PERCEPTIONS OF STAKEHOLDERS ON THE MANAGEMENT OF SECONDARY SCHOOLS IN ZARIA EDUCATION ZONE, KADUNA STATE, NIGERIA

BY

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DEPARTMENT OF EDUCATION FOUNDATIONS AND CURRICULUM, FACULTY OF EDUCATION, AHMADU BELLO UNIVERSITY, ZARIA.

NOVEMBER, 2016

DECLARATION

I hereby declare that the work in the dissertation entitled, **"Perceptions of Stakeholders on the Management of Secondary Schools in Zaria Education Zone, Kaduna State, Nigeria,"** has been carried out by me in the Department of Education 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 at this or any other Institution

_____ _____

Moses Asincritus JONAH Date

CERTIFICATION

This dissertation entitled, "**Perceptions of Stakeholders on the Management of Secondary Schools in Zaria Education Zone, Kaduna State, Nigeria,"** by Moses Asincritus JONAH meets the regulations governing the award of the degree of Master's in Education (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

I sincerely dedicate this dissertation work to my late sister Helen Jonah.

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ABSTRACT

This study assessed the Perceptions of stakeholders on the management of secondary schools in Zaria Education Zone, Kaduna State, Nigeria. The study had five objectives, some of which were to ascertain the Perceptions of MOE officials, principals, teachers and PTA officials on the management of staff development and internal communication in secondary schools in Zaria Education Zone, Kaduna State. Five research questions were raised in line with the stated objectives and five null hypotheses were formulated for test. Relevant and related literatures were reviewed on concept of school activities, concept of management, concept of staff development and concept of supervision. The study is a descriptive research design using survey method. The population of the study involves 46 secondary school principals, 1,436 teachers, 35 MOE officials and 30 members of Parent Teachers Association (PTA). The sample population of the study involves 12 principals, 359 teachers, 9 Zonal Education Board Staff and 8 members of Parent Teacher Association. The instrument for data collection was a Likert-five point scale questionnaire. The questionnaire was pilot-tested. Data collected were analyzed using both descriptive and inferential statistics. The bio-data of the respondents were analyzed using frequencies and percentage while the research questions were answered using frequencies, mean and standard deviation. All the null hypotheses were tested at 0.05 level of significance, using ANOVA. Findings among others showed that there is significant difference in the perceptions of Ministry of Education Officials, Principals, Teachers and members of PTA on staff development in Secondary Schools in Zaria Education Zone, Kaduna State (P = .027 < 0.05). Also, there is no significant difference in the perceptions of Ministry of Education Officials, Principals, Teachers and PTA on supervision in Secondary Schools in Zaria Education Zone, Kaduna State (P = .894 > 0.05). Recommendations were made for principals and other stakeholders to ensure that staff qualified for in-service training are recommended in the schools or within their zone, for it will improve the capabilities of the staff at the end of their training and principals should always make sure that they supervise the entire schools in order to ensure that each and every individual assigned to a task accomplishes it, that is, teachers lesson notes need to be assessed regularly.

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LIST OF ABBREVIATIONS

FRN	:	Federal Republic of Nigeria
MIS	:	Management Information System
MOE	:	Ministry of Education
PTA	:	Parents Teachers Association

OPERATIONAL DEFINITION OF TERMS

Education: Connected with education, providing for children with special need.

Management: Involves getting work accomplished through the coordinated effort of other people.

Perceptions: The way you notice things especially with the sense.

Secondary Schools: Is the bridge between the primary and tertiary levels.

Stakeholders: A person or company that is involved in a particular organization, project, system and so forth.

State: An organized political community forming part of a country.

Zone: One of the areas that a large area is divided unto for the purpose of organization.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Management exists in many organizations such as educational institutions to make resources productive in order that organization may achieve its goals. Management is one of the most important activities in which school administrators engage daily. The success of a school or school district is critically linked to effective decisions. School management can be viewed as harnessing both human and material resources within an integrated system for the attainment of educational goals of a local government, state, nation and private owners through an organised structure that is characterized by management functions such as planning, organizing, directing, supervision and evaluation (Hinjiri, 2007). School management involves initiating actions, monitoring activities and demanding results on the bases of allocated resources as well as policy making, control and supervision as the major functions and responsibility of the School head in the attainment of educational goals.

Staff development has been accepted as an effective method of increasing the knowledge and skills of teachers in order to enable teachers to teach more effectively. According to Lawal (2004), staff development programmes for teachers are important aspects of education process that deal with the art of acquiring skills in the teaching profession. They are essential practices that enhance subject mastery, teaching methodology and classroom management.

Supervision of staff as an important function of management is to enable checks and balances as well as to avoid distortions and deviations from stipulated rules and regulations designed to achieve the goals of the school. Supervision of staff and students calls for a daily routine check on the performance of teachers as well as

students to ascertain the appropriate implementation of policies or decisions. The school manager will need to supervise the work which is being done, ensuring that activities are carried out in line with agreed standards and taking steps to correct envisaged problems in the process of school management.

Evaluation as the final part of the management cycle is to assess the results and compare them with the set targets and objectives to which the performance of all the staff including the manager is assessed to determine the need for the adjustment of future plans. Management of school means to coordinate the efforts and activities of people towards the achievement of the school goals as that which is related to teaching, learning as well as the growth of pupils, students, teachers and the Parent Teachers Association (PTA).

In spite of the managerial functions involved for effective school administration, decision making process has been greatly distorted by the school leadership based on the fact that various school administrators come with varied opinions, beliefs and ideas on the involvement of and participation of staff members on decision making process. Dare (2006) opined that, centralized or decentralized organizational climate may impede or encourage decision making process in secondary schools. This means that, decision making process is a significant component of school administration since it ensures that school heads achieve remarkable result in the management of schools.

It is deceptive to assume that all leaders of school will behave the same to their subordinates in all situations within the school system. While some school principals might be democratic others might be autocratic or Laissez-faire. This view by the researcher holds that the leadership style adopted by the school principal to a great level influences the participation of all members in decision making process.

In the school system, like any other organization, decisions are made towards solving immediate and remote problems all aimed at achieving set goals and objectives effectively and efficiently. These decisions could bother on curricular/instructional programmes, transportation/communication systems, staffing, students/staff welfare, student/staff discipline, school plant maintenance, accommodation/health facilities, admission policy, budgeting, purchasing, gaming, extra-curricular activities and etc. the outcome of such decisions should be good quality teaching and good quality learning in a pleasant and conducive atmosphere. Decision – making can be defined as choice made from among alternative courses of action that are available, either towards the solution of a problem or the achievement of an objective. All school administrators must engage in decision – making as it is a key responsibility of school leaders, and the way and manner in which they carry out this responsibility has a considerable influence on many facets of the school.

Maintenance of discipline, in 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 Kaduna 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 Kaduna 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.

In Nigeria, each secondary school has its own unique way of maintaining discipline within the school. However, there are common methods of discipline that most school use like school rules, punishment, guidance and counseling. All these methods to some extend have helped the schools to manage discipline problems. For effective management of discipline, the cooperation between the head, staff, students, parents, and community is essential.

Communication system in any organization like the school is very vital to the survival and smooth running of the organization. Through the use of language, mankind has been able to record past history and to transmit it's culture from one generation to the other (Nakpodia, 2006). Usually, the Sender must have an idea to put across which makes it a 3 way aid – the sender, message and the receiver for better communication in school, the principals must first and foremost conceive an idea and relate such idea to his staff and expect response.

Planning on the other hand which is the most important function of management is to prepare for and predict future events. Consequently, educational planning has

increasingly become an important administrative component in education where formulated policies are translated into programmes and implemented to achieve specific stated objectives. Directing involves guiding people towards the attainment of educational objectives. By these, school principals need the cooperation of all staff members consecutively towards the implementation of school policies aimed towards the attainment of educational goals. The directing process also involves coordinating, controlling, supply and use of resources both human and material effectively and efficiently to achieve desired results.

To effectively attain an enabling environment for teaching/learning in secondary schools in Kaduna State, principals as the school administrators must possess a high level of imagination, vision, initiative, as well as be cautions to demonstrate a collective concern for fairness, boldness, and love as they exercise their authority in making decisions. This would demand that subordinates are involved in decision – making as much situation allows. If the administrator understands the need dispositions of his subordinate as well as their values, aesthetics, and the general working environment, he will do well to determine the favourable limits of involvement. This is necessary because it has been observed that too much involvement of subordinates in decision – making than they would have preferred is as detrimental as too little (Nwogwugwu, 1986; Peretomode, 1992; Duze, 2005).

Duze (2005) noted that principals tend to be authoritative in making decisions thus, denying the teachers and students the right to exercise meaningful control over the purposes and the final social results of their studies. This denial according to them is the root cause of most teachers' and students' oppression, which in turn degenerates into breakdown of law and order in schools. In the same vein, Coch and French (1973), Edem (1982), and Ukeje (1992), Duze (2005) stated that students' and teachers

adequate involvement in decision-making in schools is not only crucial to accepting, accommodating, and implementing change decisions, but also contributes a great deal to the maintenance of internal discipline in schools, positive attitude to school works, as well as improving the quality of future decisions. Specifically, Duze (2007), Ikediugwu (2007), Ofojebe (2007) observed that truancy, vandalism, violent protests, and incessant strike actions are some of the evils that have plagued most Nigerian secondary schools as a result of inadequate participation of teachers and students in decisions that directly or indirectly affect them. According to them, Nigerian secondary schools have grown in numbers and population with corresponding increase in complexities and changes in human behaviours about many school concerns. For instance, the explosion in student's population in recent years evolved a corresponding change in the social roles of both teachers and students, one of the most glaring being their militancy in issues that affect their work. Thus, teacher and students in Kaduna state or Nigeria in general are no longer quiescent, passive, or conservative about school administration but rather vocal, active, and dynamic in matters that affect them an the entire educational system. This could probably be a reason why the incessant cases of unrest in our schools institutions, with grieve consequences on school work, are usually linked to administrative decisions made without their inputs. It is also commonly alleged that school administrators have continue to monopolize and "privatize" to themselves the decision-making teachers unconcerned and uncommitted to effecting the decisions taken, and students angry and unhappy about the changes they do not buy. These unwholesome developments could probably stem from the exclusion teachers and students in decision-making that directly or indirectly pertain to them in the immediate school environment and or the outer educational system. Therefore, this study is posed to find solutions to the perceptions of

stakeholders on the management of secondary schools in Zaria Education Zone, Kaduna State.

1.2 Statement of the Problem

Organization as an institution cannot function without decision makers. Under the present school administrative structure in Kaduna State of Nigeria, the state acting through the Ministry of Education, plans the curriculum, recommends textbooks, and provides equipment and school plants facilities. It is also responsible for recruiting, posting and promoting both the academic and non – academic staff. It conducts entrance examinations into the selected schools for students. In all these matters, the principal's involvement in management process on day to day running of the school have been shifted away, given them no room to participate, which lead to undetermining their authority as principals.

Effective management principle holds that a school administrator must strive to strike a balance between fairness and firmness in the attainment of educational objectives. Situations often occur where school heads become extremely firm with no consideration for the human side of administration which in turn bridge conflict among members and make the school ungovernable. In the opinion of Igunnu (2006), fairness is mostly considered to be weakness on the part of the school principal especially where members hold more authority. The school administrator lacks an understanding of the environment which decisions are to be made, who to make the necessary decisions and to identify whether decisions should be made collectively or individually. The objectives of decision-making process are often marred by selfishness and bias in other to achieve selfish goals but to pursue selfish interest of the individual or group decision-making.

The negative role played by emotions, power, bias, politics, personal attitude and job requirement, often results in bad decisions in the school (Nwachuwku, 2006). Noncompliance to the decisions agreed by law especially with regards to the interest of the members of the school leads to conflict and misunderstanding among members of staff as well as students in the school. The negligence and non-participation of members of the Parent Teachers Association with regards to the planning decisions for management of schools also affects some decisions that are made in school. Situations occur where school/heads are in conflict with members of the Parent Teachers Association especially with regards to issues of finance and accountability which tend to make their participation in the planning and implementation of decisions very low. In other words situation also occurs where the Parent Teachers Association involved in management process show too much authority on the school leadership.

More so, in spite of the societal demand for quality assurance in education and the need for thorough supervision in schools, there is a growing concern about the realization of secondary education objectives due to doubt that many principals give little attention to supervision of instructional activities in secondary schools. Consequently, there have been steady decline in teachers' instructional task performance and students academic performance which depicts non-realization of quality assurance in secondary schools (Adeneji, 2002). This has been largely attributed to gaps in teachers competence, curriculum instruction, learning facilities, resources, funding and institutional management.

School strategic planning is a key to success of a school in term of its mission, goals, and objectives. It is therefore essential for schools to put in place mechanisms to ensure that strategic plans are in place and followed to guide daily actions. For this reasons, the federal government organizes training programmes to equip principals with

strategic management skills after the training, principals are expected to give effective leadership in strategic planning for their schools. However, there have been concerns express by government bureaucrats, politicians and a big proportion of the public over what they perceive as lack of and/or inadequate planning practices in schools (Ngware et al., 2006). Most schools fail to achieve their goals, objectives and this reflected through poor academic performance. Therefore, it is against the background of the above problems that the researcher assessed the perceptions of stakeholders on the management of secondary schools in Zaria Education Zone, Kaduna State.

1.3 Objectives of the Study

The following objectives were set for this study, to:

1. To ascertain the perceptions of stakeholders MOE, principals, teachers and PTA on the management of staff development in secondary schools in Zaria Education Zone, Kaduna State;
2. To determine the perceptions of stakeholders MOE, principals, teachers and PTA on the internal supervision in secondary schools in Zaria Education Zone, Kaduna State;
3. To examine the perceptions of stakeholders MOE, principals, teachers and PTA on the maintenance of discipline in secondary schools in Zaria Education Zone, Kaduna State;
4. To assess the perceptions of stakeholders MOE, principals, teachers and PTA on the interpersonal communication in secondary schools in Zaria Education Zone, Kaduna State; and
5. To determine the perceptions of stakeholders MOE, principals, teachers and PTA on planning in secondary schools in Zaria Education Zone, Kaduna State.

1.4 Research Questions

The following research questions were raised in the study:

1. What is the perceptions of stakeholders MOE, principals, teachers and PTA on staff development in secondary schools in Zaria Education Zone, Kaduna State?
2. Do MOE, principals, teachers and PTA have the same perceptions on the internal supervision in secondary schools in Zaria Education Zone, Kaduna State?
3. Is the perceptions of all MOE, principals, teachers and PTA on the maintenance of discipline in secondary schools in Zaria Education Zone, Kaduna State the same?
4. What is the perceptions of stakeholders (MOE, principals, teachers and PTA) on the interpersonal communication in secondary schools in Zaria Education Zone, Kaduna State?
5. In what ways is the perceptions of stakeholders (MOE, principals, teachers and PTA) on planning in secondary schools in Zaria Education Zone different?

