

**ASSESSMENT OF PRINCIPALS' ROLE PERFORMANCE IN
ADMINISTRATION OF PUBLIC SECONDARY SCHOOLS IN FEDERAL
CAPITAL TERRITORY, ABUJA NIGERIA**

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AHMADU BELLO UNIVERSITY,
ZARIA**

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**A DISSERTATION SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
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NOVEMBER, 2021

DECLARATION

I, Sarah NaanleKumtong, hereby declare that this Dissertation titled “Assessment of Principal’s Role Performance in administration of Secondary Schools in Federal Capital Territory, Abuja, Nigeria”, has been written by me. The information derived in the literature has been duly acknowledged in the text and a list of references provided. No part of this Dissertation has been presented anywhere for the purpose of the award of same Degree.

Sarah NaanleKumtong (Mrs)

Signature

Date

CERTIFICATION

This Dissertation titled, “Assessment of Principal’s Role Performance in administration of Secondary Schools in Federal Capital Territory, Abuja, Nigeria” by Sarah NaanleKumtong meets the regulations governing the award of Degree of Master of Educational Administration and Planning of the Ahmadu Bello University Zaria, and is approved for its contributions to knowledge and literary presentation.

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DEDICATION

This work is dedicated to my family Dr. Naanle Daamdang Kumtong, my children Muplang, Khirnaan, Zuhumnaan and Naanribet for all their support and prayers.

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ABSTRACT

This study assessed the principals' Role performance in Administration of Secondary Schools in Federal Capital Territory Abuja, Nigeria. The study specifically dwelt on the areas of Interpersonal relationship, decision making, communication skills, supervision, staff development, school and community relationship, maintenance of discipline and maintenance of facilities. The study has eight objectives, eight research questions and eight hypotheses. The study adopted descriptive survey design to assess the opinions of school principals and teachers on Principals' Role Performance in Administration of Secondary Schools from the population of 193 principals and 8205 teachers in Federal Capital Territory Abuja. A sample of 12 principals and 108 teachers was randomly selected for the study. The instrument with reliability coefficient of 0.831 was used in data collection. The data were subjected to descriptive statistics involving tabular form and percentages. Hypotheses were tested using t-test inferential statistics at 0.05 level of significance. The results revealed that principals performed their roles on interpersonal relationships in secondary schools, and interacted with their subordinates freely. They encouraged teachers to work in harmony and have good interpersonal relationship with students. The result revealed that principals performed their role on decision making process in secondary schools as they involved PTA in decision making process on issues that affect them. Members of the local community did not take part in the decision making process in the schools. It was discovered from the study that the principals welcomed ideas during staff meeting while most of the time they took decisions unilaterally and as such teachers disengaged from school activities because they were not involved in decision making process. The researcher recommends among others that principals should ensure proper supervision of their teachers in order to make genuine annual evaluation of their performance. The principals of schools should ensure the use of proper skills for communication to the subordinates.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The principal holds the key position in the administrative network of schools. He is the hub of the school activity. He is the Centre of the whole organization of the school. All the things demand his attention and all the persons in the school look up to him for guidance and inspiration. Principals manage the day-to day activities of public and private elementary, middle and high schools. They oversee staff and decision making that impacts the overall educational success of the school. He allows the teachers to share in the decision-making so that they feel obliged to comply with the norms to which they have subscribed. A skillful leader will seek to avoid decision that will needlessly antagonize subordinates. He will weigh their ideas and advice most carefully and when necessary, after he has made the decision, he will seek for it the sort of support that comes from voluntary cooperation. The roles of principals on educational goals, principals help set goals for their schools that align with federal, state and parent expectations. This includes proficiency on standardized tests at all levels or clear identification of goals or vision to work towards as well as induce commitment and enthusiasm. Next is to assess what changes needs to occur and which may be accomplished by asking the people involved, reading document and observing what is going on. The principal commonly plays the role of school spokesperson in the public. If a local news reporter wants to write an article, he may contact the principal for a comment. The principal routinely shares information about his school at school board meetings.

The role of principal on communication: communication in this sense means keeping others informed of what's happening, with regard to the policies, programmes, plans and problems of the organization. It is through effective communication that members of an organization will be made aware of its goals, understanding what is happening in different

areas and units and will be able to make suggestions for possible improvement, In community relationship the principal try to maintain good public relations with parents, members of the local community, officials and other visitors to the school. He should endeavour to promote school-community relations through the participation of the school in community activities and projects, and community participation in some aspects of school life; this could be achieved by means of organized visits to place of interest in the community resources. The role of principals on staff development: As an administrator it will be part of your job to develop sound personnel policies especially with regard to professional development, welfare, leave, extra-curricular duties, absence from school, certain administrative procedures, in-service courses, grievances, staff meetings and work schedules. Principal duty is to contribute to the professional development of his staff in order to keep them up to date in their various fields and to improve instructional quality. You can initiate and help to conduct in-service courses for them at school or local level. Where this is not possible, you should investigate the possibility of sending them for course available elsewhere. You should encourage them to attend professionals meetings, conferences, and to contribute to professional research and publications.

The role of principal on supervision: supervision is an allied function of administration. Supervision stands for overseeing the work done by the teaching staff in connection with all kinds of legitimate school activities. It has to be done regularly to render timely help to the teachers and the taught. An atmosphere of understanding should exist between the teachers and the principals to such an extent that the teachers may themselves invite the principals to visit their classes to see and guide their work. His visit to every classroom should be regarded as a friendly visit, and his presence should not be taken by the teacher as an encroachment on his supreme position in the class. The role of principal is to maintain discipline among staff. You will have to write confidential reports on your staff

whenever these are demanded by your employer. Discipline is never easy to maintain; it demands wisdom, tact, courage, firmness and fairness. You should make every effort to improve and maintain staff morale. Let your own behaviour be a model and a source of inspiration to your staff, Principals must be fully concerned with the physical environment and other facilities around the school. Dilapidated buildings, leaking roofs, abandoned projects, over grown trees and lawns, dingy and dark buildings etc. As a result, the principals have the responsibilities of ensuring that these facilities are in good shape. Even with the meagre resources at their disposal, they have the responsibility of providing teachers and other instructional staff with necessary resources for effective teaching. (Babayemi,2006).

Education is the key to national development of any country and in every education system. At the secondary school level quality of education is absolutely necessary because it serves as the foundation for tertiary level and they are been trained to be self-employment if they cannot continue with the tertiary level. Just has the secondary objectives listed in the National Policy on Education (NPE, 2012); the broad goals of secondary education shall be to prepare the individual for:

- a) Useful living within the society; and
- b) Higher education.

In specific term; secondary education shall;

- a. Provide all primary school levers with the opportunity for education of a higher level irrespective of sex, social status, religious or ethnic background.
- b. Offer diversified curriculum to cater for the differences in talents, opportunities and future roles.
- c. Provide trained manpower in the applied science, technology and commerce at sub-professional grades.

- d. Develop and promote Nigeria language, art and culture in the context of world's cultural heritage.
- e. Inspire students with a desire for self-improvement and achievement of excellence.
- f. Foster national unity with emphasis on the common ties that unite us our diversity.
- g. Raise a generation of people who can think for themselves respect the view and feelings of others respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens.
- h. Provide technical knowledge and vocational skills necessary for agricultural industrial, commercial and economic development.

According to Ibukun (2004) and Northouse (2001), Leadership is the art of influencing others to work enthusiastically towards the achievement of organizational goals. Instructional leadership encompasses 'those actions that a principal tasks, or delegates to others, to promote growth in student learning (Debevoise, 1984) and comprises the following tasks; defining the purpose of schooling; setting school -wide goals; providing the resources needed for learning to occur; supervising and evaluating teachers; coordinating staff development programmes; and creating collegial relationships with and among teacher, (Wildy&Dimmock, 1993). It is the duty of the principal to coordinate such activities through effective supervision, without which, effective teaching may not be accomplished easily. Supervision of instruction has become very necessary in recent times because of the importance attached to education and the desire to improve the quality of education of education. According to Osakwe (2010). Supervision is concerned with the provision of professional assistance and guidance to teachers and students geared towards the achievement of effective teaching and learning in the school.

The principal as a supervisor provides a professional guidance to teachers in order to improve their competencies for effective teaching process to enhance the learning and growth of the students. The school principal in carryout their duties assist the teachers to perform effectively in the areas of preparation of lesson plan and lesson notes before lesson delivery, good use of instructional methods and teaching aids, keeping and maintaining of school records, classroom management, among others. Through supervision the principal can provide meaningful feedback and direction to teachers that can have profound effect in the learning. The quality of principal is to executes, directs, advises, stimulate, explain, leads, guides, and assist. Both plan, both diagnose, both inspect, and also is to organize and operate the school so that schooling may take place or is concerned with educational policies, educational planning, direction, coordination and supervision of educational programmes. With a clear understanding of whom the principal is the importance of that office and the qualities expected of any occupant of the office as well as the objectives of secondary education in Nigeria it should be a lot easy to understand the role of the principal in bringing about high quality education in the secondary school. The role proposed is that of administrator leader.

According to Dictionary; the Oxford Dictionary explains administration as management e.tc. Administration may be defined as the management of an institution or organization. The management means, to run, handle, conduct or control; All those techniques and procedures in operating the educational organization in accordance with established policies is defined as administration. The personality of a school changes when one principal replaces another; and that the type of principal a school has will determine how the school will be in terms of students discipline, teachers commitment to their duties and over ail students' performance in both academic and non-academic discipline that facilitates the holistic development of the individual learner if this view is sound much of the

responsibility for educational improvements falls therefore on the secondary school principal; and this makes his position to be of utmost importance in the entire educational system. As has been observed, the principal is held responsible for so many roles in the school and to be able to fulfil all of them satisfactorily. Compbell (1974) and Nwangu (1978) have observed that the administration fall in the following areas:

- i. Curriculum and instruction
- ii. School community relations
- iii. Pupils personnel
- iv. Physical facilities
- v. Finance and business management

The instructional role of principals of secondary school can be summoned as:

- i. Organized the school time table and seeing to the day today operational of the school.
- ii. Ensuring that there is adequate learning teaching materials and equipment (indeed a curriculum design is void if practical meaning without supporting materials such as textbooks, visual aids, paper chalk etc. Equipment and supplies for any given school must first of all be up to date and in line with current syllabuses).
- iii. Designing and implementing appraisal programmes and reporting pupils' progress in the school.
- iv. Planning the school curriculum in accordance with the stated and implied aims of secondary education.
- v. Supervising the instructional activities of teachers.
- vi. Helping teachers to grow professionally by encouraging them to attend in service training programmes seminars and workshops.

It is therefore not surprising that there is mounting pressure on effective leadership among principals of secondary school in Federal Capital Territory Abuja Nigeria. It seems

however that many principals have not considered their style of leadership as determinants of teachers' job performance in their schools. Hence, some of them seem to find it difficult to effectively administer their schools (Gronn, 2000; Adeyemi, 2004) as such, leadership style occupies an important position in school management in Federal Capital Territory Abuja Nigeria. The school principal is in a unique position as the manager or administrator who controls schools' resources for the purpose of attaining of organization goals.

1.2 Statement of the Problem

In contemporary Nigeria principals responsibilities in any school covers functions that include resource and programme planning, implementation of educational policies, and maintenance of funds and facilities; Obtaining and development of personnel; Improvement of instructional programmes; Students" personnel services; and Maintenance of effective interrelationship with the community and external agencies. Others include teachers' evaluation, internal supervision, maintaining discipline in school, purchase and supply and delegating duties to subordinates. Principals are responsible for planning, organizing and directing the school resources toward achieving the stated educational goals. Some principals fail to discharge his duty in our schools that is teaching and learning will not be effective. Such problem non-channel attitude toward communication between the principals and the staff, when the principals do not communicate to the staff about his plans and policies even in the area of decision making, he takes the decision alone the staff are not involve. When you allow the staff to feel belong they give their best, because they have been see as important but when this is absent it comes a problem.

Interpersonal relationship, your relation with your subordinate matters a lot, if the relation is coordinial, the teachers will be free with you and also give their best. Staff development, when you encourage them to update their knowledge, they improved in their skills and give the best in the teaching and learning and also community relationship,

maintenance of discipline is default in these aspects it becomes a problem in our schools because the atmosphere is not favourable for teaching and learning to take place after the teacher works under a very intolerable condition.

Internal supervisory roles of the principals that is meant to ensure the attainment of the educational objectives, has largely been ignored. The negligence of these supervisory roles, such as checking class, attendance of teachers, class visitation and many others may be one of the fundamental reasons for poor performance of students and teachers in our secondary schools. Therefore, the effectiveness and efficiency of the schools system in achieving educational goals are affected. It is in view of the need to develop appropriate management skills capable of reversing the problems outlined above and even other problems that can be further identified in the educational system, that this study, wishes to address. Thus, the study focuses on assessing the role performance of principals on management of secondary schools in Federal Capital Territory Abuja, Nigeria.

1.3 Objectives of the Study

The study is set to achieve the following objectives specifically

1. Assess principals' role performance on interpersonal relationship in secondary schools in Federal Capital Territory Abuja Nigeria;
2. Examine principals' role performance on decision-making process in secondary schools in Federal Capital Territory Abuja Nigeria;
3. Ascertain principals' role performance on communication skills in secondary schools in Federal Capital Territory Abuja Nigeria;
4. Determine principals' role performance on supervision in secondary schools in Federal Capital Territory Abuja Nigeria;
5. Find out the principals' role performance on staff development in secondary schools in Federal Capital Territory Abuja Nigeria;

6. Assess principals' role performance on schools and host community relationship in secondary schools in Federal Capital Territory Abuja Nigeria.
7. Examine principals' role performance on maintenance of discipline amongst staff and students in secondary schools in Federal Capital Territory Abuja Nigeria; and
8. Ascertain principals' role performance on maintenance of school facilities in secondary schools in Federal Capital Territory Abuja Nigeria;

1.4 Research Questions

The following are the research question draws from the objectives for the purpose of this research.

1. How does principals perform their interpersonal roles in secondary schools in Federal Capital Territory Abuja Nigeria?
2. How does principals perform their decision-making in secondary schools in Federal Capital Territory Abuja Nigeria?
3. In what ways does principals perform their communication roles in secondary schools in Federal Capital Territory Abuja Nigeria?
4. How do principals perform their supervising role in secondary schools in Federal Capital Territory Abuja Nigeria?
5. How do principals perform their role performance on staff development in secondary schools in Federal Capital Territory Abuja Nigeria?
6. What is the ways do principals relate the school to the community in secondary schools in Federal Capital Territory Abuja Nigeria?
7. How does principals maintain discipline amongst staff and students in secondary schools in Federal Capital Territory Abuja Nigeria?
8. In what ways does principals maintain school facilities in secondary schools in Federal Capital Territory Abuja Nigeria?

1.5 Hypotheses

Based on the research questions, the following hypotheses were formulated to guide the study:

H0₁ There is no significant difference in the opinions of principals and teachers on principals' role performance in interpersonal relationship in secondary schools in Federal Capital Territory Abuja Nigeria;

H0₂ There is no significant difference in the opinions of principals' and teachers on principals' role performance in decision making process in secondary schools in Federal Capital Territory Abuja;

H0₃ There is no significant difference in the perceptions of principals' and teachers in principals' role performance in communication skills in secondary schools in secondary schools in Federal Capital Territory Abuja;

H0₄ There is no significant difference in the perceptions of principals and teachers on principals' role performance on supervision in secondary schools in Federal Capital Territory Abuja;

H0₅ There is no significant difference in the opinions of principals and teachers on principals' role performance in staff attitude and development in secondary schools in Federal Capital Territory Abuja

H0₆ There is no significant difference in the perception of principals and teachers on principals' role performance in schools and host community relationship in Federal Capital Territory Abuja.

H0₇ There is no significant difference in the perceptions of principals' and teachers in principals' role performance on maintenance of discipline among staff and students in Federal Capital Territory Abuja;

HO₈ There is no significant difference in the opinions of principals and teachers on principals' role performance in maintenance of facilities in secondary schools in Federal Capital Territory Abuja;

1.6 Basic Assumptions

The study was on the assumption that:

1. Whenever Principal's role performance is effectively carried out it will promote interpersonal relationship in secondary school in federal capital territory, Abuja,
2. If principal's adequately involved staff members in decision making process it will lead to achievement of goals in secondary school in FCT Abuja,
3. If there is effective communication between principal's and staff members it promote good relationship and understanding amongst the staff in the school,
4. Principal's supervision aid effective teaching and learning to take place in secondary school in FCT, Abuja,
5. Whenever there is adequate staff development it will encouraged staff development it will encouraged staff to put in their best in school activities that promote students' academic performance in secondary school FCT, Abuja,
6. If the school and host community have cordial relationship there will be peace, security there will be peace security and smooth running at school in FCT Abuja,
7. If principal's maintain discipline among staff and students it promote rules and regulations in secondary school in FCT, Abuja, and
8. If adequate maintenance of facilities were effectively carried out it will affect the moral of teachers and students positively leading to smooth teaching and learning in school in FCT, Abuja.

1.7 Significance of the Study

This study is, therefore significant because it will be useful to the students in terms if a clean, attractive and well-planned school compound lined with shrubs and flowers, shaded with trees, and with attractive decorated classroom helps to attached them to the school.

