, the cost of additional education is measured in terms other than money. Absence from home and family, particularly for summer sessions, convenience of car pools to evening classes, and other such peripheral factors far outrank the additional salary involved.

Obviously administrators have the obligation to encourage teachers to improve themselves. However, there is something inherently wrong in the concept of "buying" teacher acceptance even if it were possible to do so. It is best poor psychology, and at worsts a form of bribery. At the heart of the inducement issue is the degree of honesty by which both administrators and teachers are willing to broker change. If fair play is to dominate, other alternatives merit exploration. One possibility is a career ladder based on performance criteria. The opportunity for assignment from teacher ranks to leadership position is to an instructional tem may, for many, be the appropriate

professional inducement. Such an approach surely would be preferable to the current practice of teacher ignoring their immediate staff development needs to repartee themselves for non-instructional positions in other school systems.

6. **Participation** – A sixth issue focuses on the extent to which participation can be obtained in staff development activities. Administrators expect all faculty members to engage in most activities that those leaders conduct or approve. In attempting to involve in many teachers as possible in a brief time period, leaders invariably sacrifice quality. The obsession to involve in faculty in the same program ignores the fact that one program, no matter how comprehensive or flexible, cannot serve the needs of all teachers simultaneously. Even a highly efficient operation is unable to bring all teachers to the same level of competence. Staff losses due to resignation, retirement, or new teaching assignments, and new entrants are replacements or additions make "single treatment" staff development programs impractical. Unless a range of activities is available, those who cannot benefit from one program must bide their time until the next phase can be created.

Teachers, however, expect to have freedom of choice regarding the source from which necessary assistance can be obtained. This other side of the participation issue is a function of the presence of teachers of widely varying abilities and attitudes. Some individuals wish to move ahead rapidly and press to be above to do so. Others are apprehensive and reluctant. The tendency to begin with the more responsive group will intensify the distance between its members and those who are less willing to participate. In such a process, the good become better, but there is little contribution to be consolidation of change. Such action also indentifies the movement with the more competent members of the faculty. There is considerable logic that staff development should be initiated for the less competent faculty who are most in need of assistance.

However, such action tends to stigmatize the program and enhance the difficulty of subsequently involving the more competent faculty members

7. **Progress** – A seven issue is concerned with the extent to which progress in staff development can be achieved on a continuous basis. Administrators respond to community mores that tend to direct or restrict change. Occasionally the popularity of certain changes among school patrons encourages rather than discourage change. However, such support may be temporary and infrequent. A national study conducted in 1967 under the auspices of the North Central Association of Colleges and Schools revealed that few schools were considered highly innovative but that these typically moved simultaneously on several fronts. Often early innovators subsequently eliminate such programs and returned to their previous state. Curiously the schools that received considerable publicity as early innovators had difficult sustaining the operation(s) over time. Other districts motivated by the publicity to follow at a later date were more likely to maintain the innovation. The experience with innovations in curriculum, instruction, and organization offers a lesson for staff development as well. It suggests that a staff development effort mounted in response to popular demand may flourish for a time, but the effort is likely then to atrophy and be discontinued. It would seem most desirable to tie staff development intimately to other activities, particularly changes in curriculum. Long-term progress can be achieved only if such linkage capitalizes upon multiplier effect.

The matter of maintaining progress in staff development is viewed from a different perspective by teachers. Many teachers have psychological limitations that prevent their embracing changes urged on them. Often their attitudes grow out experiences with staff development activities that have held little value for them. Staff development programs will be accepted readily by teacher as they become convinced

that they, through the program of staff development, can gain improved competency to resolve problems of instruction. When one consider the intimate relationship between staff development activities judged meaningful by teachers and the problems of instruction in the classroom, it is interesting to note that students are not considered essential to or even desirable for the staff development process. Indeed, students are considered a nuisance and frequently are sent home from school so teachers can get on with staff development

8. **Incorporation** – An eighth issue involves the extent to which skills acquired by teachers through staff development can be utilized and incorporated by the local school system. Administrators must analyse desire changes in terms of the availability of competencies necessary for the program among present members of the faculty. Administrators then are faced with the needs to encourage teachers to participate in programs of staff development when members of faculty do not possess the competencies required for specific assignments.

Experience had demonstrated the reluctance of the local school syste4m or its inability to incorporate the new skills or program expectations wrought in teachers, through participation in institutes on science, mathematics, foreign languages funded under the National Defense Education Act (NDEA). Teachers recruited from small rural schools often returned to find themselves unable to utilize the newly acquire information. Many of these teachers were lured to larger sub-urban district where the programs for which they receive preparation already were in existence. The innovation teachers clustered in the innovative schools; the schools they left were more barren than before. Administrators must analyse and share with teachers the pace at which it is realistic to incorporate programs that the teachers will insist upon if staff development is successful.

From the teacher's point of view, incorporation is seen somewhat differently. Teachers determine the rate at which any change can occur and, specifically, the speed and ease with which new programs can be adopted. Teacher reactions to proposed new programs are strongly influenced by their perceptions of whether their existing competencies are adequate to implements the programs. Teachers, whether new or veteran, who do not possess and cannot or will not gain the competencies to be utilized by the new program are seldom able to leave. The teachers most willing to change will be the ones who remain. In a sense, staff development programs can educate the best staff personnel out of the system. Those who remain will divert, subvert, obstruct, or sabotage attempts to bring in new programs with which they are unaccustomed and/or to move out old programs with which they become identified. Teachers are threatened by change and staff development programs will affect them so directly that the threat is likely to be considerable. It is imperative that the threat is not so great that the only appealing course of action for those who must remain in to stop new programs rather than adjust to them.

9. **Alternatives** – A ninth issues involves the extent to which alternatives to developing a program of staff development can be used. Administrators tend to employ individuals who already possess the competencies necessary to initiate or implement programs that already have gained acceptance.

There may be still other appropriate approaches for administrators that constitute alternative to staff development programs. From their standpoint, administrators will judge that some programs should not be changed. Instead such programs require protection against overzealous teachers who seek to change them. Some programs should be kept, even though they are old, simply because they are successful. It may be essential to move a program from one school to another to share it with other systems.

By the same token, some teachers are justifiably reluctant to change. Even though progress is achieved by those who pioneer a venture in the face of strenuous opposition of the establishment, the contributions also are significant by those who retain their views in the fact of great pressure from reformers. Perhaps those with the courage of their convictions should be supportive environment rather than pay the price of change to remain in the present one. Perhaps teachers should be extended the option of transfer to other situations where their competencies can be netter utilized.

10. **Assessment** – A tenth issue is concerned with the extent to which accurate assessment and/or evaluation of staff development activities can be achieved. Administrators base their claims of successful change on the installation of new programs. They justify expenditures to board members and the public-at-large by assembling data on program changes that have been achieved. Often these become quantitative. The large the number of programs, of schools, adopting them, of teachers implementing them, and of student participating in them, the greater the significance is assumed to be. A caution is appropriate in regard to the numbers game and that caution extends to the development of programs of staff development. It may become more fashionable to create a new pattern of staff development than to replicate a proven one. It may be less fashionable to assess the results of an existing program than to carry the banner for some new effort. Statistical reporting tends to encourage high numbers so that schools may embark on activities which they otherwise could choose to avoid.

Teachers judge the effectiveness of a staff development program on how successful that program was in leading them to acquire professionally relevant performance as a result of participation of staff development. It must be possible to judge relative gain in proficiency in preparation for various roles. These factors are necessarily qualitative. Perhaps the effect of a teacher is greater when he/she helps a

few students make substantial progress in achievement than when he/she helps a large number of students a little. It may be a far greater significance for a single teacher to gain the ability to help a single student learn to read at an acceptable level than to raise the reading scores of many students already reading acceptably a few points on a standardized test.

The increased emphasis on staff development in many areas is supported by the state education department, institutions of higher education department, institutions of high education, and professional organizations. Such broad based interest influences local schools systems to embark upon staff development programs without careful planning. When pressed, school officials and teachers alike tend to make cosmetic reactions and to resort to practices that have proven successful in the past.

2.7 Role performances of Principals on Maintenance of Discipline in Schools

Present day school situation requires the principal to act as the disciplinarian to direct the human force in the institution in the right channel. As explained by Wilson (1997) discipline is understood as an educative order involved in trying to reach appropriate standards or follow appropriate rules for engaging in a value activity. Charles (2000) stated that, compulsory schooling, crowded classroom and inadequate staffing in the schools account not only for the presence of disciplinary problems, but for their perpetuations. It is the view of the researcher that the introduction of Universal Primary Education in 1976 where classrooms were filed up with too many students, very few teachers and inadequate facilities and equipment to cater for the learning demands created a lot of disciplinary problems in secondary schools in Benue State.

Dealing with hundreds of students and teachers in education profession requires discipline on the part of the principal. Gillham (1999) affirmed that not only could schools be managed and operated in such a way as to reduced delinquency amongst the

intake and thereby positively preventive but by the converse, badly managed and operated schools may encourage delinquency. The researcher shares the same view with Gillham because with his experience, many secondary schools in Benue State where some principals were not capable for maintaining turned to breeding ground for indiscipline. Hence, the achievements of school are closely associated with the personality of the principal, his ability and capability to enhance interpersonal relationship, coordination and cordiality among his staff and students.

However, the impact of discipline on the interpersonal relationships between the principal and the teacher; and expectations for behaviour modification in the school, principal also convey expectations about ability and performance to individual teachers. As part of on going interpersonal interactions, these interpersonal relationships between the principal and the teacher have the potential to influence a student's beliefs about her own ability and goals to achieve academically (Weinstein, 2002). Of particular note is that principal who communicate high discipline expectations for individual teacher which in turn can bring about positive changes and proper maintenance of discipline in the school. However, the direct impact of these expectations on student motivation has been examined infrequently (Jussim, Robustelli & Cain, 2009).

Principals and teachers in Benue State secondary schools need to be disciplined in order to maintain discipline in the schools. Facts remains that a much disciplined principal mostly Influences his subordinates in the whole school setting. Consequently, the teacher's attitude which forms the link between the principal and the students' performance is in no doubt greatly influenced by the right attitude and well disciplined principal. Therefore, the only form of discipline which is lasting, effective and creative among the entire members of the school community is that which stems from within the individual. This type of discipline is needed by both students and teachers in the

secondary schools in Benue State. They should have a good behaviour pattern which is consistent and sincere, worthy of emulation. Principals and teachers must maintain positive attitude towards the school's discipline in order to achieve effective discipline in secondary school.

2.7.1 Types of Discipline in the Classroom

Discipline is a key component to effective classroom management. Classroom discipline refers to the strategies a teacher or principle uses to manage student behaviors and attitudes during instructional time. A teacher who uses consistent discipline strategies exhibits more effective classroom management than an inconsistent teacher. Though teachers usually develop their own styles of discipline for their classrooms, most discipline strategies can be categorized into three main styles or approaches

1. Preventative Discipline

Teachers with effective classroom management strategies establish expectations, guidelines and rules for behavior during the first few days of class. Clearly explaining expectations is an essential component to preventative discipline. The goal of preventative discipline is to provide proactive interventions to potential disruptive behaviors by clearly explaining to students what behaviors are and are not appropriate.

The most basic component to preventative discipline is a concise outline about classroom expectations for students as well as for teachers; students need to know what is expected of them for the remainder of the class. Such guidelines might include rules regarding talking, homework or language use in the classroom. A preventative discipline strategy also establishes the types of consequences that will follow a forbidden act or behavior. Preventative discipline strategies create a safe, non-confrontational classroom atmosphere in which students feel that they understand what is to come.

2. Supportive Discipline

Even the best laid preventative discipline strategies may fail periodically throughout the school year. When a teacher offers a verbal warning or a suggestion for correcting behavior while a student is disobeying an established classroom rule, the teacher is using supportive discipline. Supportive discipline is distinct from punishment in that it provides a student with suggestions and options for correcting a behavior before a consequence is necessary. For example, if a student is wandering around the class after a teacher has announced it is time to sit down, the teacher may say, "I made the announcement that it is time to sit down. Find your seat so we can get started or I will need to hold you after class." The student has been given the option to accept or avoid further punishment; the behavior has been redirected through a teacher's supportive discipline strategy. Reminders, redirection and nonverbal communication are all examples of supportive discipline.

3. Corrective Discipline

When a student has failed to redirect her behavior after repeated attempts at supportive discipline, a teacher may opt for a corrective discipline strategy. Corrective discipline refers to the set of consequences delivered to students following an infraction. There is a wide degree of variation among corrective discipline strategies, some more effective than others. For example, engaging in a verbal altercation with a student is a corrective discipline technique, but it may escalate a volatile situation and undermine your authority as a teacher and leader. Corrective discipline strategies should be adapted to the students' age or grade level; though placing students in a time out may be effective for kindergarten, high school students are much less likely to comply with such provisions. Consistent application of consequences is an essential component of corrective discipline strategies.