1.5 Research Hypotheses

Based on the formulated research questions, the following null hypotheses were drawn for the study:

1. There is no significant difference in the perceptions of stakeholders (MOE, principals, teachers and PTA) on staff development in secondary schools in Zaria Education Zone, Kaduna State.
2. There is no significant difference in the perceptions of stakeholders (MOE, principals, teachers and PTA) on internal supervision in secondary schools in Zaria Education Zone, Kaduna State.

3. There is no significant difference in the perceptions of stakeholders (MOE, principals, teachers and PTA) on maintenance of discipline in secondary schools in Zaria Education Zone, Kaduna State.
4. There is no significant difference in the perceptions of stakeholders (MOE, principals, teachers and PTA) on interpersonal communication in secondary schools in Zaria Education Zone, Kaduna State.
5. There is no significant difference in the perceptions of stakeholders (MOE, principals, teachers and PTA) on planning in secondary schools in Zaria Education Zone, Kaduna State.

1.6 Basic Assumptions

For the purpose of this study, the following assumptions were made:

1. Effective staff development grooms the teachers to acquire skills and knowledge, to perform their duties effectively.
2. Supervision by the school principals has significant positive impact on the management in secondary schools in Zaria Education Zone, Kaduna State.
3. Maintenance of discipline is a vital instrument to school effectiveness, efficiency and productivity on the management in secondary schools in Zaria Education Zone, Kaduna State.
4. Achievement in our schools is not due to intellectual factors, only but of effective communication by stakeholders in relating to one another and students in Secondary Schools in Zaria Education Zone, Kaduna State.
5. Effective school planning enhances the efficient and effective management in secondary schools in Zaria Education Zone, Kaduna State.

1.7 Significance of the Study

This study will be of great significance to the following:

This study is an attempt to enlighten stakeholders to share ideas relating to the management of school system particularly in Zaria Education Zone Kaduna State. The study will reveal the needs for stakeholders to get more involved on the management as this may enhance student's academic performance and a means of motivating them toward greater productivity.

The significance of the study will foster team spirit and co-operative between educational administrators, their staff and students which are essential for realization of the schools goals and objectives. The study will create awareness among stakeholders, curriculum planners and student's participation and planning process and within the school setting.

Finally the study is expected to encourage administrators to make recommendations that will encourage social responsible guidelines on the statutory responsibilities of teachers and students on the management of secondary schools in Zaria Education Zone Kaduna State. The management of secondary education, which includes principals, teachers and other stakeholders and so forth, is placed in a better position to produce a greater number of credible secondary school graduates.

1.8 Scope of the Study

This study is concerned with the perceptions of stakeholders on management of secondary schools in Zaria Education Zone, Kaduna State. This is done with a view of providing good management of secondary schools in Zaria Education Zone to ensure progress in the school system. The respondents of the study include MOE official, principals, teachers and PTA. Zaria is a major city in Kaduna State in Northern Nigeria, as well as being a local government area. Formerly known as Zazzau, it was one of the original seven Hausa city states.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews literatures that are relevant to the current study: the chapter is organized under the following sub-headings:

2.2 Conceptual Framework

Management exists in many organizations such as educational institutions to make resources productive in order that organization mayachieve its goals. Obi (2004)

conceives management as the process of planning, organizing, directing and controlling the activities of anenterprise (organization) to achieve specific objectives. The school administrators have the duty to procure and manage human, financial and material resources for effective implementation of the school programmes and for maintenance of the school. Principals themselves do not produce finished products or services, instead they direct the teacher to do these things. Principals use the functions of planning, organizing, directing, controlling, and so on, to manage teachers, materials and capital resources. The following concepts were explained to give clarification to the key variables of this study.

2.2.1 Concept of School Activities

School activities provide means through which managers pursue excellence and achieve distinction in school, where academic distinction has become elusive. It helps to develop the sense of community and service as most of the activities involved are collaborative. School activities provide invaluable opportunities for social contract and management of secondary education in Nigeria (Durosaro, 2012). This is that of restructuring the level by expanding it to accommodate both the pre-secondary education and secondary education curriculum. This is now a burning issue in view of the level of social poverty and the need for poverty alleviation by economic empowerment of parents. Stakeholders in secondary education are now being mobilized towards this direction with a view to encouraging both public and private participation. This issue will however have grave implications for funding, personnel, facilities, curriculum development and monitoring. A related dimension of this issue is that of expanding and restructuring the system to also cater adequately for street children and disabled school-age populace across the nation.

Furthermore, the issue of poor enrolment in secondary schools in some special areas should be of great importance to activity management secondary schools in Nigeria (Durosaro, 2012). The issue of poverty alleviation is more about the parents and the wider social constituency of secondary education. This phenomenon impacts greatly on schooling particularly at the secondary level. Owing to poverty, parents cannot afford to buy school uniforms, books, pay transportation cost and even provide good nutrition for their children. These impair both teaching and learning. There is no doubt that the secondary school activity management should find a way of intervening in assisting the students within the national framework of poverty alleviation scheme.

2.2.2 Concept of Management

Management is in broad interpretation divided into marketing, entrepreneurship, management of finance, production, human resources and development, management of information and administration systems and management of economic laws. Management is also defined as the process of planning, organising, leadership and controlling endeavours of all members in organisation, using all organisation resources in order to achieve designated aims (Andevski & Arsenijević, 2010:11). Management in its historical form exists from the beginning of human civilisation, but its modern concept can be connected to the middle of 19th century. To the very affirmation of management have contributed new knowledge from the fields of science, technics and technology. We can also, by means of management, connect and reconcile different functions, various professional skills, efficiencies and experiences. All above mentioned will help to realised the common objective – favourable results of organisation. Taylor is held to be the architect of contemporary management (Staničić, 2006).

Holmes (2012), sees management in businesses and organizations as the function that coordinates the efforts of people to accomplish goals and objectives by

using available resources efficiently and effectively. However, Deslandes (2014), defines management as the process of coordinating and overseeing the work activities of others so that their activities are completed efficiently and effectively. It comprises of:

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

In another dimension, Drucker (2012) defines management an organ; where organs can be described and defined only through their functions. Principally, these functions include planning, coordinating, motivating and controlling the efforts of others towards a specific objective. It involves the combining of the traditional factors of production, land, labour, capital and entrepreneur in an optimum manner, paying due attention to the particular goals of the organization. In the opinion of the researcher, management is the process of planning to meet the needs of the school physical facilities, constructing the facilities, maintaining and keeping such facilities always in good condition so that they can be put into operation when required for teaching and learning.

Management of secondary school is a subject of great interest. This is because effective management of the educational system/schools is expected to bring about efficiency in the system. Highly effective leadership (by directorsof education, principals, head teachers and so on) would influence the teachers and other school personnel. This in turn wouldlead to production of a highly skilled manpower (students) and thus national development. Management according to Akubue (2001) is a method

where agroup of people at the highest level of organization plan, organize, communicate, co-ordinate, control and direct the actions and activities of people who work for the organization towards the achievement oforganizational goals. Donnelly cited in Ogbonnaya (1997), observed that management is a process undertaken by two or more individuals to coordinate the activities of others to achieve results not achievable by an individual acting alone. In their own contributions, Obi and Ezegbe (2002) stated that management is the process of ensuring judicious allocation of available organizational inputs (human and material resources) through planning, organizing, directing, controlling and processing for the purpose of maximizing results producing goods and services derived for the achievement of organizational set objectives.

Management exists in many organizations such as educational institutions to make resources productive in order that organization mayachieve its goals. Obi (2004) conceives management as the process of planning, organizing, directing and controlling the activities of anenterprise (organization) to achieve specific objectives. Managers at every level of the organization perform these functions at varying degrees. Thus Adesina (1990) defines management as the organization and mobilization of all human and material resources in a particular system for the achievement of identified objectives of the system. Management in other words is the process of getting things donethrough the co-operation and assistance of other people. Adesina further added that management anywhere in the world involves themarriage of labour, infrastructure and other resources and the effective supervision of that marriage to produce results.

In any organization such as educational institutions, someone must fill the position and role of the leader. The leader (principal) guides the orderly and efficient handling of the affairs of the institution. The school administrators have the duty to

procure and manage human, financial and material resources for effective implementation of the school programmes and for maintenance of the school. Principals themselves do not produce finished products or services; instead they direct the teacher to do these things. Principals use the functions of planning, organizing, directing, controlling, and so on, to manage teachers, materials and capital resources. The primary goals ofthe principal's effort are to reach the goals set by the educational institution.

Management is the process through which an organization's strategy is formulated and is then implemented through the organization of work, people, finance and technology (Obayi, 1998). An organization's strategy according to Obayi, consists of what and how, over the long term, what its objectives are, how they areto be achieved through the utilization of human, financial andtechnological resources. In agreement, Richman andFarmer cited in Obi (2003:2), noted that, "Management involves strategy, innovation initiating about change, creative, problem solving and decision making, actively seekingout alternatives and opportunities, reformulating resources, negotiating, resolving conflicts, dynamic or active leadership, diplomacy, statesmanship and a high degree of risk taking and entrepreneurship'. Managers are therefore, those who bring together the money, people, materials and machineries necessary to operate an organization. Such managers must plan for the future, organize the enterprise, directthe activities of employees and control the overall organization's operations. To do this, managers must decide how things are to bedone for results to be achieved. One rationale for resource management in educational institutions is to ensure the provision and prudent use of available human, financial and material resources. Sufficeit therefore to say that school management is the process of achieving educational objectives through efficient utilization of available human and material resources. In this respect, school

activities include decision making; staff development; supervision; communication; maintenance of discipline; and planning.

2.2.3 Concept of Staff Development

Many writers have expressed their opinions and views on the concept of staff development. Ndu (2007), viewed staff development role performances of principals in secondary schools as the process of behavioural modification or molding of a worker in order to integrate organizational needs with their characteristics. Staff development has also been observed to increase teachers performances as well as quality of teaching and learning in the classroom (Southworth, 2002). The staff development programme of secondary school teachers in Kaduna State has in practice in the Ministry of Education since country became independent Nation, in October 1960. In 1960 to 1970, most of those teachers were sent on in-service training from where they obtained Diploma Certificate in Education. Again, in 1970 to 1980, those teachers were sponsored to Advanced Teachers Colleges (ATC). On the other hand, Reilly in Soba (1998) looks at staff development as the individual's career so that his abilities, formal and informal training and responsibilities are related to each other.

To Wideen in Soba (1998), the use of staff development has gained prominence recently and has taken on an amalgam of concept. To some, the term staff development connotes any training skills (Sparks in Soba, 1998). Also, Southworth (2002) argued that staff development is adult education and as such should be based on sound principles of education and aim at enriching the teachers understanding of his/her tasks activities that go beyond simply improving performance.

2.2.4 Concept of Supervision

Supervision in school therefore is a vital process and combination which is concerned with the teaching and improvement of the teaching in the school framework. Supervision is one of the administrative tools which individuals as well as groups of people employ in the day-to-day administration of their work or organisations (Nyarko, 2009) and for Segun (2004) the importance attached to school supervision in modern educational systems requires a lot of attention because many people are currently more conscious than in the past about the essence of education. As a result, there is a great interest in the day-to-day operations of the school system (Bessong & Ojong, 2009). Hismanoglu and Hismanoglu (2010) assert that there is a difficulty in the agreement of a specific definition of the term "education supervision" since there are some differences in orientations, perceptions, comprehension and familiarity with aspects of the framework and also analysis of its content. This is substantiated with the description of education supervision by Daresh (2001) as a dynamic process leading to studying and improving all factors that affect the education situation.

Alemayehu (2008) asserts that, supervision in most schools in the world, from the era of neoscientific management, have focused on inspection and control of teachers. Supervision, when carried out in a manner which shows direction and development rather than judgment and criticism will go a long way to improve performance (Wilkinson, 2010). This shows that the improvement of the teaching learning process is dependent upon teacher attitudes toward supervision, and noted that unless teachers view supervision as a process of promoting professional growth and student learning, the supervisory practice will not bring the desired effect.

2.2.5 Concept of Maintenance of Discipline

Discipline according to Hornby (1995) means training of the mind and character to produce self-control, habit of obedience and so forth. The primary purpose of the teaching and learning process is to bring about in the learner desirable change in behaviour through critical thinking. This process does not take place in a vacuum but rather in an environment structured to facilitate learning. Hence, classroom discipline is more than the power the teacher exercises over his students. It is more than the mere maintenance of law and order in the classroom or the right method of dealing with offenders in schools. It means more than punishment and occasional praises and rewards. It is more than mere stillness and quietness in the classroom.

In the opinion of Yusuf (2015), discipline is the application of all those influences which secure or at least try to secure proper conduct in schools. Classroom discipline is the training which produces in student's self-restraint, orderliness, good conduct, cooperation and the habit of getting the best out of themselves. It involves intellectual and moral education as opposed to mere order and instruction. Discipline is more than simply getting students to behave the way one expects them to or stopping them from behaving the way one does not want on a specific occasion. Discipline according to this writer is the continuous process of positive instruction and negative correction through which students are taught to act within specified rules and values. Simply stated mathematically: Discipline = Instruction + Correction. i.e. Discipline = 90% Instruction + 10% Correction. A child's behaviour usually gets worse, not better if this ratio is reversed (Yusuf, 2015).

2.2.6 Concept of Communication

Leadership is all about communicating effectively and regularly utilize communication skills in soliciting beliefs and ideas, advocating positions, and persuading others (Bennis and Nanus, 2003).

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.

2.2.7 Concept of Planning

Planning is an inevitable aspect of an effective management strategy. Planning, as in all management processes, is the first logical step in facility management. Planning is an approach used by education personnel, schools and industries in the day-to-day provision and utilization of workshop facilities for optimum achievement of set goals. Planning is the "process of preparing a set of decisions for action in the future, directed at achieving goals by optimal means" (Asiabaka, 2008; Dror, 2007). Planning is a proactive process and entails decisions on how things will be done before hand. In the basic technology workshop, things to plan include the shape and size of the shop, number of personnel, space needs, timing, to mention but a few (Ezeji, 2004). Planning

involves selecting missions and objectives as well as actions to take in order to achieve them.

It therefore, implies that before anything good comes out of any endeavour, it has to be planned. Planning in education is a well-articulated conceptualization of the education philosophy, goals, objectives and specification for short and long term objectives including implementation of the planned curricula. It also includes budget priorities for facilities management (Fenker, 2004). On the other hand, Ezeji (2004) asserted that vocational laboratories are designed to reflect the curriculum and the desired level of education. The author stressed that 'true' planning must identify the programme philosophy, specific objectives, teacher and pupil activities, enrollments to be served, financial resources, course content, and laboratory equipment before these are converted into graphic forms.

Johnson and Scholes, (2002) define planning as a means that determines the direction and scope of an organization over the long term, matching its resources to its changing environment and in particular, its markets, customers and clients, so as to meet Stakeholders' expectations. Yepwi (2007) asserts that basically planning is a comprehensive statement for an organization's mission objectives and strategies, a 'detailed road map' of the direction and course that an organization intends to follow in conducting its activities. The latest definition agrees with earlier definitions already proffered. Planning is therefore an organization's process of defining its strategy or direction of making decisions; on allocating its resources to pursue this strategy. Goodstein, Nolan and Pfeiffer (2008) defined it as the process by which the guiding members of an organization envision its future and develop the necessary procedures and operations to achieve that future. This involves a belief that aspects of the future can be influenced and changed by what we do now. It helps the organization to create its

future. Planning as a reiterative process builds the strategic-management capacity of the organization.