Teachers: The role of the principal is useful to the teachers because of the cordial relationship makes the teachers to perform their study duty as when due and there is increase in new teaching techniques and effective teaching and learning. Parent have rest of mind because of their children have a conducive environment for learning and also competent teachers to rely on.

Community: The school will produce manpower that are reliable to work for the community. This study shall be significant to the ministry of education by focusing on the efficiency and effective of principals in the achievement of its objective. The study is the need for a corresponding increase in the number of qualified principals, teachers, and infrastructural facilities each time the Federal Capital Territory Abuja expands student's access and enrolment to schools. Imbalance between the number of pupils and available resources i.e. principal teachers, and infrastructural facility would result in the kind of problems that have necessitated this research work. Thus the study will also draw the attention of Federal Capital Territory Abuja to the discriminatory funding packages provided for the running of resources to maintain uniform standard of education in the federation, there is need to specify a minimum budgetary specification for the operators.

Parent: This study will be beneficial to parent as they will rest assumed that their children are studying under conducive environment with competent teachers and administrator to rely on.

Policy makers: It will exposed policy makers authors, to the knowledge of the role performance of school administrators with the view to enable them take informed decision on the issues which will lead to improved walking environment for all.

Ministry of Education: It will generate reliable data by focusing on efficiency and effectiveness of principals in the achievement of it objectives in schools

1.8 Scope of the Study

This study is on the Assessment of principals role performance in the administration of secondary schools in Federal Capital Territory. This study covers all the principals and teachers of all the Junior and Senior Secondary Schools in the Federal Capital Territory, Abuja. This is because they are directly involved in the running and affairs of the school. The study will be limited to the responsibilities of principals as managers or administrators in ensuring that the objectives of the school as many principals offer little attention to educational pursuit and more on acquisition of wealth (Philip, 2012).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter focused on the Review of Related Literature. It reviewed conceptual and theoretical framework of the study. It also reviewed relevant empirical studies.

2.1 Conceptual Framework

2.1.1 Assessment

2.1.2 Management of secondary school

2.1.3 Principals Role on Management of Secondary School

2.1.4 The role performance of principals on interpersonal relation in secondary school

2.1.5 The role performance of principals on decision-making

2.1.6 The role performance of principals on supervision

2.1.7 The Role Performance of Principals on Communication

2.1.8 The Role Performance of Principals on Staff Attitude Development

2.1.9 The role performance of principals on school and host community relation

2.1.10 The role performance of principals on maintenance of discipline

2.1.11 The role performance of principals on maintenance of school facilities 2.2

Theoretical Framework

2.3 Empirical Studies

2.4 Summary

2.1 Conceptual Framework

2.1.1 Assessment

Assessment is an action which determines the importance, size or value to something. Assessment is the process of documenting, usually in measurable terms, knowledge, skills, attitudes and beliefs (Garba, 2015). According to Barbara (2004) assessment is the systematic collection of information about student learning, using the time, knowledge, expertise and resources available, in order to inform decision about how to improve learning. Furthermore, Assessment involves the use of empirical data on student learning to refine programs and improve student learning, (Assessing Academic programs in Higher Education by Allen 2004). Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what student know, understand, and can do with their knowledge as a result of their educational experience the process culminate when assessment result are used to improve subsequent learning. (Learner-centered Assessment on College Campuses: shifting the focus from teaching to learning by Huba and freed).

Assessment is the systematic basic for making inference about the learning and development of student's .It is the process of defining, selecting, designing, collecting, analysing, interpreting, and using information to increase students learning and development. Assessment student learning and development: A guide to the principles, goals, and methods, of determining college outcomes by Erwin (1991). Assessment is the systematic collection, review, and the use of information about educational development. Assessment essentials: Planning, implementing, and improving assessment in higher education by Palomba and Banta (1991)

2.1.2 Management of secondary school

School administration involves managing, administering curriculum and teaching pastoral care, discipline, assessment evaluation and examinations, resource allocation, costing and forward planning staff appraisal relationship with the community, use of the practical skills necessary for surviving the policies of organization such as decision-making, negotiation, bargaining, communication, conflict handling, running meetings and so on (Ojo, 1999). All these tasks can be reduced to the following: planning, organizing, directing, supervising, and evaluating the school system. These activities are those of the school principal who must ensure they are all directed towards efficient and effective teaching and learning in the school so as to be able to produce quality outputs. By implication, the principal of a school is a planner, director, controller, coordinator, organizer, adviser and a problem solver (Maduabum, 2002).

The principal is the person on whose shoulders rest the entire administration, success or failure of the school. The principal identifies and set goals and objectives of the school, which of course, must be in line with the national objectives, analyses tasks and share responsibilities of the staff according to specialization and expertise (Uyanga, 2007). The principal as a leader of group of teachers in the school system has the function of interacting with the teachers in other to improve teaching and learning situation for the students through instructional supervision. Instructional supervision is one processes by which school administrators attempt to achieve acceptable standards performance and results. It is the tool of quality improvement in the school system and a phase school administration which focuses primarily upon the achievement of appropriate expectation of educational system (Peretomode, 2004).

Quality education provides students with the knowledge, skills, attitudes and creativity needed to solve problems locally and globally, and actively contributes to

the sustainable and democratic development of societies. Thus, our aspirations for quality education must go beyond narrow learning outcomes. Quality education offers, they are far from sufficient. Limiting the outcomes of education may encourage teachers to education had the potential to play a major role in the future realization of a vision of sustainability that links economic well-being with respect for cultural diversity, the Earth and its resources (UNESCO, 2007). According to Phillips (2012) argues that even though instructional leadership is critical in the realization of effective schools, because it is seldom practiced. He adds that among the many tasks that principals perform; only one tenth are devoted to providing instructional leadership. The principal's instructional leadership role is not given the attention it deserves due some attitude of some administrators.

According to Ajayi and Oni in Babayemi (2006), opined that a school principal must not only be trained in the act of administration but must be well-acquainted with the principles that guides and control administrative processes effectively. As the chief executive, the principal owes it a duty to motivate them to put in their best at achieving educational goals through effective teaching - learning process. Marlow and Minehira (2011) viewed that school principals must possess a wide array of competencies need to know and must be able to do.

2.1.3 Principals Role on Management of Secondary School

Principals as the school administrators whose offices are the central focus which are adequately equipped with the knowledge of management theories and principles outlined by those advocates to foster and facilitate efficiency and effectiveness for students to realize their academic dreams. The principal, as the secondary school administrator is expected to make use of available human and material resources to pay attention to the humanitarian aspect of his job and become creative by building into his organization provisions for innovation, change and development (Gambo, 2015).

School principal must be conversant with the use of appropriate theories and be able to apply to the administrative challenges he experiences. Thus, he need identify educational goals and be familiar with government policies, rules and regulations; plan the school activities required for the successful achievement of these goals and assign them to qualified personnel; also motivate his teachers and pupils to perform their duties in accordance with the policies; include the maintenance of facilities such as school buildings, supplying equipment, school records, transportation and school library; clearly define the line of authority which ensures effective communication, coordination, supervision and evaluation of the performance of all the units in the school; maintain an open door policy but not too flexible to erode his authority and capability, be accessible to people and inculcate the spirit of constructive criticism; have periodic teaching in the classes of the school; and work with parents, guardians and other government agencies to ensure high performance in students and the attainment of educational achievement

The principal maintains a school tone and culture that create the climate of social responsibility. Effective curriculum implementation does not take place in a school where the principal is incapable of executing supervisory functions. (Eimuhi, 2014). The administrative style of some school heads is an important management issue. Some school heads see themselves as bosses, not first among equals. Some heads adopt the autocratic leadership style and therefore nucleuse a reign of terror on the teachers in their circumstances and may work in fear and subdued silence. Some school heads may use laizze- faire or participation leadership styles. Suffice it to depose, however, that the type of leadership style that is adopted by the school head has an impact on this managerial efficiency. Ideally, an educational manager as a formal leader in the school plays a key role in developing teachers' identification with the school and its goals. The adoption of these characteristics will help the

school head to motivate teachers and other staff members not only to participate in the school activities, but also to commit themselves to the life of the school.

According to Eimuhi and Ogedegbe (2015) the greater inducement pattern created by the school leader, the more committed teachers and other staff members will be to the school. It is therefore, expected that the leadership behaviour of the education manager will be a force in the generation of teachers and other staff members' commitment. Schools that are led by leaders who provide structure, resources, considerations, influence, professional support, work facilitation and non-controlling and manner should be the work place that elicits teachers and other staff members' commitment to the school system. More so, lack of accountability and transparency as core elements in the value system in present day Nigeria, which has crept into the education sector, is also a management issue. Subventions and other collection are allegedly not adequately accounted for by school heads (Orboh, 2010). However, undue involvement in politics of the days by school heads without being mindful of the fact that they belong to a calling that is divinely set apart for the advancement of humanity. As mentioned earlier, the quality of school administrators have decline too. Some principals, do not reside in localities where their schools are situated. Some access their schools at most twice and thrice weekly. This kind of attitude has far-reaching implications for the entire school system and academic performance as a whole.

2.1.4 The role performance of principals on interpersonal relation in secondary school

The principal is required to be a man of qualities. He must possess an outstanding personality and extraordinary traits. He should enjoy his status not by virtue of his position alone but by virtue of his qualities of head and heart. He must be a person of whom all concerned may be proud. He should be able to set a personal example of good conduct, high scholarship, high deals, social service, integrity, leadership and what not. As an administrator he is responsible for administrative efficiency and integrity, as an educationist he is

responsible for creating scholastic atmosphere in his school, as a teacher he is responsible for scholastic achievements in the field of formal studies, as a man he is responsible for healthy and harmonious human relationships in the school population and as a modern head he is responsible for a whole-hearted, generous and benevolent patronage of all the activities in his school.

According to Kozs (2011) that principal is at the strategic Centre of a web of human relationships-school-society, school-management school-department, teacher-inspector, teacher- teacher, teacher-pupils and teacher- parent. He is the dispatching station at the centre of this human relationship. He will have to be expert in human psychology and human relations. Only then he will be able to sow the seeds of unity, cohesion and solidarity in the school population and the community as well. In the school as a whole, the principal has to create an atmosphere of cordiality, good will, fellow feeling, helpfulness, and collective responsibility.

The atmosphere should be free from bias, prejudices, ill-will, selfishness, unhealthy competition, leg- pulling, enmity, back- biting, spying, and injustice. He should be able to differentiate the sincere from the insincere. In order to strengthen healthy relations he should snub the selfish, pat the slow-goers encourage and appreciate the efforts of the diligent, hardworking and promising type. He must act like a captain of a well-knit compact team, filled with enthusiasm optimism and appreciation for all. Like a reasonable affectionate father he must have a peep in to the soul of each individual teacher to know his background, his personal history, his thought and feelings, his problems and aspirations and guide and help accordingly. He should be consistent, and impartial in his attitude and very sympathetic in his behaviour towards the teachers and students alike.

According to Garba (2015) that the role performance of the principals contribute positively to the development of interpersonal relationship in the secondary schools and that

principals performed their roles perfectly in schools where good interpersonal relationship with the members of school reduces gossip, rumour and ethics bias to its barest minimum. Being human, he must remain humane and never lose temper even under most trying circumstances. He should always remain calm and unruffled and tackle in a cool and considerate manner all the baffling problems of school administration. He must possess winsome nature, sophisticated manners, elegant style, even temper, sense of justice and fair mindedness and a warm personality. In the entire school population everybody should have the benefit of his personal concern and attachment. He should occupy the central position in real sense in the phenomena of human relations in his school. He should be viewed by all as an intimate friend, helper, and well-wisher. Principal should try to maintain good public relations with parents, members of the local community, officials, and other visitors to the school. He should promote school community relations through the participation in some aspects of school life.

According to Mestry, et'al., (2007) argue that developing principals are providing them with the necessary knowledge, skills, values, customs believe and attitudes have become increasingly important, as the dynamic and changing educational culture have become increasingly complex. Principals' instructional role needs to be asserted and should be supported by specific training and the principal is the chief executive who can be a responsible and accounting officer who is entrusted with the responsibility of controlling the revenue accruing from the school and ensuring judicious utilisation of PTA levy collected by the members. In order to raise, fund to complement the efforts of the government, the principal can establish a very good rapport with the Parents Teachers Association, Board of Governors. Old Students Association and Non-Governmental Organizations for fund raising activities.

According to Uyanga (2008), since a school is known to be an instrument of change and reforms in the society, the principal is said to be the pivot of such reforms and changes. This responsibility is very obligatory and the principals are expected to deploy the managerial skills in adapting to this change and effecting it in the school system. The principal is the key-supporting agent for change.

According to Oniyangi (2008), agreed that the parents Teachers Association (PTA) assists in improving the enrolment of the schools in their communities. Helps in maintaining disciplines in the schools; ensure smooth co-existence, understanding and cooperation between the school and the community. Adewumi in Oniyangi (2008) also submitted that the PTA helps in sensitization and mobilization of parents on enrolment attendance and retention of their children or wards in schools. Besides, Abdullahi. (1996), also reported that the PTA complements governments' efforts in the provision and maintenance of infrastructures in the schools.

The motivational advantages of principals' supervisory behaviour on teachers' performance cannot be overemphasized, it involves discipline and dedication. Discipline involves self-control, and respect for others, disciplined teacher is guided in his behaviour, moral and social principles and does what is right and good Edem, (1998). It is true that discipline is one of the important criteria in knowing the worth of a teacher, because in Nigerian schools, the problem of discipline is a cankerworm that has eaten deep into the fabric of the Nigerian society.

Sustaining/Management of Quality Secondary School Education in Nigeria

Sustainable quality assurance in secondary education is a continuous process of the best practices in the management and utilization of human and material resources, facilities, finance, and development of positive corporate culture and strategic supervision of teaching and learning activities for the realization of the set goals in schools (Ayeni, 2010).

Sustainable quality assurance in an educational institution is also made possible when every member of the institution contributes his/her quota to the quality process (Venkaiah, 1995); Zuhari&Suparman, 2002). All these are required to ensure a complete well-rounded education and production of quality students and consistent improvement in secondary school system.

The roles of principal's sustainability in secondary schools in Nigeria cannot be over-emphasized. The principal as a leader of group of teachers in the school system has the function of interacting with the teachers in other to improve teaching and learning situation for the students through instructional supervision. Instructional supervision is one process by which school administrators attempt to achieve acceptable standards performance and results. It is the tool of quality improvement in the school system and a phase school administration which focuses primarily upon the achievement of appropriate expectation of educational system (Peretomode, 2004).

School administration involves managing, administering the curriculum and teaching, pastoral care, discipline, assessment evaluation and examinations, resource allocation, costing and forward planning, staff appraisal relationship with the community, use of the practical skills necessary for surviving the policies of organization such as decision-making, negotiation, bargaining, communication, conflict handling, running meetings and so on (Okereke, 2008). All these tasks can be reduced to the following as planning, organizing, directing, supervising, and evaluating the school system. These activities are those of the school principal who must ensure they are all directed towards efficient and effective teaching and learning in the school so as to be able to produce quality outputs. By implication, the principal of a school is a planner, director, controller, coordinator, organizer, adviser and a problem-solver (Maduabum, 2002). The principal is the person on whose shoulders rest the entire administration, success or failure of the school. The principal

identifies and set goals and objectives of the school, which of course, must be in line with the national objectives, analyses tasks and share responsibilities of the staff according to specialization and expertise (Uyanga. 2008).

Quality education provides students with the knowledge, skills, attitudes and creativity needed to solve problems locally and globally, and actively contributes to the sustainable and democratic development of societies. Thus, our aspirations for quality education must go beyond narrow learning outcomes. Quality education offers, they are far from sufficient. Limiting the outcomes of education may encourage teachers to education had the potential to play a major role in the future realization of a 'vision of sustainability that links economic well-being with respect for cultural diversity, the Earth and its resources' (UNESCO, 2007).

The successful implementing the government's policy for the educational development in school they must plan ahead and develop strategies to address the issues. These issues should be addressed at every level, especially the national level, state level and the local level to ensure consistent implementation of the policy across the country. Purposeful deliberation and planning around these issues as well as issues particular to each region will increase the likelihood of successfully implementing the planned programs and reorienting curriculum to achieve sustainability. In terms of managerial tasks school principals must perform, they are also expected to teach in order to show an exemplary to other staffs. Marishane (2011) pointed out; instructional leadership has gained popularity, by putting their effort to gather for the purpose effectiveness of teaching and learning as much pressure is placed on academic standards and the need for schools to be accountable. The demand for greater accountability on the part of principals in the quest for high learner achievement resulted in increased attention being paid to the role of the principal as

instructional leader and administrators. According to Mestry, et'al, (2007) argue that developing principals are providing them with the necessary knowledge, skills, values, customs, believe and attitudes have become increasingly important, as the dynamic and changing educational culture have become increasingly complex. Principals' instructional role needs to be asserted and should be supported by specific training and the principal is the chief executive who can be a responsible and accounting officer who is entrusted with the responsibility of controlling the revenue accruing from the school and ensuring judicious utilization of PTA levy collected by the members. In order to raise fund to complement the efforts of the government, the principal can establish a very good rapport with the Parents Teachers Association, Board of Governors, Old Students Association and Non-Governmental Organizations for fund raising activities. Principals must be fully concerned with the physical environment and other facilities around the school corners.