2.7.2 Stages/Steps of Discipline

Though there is no rigid and specific procedure for talking a disciplinary action, disciplinary procedure followed in industries/schools usually consists of the following steps:

1. Framing a charge and issuing a letter: When an employee commits an act of misconduct that requires disciplinary action, the employee concerned should be issued a charge sheet. Charges of misconduct or indiscipline should be clearly and precisely stated in the charge sheet. The charge sheet should also ask for an explanation for the said delinquent act and the employee should be given sufficient time in answering this.

2. Consideration of explanation: On getting the answer for the letter of charge served, the explanation furnished is considered and if it is not satisfactory then disciplinary action need be taken. On the contrary when the management is satisfied with the employee's explanation there is no need for serving a show cause notice.

3. Issuing show cause notice: Show cause notice is issued by the manager when he is convinced that there is sufficient prima facie evidence of employee's misconduct. However, this gives the employee another chance to account for his misconduct vis-à-vis. The charges made against him. Inquiry should also be initiated by first serving him a notice of inquiry indicating clearly the name of the inquiring officer, time, date and place of inquiry, etc.

4. Making a full-fledged inquiry: In conformity with the principle of natural justice, the employee concerned must be given an opportunity of being heard. When the process of inquiry is over and the findings of the same are recorded, the Inquiry Officer should suggest the nature of disciplinary action to be taken.

5. Passing the final order of punishment: Disciplinary action is to be taken when the misconduct of the employee is proved. While deciding the nature of disciplinary action,

the employee's previous record, precedents, effects of disciplinary action on other employees, etc., have to be considered. When the employee feels that the inquiry conducted was not proper and the action taken is unjustified, he must be given a chance to make an appeal.

6. Follow up: After taking the disciplinary action, a proper follow up action has to be taken and the consequences of the implementation of disciplinary action should be noted and taken care of.

2.7.3 Advantages of Discipline

Discipline is a way of life, where one tries to be on time and live in a systematic way. Discipline is not limited to money, riches or by poverty but it is just a personal orientation towards life. It is a habit and not an adaptation in life. So one can practice discipline for better life. Many successful people attribute their success to discipline. For them more than knowledge, communication or skill, discipline played a key role in their way to success. Discipline in life has many virtues like being focused, staying healthy and also avoiding problems. As per the current life style and social trends, a discipline technique seems to be one of the essential life skills. Discipline is one of the factor by which people judge others. Those highly talented and hardworking people cannot be successful if they are not disciplined. Discipline extends to personal life, career, work, study, life style and even social life. So it is good to inculcate student discipline in schools. This school discipline can help staff and students habituate it and can be carried on for life. Ranga.nr's 8 advantages of discipline include;

1. Being Focused: Being disciplined helps one stay focused towards his work, activities or goals. People with strong goals are more focused and keep up to work in time in everyday life. Vice-verse any one with discipline has to keep his mind focused on his

work or goals avoiding mental disturbances. If not he cannot complete his work in time and also be undisciplined.

2. Respected by Others: Discipline helps command respect from others. Many struggle to gain respect from others in the workplace. But the easiest way to get respect is to be disciplined. People around and also the sub-ordinates respect a person who is disciplined. The reasons are, Firstly it is tough to be disciplined for any one. And if you are one, then you have respect from others for that ability. If you are an employee, due to discipline you tend to complete work in time, be in work place at time etc. This helps you win respect from your boss or employer. In studies being disciplined helps you complete you exam preparation, homework in time and helps you gain highest score. This wins you respect from your colleagues. If you are a boss or leader of group etc. being disciplined helps you command respect from your sub-ordinates. In turn they tend to be disciplined and help to complete your goals and reach higher levels. There are chances that seeing your self-discipline others might consider you as a role model.

3. **Stay Healthy**: Disciplined life includes regular habits like taking food, medicine (if any), having bath, exercise, waking and sleeping at right time. Exercise and other regular habits will tune the body and mind so well that always the person remains healthy. Even in case of chronic disease taking medicines at regular time helps get well soon. Having food in time is very important because even food is also a medicine.

4. Stay Active: Discipline is a way of positive outlook to life. There is an enthusiasm and self-confidence from within. So it keeps one active and not lazy instead. Notice any one who is disciplined, he/ she is always active in comparison to others. Also due to disciplined habits like having food, sleep and exercise regularly, they stay active whole of the day.

5. Self-control: A person with self-discipline has more self-control over himself. He is careful in his use of words while talking, his behavior etc. avoiding himself from being entangled in silly problems. This way he also builds good relations with people.

6. Better Education: Discipline in education is very important for better education. Education is incomplete without learning discipline. Classroom discipline helps students to listen to teachings well and also cover the entire syllabus. While coming to school in time helps them awake early, attend nature calls, have bath and breakfast in time. Hence discipline in schools helps students to stay healthy which is good for growth of both body and mind.

7. Get things Done & be Happy: Being disciplined helps get things done faster and in right time. Though some things happen late due to other factors, still one with discipline gets them done faster than others due to his self-discipline like being on time. So this leads to peace of mind and keeps one happier.

8. Have more Time in a Day: A disciplined person have more time in a day than an undisciplined person. So more time means there is more chance to do extra works or other pending works. We can overcome procrastination and laziness in work.

9. Stay Stress or Tension Free: One has tension during exam or daily routine work. This is an internal anxiety or unknown fear about the outcome of the work. Staying disciplined helps one study well in advance and not just before exams so he remains tension free. If it is a work place, due to discipline the work is planned well and executed in time so there is no stress. So discipline helps one stay stress free rise your self-esteem and also get out of possible depression. Seeing the list advantages of discipline, there should be a proper guidance and discipline in early childhood. Parents need to habituate self-discipline techniques in children. For this they can take help of schools which inculcate high discipline.

2.7.4 Challenges of Discipline

The six challenges to effective discipline according to Graham are as follows;

1. **Confusing discipline with punishment**. Discipline helps staff and students develop self-control and self-esteem. It teaches right from wrong. Punishment might restrain a staff temporarily, but it does not teach alternative behavior. Punishment can even damage the principal-staff relationship by reducing a staff's trust in the managerial capacity of the principal.

2. Believing that what works at one time will work all the time. Educational managers need to change the way you discipline their staff to keep pace with their natural growth and development. Different ages and stages, as well as different staffs and students, require different techniques.

3. Thinking that when one has difficulty disciplining a staff, you are a "bad" manager. Don't put yourself down if you don't get the results you want. Think it through and try again.

4. **Believing your subordinates "should" behave a certain way at a certain time**. Teachers and students are unique and special. They develop at their own speed, in their own way.

5. Believing you must "win" every battle. It is important to "pick your battles." Don't fight over unimportant issues.

6. Staffs disagreeing in front of a principal about discipline. Solve serious disagreements in private.

2.8 Role Performance of Principals on School-community Relationship in Schools

The principal of a school among other things is a public relations officer. He is expected to know the community within which the school exists and to establish and

maintain a cordial relationship between the school and the community. A thorough knowledge of the nature of the community is vital. Things necessary because the objectives of the desire aspirations, values beliefs and philosophy of the people. The principal is to take the initiative in translating the school to the community so that members of the community could take keen interest in the school and its activities. The school is for the community and the people must be brought to participate in some of the activities of the school. Each school must have Parents Teacher Association and the principal must work hard to keep it active. The functions of the secondary school principal in relation to the community have been summarized (Dada in Ameh, 2012), to include:

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

The principalship should be seen as a profession to be occupied by people who are trained in the art of school administration. Teaching qualification is no more adequate for such appointees. The Nigerian society is changing and developing very rapidly. The

school system is becoming more complex and priorities are changing. A principal under normal circumstances should be allowed to remain in a school for a number of years. This will help a principal to understand his school problem and take positive steps in solving the challenging problems. It is then that both the principal and the staff can accesses and helps their students better. Unnecessary political wrangling should not play any part in the posting and transfer of principal. Posting and transfer should be done purely on the basis of experience and professional competence of candidates for the principalship.

Periodic refresher courses should be organized for principal. This should be aimed at exposing them to some new modern techniques of school management and related educational findings that could make school management effective and efficient. The principal's refresher courses should always be integrated with the middle management courses for social and economic administrators. The social worker's professional interest lays in the family the destitute and the handicapped members of the society while the economist aims at working out basic principles for the economic growth of the society. For successful execution of all the function of the principalship, duties have to be delegated to the vice-principals and staff. This builds confidence among staff and serves as a training device for further occupies of the office.

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

facilitate community participation in the life of the school and provide for interpretation of the school to the community.

The educational system as an open system and a social organization thrives on effective inter relationship within it and its relevant publics. The school administrator endeavor to promote school community through participation of the school in community activities and projects. This could be achieved by means of organized visits to places of interest in the community. The administrator should maintain regular contact with some outside institutions, industries and educational bodies. The above roles revealed that the educational administrator is involved with the loyalty of the enterprises of education.

2.8.1 Types of School-Community Relationship

The following are the major types of school-community relationship.

1. Formal School-Community Relation

Formal school-community relations programs have both internal and external programmes. Internal programs are those designed for the benefit of communicating with the employees and students of the school or district. External programs are those designed for communicating with the communities which a school or district serves. Kindred, Bagin and Gallagher (1990) have identified three reasons for schools to establish good internal communications programs:

A good external communication program cannot survive without it.

1. Constructive ideas will be suggested by employees because someone is listening to them and informing them.
2. Human needs, such as recognition and a sense of belonging, will be met, thus making employees more productive (p. 100).

The variety of internal communications programs is almost limitless. They can be formal networks such as district-wide or school-wide newsletters; student and faculty handbooks; student publications; student, teacher, and/or classified personnel advisory councils; staff recognition programs; staff development programs; and procedures for handling emergency situations. Shared decision-making councils are rapidly emerging as formal processes, often negotiated through collective bargaining in which administrators, teachers, classified personnel, and students make consensual decisions on designated topics.

Less formal internal programs include daily bulletins, conferences between administrators and the staff they supervise, and faculty/student activism. Though the line separating the less formal and the more formal internal communications programme may be somewhat arbitrary, it should be noted that schools highly structure some communications programs, whereas others appear to be more incidental to the schools' operation.

Formal external programme, like their internal counterparts, are diverse in structure and purpose. They range from programs designed to work with the general community, to programs designed for parents or students. A recent example of schools working with their communities is the adopt-a-school program. Most frequently based on identified needs, schools increasingly are reaching out to local businesses for assistance which ranges from direct financial assistance to the involvement of the businesses' employees as tutors. The Charles Stewart Mott Foundation has been providing training in establishing the school as a center point of the local community, and in the last few years businesses have been directly involved in the daily operation of schools. President Bush's America 2000 education strategy is the most current evidence of that type of involvement.

Other external programmes include those where school programs are open to the public, programs which interact with constituent groups, and programs designed for parents. School programs which are open to the public like athletic events, school plays, and adult education programs are powerful ways in which schools interact with the larger community. They provide a basis for identity for both the neighborhood school and the larger community in which the school resides. In interacting with constituent groups, schools often enlist constituent support on either side of contract issues, on tax bond referenda, with neighborhood associations, and with community advisory committees. Parent programs include parent-teacher organizations, school visit programs, in service programs, and parent involvement on important committees such as those deciding curricular issues. Whatever the purpose of the external program, its success rests on the ability of the school to communicate with the designated community.

Communications with external communities take many forms. They can include the basic bulletin carried home by students, meetings held at community or school sites, and messages via the media. Though the technology can be as basic as word-of-mouth communication to orchestrated press conferences, the common denominator of an effective communication is one which adheres to a carefully planned purpose and recognizes the diversity of the community.

2. Informal School-Community Relation

Within every successful formal school-community relations program are effective informal communication processes. Schools have one characteristic which makes them unique in the social order. Schools are the only institutions which virtually every person in the community has had direct experience. It is exceedingly rare to find a person who has never attended a school. As a result, many people regard themselves as expert, or at

least experienced, on what schools are or should be about. This provides school personnel with either an opportunity or a dilemma. If the preponderance of people with whom an administrator interacts had negative experiences in school, then it may be safe to say that this administrator has a different challenge from his or her counterpart who deals with constituents who had positive experiences with schools. Though the challenge may be different, the approach is virtually the same. A formally derived community relations programme must value every constituent community based on informal interactions.

The informal communication process can begin with how the public is greeted on the school telephone, how the school grounds appear, how the parent is greeted by school personnel, how students regard the contiguous community, or the extent to which school personnel are aware of the unique needs of a particular community. It is through these often unrecognized acts of awareness and courtesy that schools may often determine the effectiveness of their relationships with their communities. For example, if a local businessperson telephones the school and is inadvertently disconnected several times, it may lead to frustration and a poor evaluation of the school. Or, if a concerned parent visits the district office unannounced to voice a concern over a new curricular unit and leaves feeling listened to, it may lead to a good evaluation of the school. Or, lastly, if a neighborhood-watch organization has targeted gang intervention efforts as a high priority item and is rebuffed by the school administrator in trying to establish a liaison relationship with the school because the school has its own program, it may lead to strained relationships.

The magic in the informal process is that the image the school projects becomes the medium of communication. Through inadvertent efforts schools can either enhance or retard effective communication with their diverse communities. The role of the

administrator becomes crucial in helping the school staff project an image based on true regard for the total environment of the school. The administrators' role is to project an image of treating others as we want to be treated and of treating the environment as if it were pridefully theirs.