Bryson (2011) defines planning as a set of concepts, procedures and tools, designed to assist leaders and managers with their tasks. It is a disciplined effort to produce fundamental decisions and actions that shape and guide what an organization or other entity is, what it does and why it does it with a focus on the future. Bryson is more technical by describing it as "a set of concepts, procedures, and tools designed to help leaders, managers, and others think and act strategically on behalf of their institutions and their institutions' stakeholders." Planning forms a bridge between where an institution is now and where it wants to be in future in the light of its analysis of the environment. It analyzes internal strengths and weaknesses; external opportunities and threats; generates alternative strategies; chooses from alternatives in the light of predetermined criteria; sets measurable goals and objectives; draws up implementation plans, which include action plans, people responsible and time frames and draws up evaluation criteria. Bryson (2004) states that planning is a process whereby an organization makes choices through asking the following questions: Why do we exist? What are the major goals of this organization? What resources do we need for a successful future?

2.3 Theoretical Framework

The origin of management theories according to Peretomode (1996) is traceable to theapplications of technological principles atmanual work. Interest in organizational management was a naturalconsequence of an increasing world-wide trends towards industrializationat the beginning of the twentieth century. The study adopted two theories; Behavioural Management School of thought championed by Mary Paker Follect; and the theory of science management propounded by Frederick W. Taylor

(1856-1915). The researcher adopts these theories because it is the most appropriate in dealing with issues relating to management of secondary schools.

2.3.1 The Scientific Management School of Thought

Frederick Winslow Taylor is generally acknowledged the father of scientific management. Ukeje, Akabogu and Ndu (1992), observed that Taylor's main concern was the achievementof efficiency of human beings. In his view, excellent managementresides in "knowing exactly what you want men to do and then seeingthat they do it in the best cheapest way". He pronounced sixmanagement principles, which Peretomode (1996) summarized as:

1. Time-study principle;
2. Piece-rate principle;
3. Separation of planning – from – performance;
4. Scientific method of the work principle;
5. Management-control principle; and
6. Functional management principle.

Tailor in Peretomode (1996), wrote a lot of books where he provided the following as guides for the best type of management:

1. A large Daily Task: each person in the establishment, high or lowshould have a clearly defined daily task.
2. Standard Condition: The worker should be given such standardized conditions and appliance as will enable him toaccomplish his task with certainty.
3. High Pay for Success: The worker should be sure of high pay when he accomplishes his task.
4. Loss in Case of Failure: When the worker fails, he should be sure that sooner or later he would be the loser for it.

Furthermore, Taylor provided a base upon which much of the current thinking about on modern management can still be felt invarious areas of management functions such as personnel training, posting and placement other writers who contributes to the development of scientific management were Henry I. Gautt, Freank B, Gilbert, Gulick and Urwick, Fayol among others. Peretomode (1996) noted that among these prominent proponents of scientific management theory, Fayol was among the first to formulate a universal list of good management actions. These principles were referred to as classical principles of management. They are:

1. Division of labour;
2. Parity of authority and responsibility;
3. Discipline;
4. Unity of command;
5. Unity of direction;
6. Subordinate of individual interest to common goal;
7. Remuneration;
8. Centralization;
9. Scalar chain;
10. Order;
11. Equity;
12. Stability of personnel;
13. Initiative; and
14. Espirit de corps

Fayol concentrated much of his effort on top management and saw Taylor's work as complementary to his own. Fayol was also the first management theorist to present a break down of function of management, which he listed as planning,

organizing, commanding, coordinating and controlling, Gulick & Erwick expanded Fayol's five management functions to seven and came up with an acronym'POSDCORB' – planning, organizing, staffing, directing, coordinating, reporting and budgeting, (Ukeje, Akabogu & Ndu, 1992). All the foregoing implies that managers must plan for the future, organize, direct the activities of the employees and control the overall organizations operations towards the achievement of a common goal. The emphasis is on the determination of the aims and goals of the organization, planning how to achieve such aims and objectives and coordinating all the efforts of the people involved towards the successful achievement of the desired goal. A major operation in the school organization is effective resource management. It is therefore the dutyof the school managers to ensure the provision and prudent use of available human, financial and material resources.

2.3.2 The Behavioural Management School of Thought

This school of thought championed by Mary Paker Follect, was a reactions against the scientific management point of view. This school of thought found that the classical approach did not always achieve total co-efficiency and work place harmony. This approach concentrates more on the human aspects of management with emphasis on the needfor managers to understand people (Ajagbaonwu, 1997), it focuses especially on motivation, leadership, group influence and other psychological aspects of people at work.

From expositions above, we have an insight into the evolution of management thought of some early management theories. Some of the management activities like planning, organizing, communicating and supervising proposed by the theorists are relevant to this study. Management is therefore vital in every education institution for effective implementation of its programmes.

2.4 Staff Development in Secondary Schools

Harris (1980) viewed staff development as that aspect in administration, which implies the training of an individual in organization, to enhance his performance, Ndu (2007) viewed it as the process of behavioral modification or moulding of workers in order to integrate organizational needs with their characteristics. This view is expressed in consonance with the view, expressed in Novit (1979) when he pointed out that staff development is the training of personnel in an organization towards motivating them to become competent and hard work in achieving goals of the organization. The principal should develop keen interest in knowing the needs of the staff and developing good programmes for their academic growth.

Ejiofor (1991) suggested that an employee should be adequately compensated through the following means among others; wages/salaries, medical care, transportation and so on. Ryan (1991) is of the opinion that measurement of training should be viewed as an integral part of the process of total quality management. Armstrong (1996) did not miss words when he said that training is a key element of improved organizational performance. Therefore, the principal is responsible for initiating training to match the technological advancement and improving their job efficiency by helping them to improve their classroom practice. Thus, teachers can help each other improve their practice by enhancing the quality of teaching and learning in schools. Teachers are the ones who are best able to teach other teachers how to improve their practice (Lieberman, 2006).

Teachers try to work together to reflect on their practice and try to innovative approaches which will help them in strengthening their capacity in order to influence their colleagues and to bring about sonic changes on their own and their colleagues practice (Hogan, 2007). Another positive impact of shared responsibility on staff

development is that it create a positive learning environment through improved school facilities, classroom supervision and encourage teachers to dialogue with each other, reflect on their practice, give and accept critiques of their work, thus continuously striving to improve their classroom practice. Southworth (2004) it is their combined effect that really matter. For example, talking about teachers in service training, monetary incentives, challenging conventional practices, identifying and valuing good teaching, increasing teachers' reflective powers and expanding their teaching repertoire are treated as professional learning opportunities and processes. Many of these processes are important in making a positive impact to teacher's job efficiency and quality of teaching and learning in classrooms: these processes include;

i. Planning processes - for lessons, units of work, individuals and groups of students, classes, year groups and so forth;
ii. target setting - for individuals and groups classes and so forth;
iii. communication systems - especially meetings;
iv. monitoring systems - analyzing and using pupil learning data and observing classrooms and providing feedback;
v. roles and responsibilities of leaders (including mentoring and coaching);
vi. Policies for teaching, leaning, assessment and marking. Southworth (2004).

2.5 Supervision in Secondary Schools

According to Igwe (2001) supervision in a school system implies the process of ensuring that policies, rules, regulations and methods prescribed for purpose of implementing and achieve the objectives for education are effectively carried out. Supervision involves the use of expert knowledge and experience to oversee, evaluate and coordinate the process of improving teaching and learning in schools. The above functions and processes of supervision are of course concretized by the supervisor.

Ehiametalor (2007) lists the specific functions of a supervisor to include; planning, staff-development, assessment, allocation of funds and provision of infrastructural materials. The supervisor is concerned with getting the employees in the work unit towards meeting the organizational goals and objectives, this means that the supervisor does not necessarily do all the work himself/herself but is responsible for seeing that it is done through his/her employees.

The supervisor must learn how to make good decisions, communicate well with employees, makes work assignment, assign work to the right employees, plan work, train employees, motivates staff members, do performance reviews, and deal with staff in other departments (Humphery, 2000). Supervision which could be internal or external also involves evaluation, monitoring and quality control for the purpose of curriculum and involves evaluation, monitoring and quality control for the purposes of curriculum and instructional development and improvement. To achieve this, some specific tasks of the supervisor in a modern school have been identified and are listed as follows:

- helping teachers' individual professional growth
- acquiring cooperating spirit for team work
- making better methods of teaching
- improving teacher appraisal of his students
- self-evaluation of teachers' plan, work and progress
- acquisition of dignity for the teacher within the community
- faculty plan for curriculum improvement (Igwe, 2001).

According to Ani (2007), the personal qualities of an ideal supervisor include; respectability, sense of humour, creativity and inspiration. Nwaogu (1980) lists the leadership qualities of supervisors to include the capacity to; appreciate the human dignity and individual worth of teachers; respect the individual differences in teachers,

and appreciate the potentialities and delegate function, and authorities where and when necessary. The supervisors must speak or advise in clear language. They should therefore communicate in languages understandable and clear to the supervisee.

They should employ participative decision making approach to supervision. This is with the intention of bringing closer the supervising agencies with the schools. Above all, Nwosu maintains that the supervisor should be resourceful. Ani (2007) highlights the professional qualities of a good supervisor to include: knowledge of pedagogy; in-depth knowledge of the subject matter; ability to evaluate and explain factors in productive teaching and learning; willingness and ability to continue and encouraging personal and professional growth. A good supervisor must be sincere, firm, approachable, and ready to help people solve their problems and encourage others to work in harmony to achieve the goals and objectives of the school system.

Effective supervision of instruction whether internal or external can only succeed of the condition are fertile. Some of the impediments to effective supervision of instruction in school include: lack of experience on the part of the supervisor; favouritsm, lack of personal leadership and professional qualities; lack of incentives on the part of the government; lack of motivation. Aiyepeku (1987) identified the functions of an inspector as a professional guide, the links between the schools and the policies of the Ministry of Education and a professional who monitors the system in order to provide a feedback to policy makers who invariably plan for the school, system. The supervisors perform the duty of "opening governments" eyes to factors militating against huge investments in education" (Aiyepeku, 1987).

a. Element of Supervision

Supervision implies operating at close range by actually overseeing or controlling of the shop floor, dealing with situations on the tile spot as they arise,

whereas management implies controlling remotely by using other administrative means. Supervision and management naturally overlap in practice, partly from necessity, where managers show close personal interest in order to achieve cooperation, and partly due to lack of management training. Within the sphere of an organization, the supervisor is to possess basic knowledge of supervision known as basic elements of supervision. The ability of a principal to apply the right principles at the right time will improve his performance and supplement his technical knowledge.

These basic elements of supervision are;

- building and maintain an efficient organization;
- creating and maintaining an effective workforce; and
- controlling.

The basic elements of supervision serve as an eye opening for the commandants appreciate the significance of the organization structure by reorganizing the relationships within it, bearing on staff and their attitude towards work and controlling human and expectations are not congruent with his personality if there be perfect match between the expected role and his need disposition, then whenever he decides to perform his role there will be nor problems. But if three is conflict between the two, he may either suppress his pattern of needs to meet demand or acts according to his need disposition thereby failing to fulfill the expected role.

The role as a concept helps one to understand the functions which the principal performs as an administrator. Buruhan (1964) in a study carried out discovered that many heads, after adjusting their role performance to meet the perceived role demand of their institutions, found out that their greatest sources of conflict lies in the disparity between the actual role behaviour and their ideal concept of the role. The behaviour of an individual is greatly influenced by the degree of expectations held by him/her and

which others hold for him/her. It is a fact that individual in the organization do not behave solely in rational manner, but have attitude and feelings may modify the cognitive orientations which help on teaching and learning as to define their roles.

2.6 Communications in Secondary Schools

Communication according to Afolayan (1982) "is the exchange of information, feelings and attitudes". It implies more than mere giving of information communication in the school setting determines the tone of the school (positive psychological atmosphere). Put differently, the interpersonal relationship between the principal and the teachers as well as among members of the school goes a long way to determine teachers input Vis a Vis in adhering to their responsibilities. The principal as a group leader needs to create an efficient organizational structures and good working environment, so that instructional activities can take place. As in the view of Woolfolk (1980), a group that is totally disorganized, unclear about its goals or constantly fighting among its members will not be a good learning group.

Thus, the student's academic performance does not depend only on intelligence, motivation etc but also depend on the kind of communication and relationship that exist within the school environment. The purpose of communication in the management of schools is to effect change or to influence action through interaction. Communicating with the members of the school is one of the important secret of the success of a principal. The task of getting things done requires a 2- way communication system. Thus, beer communication result in few mistakes, more productive teachers, and fewer disagreements shared vision and goals and disciplined students.

Schein (1992) said that, the task may change, or subordinate (staffs and students) themselves may change and which may require an adaptive change from the principal. The personal characteristics matching up between the principal and the entire

school staffs is also a factor towards school achievements and productivity. When the principal communicate with members of the school including the community, it links the gap that exists between the entire school environment and it becomes effective when there is adequate communication link between the principal and his subordinates. This clearly indicates that the principal leadership dispositions mostly influence subordinates in the whole school setting. Consequently, shared responsibility has great impact on communication since teachers attitudes form the link between the principal and the student's performance.

Effective communication in schools helps in:

i. Promoting harmonious relationship and facilitating co-ordination of official activities.
ii. Assist in motivating staff to use their initiative and maximize their potentials.
iii. Enhance clear understanding of the goals and objectives of the school and give staff a sense of direction.
iv. It minimizes dysfunction all conflicts and crises.

a. Element of communication

i. Communicator / encoder
ii. the communicate or decoder
iii. the communication channel iv the message itself.

b. Types of communication

Verbal communication **-** this can be sub-divided into two:

i. Face to face conversation
ii. Written communication

Non verbal communication

c. Channels of communication in school: these could be;

i. Communication with members of the school

ii. Communication with people outside the school

Communication with members of the school could be through

iii. School assembly

iv. Bulletin board

v. Letters and memorandum

vi. Staff meetings

vii. Sign post and pictorial presentation

viii. Suggestion box

Communication with people outside the school:

ix. Daily news paper

x. P.T.A minute report

xi. Students term or annual report

xii. Face to face communication with parents

d. Barriers to communication

Failure of communication is always caused by physical, psychological and technical interface, which a message encounters on its way to the receiver.

Communication barriers either from the message encounter or from the decoder and the situation may be complicated by the communication channel chosen.

e. Types of communication barriers:

It could be in the form of semantic problem by the use of ambiguous words or expression which are unfamiliar to students or the reader may have been able to put his point well but the receivers level of understanding may be comparatively low.