Dilapidated buildings, leaking roofs, abandoned projects, over-grown trees and lawns, dingy and dark buildings that were abandon by the previous government, etc. have demoralizing effects of people, especially the adolescents (Obidoa, 2006). As a result, the principals have the responsibilities of ensuring that these facilities are in good shape. Even with the meagre resources at their disposal, they have the responsibility of providing teachers and other instructional staff with necessary resources for effective teaching (Babayemi, 2006).

Principal is expected to wear many hats; he/she must be a manager, administrator, supervisor, instructional, accounting, officer and curriculum leader. According to Phillips (2012) argues that even though instructional leadership is critical in the realization of effective schools, because it is seldom practiced. He adds that among the many tasks that principals perform; only one-tenth are devoted to providing instructional leadership. The

principal's instructional leadership role is not given the attention it deserves due some attitudes of some administrators.

According to Ajayi and Oni in Babayemi (2006), opined that a school principal must not only be trained in the act of administration but must be well-acquainted with the principles that guides and control administrative processes effectively. As the chief executive, the principal owes it a duty to modify the attitude of the staff and motivate them to put in their best at achieving educational goals through effective teaching-learning process. Motivation enhances job performance (Ajayi&Oguntoye, 2003). A lack of in-depth training makes the principals' task difficult, as they are not guided on the curriculum expectations by the Department of Education. Ajayi and Ekundayo(2010), observed that negligence of this area of responsibility by the administrators/principals seems to hinder effective performance of teaching-learning activities in the secondary schools in Nigeria, that training programmes for principals on curriculum matters are partially at fault for the low priority placed on instructional leadership by principals so more effort is to be inserted for the general check-up of schools principals.

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

sector have been suggested by experts and researchers comes to efforts to improve the quality of school, the principal is the critical person in making change to occur. According to Uyanga (2008), since a school is known to be an instrument of change and reforms in the society, the principal is said to be the pivot of such reforms and changes. This responsibility is very obligatory and the principals are expected to deploy the managerial skills in adapting to this change and affecting it in the school system. The principal is the key-supporting agent for change.

Leadership Styles of Principals and Performance of Staff in Secondary Schools

Principals in secondary schools are regarded as administrators and by extension are also seen as leaders. The administrator of a school in addition to his administrative functions of planning, organizing, directing, controlling, and coordinating, must as a leader possess certain qualities to be able to perform effectively. Such qualities include maturity, intelligence, and initiative, sense of judgment, emotional stability, decisiveness, dependability, and high degree of personal integrity (Oyededeji&Fasasi, 2006). His ability to lead effectively therefore affects the tone of the school. Leadership is a broad concept that has been described and defined variously by philosophers, scholars, researchers, and even by laymen. It is as old as man and his interactions in the universe with both simple and complex ramifications. Leadership is the process of influencing the activities of a group of people by a leader in efforts towards goal achievement (Nworgu, 1991). It involves a force that initiates actions in people and the leader (Nwadiani, 1998). It could be described as the ability to get things done with the assistance and cooperation of other people within the school system (Aghenta, 2001).

Certain theories of leadership have been identified by scholars. These include the Trait Theory, Situational Theory, Contingency Theory, Behavioural Theory and path Goal Theory. As expounded by Adeyemi (2006, 2004). the Trait Theory tends to emphasize

the personality traits of the leader such as appearance, height, self-confidence, aggressiveness, initiative, enthusiasm, drive, persistence, interpersonal skills and administrative ability; the Situational Theory states that leaders are the product of given situations implying that leadership is strongly influenced by the situation from which the leader emerges and in which he operates; the Contingency Theory which is a combination of the Trait Theory and Situational Theory indicates that leadership is a process in which the ability of a leader to exercise influence on subordinates or followers depends upon the group task situation and the degree to which the leader's personality fits the group (Sybil, 2000); the Behavioural Theory could either be job-centered or employee-centered where job-centered leaders practice close supervision while employee-centered leaders practice general supervision.

The Path Goal Theory is based on the theory of motivation where the behaviour of the leader is acceptable to subordinates only if the subordinates continue to see the leader as a source of satisfaction (Ajayi and Ayodele, 2001; Adeyemi, 2006, 2004). Deriving from these, a leader could indeed have a peculiar way of leading which is termed leadership style. This has been described in various ways by different scholars. Siskin (1994) describes it as the underlying needs of a leader that motivate his behavior while Olaniyan (1999) says it is the manifestation of the dominant pattern of behaviour of a leader.

Adeyemi (2006) in his own perspective views it as a process through which persons or group influence others in the attainment of group goals. In leading therefore, Ibukun (1997) emphasized that the main task of the principal is to create a conducive atmosphere for the staff so as to achieve desired changes in students' learning. In doing this, he must make decisions on the various activities to be involved. Researchers have agreed that the extent to which he involves the staff in making these decisions determines his leadership behavior and style (Mas, 1994; Goldring and Sharon, 1993; Nworgu, 1991).

Thus, the way the principal relates with his staff could contribute immensely to their effectiveness in contributing to goal attainment. Researchers have identified certain leadership behaviours used in organizations which include nomothetic, idiographic and transactional leadership behaviours. The Nomothetic leadership behaviour is the characteristic of a leader who follows the rules and regulations of an organization to the letter. Everything he does follows official protocol and strict adherence to rules and regulations of the organization (Bureaucracy). Hence, subordinates are expected to conform completely to the bureaucratic processes. The leader perceives his office as a centre of authority and applies the same bureaucratic rules and procedures to all subordinates. This leadership behaviour is commonly used by autocratic leaders.

(Adeyemi, 2004; Nworgu, 1991; Goldring and Sharon, 1993). The idiographic leadership behaviour on the other hand focuses more on individual needs than organizational needs. The leader expects subordinates to work things out for themselves with organizational demands minimized. Here authority is delegated while the relationship to others is in line with individual's personal needs (Adeyemi, 2004; Evan, 1998). The transactional leadership behaviour is a hybrid between the nomothetic and idiographic leadership behaviours and it is situation-oriented. But unlike the idiographic leadership behaviour which emphasizes individual's needs, the transactional leadership behavior recognizes the importance of institutional roles and expectations. The leader assumes that pursuing institutional goals could result in the fulfillment of individual personality drives.

Transactional leadership behaviour thus allows for the practices of good human relationships (Akinyemi, 2004; Bidwell. 2001). These different leadership behaviours standing alone or in combinations have resulted in three main styles of leadership as identified by researchers (Libermanet'aL, 1994; Wiles, 1990;Heysey& Blanchard, 1988). They are the autocratic (or authoritarian), democratic, and Laissez-faire leadership styles.

In the autocratic leadership style, power and decision-making reside in the leader. He directs and controls group members on how things must be done. He does not maintain clear channel of communication between him and the subordinates, and does not delegate authority nor permit subordinates to participate in policy or decision making (Smylie & Jack, 1990; Hoy and Miskel, 1992; Olaniyan, 1997; Hersey & Blanchard, 1988).

The democratic style of leadership emphasizes group and leader participation in the making of policies while decisions about organizational matters are taken with consultation, communication, and suggestions from the various members of the organization. The leader promotes a sense of belongingness thereby making every individual feel an important member of the organization. In this style of leadership, a high degree of staff morale, motivation, and job satisfaction is always enhanced (Heenan & Bennis, 1999; Weindling, 1990; Hersey & Blanchard, 1988). Laissez-faire leadership style allows complete freedom to group-decision without the leaders' participation whose involvement here is just to supply the needed materials.

Thus, subordinates are free to do whatever appeals to them (Talbert & Milbrey, 1994). Performance has been defined or described in various ways by scholars. It is seen as an act of accomplishing or executing a given task (Okunola, 1990) and the ability to combine skilfully the desired or expected behaviours towards the achievement of organizational goals and objectives (Olaniyan, 1999). Job performance therefore, is the way and manner in which a staff in an organization performs the duties assigned to him or expected of him in order to realize the organizations goals and objectives. In the school system, a teacher's job performance could be described as the duties performed by a teacher at any given time in the school geared towards achieving both the daily school and classroom objectives and the entire set goals and objectives of education. It could be determined by the employee's

behaviour under different situations and/or by his level of participation in the day-to-day running of the organization for goal accomplishment.

Therefore job performance of a worker could be described as low, moderate, high, etc, depending on the extent of his commitment to work in order to achieve set objectives and goals (Adeyemi, 2004; Blase and Blase, 2000; Olaniyan, 1999; Baskett and Mikios, 1992; Bernd, 1992; Okunola, 1990).

This means that the variables of job performance such as effective teaching, effective use of scheme of work, lesson note preparation, effective supervision, monitoring of students work and disciplinary ability are virtues which teachers should uphold effectively in the school system. Principals can therefore encourage effective performance of their teachers by identifying their needs and ensuring their satisfaction. In this regard, the teachers' performance could be measured through annual report of their activities in terms of performance in teaching, lesson preparation, lesson presentation, mastery of subject matter, competence, teachers' commitment to job and extra-curricular activities. Other areas of assessment include effective leadership, effective supervision, effective monitoring of students work, motivating students' interest, class control and disciplinary ability of the teachers (Adeyemi, 2004).

2.1.5 The role performance of principals ondecision-making

Principals manage the day to day activities of public and private elementary, middle and high schools. They oversee faculty and staff and make decisions that impact the overall educational success of the school. The principal identifies and set goals and objectives of the school, which of course, must be in line with the national objectives, analyses tasks and share responsibilities of the staff according to specialization and expertise (Uyanga, 2007).

A large number of decisions have to be taken at every level in education policy matters are decided at the highest level. Many decisions have to be taken at the institutional level and still many decisions have to be taken at the class room level. The policies framed require efficient plans for their successful implementation. Through proper planning we can avoid offhand and hasty decision, gaps, over lapping and any wasteful adventures. There should be no place for accidents and chances in education as we are dealing with a most vital enterprise. There cannot be any loose handling and there cannot be any rough handling in the matter of educational policies and plans. Principal should make teachers to share in decision making so that they feel obliged to comply with -the norms to which they have subscribed. However, using team work or sharing responsibility to motivate teachers and assure high morale must not be interpreted to mean administration by the gang in which every decision that the leader must take is referred to the teachers, and no one person assumes responsibility for anything. The right to take unilateral action still belongs to the principal.

Whyte comments (in Campbell and Gregg, 1957) that when all is said and done in group discussion, it is up to the boss to make the decision and accept responsibility for it and that a skilful leader will seek to avoid decisions that will needlessly antagonize subordinates. He will weigh their ideas and advice most carefully. And when necessary, after he has made the decision, he will seek for it the sort of support that comes from voluntary cooperation. When good decisions are not taking, the administration will not go very far. To achieve desired result good decision must be taking. The rules of administration which make it smooth and systematic are also a part of this planning. When administration is to act as the agency to solve problems, it must first give thought to them and plan the steps to be taken for solving anyone of them

Five Tips for Making Decisions

Decision making is sine qua non to education administration because a school, like all formal organizations, is basically a decision-making structure (Hoy & Miskel, 2001). Decision making is a process that guides actions. Decisions are based on the beliefs, values and previous experiences of individuals. Leaders must know themselves, know why they choose particular paths, know whom to involve, and know which particular decision-making model to use. Today, researchers and theorists know that those at the top cannot accurately gather or predict all alternatives. According Hoy and Miskel (2001) that followers deserve to be involved and that input and collaboration result in better decisions. The first decision is to decide what level of involvement is most effective.

Leaders have at least four options of involvement in decisions: deciding alone, seeking participation and input, seeking collaboration, and letting others decide. These approaches are termed autocratic, participative, collaborative, and laissez fair, respectively. A wise leader uses participative and collaborative strategies for all important decisions. However, such an approach is not always possible, nor is it preferable in all situations. The leader must assess 5 factors to decide on the level of involvement:

Time: Urgency may require the leader to make his or her own decision without consulting others. Participative decisions, especially collaborative decisions, require more time than a decision made alone. If important decisions are at stake, the leader must schedule more time for involvement.

Staff Interest in the Decision: Barnard (1938) found that individuals have a 'zone of indifference' in which they simply accept the leader's decision and are apathetic toward the decision. In these cases, the leader would not benefit from trying to gain participation or collaboration. At higher levels of interest, however, more participation or collaboration is appropriate. Leaders who desire more collaboration must generate interest in the decision.

Staff Expertise: Followers who have very low levels of expertise accept the decisions of leaders. Staff members who have higher levels of expertise require either participation or collaboration to arrive at successful decisions. The leader who desires collaboration must raise levels of expertise to successfully involve subordinates.

Importance or Need for a High-Quality Decision: Some decisions are much more important and carry significant consequences. This is usually the case for instruction and learning, whether directly or indirectly. For important questions that demand high-quality decisions, collaboration is the best model. If the decision is relatively unimportant and then the leader should simply make the decision.

Degree of Need for Buy-In or Support for the Decision: Many decisions in schools need staff support for successful implementation and results. A collaborative model often increases buy-in and support.

2.1.6 The role performance of principals on supervision

Supervision is an allied function of administration. Supervision stands for overseeing the work done by the teaching staff in connection with all kinds of legitimate school activities. For the purpose of creating distinction between administration and supervision, DrJaswant Singh writes "Administration is usually connected with providing material facilities, and successful functioning of the school plant, along with budgeting, financing, securing of books and supplies, providing special services schedule making and maintaining discipline. Supervision as we have seen is concerned with improving the total teaching learning situation it is wrong to equate supervision with checking, or fault finding. It is oriented towards encouragement, appreciation.

Guidance, suggestion and motivation. It works through improving the quality and efficacy of the teachers, and enables them to have self-analysis and self-appraisal for the

purpose of future improvement and progress. A principal should follow. The following principles of supervision:

1. Its purpose is the constructive approval of the work of the teachers.
2. It is oriented towards help, suggestion, encouragement, appreciation and guidance rather than towards criticism.
3. It has to be done in a spirit of cooperation and collective effort for improvement.
4. It should be done regularly and effectively, and with an adequate arrangement of follow up.
5. It should be free from partiality or prejudice.
6. The criteria of supervision should be drawn up in consultation with teachers and should be made known to them.

Nwaham (2008) says supervision of instruction plays a vital role at assisting, guiding and stimulating the teachers to improve on their teaching skills and experience as well as enhance their professional growth. She sees supervision of instruction as an improvement of the teaching-learning process for the utmost benefit of students. Supervision, according to Retting (2007), provides opportunities for teachers to be groomed through a discursive critical study of classroom interaction. It helps them to carry out their teaching tasks in line with professional codes of conduct. Also, Osakwe (2010) sees supervision as the provision of professional assistance and guidance geared towards the achievement of effective teaching and learning to teachers and students in the school system. Therefore, the principals should adopt methods, principles and functions that are necessary to achieve educational goals.

The principals need to understand the importance of supervision in education process and the impact it has on the students' performance. Ineffective supervision leads to problems like absenteeism of students from class, teachers' poor attitudes to work, wastage of human and material and general indiscipline in the school (Nwaham, 2008). Consequently, students

resort to street hawking, inter-state prostitution and several other social vices. Arinze (2004), opines that success of supervisory management often depends on insight into delicate and intangible issues; insight, which does not always come easily to the down-to-earth man. This is important because the secondary school principal is super-ordinate who should influence the beliefs and behaviour of teachers and also serve as watch dog to the educational systems through observation, modification, and correction of teachers. He is the chief resident supervisor of the school and the one who should aid teachers to be in a vantage position to function efficiently. Most teachers in Nigeria secondary schools need to be directed, controlled and threatened when the need arises so as to get them put adequate effort towards the realization of educational goals. This is because secondary school teachers of today no longer seem to take interest in performing their duties adequately. What matters most to teachers of this age is "mini business", which put additional monies in their pockets. There are pathetic cases of teachers truancy, especially in rural secondary schools, where female teachers use lesson periods for breaking of melon or fetching of water and the male teachers use school hours for "turning round" "Okada riding". Such teachers require close supervision by school principals to put them back on track. In a study of supervisory behaviour and teacher satisfaction.

Glatthorn (2007) found that the improvement of the teacher-learning process was dependent upon teacher attitudes towards supervision. According to Glatthorn (2001), unless teachers view supervision as a process of promoting professional growth and student learning the supervisory exercise would not have the desired effect. Glatthorn's study came up with several findings about teachers' preferences regarding supervisory activities. Many teachers indicated that they preferred to be supervised by people with more than fifteen years of teaching experience. Most teachers also preferred immediate discussions with their supervisors about the lessons observed. They also expected the supervisor to be caring,

understanding and helpful. The relationship between the teacher and the supervisor was expected to be collegial rather than authoritarian. Teachers usually associated instructional supervision with the rating of teachers (Kapfunde,1990).

According to Kapfunde (1990) supervision is used to measure the performance of teachers. According to Cogan (1973) it is important to create conditions that will make the teacher comfortable during the supervision process. For example, where the supervisor and the supervisee have cordial relations, there are high chances of the teacher feeling comfortable during the supervision process. It is also argued that where teachers are aware of the roles of supervision for their professional development, they are likely to view the classroom observations positively; but where the teachers' views on supervision are negative, it is most likely that teachers may view observations as the perfect platforms for the supervisor to attack them (Reepen and Barr, 2010). After the classroom visit and observation, the supervisory conference is the most direct procedure to assist the teacher (Cogan 1973). The reason for having such a conference is that the teacher could be anxious to know the outcome and how the supervisor felt about what have been observed. Teachers frequently worry about this conference and some may be fearful that the supervisor was not pleased. On the other hand, some teachers who may be confident that the lesson was good will be eager for words of praise.