2.8.2 Stages of School-community Relationship

As the old African proverb says, "It takes a village to raise a child." One could imagine then that it would take a community to raise a school. We can't rely on local, state, or federal governments to take ownership of the issues we face locally. We need to work as a community to nurture our schools for our particular community needs. The answer to real education/school transformation is strong, authentic community connections and actions. When families, community groups, business and schools band together to support learning, young people achieve more in school, stay in school longer, and enjoy the experience more. Great examples of school/community partnerships are happening all over the world. We need more of them, and we need to ensure they are healthy and relevant to the needs of 21st century learners. To lift up and raise our schools to a place that suits all 21st century learners, help needs to come from many parts of the community. The leading roles should be alternated according to the need and focus of the particular aspect of the transformation project.

Brendan O'Keefe in his book “Facilitating the education revolution and alternative learning environments” propose these 5 Steps to better School/Community Collaboration.

Step 1: Expand Your Vision of School to Include Community

Ryan Bretag writes, "Educators shouldn't be the only ones contributing. The community should be creating questions, puzzles, quotes, mind benders, trivia, philosophical and ethical challenges, thought provoking videos, "graffiti walls,"

brainstorming spaces, and play areas." There are so many opportunities for experiential learning to happen out in the community surrounding the school. We just need to find ways to connect core curriculum beyond the classroom by attracting the right people and asking the right questions.

Step 2: Reach Out to All Stakeholders

One of the best ways to connect and create an authentic bond is to go to the people who matter most, and meet them on their own turf. A series of community walks are a great way to start. Get your teachers, some local businesses on board and go and knock on people's doors, visit local businesses and senior homes and talk with them. Try the same approach with groups of students. This time let the students communicate what they hope and wish for their school and encourage them to ask for mentoring and support. Share your dreams for enhanced community-school partnerships, ask people what matters to them, ask them how they might help, and show them your passion. Deliver them an open invitation to reconnect, collaborate and share their experience, skills and time to make a difference.

Step 3: Create a Community Resource Map

A visual representation of your community and the various skills people have to offer is a super way to understand what community resources are available. If you build one, also point out the materials people can supply at cost or for free, the time they can invest in projects, and how they can connect to curriculum, and classroom activities. Include the networks they can utilize to raise awareness of the needs of local children and families, and always promote and foster resource-sharing and collaboration. Use libraries to advocate for school-community partnerships and student learning. Libraries are important hubs and can provide meaningful connection points outside the school gates. A community resource map can come in the form of a hand-drawn map (use a

graphic facilitator), Google Map, Mind Map or even a spreadsheet with some visual outputs.

Step 4: Connect with Curriculum

Much of what we learn as children and adults happens outside the classroom through real world experiences and from our peers, mentors or on the job. How might we connect today's core curriculum with the real world? That is an important question that is in urgent need of answers. Kids today are asking far too often for relevance in what they are learning. "Why am I learning this? I'll never use this!" is a response far too often heard from the mouths of young people today. Let's find ways to work with local businesses and subject matter experts to connect core curriculum to the outside world and design engaging learning experiences in and out of the classroom.

Please consider using project-based learning. Try using a matching technique to match students with subject matter experts, businesses and community organisations. Here is a great book on the subject by Suzie Boss. *Reinventing Project-Based Learning: Your Field Guide to Real-World Projects in the Digital Age*. Let's not forget the largely untapped wealth of experience and knowledge that resides with retires, grandparents and millions of socially isolated senior citizens in aged care facilities.

Step 5: A Design Challenge for the Community

Here is an example of a community challenge to reinvent the school experience. One can create a Reinventing School Challenge to encourage discussion, empower youth, teachers and communities to design and facilitate change locally. Reinventing school can mean lots of things such as redesigning classrooms, creating a community garden, creating an open and shared learning space, designing a course, changing the way students participate in decision making, you name it! Participants collaborate to

come up with ideas and learning experiences and then share them online for all to benefit from.

2.8.3 Advantages of School-community Relationship

In the face of such overwhelming need, what does collaborative action offer? Most people would agree that it is considerably easier for children to develop and learn with the support of strong families who in turn enjoy the support of individuals and institutions in their surrounding communities. However, the increase in single-parent and dual-income families -- coupled with the gradual disappearance of village-like communities -- leaves a growing number of children and families woefully isolated from helping relationships, peer and emotional support, and access to referral services (Weiss, Woodrum, Lopez, & Kraemer, 1993). The followings are the importance of community-school relationships;

When families, schools, and community institutions (e.g., local businesses, community colleges, and health agencies) collectively agree upon their goals and decide how to reach them, everyone benefits. Schools enjoy the informed support of families and community members, families experience many opportunities to contribute to their children's education, and communities look forward to an educated, responsible workforce. Benefits accrue to the staff of schools and community agencies as well: they can observe boosts in morale, heightened engagement in their work, and a feeling that their work will net results.

Researchers and practitioners have documented for some time how schools and communities working toward common goals can be beneficial. Communities can provide schools with a context and environment that can either complement and reinforce the values, culture, and learning the schools provide for their students or negate everything the schools strive to accomplish (Ada, 1994; Bricker, 1989; Nieto,

1992). Communities also can furnish schools -- and the students in them -- with crucial financial support systems as well as the social and cultural values necessary for success and survival in contemporary society (Mattessich & Monsey, 1993; MDC, Inc., 1991; Miller, 1991).

Finally, communities have the potential to extend a variety of opportunities to students and to their families -- social, cultural, and vocational (Bell & Sigsworth, 1987; Hull, 1994). Schools, in turn, offer communities a focal point of educational services for children. Symbolically, schools are seen by many as the last enduring public institutions in many communities (Lockwood, forth coming). Instruction typically includes lessons in social and cultural skills -- particularly in the elementary grades -- in addition to acculturation into mainstream values and ethics. Schools frequently provide employment for community residents and, in some cases, offer community services. Most important, schools have the potential to build well-educated citizens ready to take on responsibilities as contributing community members.

By working together, schools, families, and communities can prepare for a more promising future. In urban communities struggling against violence, unemployment, and deteriorating institutions, school-community collaboration offers hope for those who may have given up on the social institutions in their neighborhoods and cities. Rural communities searching for opportunities to revitalize themselves in a technologically sophisticated society can discover ways to bring themselves into the information age by intertwining school and community improvement initiatives.

2.8.4 Challenges of School-community Relationship

The forthright efforts of educators in probing the innumerable facets of school-community relationships in order to protect and improve the right of children and youth to good education are most heartening. The earlier stages of school-community

relationships which can be characterized by such slogans as "Selling the schools to the public," "Keeping the public in formed," and "Bringing the public in" ended in disillusionment, as ballyhoo ventures often do, for educator and public. Misunderstandings, attacks, half-hearted participation and apathy remain and in some cases seem to be on the increase. Therefore, the sober, more sincere and serious approach to understanding the building of constructive and protective ties between school, community and society in general is timely and encouraging.

Progress resulting from this more basic method may be slow and uneven because, as any cursory analysis will reveal, the undertaking is full of issues of huge scope and weighty consequences. Probably no snap answers or sure-fire methods will be found. Our concern for achieving fine working relationships among school personnel and public stems from two considerations; first we realize that the primary institution in Nigeria society is the family. How parents or guardians who are parent substitutes feel about the child's education is of utmost concern to them, to us as educators and to the child because he becomes affected by the attitudes of adults.

How to develop school-community contacts that create and maintain parental confidence is therefore essential. Second, the school is one of many community agencies touching the lives of the community citizens. We are becoming increasingly aware of the importance of a wholesome community atmosphere, one in which the main forces at work are for the good of the community. We also are aware of situations where the whole community is charged with discord and distrust. As we ask ourselves how to develop effective school-community relationships these two basic points need to be kept in mind. Let us look at some of the questions which arise as soon as one begins to examine the important matter of how to improve relationships between community and school.

Are we as educators clear as to what our purposes of education are? Or should be? We have spent the past several decades responding to all manner of pressures and adding to the school's responsibilities. Have we taken on some duties which belong to the family in matters of health, recreation and guidance? Are we expanding our program to include services to children and youth which more appropriately belong to the field of welfare? Have we become promoters? True we have aided worthy enterprises, such as Junior Red Cross, but the question remains, is this schools appropriate function?

Some critics already have accused us of parking, or of short-changing our educational work for matters inappropriate to education. Among these critics are some whose insight and critical ability we can draw upon for assistance as we examine this question. This first set of questions presupposes other questions, namely, do we enter upon our inquiry with the assumption that we may find it necessary to reconstruct our outlook and subsequently the school's program in light of clarified understandings? And are we considering how to work with individuals and groups of the community so that they modify their views and practices in light of their increased understanding of the school's effort? Such considerations are essential to honest cooperative efforts.

Are we ready to wrestle with the difficulties that we face in communities with sharp cleavages about the purposes of education? For example, will we face the problem of compromise? When is compromise acceptable? When is it a negation of our professional integrity? Many Problems of curriculum content, textbook and library-book selection, and student placement may be dealt with judiciously or unwisely, honestly or dishonestly depending upon our abilities to face and work constructively with divergent views.

As we study the fact of conflict in values in community life are we ready also to study the effect of such conflicts upon children and youth so that we may more

adequately help them to grow in understanding rather than permit them to drift and to become more confused? This question is interwoven in the three foregoing queries. In light of increased reality coming from our deeper understanding of community attitudes and values we will understand more fully what ideas and attitudes, understandings and misunderstandings youngsters are acquiring.

No one today assumes that the school can seal itself off from community influences, but a careful study of how to educate children and youth in the light of a clearer conception of these influences remains as one of the continuing responsibilities of the educator. It is the respect for this need which challenges anyone who is a thinking teacher, administrator or curriculum specialist to seek eagerly to develop constructive school-community understandings and contacts.

As we recognize and meet divergent views, how can we develop common values which help a community including the school to work for the common good and in so doing to achieve a real sense of community? In recent years much concern has been expressed over practices that are divisive. Is it possible that some trends in school and community practices have led us into the partitioned state which many localities now reveal? Can we as educators so engage in school- community work as to build on the part of adults and students a stronger sense of community and a deeper understanding of how to work toward a common good? This question is basic to the development of citizens in our democracy. Counts in *Education and American Civilization* show the relationship between this regard for the importance of common values and purposes and education's future. "That the values of democracy must be profoundly different from those of despotism is of course not debatable. But that a society of free men has no common values of its own and must therefore be equally hospitable to all values is the

sure road to suicide. Only when our democracy has confronted this question profoundly and positively will our education be able to rise to its full stature."

Are we aware of the fact that today's public includes persons and groups highly informed about guiding children and youth, about their education needs and about the function of the school? Many professional and non-professional community members face the problems of education with us on an eye-to-eye level. Formerly, the educator was assumed to be the "answer man." Remnants of this attitude still persist in our language. We "enlighten the public," "we educate parents," we "inform the lay members of our community."

Many issues and problems which are common on today's education front require the efforts of members of other professions working with us for a joint solution. For example, many problems in censorship demand the assistance of lawyers for their analysis and solution. Journalists and librarians are often deeply concerned and eager to share in meeting such problems and to participate in policy making in regard to them. So with many other problems. Inter-disciplinary efforts, as revealed by the Midcentury White House Conference on Children and Youth, are essential in these days of complex problems for advancing the good of children and youth.

What assistance can we muster to meet those issues that arise from the emotional disquiet of one person? One upset person can spearhead an attack on the school's method of teaching handwriting, or on the content of a library text, or on established practices in guidance. What are some promising efforts which may reduce the stress such a person feels?

Those in the United States have made rapid strides in many ways in the past decade. They will now face even more directly such fundamental issues as segregation, slum clearance, population mobility, school transportation and many questions related

to religion. We are suddenly finding ourselves self- conscious, experiencing as do the sociologists a more complete awareness of community life in these times. This state of affairs is full of opportunities for professional growth. We may become aware of never-before-recognized shortages and new-found essential strengths. Effective school-community relationships can in the long run help strengthen child-family ties and help weld the wide diversities of our citizens into a wholesome community, each living honestly with himself while working with others to achieve common goals.

2.9 Empirical Studies

Several research works has been reviewed in subsequent to this study on "stakeholders' perception of the role performance of principals in the management of private secondary schools in Makurdi Metropolis, Benue state, Nigeria. Some of the reviews are:

In a research conducted by Mbuso (1999), titled "An evaluative study of the administrative process by secondary school principals in the Durban South Region"
This study was undertaken with five objectives such as; to determine the effectiveness of the administrative and leadership roles of secondary school principals in the Durban south region, and to investigate the challenges that are encountered by principals as secondary school administrators and leaders. The designed used for the study is survey. The population of the study comprises the total number of 179 out of which a sample size of 55 was used.