Selective listening: this is the practice of learning what we expect to hear and ignoring consciously or unconsciously information which tends to conflict with what we believe, we know or what we perceive as reality.

f. Guidelines for effective communication

The organizational climate as a whole should be conducive to effective communication, such as:

i. a high degree of trust;

ii. the staff must see their principal as dependable, impartial consistent but considerable;

iii. principal must establish an open door policy;

iv. face to face communication, the principal must be a patient listener;

v. effectiveness, the communicator should try to understand the receiver in order to adjust to the style of transmitting the message to the receiver level;

vi. who must choose appropriate time and suitable environment to communicate his message, taking into consideration the receiver state of emotion; and

vii. a leader should be able to develop a receptive mind which is essential to the process of listening.

2.7 Maintenance of Discipline in Secondary Schools

The maintenance of discipline in school is a shared responsibility among various stakeholders in the school system. The school administrators, teachers, parents have a responsibility in maintaining discipline in schools and providing the necessary leadership in observance and enforcement rules.

Discipline according to Hornby (1995), means training of the mind and character to produce self-control, habits of obedience, etc. Indiscipline is lack of discipline. From the above definition, it would appear that discipline is manifestation of

the things such as level of internalization of culturally acceptable behaviour or an attitude of mind due to one's perceptions of life. In secondary school, discipline is the hand tool for controlling staff and students. Misconducts by members of the school are punishable according to school rules and regulations. Through they do not carry equal punishment, while some require warning, corporal punishment or manual punishment; others attract suspension and /or expulsion.

Odo (2005) students riot or violent, they are expressing anger, frustration, indignation and contempt at the policies or otherwise of the school. The school administration should regard this as symptoms and endeavour to find the causes and treat it to ensure lasting solutions. Much of students 'misdemeanors are a reflection of the society's problem; some are generated internally by "aggrieved staff and at other times externally induced".

Hence effective management of conflict is the hallmark of the experienced school principal. The strategies for handling of discipline problems are not stereotyped. It is one area that is determined by environment and circumstances rather than automated machine. In support of the above view, Musaazi (1982) had this to say, discipline means "orderliness, which is essential for good teaching and learning in schools. A discipline person is orderly, responsible, delightful, sympathetic, cooperative, honest, and considerate and always tries to do what is right and good. In the words of Gnagey (1971): perhaps the most modern view of discipline recognize that the schools have the responsibility for teaching good citizenship behaviours as well as good academic behaviours and that the teachers must set up classroom experiences to encourage both. He explained that for disciplinary rules to be deemed worthy of obe4redicbnece by members of the setting concerned, such rules must be relevant to

their situation and must be designed for the purpose of attaining the objectives of the setting.

Indiscipline is defined as disobedience to legitimate external control and/or lack of self-control. In a school context, indiscipline is deliberate refusal to comply with conditions of order pertinent to the maintenance of conducive atmosphere for effective learning. It is the inability of the teacher or students or resist or suppress inclination that are hostile to effective academic endeavours. Examples of in disciplinary conditions include unwillingness to read, violation of examination rules and regulations and destruction or misuse school property.

The maintenance of discipline is a collaborative effort of the school management who laid down strong foundation for true discipline in the school by their attitudes towards staff and students. It is the duty of the disciplinary master to instill good conduct and maintain adequate discipline in the school culture. Class teacher has a responsibility in ensuring that discipline occurs in the school through maintaining a friendly attitude, winning the confidence of the students without loosing respect obeying law himself, make school work interested to students, show fairness to all, ensuring they justice is extended to all at all times, provision of adequate facilities, communicate always with the students because communication is very important in the school system. Parent's Teacher's Association also shares the responsibility in disciplining their children through proper upbringing through direct participation in the development of their children.

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

the principal and the teacher have the potential to influence a student's beliefs about her own ability and goals to achieve academically (Weinstein, 2002). Of particular note is that principal who communicates 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 Kaduna State secondary schools need to be disciplined in order to maintain discipline in the schools. Facts remains that a very disciplined principal mostly influences his subordinates in the whole school setting. Consequently, the teacher's attitude which forms the link between the principal and the students' performance is in no doubt greatly influenced by the right attitude and well-disciplined principal. Therefore, the only form of discipline which is lasting, effective and creative among the entire members of the school community is that which stems from within the individual. This type of discipline is needed by both students and teachers in the secondary schools in Kaduna State. They should have a good behaviour pattern which is consistent and sincere, worthy of emulation. Principals and teachers must maintain positive attitude towards the school's discipline in order to achieve effective discipline in secondary school.

2.8 Planning in Secondary Schools

Ovwigbo (1991) defined planning as "a process that involves the selection of facts and assumptions that are related to the future, with the aim of visualizing and formulating the desired outcome to be attained". Fayol (1949) considered planning as an act of foretelling and preparing for the future. Planning is the first and the most important function of management which in essence is aimed at preparing for and predicts future events. It involves the development of strategy and procedure required

for effective realization of the entire plans (Dare, 2008). Nwachukwu (2004) entails determination of control, direction and method of accomplishing the overall organizational objectives. Education planning is increasingly becoming an important administrative component in education through which education purposes are initiated translated into programmes and implemented to achieve the desired objective.

Effective planning is essential in African countries where education has to compete with other sectors of the economy for the allocation of funds within very limited national resource; Edem (2006) stated that education poor planning is often accompanied by dissipated effort, wasted resources and poor results. This is based on the fact that correct decision is usually hard to reach because of the difficulty of anticipating the consequences which may result from the choice him of alternatives.

Therefore, planning as a managerial function is designed to prepare the organization for the further and to ensure that decisions regarding the use of people and resources to achieve the objectives of the school. It is obvious that individual and school activities without plan are certainly to be frustrated and achievement of goals may be very difficult. A school manager must be able to develop programmes and approaches for the use of the resources to achieve the state or predetermined education goals of the school.

Hinjiri (2006, cited in Isah, 2012) posited that planning as the first action of the school principal is aimed at identifying the mission of the school and to set the objectives as well as identify different strategies by which to achieve the agreed mission and objectives. This means that planning deals with the adoption of appropriate mechanism to using minimize resources in order to get maximum result. Therefore, strategy in planning helps the school to determine its future plans in other to exploit the environment by taking a detailed analysis of their strengths and weakness.

Dare (2007) include the fact that good plans;

a. are realistic and capable of implementation;
b. have clearly defined objective in terms of scope, accuracy, clarity and definitiveness as either qualitative or quantitative;
c. must be comprehensive recognizing the interrelations of the different functional areas to integrate the efforts and ensure a degree of structure in the school:
d. are flexible enough to take care of what takes place in our dynamic environment: and
e. economic effectiveness in terms of resources to implement the plans at the least possible cost to achieve the objective.

This implies that effective education plan at all levels of education must reflect the national philosophy on education and development.

Evaluation in the School System

Evaluation is a value judgment on a given situation in accordance with either qualitative or quantitative and acceptable criteria embarked in every aspect of school administration to determine the level to which objectives are achievable. Edem (2006) posited that the principal: who evaluates must do the followings;

i. Determine the purpose of evaluation
ii. Define what areas are to be evaluated.
iii. Establish the basis for Judgment; and
iv. Proceed to measure what the evaluator is attempting to discover.

In the education system, academic achievement usually receives the greatest attention of the teachers and as such involves the adoption and application of standardized measurement tools and strategies which is reliable, valid and objective to determine the extent to which teaching and learning should occur. Maina (2008, as cited

in Isah, 2012) posited that, evaluation should not be considered as a punitive measure but should rather be for diagnosis, remedial purposes and for the prediction of future results. This means that combining achievements and aptitude test is a valuable means of predicting pupil's later success in professional studies. Teachers' evaluation focuses on the ability of the teacher to inculcate effectively in pupils the accepted social behaviours as it is expressed in real life situations. The teacher's evaluation should entail indirect appraisal of those traits considered likely to produce desired results in the pupils as well as the teaching process in itself. As a selection of what to evaluate is entirely the prerogative of the supervisors, (Edem 2006).

a. Teachers personal traits

This he further considered to mean the personal qualities of the teachers with regards to his physical and emotional preparedness to teach as well as enthusiastion about teaching; this is on the previous that school relations entail evaluating relationship with others, among the school network of activities, appearance and manners, responsibility and punctuality as well as concern about the welfare of others.

b. Teachers performance on the job

This is based on the teacher's attitude to lesson planning, delivery, strategies, development of ideas, effective teacher-pupil relationship and effective communicative skills.

2.9 Shared Responsibility in Secondary Schools

Shared responsibility has a great importance in the management of school as it allows for collaborative effort that is considered a vital ingredient for the effective administration of education institutions (Obanya, 2002). Collaborative effort gives administrators, educators and other stakeholders the opportunity to deal with complex education issues as a group. While the Head or Chief Executive of the institution has the

responsibility and authority to manage the school through team management, other school administrators have the chance to participate in setting administrative policies and translating these policies into administrative strategies.

It is important to note that administrative policies are different from the Federal/State Board of Education policies. Administrative policies are goals that the management deem essential in accomplishing the mission of the school system which are reflected in the national policy: shared responsibility enables members of the school learn to cope with conflict, effectively use paraphrasing, give and receive feedback, continually check the perceptions of others and use a two-way communication pattern efficiently. Shared responsibility if it is adequately planned and implemented, it will lead to improved institutional effectiveness. Shared responsibility has great importance on teacher's isolation and commitment to common good (Ponder, 1999).

The concept of teachers working together to improve their teaching practices is a move away from the isolation and individualism of teaching as highlighted by authors such as Lortie (1975, cited in Spillane, 2001) and Fullan (1993) and in an era of rapid and significant change, it was essential that teachers would work together rather than separately. Teamwork was one of the structural changes that supported the introduction of new curriculum content and methodologies. The language of shared responsibility may actually provide practitioners with the comfortable and comforting sense that if they distribute or share duties, tasks and responsibilities, the leadership density, capacity and quality of their organization will be greatly strengthened (Duignan, 2007).

For example, shared responsibility helps to improve classroom practice, to support student learning through pastoral support or to reduce the workload of the principal by carrying out administrative tasks. The literature on shared responsibility and teamwork often makes the distinction between formal and informal teams but

suggests that both types operate best in a culture that fosters an open climate and where relationships and responsibility are based on trust, mutual protection and support Wallace and Hall 1994 cited in Woods et al., (2004).Teamwork is a key element of shared responsibility (Harris, 2004 in Ritchie & Woods, 2007) in that the nature and purpose of shared responsibility is the ability of those within a school to work together, constructing meaning and knowledge collectively and collaboratively (Harris et al., 2003). "Teachers who are engaged in learning with their peers are most likely to embrace new initiatives and to innovate". The concept of trust emerges from the literature as being significant element to teacher's improvement in shared responsibility (Duignan, 2006; NCSL, 2004; Ritchie & Woods, 2007). Teachers, students and the community need to feel trusted and supported by their principals and their colleagues. Trust is necessary if teachers and students are to feel motivated in their work and if they are to be allowed to initiate an activity and take responsibility for decision making, planning and communication. Along with being trusted in their work, people also need support. People want to talk about what they are doing - supporting these conversations is an essential task of the leader. Trust, allied with support, is an underpinning value within the concept of shared responsibility.

In Spillane's work (2003) he highlights the concept of 'reciprocal interdependency' and defines it as one leader's practice becoming the basis for another leader's practice. Mayrowetz argues that distributed otherwise as shared responsibility as human capacity building may be best positioned to lead school improvement. He suggests that shared responsibility promotes the notion that having multiple people engaged in it, these individuals will all learn about themselves and the issues facing the school. Eventually the collective capacity of the organization will increase to the point where the school can address its own Shortcomings (Mayrowetz, 2008).

2.10 Empirical Studies

The empirical studies of the research work centred on a critical appraisal of works in relation to the present study. Ofojebe (2011) conducted a research titled: State of School Plant and the Management of Activities in Secondary Schools in Anambra State.The study was conducted with eight research questionsand six null hypotheses guided the study.The design of the study was descriptive survey. Thepopulation consisted of all the 208 principals in government owned seniorsecondary schools in Anambra State. The entire population of 208 principalswas used as subjects for the study, The researcher used both observational scheduleand a questionnaire as instrument for data collection. The instruments wereduly validated. Their reliability were established using test re-test and split halfmethod of reliability for the observational schedule and the questionnairerespectively. The data collected from both were subjected to reliability analysisby the technique of Person Product Moment Coefficient of Correlation.Frequency tables were used in answering research questions 1-3, ratio wasused in answering research questions 4 and 5 while mean score was used inanswering research questions 6 – 8. t-test was used in testing hypotheses 1 – 6at 0.05 level of significance. The result showed that more than 50% of theschools have some material resources; there is gross inadequacy of theavailable material resources in schools; the government, community, principals,teachers and students all have roles to play towards effective school plantmanagement. The study recommended among others that while politiciansshould allow school administrators to perform their duties, the governmentshould build maintenance cost into the education budget to take care ofdeterioration of the school plant.

However, the work of Ofojebe (2011) has some similarities with the current research; both the previous study and the current research used survey design; data for

the previous research was collected using questionnaire while data for this study is collected using questionnaire. The following differences existed between the previous research and the current work. The work of Ofojebe (2011) was conducted in Anambra state, while the current study is carried out in Kaduna state; the previous study used observation schedule or guide, while the present study does not use it; analysis of data in the work of Ofojebe (2011) was done with the use of t-test, while the present study will be done using ANOVA. Despite these differences, the work of Ofojebe (2011) formed a solid empirical base for this study.

In a study conducted by Hamza (1991) titled "The roles of principals in schools activities", a test for school administrators in secondary schools. 16 principals were selected from 16 schools at random. A research instrument questionnaire was used in data collection. 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 principals, morality of the principals, sociability, accountability, personality and intuitiveness. The findings of the study was that: a perfect principal starts with intelligent, 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 a 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.

In a study conducted by Muraina (2014), titled "Principal's Managerial Skills and Administrative Activities in Secondary Schools in Oyo State, Nigeria". Simple random sampling technique was used to select twenty (20) secondary schools. In each of the school, 10 teachers were selected. On a whole, 200 teachers serve as subjects for

the study. A research – designed questionnaire titled: "Principals Managerial Skills Questionnaire" (PMSQ) was used to elicit relevant data for the study. Four research hypotheses were formulated to guide the study. Thus, Person Product Moment Correlation Statistics was used to test the research hypotheses at 0.05 significance level. The findings revealed that there was significant relationship between principals' managerial skills and administrative effectiveness.

The previous study has a direct link with the present study as it involves the principals roles in secondary administration. The previous study was a survey and used questionnaire to elicit relevant data for the study which this research also used for data collection. Despite that the research work has a direct link with the current research work, the study was still with some dissimilarities. Four null hypotheses were tested for the previous study while the present study was carried out with five (5) null hypotheses. Also, the Pearson Product Moment Correlation Statistics was used to analyse data collected for the study, while ANOVA was used for this study.