Reepen and Barr (2011) suggest that most teachers prefer a few words of a lesson-observed immediately after that particular lesson. This underlines the importance of informing a teacher about his/her performance as quickly as possible to ease any fears that the teacher may have about the lesson (MacNally&Isbro 2001). At some schools, supervisors take a long time before they discuss findings of observed lessons.

Kapfunde (1990) observes that in Zimbabwean schools at times, the conference never takes place. If the supervisor is the head of the school, he/she may not have time to discuss

with the teacher. According to Cramer (1999) some supervisors lacked planning and dealt with abstract and theoretical problems. Teachers need more straight forward help from supervisors. Experienced teachers wanted help related to teaching methods. All teachers want supervisory practice which promises real assistance. There are various aspects of supervision which have to be attended to by the principal:

- a. Supervision of the instructional work:** This is undoubtedly main function of supervision. It has to be done regularly to render timely help to the teachers and the taught. An atmosphere of understanding should exist between the teachers may themselves invite the principal to visit their classes to see and guide their work. His visit, to every class room should be regarded as a friendly visit and his present should not be taken by the teacher as an encroachment on his supreme position in the class.
- b. Supervision of co-curricular activities:** He will drop sometimes when the games are being played in the playgrounds, when the rehearsal are going on for a drama, when the preparations are being made to set up a museum or when the students committee holds its meeting to organize a trip.
- c. Supervision of practical's:** He may take a round when the students are engaged in science practical's in the laboratories or in craft work in the workshops or in field work on the farm or in survey Work in the neighbourhood. He will be of help in these activities only if he gets in touch with the situations.
- d. Supervision for discipline:** It will be a part of his supervisory duties to watch the behaviour of the students, their regularity, punctuality, corporate life, and sense of self discipline.
- e. Supervision for welfare of the pupils:** The principal has to ensure the welfare of the pupils both inside and outside the school. The school and its staff should function with a great concern for the overall welfare of the students. The design and sanitation

of the provision to make the student stay in the school fully rewarding, pleasant and convenient. As far as the provisions and facilities are concerned, they should never feel that their interests are being neglected.

- f. Supervision of office:** He should ensure high efficiency in his office through close and intensive supervision. Efficiency of the office is important for general and overall efficiency in the school. The office has to look after admissions, classifications of students, notifications of time table and other activities, arrangement of supplies, maintenance of accounts, service record of members of the staff, records of the achievement of the students, progress reports of the students. routine correspondence, etc. But the principal should see that he does not get involved in this office work to such an extent that he is left with no more time and energy for other more important duties.
- g.** Jacobson gives a valuable suggestion to the principal "the principal should not interrupt class, create disturbance on entering or leaving, or take the class away from the teacher, unless invited to do so. If principal stays to the end of the class period he should observe good manners by expressing in a sentence or two his pleasure on visiting the class, but refrain from making condemnatory statements until there is sufficient time to discuss them at length, if it indeed he indulges in them at all. To stalk out without speaking is generally considered bad practice".

2.1.7 The Role Performance of Principals on Communication

You should establish effective channels of communication with your staff always. In this way you will understand staff and school problems generally, and will have a picture of the schools activities all the time. You will also be able to keep your staff informed of your own plans, policies and programmes, and members of the staff will be able to communicate

with each other. In this way you will avoid unnecessary misunderstandings which can arise as a result of ignorance and misleading or inadequate information.

In any organization, formal or informal, effective communication leads to effective management which aids achievement of organizational goals. Effective personnel management is a function of effective communication as management involves working with and through others to achieve corporate goals. The realization of the goals of a school as an educational organization hinges on effective communication among the various operating personnel. A school manager cannot organize his staff, coordinate and control their activities as well as delegate responsibilities without effective communication (Ijaiya, 2000). Communication helps to build relationship and facilitates achievement of goals.

George (1964) in Bagobiri and Kassah (2006) asserted that communication serves as a lubricator fostering the smooth operation of the management process and helps managerial planning and organization of activities to be carried out; and controlled to be applied effectively. Communication is, therefore concerned with transmitting and receiving information which is the key to all aspects of organizational life whether by planning, controlling, problem solving, decision making, motivating, interviewing and other management activities.

Communication as a concept simply means the basic ideas and facts about the transmission of messages from one person or group of people to another. That is, passing the information within the school system for effective management. With this, attempts have been made to delimit the term communication.

According to Cole (1996), communication could be defined as the process of creating, transmitting and interpreting ideas, facts, opinions, and feelings. To him communication is a process that involves creating and transmitting of ideas, facts, opinions and feelings inform of

a message from one person (encoder) and the message is translated and interpreted by another person (decoder).

Peretomode (1991), affirmed that communication, at any point in time within organization, is successful to the extent that the sender of a message and a receiver have a very similar comprehension of the content of the message. Meaning that for encoder to create a message and for a decoder to translate it, there must be a sound knowledge of facts and ideas about the message. He also buttressed the fact that communication does not take place unless the receiver correctly interprets the information being transmitted. Nevertheless, communication is not effective until the message is properly and accurately decoded by the receiver.

Ogunsaju (1990), considered communication as an event that occurs whenever people assign meaning to each other's behaviours. A school manager, however, needs to take caution and ensure that wrong interpretations are not assigned to information communicated especially in behaviour.

According to Gambo (2015) effective communication in an organization such as a school performs functions of helping to explain the objectives, policies and activities, which are needed by all employees to ensure maximum contribution in terms of effort and to foster better team spirit between the management and employees. This also enables the employees to be well informed about the organization's activities, which will put them in a better position to cooperate with the management at all times and positively represent the interest of the organization. There are a number of ways you can communicate effectively with your staff.

- a. **Staff Notices:** Staff notices are items of information or instruction originating from your office, on matters which concern the staff of the school as a whole. If sufficient funds are available the staff notice may be typed and circulated among staff members.

Alternatively a copy of it may be typed and circulated among staff members, staff notice Board or on the General Notice Board.

- b. **Staff Meetings and Discussions:** Informal discussions are a very effective means of communicating. You should not hesitate to talk to anyone at any time and discuss with him matters pertaining to your administration. In discussing informally with your staff, try to be more of a patient listener than a talker. Give other men the chance to do the talking but ensure that they keep to the point. This informal type of discussion, if properly conducted, establishes good human relationship because people get to know, understand and appreciate one another.

Staff meetings provide another opportunity for communication and exchange of ideas among staff. If well conducted, in a business-like but friendly spirit, such meetings improve staff relations. The opportunity provided for discussion enables everyone to understand various view points, personal and social problems, the policies and programmes of the school, as well as government policies on particular matters. The frequency of staff meetings will depend on how often they are needed and for what purpose. Adequate notification should be given to staff before the meeting and items for discussion should be invited for inclusion in the agenda.

Other meetings: There are other meetings you can organize as a means of effecting communication and improving human relations. These may be held either regularly or only occasionally such meetings include:

1. Meetings with your deputy
2. Meetings with/Head of departments
3. Meetings with/form master
4. Meetings with/House master
5. Meeting with/school council, prefects, etc.

The frequencies of these meetings will depend on the purpose of them and the agenda. They should be conducted in the same democratic way as the general staff meeting. It is advisable to insist that minutes of most formal meetings be kept and you should arrange to go through these whenever necessary. Communication is observed to flow down or up the ladder and laterally in the schools system. For communication to be effective information flows down the ladder i.e. from principal, down to the students as well as laterally, e.g. among the Heads of departments and up the ladder from students up to the principal.

One other pre-requisite of effective administration is good communication in the organization. Communication in this sense means keeping other informed of what is happening, with regard to the policies, programmes, plans and problems of the organization. It is through effective communication that member of an organization will be made aware of its goals, will understand what is happening in different areas and unit, and will be able to make suggestions for possible improvement. A breakdown of communications in an organization could lead to misunderstanding, confusion and frustration. Therefore the role of the principal as a communicator is an important one. He must communicate regularly, as and when necessary, with his staff, pupils, parents, members of the school board, and the ministry of education. It is equally important that administrators should try to involve people in various aspects of their organizational activities. Teachers, for example, will like not only to be actively involved in many matters which effect the progress of the school, especially those related to curricular instruction in which they feel they have professional responsibilities. It is a good policy to involve staff members in certain aspects of your work where they feel they can make positive contributions

2.1.8 The Role Performance of Principals on Staff Attitude Development

In service assist teachers to develop skill in using modern visual aids or in improvising when such aids are not easily obtainable. One of your most important concerns is

the professional development of your staff through in- service training and course, Whenever possible your staff should be given opportunities to attend relevant and useful courses which will update their knowledge of their subjects and will help some teachers to improve their qualifications and there by improve their conditions of service and prospects of advancement. Apart from the benefit to the individual members of staff who participate in in-service courses, other members could also benefit through discussion and implementation of some of the ideas and techniques suggested in the courses and passed on to them by their colleagues. Thus all the staff members would be well grounded in their knowledge of techniques, current developments and problems in their respective disciplines.

The school therefore stands to benefit from a well-planned and coordinated staff training programmes, as it would contribute to qualitative improvement in educational. It is therefore important from both an educational and an administrative policy and try to implement the programmes as far as your financial resources permit. You should regard in-service training as part of an on- going programme, since the professional abilities of your staff can always be improved.

You should take the following steps to promote professional improvement:

- a. Find out your employers policy about in- service training and get all the relevant information. Sometime you can get such information from curricula and official correspondence or straight from the headquarters office.
- b. After staff has returned from their course try to discuss with them their impressions and any suggestion they have about which action should be taken and what the) would like to see implemented in the school. This should be followed by a written report for circulation to the staff members.
- c. In due course try to evaluate the impact of the courses on the school especially the effectiveness of any new ideas and methods.

- d. At a local level whenever it is convenient you should organize programmes of in-service training for your staff, such as workshops, seminar, refresher and orientation courses. You should try to involve qualified competent and experienced local personnel to help run the courses you can even extend your invitation to people outside the immediate locality. Quite a wide range of topics can profitably be discussed during such courses.
- e. You should make definite provision in your school budget for promoting in-service programmes if this is not included in the budget or if the amount allocated is inadequate, you should prepare a good case for presentation to your employer and press him to provide an extra amount.

The importance that leadership of teaching has assumed in head teachers' functions will doubtless tend to maintain and strengthen the preference for recruiting them from proven teachers or educators who have acquired in school the experience needed to lead teams of teachers. However, that recruitment can be prepared well ahead of time, through teachers' own training or by teachers increasingly specializing by rotating through various responsibilities in a school before being accredited as suitable for head-teacher ship.

That possibility raises the question of the head teacher's career. This career concept stands in contrast to two frequently observed concepts: The "principal" may be seen as a teacher who has stopped or reduced his or her teaching activities to dedicate himself or herself to leading and managing a school. The position is temporary because the principal is expected to return to teaching duties after a certain time. The concept is consistent with the head teacher being elected by colleagues and is still frequently encountered in higher education. The difficulty is that very few head teachers return to teaching after holding such a position.

According to Ajayi and Oni in Babayemi (2006), opined that a school principal must not only be trained in the act of administration but must be well-acquainted with the

principles that guides and control administrative processes effectively. As the chief executive, the principal owes it a duty to modify the attitude of the staff and motivate them to put in their best at achieving educational goals through effective teaching-learning process. Motivation enhances job performance Ajayi and Oguntoye, (2003). A lack of in-depth training makes the principals' task difficult, as they are not guided on the curriculum expectations by the Department of Education.

Ajayi, &Ekundayo(2010), Observed that negligence of this area of responsibility by the administrators/principals-seems to hinder effective performance of teaching learning activities in the secondary schools in Nigeria, that training programmes for principals on curriculum matters are partially at fault for the low priority placed on instructional leadership by principals so more effort is to be inserted for the general check-up of schools principals. The most important responsibility of every educator is to provide the conditions under which people's learning curves go off the chart. Whether one is called a principal, a teacher, a professor, a foundation official, or a parent, our most vital work is promoting human learning ... and above all our own learning. (Earth, 1996, p. 56) Introduction Among educational policy makers, researchers and practitioners, there is an emerging consensus that teacher professional development is vitally important to educational reform as we approach the next millennium. In fact, it seems trite to assert that teacher professional development is critically important to school improvement focused on enhanced student learning outcomes. Nevertheless, there continues to be a need to communicate the importance of continuous learning and development for educators, individually and collectively, to people in and out of schools.

There is a large body of evidence that identifies design principles for effective, high quality professional development. Developing guidelines for the design, delivery and evaluation of outcomes is an important first step in the development of professional learning

cultures in schools. Examples of these guidelines can be found in the Standards for Staff Development (American Federation of Teachers (AFT), 1995; Lieberman, 1995; National Staff Development Council (NSDC), 1995; National Partnership for Excellence and Accountability in Teaching (NPEAT), 1998; Darling-Hammond & Sykes, 1999

Developing lists of design principles is important, but identifying them is generally much easier than implementing them effectively. The hard work comes in putting the design principles into practice with real people in the dynamic and complex environments of schools. Within schools, the principal is in a unique position to influence the implementation of these guiding principles and to affect the overall quality of teacher professional development. One of the primary tasks of school principals is to create and maintain positive, and healthy teaching and learning environments for everyone in the school, including the professional staff.

Teachers in-service can be seen in three general types as an experiences for teachers. The first type is individual professional development, i.e. academic subject knowledge and learning determined mainly by teachers' individual interests. The second type is skills training, primarily driven by the introduction of new technologies and/or the school's need for new professional competencies in specific areas. Skills' training typically leads to direct changes in teacher skill levels and changes in particular aspects of their daily work. The third type of in-service experience was described as 'the information shower'.

The term professional development, ubiquitous in current literature, is often used interchangeably with such terms as staff development, in-service, skills training and continuing education. We believe there are meaningful distinctions among these terms. To avoid confusion and to clarify what we mean by teacher professional development, we opt for a more inclusive definition in this article. 'Professional development refers to learning opportunities that engage teachers' creative and reflective capacities to strengthen their

practice.' (Bredeson, 1999) Teachers participate in a wide range of professional activities in and beyond their work.

Background Linking Professional Development, Teaching Quality and Student Achievement Even the casual reader of educational reform reports, legislative mandates and contemporary educational literature would soon discover one common theme: teacher professional development is critical to systemic educational reform and school improvement focused on enhancing learning outcomes for all children in public education.

These include calls to: create stable, high quality sources of professional development for teachers (National Commission on Teaching and America's Future (NCTAF), 1996; Bredeson, 1999); incorporate teachers' learning into the fabric of teachers' daily life National Foundation for the Improvement of Education (NFIE), 1996); establish professional development as a central component of state and local educational reform (Houghton & Goren, 1995; Darling-Hammond & Sykes, 1999; Johansson & Bredeson, 1999); transform professional development to meet urgent educational needs (Porter et al, 1994; Corcoran, 1995); consider alternatives to traditional training models of staff development (Little, 1993; Sparks, 1995); deal more directly with issues of racism and inequity in schools (Weissglass, 1997); develop practices that support new conceptions of teaching, learning, and schooling (Lieberman, 1995; Loucks-Horsley et al, 1999); and break the mould to classroom practices through new professional development practices (McLaughlin & Oberman, 1996, Johansson & Bredson, 1999).

The National Partnership for Excellence and Accountability in Teaching (NPEAT, 1998) identified eight design principles based on current research and best practices in schools. The most effective professional development: Focuses on analyses of student learning, especially the examination of differences between actual student learning outcomes and goals and standards for student learning. Involves teachers identifying their own needs

and developing learning experiences to meet those needs. Is school-based and embedded in teachers' daily work. Is organized around collaborative problem-solving. Is continuous and on-going with follow-up and support for further learning. Incorporates evaluation of multiple sources of data detailing student learning and teacher instructional practices.

Provides opportunities for teacher to link the theory that underlies knowledge and skills they are learning. Is connected to a comprehensive change process focused on improved student learning. (NPEAT, 1998) School Principals' Influence on Teacher Professional Development School principals' ability to influence the structure, culture and mission of the school is well documented in the literature. Creating a vibrant and successful learning community is a collaborative venture among all staff in any school. School principals' leadership in the area of teacher professional development is critical to the creation and success of a school learning community. The National Staff Development Council, for example, recently adopted standards for staff development in the United States.

In the description of how these standards will be implemented in schools, principals are cited as key players who provide strong leadership in staff development through their advocacy, support, and ability to influence others (NSDC, 1995). Similarly, the Standards for School Leaders articulate knowledge, dispositions, and performance competencies that principals need to 'promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff development' (Interstate School leaders Licensure Consortium (ISLLC), 1996).