The instrument used for the study was structure Questionnaire which was used for data collection with five Likert Scale that is SA, A, U, SD and D. The instrument was pilot-tested and a reliability index of 0.79 was obtained. The data collected were analysed using simple percentage, mean and standard deviation. Findings show a distinction and overlap between administration and leadership. Finding also point out

how the role of a principal as a leader interacts with his or her administrative role. The study recommended that principals and Staff should organize workshop themselves on the policy documents so that the working line with the departmental policies and regulations. In order to strive for quality education, it is vital that principals and educators to establish a well co-ordinate instructional programme which has as its main focus, the establishment of effective teaching and learning. Provision must be made in school for educators' self peer evaluation. Educators and principals must arrange feedback opportunities and follow up evaluation or teacher assessment.

The present study is related to past work because both are on administrative and leadership roles performance of secondary school principals. The work strongly motivated the current work in that it shade light on the importance of principals role in the administration and maintenance of secondary school.

Nkwoh (2011), also carried out a research titled "the administrative roles of private secondary school principals in Aba zone of Abia State". The study was conducted with the objectives among which to determine the administrative effectiveness of principals of private schools in Abia State. It is a survey research and it adopted seven research questions that guided the study. Sample size of 616 respondents' was chosen from group of teachers of schools. The six hundred and sixteen respondents were selected by stratified, random proportionate techniques across Aba education zone of Abia State. A 35- item questionnaire on principal administrative tasks performance evaluation question (PATPEQ) which was based on Likert's 4- point scale-I lightly Effective, Moderately effective and Not Effective- was used to collect data. After the validity of the instrument, the questionnaire was pilot tested and a reliability figure of 0.81 was obtained. Data collected from the respondents was analyzed using mean and standard deviation. The result revealed that principals were moderately effective in financial and

school business administration, students' personnel administration, staff personnel administration instruction and curriculum development and in general tasks.

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

Similarity of the present study lies in the fact that both studies were concern with the roles performance of private secondary school principals. Though the study was carried out with seven objectives; the present study was carried out with six objectives, six research questions and six null hypotheses. Despite that the research work contributed to the current research work, the researcher did not test any null hypothesis if not a better result would have emerged.

In a study conducted by Hamza (1991) titled "The roles of principals in schools", a test for school administrators in secondary schools in Kaduna State. The main purpose of the study was to find out the roles of principals in school administration. A total of 16 principals were selected from 16 schools at random. A research instrument questionnaire was used in data collection. The reliability index of the questionnaire instrument was found to be 0.871. Data collected was analyzed using simple percentages, t-test and ANOVA statistical tools were employed in data analysis involving four null-hypotheses. Major variables discussed in the study were intelligent of the principal, morality of the principal, sociability, accountability, personality, and

intuitiveness. The findings of the study include; a perfect principal starts with intelligence, good personality, sociability, accountability and studious. The study recommended, among other issues, that, a good principal must be selected based on intelligence, a good principal should be sociable, a good principal should be intuitive, must have ability to carry others along, must be able to improve communication and delegate duties. All these are criteria to be observed in employing any principal both by government and private proprietors.

Though the present study is a bit related to former studies as follows, it's major variables are principals' leadership style and school administration in Nigeria. The statistical tools proposed for this study is similar. The result was however, with some little differences from former studies. The number of hypothesis and the instrument used are different.

Richardson (1995) conducted a research titled; Principals role performances of decisions making in secondary schools. The study was conducted with three objectives which include to: determine the impact of principals' role performances of decision making in secondary schools. The population used for the study was 205, with sampled population of 65. Questionnaire was used to collect data from the respondents. The reliability of the questionnaire instrument was 0.79. Data collected was analyzed using simple percentage. He pointed out that the principal role must change from a dictator to a leader of leaders. As part of decision making team, the principal will find it necessary to facilitate the implementation process. Providing support for the teachers while they adjust to role changes and guiding the school through the process of implementation will be only two of the many new roles of the principal assume. Decisions which are made collectively in a team spirit are normally implemented because all members share the responsibility. The opposite is likely to fail as it is suggested. Forcing teachers to use

new skills that make them uncomfortable may create a challenge to the principal's leadership ability.

The current research work is related to the past research work of Richardson in the sense that, both research work were concern with the roles of secondary school principals. However the past researcher did not state null hypothesis and the sample size. Also, the data collected were not subjected to proper statistical analysis such as t-test, ANOVA for better result. The study also differs with the present work as it was conducted with only three objectives while the present study will be conducted with six objectives, research questions and six null hypotheses.

Enna (1994) investigated the effects of decision making process in primary school administration in Kaduna State. The objective was to investigate if decision making process has effect on the administration of primary schools and also to find out teachers and parents opinion on the effect. To determine whether the sample population felt the effect decision making process have over primary school administration in Kaduna State, the research design used was descriptive. The sample size comprised of 40 head teachers, 200 teachers and 40 parents randomly selected from each of the 10 schools, in the 3 educational zones. The total sample size was 280 made up of head teacher, teachers and parents who were randomly selected. The research instrument used for the collection of data was a 30 item Likert five point scale questionnaire for head teachers and teachers and twenty item questionnaire of a two way Yes or No answer type for parents. Pilot study was carried out on the instrument which revealed a reliability figure of 0.92. The descriptive statistics, tallies, frequency and percentages were used to identify the popular perception of the respondents and tables were drawn to show the variations on the opinions of head teachers, teacher and parents to the variables in the questionnaire as responded to as well as the inferential statistics of the Analysis of

variance (ANOVA) was used to analyse the data. The findings of the study revealed that the head teachers, teacher and parents plays significant role in decision making processes through their collective participation in decision making. The study further revealed that the parents as members of the school community determine to a large extent the funding and provision of infrastructure through community service. The study also revealed that the leadership style adopted by head teachers is responsible for the increased participation in decision making and that it is responsible for the ease in the implementation of decisions.

Enna's study shared similarities with the present study in the sense that one of the major variable of this studies is on decision making in school administration. The major differences in the two studies are that in Enna's study have two research questions whereas the present study has six. Also Enna's study was one using heads of primary school as part of the population; the present will use principals of secondary schools. The previous study used the analysis of variance (ANOVA) while the present study will use the (ANOVA) statistics respectively to analysis the data. It was observed that the simple percentage used to analyse the questionnaire was a good job in the theoretical and empirical studies which have served as a source of reference to the current researcher's study.

2.10 Summary

The review of literature identified that a principal of a school does not work in isolation. The principal's main job is to see that whatever is necessary to group needs are well taken care of; thus, a principal can be said to have done his/her job well when he has contributed to group effectiveness and cohesion. The functions of the principal include; definition of goals and purposes, organization of the school, staff development,

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

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

From the empirical studies reviewed, it was observed that majority of the researchers focused their attention on: An evaluative study of the administrative process

by secondary school principals in the Durban South Region; The administrative roles of private secondary school principals in Aba zone of Abia State; The roles of principals in schools", a test for school administrators in secondary schools; and Principals role performances of decisions making in secondary schools. Based on the above, the conduct of this study will provide information that will focus on the stakeholders' perception of the role performance of principals in the management of private secondary schools in Makurdi Metropolis, Benue State, Nigeria.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The purpose of this study was to assess stakeholders' perception of the role performance of principals in the management of private secondary schools in Makurdi Metropolis, Benue state, Nigeria. This chapter presented the methods and procedures used in the conduct of this study. The presentation was done under the following sub-headings:

3.2 Research Design;

3.3 Population of the Study;

3.4 Sample and Sampling Technique;

3.5 Instrumentation;

3.5.1 Validity of the Instrument;

3.5.2 Pilot Study;

3.5.3 Reliability of the Instrument;

3.6 Procedure for Data Collection; and

3.7 Procedure for Data Analysis

3.2 Research Design

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

3.3 Population of the Study

A research population is all the existing elements of the group to whom the result of the investigation could be generalized unto (Yabo, 2007:31). The population of this study involves the principals, teachers, and supervisors all in Makurdi metropolis, Benue State, Nigeria. Thus, the overall population was 2422 which consisted of 98 principals, 2,312 secondary school teachers and 12 supervisors. Source: (Benue State Education Board, 2017) (see Appendix III).

3.4 Sample and Sampling Technique

To determine the sample size for this study, a cluster sampling technique was used to select 735 respondents which includes; 29 principals, 694 teachers, and 12 supervisors from Makurdi metropolis. This is in line with Adetoro (1986), which suggested that 30% of the population is adequate to represent the total population in a relatively homogenous group. Table 3.1 shows the sample distribution of the respondents.

Table 3.1 Sample Distribution of the Respondents

S/N	Schools Sampled	Total Principal Sampled	Total Teachers Sampled	Total Inspectors Sampled
1	African Church Grammar School	1	25	
2	Aveco Model College	1	21	
3	Baptist High School	1	22	
4	Bright Hope Continuing Education	1	24	
5	Christ the King SS, Makurdi	1	22	
6	Community SS CHO	1	19	
7	Cornerstone Academy	1	25	
8	Dave Memorial SS	1	20	
9	ECWA SS North Bank	1	22	
10	Dominion SS. North Bank	1	23	
11	Global Comprehensive College Walimayo	1	19	
12	Heritage college Makurdi	1	22	
13	Holy Child Secondary School	1	27	
14	Jewel Model College, Makurdi	1	20	
15	Kingdom Comprehensive College Makurdi	1	25	
16	Lady Victoria Academy Makurdi	1	24	
17	Mattens Model College	1	25	
18	Mbaiwem Community Secondary School Yaiko	1	18	
19	Nantor College Makurdi,	1	23	
20	New Era Secondary School	1	22	
21	Nkst Junior Secondary School, Wuna	1	25	
22	Penile College	1	26	
23	Perfect Continuing Education Center Gaadi	1	24	
24	Royal Ambassador College, Makurdi	1	26	
25	Saint Marth's School	1	28	
26	St Joseph Technical College, Makurdi	1	30	
27	Success Continuing Education Centre Makurdi	1	28	
28	Tes'b Academy Makurdi	1	30	
29	Vaatia College, Makurdi	1	29	
Total	**29**	**29**	**694**	**12**

Source: **Benue State Education Board (2017)**

3.5 Instrumentation

The instrument for this study is an adapted questionnaire constructed by Maina (2014), which was further subjected to validity. The instrument consisted of three categories of respondents (Principals, Teachers and Supervisors). The questionnaire was

divided into two sections, A and B. Section A contains the bio-data of the respondents. Section B consisted of 60 items. The items was employed to elicit information from respondents. The questionnaire was rated in a 5 point-likert-scale of Strongly Agree (SA), Agree (A), Undecided (U), Strongly Disagree (SD), and Disagree (D). The responses were coded as strongly agreed (5), agreed (4), undecided (3), disagreed (2), and strongly disagreed (1).

3.5.1 Validity of the Instrument

A measuring instrument is considered valid only when it measures truly and accurately what it intends to measure. In this case, content/face validity of the instrument was determined by given two experts who determined whether the items were well structured in line with the hypotheses and whether they will elicite the required information. As such, the instrument was submitted to the two supervisors in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University Zaria. Their comments, advice and suggestions were effected before the final draft of the instrument.

3.5.2 Pilot Study

Following the validation of the instrument; pilot study was conducted in order to determine the reliability coefficient of the instrument and to determine problem areas in the conduct of the main research. While conducting the pilot study, the total of 50 participants from Otukpo education zone participated in responding to the questionnaire which was divided as follows, 5 principals, 42 teachers, and 3 supervisors.

3.5.3 Reliability of the Instrument

The data collected from the pilot study were statistically analyzed for the purpose of determining the reliability coefficient. The reliability co-efficient was determined using Cronbach Alpha techniques which showed a reliability value of 0.79. In view of

this result, the instrument was considered reliable because the reliability index falls between 0.5 and 1. This therefore means that the instrument is reliable for gathering data as suggested by Usman in Alasoluyi (2015) that a reliable test should have a high reliability coefficient close to positive one.

3.6. Procedure for Data Collection

After collecting an introductory letter from the Head of Department of Educational Foundations and Curriculum in the Faculty of Education, Ahmadu Bello University, Zaria, copies of the questionnaires and introductory letter were taken to the principals of the sampled schools. Copies of questionnaire were administered by the researcher with the help of two research assistants to ensure that it is correctly filled and returned. All the sampled schools were visited at different dates to administer the questionnaires to the principals, teachers, and supervisors. After completion, all the copies of questionnaire were collected from each school for analysis.

3.7 Procedure for Data Analysis

In analyzing the bio-data and research questions, data collected were presented in a tabular form and responses was calculated in percentages followed by detailed interpretation. The bio-data information of the respondents were analysed using frequencies and percentages, while mean and standard deviation was used to answer the research questions. Also, all the six null hypotheses were analysed using Analysis of Variance (ANOVA) at 0.05 level of significance.

CHAPTER FOUR

DATA ANALYSIS, RESULT AND DISCUSSIONS

4.1 Introduction

This chapter discussed the analysis and interpretation of data collected for this study through the use of questionnaire. The responses of the principals, teachers and supervisors formed the basis for the analysis of data in this chapter. Consequently, the analysis was presented in phases or sections. The first section of this chapter presents the frequency and percentages of the bio-data variables which included status, gender among others. The second section presents the responses to research questions using comparative mean and standard deviations. The third section presents and interprets the six null hypotheses structured along the research objectives by means of Analysis of Variance (ANOVA) to determine the presence or absence of significant differences for all the six hypotheses. All hypotheses were tested at 0.05 alpha level of significance. The fourth section outlined the major findings of the study and the last section discussed the findings of the study in detail.