Udoyoh (2008) conducted a research titled; principals and teachers decision making processes and their impact on student's academic performance in some selected secondary schools of Kano Municipality. The objectives of the study was to, identify the level of principals and teachers participation in decision making process in secondary schools in Kano Municipal Local Government Area, examines the impact of principals and teachers participation in decision making on students' academic performance, examine principals and teachers administrative decision making as an enhancement of task performance and find out possible method adopted by principals and teachers to enhance better teaching profession. The research design was descriptive. The scope of the study is based on some selected Secondary Schools in Kano Municipality; it involves principals and teachers schools. The population and

sample study of the research was principals and teachers in some selected secondary schools are 100. The sample size was obtained by selecting 30 principals and 70 teachers using the deliberate method of sample. The instrumentation for the study was a questionnaire titled principals and teachers participation in decision making. The statistical technique used for data analysis was simple percentage and frequency distribution table, the statistical technique was used based on the subjects where randomly selected. The findings of the study reveals that, actual participation of principals and teachers in decision making was found to be less than their preferred level of participation, the desire to participate more was expressed by the principals and teachers for all the task areas. The findings also revealed that, they express greater participation in the area of teaching tasks. The study also discovered that principals and teachers feel that managerial activities is over centralized in the Ministry and the Education Board that are not involved or consulted as they should be in the process of decision making. Finally the findings also discovered that any school system in which the principals have no sense of personnel involvement and commitment. In such system, nothing can work smoothly at the school level and confusion is bound to ensure.

From the findings of the researcher, she conclude that principals and teachers are not involved as much as they would like to in decision making in the areas in which they feel they should be directly involved. One can speculate that as a result of lack of involvement, principals and teachers may see themselves as under-utilized and their potentials not fully exploited for the maximum benefit of the system in the state, such as feeling on the part of the principals and teachers may have adverse consequences on the students' academic performance. The study also discovered that principals and teachers feel that decision making is over-concentralized in the ministry and the education

boards and that they are not as in involved or consulted as they should be in the process of decision making.

Consequently, there is among the principals and teachers a noticeable degree of disaffection or discontents will the present system. The study also comes up with this recommendation, that principals and teachers participation should be encouraged in the area of delegation of authority, committee system, still these variables are necessary for teachers for participation because it will prepare them for leadership position in future, and participation in decision making which can raise morale and efforts made by the teachers since it has impact on students performance.

If principals and teachers are allowed greater participation in management activities, to minimize or eliminate the discontent among school, principals and to better elicit and sustain their enthusiasm in the execution of decisions, greater involvement of principals in decision-making in the entire major administrative task should be encouraged.

Richardson (1995) conducted a research titled; principal's role performances of decision making in secondary schools. The study was conducted with three objectives. Questionnaire was used to collect data from the respondents which were analyzed using simple percentage. He pointed out that 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 grinding 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 assist is suggested. Forcing teachers to

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

2.11 Summary

With reference to the literature reviewed on perceptions of stakeholders on the management of secondary schools in Zaria Education zone, Kaduna state, Nigeria. The theoretical framework of this study revealed that, management is the process through which an organizations strategy is formulated and is then implemented through the organization of work, finance and technology. The concept and meaning of management were discussed as it provides the indebt understanding of the major areas that are related to this study. Also discussed are staff development in secondary schools, supervision in secondary schools; management in secondary schools, maintenance of discipline in secondary schools, planning in secondary schools, shared responsibility in secondary schools were discussed. This is followed by empirical study, where the researcher reviewed the works of other researchers which are being closely related with the current study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the design of the methodology that was used for this study the perceptions of stakeholders on the management in secondary schools in Zaria Education Zone, Kaduna State. This chapter was discussed under the following sub headings: research design, population of the study, sample and sampling technique, instrumentation, validity of the instrument, pilot study, reliability of the instrument, procedure for data collection and procedure for data analysis.

3.2 Research Design

The research design adopted for this study is survey research design. According to Adewumi in Imam (2000), a survey is a research design that investigates existing characteristics of a large group of persons, objects or situations by collecting data from a portion or a few of those persons, objects or situations. The idea is that whatever is found in the sample would be used to describe the population from which it was composed.

3.3 Population of the Study

The research population was all the existing numbers or elements of the group to whom the result of investigation could be generalized (Yabo, 2007). The population of this study involves 46 secondary schools principals, 1,436 teachers, 35 MOE officials and 30 Parent Teachers Association (PTA). Table 3.1 below shows the entire population of the study.

3.4 Sample and Sampling Technique

A sample is a small group of element drawn through a definite procedure from a specified population (Yabo, 2007). The sample size for the study was determined by

taking 25% percentage out of the entire population. This according to Nwana (1997) suggested that 25% percentage of a population of this magnitude was used as the sample size to this end the total of 12 principals, 359 teachers, 9 Zonal Education Board Staff and 8 Parent Teachers Association (PTA) were used for the study. In selecting the sample size, simple random technique was used (see Table 3.2 below).

3.5 Instrumentation

The instrument for this study shall be questionnaire, constructed by the researcher which was subjected to validity. The questionnaire was divided into 2 sections, the first section contained personal data information of the respondents such as while the second section consisted of 50 questions items grouped into five categories. The items were used to elicit information from participants. The questions were five (5) point Linkert scale of;

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

The responses on strongly agree and agree were merged to be agree while disagree and strongly disagree was also merged to be disagree. The responses was coded as strongly agree (5), agree (4), undecided (3), disagree (2) and strongly disagree (1).

3.5.1 Validity of the Instrument

In measuring instrument, it is considered valid only when it measures truly and accurately what is intends to measure. In this case content/faced validity of the instrument was determined by the researcher's supervisors and experts from the

Department of Educational Foundations and Curriculum in the Faculty of Education, Ahmadu Bello University, Zaria. Their criticisms and comments were considered necessary for the improvement of item structure and format of the research instrument.

3.5.2 Pilot Test

In order to establish the reliability of the instrument, pilot study was carried out in four different schools, GDSS Bomo, GGSS Samaru, GSS Shika and GSS Giwa, in Giwa Education Zone, the reasons for choosing this schools is the fact that the schools are out of the study area and will not in any way used for the main study. For the purpose of this forty copies of questionnaires were distributed to both principals and teachers of the above mentioned schools. In line with that 40 questionnaires were distributed for the pilot study and 10% of the population is 38.9

The main purpose of the pilot study was to test the adequacy and suitability of the instrument in measuring what it is supposed to measure and to ascertain any difficulty that the researcher may encountered when carrying out the main study.

According to Connelly (2008) as quoted by Tapping (2014) “extend literature suggest that a pilot study sample should be 10% percent of the main sample projected for the larger parent study, he also maintained that 10% should be a minimum.

3.5.3 Reliability of the Instrument

The result of the pilot study was calculated using Cronbach Alfa Technique and the reliability index of 0.940 was realized for use in the conduct of the main study because in Cronbach Alfa reliability analysis, the closer the Cronbach Alfa to 0.1 the higher the interval consistency reliability. This is in line with Mukherjee (2000) who stated that the requirement interval consistency was an average value of the correlation co-efficient which must be higher than 0.05.

3.6 Method for Data Collection

After collections and introduction letter from the Head of Department Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria, sets of questionnaires and introduction letter was taking to Zaria Education Zone and principals of the schools samples to solicit their permission to use the assumes and schools in collecting data for the study, the researcher used research assistant in administering questionnaire to the respondents. The researcher administered the questionnaire to the respondents and collected the questionnaires back the following day.

3.7 Method for Data Analysis

The data taken for the respondents were carefully examined and scrutinized by the researcher. In analysis, the data collected, descriptive statistics were used to analyze the personal data information of the respondents while inferential statistics, Analysis of Variance (ANOVA) was used to analyze all the five Null hypotheses, all the null hypotheses were tested at 0.05 level of significance.

CHAPTER FOUR

PRESENTATION OF DATA ANALYSIS

4.1 Introduction

In this chapter, the researcher presents the analyses and interpretation of results based on the responses collected from the questionnaire administered. The analysis of the data focused mainly on the respondents' perceptions on the management of secondary schools in Zaria Education zone, Kaduna state, Nigeria. The total of twelve (12) principal, three hundred and fifty-one (351) teachers, nine (9) officials of ministry of education and eight (8) PTA member from Zaria Education zone responded to the instrument. The analysis of the data collected was done using both descriptive and inferential statistics, where the bio-data information was analysed using frequencies and percentages, while research questions were analysed using frequencies, mean and standard deviation. All the null hypotheses were tested at 0.05 alpha level of significance using Analysis of Variance (ANOVA).

4.2 Analysis of Demographic Data

The analysis of bio-data variables of respondents which include gender, educational qualification, age, status and years of experience are presented in the following order.

Table 1: Shows Demographic Data of the Respondents

Gender	**Frequency**	**Percentage**
Male	206	54.2
Female	174	45.8
Total	**380**	**100**
Qualifications		
Ph.D	10	2.6
Masters Degree	87	22.9
Bachelors Degree	151	39.7
NCE	128	33.7
Others specify	4	1.1
Total	**380**	**100**
Age Range		
25 – 30 yrs	130	34.2
31 – 40 yrs	152	40.0
41 – 50 yrs	56	14.7
51 – 60yrs	42	11.1
Total	**380**	**100**
Status		
Officials of M.O.E.	9	2.4
Principals	12	3.2
Teachers	351	92.4
PTA	8	2.1
Total	**380**	**100**

Table 1 revealed the gender classifications of the respondents where 206 (54.2%) male and 174 (45.8%) female responded to the instrument.

The above table shows the educational qualifications of the respondents. Accordingly, 10 or 2.6% of the respondents are holders of Ph.D degree, while 87 or 22.9% have masters degree, 151 or 39.7% are holders of bachelors degree, 128 or 33.7% are graduates of NCE and the remaining 4 or 1.1% are having other qualification.

The above table shows the classification of the respondents by age. Analysis of the responses shows that, 130 or 34.2% of the respondents are between 25-30 years of age, while 152 or 40.0% are between 31-40years, 56 or 14.7% are between 41-50years, and 42 or 11.1% falls between 51-60 years of age.

From the above table, it is obvious that 9 or 2.4% officials of ministry of education participated in the study, while 12 or 3.2% principals, 351 or 92.4% teachers and 8 or 2.1% PTA responded to the questionnaire instrument.

4.3 Answers to Research Questions

This section deals with the stakeholders that is the principals, teachers, Ministry of Education officials, Parents Teachers Association (PTA) perceptions on the various management such as staff development, supervisory activities, maintenance of discipline, communication and planning in secondary schools in Zaria Education Zone, Kaduna State.

Research Question One: What is the perceptions of stakeholders MOE, principals, teachers and PTA on staff development in secondary schools in Zaria Education Zone, Kaduna State?

To answer this research question, the perceptions of MOE officials, principals, teachers and PTA on the management of staff development in secondary schools in Zaria Education Zone, Kaduna State were sought for. The summary of the analysis carried out is presented in Table 2.

Table 2: Perceptions of Stakeholders on the Management of Staff Development in Secondary Schools in Zaria Education Zone, Kaduna State

S/N	Item statement	Respondents	Response Categories					Mean	Std.dev
			SA	A	U	D	SD		
1	The principal recommends teachers who are qualified for in-service training in my school.	M.O.E	7	-	1	1	-	4.44	1.130
		Principal	9	2	-	-	1	4.08	1.730
		Teacher	206	78	23	29	9	4.21	1.203
		P.T.A	4	2	-	1		3.75	1.832
2	The principal encourages and supports teachers to attend conference.	M.O.E	4	2	-	3	-	3.78	1.394
		Principal	2	2	-	2	1	4.00	1.477
		Teacher	153	111	38	24	18	3.96	1.265
		P.T.A	4	3	-	-	-	4.00	1.690
3	The principal encourages and supports teachers to attend workshops.	M.O.E	4	2	2	1	-	4.00	1.118
		Principal	6	4	-	2	-	4.17	1.115
		Teacher	156	95	37	30	10	3.83	1.473
		P.T.A	4	3	-	-	-	4.00	1.690
4	The principal encourages and supports teachers to attend seminars.	M.O.E	2	3	2	2	-	3.56	1.130
		Principal	6	2	-	2	2	3.67	1.670
		Teacher	123	127	52	29	7	3.83	1.256
		P.T.A	2	5	-	-	-	3.75	1.581
5	The principal encourages and supports teachers to attend symposia.	M.O.E	2	1	1	3	1	2.67	1.732
		Principal	3	6	1	-	1	3.58	1.564
		Teacher	84	132	58	42	16	3.48	1.377
		P.T.A	2	5	-	-	-	3.75	1.581
6	The principal does not encourage and support experienced teachers to mentor the inexperienced ones.	M.O.E	-	2	-	1	6	1.78	1.302
		Principal	-	-	-	7	5	1.58	.515
		Teacher	42	66	44	69	124	2.47	1.469
		P.T.A	-	-	-	6	1	1.63	.744
7	The principal does not encourage and support the orientation for the newly recruited teachers in the school.	M.O.E	-	2	2	4	1	2.56	1.014
		Principal	1	2	-	4	5	2.17	1.403
		Teacher	45	50	48	137	65	2.59	1.332
		P.T.A	2	-	-	1	4	2.00	1.927
8	The principal does not encourage and support non-academic staff to go for in-service training.	M.O.E	1	1	4	1	2	2.78	1.302
		Principal	-	-	1	6	5	1.67	.651
		Teacher	36	64	58	108	78	2.58	1.339
		P.T.A	-	-	-	6	1	1.63	.744
9	The principal does not encourage and support non-academic staff to go for conferences.	M.O.E	-	2	2	4	1	2.56	1.014
		Principal	1	1	-	7	3	2.17	1.193
		Teacher	56	57	56	116	56	2.75	1.402
		P.T.A	-	-	-	6	1	1.63	.744
10	The principal does not encourage and support non-academic staff to go for workshops and seminar.	M.O.E	1	1	2	2	3	2.44	1.424
		Principal	1	2	1	4	4	2.33	1.371
		Teacher	79	64	39	91	73	2.92	1.512
		P.T.A	-	-	-	4	-	1.38	.744

Table 2 shows the perceptions of the official of MOE, principal, teachers, and PTA regarding the management of staff development in secondary schools in Zaria Education Zone, Kaduna State. The respondents were of the opinion that principal recommends teachers who are qualified for in-service training in their school. This attracted their highest mean responses of 4.44, 4.08, 4.21 and 3.75 by the official of

MOE, principal, teachers, and PTA respectively. Findings revealed that 7 out of the 9 official of MOE strongly agreed and 1 was undecided, while only 1 disagreed with this item. In the same vein 11 of the principals were in agreement with this item while only 1 of them disagreed with this item. Also, a total of 284 teachers agreed with this item while 23 of them were undecided and 38 of them disagree, likewise 6 PTA were in agreement with this item with only 1 that disagreed with the item.

Research Question Two: Do MOE, principals, teachers and PTA have the same perceptions on the internal supervision in secondary schools in Zaria Education Zone, Kaduna State?

To answer this research question, the perceptions of MOE officials, principals, teachers and PTA on the internal supervision in secondary schools in Zaria Education Zone, Kaduna State were sought for. The summary of the analysis carried out is presented in Table 3.