Principals work to embed life-long learning into the everyday life of students and teachers knowing that, 'it enriches the ambience of the school and makes it into a place of excitement, energy, and direction' (Golde, 1998). However, Golde points out that traditional school structures and norms often mitigate against the development of learning communities where all staff are committed to continuous learning. Part of the principal's role is to help

people inside and outside of the school unfreeze current values, expectations, structures and processes so new ways of thinking about teaching, learning, and schooling can be considered (Bredeson, 1999). Within the school, principals understand that successful school change and school improvement requires a focus on teacher professional development (Hart & Bredeson, 1996; Krajewski, 1996). As Dufour and Berkey (1995) suggest, 'Focusing on people is the most effective way to change any organization. In fact, it can be argued that organizations do not change, only individuals change'.

2.1.9 The role performance of principals on school and host community relation

As the head of the institution you should be accessible to parents and members of the public. Your position is one of public relations officers; you should not adopt an attitude which will discourage people from approaching you or give the impression that you are either too busy or too important to see particular types of people. As a public relations man, you should try to be courteous of people, treating them with tact, consideration and sympathetic understanding. If you are approached for help on any matter, try to do your best to cooperate, but be frank and straightforward in your dealings while it is good to cooperate you should be fair to yourself and not try to do the impossible. You should demonstrate an active interest in the community life through promoting the involvement and participation of the school in suitable social activities and extra-moral programmes, for example the school can help in the organization of cultural activities. Club meetings, social welfare programmes, adult education schemes, sporting activities and community projects. Some of your staff can serve as members of local committees.

The school can initiate, support or help in social programmes such as a clean-up campaign, recreation clubs, the organization to help the destitute, further education programmes and nursery education. You should make some school facilities and resources available to be community for educational and social purposes. For example, the parents-

teachers Association might like to hold their regular meetings in the school; the local education officer in your institution or use you assembly hall for conducting common entrance examination.

During the school vocation period, members of the teachers Association might wish to hold dances or meetings in one of the halls. The district officer or divisional inspector might like to borrow some items of furniture for an important official occasion. In all cases try not to be unnecessarily difficult; if you are afraid of damage to or loss or misuse of school property you can make people liable for any damage caused. One way to do this is to commit the people who want to borrow or use your facilities in writing. You should of course be guided by any official policy which your employer may have established.

You should encourage the study of certain aspect of community life in the school curriculum, for instance, its history, geography, culture, religious and the people way of life. The pupils should be knowledgeable about the life of the peoples in whose community they live. Knowledgeable and experienced people in the community could be invited to teach in the school or lecture on aspect of communal life. Educational visits could be arranged for pupils to places of interest in the community. In this way, you will be able to demonstrate in practical terms the school interest in promoting and sharing the cultural life of the community. Members of the community can be invited to visit the school or to attend or participate in some of its activities, such as speech and open day, sporting activities, school social programmes, staff parties, and so on. Such occasions will afford the public the opportunity to see aspects of school life and to learn about its achievements and difficulty for communication between the school and the members of the community. Such occasions can also be used to interest the public in some particular aspects of the school life, and to make appeals for public aid, in cash or kind, for various projects. These are the only ways in which you can help to improve school community relations. If you are able to carry them out you

will not only be publicizing your institution and projecting its public relations image, you will also be fulfilling an important objective of education.

Effective principals ensure that their schools allow both adults and children to put learning at the centre of their daily activities. Such "a healthy school environment," as Vanderbilt researchers call it, is characterized by basics like safety and orderliness, as well as less tangible qualities such as a "supportive, responsive" attitude toward the children and a sense by teachers that they are part of a community of professionals focused on good instruction (Golde, 1998). Is it a surprise, then, that principals at schools with high teacher ratings for "instructional climate" outrank other principals in developing an atmosphere of caring and trust? Or that their teachers are more likely than faculty members elsewhere to find the principals' motives and intentions are good? (Gronn, 1983).

One former principal, in reflecting on his experiences, recalled a typical staff meeting years ago at an urban school where "morale never seemed to get out of the basement." Discussion centred on "field trips, war stories about troubled students, and other management issues" rather than matters like "using student work and data to fine-tune teaching." Almost inevitably, teacher pessimism was a significant barrier, with teachers regarding themselves as "hardworking martyrs in a hopeless cause." (Hart, et al, 1996).

To change this kind of climate - and begin to combat teacher isolation, closed doors, negativism, defeatism and teacher resistance - the most effective principals focus on building a sense of school community, with the attendant characteristics. These include respect for every member of the school community; "an upbeat, welcoming, solution-oriented, no-blame, professional environment;" and efforts to involve staff and students in a variety of activities, many of them schoolwide (Houghton & Goren, 1995) A broad and longstanding consensus in leadership theory holds that leaders in all walks of life and all kinds of organizations, public and private, need to depend on others to accomplish the group's purpose and need to

encourage the development of leadership across the organization (Kerchner, et al., 1997). According to Krajewski, (1996) says. Schools are no different. Principals who get high marks from teachers for creating a strong climate for instruction in their schools also receive higher marks than other principals for spurring leadership in the faculty, according to the research from the universities of Minnesota and Toronto.

In fact if test scores are any indication, the more willing principals are to spread leadership around, the better for the students. One of the most striking findings of the universities of Minnesota and Toronto report is that effective Leadership from all sources - principals, influential teachers, staff teams and others - is associated with better student performance on math and reading tests.

The relationship is strong albeit indirect: Good leadership, the study suggests, improves both teacher motivation and work settings. This, in turn, can fortify classroom instruction. "Compared with lower-achieving schools, higher-achieving schools provided all stakeholders with greater influence on decisions," the researchers write (Lieberman, 1995). Why the better result? Perhaps this is a case of two heads - or more - being better than one: "The higher performance of these schools might be explained as a consequence of the greater access they have to collective knowledge and wisdom embedded within their communities," the study concludes (Little, 1993). According to Louck-Horsely, et al., (1999) says, principals may be relieved to find out, moreover, that their authority does not wane as others' waxes.

Clearly, school leadership is not a zero-sum game. "Principals and district leaders have the most influence on decisions in all schools; however, they do not lose influence as others gain influence," the authors write. Also McLaughlin, & Oberman, (1996) agreed that, indeed, although "higher-performing schools awarded greater influence to most stakeholders... little changed in these schools' overall hierarchical structure."

Engaging parents and the community: continued interest, uncertain evidence: Many principals work to engage parents and others outside the immediate school community, such as local business people. But what does it take to make sure these efforts are worth the time and toil required? While there is considerable interest in this question, the evidence on how to answer it is relatively weak. For example, the Minnesota-Toronto study found that in schools with higher achievement on math tests, teachers tended to share in leadership and believed that parents were involved with the school. The researchers noted, however, that "the relationships here are correlational, not causal," and the finding could be at odds with another finding from the study. Separately, the VAL-ED principal performance assessment (developed with support from The Wallace Foundation) measures principals on community and parent engagement. Vanderbilt researchers who developed the assessment are undertaking further study on how important this practice is in affecting students, achievement. In short, the principal's role in engaging the external community is little understood.

According to Akhilanand (2008) a principal assists and educates the community members, helps them (in a facilitating manner) in their community development and cultural activities, encourages them to take a more active role in their children's education, draws community talents and other community resources to the school and allows community members to use the school resources and the like. A principal also establishes a more cooperative and supportive functional interaction among the various governmental and non-governmental organizations in the school community. Those like Education, Health and Agriculture, currently operate independently. It seems likely that an integrated approach would yield more benefits to the clients.

2.1.10 The role performance of principals on maintenance of discipline

To maintain discipline in any institution is not easy, because you are dealing with human beings who have complex characters. With the best intentions human motives and actions are not easy to understand. Nevertheless, the following suggestion will serve as guidelines to help you in maintaining discipline in institution. First and foremost, you must be self-disciplined yourself. You should realize the important of your position in influencing the character development of the pupils, and you must set an example of high standards of behaviour for the pupils to copy similarly you must impress on your staff the necessary of setting good examples of disciplined behaviour for the pupils to emulate.

They should do nothing which will discredit the school or create unnecessary disciplined problems. All members of staff should work purposefully together to teach and inculcate virtues of discipline in and outside the classroom. You should try to investigate thoroughly any cases of undisciplined behaviour; you should be objective in your approach show sympathetic understanding of all the issues involved, and consider both side of the case. Do not rush to conclusions; do not resort to punishment and use of force as the only solution to problems. After identifying the possible causes, you should adopt a positive constructive approach, and practical line of action. This may involve listening to the parties involved talking to pupils individual or in group's re-establishing confidence. Sometime you have to take firm, decisive and swift action.

When necessary do not hesitate to consult your deputy and staff for advice. In serious cases you may have to convene quickly an emergency meeting of the school Board to discuss the matter and recommend possible lines of action. The action you take will depend on the seriousness of the situation. In enforcing discipline try to follow the regulations and procedures laid down by your employer, which will tell you, for example, in what circumstances a pupil should be suspended. If you have to recommend pupils for dismissal or

explosion, you must make sure that the facts are clear and you must be able to establish good evidence to warrant such disciplinary action. If there is a very serious case of indiscipline, which obliges you to close the institution, make sure you follow the correct procedure. This may involve seeking the permission of the school Board.

Try to maintain constant communication with your pupils and staff through effective use of the prefectural and committee system. Any information which is important to the pupils should be passed to them. You should take appropriate action on the issues they raise at their meetings. You should be ready to listen sympathetically to any reasonable complaints and suggestions they may make, especially in matters which affect their welfare. Whenever possible, you should try to seek advice, co-operation and support of parents, the local community leaders and elders, officials and members of the school Board, as their influence can be of great help in dealing with particular problem cases. You should establish a clear discipline policy based on principles of fairness, justice and firmness, aimed at the achievement of self-discipline as a necessary objective of education.

According to Oniyangi (2008) agreed that the parents Teachers Association (PTA) assists in improving the enrolment of the schools in their communities; helps in maintaining disciplines in the schools; ensure smooth co-existence, understanding and cooperation between the school and the community. Adewumi in Oniyangi (2008) also submitted that the PTA helps in sensitisation and mobilisation of parents on enrolment attendance and retention of their children or wards in schools. Besides, Abdullahi (1996) also reported that the PTA complements governments' efforts in the provision and maintenance of infrastructures in the schools.

Literature has pointed to the importance of strong social relationships, among and between students and teachers, as critical components to develop and sustain successful classroom climates, (Mainhard et al., 2011; Spilt et al., 2011). In the last decade, research

across the globe has expanded the scope of research beyond the student to investigate how educators' relationships shape school climates, as evidenced by the growth of studies exploring relationships among district leaders, principals, and teachers (Bakkeneset'et al., 1999; Coburn and Russell, 2008; Daly and Finnigan, 2009, 2010; Hiteet et al., 2006; de Lima, 2007; Moolenaar et al., 2011; Penuel et al., 2009; Penuel et'et al., 2010; Pitts and Spillane, 2009; Price, 2011, 2012), This line of research suggests that social interactions among educators are vital to productive learning climates, both in terms of student learning and teachers' professional development.

Despite the increased interest in social relationships among educators, there is less focused attention to the relationships between principals and teachers (Barnett and McCormick, 2004). Teachers, whether they are traditional classroom teachers, school management team members, or district colleagues, form an important part of the social context of schools within which principals administrate. Principals are greatly dependent on their teachers to reach school goals, as teachers form the bridge from administration to classroom. Indeed, research has time and again suggested that leadership affects student learning indirectly, through school conditions such as school structure, school culture, and teacher collaboration (Hallinger and Heck, 1998; Leithwood and Jantzi, 2000; Thoonenet'et al., 2012).

However, while current work on educational leadership and its connection to capacity building and system-wide reform (Day, 2009; Finnigan et'et al., 2013; Harris, 2011) suggests the importance of this social context for successful leadership, there is limited understanding of the nature, quality, and importance of principal-teacher relationships for successful school learning climates. It is proposed that the principals' influence on the students' learning works through the principals' influence on the teachers and the learning climate (Hallinger, 2003, 2005; Heck and Hallinger, 2010).

To better understand social relationships among principals and teachers, we have brought together several studies in this special issue that each highlight a different, yet related aspect of these relationships. The studies focus on how principals' social relationships foster or constrain the quality of school learning climates in schools among a variety of school settings around the world. Like a prism, these studies were chosen to show the richness in theory and methodology with which the topic of principal-teacher relationships is currently being approached.

Research on social relationships in schools often involves complex theoretical development as it demands bringing together multiple, rich strands of research literature on principal leadership, teacher collaboration, professional development, school climate and culture, and school organization (e.g. Bryk, et'al., 2010; Daly, 2010; Price, 2012; Spillane, 2006; Warren-Little, 2010). By showcasing various theoretical frameworks underlying the study of principal relationships, such as leadership theories and social network theory, this special issue aims to contribute to our understanding of mechanisms that may explain productive principal-teacher relationships across various country contexts, school organizations (traditional and charter), and school levels (primary and secondary education). Together, these studies illustrate key characteristics of principals' relationships that may foster or constrain school learning climates, focusing particularly on the development and maintenance of trust as a key ingredient of school climate.

According to Warren-Little (2010) principals play a role in the student discipline in their schools. This includes educating students, and often parents, on behavioural conduct codes. Principals also develop a system of consequences for misbehaviour that is in line with school district policies and may include detentions and suspension. In some schools, the principal also plays a lead role in implementing discipline. If a student gets into trouble in a class, he is sent to the principal's office. The principal discusses the behaviour, explains any

potential consequences and contacts parents in some circumstances. In extreme cases of violence or illegal activities, the principal may refer a student to the school board for possible expulsion. The actions of the principal and assistant principals form the basis of the overall mood for the school. If they consistently support teachers, fairly implement the discipline plan, and follow-through on disciplinary actions, then teachers will follow their lead. If they slack on discipline, it becomes apparent over time and misbehaviour typically increases (Kelly, 2017).

2.1.11 The role performance of principals on maintenance of school facilities

Maintenance should also include the regular repair of furniture, equipment and fixtures, and the interior and exterior painting of all buildings. The school buildings and the compound should be made to look as attractive as possible. Most schools cannot afford a team of full-time employees for maintenance work. With government help however, principals should be able to recruited labour on a contract basis, or maintain two or three full-time employees. Where funds are inadequate pupils can be enlisted. This trains them to care for one's house and surroundings, and to respect manual work.

The tasks to be performed by the pupils should be grouped according to the buildings in which they are to be done and assigned to houses, classes, or forms. If this is accompanied by a health rivalry stimulated by the award of trophies to teams for the best work done, careful maintenance is assured. Principals must be fully concerned with the physical environment and other facilities around the school corners. Dilapidated buildings, leaking roofs, abandoned projects, overgrown trees and lawns, dingy and dark buildings that were abandon by the previous government, etc. Have demoralizing effects of people, especially the adolescents (Obidoa, 2006).

As a result, the principals have the responsibilities of ensuring that these facilities are in good shape. Even with the meagre resources at their disposal, they have the responsibility

of providing teachers and other instructional staff with necessary resources for effective teaching (Babayemi, 2006). Principal is expected to wear many hats; he/she must be a manager, administrator.

Supervisor, and instructional, accounting, officer and curriculum leader. According to Phillips (2012) argues that even though instructional leadership is critical in the realization of effective schools, because it is seldom practiced. He adds that among the many tasks that principals perform; only one-tenth are devoted to providing instructional leadership. The principal's instructional leadership role is not given the attraction it deserves due to some attitudes of some administrators.

Principals and Effective Management of School Facilities

The management of academic and administrative affairs of schools traditionally falls within the purview of the principal. Unerringly, formal education in Nigeria is rapidly changing and technically tailored towards meeting certain set goals, such as "education for all" (Nwaogu, 2013), The requirements of these various goals from the school managers are centred on the advancement of teaching and learning through the implementation of performance-based management, which is led by a management team, with the principal at the fulcrum.

Given this onerous task, the principal, as a matter of fact, must understand the role of school managers to effectively manage not only staff but the facilities to meet the overall objectives of the school system. According to Ukeje (2000), the unsatisfactory performance often experienced in schools by students and educational programs is always attributed to lack of basic infrastructure, lack of adequate and accurate statistics. Inadequate funding, embezzlement, bureaucratic bottleneck and poor attitude to work. Generally, the principal's responsibility in the management of educational facilities entails bringing together individuals as a group that will control, coordinate and articulate activities to achieve tangible

and holistic learning for the overall benefit of the society (Omokorede, 2011). Buttressing this assertion, Ebong&Agabi in Nnabuo, Okorie and Agabi (2011), posit that school management by principals is the totality of efforts that are brought to bear in the provision and delivery of education to ensure that both human and material resources allocated to education are used to the best advantage in the pursuit of educational objectives and goals.

The school management team headed by the principal must develop, support and equip staff with knowledge and skills to respond positively to the ever changing phenomenon of education to meet contemporary societal challenges. Abdulkareem (2011), opined that to achieve this, there must be continuous increase and adequacy of educational facilities, because if the existing ones are often overstretched, poorly maintained cannot provide and foster desirable, creative and harmonious problem-solving skills. Since education seeks to develop the minds and character of future citizens, their abilities, skills and potentials, in order to equip them for contemporary society, school facilities have to be supplied in adequate quantities, properly and effectively managed, controlled and supervised (Uko, 2001). According to her, it is prima-facie function of top management, down to the teaching and non-teaching staff.