4.2 Analysis of Demographic Information

The following tables show the frequencies and percentages of the bio-data of respondents:

Table 4.1: Classification of Respondents by Status

Respondents	Frequency	Percentage
Principal	29	3.9
Teacher	694	94.4
Supervisors	12	1.7
Total	**735**	**100**

Table 4.1 showed the classification of respondents by their status where 29, equivalent to 3.9% were principals, with 694 equivalent to 94.4% were teachers, while 12,

equivalent of 1.7% were supervisors. This showed that teachers were more represented in the study than principals and supervisors.

Table 4.2: Gender of the Respondents

Gender	Frequency	Percentage
Male	468	63.7
Female	267	36.3
Total	**735**	**100**

Table 4.2 showed that 468 respondents (63.7%) were male while the remaining 267 representing 36.3% were females took part in the study. This shows that the male respondents were more represented in the study.

4.3 Response to Research Questions

Opinions of principals, teachers and supervisors on the various research questions raised in this study are presented under this section.

Research Question One: How do principals perform on interpersonal relationship in Private Secondary Schools in Makurdi Metropolis, Benue State?

The opinions of principals, teachers and supervisors on the principals' role performances on interpersonal relationship in Private Secondary Schools in Makurdi Metropolis, Benue State were gathered and analyzed using frequency, mean and standard deviation

Table 4.3: Principals Role Performance on Interpersonal Relationship in Private Secondary School in Makurdi Educational Zone, Benue State

SN	Items	Respondents	SA	A	U	SD	D	Mean	SD
1.	The principal in my school interacts with his/her subordinates freely.	Principal	-	-	-	7	22	1.242	.436
		Teacher	155	202	34	135	168	3.059	1.532
		Supervisors	-	5	-	3	4	2.500	1.382
2.	The principal encourages teachers to work in harmony.	Principal	-	17	5	7	-	3.345	.857
		Teacher	13	251	61	102	267	2.883	1.363
		Supervisors	2	8	2	-	-	4.500	.603
3.	The principal encourages teachers to have good interpersonal relationship with students.	Principal	-	6	-	4	-	2.276	.960
		Teacher	106	154	45	214	175	3.715	1.439
		Supervisors	3	-	-	3	6	2.250	1.712
4.	The principal in my school does not emphasize on peaceful co-existence among students.	Principal	-	9	8	5	7	3.655	1.173
		Teacher	36	333	114	120	91	3.949	1.168
		Supervisors	2	8	-	2	-	3.833	.938
5.	The principal's leadership role leads to good relationship between school and local community.	Principal	-	10	2	8	9	2.448	1.270
		Teacher	16	303	138	121	116	3.974	1.172
		Supervisors	2	2	1	1	6	2.417	1.677
6.	The principal is at logger heads with non-staff in my school.	Principal	-	8	8	11	2	2.759	.951
		Teacher	67	291	140	156	40	3.972	1.090
		Supervisors	2	1	2	5	2	2.667	1.371
7.	The principal's inability to relate well with teachers makes them disengage from extra-curricular activities in the school.	Principal	-	17	6	3	3	3.276	1.032
		Teacher	21	300	101	160	112	2.940	1.195
		Supervisors	2	3	1	5	1	3.800	1.349
8.	The principal does not relate well with his/her vice principals in my school.	Principal	5	8	2	1	13	2.690	1.671
		Teacher	101	216	58	216	103	3.994	1.342
		Supervisors	3	2	1	6	-	3.167	1.337
9.	Officials of MOE/Board of directors see the principal as an arrogant person.	Principal	5	9	-	-	15	2.621	1.741
		Teacher	34	297	92	108	163	2.901	1.308
		Supervisors	2	2	1	5	2	2.750	1.422
10.	The PTA officials do not have good interpersonal relationship with principal.	Principal	-	14	2	9	4	2.897	1.176
		Teacher	77	191	54	216	156	2.736	1.365
		Supervisors	3	2	1	2	4	3.833	1.697
						Overall Mean	**=**	**3.1**	**1.29**

Table 4.3 showed the opinions of principals, teachers and supervisors on principals' role performances on interpersonal relationship in Private Secondary Schools in Makurdi Metropolis, Benue State. This table showed that the respondents all agreed to the fact that principals' role performances is capable of strengthening interpersonal relationship in Private Secondary Schools in Makurdi Metropolis, Benue State as the overall response mean of 3.1 is higher than the decision mean of 3.0. Also, the response mean

in respect of item number 4 was higher than the decision mean compared to other items on the table.

Research Question Two: How do principals perform on decision making process in Private Secondary Schools in Makurdi Metropolis, Benue State?

The opinions of principals, teachers and supervisors on the principals' role performances on decision making process in Private Secondary Schools in Makurdi Metropolis, Benue State were gathered and analyzed using frequency, mean and standard deviation

Table 4.4: Role performances of Principals on Decision Making Process in Private Secondary Schools in Makurdi Educational Zone, Benue State

SN	Items	Respondents	SA	A	U	SD	D	Mean	SD
1.	The principal involves teachers in decision making process on issues that affect them.	Principal	-	5	5	16	3	2.414	.907
		Teacher	109	183	76	193	133	2.917	1.390
		Supervisors	1	4	1	6	-	3.000	1.128
2.	The principal involves non-teaching staff in decision making process on issues that affect them.	Principal	-	8	2	12	7	2.379	1.147
		Teacher	90	152	40	145	267	2.500	1.496
		Supervisors	2	6	3	1	-	3.417	1.311
3.	The students take part on decision making process in my school.	Principal	-	21	1	-	7	3.243	1.300
		Teacher	31	293	123	90	157	2.930	1.278
		Supervisors	-	7	2	1	2	3.167	1.194
4.	PTA takes part on the decision making of my school.	Principal	-	1	-	10	18	1.448	.686
		Teacher	78	244	70	131	171	2.895	1.403
		Supervisors	-	7	2	1	2	3.167	1.194
5.	Members of the local community take part in the decision making process in my school.	Principal	14	6	2	7	-	3.931	1.252
		Teacher	94	264	129	131	76	3.244	1.222
		Supervisors	-	7	3	1	1	3.333	.985
6.	The principal communicates to the ministry of education/proprietor on the decisions made during meetings.	Principal	9	-	-	3	8	2.655	1.204
		Teacher	88	161	110	184	151	2.785	1.353
		Supervisors	-	6	3	2	1	3.167	1.030
7.	The principal allows influence peddling to make him/her change the decisions agreed upon at meetings.	Principal	-	9	8	5	7	2.655	1.173
		Teacher	88	200	101	191	114	2.938	1.314
		Supervisors	-	5	1	4	2	2.750	1.216
8.	The principal welcomes ideas during staff meeting.	Principal	-	10	7	11	1	2.897	.939
		Teacher	41	309	121	138	85	3.120	1.165
		Supervisors	-	5	-	6	1	2.750	1.138
9.	Most of the times the principal takes decisions unilaterally.	Principal	-	10	7	5	7	2.690	1.198
		Teacher	48	314	151	109	72	3.226	1.119
		Supervisors	-	9	-	1	2	3.333	1.231
10.	Most teachers in my school disengage from school activities because they are not involved in decision making process on issues that affect them.	Principal	2	1	-	8	18	1.655	1.143
		Teacher	190	128	8	146	222	2.882	1.661
		Supervisors	2	1	1	-	8	2.083	1.677
						Overall Mean	**=**	**2.8**	**1.15**

Table 4.4 showed the opinions of principals, teachers and supervisors on principals' role performances on decision making process in Private Secondary Schools in Makurdi Metropolis, Benue State. This table showed that the respondents all disagreed to the items raised in respect of research question two on the principals' role performances on decision making process in Private Secondary Schools in Makurdi Metropolis, Benue State. The overall response mean of 2.8 was less than the decision mean of 3.0. Also, all the response mean in respect of items on the table was less than the decision mean with the exception of number 5 which was higher than the cumulative mean.

Research Question Three: How do principals perform role on communication in Private Secondary Schools in Makurdi Metropolis, Benue State?

The opinions of principals, teachers and supervisors on the principals' role performances on communication in Private Secondary Schools in Makurdi Metropolis, Benue State were gathered and analyzed using frequency, mean and standard deviation

Table 4.5: Principals' Role Performance on Communication in Private Secondary School in Makurdi Educational Zone, Benue State

SN	Items	Respondents	SA	A	U	SD	D	Mean	SD
1.	The principal communicates to staff and students on matters that affect the school through circulars.	Principal	-	14	9	5	2	3.242	.873
		Teacher	34	313	154	86	107	3.117	1.173
		Supervisors	-	4	3	3	2	3.750	1.138
2.	The principal communicates to staff and students on matters that affect the school through Bulletin Boards.	Principal	-	11	2	12	4	2.690	1.137
		Teacher	24	372	127	92	79	4.845	1.097
		Supervisors	-	4	-	2	6	2.867	1.404
3.	The principal briefs members of staff before morning assemblies.	Principal	-	18	6	4	1	3.414	.867
		Teacher	58	387	105	122	22	4.886	.980
		Supervisors	7	4	-	1	-	4.417	.900
4.	The principal does not communicate to members of staff development from the ministry of education/board of directors.	Principal	-	16	5	5	3	3.973	1.071
		Teacher	34	380	79	118	83	3.736	1.157
		Supervisors	-	6	1	3	2	2.917	1.240
5.	The principal does not communicate to school community development from local community.	Principal	-	10	-	14	5	2.517	1.153
		Teacher	48	334	75	71	166	3.839	1.348
		Supervisors	-	7	2	3	-	3.933	1.073
6.	The principal allows free flow of information from bottom to top.	Principal	-	11	2	3	13	2.379	1.399
		Teacher	23	410	87	88	86	3.783	1.126
		Supervisors	-	3	-	7	2	2.333	1.073
7.	The principal allows free flow of information from top to bottom.	Principal	-	11	8	4	6	2.828	1.167
		Teacher	51	274	158	108	103	3.089	1.197
		Supervisors	-	-	1	6	5	1.667	.651
8.	The principal has good selection of words in communicating to staff and students.	Principal	-	14	6	4	5	3.900	1.165
		Teacher	21	324	126	132	91	4.875	1.140
		Supervisors	-	3	2	3	4	3.333	1.231
9.	The principal makes objective evaluation for staff during the annual performance evaluation.	Principal	-	14	5	8	2	3.069	1.033
		Teacher	12	368	127	114	73	3.890	1.072
		Supervisors	-	5	5	1	1	3.167	1.117
10.	The principal ensures that ICT facilities are installed for students and staff to communicate with other people outside school.	Principal	-	15	4	7	3	3.069	1.302
		Teacher	47	368	87	148	45	4.321	1.082
		Supervisors	-	4	2	4	2	2.667	1.155
							Overall Mean	**=**	**3.4**	**1.08**

Table 4.5 showed the opinions of principals, teachers and supervisors on principals' role performances on communication in Private Secondary Schools in Makurdi Metropolis, Benue State. This table showed that the respondents all agreed to the fact that principals' role performances aided effective communication in Private Secondary Schools in Makurdi Metropolis, Benue State through good selection of words in when communicating to staff and students. The table revealed that the overall response mean

of 3.4 is higher than the decision mean of 3.0. Also, the response mean in respect of item number 3 and 8 was significantly higher than the decision mean compared to other items on the table.

Research Question Four: How do principals perform on staff development in Private Secondary Schools in Makurdi Metropolis, Benue State?