Table 3: Perceptions of Stakeholders on Internal Supervision of Secondary Schools in Zaria Education Zone, Kaduna State

S/N	Item statement	Respondents	Response Categories					Mean	Std.dev
			SA	A	U	D	SD		
1	The principal goes round classroom every day to ensure instructions are taking place.	M.O.E	7	-	-	-	2	4.11	1.764
		Principal	7	2	-	1	2	3.92	1.621
		Teacher	180	93	30	22	19	4.06	1.287
		P.T.A	4	2	-	1	-	3.75	1.832
2	The principal ensures that teachers make entries in the scheme of work every week.	M.O.E	4	2	3	-	-	4.11	.928
		Principal	8	1	1	1	1	4.17	1.403
		Teacher	167	110	26	31	10	4.06	1.216
		P.T.A	6	-	-	1	1	4.00	1.927
3	The principal ensures that teachers prepare lesson plans and lesson notes before they go to class.	M.O.E	7	1	1	-	-	4.67	.707
		Principal	7	2	1	1	1	4.08	1.379
		Teacher	177	96	34	25	13	4.09	1.221
		P.T.A	6	-	-	1	-	4.00	1.927
4	The principal ensures that teachers only teach areas they are specialized.	M.O.E	6	-	1	1	1	4.00	1.581
		Principal	8	3	-	1	-	4.50	.905
		Teacher	209	64	39	24	13	4.21	1.167
		P.T.A	6	1	-	-	-	4.25	1.753
5	The principal ensures that teachers are not overloaded.	M.O.E	4	2	1	1	1	3.78	1.481
		Principal	6	1	2	1	2	3.67	1.614
		Teacher	142	104	36	48	17	3.84	1.285
		P.T.A	4	3	-	-	-	4.00	1.690
6	The principal does encourage experienced teachers to mentor the inexperienced ones.	M.O.E	3	4	2	-	-	4.11	.782
		Principal	3	1	-	3	4	2.42	1.832
		Teacher	123	100	53	42	28	3.66	1.348
		P.T.A	2	5	-	-	-	3.75	1.581
7	The principal ensures that teachers that are HODs mentor the new staff posted to their departments.	M.O.E	3	2	2	2	-	3.67	1.225
		Principal	5	5	2	-	-	4.25	.754
		Teacher	134	106	46	37	26	3.79	1.286
		P.T.A	5	2	-	-	-	4.13	1.727
8	The principal ensures that teachers do not miss their classes.	M.O.E	2	-	2	3	2	2.67	1.500
		Principal	5	3	2	1	1	3.83	1.337
		Teacher	115	128	33	40	25	3.68	1.370
		P.T.A	2	5	-	-	-	3.75	1.581
9	The principal ensures that students are not outside classes for no course or reason.	M.O.E	3	-	1	3	2	2.89	1.691
		Principal	9	2	-	1	-	4.58	.900
		Teacher	146	78	48	47	29	3.74	1366
		P.T.A	4	2	1	-	-	3.88	1.727
10	The principal does not care about orientation for newly recruited teachers before they start work.	M.O.E	-	2	3	-	4	2.33	1.323
		Principal	2	1	-	7	2	2.50	1.382
		Teacher	82	54	45	60	107	2.81	1.590
		P.T.A	-	-	-	5	2	1.50	.756

Table 3 shows the perceptions of the stakeholders on internal supervision of secondary schools in Zaria Education Zone, Kaduna State. Based on the perceptions of the respondents, they agreed that the principal ensures that teachers prepare lesson plans and lesson notes before they go to class. This item attractedthe mean responses of 4.67, 4.08, 4.09 and 4.00 by the official of MOE, principal, teachers, and PTA respectively.

Result shows that 8 out of the 9 official of MOE strongly agreed with this item against1that disagreed. Similarly, 9 of the principals were in agreement with this item while only 1was undecided and 2 of them disagreed with this item. Also, the total of 273 teachers agreed with this item while 34 of them were undecided and 38 of them disagree, likewise 6 PTA were in agreement with this item with only 1 that disagreed with the item.

Research Question Three: Is the perceptions of all MOE, principals, teachers and PTA on the maintenance of discipline in secondary schools in Zaria Education Zone, Kaduna State the same?

To answer this research question, the perceptions of MOE officials, principals, teachers and PTA on the maintenance of discipline in secondary schools in Zaria Education Zone, Kaduna State were sought for. The summary of the analysis carried out is presented in Table 4.

Table 4: Perceptions of Stakeholders on Maintenance of Discipline in Secondary Schools in Zaria Education Zone, Kaduna State

S/N	Item statement	Respondents	Response Categories					Mean	Std.dev
			SA	A	U	D	SD		
1	The principal is disciplined as such he/she has the right to discipline others.	M.O.E	5	2	1	1	-	4.22	1.093
		Principal	7	3	1	1	-	4.33	.985
		Teacher	172	77	39	26	33	3.90	1.386
		P.T.A	4	2	-	1	-	3.75	1.832
2	The principal is not capable to discipline teachers in my school.	M.O.E	1	2	2	-	3	2.44	1.740
		Principal	2	1	1	2	6	2.25	1.603
		Teacher	46	71	44	72	115	2.58	1.465
		P.T.A	-	-	2	1	4	1.50	1.069
3	The principal is not capable to discipline students in my school.	M.O.E	-	2	1	3	2	2.11	1.364
		Principal	1	2	1	6	2	2.50	1.243
		Teacher	56	51	41	100	89	2.55	1.499
		P.T.A	2	-	-	4	1	2.38	1.768
4	The principal is capable to discipline non-academic staff in my school.	M.O.E	5	1	1	1	-	3.78	1.787
		Principal	6	2	-	4	-	3.83	1.403
		Teacher	138	79	50	44	27	3.62	1.478
		P.T.A	4	1	-	1	-	3.25	2.252
5	The principal allows free interaction between teachers and students.	M.O.E	3	2	-	2	1	3.11	1.900
		Principal	1	3	3	4	1	2.92	1.165
		Teacher	62	79	56	121	21	3.01	1.352
		P.T.A	1	1	1	3	1	2.38	1.598
6	The principal do not allows free interaction between non-academic staff and students.	M.O.E	1	3	-	1	3	2.44	1.810
		Principal	-	4	1	5	2	2.58	1.165
		Teacher	38	123	63	67	58	3.03	1.300
		P.T.A	-	3	2	2	-	2.75	1.389
7	The principal allows free movement of members of the local community in the school premises.	M.O.E	-	-	5	1	2	2.11	1.167
		Principal	3	2	-	3	4	2.75	1.712
		Teacher	79	68	31	71	95	2.84	1.594
		P.T.A	2	-	-	3	2	2.25	1.832
8	The principal allows staff on duty to discipline erring students.	M.O.E	4	4	-	-	-	4.00	1.581
		Principal	6	2	1	2	1	3.83	1.467
		Teacher	164	79	45	30	19	3.85	1.430
		P.T.A	6	1	-	-	-	4.25	1.753
9	The principal does not carry out management of discipline alone in my school.	M.O.E	4	4	-	-	-	4.00	1.589
		Principal	6	3	1	2	-	4.08	1.165
		Teacher	121	100	28	57	42	3.55	1.445
		P.T.A	5	2	-	-	-	4.13	1.727
10	The principal cannot discipline staff and students because of influence peddling.	M.O.E	1	2	1	1	3	2.33	1.732
		Principal	1	1	-	1	9	1.67	1.371
		Teacher	58	51	58	50	114	2.51	1.591
		P.T.A	-	-	-	1	6	1.00	.535

Analysis on table 4 shows the perceptions of the stakeholders on maintenance of discipline in secondary schools in Zaria Education Zone, Kaduna State. Based on the perceptions of the respondents, they agreed that the principal is disciplined as such he/she has the right to discipline others. This item attracted the mean responses of 4.22, 4.33, 3.90 and 3.75 by the official of MOE, principal, teachers, and PTA respectively.

Result shows that 7 out of the 9 official of MOE strongly agreed with this item against 1 that was undecided with 1 that disagreed. Similarly, 10 of the principals were in agreement with this item while only 1 was undecided and 1 of them disagreed with this item. Also, the total of 249 teachers agreed with this item, while 39 of them were undecided and 59 of them disagree, likewise 6 PTA were in agreement with this item with only 1 that disagreed with the item.

Research Question Four: What is the perceptions of stakeholders (MOE, principals, teachers and PTA) on the interpersonal communication in secondary schools in Zaria Education Zone, Kaduna State?

The perceptions of MOE officials, principals, teachers and PTA on the interpersonal communication in secondary schools in Zaria Education Zone, Kaduna State were sought for. The summary of the analysis carried out is presented in Table 5.

Table 5: Perceptions of Stakeholders on the Interpersonal Communication in Secondary Schools in Zaria Education Zone, Kaduna State

S/N	Item statement	Respondents	Response Categories					Mean	Std.dev
			SA	A	U	D	SD		
1	The principal communicates to staff and students on matters that affect the school through circulars.	M.O.E	5	3	1	-	-	4.44	.726
		Principal	7	1	2	2	-	4.08	1.240
		Teacher	155	83	57	57	19	3.87	1.306
		P.T.A	6	1	-	-	-	4.25	1.753
2	The principal communicates to staff and students on matters that affect the school through Bulletin Boards.	M.O.E	4	2	2	1	-	4.00	1.118
		Principal	6	4	-	1	1	4.08	1.311
		Teacher	147	112	34	38	15	3.92	1.249
		P.T.A	4	3	-	-	-	4.00	1.690
3	The principal briefs members of staff before morning assemblies.	M.O.E	3	1	2	2	1	3.33	1.500
		Principal	7	2	1	1	-	4.00	1.595
		Teacher	127	79	49	51	38	3.53	1.469
		P.T.A	3	4	-	-	-	3.88	1.642
4	The principal does not communicate to of staff development from the ministry of education/board of directors.	M.O.E	1	-	2	2	4	2.11	1.364
		Principal	-	1	2	4	5	1.92	.996
		Teacher	53	56	45	89	101	2.57	1.473
		P.T.A	-	-	-	4	3	1.38	.744
5	The principal does not communicate to school community development from local community.	M.O.E	-	2	2	5	-	2.67	.866
		Principal	2	3	1	3	3	2.83	1.528
		Teacher	37	64	66	135	40	2.70	1.262
		P.T.A	2	-	1	4	-	2.63	1.685
6	The principal allows free flow of information from bottom to top.	M.O.E	2	1	-	4	2	2.67	1.581
		Principal	7	2	1	-	1	3.92	1.730
		Teacher	101	88	42	89	21	3.37	1.422
		P.T.A	4	3	-	-	-	4.00	1.690
7	The principal allows free flow of information from top to bottom.	M.O.E	4	2	-	-	3	3.44	1.878
		Principal	2	8	-	2	-	3.83	.937
		Teacher	146	96	35	36	25	3.75	1.450
		P.T.A	4	3	-	-	-	4.00	1.690
8	The principal has good selection of words in communicating to staff and students.	M.O.E	1	3	3	1	1	3.22	1.202
		Principal	7	4	-	1	-	4.42	.900
		Teacher	110	122	52	40	17	3.68	1.308
		P.T.A	4	3	-	-	-	4.00	1.690
9	The principal makes objective evaluation for staff during the annual performance evaluation.	M.O.E	4	1	-	4	-	3.56	1.509
		Principal	6	3	-	3	-	4.00	1.279
		Teacher	81	135	55	57	15	3.53	1.253
		P.T.A	3	-	-	-	-	3.88	1.642
10	The principal ensures the ICT facilities are installed for students and staff to communicate with other people outside the school.	M.O.E	1	4	2	1	1	3.33	1.225
		Principal	-	4	5	2	1	3.00	.953
		Teacher	92	96	61	57	34	3.35	1.428
		P.T.A	-	1	2	4	-	2.25	1.165

Table 5 shows the perceptions of the official of MOE, principal, teachers, and PTA regarding interpersonal communication in secondary schools in Zaria Education Zone, Kaduna State. The respondents were of the opinion that principal communicates to staff and students on matters that affect the school through circulars. This attracted

the mean responses of 4.44, 4.08, 3.87 and 4.25 by the official of MOE, principal, teachers, and PTA respectively. Findings revealed that 8 out of the 9 official of MOE strongly agreed with 1 that was undecided. In the same vein 8 of the principals were in agreement with this item while 2 was undecided and 2 of them disagreed with this item. Also, a total of 238 teachers agreed with this item while 57 of them were undecided and 76 of them disagree, likewise all (8) of the PTA were in agreement with this item.

Research Question Five: In what ways is the perceptions of stakeholders (MOE, principals, teachers and PTA) on planning in secondary schools in Zaria Education Zone different?

The perceptions of MOE officials, principals, teachers and PTA on planning in secondary schools in Zaria Education Zone, Kaduna State were sought for. The summary of the analysis carried out is presented in Table 6.

Table 6: Perceptions of Stakeholders on Planning in Secondary Schools in Zaria Education Zone, Kaduna State

S/N	Item statement	Respondents	Response Categories					Mean	Std.dev
			SA	A	U	D	SD		
1	The principal involves both teachers and students in planning in secondary school.	M.O.E	5	1	1	-	1	3.67	1.936
		Principal	4	-	-	3	1	2.25	2.179
		Teacher	163	86	34	28	23	3.82	1.489
		P.T.A	4	1	-	-	-	3.00	2.507
2	The principal plan his schedules ahead of time.	M.O.E	3	2	2	-	1	3.33	1.803
		Principal	2	3	1	1	1	2.33	2.060
		Teacher	133	106	53	34	7	3.77	1.367
		P.T.A	4	1	-	1	-	3.00	2.507
3	When decision making is planned, it leads to alternative decision.	M.O.E	3	-	3	1	1	3.00	1.803
		Principal	2	3	1	1	1	2.33	2.060
		Teacher	128	82	62	39	20	3.57	1.493
		P.T.A	3	2	-	-	-	2.88	2.416
4	Planning in decision making process involves careful consideration of course of action.	M.O.E	2	3	1	2	-	3.22	1.641
		Principal	4	1	-	2	1	2.42	2.234
		Teacher	99	119	44	37	34	3.45	1.492
		P.T.A	2	1	-	-	2	2.00	2.268
5	Planning has nothing to do with decision making process in secondary schools.	M.O.E	1	1	2	1	3	2.22	1.641
		Principal	1	1	1	1	4	1.50	1.679
		Teacher	61	71	43	62	96	2.67	1.590
		P.T.A	1	1	-	3	-	1.88	1.885
6	Planning and decision making are two important aspect of secondary school management.	M.O.E	-	3	1	3	1	2.44	1.424
		Principal	2	2	-	2	2	2.00	2.000
		Teacher	93	131	39	49	19	3.48	1.440
		P.T.A	3	1	-	-	1	2.50	2.449
7	When planning are without due consultations with the management, it often leads to crisis in the school.	M.O.E	1	4	3	-	-	3.33	1.414
		Principal	1	5	-	1	1	2.33	2.015
		Teacher	116	112	44	42	17	3.59	1.457
		P.T.A	3	2	-	-	-	2.75	2.315
8	Decision making process in secondary school involves taking into consideration the plans of the school management board.	M.O.E	3	2	-	3	-	3.22	1.787
		Principal	3	1	1	3	-	2.33	2.060
		Teacher	106	133	29	42	20	3.57	1.468
		P.T.A	2	3	-	-	-	2.75	2.315
9	The principal welcomes new ideas on planning.	M.O.E	2	2	2	1	1	3.00	1.732
		Principal	2	5	-	1	-	2.67	2.103
		Teacher	136	111	43	23	18	3.75	1.446
		P.T.A	2	3	-	-	-	2.75	2.315
10	Effective planning help the school to determine its future plans in other to exploit the environment by taking a detailed analysis of their strength and weakness.	M.O.E	1	5	-	1	1	3.11	1.691
		Principal	2	3	-	1	2	2.17	2.082
		Teacher	139	125	32	21	16	3.84	1.392
		P.T.A	4	1	-	-	-	3.00	2.507

Analysis on table 6 shows the perceptions of the stakeholders on planning in secondary schools in Zaria Education Zone, Kaduna State. Based their perceptions, the principal involves both teachers and students in planning in secondary school. This item attracted the mean responses of 3.67, 2.25, 3.82 and 3.00 by the official of MOE,

principal, teachers, and PTA respectively. Result shows that 6 out of the 9 official of MOE strongly agreed with this item against 1 that was undecided with 1 that disagreed. Similarly, 4 of the principals were in agreement with this item, while 4 of them disagreed with this item. Also, the total of 249 teachers agreed with this item, while 34 of them were undecided and 51 of them disagree, likewise 5 PTA were in agreement with this item with only 1 that disagreed with the item.