In educational institutions, facilities constitute essential inputs, which create favourable learning environment, facilitate interaction and enhance achievement of educational objectives (Oyesola, 2007). In essence, the school curriculum would not be meaningful and functional if required facilities are not provided in adequate quality and quantity at appropriate times through the principal's administrative finesse (Uko&Ayuk, 2014). The International Facilities Management Association (2003) described facilities management as the practice of coordinating the physical workplace with the people and the work of the organization by integrating the principles of business administration and architecture with the behavioural and engineering sciences. According to them, school

facilities management is the application of scientific methods in the planning, organizing, decision-making, co-ordination and controlling of the physical environment of learning for the actualization of the educational goals and objectives. This culminates in the collective and participative decision making process towards the selection, establishment and installation of school plants; design of school grounds, halls and spaces; upgrading, innovation and purchase of new machineries and equipment; choice, design and implementation of programmes and projects; backup and review of management policies, practices, rules and regulations.

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

- i) **Administrative:** Filing Cabinets, Typing machines, Duplicating Machines.
Photocopying machines, Telephones, etc.
- ii) **Teaching Equipment:** Projectors, cameras, monitors, transparencies, etc.
- iii) **Games/Sports Equipment:** Boots, Footballs, Tennis Balls, Jerseys, Rackets, etc.

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

Asiabaka, (2008) maintained that school facilities management play a pivotal role in the actualization of educational goals and objectives by satisfying the physical and emotional needs of the staff and students. According to her, physical needs are met through the provision of safe structures, adequate sanitary facilities, a balanced visual and thermal environment, sufficient shelter space for work and play; while emotional needs are met by creating a pleasant surroundings, friendly atmosphere and an inspiring environment. Supporting the need for effective management of facilities in schools, Fenker (2004) stated that it involves a planned process to ensure that the buildings and other technical systems support the proper discharge of operations and services within the school organization.

Mbipom, (2002) stated that school plant is a major component of school facilities. She further stated that since teaching and learning do not take place in a vacuum, school facilities give meaning to the planned curricular and extracurricular activities. To her, any discussion on the school plant starts with the conceptualization of the educational programmes to be offered in the school. Thus, the nature and type of educational programmes will determine the nature and type of school plants to be provided. Asiabaka (2008) further stated that the provision and management of school facilities must take into cognizance modern views of the teaching-learning process which have moved beyond memorizing to involvement of teachers and students in applying, analysing, synthesizing and evaluating to stress the need for flexibility in time and space. Thus, the complexity of the learning environment requires

flexibility in the design of facilities to meet present day school needs- that is, the facilities should be designed to meet diverse academic needs of the school system. According to her, in today's parlance, multipurpose facilities used for academic activities during school hours may also be available for use by the community during and after school hours. Such programmes may be used for continuing education programmes, social activities and recreation. This requires proper scheduling of such facilities to allow for accessibility to the community or other public users during school hours without interfering with academic programmes. This will eliminate the burden of duplication of such facilities as conference halls, gymnasium, library, theatre, football pitch, tennis court, swimming pool and other sporting facilities, thereby integrating the collective effort towards cost effectiveness and enhancing healthy school-community harmonious relationship.

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

In Latin America, a study conducted by Williams (2000) showed that children whose schools lacked adequate classroom materials and library services were significantly more likely to show lower test scores and higher grade repetition than those whose schools were well equipped. The American Association of School Administrators (1999) reported that students were more likely to perform better when their environment was conducive to learning; that is, environmentally responsive heating, air conditioning, proper ventilating

systems, new or renovated school buildings and halls, adequacy of teaching equipment and other educational facilities in a more comfortable learning environment.

An evaluation by Morgan (2000) showed that the condition, adequacy and effective management of educational facilities had a stronger effect on the overall performance of students than the combined influences of the family background, socio-economic status, school attendance and behaviour. A major need of maintaining an effective management of educational facilities is that the school environment and the activities that take place therein must be considered healthy and productive, otherwise it will expose the untidy, careless and non-chalet attitude of the principal, teachers, custodial staff, students and their educational programmes (Agoguke, 2011).

This is a phenomenon where planning, organizing, staffing, leading and controlling the processes of supply, utilization, maintenance and improving educational facilities in secondary schools is superintended by the principal to fulfil the set educational objectives. Abdulkareem (2011), maintained that, in order to fulfil educational objectives, educational facilities are required and should be central to the extent that teachers, students and other personnel will enjoy their stay and perform their duties effectively, made possible by the principal's leadership ingenuity and proficiency. The school curriculum would be meaningful and functional if the required facilities are provided in adequate quantities at appropriate times and maintained properly. The realization of the importance of educational facilities has informed the demand in the choice of secondary schools that parents/guardians send their children/wards to in Nigeria.

This commitment is demonstrated by government in the provision and establishment of Universal Basic Education (UBE), to bring all categories of citizens into the school system and ensure retention till graduation (Ukeje, 2000). However, this can only be achieved if the

existing facilities are properly managed especially as greater demands would be mounted by the users (Nwadiani, 2001). In a related study.

Adeboyeje (2000) stated that the utilization of facilities is of various degrees depending on the extent to which an item has been put into effective use. This includes non-utilization, underutilization, maximum utilization, optimum utilization and over-utilization. Non-utilization occurs when a facility is not put into use at all; when a facility is not used to its fullest capacity, underutilization occurs. There is over-utilization, when a facility is used more than its capacity. All of these require the ingenuity of the principal to balance the usage and maintenance of available facilities.

2.2 Theoretical Framework

1. Mayo Elton theory of human relation

2. Follet Parker's theory of human relation group dynamics and interpersonal relationship

Mayo Elton (1950-1953) an exponent of human relation theory and Follet Parker Mary (1924) a leading protagonist of human relation interested on dynamics and interpersonal relationship, both philosophers took cognizance of socio-psychological aspect of organization life as a factor contributing towards efficiency and effectiveness in organizational management and productivity.

Mayo's focus was on people and their relationship in organization. He drew the conclusion that when special attention is given to workers by management, productivity is likely to increase regardless of actual changes in working condition. Parker Mary on the other hand emphasized that meeting psychological needs of workers is a motivating force. Accordingly, meeting psychological needs seems a departure from the strict economic motivation concept. Emphasis in human relation according to the exponents is the ability of the school principal to create the awareness of human worth, recognition of teachers' worth

leading to job satisfaction and teachers participation in decision -making process of the school.

The relevance of these theories to management of secondary schools revolves around principals role performance as an internal supervisor, motivator, and should as much as possible encourage participation and interaction between him, teachers and students, adherence to the practice of the principles of equality. Principles of equality demand that school principals should see their staff as colleagues in management process which will lead to effectiveness and efficiency in their commitment to duty and staff development.

2.3 Empirical Studies

The empirical studies of this research work Centre on a critical appraisal of works in relation to the present study.

In a study conducted by Onyeibo (2012) titled Assessment of administrative role performance of principal of secondary school in Kaduna metropolis, 25 principals were selected from 25 schools at random. A research instrument questionnaire was used in data collection. Simple percentages, t-test and liker scale tools were employed in data analysis involving three null hypotheses. Major variables discussed in the study were principals identify their administrative role of performance, opinions of principals and teachers with respects to the administration role of principals, various mode of management of schools adopted by principals.

The findings of the study include; that the first and most important role of principal is the definition of goals and purpose of a school to be achieved. The study recommended, among other issues, that a good principal should be expert in planning, organization, and control of their school. Proper administration ensures regular staff development, staff welfare, curriculum development evaluation of curriculum and instructional programmed as well as proper supervision of school instructional programmed. It was equally found that a good

principal is a good disciplinarian as good discipline in schools improves school tone and school organization climate. Though the present study is a bit related to former studies such as follow; its major variables are principals their role performed in school the statistical tools proposed for this research is similar, and the instrument used. But the present hypothesis is in nine, and it also covered the six (6) area council in Federal Capital Territory, Abuja.

In the study conducted by Ayeni (2012) title Assessment of principals supervisory roles for quality Assurance in secondary schools in Ondo state, Nigeria. The study identified the nature of principal's supervisory roles and the perceived effectiveness of principals in the supervision of teacher's instructional tasks. The target population comprised principals and teachers.

The sample consisted of 60 principals and 540 teachers randomly selected from 60 secondary schools. The research instruments were used for data collection; they are principal's supervision rating scale (PSRS) interview Guide for principals (IGP) and teacher's focus Group Discussion Guide (FGDG). Three research questions were used. The findings showed that most principals accorded desired attention to monitoring teacher's attendance, preparation of lesson notes and adequacy of diaries of work which tasks such as the provision of instructional material etc. is a bit related to the present study because the major variables are principal, their role performed in schools. The statistical tools are not similar, the research questions are not the same and it's covered Federal Capital Territory Abuja.

In the study conducted by Adeyemi (2011) title principals leadership styles and teacher, Job performance in seniors secondary schools in Ondo state, Nigeria. The study investigated principal's leadership style and teacher's job performance in senior secondary school in Ondo state. The study population comprised all the 251 secondary schools in the state the sample was made up of 240 principals and 1800 teachers. Are search instrument questionnaire was used in the data collection. Is a bit related to the present study because the

main variables are principals and their roles performed in school? The statistical tools are the same. It's covered Federal Capital Territory Abuja. The different is that it covered Ondo state, and it focuses mostly on leadership styles and job performance of teachers. It has six (6) null hypotheses.

In the study conducted by Ekpoh, Uduaklmo and Eze, Grace Bassey, (2015) title principals supervisory techniques and teachers job performance in secondary schools in Ikom education zone, cross River state, Nigeria. The study investigated the relationship between principals supervisory techniques and teachers job performance. Expose facto research design was adopted for the study. The sample was 86 principals 344 teachers and 1,376 students drawn from a population of 86 principals, 1829 teachers, and 35359 students. Two null hypotheses were formulated. Data collection was carried out with the used of two research instruments title "principals supervisory technique questionnaire (PSTQ)" AND "Teachers job performance Questionnaire (TJPQ)". The work is related to the present study the major variables are principals and their roles performed in schools. The statistical tools are the same. The present study covered Federal Capital Territory Abuja. It is different because it covered cross River state; it has only two null hypotheses. And it focuses mainly on supervisory techniques and teachers job performance in schools.

Barakatu (2012), funding on provision and maintenance of school facilities in senior secondary schools in Bauchi state, Nigeria. The researcher stated the following research objectives e.g.

1. Finding the level of provision of facilities in senior secondary schools, in Bauchi State,
2. Suitability of facilities in senior secondary schools.
3. Level of maintenance of facilities in senior secondary schools in Bauchi state.

Three hypotheses were formulated based on the research objectives.

Descriptive survey method was used for the study; Populations of the study are 85 senior secondary schools comprises of 85 principals and 380 teachers making total of 465; simple size of 335 respondents were selected at random representing 13% of the entire population for the study; questionnaire was basically employed as the instrument of the study; Product person man correlation was adapted to analysed data collected from the respondents. The main findings of the study are as follows:

Funding in schools is necessary and it enhances adequate provision of school facilities, it is also revealed that funding was significantly related to the provision of adequate and suitable facilities in schools to enable the schools attain to the desired aims and objectives.

The researcher recommended that government should make provision of adequate funding of schools which is in line with UNESCO prescription of budgetary allocation to education. Government should ensure that, fund allocated to schools is used for the provision of adequate and suitable schools facilities and government should ensure that, the suitable available facilities are maintenance and use appropriately.

The research work is relevant to my owned study because it deal with funding on provision and maintenance of school facilities in senior secondary schools.

The only area where it is different is the study was carried out in Bauchi state, the research questions are not the same, the populations of the study also not the same and it covers Federal Capital Territory Abuja.

Thus, a study was conducted by Sa'ad (2013), titled, "Role Performance of Principals on the Provision and Maintenance of Physical Facilities in Secondary Schools in Zamfara State, Adamawa State, Nigeria". The study was carried out with the objectives among others to find out, the role performance of principals on among others provision of infrastructural facilities, instructional facilities, welfare facilities, health and security facilities

in school organization. The researchers used descriptive survey research design, the population of the study was 8400 teachers, 457 principals and 200 Ministry of Education Officials. The data collected through questionnaire technique and analysed the data using Analysis of Variance technique. The hypotheses were tested at 0.05 significant level. The finding of the study revealed that, principals play vital roles in school management through regular supervision. School community relationship, school discipline, maintenance of school facilities as well as staff development programmes etc. Based on the findings, it was recommended that the government empowered the schools principals so as to encourage them to render their duty effectively in secondary schools in the state. Thus, both the current study and the empirical study assess the same issues on disabled education programmes, but the existed difference is in the area of the study and population sample size

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

The population of the study comprised all the 1467 public schools in the five education districts of the State during the 2008/2009 academic year. Only head-teachers who had at least five years' experience participated in this study. Employing stratified sampling techniques, the researcher selected a sample of 230 head teachers, 240 teachers and 170 inspectors. Four hypotheses were formulated and tested using analysis of variance (ANOVA). The results indicated that principals have significant impact on general inclusive

education programmes through teachers' preparation and provision of facilities in secondary schools. The study recommended that principals should be supported to ensure effective management of human and materials resources for effective service delivery in education sector. The study is a bit related to the present study While, there was a difference in the objective, research questions, hypothesis population samples size and the area of the study.

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

2.4 Summary

This part of study started with the meaning of Assessment, Role performance, conceptual frame work. Extending to principals on decision-making, principals supervision, principals on communication, staff development, school community relationship, principals on maintenance discipline, maintenance of facilities and it ended with empirical studies.

The management of academic and administrative affairs of schools traditionally falls within the purview of the principal. Unerringly, formal education in Nigeria is rapidly changing and technically tailored towards meeting certain set goals, such as "education for all" (Nwaogu, 2013). The requirements of these various goals from the school managers are centred on the

advancement of teaching and learning through the implementation of performance-based management, which is led by a management team, with the principal at the fulcrum.

Secondary schools can only be productive if there is effective and efficient management of human and material resources in the system by the principal. This project is on the assessment of the role performance of principals of secondary school in Abuja. The role performance of principals, however, had been linked with the numerous problems bedevilling the system, such as inadequate funding, inadequate facilities, low morale of staff, poor supervision of schools and frequent changes in policies.

The state of infrastructural decay in many secondary schools in Nigeria is a manifestation of poor funding of the system. Ahmed (2003) revealed that in most of the nation's secondary schools, teaching and learning takes place under a most conducive environment, lacking the basic materials and thus hindered the fulfilment of educational objective. While it has been argued that the principals have been discharging their duties as internal supervisors, the external supervisor (inspectors from the Ministry of Education) appear non-functional as they seldom visit schools to monitor the operations in these schools. This has invariably hinder effective teaching-learning in schools. The project further examined the roles of the principal who serves as the fulcrum of education reform process, keeping a delicate balance between the often-conflicting pressures coming from teachers, community, the education administration and the government.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This research work is on the assessment of the role performance of principals of secondary schools in Federal Capital Territory Abuja Nigeria. The methodology used in this study includes research design which is survey study, the population of the study, sample and sample techniques, instrument for data collection, pilot study validity and reliability administration of the instrument, method of data collection and method of data analysis.

3.2 Research Design

This study used descriptive survey research design. Here the researcher assessed the views of secondary school teachers on the basic roles of principals in the administration of secondary schools in Federal Capital Territory Abuja Nigeria, in terms of the parameters of administration which includes, interpersonal relationship, decision making process, role in communication, staff supervision, and staff attitude development. Others are school host community relationship, maintenance of discipline amongst staff and students, and maintenance of school facilities. As these parameters being discharge in an organization including schools, it is considered as the indicators for effective administration.

3.3 Population of the Study

The population of interest in this study comprises all public schools in Federal Capital Territory Abuja, which has Juniors Secondary with the population of 136, and Seniors Secondary school 57. It consist of 193 principals and 8205 teachers in all the six (6) area council in Federal Capital Territory Abuja. The overall total of principals and teachers in Federal Capital Territory Abuja is 8398.

Table 3.1: Population of Schools by Area Councils

Area councils	Principals	Teachers
Abaji	16	448
Bwari	30	1680
Gwagwalada	24	1088
Kuje	28	884
Kwali	22	558
Municipal	73	3547
Total	193	8205

Source: Quality Assurance Education Office Jabi (2016) Federal Capital Territory Abuja and Educational Research Centre (E.R.C). Federal Capital Territory Abuja

3.4 Sample and Sampling Techniques

Random sampling technique was used to select 12 schools as a representative sample population that reflected the 2 categories of the school population. The two of the categories of the school were Senior Secondary Schools (SSS) and Junior Secondary School (JSS) were selected in each of the six (6) area councils. The sample includes 108 teachers and 12 principals randomly selected from both the junior and senior secondary schools selected for the study. By this, each school selected contributed 10 teachers that is four teacher in junior secondary schools with one principal four teachers in senior secondary school with one principal which amount to ten (10) teachers in each of the six (6) area councils selected given the total of sixty (60) teachers for each of the school categories. The sample also included both male and female teachers.

Table 3.2: Sample of schools by Area Councils

Area councils	Principal	Sample	Teachers	Sample
Abaji 16	2	448	18	
Bwari 30	2	1680		18
Gwagwalada24	2	1088		18
Kuje 28	2	884		18
Kwali 22	2	558		18
Municipal73	2	2885		18
Total	193	12	8205	108

The sampling technique used is the simple random sampling techniques. This is because each member of the population is equally like to be chosen as part of the sample it remove bias from the selection procedure (Gravette and Forzano 2011).The sample size comprised of 17% of the population this is because in order to be able to apply the simple random sampling technique you need to get not less than 15% of the total population of the study (Saunders, Lewis and Thornhill, 2012).The reasons behind the random sampling of these schools was because of the impossibility of actually administering instruments on the entire population and the time and are some of the reasons why the researcher has to select a representative portion of the entire population.