The opinions of principals, teachers and supervisors on the principals' role performances on staff development in Private Secondary Schools in Makurdi Metropolis, Benue State were gathered and analyzed using frequency, mean and standard deviation

Table 4.6: Principals Role Performance of Staff Development on Private Secondary Schools in Makurdi Educational Zone, Benue State

SN	Items	Respondents	SA	A	U	SD	D	Mean	SD
1.	The principal recommends teachers who are qualified for in-service training in my school.	Principal	-	14	5	2	8	2.862	1.862
		Teacher	38	359	106	100	91	3.221	1.166
		Supervisors		4	2	3	3	2.583	1.240
2.	The principal encourages and supports teachers to attend conferences	Principal	-	16	8	1	4	3.242	1.058
		Teacher	28	434	129	23	79	3.457	1.077
		Supervisors	-	3	2	2	5	2.250	1.288
3.	The principal encourages and supports teachers to attend workshops	Principal	-	19	-	2	8	3.035	1.375
		Teacher	17	404	120	65	88	3.283	1.097
		Supervisors	-	4	2	4	2	2.667	1.155
4.	The principal encourages and supports teachers to attend seminars	Principal	-	16	4	5	4	3.103	1.145
		Teacher	31	323	119	102	119	3.065	1.215
		Supervisors	-	4	1	-	7	2.167	1.467
5.	The principal encourages and supports teachers to attend symposia..	Principal	-	14	8	3	4	3.104	1.081
		Teacher	28	323	127	156	60	3.149	1.085
		Supervisors	-	5	1	3	3	2.667	1.303
6.	The principal does not encourage and support the experienced teachers to mentor the inexperienced ones.	Principal	-	19	6	1	3	3.414	.983
		Teacher	3	351	131	134	75	3.105	1.067
		Supervisors	-	6	-	5	1	2.917	1.165
7.	The principal does not encourage and support orientation for newly recruited teachers in the school.	Principal	-	17	9	2	1	3.448	.783
		Teacher	3	329	189	99	74	3.127	1.023
		Supervisors	-	7	2	3	-	3.333	.888
8.	The principal does not encourage and support non-academic staff to go for in service training.	Principal	-	22	5	-	2	3.621	.820
		Teacher	18	453	160	3	60	3.528	.911
		Supervisors	-	7	5	-	-	3.583	.515
9.	The principal does not encourage and support non-academic staff to go for conferences.	Principal	-	14	9	3	3	3.173	1.003
		Teacher	15	360	174	78	67	3.257	1.020
		Supervisors	-	7	5	-	-	3.583	.515
10.	The principal does not encourage and support non-academic staff to go for workshops and seminars.	Principal	2	14	9	2	2	3.414	.983
		Teacher	51	270	191	58	124	3.095	1.214
		Supervisors	-	4	3	-	5	2.500	1.382
							Overall Mean	**= 3.0**	**1.09**

Table 4.6 showed the opinions of principals' role performances on staff development in Private Secondary Schools in Makurdi Metropolis, Benue State. This table showed that the respondents all disagreed to the items raised in respect of research question four on the principals' role performances on staff development in Private Secondary Schools in Makurdi Metropolis, Benue State. The table revealed that the overall response mean of 3.0 is the same with the decision mean of 3.0. This signified disagreement on the part of principals, teachers and supervisors.

Research Question Five: How do principals perform on maintenance of discipline in Private Secondary Schools in Makurdi Metropolis, Benue State?

The opinions of principals, teachers and supervisors on the role performances of principals on maintenance of discipline in Private Secondary Schools in Makurdi Metropolis, Benue State were gathered and analyzed using frequency, mean and standard deviation

Table 4.7: Principals Role Performances on Maintenance of Discipline in private secondary schools in Makurdi educational zone, Benue State

SN	Items	Respondents	SA	A	U	SD	D	Mean	SD
1.	The principal is disciplined as such he/her has the right to discipline others	Principal	1	16	6	-	6	3.907	1.236
		Teacher	44	224	76	172	178	4.689	1.325
		Supervisors	-	6	-	2	4	2.667	1.436
2.	The principal is not capable to discipline teachers in my school	Principal	2	1	2	12	12	3.931	1.132
		Teacher	11	46	10	336	291	3.775	.890
		Supervisors	-	1	-	3	8	1.500	.905
3.	The principal is not capable to discipline students in my school.	Principal	-	-	-	17	12	1.586	.501
		Teacher	19	91	18	387	179	4.113	1.022
		Supervisors	3	-	-	2	7	2.667	1.750
4.	The principal is capable to discipline non-academic staff in my school.	Principal	1	6	7	8	7	2.517	1.184
		Teacher	36	205	132	136	185	4.670	1.288
		Supervisors	-	6	4	-	2	3.767	1.115
5.	The principal allows free interaction between teachers and students.	Principal	-	1	-	14	14	3.586	.682
		Teacher	24	167	55	266	182	3.402	1.207
		Supervisors	-	1	-	-	11	2.250	.866
6.	The principal does not allow free interaction between non-academic staff and students.	Principal	-	7	3	10	9	2.276	1.162
		Teacher	25	238	110	187	134	2.760	1.214
		Supervisors	-	2	3	5	2	3.917	.996
7.	The principal allows free movement of members of the local community in the school premises..	Principal	-	19	10	-	-	3.656	.484
		Teacher	38	351	128	113	64	3.768	1.089
		Supervisors	-	9	3	-	-	3.750	.452
8.	The principal allows staff on duty to discipline erring students	Principal	-	21	6	2	-	3.655	.614
		Teacher	20	387	95	63	129	3.752	1.219
		Supervisors	-	8	4	-	-	3.667	.492
9.	The principal does not carry out management of discipline alone in my school.	Principal	1	8	6	6	8	3.586	1.268
		Teacher	40	218	90	166	180	3.672	.928
		Supervisors	-	3	2	7	-	2.667	.888
10.	The principal cannot discipline staff and students because of influence peddling.	Principal	-	11	7	8	3	2.897	1.047
		Teacher	39	244	89	133	189	2.728	1.111
		Supervisors	3	4	-	1	4	3.983	1.730
					Overall Mean		**=**	**3.3**	**1.04**

Table 4.7 showed the opinions of principals, teachers and supervisors on role performances of principals on maintenance of discipline in Private Secondary Schools in Makurdi Metropolis, Benue State. This table showed that the respondents all agreed to the items stated in respect of research five that the role performances of principals strengthened maintenance of discipline in Private Secondary Schools in Makurdi

Metropolis, Benue State. The table revealed that the overall response mean of 3.3 is higher than the decision mean of 3.0.

Research Question Six: How do principals perform on school-community relationship in Private Secondary Schools in Makurdi Metropolis, Benue State?

The opinions of principals, teachers and supervisors on the principals' role performances on school-community relationship in Private Secondary Schools in Makurdi Metropolis, Benue State were gathered and analyzed using frequency, mean and standard deviation

Table 4.8: Principals Role Performance on School-Community Relationship in Private Secondary School in Makurdi Educational Zone, Benue State

SN	Items	Respondents	SA	A	U	SD	D	Mean	SD
1.	The principal ensures that school uses people from local community to give talks to students on religious issues	Principal	1	21	5	2	-	3.724	.649
		Teacher	8	381	127	86	90	3.780	1.111
		Supervisors	2	9	1	-	-	4.883	.515
2.	The principal ensures that people from local community are made to give talks on health issues.	Principal	1	16	2	7	3	3.773	1.167
		Teacher	22	367	128	61	116	3.170	1.177
		Supervisors	2	1	3	-	6	2.967	1.586
3.	The principal invites the local community to witness school programme/events.	Principal	1	5	1	13	9	2.873	1.167
		Teacher	17	385	121	97	74	3.751	1.076
		Supervisors	2	8	-	2	-	3.833	.938
4.	The principal allows members of the local community to cement good relationship between school and local community.	Principal	1	16	4	8	-	3.345	.937
		Teacher	17	269	125	118	165	4.791	1.251
		Supervisors	2	2	1	1	6	2.917	1.677
5.	The principal attends ceremonies of the local community to cement good relationship between school and local community.	Principal	1	8	-	25	5	2.483	1.184
		Teacher	19	304	139	136	96	3.020	1.140
		Supervisors	2	1	2	5	2	2.667	1.371
6.	The principal ensures that majority of lower positions of non-academic staff are occupied by the local community.	Principal	1	8	-	12	8	2.379	1.265
		Teacher	23	308	86	140	137	3.914	1.250
		Supervisors	2	2	2	5	1	2.917	1.311
7.	The principal ensures that preference is given to the local community during admission exercise.	Principal	2	13	5	2	7	3.035	1.349
		Teacher	10	244	109	197	134	4.711	1.176
		Supervisors	3	2	1	6	-	3.167	1.337
8.	The principal ensures that consumables and other essential items for staff and purchase from the local community	Principal	2	11	4	4	8	3.828	1.391
		Teacher	14	273	105	164	138	3.800	1.212
		Supervisors	2	2	1	5	2	3.750	1.422
9.	The principal uses elders in the local community in tackling problems of indiscipline.	Principal	2	17	2	4	4	3.810	1.228
		Teacher	27	252	97	127	191	3.708	1.311
		Supervisors	4	1	1	2	4	2.917	1.782
10.	The principal uses his position to get accommodation for staff in the local community.	Principal	2	8	2	11	6	2.621	1.293
		Teacher	32	306	92	178	86	3.929	1.174
		Supervisors	1	4	1	6	-	3.800	1.128
					Overall Mean		**=**	**3.5**	**1.27**

Table 4.8 showed the opinions of principals, teachers and supervisors on the principals' role performances on school-community relationship in Private Secondary Schools in Makurdi Metropolis, Benue State. This table showed that the respondents all agreed to the items stated in respect of research six that the principals' role performances enhances school-community relationship in Private Secondary Schools in Makurdi Metropolis, Benue State. The table revealed that the overall response mean of 3.5 is higher than the decision mean of 3.0. Likewise, the response mean in respect of each of the items stated on the table was higher than the decision signifying agreement on the part of the principals, teachers and supervisors.

4.4 Hypotheses Testing

All the six null hypotheses were tested at alpha 0.05 level of significance using Analysis of Variance (ANOVA).

Hypothesis One: There is no significant difference in the opinions of principals, teachers and supervisors on interpersonal relationship in Private Secondary Schools in Makurdi Metropolis, Benue State.

Table 4.9 presented the data analysed in respect of the opinions of principals, teachers and supervisors on principals' role Performance on interpersonal relationship in Private Secondary Schools in Makurdi Metropolis, Benue State.

Table 4.9: Summary of Analysis of Variance (ANOVA) on Principals Role Performance on Interpersonal Relationship in Private Secondary Schools in Makurdi Metropolis, Benue State

Status	Sum of Squares	df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	27.272	2	6.818	4.254	2.61	.002
Within Groups	1104.268	733	1.603			
Total	**1131.540**	**735**				

Table 4.9 showed that there is significant difference in the opinions of principals, teachers and supervisors on principals' role Performance on interpersonal relationship in Private Secondary Schools in Makurdi Metropolis, Benue State. The table showed the f-ratio value of (4.254) at 2 df 735 and at level 0.05 alpha level of significance. The critical value (2.61) is less than f-ratio value (4.254), the probability of (.002) is less than 0.05. This means that there is significant difference in the opinions of respondents on principals role Performance on interpersonal relationship in Private Secondary Schools in Makurdi Metropolis, Benue State. Consequently, the null hypothesis is rejected.

Table 4.10: Summary of Scheffe's Multiple Comparison Test on Principals Role Performance on interpersonal Relationship in Private Secondary Schools in Makurdi Metropolis, Benue State

Respondents	**N**	**ẍ**
Principals	29	2.68
Teachers	694	2.80
Supervisors	12	2.88

Table 4.10 on principals role Performance on interpersonal relationship in Private Secondary Schools in Makurdi Metropolis, Benue State showed that the response mean of teachers was found to be closer to that of supervisors, indicating that the difference between the two respondents was not significant. On the other hand, the response mean of principals was less than that of teachers and supervisors. This shows that principals differed significantly in their opinion regarding the principals role Performance on interpersonal relationship in Private Secondary Schools in Makurdi Metropolis, Benue State.

Hypothesis Two: There is no significant difference in the opinions of principals, teachers and supervisors on decision making process in Private Secondary Schools in Makurdi Metropolis, Benue State.

Table 4.11 presented the data analysed in respect of the opinions of principals, teachers and supervisors on principals' Role Performances on decision making process in Private Secondary Schools in Makurdi Metropolis, Benue State.

Table 4.11: Summary of Analysis of Variance (ANOVA) on Principals' Role Performances on Decision Making Process in Private Secondary Schools in Makurdi Metropolis, Benue State

Status	Sum of Squares	Df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	10.130	2	2.533	1.289	2.61	.273
Within Groups	1353.191	733	1.964			
Total	**1363.321**	**735**				

Table 4.11 showed that there is no significant difference in the opinions of principals, teachers and supervisors on principals' role performances on decision making process in Private Secondary Schools in Makurdi Metropolis, Benue State. The table showed the f-ratio value of (1.289) at 2 df 735 and at level 0.05 alpha level of significance. The critical value (2.61) is greater than f-ratio value (1.289), the probability of (.273) is greater than 0.05. This means that there is no significant difference in the opinions of respondents on principals' role performances on decision making process in Private Secondary Schools in Makurdi Metropolis, Benue State. Hence, the null hypothesis is retained.

Hypothesis Three: There is no significant difference in the opinions of principals, teachers and supervisors on communication in Private Secondary Schools in Makurdi Metropolis, Benue State.

Table 4.12 presented the data analysed in respect of the opinions of principals, teachers and supervisors on principal's Role Performances on communication in Private Secondary Schools in Makurdi Metropolis, Benue State.

Table 4.12: Summary of Analysis of Variance (ANOVA) on Principal's Role Performances on Communication in Private Secondary Schools in Makurdi Metropolis, Benue State

Status	Sum of Squares	Df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	37.240	2	9.310	6.436	2.61	.000
Within Groups	996.606	733	1.446			
Total	**1033.846**	**735**				

Table 4.12 showed that there is significant difference in the opinions of principals, teachers and supervisors on principal's Role Performances on communication in Private Secondary Schools in Makurdi Metropolis, Benue State. The table showed the f-ratio value of (6.436) at 2 df 735 and at level 0.05 alpha level of significance. The critical value (2.61) is less than f-ratio value (6.436), the probability of (.000) is less than 0.05. This means that there is significant difference in the opinions of respondents on principal's Role Performances on communication in Private Secondary Schools in Makurdi Metropolis, Benue State. Consequently, the null hypothesis is rejected.