4.4 Hypotheses Testing

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

Hypothesis One: There is no significant difference in the perceptions of stakeholders (MOE, principals, teachers and PTA) on staff development in secondary schools in Zaria Education Zone, Kaduna State.

The perceptions of stakeholders on staff development in secondary schools in Zaria Education Zone, Kaduna State were analyzed using Analysis of Variance (ANOVA) and presented in table 7.

Table 7: Summary of Analysis of Variance (ANOVA) on the Perceptions Stakeholders on Staff Development in Secondary Schools in Zaria Education Zone, Kaduna State

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical
Between groups	66.276	3	342.028	3.097	.027	2.33
Within groups	23082.222	376	13843.483			
Total	23148.498	379				

Table 7 shows the f-ratio value (3.097) at 2 df 376 and at the level 0.05. The critical value (2.33) is less than f-ratio values (3.097). The probability level of significance P (.027) is less than 0.05. This means that there is significant difference in the perceptions of stakeholders (MOE, principals, teachers and PTA) on staff

development in secondary schools in Zaria Education Zone, Kaduna State. Therefore, the null hypothesis is rejected.

Table 8: Summary of Scheffe Multiple Comparison Test on the Perceptions Stakeholders on Staff Development in Secondary Schools in Zaria Education Zone, Kaduna State

Respondents	N	Mean
PTA	8	27.500
Principal	12	29.416
MOE Officials	9	30.555
Teacher	351	32.598

Table 8 shows that the response mean of teachers was higher than the other respondents while that of principals and MOE officials are almost the same but on the contrary, the response mean of PTA was found to be less than that of principals, MOE officials and teachers, implying that the difference between their response mean was significant. Hence, it can be inferred that teachers differs significantly in their perceptions regarding staff development in secondary schools in Zaria Education Zone, Kaduna State.

Hypothesis Two: There is no significant difference in the perceptions of stakeholders (MOE, principals, teachers and PTA) on internal supervision in secondary schools in Zaria Education Zone, Kaduna State.

The perceptions of stakeholders on supervision in secondary schools in Zaria Education Zone, Kaduna State were analyzed using Analysis of Variance (ANOVA) and presented in table 9.

Table 9: Summary of Analysis of Variance (ANOVA) on the Stakeholders on Supervision in Secondary Schools in Zaria Education Zone, Kaduna State

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical
Between groups	29.483	3	9.828	.204	.894	2.33
Within groups	18105.093	376	48.152			
Total	18134.571	379				

Table 9 shows the f-ratio value (.204) at 3 df 376 and at the 0.05 level of significance. The critical value (2.33) is greater than f-ratio values (.204). The probability level of significance P(.894) is greater than 0.05. This means that there is no significant difference in the perceptions of stakeholders (MOE, principals, teachers and PTA) on internal supervision in secondary schools in Zaria Education Zone, Kaduna State. Therefore, the null hypothesis is retained.

Hypothesis Three: There is no significant difference in the perceptions of stakeholders (MOE, principals, teachers and PTA) on maintenance of discipline in secondary schools in Zaria Education Zone, Kaduna State.

The perceptions of stakeholders on maintenance of discipline in secondary schools in Zaria Education Zone, Kaduna State were analyzed using Analysis of Variance (ANOVA) and presented on table 4.15.

Table 10: Summary of Analysis of Variance (ANOVA) on the Stakeholders on Maintenance of Discipline in Secondary Schools in Zaria Education Zone, Kaduna State

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical
Between groups	123.571	3	41.190	1.201	.309	2.33
Within groups	12896.576	376	34.300			
Total	12896.900	379				

Analysis on table 10 shows the f-ratio value (1.201) at 3 df 376 and at the level 0.05. The critical value (2.33) is greater than f-ratio values (1.201). The probability level of significance P(.309) is greater than 0.05. This means that there is no significant difference in the perceptions of stakeholders (MOE, principals, teachers and PTA) on maintenance of discipline in secondary schools in Zaria Education Zone, Kaduna State. Therefore, the null hypothesis is retained.

Hypothesis Four: There is no significant difference in the perceptions of stakeholders (MOE, principals, teachers and PTA) on interpersonal communication in secondary schools in Zaria Education Zone, Kaduna State.

The perceptions of stakeholders on communication in secondary schools in Zaria Education Zone, Kaduna State were analyzed using Analysis of Variance (ANOVA) and presented on table 11.

Table 11: Summary of Analysis of Variance (ANOVA) on the Stakeholders on Communication in Secondary Schools in Zaria Education Zone, Kaduna State

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical
Between groups	59.359	3	19.786	.423	.737	2.33
Within groups	17582.798	376	46.763			
Total	17642.158	379				

Table 11 present the f-ratio value (.423) at 3 df 376 and at the level 0.05. The critical value (2.33) is greater than f-ratio values (.423). The probability level of significance P(.737) is greater than 0.05. This means that there is no significant difference in the perceptions of stakeholders (MOE, principals, teachers and PTA) on interpersonal communication in secondary schools in Zaria Education Zone, Kaduna State. Therefore, the null hypothesis is retained.

Hypothesis Five: There is no significant difference in the perceptions of stakeholders (MOE, principals, teachers and PTA) on planning in secondary schools in Zaria Education Zone, Kaduna State.

The perceptions of stakeholders on planning in secondary schools, Zaria Education Zone, Kaduna State were analyzed using Analysis of Variance (ANOVA) and presented on table 12.

Table 12: Summary of Analysis of Variance (ANOVA) on the Stakeholders on Planning in Secondary Schools, Zaria Education Zone, Kaduna State

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical
Between groups	2759.471	3	919.824	8.147	.000	2.33
Within groups	4252.519	376	112.906			
Total	45211.989	379				

Table 12 show the f-ratio value (8.147) at 3 df 376 and at the level 0.05. The critical value (2.33) is less than f-ratio values (8.174). The probability level of significance P(.000) is less than 0.05. This means that there is significant difference in the perceptions of stakeholders (MOE, principals, teachers and PTA) on planning in secondary schools in Zaria Education Zone, Kaduna State. Therefore, the null hypothesis is rejected.

Table 13: Summary of Scheffe Multiple Comparison Test on the Perceptions Stakeholders on Planning in Secondary Schools, Zaria Education Zone, Kaduna State

Respondents	N	Mean
PTA	8	26.500
Principal	12	22.333
MOE Officials	9	30.555
Teacher	351	35.518

Table 13 shows that the response mean of teachers was higher than the other respondents while principal has the less response mean, implying that the difference

between their response mean was significant. Hence, it can be inferred that teachers differs significantly in their perceptions regarding planning in secondary schools in Zaria Education Zone, Kaduna State.

4.5 Summary of Hypotheses Testing

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

Table 14: Summary of the Hypotheses Tested

N/S	**H_0 Statement**	**Statistical Test Used**	**Result**	**Level of Sig.**	**Decision**
1.	There is no significant difference in the perceptions of stakeholders on staff development in secondary schools in Zaria Education zone, Kaduna State.	Analysis of Variance (ANOVA)	F-calculated is 3.097, while the table value is 2.33 at 0.05 level of significance.	0.05	**Ho** was rejected. This means that significant difference existed in the opinions of respondents.
2.	There is no significant difference in the perceptions of stakeholders on supervisions in secondary schools in Zaria Education zone, Kaduna State.	Analysis of Variance (ANOVA)	F-calculated is .204, while the table value is 2.33 at 0.05 level of significance.	0.05	**Ho** was retained. This means that there is no significant difference in the opinions of respondents.
3.	There is no significant difference in the perceptions of stakeholders on maintenance of discipline in secondary schools in Zaria Education zone, Kaduna State.	Analysis of Variance (ANOVA)	F-calculated is 1.201, while the table value is 2.33 at 0.05 level of significance.	0.05	**Ho** was retained. This means that there is no significant difference in the opinions of respondents.
4.	There is no significant difference in the perceptions of stakeholders on communication in secondary schools in Zaria Education zone, Kaduna State.	Analysis of Variance (ANOVA)	F-calculated is .423, while the table value is 2.33 at 0.05 level of significance.	0.05	**Ho** was retained. This means that there is no significant difference in the opinions of respondents.
5.	There is no significant difference in the perceptions of stakeholders on planning in secondary schools in Zaria Education zone, Kaduna State.	Analysis of Variance (ANOVA)	F-calculated is 8.174, while the table value is 2.33 at 0.05 level of significance.	0.05	**Ho** was rejected. This means that significant difference existed in the opinions of respondents.

4.6 Summary of Major Findings

The study revealed that:

1. there is significant difference in the perceptions of Ministry of Education Officials, Principal, Teachers and PTA on staff development in Secondary Schools in Zaria Education Zone, Kaduna State (P = .027 < 0.05);
2. there is no significant difference in the perceptions of Ministry of Education Officials, Principal, Teachers and PTA on supervision in Secondary Schools in Zaria Education Zone, Kaduna State (P = .894 > 0.05);
3. there is no significant difference in the perceptions of Ministry of Education Officials, Principal, Teachers and PTA on maintenance of discipline in Secondary Schools in Zaria Education Zone, Kaduna State (P = .309 > 0.05);
4. there is no significant difference in the perceptions of Ministry of Education Officials, Principal, Teachers and PTA on communication in Secondary Schools in Zaria Education Zone, Kaduna State (P = .737 > 0.05); and
5. there is significant difference in the perceptions of Ministry of Education Officials, Principal, Teachers and PTA on planning in Secondary Schools in Zaria Education Zone, Kaduna State (P = .000 < 0.05).

4.7 Discussions of the Findings

Table 4.12 shows the f-ratio value (3.097) at 2 df 376 and at the level 0.05. The critical value (2.33) is less than f-ratio values (3.097). The probability level of significance P (.027) is less than 0.05. This means that there is a significant difference in the perceptions of Ministry of Education Officials, Principal, Teachers and PTA on staff development in Secondary Schools in Zaria Education Zone, Kaduna State. Therefore, the null hypothesis is rejected. Likewise, the descriptive analysis on table 4.7 shows the perceptions of the official of MOE, principal, teachers, and PTA regarding

the staff development in secondary schools in Zaria Education Zone, Kaduna State. The respondents were of the opinion that principal recommends teachers who are qualified for in-service training in their school. This attracted their highest mean responses of 4.44, 4.08, 4.21 and 3.75 by the official of MOE, principal, teachers, and PTA respectively. Findings revealed that 7 out of the 9 official of MOE strongly agreed and 1 was undecided, while only 1 disagreed with this item. In the same vein 11 of the principals were in agreement with this item while only 1 of them disagreed with this item. Also, a total of 284 teachers agreed with this item while 23 of them were undecided and 38 of them disagree, likewise 6 PTA were in agreement with this item with only 1 that disagreed with the item. This finding is in line with research finding of Muraina (2014) whose finding revealed that staff development in secondary schools can lead to administrative effectiveness.

Table 4.14 shows the f-ratio value (.204) at 3 df 376 and at the 0.05 level of significance. The critical value (2.33) is greater than f-ratio values (.204). The probability level of significance P (.894) is greater than 0.05. This means that there is no significant difference in the perceptions of Ministry of Education Officials, Principal, Teachers and PTA on supervision in Secondary Schools in Zaria Education Zone, Kaduna State. Therefore, the null hypothesis is retained. Also, analysis of the respondents' answer to the research questions on table 4.8 shows the perceptions of the stakeholders on supervision in secondary schools in Zaria Education Zone, Kaduna State. Based on the perceptions of the respondents, they agreed that the principal ensures that teachers prepare lesson plans and lesson notes before they go to class. This item attracted the mean responses of 4.67, 4.08, 4.09 and 4.00 by the official of MOE, principal, teachers, and PTA respectively. Result shows that 8 out of the 9 official of MOE strongly agreed with this item against 1 that disagreed. Similarly, 9 of the

principals were in agreement with this item while only 1 was undecided and 2 of them disagreed with this item. Also, the total of 273 teachers agreed with this item while 34 of them were undecided and 38 of them disagree, likewise 6 PTA were in agreement with this item with only 1 that disagreed with the item. This result agreed with the opinion of Hanza (1991) who opined that supervision in schools are often the same. On the contrary, the result disagreed with the findings of Muraina (2014) as he asserts that management in secondary schools can lead to administrative effectiveness.

Analysis on table 4.15 shows the f-ratio value (1.201) at 3 df 376 and at the level 0.05. The critical value (2.33) is greater than f-ratio values (1.201). The probability level of significance P (.309) is greater than 0.05. This means that there is no significant difference in the perceptions of Ministry of Education Officials, Principal, Teachers and PTA on maintenance of discipline in Secondary Schools in Zaria Education Zone, Kaduna State. Therefore, the null hypothesis is retained. Similarly, analysis on table 4.9 shows the perceptions of the stakeholders on maintenance of discipline in secondary schools in Zaria Education Zone, Kaduna State. Based on the perceptions of the respondents, they agreed that the principal is disciplined as such he/she has the right to discipline others. This item attracted the mean responses of 4.22, 4.33, 3.90 and 3.75 by the official of MOE, principal, teachers, and PTA respectively. Result shows that 7 out of the 9 official of MOE strongly agreed with this item against 1 that was undecided with 1 that disagreed. Similarly, 10 of the principals were in agreement with this item while only 1 was undecided and 1 of them disagreed with this item. Also, the total of 249 teachers agreed with this item, while 39 of them were undecided and 59 of them disagree, likewise 6 PTA were in agreement with this item with only 1 that disagreed with the item. In view of this finding, the result was in line with the assertion of Alimi

(2014) that maintenance of discipline in Secondary Schools s a thing to be taking seriously.