3.5 Instrumentation

The instrument of this study was adopted by Prof. B.A Minna March 2016 with the tile assessment of the role performance of principals in administration of secondary schools in Federal Capital Territory Abuja. The questionnaire has two sections "A" and "B" made up of closed ended items as section "A" is for the Bio-demo graphic data of respondents, while section "B" required the respondents responses on the role performance of principals in secondary schools. Every item on the questionnaire was to the situation under study, and all the statements drawn from the above areas were based on the five point likert scale format which has a five - point rating scale, to find out the extent to which respondents perceive the role

performance of principals in secondary school Federal Capital Territory Abuja. The ranking of the five- point scale were as follows:

Strongly agreeSA5

AgreeA4

UndecidedU3

DisagreeD2

Strongly disagreeSD1

3.6 Validity

The instrument used was validity by supervisor, two experts in the field of Educational Administration and Planning, and Research and Statistics Department, with emphasis on statistical considerations. The supervisors correct all the grammatical errors, clarity, relevant and adequacy which a good research instrument should possess. For examples some modification were made to item number one (1) to suite the correspondent's circumstance. The observation make were all noted and effect appropriately and all corrections and suggestions raised were employed as well as amended before it was administered.

3.7 Pilot Test

To seek the reliability of the instrument for data collection, a pilot study was conducted on respondents using a set of eight sectional questionnaires developed for the study on the assessment of the role performance of principals in management of secondary schools in F.C.T, Abuja, Nigeria. Principals and teachers of junior secondary schools Sabon Gari Gwagwalada Area Council, junior secondary schools Paika Kore were used for the pilot study. A total of fifty (50) copies ofquestionnaire were administered to forty-eight (48) teachers and two (2) principals properly completed and returned. This was subjected to reliability test using Cronbach Alpha of SPSS computer package version 23.

3.8 Reliability of Instrument

The instrument reliability was tested with Cronbach Alpha and it is yielded 0.831 from the responses of the teachers and principals. This implies that the instrument designed has internal consistency which was suitable and reliable for the study.

3.9 Method of Data Collection

The data collection tool for this study was questionnaire; one hundred and twenty (120) copies of questionnaires was personally administered to the teachers of both Junior and Senior Secondary Schools in Federal Capital Territory Abuja. The researcher physically visited all the twelve (12) schools selected for the study.

3.10 Procedures for Data Analysis

The data collected for the study were analysed and discussed using descriptive, chart and inferential statistics of Statistical Package for Social Science (SPSS) version 23. Simple percentage and chart were used in analysing the bio-demographical data of the respondents while mean and standard deviation were used in answering the research questions. The inferential statistics: t-test independent sample was used to test the hypothesis at 0.05 level of significant. The independent sample t-test statistic was employed because the tool test the significant difference between two groups of data two groups of independent sample selected randomly.

CHAPTER FOUR

RESULTS AND DISCUSSION

The chapter presents the results of this study. The chapter deals with the presentation and analysis of data as well as the discussion of the findings. The main contents therefore include results of analysis of the socio-demographic variables of the respondents, research questions, hypotheses testing and discussion of the findings respectively.

4.1 Data Analysis

4.1.1 Analysis of Socio-Demographic Data of Respondents

Table 3: Frequency Count of Respondents Gender

Gender	Frequency	Percentage (%)
Male	42	35
Female	78	65
Total	120	100

The findings from table 3 and figure 1 revealed that 35 percent of the respondents were male, while 65 percent were female. The implication of this is that majority of the respondents were female.

Table 4: Frequency Count of Respondents Marital Status

Gender	Frequency	Percentage (%)
Single	28	23.3
Married	92	76.7
Total	120	100

The findings from table 4 and figure 3 revealed that 28 or 23.3 percent of the respondents were single, while 92 or 76.7 percent were married. The implication of this is that majority of the respondents were married which were considered as parents or guardians.

Table 5: Educational Qualification of Respondents

Qualification	Frequency	Percentage (%)
N.C.E/Diploma	18	15
B.Sc/HND	32	26.7
B.Ed/BA.Ed	52	43.3
M.Sc/M.Ed	14	11.7
PhD	4	3.3
Others	-	-
Total	120	100

The findings from table 5 showed that 15 percent of the respondents have N.C.E/Diploma, 26.7 percent were B.Sc/HND holder, 43.3 percent were B.Ed/BA.Ed degree holders, 11.7 percent were M.Sc/M.Ed degree holders while 3.3 percent of the respondents were PhD holders. This implies that most of the respondents have qualification in Education and B.Ed/BA.Ed holders and the height of the bar for this category of the respondents also support this findings.

Table 6: Frequency Count of Working Experience

Years	Frequency	Percentage (%)
0-5years	12	10
6-10years	28	23.3
11-15years	32	26.7
16-20years	36	30
21-25years	12	10
26years and above	7	5.8
Total	120	100

The findings from Table 6 revealed that 10per cent of the respondents have been working for 0-5 years, 23.3 percent have worked for 6-10 years, 26.7 percent have 11-15 years working experience and 30 percent have worked for 16-20 years. Also, 10percent have 21-25 years of working experience while 5.8 percent were 26 years and above. Based on these results, it was concluded that majority of the respondents have worked for 16-20 years.

4.1.2 Analysis of Research Questions

Research Question One: Do principals perform their roles on interpersonal relationships in secondary school in Federal Capital Territory Abuja?

Table 7: Means Responses on role performance of principals on interpersonal relationship

S/N	StatementSA 5	A 4	U 3	D 2	SD 1	Mean \bar{x}	SD	
1	The principal in school interacts with his/her subordinate freely.	32	55	8	19	6	3.73	1.165
2	The principal encourages teachers to work in harmony	40	63	3	8	6	4.03	1.041
3	The principal encourages teachers to have good interpersonal relationship with students.	32	60	14	11	3	3.89	.986
4	The principal's inability to relate well with teachers makes them disengage from extracurricular activities in school.	28	56	19	12	5	3.75	1.055
5	The principal does not relate well with his/ her vice principals in School.	30	31	26	17	16	3.35	1.351
6	The PTA officials do not have good interpersonal relationship with principal	3	34	26	47	10	2.78	1.033
Average mean=3.59						Decision mean=3.0		

Table 7 reveals a total of 6 items on the principals' role on interpersonal relationships in secondary schools. The analysis shows that item 1, 2, 3, 4, and 5 responses were accepted with their means of agreement of 3.73, 4.03, 3.89, 3.75, and 3.35 respectively as they were rated above the criterion mean of 3.0. Item 6: the PTA officials do not have good interpersonal relationship with principals was rejected as it mean rated 2.73 below 3.0. Since the average value of the item means of 3.59 is greater than the criterion (decision) mean of 3.0, the result shows that principals perform their roles on interpersonal relationships in secondary schools. As principals in schools interacts with their subordinate freely,

encourages teachers to work in harmony and have good interpersonal relationship with students. Also there is good interpersonal relationship between principal and PTA officials.

Research Question Two: do principals perform the role of decision making process in secondary schools in Federal Capital Territory, Abuja?

Table 8: Mean Responses on Role Performances of Principals on Decision making Process

s/n	Statement	SA 5	A 4	U 3	D 2	SD 1	Mean \bar{x}	S.D	Decision
1	The principal involves teachers in decision making process on issues that affect them.	32	42	20	16	10	3.58	1.247	Accepted
2	PTA take part on the decision making process in my school	24	54	20	19	3	3.64	1.052	Accepted
3	Members of the local community take part in the decision making process in my school	3	34	33	40	10	2.83	1.015	Rejected
4	The principal welcomes ideas during staff meeting	21	80	6	5	8	3.84	.987	Accepted
5	Most of the times the principal takes decisions unilaterally	17	40	33	22	8	3.30	1.127	Accepted
6	Most teachers in my school disengage from school activities because they are not involved in decision making process on issues that affect them.	23	44	13	24	16	3.28	1.342	Accepted
Average of mean=3.41							Decision mean=3.0		

Table 8 reveals a total of 6 items on the principals' role on decision making process in secondary schools. The analysis shows that 5 items: 1, 2, 4, 5 and 6 responses were accepted with their means of agreement of 3.58, 3.64, 3.84, 3.30, and 3.28 respectively as were rated above the criterion mean of 3.0. Item 3 was rejected as it mean rated 2.83 below 3.0. These shows that principal involves teachers in decision making process on issues that affect them, PTA take part on the decision making process in schools, members of the local community do not take part in the decision making process in the schools. Also, the principal welcomes

ideas during staff meeting while most of the times the principal takes decisions unilaterally and as such teachers in my school disengage from school activities because they are not involved in decision making process on issues that affect them. Since the average value of the mean responses of 3.41 is greater than the decision mean of 3.0, the result reveals that principals perform their role on decision making process in secondary schools.

Research Question Three: do principals perform their roles on communication in secondary schools in Federal Capital Territory Abuja Nigeria FCT, Abuja?

Table 9: Mean Responses on Role Performance of Principals on Communication

s/n	Statement	SA 5	A 4	U 3	D 2	SD 1	Mean \bar{x}	St. D	Decision
1	The principal communicates to staff and students on matters that affect the school through circulars	19	37	19	34	11	3.16	1.257	Retained
2	The principal does not communicate to members of staff on development from the ministry of education/board of directors	14	18	6	49	33	2.43	1.398	Rejected
3	The principal has good selection of words in communicating to staff and students	31	54	13	19	3	3.76	1.085	Accepted
4	The principal makes objective evaluation for staff during the annual performance evaluation	20	26	26	26	22	2.97	1.359	Rejected
5	The principal briefs members of staff before morning assemblies	16	34	20	35	15	3.01	1.273	Retained
6	The principal allows free flow of information from bottom to top	26	50	14	19	11	3.51	1.250	Retained
Average mean=3.36							Decision mean=3.0		

The analysis in table 9 showed that the respondents accepted Item 1, 3, 5, and 6, but rejected items 2 and 4. This means that principal communicates to staff and students on matters that affect the school through circulars and communicate to members of staff on

development from the ministry of education/board of directors. Principals have good selection of words in communicating and briefs members of staff before morning assemblies but do not make objective evaluation of staff during the annual performance evaluation. Since the average value of the items mean response of 3.36 is greater than the criterion mean of 3.0 the results indicate that principals perform their roles of communication in secondary schools in Federal Capital Territory Abuja Nigeria FCT, Abuja.

Research Question Four: Do principals perform their roles of supervision in secondary schools Federal Capital Territory, Abuja?

Table 10: Mean Responses on Role Performance of Principals on Supervision

S/N	Statement	SA 5	A 4	U 3	D 2	SD 1	Mean \bar{x}	St.D	Decision	
1	The principal goes round classrooms every day to ensure instructions are taking place	25	40	22	21	12	3.38	1.271	Accepted	
2	The principal ensures that teachers make entries in the scheme of work every week	26	48	16	23	7	3.53	1.195	Accepted	
3	The principal ensures that teachers prepare lesson plans and lesson notes before they go to class.	31	44	18	22	5	3.62	1.175	Accepted	
4	The principal does not care about orientation for newly recruited teachers before they start work	11	26	31	36	16	2.83	1.183	Rejected	
5	The principal ensures that teachers only teach areas they are specialized	11	21	41	33	14	2.85	1.128	Rejected	
6	The principal ensures that HODs mentor the newly staff posted to their departments.	6	24	30	42	18	2.65	1.113	Rejected	
Average of items mean=3.14							Decision mean=3.0			

The result of analysis in table 10 shows that item 1, 2, 3, 4 and 5 with means responses of 3.74, 3.95, 3.68 and 3.72 respectively were accepted. But item 6 with the mean response of

2.65 was rejected because the mean for the item is less than 3.00 of the criterion mean. Since the average value of the responses means of the items of 3.14 is greater than the criterion (decision) mean. The result shows that principals perform their roles of supervision in secondary schools of Federal Capital Territory, Abuja. Principals go round classrooms every day to ensure instructions are taking place, and also ensure that teachers prepare lesson plans and lesson notes before they go to class as well as ensured that entries are made in the scheme of work every week.

Research Question Five: Do principals perform their roles of staff attitude development in secondary schools in Federal Capital Territory, Abuja?

Table 11: Mean Responses on Role Performance of Principals on Staff Development

S/n	Statement	SA 5	A 4	U 3	D 2	SD 1	Mean \bar{x}	SD	Decision
1	The principal recommends teachers who are qualified for in-service training in my school	25	40	23	20	12	3.38	1.265	Accepted
2	The principal encourages and supports teachers to attend conferences	26	47	17	23	7	3.52	1.195	Accepted
3	The principal encourages and supports teachers to attend seminars	31	43	19	22	5	3.61	1.176	Accepted
4	The principal does not encourage and support orientation for newly recruited teachers in the school	11	26	30	37	16	2.83	1.186	Rejected
5	The principal does not encourage support non-academic staff to go for in service training	11	22	40	33	14	2.86	1.132	Rejected
6	The principal does not encourage and support the experienced teachers to mentor the inexperienced ones.	6	25	29	42	18	2.66	1.119	Rejected
Average of items mean=3.14							Decision mean=3.0		

The result of analysis in table 11 of the items on the role of principals on attitude development shows that item 1, 2, and 3 with the mean of 3.38, 3.52, and 3.61 respectively were accepted. This is because their responses means were greater than the criterion mean of

3.0. Also in the table, item 4, 5, and 6 were rejected because their mean responses are less than the criterion mean of 3.0. This means that principal recommends teachers who are qualified for in-service training and also supports teachers to attend conferences/seminars. The principals support the mentoring and orientation of newly recruited and inexperienced teachers by both experienced classroom teachers and their HODs. Based on the analysis of the average value of the items mean responses of 3.14 which is greater than the criterion mean of 3.0, the study concludes that principals perform their roles of staff attitude development in secondary schools in Federal Capital Territory, Abuja.

Research Question Six: Do principals perform their roles of schools and host community relationship in federal capital, Abuja?

Table 12: Mean Response on Role Performance of Principals on School Community Relationship

s/n	Item Statement	SA 5	A 4	U 3	D 2	SD 1	Mean \bar{x}	SD	Decision
1.	The principal ensures that school uses people from local community to give talks to students on religious issues	34	52	18	10	6	3.82	1.092	Accepted
2.	The principal invites the local community to witness school programmes/events	35	47	7	23	8	3.65	1.268	Accepted
3.	The principal allows members of the local community to share school facilities such as water and football field	17	42	20	33	8	3.23	1.191	Accepted
4.	The principal ensures that preference is given to the local community during admission exercise	21	52	22	17	8	3.51	1.138	Accepted
5.	The principal uses elders in the local community in tacking problems of indiscipline	5	25	16	57	17	2.53	1.100	Rejected
6.	The principal attends ceremonies of the local community to cement good relationship between school and local community.	40	38	3	27	12	3.56	1.407	Accepted
Average of items							Decision mean=3.0		
mean=3.38									

The result of analysis in table 12 showed responses on items on the role of principals on schools and host community relationship in federal capital, Abuja. The respondents accepted item 1 which says that, the principal ensures that school uses people from local community to give talks to students on religious issues, the mean response is 3.82, item 2 which say that the principal invites the local community to witness school programmes/events, the mean response is 3.65, item 3 The principal allows members of the local community to share school facilities such as water and football field, the mean response is 3.23, item 4 the principal ensures that preference is given to the local community during admission exercise, the mean response is 3.51, item 6 the principal attends ceremonies of the local community to cement good relationship between school and local community, the mean

response is 3.56, the mean response were greater than the criterion mean of 3.0. But item 5, the principal uses elders in the local community in tacking problems of indiscipline, the item was rejected as having the mean response of 2.53 less than the criterion mean of 3.0. This means that principals ensure that school uses people from local community to give talks to students and also witness school programmes/events. Principals allow the local communities to use some of the school facilities such as football fields and water and also attend events organize by the local communities. Based on the analysis of the average value of the items mean responses of 3.38 which is greater than the criterion mean of 3.0, the study concludes that principals perform their roles of schools and host community relationship in federal capital, Abuja.

Research Question Seven: Do principals perform their roles of maintaining discipline amongst staff and students of secondary schools in Federal Capital Territory, Abuja?