Table 4.13: Summary of Scheffe's Multiple Comparison Test on Principal's Role Performances on Communication in Private Secondary Schools in Makurdi Metropolis, Benue State

Respondents	N	ẍ
Principals	29	2.76
Teachers	694	2.79
Supervisors	12	3.00

Table 4.13 on principal's Role Performances on communication in Private Secondary Schools in Makurdi Metropolis, Benue State showed that the response mean of

principals was found to be closer to that of teachers, indicating that the difference between the two respondents was not significant. On the other hand, the response mean of supervisors was greater than that of principals and teachers. This shows that supervisors differed significantly in their opinion regarding the principal's Role Performances on communication in Private Secondary Schools in Makurdi Metropolis, Benue State.

Hypothesis Four: There is no significant difference in the opinions of principals, teachers and supervisors on staff development in Private Secondary Schools in Makurdi Metropolis, Benue State.

Table 4.14 presented the data analysed in respect of the opinions of principals, teachers and supervisors on Principals' role Performance on staff development in Private Secondary Schools in Makurdi Metropolis, Benue State.

Table 4.14: Summary of Analysis of Variance (ANOVA) on Principals' Role Performance on Staff Development in Private Secondary Schools in Makurdi Metropolis, Benue State

Status	Sum of Squares	Df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	57.102	2	14.276	2.116	2.61	.077
Within Groups	1211.908	733	1.759			
Total	**1269.010**	**735**				

Table 4.14 showed that there is no significant difference in the opinions of principals, teachers and supervisors on Principals' role Performance on staff development in Private Secondary Schools in Makurdi Metropolis, Benue State. The table showed the f-ratio value of (2.116) at 2 df 735 and at level 0.05 alpha level of significance. The critical value (2.61) is greater than f-ratio value (2.116), the probability of (.077) is greater than 0.05. This means that there is no significant difference in the opinions of

respondents on Principals' role Performance on staff development in Private Secondary Schools in Makurdi Metropolis, Benue State. Hence, the null hypothesis is retained.

Hypothesis Five: There is no significant difference in the opinions of principals, teachers and supervisors on the maintenance of discipline in Private Secondary Schools in Makurdi Metropolis, Benue State.

Table 4.15 presented the data analysed in respect of the opinions of principals, teachers and supervisors on role performances of principals on maintenance of discipline in Private Secondary Schools in Makurdi Metropolis, Benue State.

Table 4.15: Summary of Analysis of Variance (ANOVA) on the Role Performances of Principals on Maintenance of Discipline in Private Secondary Schools in Makurdi Metropolis, Benue State

Status	Sum of Squares	Df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	21.755	2	5.439	3.190	2.61	.013
Within Groups	1174.581	733	1.705			
Total	**1196.336**	**735**				

Table 4.15 showed that there is significant difference in the opinions of principals, teachers and supervisors on the role performances of principals on maintenance of discipline in Private Secondary Schools in Makurdi Metropolis, Benue State. The table showed the f-ratio value of (3.190) at 2 df 735 and at level 0.05 alpha level of significance. The critical value (2.61) is less than f-ratio value (3.190), the probability of (.013) is less than 0.05. This means that there is significant difference in the opinions of respondents on the role performances of principals on maintenance of discipline in Private Secondary Schools in Makurdi Metropolis, Benue State. Consequently, the null hypothesis is rejected.

Table 4.16: Summary of Scheffe's Multiple Comparison Test on the Role Performances of Principals on Maintenance of Discipline in Private Secondary Schools in Makurdi Metropolis, Benue State

Respondents	N	ẍ
Principals	29	3.06
Teachers	694	3.45
Supervisors	12	3.57

Table 4.16 on the role performances of principals on maintenance of discipline in Private Secondary Schools in Makurdi Metropolis, Benue State showed that the response mean of teachers was found to be closer to that of supervisors, indicating that the difference between the two respondents was not significant. On the other hand, the response mean of principals was less than that of teachers and supervisors. This shows that principals differed significantly in their opinion regarding the role performances of principals on maintenance of discipline in Private Secondary Schools in Makurdi Metropolis, Benue State.

Hypothesis Six: There is no significant difference in the opinions of principals, teachers and supervisors on principal's role performance on school-community relationship in Private Secondary Schools in Makurdi Metropolis, Benue State.

Table 4.17 presented the data analysed in respect of the opinions of principals, teachers and supervisors on principal's role performance on school-community relationship in Private Secondary Schools in Makurdi Metropolis, Benue State.

Table 4.17: Summary of Analysis of Variance (ANOVA) on the Principal's Role Performance on School-Community Relationship in Private Secondary Schools in Makurdi Metropolis, Benue State

Status	Sum of Squares	Df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	32.252	2	8.063	6.113	2.61	.000
Within Groups	908.821	733	1.319			
Total	**941.073**	**735**				

Table 4.17 showed that there is significant difference in the opinions of principals, teachers and supervisors on the principal's role performance on school-community relationship in Private Secondary Schools in Makurdi Metropolis, Benue State. The table showed the f-ratio value of (6.113) at 2 df 735 and at level 0.05 alpha level of significance. The critical value (2.61) is less than f-ratio value (6.113), the probability of (.000) is less than 0.05. This means that there is significant difference in the opinions of respondents on the principal's role performance on school-community relationship in Private Secondary Schools in Makurdi Metropolis, Benue State. Consequently, the null hypothesis is rejected.

Table 4.18: Summary of Scheffe's Multiple Comparison Test on the Principal's Role Performance on School-Community Relationship in Private Secondary Schools in Makurdi Metropolis, Benue State

Respondents	N	ẍ
Principals	29	2.50
Teachers	694	2.50
Supervisors	12	3.07

Table 4.18 on the principal's role performance on school-community relationship in Private Secondary Schools in Makurdi Metropolis, Benue State showed that the response mean of principals was the same with that of teachers, indicating no difference between the response of the two respondents. On the other hand, the response mean of

supervisors was greater than that of principals and teachers. This shows that supervisors differ significantly in their opinion regarding the principal's role performance on school-community relationship in Private Secondary Schools in Makurdi Metropolis, Benue State.

4.5 Summary of Hypotheses Testing

This section presents the summary of the null hypotheses tested in the course of the study.

Table 4.19: Summary of Hypotheses Tested

N/S	H_0 Statement	Statistical Tool Used	Result	Level of Sig.	Remark
1.	There is no significant difference in the opinions of principals, teachers and supervisors on interpersonal relationship in Private Secondary Schools in Makurdi Metropolis, Benue State.	Analysis of Variance (ANOVA)	P .002 is less than 0.05 level of significance.	0.05	**H_1** was rejected. This means that significant difference existed in the opinions of respondents.
2.	There is no significant difference in the opinions of principals, teachers and supervisors on decision making process in Private Secondary Schools in Makurdi Metropolis, Benue State.	Analysis of Variance (ANOVA)	P .273 is greater than 0.05 level of significance.	0.05	**H_2** was retained. This means that there is no significant difference in the opinions of respondents.
3.	There is no significant difference in the opinions of principals, teachers and supervisors on principal's Role Performances on communication in Private Secondary Schools in Makurdi Metropolis, Benue State.	Analysis of Variance (ANOVA)	P .000 is less than 0.05 level of significance.	0.05	**H_3** was rejected. This means that significant difference existed in the opinions of respondents.
4.	There is no significant difference in the opinions of principals, teachers and supervisors on staff development in Private Secondary Schools in Makurdi Metropolis, Benue State.	Analysis of Variance (ANOVA)	P .077 is greater than 0.05 level of significance.	0.05	**H_4** was retained. This means that there is no significant difference in the opinions of respondents.
5.	There is no significant difference in the opinions of principals, teachers and supervisors on maintenance of discipline in Private Secondary Schools in Makurdi Metropolis, Benue State.	Analysis of Variance (ANOVA)	P .013 is less than 0.05 level of significance.	0.05	**H_5** was rejected. This means that significant difference existed in the opinions of respondents.
6.	There is no significant difference in the opinions of principals, teachers and supervisors on school-community relationship in Private Secondary Schools in Makurdi Metropolis, Benue State.	Analysis of Variance (ANOVA)	P .000 is less than 0.05 level of significance.	0.05	**H_6** was rejected. This means that significant difference existed in the opinions of respondents.

4.6 Summary of Major Findings

The following are the findings of the study based on the hypotheses tested:

1. Principals did not perform their roles on interpersonal relationship well in most Private Secondary Schools in Makurdi Metropolis, Benue State.
2. Principals performed their roles on decision making process well in most Private Secondary Schools in Makurdi Metropolis, Benue State.
3. Principals did not perform their roles on communication well in most Private Secondary Schools in Makurdi Metropolis, Benue State.
4. Principals performed their roles on staff development in Private Secondary Schools in Makurdi Metropolis, Benue State.
5. Principals did not perform their roles on maintenance of discipline well in most Private Secondary Schools in Makurdi Metropolis, Benue State.
6. Principals' do not perform their roles on school-community relationship well in most, Private Secondary Schools in Makurdi Metropolis, Benue State.

4.7 Discussions of Findings

Findings from hypothesis one showed that there is significant difference in the opinions of principals, teachers and supervisors on interpersonal relationship in Private Secondary Schools in Makurdi Metropolis, Benue State. The table showed the f-ratio value of (4.254) at 2 df 735 and at level 0.05 alpha level of significance. The critical value (2.61) is less than f-ratio value (4.254), the probability of (.002) is less than 0.05. Consequently, the null hypothesis which says there is no significant difference in the opinions of respondents on interpersonal relationship in Private Secondary Schools in Makurdi Metropolis, Benue State was rejected. This result is in line with the findings of Mbuso (1999) that there is distinction between administration and leadership. The

finding also point out how the role of a principal as a leader interacts with his or her administrative role. (Weinstein, 2002) also reveals in his findings that interpersonal relationships between the principal and the teacher influence students' belief about their own ability and goals to achieve academically

The findings from the hypothesis two showed that there is no significant difference in the opinions of principals, teachers and supervisors on decision making process in Private Secondary Schools in Makurdi Metropolis, Benue State. The table showed the f-ratio value of (1.289) at 2 df 735 and at level 0.05 alpha level of significance. The critical value (2.61) is greater than f-ratio value (1.289), the probability of (.273) is greater than 0.05. Hence, the null hypothesis which says that there is no significant difference in the opinions of respondents on decision making process in Private Secondary Schools in Makurdi Metropolis, Benue State was retained. This finding contradicts the finding of Richardson (1995), whose finding showed that the principal role must change from a dictator to a leader of leaders. As part of decision making team, the principal will find it necessary to facilitate the implementation process. Providing support for the teachers while they adjust to role changes and guiding the school through the process of implementation will be only two of the many new roles of the principal assume. Decisions which are made collectively in a team spirit are normally implemented because all members share the responsibility. The findings also supports that of Enna (1994), whose findings revealed that the head teachers, teacher and parents plays significant role in decision making processes through their collective participation in decision making. The study also revealed that the leadership style adopted by head teachers is responsible for the increased participation

in decision making and that it is responsible for the ease in the implementation of decisions.

Findings from hypothesis three showed that there is significant difference in the opinions of principals, teachers and supervisors on communication in Private Secondary Schools in Makurdi Metropolis, Benue State. The table showed the f-ratio value of (6.436) at 2 df 735 and at level 0.05 alpha level of significance. The critical value (2.61) is less than f-ratio value (6.436), the probability of (.000) is less than 0.05. Consequently, the null hypothesis which says there is no significant difference in the opinions of respondents on communication in Private Secondary Schools in Makurdi Metropolis, Benue State was rejected. Findings from previous researchers also confirmed this finding. Such researcher include Enna (1994), that principal's effective role performances is capable of improving communication in schools and also Bennis and Nanus (2003) who revealed that leadership is all about communicating and effective principals regularly utilize communication skills in soliciting beliefs and ideas, advocating positions, and persuading others.

The findings from the hypothesis hypothesis four showed that there is no significant difference in the opinions of principals, teachers and supervisors on staff development in Private Secondary Schools in Makurdi Metropolis, Benue State. The table showed the f-ratio value of (2.116) at 2 df 735 and at level 0.05 alpha level of significance. The critical value (2.61) is greater than f-ratio value (2.116), the probability of (.077) is greater than 0.05. Hence, the null hypothesis which says that there is no significant difference in the opinions of respondents on staff development in Private Secondary Schools in Makurdi Metropolis, Benue State was retained. This finding was against the study conducted by Nkwoh (2011) that principals' role

performance encourage and support staff development in secondary schools and also that of Nwagwu (1998) who opined that in order to maintain a high level of academic excellence and bring about a society of bright and full opportunities for all citizens, administrators in our school system -be it at the primary, secondary and tertiary levels should avail themselves of these continuous learning programme opportunities for the staff.