Table 4.16 present the f-ratio value (.423) at 3 df 376 and at the level 0.05. The critical value (2.33) is greater than f-ratio values (.423). The probability level of significance P(.737) is greater than 0.05. This means that there is no significant difference in the perceptions of Ministry of Education Officials, Principal, Teachers and PTA on communication in Secondary Schools in Zaria Education Zone, Kaduna State. Therefore, the null hypothesis is retained. In similar vein, table 4.10 shows the perceptions of the official of MOE, principal, teachers, and PTA regarding the communication in secondary schools in Zaria Education Zone, Kaduna State. The respondents were of the opinion that principal communicates to staff and students on matters that affect the school through circulars. This attracted the mean responses of 4.44, 4.08, 3.87 and 4.25 by the official of MOE, principal, teachers, and PTA respectively. Findings revealed that 8 out of the 9 official of MOE strongly agreed with 1 that was undecided. In the same vein 8 of the principals were in agreement with this item while 2 were undecided and 2 of them disagreed with this item. Also, a total of 238 teachers agreed with this item while 57 of them were undecided and 76 of them disagree, likewise all (8) of the PTA were in agreement with this item. This finding agreed with the work of Huddleston (2007) who highlighted the importance of communication in secondary schools.

Table 4.17 show the f-ratio value (8.147) at 3 df 376 and at the level 0.05. The critical value (2.33) is less than f-ratio values (8.174). The probability level of significance P(.000) is less than 0.05. This means that there is a significant difference in the perceptions of Ministry of Education Officials, Principal, Teachers and PTA on planning in Secondary Schools in Zaria Education Zone, Kaduna State. Therefore, the

null hypothesis is rejected. Analysis on table 4.11 shows the perceptions of the stakeholders on planning in secondary schools in Zaria Education Zone, Kaduna State. Based their perceptions, the principal involves both teachers and students in planning in secondary school. This item attracted the mean responses of 3.67, 2.25, 3.82 and 3.00 by the official of MOE, principal, teachers, and PTA respectively. Result shows that 6 out of the 9 official of MOE strongly agreed with this item against 1 that was undecided with 1 that disagreed. Similarly, 4 of the principals were in agreement with this item, while 4 of them disagreed with this item. Also, the total of 249 teachers agreed with this item, while 34 of them were undecided and 51 of them disagree, likewise 5 PTA were in agreement with this item with only 1 that disagreed with the item. This result concurred with the research finding of Nwaogu (2006) who revealed that planning in secondary schools is of paramount importance to the growth of the school.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This is the last chapter of this dissertation work. The chapter consists of the summary, conclusions, recommendations and suggestions for the further study.

5.2 Summary

The purpose of this study was to assess the perceptions of stakeholders on the management secondary schools in Zaria Education zone, Kaduna State, Nigeria. The research was conducted with five research objectives, five research questions were answered, five null hypotheses were tested, statement of the problem and basic assumptions.

Related literatures by different authors were reviewed on the following subheadings; school activities, management, staff development, internal supervision, maintenance of discipline, interpersonal communication, planning and theoretical framework, with relevant empirical studies.

Furthermore, the research methodology used in conducting this dissertation consist of research design, population, sampling size and sampling techniques, instrumentation, validity and reliability of the instrument, pilot study, procedure for data collection and data analysis, the questionnaire designed were used. The designed adopted for the study was the descriptive research design using survey method. The total of 12 principals, 359 teachers, 9 Zonal Education Board Staff and 8 Parent Teachers Association (PTA) was used for the study. The instruments for data collection was the Likert-five point scale questionnaire designed by expert at the department, adopted and administered by the researcher and with the help of research assistant.

The data collected were used to answer the research questions while the five null hypotheses were statistically tested at 0.05 level of significance using ANOVA statistics. The findings of the study among others show that there is a significant difference in the perceptions of Ministry of Education Officials, Principal, Teachers and PTA on staff development of Secondary Schools in Zaria Education Zone, Kaduna State. Also, result revealed no significant difference in the perceptions of Ministry of Education Officials, Principal, Teachers and PTA on internal supervision of Secondary Schools in Zaria Education Zone, Kaduna State.

5.3 Conclusions

In view of the findings of the study, conclusions were drawn that; there is divergent in the perceptions of Ministry of Education Officials, Principals, Teachers and PTA on staff development in Secondary Schools in Zaria Education Zone, Kaduna State. There is a common view among the Ministry of Education Officials, Principals, Teachers and PTA on internal supervision of Secondary Schools in Zaria Education Zone, Kaduna State. Differences did not exist in the Perceptions of Ministry of Education Officials, Principals, Teachers and PTA on maintenance of discipline in Secondary Schools in Zaria Education Zone, Kaduna State. The view of the Ministry of Education Officials, Principals, Teachers and PTA were the same on interpersonal communication in Secondary Schools in Zaria Education Zone, Kaduna State. The Ministry of Education Officials, Principals, Teachers and PTA have mixed perceptions on planning of Secondary Schools in Zaria Education Zone, Kaduna State.

5.4 Recommendations

Based on the findings of this study, it is recommended that:

1. the principals and other stakeholders should ensure that staff qualified for in-service training are recommended in the schools or within their zone, for it will

improve the capabilities of the staff at the end of their training to the benefit of the society at large;

2. principals should always make sure that they supervise the entire school in order to ensure that each and every individual assigned to a task accomplish it, that is, by checking the lesson note of the teachers if it is up to date so as to make the teaching and learning activities more convenient;
3. principals should be disciplined at all times in order to be able to discipline others in the school, that is, the school environment;
4. apart from circulars, stakeholders should constantly communicates to staff and students on matters that affect the schools; and
5. both stakeholders and students should be carried along in the planning of secondary schools through school-based management committee.

5.5 Suggestions for Further Study

Based on the findings and conclusions of this research, the following are recommended for further studies:

1. Attitudes of principals towards management of secondary schools;
2. Influence of a disciplined principal on teacher-students relationship in secondary schools;
3. Principals' attitudes towards effective management of secondary schools; and
4. Relationship between teachers' and students' on the management of secondary schools.

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APPENDIX I

QUESTIONNAIRE

PERCEPTIONS OF STAKEHOLDERS ON THE MANAGEMENT OF SECONDARY SCHOOLS IN ZARIA EDUCATION ZONE, KADUNA STATE, NIGERIA

Department of Educational
Foundations and Curriculum.
Educational Administration and
Planning Section,
Ahmadu Bello University,
Zaria.

Dear Respondents,

This questionnaire is needed to complete this research work on Perceptions of Stakeholders on the Management Secondary Schools in Zaria Education Zone, Kaduna State. It is purely based on the academic pursuit; all information provided in the questionnaire will be treated utmost confidentiality.

Thank you for your cooperation.

Yours sincerely,

Jonah Moses Asincritus
M.ED/EDUC/20862/2012-2013

APPENDIX II

SECTION A (Demographic Data)

Instruction: Please tick of fill the information appropriate to you.

1. Gender: (a) Male [ ] (b) Female [ ]
2. Educational Qualification: (a) Ph.D [ ] (b) Master Degree [ ]
   (c) Bachelor Degree [ ] (d) NCE [ ]
   (e) Other Specify ……..
3. Age: (a) 25 – 30 yrs [ ] (b) 31 – 40 yrs [ ]
   (c) 41 – 50 yrs [ ] (d) 51 – 60 yrs [ ]
4. Status: (a) Principal [ ] (b) Teacher [ ] (c) Officials of M.O.E. [ ]
5. Years of Experience as Principal (a) 1 – 5 yrs [ ]
   (b) 6 – 10 yrs [ ] (c) 11 – 15 yrs [ ] (d) 16 and above [ ]
6. Years of Experience as Teacher (a) 1 – 5 yrs [ ]
   (b) 6 – 10 yrs [ ] (c) 11 – 15 yrs [ ] (d) 16 and above [ ]

Tick in the appropriate column that relates to your opinion

SECTION B: Perceptions of Stakeholders on Staff Development in Secondary Schools in Zaria Education Zone, Kaduna State.

SN	Item statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	The principal recommends teachers who are qualified for in-service training in my school					
2.	The principal encourages and supports teachers to attend conference					
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 seminar					

SECTION C: Perceptions of Stakeholders on Supervision of Secondary Schools in Zaria Education Zone, Kaduna State.

SN	Item statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
11.	The principal goes round classrooms every day to ensure instructions are taking place					
12.	The principal ensures that teachers make entries in the scheme of work every week					
13.	The principal ensures that teachers prepare lesson plans and lesson notes before they go to class					
14.	The principal ensures that teachers only teach areas they specialized					
15.	The principal ensures that teachers are not overloaded					
16.	The principal does encourage experienced teachers to mentor the inexperienced ones.					
17.	The principal ensures that teachers that HODs mentor the new staff posted to their departments.					
18.	The principal ensures that teachers do not miss their classes.					
19.	The principal ensures that students are not outside classes for no course reason.					
20.	The principal does not care about orientation for newly recruited teachers before they start work.					

SECTION D: Perceptions of Stakeholders on Maintenance of Discipline in Secondary Schools in Zaria Education Zone, Kaduna State.

SN	Item statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
21.	The principal is disciplined as such he/her has the right to discipline others.					
22.	The principal is not capable to discipline teachers in my school					
23.	The principal is not capable to discipline students in my school					
24.	The principal is capable to discipline non-academic staff in my school					
25.	The principal allows free interaction between teachers and students					
26.	The principal do not allow free interaction between non-academic staff and students					
27.	The principal allows free movement of members of the local community in the school premises.					
28.	The principal allows staff on duty to discipline erring students					
29.	The principal does not carry out management of discipline alone in my school					
30.	The principal cannot discipline staff and students because of influence peddling					

SECTION E: Perceptions of Stakeholders on Communication in Secondary Schools in Zaria Education Zone, Kaduna State.

SN	Item statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
31.	The principal communicates to staff and students on matters that affect the school through circulars					
32.	The principal communicates to staff and students on matters that affect the school through Bulletin Boards.					
33.	The principal briefs members of staff before morning assemblies.					
34.	The principal does not communicate to members of staff development from the ministry of education/board of directors.					
35.	The principal does not communicate to school community development from local community					
36.	The principal allows free flow of information from bottom to top					
37.	The principal allows free flow of information from top to bottom					
38.	The principal has good selection of words in communicating to staff and students					
39.	The principal makes objective evaluation for staff during the annual performance evaluation					
40.	The principal ensures the ICT facilities are installed for students and staff to communicate with other people outside school.					

SECTION F: Perceptions of Stakeholders on Planning in Secondary Schools in Zaria Education Zone, Kaduna State.

SN	Item statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
41.	The principal involves both teachers and students in planning in secondary school					
42.	The principal plan his schedules ahead of time					
43.	When decision making is planned, it leads to alternative decision					
44.	Planning in decision making process involves careful consideration of course of action					
45.	Planning has nothing to do with decision making process in secondary schools.					
46.	Planning and decision making are two important aspect of secondary school management					
47.	When planning are without due consultations with the management, it often leads to crisis in school					
48.	Decision making process in secondary school involves taking into consideration the plans of the school management board					
49.	The principal welcomes new ideas on planning					
50.	Effective planning helps the school to determine it's future plans in other to exploit the environment by taking a detailed analysis of their strength and weakness.					

APPENDIX III
LIST OF SCHOOLS IN ZARIA EDUCATION ZONE, KADUNA STATE

SN	Names of Schools	No. of Principal	No. of Teachers	Total
1.	Barewa College, Sabon Gari Zaria	1	68	**69**
2.	Govt. Secondary School, Tudun Jukun	1	47	**48**
3.	Govt. Secondary School, K/Bana	1	49	**50**
4.	Alhudahuda College, Zaria	1	80	**81**
5.	Sheikh Ibrahim Arab Special Sec. Sch., K/Karan	1	59	**60**
6.	Govt. Secondary School, Dinya	1	10	**11**
7.	Govt. Secondary School, Dakachi	1	28	**29**
8.	Govt. Secondary School, Kugu	1	11	**12**
9.	Govt. Secondary School, Yakassai	1	10	**11**
10.	Govt. Secondary School, Kufena	1	28	**29**
11.	Govt. Commercial College, Zaria	1	84	**85**
12.	Govt. Girls Secondary School, Zaria	1	65	**66**
13.	Govt. Secondary School, Likoro	1	8	**9**
14.	Govt. Girls Secondary School, K/Gayan	1	6	**7**
15.	Govt. Secondary School, Gyellesu	1	24	**25**
16.	Govt. Secondary School, Awai	1	8	**9**
17.	Govt. Secondary School, Zaria	1	55	**56**
18.	Govt. Secondary School, Munchia	1	20	**21**
19.	Govt. Secondary School, T/Saidu	1	17	**18**
20.	Govt. Sec. Sch., Chindit Barracks	1	31	**32**
21.	Govt. Secondary School, Magajiya	1	20	**21**
22.	Govt. Secondary School, Aminu	1	37	**38**
23.	Govt. Secondary School, Kaura	1	27	**28**
24.	Govt. Secondary School, Pada	1	39	**40**
25.	Govt. Girls Secondary School, D/Bauchi	1	47	**48**
26.	Govt. Girls Sec. Sch., Chindit Barracks	1	27	**28**
27.	Govt. Junior Secondary School, T/Wada	1	47	**48**
28.	Govt. Junior Secondary School, Bogari	1	13	**14**
29.	Govt. Junior Secondary School, Rimi Doko	1	22	**23**
30.	Govt. Junior Secondary School, Manji	1	22	**23**
31.	Govt. Junior Secondary School, Kofar Jatan	1	32	**33**
32.	Govt. Junior Sec. Sch., RimiKofar Doka	1	39	**40**
33.	Govt. Junior Secondary School, Aba	1	8	**9**
34.	Govt. Junior Secondary School, Kinkiba	1	8	**9**
35.	Govt. Junior Secondary School, Richifa	1	9	**10**
36.	Govt. Junior Secondary School, Matari	1	7	**8**
37.	Govt. Junior Secondary School, Chikaji	1	29	**30**
38.	Govt. Junior Secondary School, Gimbo	1	13	**14**
39.	Govt. Junior Secondary School, Zaria	1	28	**29**
40.	Govt. Junior Secondary School, Muchia	1	28	**29**
41.	Govt. Junior Secondary School, T/Saidu	1	33	**34**
42.	Govt. Junior Sec. Sch., Chindit Barracks	1	27	**28**
43.	Govt. Junior Secondary School, Magajiya	1	20	**21**
44.	Govt. Girls Junior Secondary School, Pada	1	32	**33**
45.	Govt. Girls Junior Sec. Sch., Chindit Barracks	1	33	**34**
46.	Govt. Girls Junior Sec. Sch., D/Bauchi	1	37	**38**
		46	1,436	**1,482**

Source: *Zaria Zonal Education Board (2014)*

APPENDIX IV

LIST OF SCHOOLS USED FOR THE RESEARCH

SN	NAMES OF SCHOOLS
1.	Barewa College, Zaria
2.	Alhudahuda College, Zaria
3.	Government Junior Secondary School, T/Saibu
4.	Government Secondary School, Likoro
5.	Government Girls Secondary School, D/Bauchi
6.	Government Junior Secondary School, Mangi
7.	Government Secondary School, Kaura
8.	Government Junior Secondary School, Richifa
9.	Government Secondary School, Yakassai
10.	Government Girls Junior Secondary School, Chindit Barracks
11.	Government Commercial College, Zaria
12.	Government Secondary School, Gimba, Kudan