The findings from the hypothesis five showed that there is significant difference in the opinions of principals, teachers and supervisors on maintenance of discipline in Private Secondary Schools in Makurdi Metropolis, Benue State. The table showed the f-ratio value of (3.190) at 2 df 735 and at level 0.05 alpha level of significance. The critical value (2.61) is less than f-ratio value (3.190), the probability of (.013) is less than 0.05. Consequently, the null hypothesis which says that there is no significant difference in the opinions of respondents on maintenance of discipline in Private Secondary Schools in Makurdi Metropolis, Benue State was rejected. This finding tread the same path with the study conducted by Yusuf (2015) which revealed that the role performances of principals in maintenance of discipline is capable of ensuring good discipline for effective curriculum delivery in schools. In addition, Charles (2000) stated that, compulsory schooling, crowded classroom and inadequate staffing in the schools account not only for the presence of disciplinary problems, but for their perpetuations.

The findings from the hypothesis six showed that there is significant difference in the opinions of principals, teachers and supervisors on school-community relationship in Private Secondary Schools in Makurdi Metropolis, Benue State. The table showed the f-ratio value of (6.113) at 2 df 735 and at level 0.05 alpha level of significance. The critical value (2.61) is less than f-ratio value (6.113), the probability of

(.000) is less than 0.05. Consequently, the null hypothesis which says that there is significant difference in the opinions of respondents on school-community relationship in Private Secondary Schools in Makurdi Metropolis, Benue State was rejected. This finding corroborate the finding of Hamza (1991) that principals' sociability, accountability, personality and intuitiveness promotes school-community relationship and that of Enna (1994) which revealed that the parents as members of the school community determine to a large extent the funding and provision of infrastructure through community service.

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the entire work titled Perceptions of Stakeholders on the Role Performances of Principal on the Management of Private Secondary Schools in Makurdi Metropolis, Benue State, Nigeria. The chapter provides the summary of the findings; conclusion and recommendations were made in respect of the findings from the study.

5.2 Summary

This study started with the general overview of the topic: Perceptions of Stakeholders on the Role Performances of Principal on the Management of Private Secondary Schools in Makurdi Metropolis, Benue State, Nigeria. The study was conducted with six objectives, which were: find out the role performance of principals on interpersonal relationship in Private Secondary Schools in Makurdi Metropolis, Benue State; determine the principals' role performances on decision making process in Private Secondary Schools in Makurdi Metropolis, Benue State; examine the principals' role performance on communication in Private Secondary Schools in Makurdi Metropolis, Benue State; find out the principals' role performance on staff development in Private Secondary Schools in Makurdi Metropolis, Benue State; assess the role performance of principals on maintenance of discipline in Private Secondary Schools in Makurdi Metropolis, Benue State; and determine the principals' role performances on school-community relationship in Private Secondary Schools in Makurdi Metropolis, Benue State. In line with the stated objectives, six corresponding research questions were raised and six null hypotheses were formulated for the study.

The study adopted survey research design. A sample size of 29 principals, 694 teachers and 12 supervisors from Makurdi metropolis was used. This sample size was arrived at using cluster sampling technique. A total of 29 copies of questionnaire were distributed to principals, 694 copies were administered to the teachers and 12 copies were administered to supervisors from Makurdi metropolis. All the copies of questionnaire administered to the respondents were correctly filled and returned for analysis. The bio-data information of the respondents was analysed using frequencies and percentages, while frequency count, mean and standard deviation was used to answer the research questions. Also, all the six null hypotheses were analysed using Analysis of Variance (ANOVA) at 0.05 level of significance. Findings of the study among others revealed that principals' do not perform their roles on interpersonal relationship in Private Secondary Schools in Makurdi Metropolis, Benue State. Likewise, principals' perform their roles on decision making process in Private Secondary Schools in Makurdi Metropolis, Benue State. Also, Principals' do not perform their roles on communication in Private Secondary Schools in Makurdi Metropolis, Benue State. Principals' perform their roles on staff development in Private Secondary Schools in Makurdi Metropolis, Benue State. Principals' do not perform their roles on maintenance of discipline in Private Secondary Schools in Makurdi Metropolis, Benue State. Principals' do not perform their roles on school-communication relationship in Private Secondary Schools in Makurdi Metropolis, Benue State.

5.3 Conclusions

Conclusion were made as a result of the findings from the study that principals' role performance is not capable of strengthening interpersonal relationship in Private

Secondary Schools in Makurdi Metropolis, Benue State. Likewise, the principals' role performances did not aid effective communication in Private Secondary Schools in Makurdi Metropolis, Benue State especially in their selection of words when communicating to staff and students. Conclusion has also been made that principals' perform their roles on staff development in Private Secondary Schools in Makurdi Metropolis, Benue State. In addition, principals' role performances did not enhance school-community relationship in Private Secondary Schools in Makurdi Metropolis, Benue State.

5.4 Recommendations

Recommendations were made based on the findings and conclusion drawn from the study that:

1. Principals should endeavor to improve in their interpersonal relationship with other stakeholders in the school system in private secondary schools;
2. Principal should involve various interest groups (stakeholders) in decision making process;
3. Regular seminars and workshop should be organised for private secondary school principals on importance of effective communications in schools system;
4. The federal and state Ministry of Education as well as proprietors of private secondary schools in Nigeria should endeavour to provide more opportunities for staff to participate in staff development traning in order to learn and improve upon their job performances;
5. Seminars in leadership training should be organized occasionally for school leaders on the effective maintenance of school discipline; and

6. Principals of private secondary schools should engage the community for effective school-community relationship for the achievement of educational goals.

5.5 Suggestions for Further Studies

Further studies are to be carried out on the:

1. effectiveness of the staff development programmes for supporting services employees;
2. impact of training and development on employee's productivity in private secondary schools;
3. evaluation of the management of educational facilities in Nigerian secondary schools;
4. assessment of administrative task in public secondary schools; and
5. impact of staff development programmes on job performances of secondary schools principals.

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APPENDIX I

LETTER OF INTRODUCTION

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

Dear Respondent,

The researcher is an M.Ed student of Educational Administration and Planning undergoing the study on "***Perception of Stakeholders on the Role Performances of Principals on the Management of Private Secondary Schools in Makurdi Metropolis, Benue State".***

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

Thanks.

Yours faithfully,

Philip OSOGWU

APPENDIX II

PRINCIPAL'S ROLE OPINION QUESTIONNAIRE

Personal Data of Respondents

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

Section A: Bio-Data

1. Status
   a. Principal [ ]
   b. Teacher [ ]
   c. Inspectors [ ]

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

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

Section B: Principals role performance on interpersonal relationship in private secondary school in Makurdi Metropolis, Benue State.

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

Section C: Role performances of Principals on decision making process in private secondary schools in Makurdi Metropolis, Benue State.

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

Section D: Principals' role performance on communication in private secondary school in Makurdi Metropolis, Benue State.

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

Section E: Principals role performance of staff development on private secondary schools in Makurdi Metropolis, Benue State.

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

Section F: Principals role performances on maintenance of discipline in private secondary schools in Makurdi Metropolis, Benue State.

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

Section G: Principals role performance on school-community relationship in private secondary school in Makurdi Metropolis, Benue State.

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

APPENDIX III

PRIVATE SECONDARY SCHOOLS IN MAKURDI

	MARKURDI LGA
	SCHOOL
1	AFRICAN CHURCH GRAMMAR SCHOOL
2	ALIYU MUHAMMAD JAMA'A ARABIC COLLEGE
3	ALHPA – LANDMARK INTERNATIONAL ACADEMY
4	AVECO MODEL COLLEGE
5	BAPTIST HIGH SCHOOL
6	BENLAD MODEL SECONDARY SCHOOL
7	BRIGHT HOPE CONTINUING EDUCATION
8	BRIGHT WAY COLLEGE
9	CAPITAL COLLEGE MAKURDI
10	CHRIST APOSTOLIC CHURCH SECONDARY SCHOOL
11	CHRIST THE KING SECONDARY SCHOOL, MAKURDI
12	CITY COLLEGE MAKURDII
13	COMMUNITY SECONDARY SCHOOL
14	COMMUNITY SECONDARY SCHOOL. CHO
15	CORNERSTONE ACADEMY
16	CORNERSTONE SECONDARY
17	CORONA SECONDARY SCHOOL, MAKURDI
18	DATA CONTINUING EDUCATION CENTRE MAKURDI
19	DAV MEMORIAL SECONDARY SCHOOL
20	DEMONSTRATION INTERNATIONAL SPECIAL ARTS AND SCIENCE SCHOOL MAKURDI
21	DIVINE HOPE ACADEMY SECONDARY SCHOOL, ADEKE-MAKURDI
22	DOMINION SECONDARY SCHOOL, NORTH BANK
23	DYEGE CONTINUING EDUCATION CENTER MAKURDI
24	DYEGE MEMORIAL COLLEGE
25	ECWA SECONDARY SCHOOL, NORTH BANK
26	ELITE INTERNATIONAL COLLEGE, MAKURDI
27	EMMANUEL FOUNDATION ACADEMY (SECONDARY) MAKURDI
28	EMMANUEL FOUNDATION ACADEMY MAKURDI
29	ERDOO MEMORIAL COLLEGE, MAKURDI
30	EXTENSIVE COLLEGE MAKURDI
31	FEDERAL GENDER CARE COLLEGE
32	FEVOSUN COLLEGE MAKURDI
33	GAADI COMP COLLEGE MAKURDI
34	GATEWAY COMPREHENSIVE COLLEGE
35	GLOBAL COMPREHENSIVE COLLEGE, WALIMAYO
36	GOLDEN JUNIOR COLLEGE, YAGBA
37	GOODNEWS SECONDARY GRAMMAR SCHOOL NORTH-BANK
38	GRAMS SECONDARY SCHOOL
39	HERITAGE COLLEGE MAKURDI
40	HIDEVA IDEAL SECONDARY SCHOOL, MARKUDI
41	HOLY CHILD SECONDARY SCHOOL
42	HOLY GHOST CONTINUING CENTRE
43	IDYE NKST SECONDARY SCHOOL MAKURDI
44	IMPACT INTERNATIONAL ACADEMY
45	JEWEL MODEL COLLEGE, MAKURDI
46	KINGDOM COMPREHENSIVE COLLEGE MAKURDI
47	LADY VICTORIA ACADEMY MAKURDI
48	MAKIR ZAKPE COLLEGE, MAKURDI

49	MAKURDI INTERNATIONAL SECONDARY SCHOOL
50	MAKURDI UNIQUE SECONDARY SCHOOL
51	MATTENS MODEL COLLEGE
52	MBAIWEM COMMUNITY SECONDARY SCHOOL YAIKO
53	METHODIST JNR. HIGH SCHOOL, MAKURDI
54	NANTOR COLLEGE MAKURDI
55	NATIONAL CONTINUING CENTRE MAKURDI
56	NEW ERA SECONDARY SCHOOL
57	NEW ERA CONTINUING CENTRE MAKURDI
58	NKST JUNIOR SECONDARY SCHOOL, WUNA
59	NOGOA JUNIOR SECONDARY SCHOOL, MAKURDI
60	NOGOA SECONDARY SCHOOL, MAKURDI
61	OUR LADY OF PERPETUAL HELP COLLEGE MAKURDI
62	OUR LADY OF PERPETUAL HELP JUNIOR SCHOOL, MAKURDI
63	PAJAMA HIGH SCHOOL
64	PAUL EPTON ACADEMY MAKURDI
65	PEACE INTERNATIONAL COLLEGE, MAKURDI
66	PEACE INTERNATIONAL COLLEGE
67	PENILE COLLEGE
68	PENILE COLLEGE
69	PERFECT CONTINUING EDUCATION CENTER GAADI
70	PRAISEWORTHY ACADEMY
71	PERFECT CONTINUING EDUCATION CENTER GAADI
72	PREMIER COMPREHENSIVE COLLEGE MAKURDI
73	PROGRESSIVE CONTINUING EDUCATION CENTRE MAKURDI
74	ROYAL AMBASSADOR COLLEGE, MAKURDI
75	ROYAL FOUNDATION INTERNATIONAL SCHOOL
76	ROYAL FOUNDATION INTERNATIONAL SCHOOL
77	ROYAL FOUNTAIN INTERNATIONAL JNR SEC, SCHOOL
78	SAINT MARTH'S SCHOOL
79	SALEM ACADEMY
80	SAVIOR MODEL CONTINUING EDUCATION CENTRE MAKURDI
81	SIGN SECONDARY SCHOOL, MAKURDI
82	ST JOSEPH'S SECONDARY SCHOOL NYIMAN MAKURDI
83	ST JOSEPH TECHNICAL COLLEGE, MAKURDI
84	STANDARD CONTINUING EDUCATION CENTRE MAKURDI (SCEC)
85	SUCCESS CONTINUING EDUCATION CENTRE MAKURDI
86	TES'B ACADEMY MAKURDI
88	THE APOSTOLIC SECONDARY SCHOOL
89	TRINITY MODEL ACADEMY, MAKURDI
90	TRIUMPH MODEL COLLEGE MAKURDI
92	TRUST ACADEMY MAKURDI
93	UNION VALUE CENTRE FOR CONTINUING EDUCATION
94	UNQUE SECONDARY SCHOOL NEW ERA MAKURDI
95	UNITED EVANGELICAL SECONDARY SCHOOL
96	VAATIA COLLEGE, MAKURDI

SOURCE: **BENUE STATE EDUCATION BOARD (2017)**