Table 13: Mean Response on Role Performance of Principals on Maintenance of Discipline

S/N	Item Statement	SA	A	U	D	SD	Mean	S.D	Decision
		5	4	3	2	1	\bar{x}		
1.	The principal is disciplined as such he/she has the right to discipline others	34	51	19	10	6	3.81	1.095	Accepted
2.	The principal is not capable to discipline teachers in my school	6	22	18	51	23	2.48	1.145	Rejected
3.	The principal does not allow free movement of members of the local community in the school premises	17	42	21	32	8	3.23	1.138	Accepted
4.	The principal does not carry out management of discipline alone in my school	21	51	23	17	8	3.50	1.138	Accepted
5.	The principal cannot discipline staff and students because of influence peddling	35	53	8	22	2	3.81	1.102	Accepted
6.	The principal does not allow free interaction between non-academic staff and student	8	19	11	50	32	2.34	1.220	Rejected
Average value of items mean=3.20							Criterion mean=3.0		

The result of analysis in table 13 showed responses on items on the role of principals on maintaining discipline amongst staff and students of secondary schools in Federal Capital Territory, Abuja. The respondents accepted item 1, 3, 4 and 5 as their means of responses of 3.81, 3.23, 3.50 and 3.81 respectively were greater than the criterion mean of 3.0. But item 2, and 6 were rejected as having the mean responses of 2.48, and 2.34 respectively which were less than the criterion mean of 3.0. This means that principals are disciplined as such have the right to discipline teachers and do not carry out management of discipline alone. The principals do not allow free movement of members of the local community in the school premises but allow free interaction between non- academic staff and student. As the average value of the mean responses of 3.20 is greater than the criterion mean of 3.0, the study concludes that principals perform their roles of maintaining discipline amongst staff and students of secondary schools in Federal Capital Territory, Abuja.

Research Question Eight: Do principals perform their roles of maintenance of schools facilities in Secondary schools in federal Capital Territory, Abuja?

Table 14: Mean Response on Role Performance of Principals on Maintenance of Facilities

S/N	Item Statement	SA 5	A 4	U 3	D 2	SD 1	Mean \bar{x}	St.D	Decision	
1.	The principal ensures that teaching facilities are well maintained	32	61	13	12	2	3.91	.961	Accepted	
2.	The principal ensures that health and recreational facilities are well maintained	24	50	17	27	2	3.56	1.098	Accepted	
3.	The principal ensures that water facilities are well maintained	18	65	24	11	2	3.72	.891	Accepted	
4.	The principal ensures that light facilities are well maintained	20	64	11	24	1	3.65	1.010	Accepted	
5.	The principal ensures that transport facilities are well maintained	15	36	43	20	6	3.28	1.047	Accepted	
6.	The principal ensures that materials of scheme of work and other essential records are well maintained.	33	68	3	11	5	3.94	1.023	Accepted	
Average of items mean =3.68							Decision mean=3.0			

The result of analysis in table 14 showed responses of 6 items on the role of principals on maintenance of schools facilities in Secondary schools in federal Capital Territory, Abuja. The results shows that all the items; 1, 2, 3, 4, 5, and 6 were accepted with mean responses of 3.91, 3.56, 3.72, 3.65, 3.28, and 3.94 respectively as all were greater than the criterion mean of 3.0. This means that principals ensures that teaching facilities, recreational, water and light facilities are well maintained. They also ensure that scheme of works and essential school document are well maintained. The average of the 6 item means of 3.68 which is greater than the criterion (decision) mean indicates that principals perform their roles of school facilities maintenance.

4.1.3 Hypotheses Testing

Hypothesis One: There is no significant difference in the mean response of principal and teachers on principals' role performance on interpersonal relationship in secondary schools in Federal Capital Territory Abuja Nigeria.

The result of the t-test analysis for independent sample as regards the above hypothesis is presented in Table 15.

Table 15: t-test Analyses of Results of Opinions of Teachers and Principals

Variable	Number	Mean	Mean difference	Standard Deviation	Degree of freedom	t-Cal	t-Crit.	Sig(2-tailed)
	N	\bar{X}	\bar{X}_D	SD	DF		$\alpha=0.05$	P-value
Principal	12	20.67	0.94	2.674	118	.906	1.960	.367
Teacher	108	21.61		3.496				

* Significant at $p > 0.05$

The analysis in table 14 shows t-test used to compare the mean response of principals ($\bar{X} = 20.67$, $SD = 2.674$) and teachers ($\bar{X} = 21.61$, $SD = 3.496$) for the role performance of principals on interpersonal relationship ($t_{118} = 0.906$, $df = 118$, $p > 0.05$). The calculated t-value of $t(118) = 0.906$ of the responses mean of teachers and principals with degree of freedom 118 is less than the critical value of 1.960. This result is strengthened with the 2-tailed significance value (p) of $0.367 > 0.05$ level of significance. This shows that the null hypothesis is retained, implies that there is no significant difference between the mean response of principals and teachers on principals' role performance on interpersonal relationship in secondary schools in Federal Capital Territory Abuja Nigeria

Hypothesis Two: There is no significant difference in the mean response of principals and teachers on principals' role performance on decision making process in secondary schools in Federal Capital Territory Abuja Nigeria.

The result of the t-test analysis for independent sample as regards the above hypothesis is presented in Table 16.

Table 16: t-test Analyses Results of responses of principals and Teachers

Variable	Number	Mean	Mean difference	Standard Deviation	Degree of freedom	t-Cal.	t-Crit.	Sig(2-tailed)
	N	\bar{X}	\bar{X}_D	SD	DF		$\alpha=0.05$	P
Principal	12	21.33		1.723				
Teacher	108	20.39	.94	3.979	118	.803	1.960	.423

* *Significant at $p > 0.05$*

The analysis in table 17 shows t-test results used to compare the mean response of principals ($\bar{X} = 21.33$, $SD = 1.723$) and teachers ($\bar{X} = 20.39$, $SD = 3.979$) for the role performance of principals on decision making process in secondary schools ($t_{118} = 0.803$, $df = 118$, $p > 0.05$). The calculated t-value of $t(118) = 0.803$ of the responses mean of teachers and principals with degree of freedom 118 is less than the critical value of 1.960. This result is strengthened with the 2-tailed significance value (p) of $0.423 > 0.05$ level of significance. This shows that the null hypothesis is not rejected, which implies there is no significant difference between the mean response of principals and teachers on principals' role performance on decision making process in secondary schools in Federal Capital Territory Abuja Nigeria.

Hypothesis Three: There is no significance difference in the mean response of principal and teachers on principals' role performance on communication skills in secondary schools in Federal Capital Territory Abuja Nigeria.

The result of the t-test analysis for independent sample as regards the above hypothesis is presented in Table 17.

Table 17: t-test Analyses Results of Opinions of Teachers and Principals

Variable	Number	Mean	Mean difference	Standard Deviation	Degree of freedom	t-Cal.	t-Crit.	Sig(2-tailed)
	N	\bar{X}	\bar{X}_D	SD	DF		$\alpha=0.05$	P
Teacher	108	18.78		2.193				
Principal	12	19.92	1.133	3.389	118	-1.634	-1.960	.105

* *Significant at $p > 0.05$*

The analysis in table 17 shows t-test results used to compare the mean response of principals ($\bar{X} = 18.58$, $SD = 2.193$) and teachers ($\bar{X} = 20.22$, $SD = 3.389$) for the role performance of principals on communication skills in secondary schools ($t_{118} = -1.634$, $df = 118$, $p > 0.05$). The calculated t-value of $t(118) = -1.634$ of the responses mean of teachers and principals with degree of freedom 118 is less than the critical value of 1.960. This result is strengthened with the 2-tailed significance value (p) of $0.105 > 0.05$ level of significance, the null hypothesis is accepted. This means there is no significant difference between the mean response of principals and teachers on principals' role performance on communication skills in secondary schools in Federal Capital Territory Abuja Nigeria.

Hypothesis Four: There is no significant difference in the mean response of principal and teachers on principals' role performance on supervision in secondary schools in Federal Capital Territory Abuja Nigeria.

The result of the t-test analysis for independent sample as regards the above hypothesis is presented in Table 18.

Table 18: t-test Analyses Results of Opinions of Teachers and Principals

Variable	Number	Mean	Mean difference	Standard Deviation	Degree of freedom	t-Cal	t-Crit.	Sig(2-tailed)
	N	\bar{X}	\bar{X}_D	SD	DF		$\alpha=0.05$	P
Principal	12	20.08		3.579				
Teacher	108	20.19	-0.11	5.002	118	-.075	1.960	.941

*Significant at $p > 0.05$

The analysis in table 18 shows t-test results used to compare the mean response of principals ($\bar{X} = 20.08$, $SD = 3.579$) and teachers ($\bar{X} = 20.19$, $SD = 5.002$) for the role performance of principals on supervision in secondary schools ($t_{118} = -0.075$, $df = 118$, $p > 0.05$). The calculated t-value of $t(118) = -0.075$ of the responses mean of teachers and principals with degree of freedom 118 at 0.05 level of significance is less than the critical value of 1.960. Since the calculated t-value is less than the critical t-value, the null hypothesis is accepted. This means that there is no significance difference between the mean response of principal and teachers on principals' role performance on supervision in secondary schools in Federal Capital Territory Abuja Nigeria.

Hypothesis Five: There is no significant difference in the mean response of principal and teachers on principals' role performance on staff attitude development interpersonal relationship in secondary schools in Federal Capital Territory Abuja Nigeria.

The result of the t-test analysis for independent sample as regards the above hypothesis is presented in Table 19.

Table 19: Summary of t-test Analyses Results of Opinions of Teachers and Principals on Time Management

Variable	Number	Mean	Mean difference	Standard Deviation	Degree of freedom	t-Cal	t-Crit.	Sig(2-tailed)
	N	\bar{X}	\bar{X}_D	SD	DF		$\alpha=0.05$	P
Teacher	108	19.57		2.218				
Principal	12	20.33	.767	2.270	130	1.139	1.960	.257

*Significant at $p > 0.05$

The analysis in table 19 shows t-test results used to compare the mean response of principals ($\bar{X} = 17.25$, $SD = 3.334$) and teachers ($\bar{X} = 19.03$, $SD = 4.342$) for the role performance of principals on staff attitude development in secondary schools ($t_{118} = -0.075$, $df = 118$, $p > 0.05$). The calculated t-value of $t(118) = -0.075$ of the responses mean of teachers and principals with degree of freedom 118 at 0.05 level of significance is $t(118) = -0.075$ while the critical t-value is 1.960. Since the calculated t-value is less than the critical t-value, the null hypothesis is retained. This means that there is no significant difference between the mean response of principal and teachers on principals' role performance on staff attitude development in secondary schools in Federal Capital Territory Abuja Nigeria.

Research Hypothesis Six: There is no significant difference in the mean response of principal and teachers on principals' role performance on school and host community relationship in secondary schools in Federal Capital Territory Abuja Nigeria.

The result of the t-test analysis for independent sample as regards the above hypothesis is presented in Table 20.

Table 20: Summary of t-test Analyses Results of Opinions of Teachers and Principals on Time Management

Variable	Number	Mean	Mean difference	Standard Deviation	Degree of freedom	t-Cal	t-Crit.	Sig(2-tailed)
	N	\bar{X}	\bar{X}_D	SD	DF		$\alpha = 0.05$	P
Principal	12	20.42	0.06	2.151	118	.049	1.960	.961
Teacher	108	20.36		3.823				

* *Significant at $p > 0.05$*

The analysis in table 20 shows t-test results used to compare the mean response of principals ($\bar{X} = 20.42$, $SD = 2.151$) and teachers ($\bar{X} = 20.36$, $SD = 3.823$) for the role performance of principals on school and host community relationship in secondary schools ($t_{118} = .049$, $df = 118$, $p > 0.05$). The calculated t-value of the responses mean of teachers and principals with degree of freedom 118 at 0.05 level of significance is $t(118) = 0.049$ while the critical t-value is 1.960. Since the calculated t-value is less than the critical t-value, the null

hypothesis is retained. This means that there is no significant difference between the mean response of principal and teachers on principals' role performance on school and host community relationship in secondary schools in Federal Capital Territory Abuja Nigeria.

Research Hypothesis Seven: There is no significant difference in the mean response of principal and teachers on principals' role performance on maintenance of discipline amongst staff and students in secondary schools in Federal Capital Territory Abuja Nigeria.

The result of the t-test analysis for independent sample as regards the above hypothesis is presented in Table 21.

Table 21: Summary of t-test Analyses Results of Opinions of Teachers and Principals on Time Management

Variable	Number	Mean	Mean difference	Standard Deviation	Degree of freedom	t-Cal	t-Crit.	Sig(2-tailed)
	N	\bar{X}	\bar{X}_D	SD	DF		$\alpha=0.05$	P
Teacher	108	20.42		3.260				
Principal	12	21.07	-0.65	4.271	118	-.516	1.960	.607

* Significant at $p > 0.05$

The analysis in table 21 shows t-test results used to compare the mean response of principals ($\bar{X} = 20.42$, $SD = 3.260$) and teachers ($\bar{X} = 21.07$, $SD = 4.271$) for the role performance of principals on maintenance of discipline amongst staff and students in secondary schools ($t_{118} = -.516$, $df = 118$, $p > 0.05$). The calculated t-value of the responses mean of teachers and principals with degree of freedom 118 at 0.05 level of significance is $t(118) = -.516$ while the critical t-value is -1.960 . Since the calculated t-value is less than the critical t-value, as well as $p > 0.05$, the null hypothesis is accepted. This means that there is no significant difference between the mean response of principal and teachers on principals' role performance on maintenance of discipline amongst staff and students in secondary schools in Federal Capital Territory Abuja Nigeria.

Research Hypothesis Eight: There is no significant difference in the mean response of principal and teachers on principals' role performance on maintenance of school facilities in secondary schools in Federal Capital Territory Abuja Nigeria.

The result of the t-test analysis for independent sample as regards the above hypothesis is presented in Table 22.

Table 22: Summary of t-test Analyses Results of Opinions of Teachers and Principals on Time Management

Variable	Number	Mean	Mean difference	Standard Deviation	Degree of freedom	t-Cal	t-Critical	Sig(2-tailed)
	N	\bar{X}	\bar{X}_D	SD	DF		$\alpha=0.05$	P
Principal	12	22.08		2.218				
Teacher	108	22.83	-.75	2.270	118	-.565	-1.960	.565

* Significant at $p > 0.05$

The analysis in table 22 shows t-test results used to compare the mean response of principals ($\bar{X} = 22.08$, $SD = 3.029$) and teachers ($\bar{X} = 22.83$, $SD = 4.380$) for the role performance of principals on maintenance of school facilities in secondary schools ($t_{118} = -.577$, $df = 118$, $p > 0.05$). The calculated t-value of the responses mean of teachers and principals with degree of freedom 118 at 0.05 level of significance is $t(118) = -.516$ while the critical t-value is -1.960. Since the calculated t-value is less than the critical t-value, as $p > 0.05$, the null hypothesis is retained. This means that there is no significant difference between the mean response of principal and teachers on principals' role performance on maintenance of school facilities in secondary schools in Federal Capital Territory Abuja Nigeria.

4.1.4 Summary of Hypothesis

This section present the summary of the entire null hypothesis tested in the course of this study

Table 23: Summary of Hypothesis

s/n used	Hypothesis Statement	Statistical tools significant	Result	level of	decision
HO ₁	There is no significant difference between the mean response of principals and teachers on principals role performance on interpersonal relationship in secondary school in Federal Capital Territory Abuja Nigeria.	Inferential Statistics (t-test)	t-calculated is 0.906 while t-critical is 1.960 Significant and the p.value is .367	0.05	retained
HO ₂	There is no significant difference between the mean response of principals and teachers on principals role performance on decision making process in secondary schools in Federal Capital Territory Abuja.	Inferential statistics (t-test)	t-calculated is 0.803 while t-critical is 1.960 At 0.05 level of significant and the p.value is .423	0.05	retained
HO ₃	There is no significant difference between the mean response of principals and teachers on principals role performance on communication skills in secondary schools in secondary schools in Federal Capital Territory Abuja.	Inferential statistics (t-test)	t-calculated is -1.634 while t-critical is 1.960 at 0.05 level of significant and the p.value is .105	0.05	retained
HO ₄	There is no significant difference between the mean response of principals and teachers on principals role performance on supervision in secondary schools in Federal Capital Territory Abuja.	Inferential statistics (t-test)	t-calculated is -0.075 while t-critical is 1.960 at 0.05 level of significant and the p.value is .941	0.05	retained
HO ₅	There is no significant difference between the mean response of principals and teachers on principals role performance on staff attitude and development in secondary schools in Federal Capital Territory Abuja.	Inferential statistics (t-test)	t-calculated is 1.139 while t-critical is 1.960 0.05 level of significant and the p.value is .257	0.05	retained
HO ₆	There is no significant difference between the perception of principals and teachers on principals role performance on school and host community relationship in Federal Capital Territory Abuja.	Inferential statistics (t-test)	t-calculated is 0.049 while t-critical is 1.960 at 0.05 level of significant and the p.value is .961	0.05	retained
HO ₇	There is no significant difference between the perceptions of principals and teachers on principals role performance on maintenance of discipline amongst staff and students in Federal Capital Territory Abuja.	Inferential statistics (t-test)	t-calculated is -0.516 while t-critical is 1.960 at 0.05 level of significant and the p.value is .607	0.05	retained
HO ₈	There is no significant difference in the opinion of principals and teachers on principal's role performance on maintenance of facilities in secondary schools in Federal Capital Territory Abuja.	inferential statistics (t-test)	t-calculated is -0.565 while t-critical is 1.960. at 0.05 level of significant and the p.value is .565	0.05	retained

4.2 Summary of Major Findings

1. The study revealed that principals in public secondary schools in Federal Capital Territory interacted with their subordinate freely encouraged teachers to work in harmony and have good interpersonal relationships with students ($p = .367$).
2. Principals involved teachers in decision making process on issues that affect them and PTA took part on decision making process in secondary schools in Federal Capital Territory Abuja ($p = .423$).
3. Principals communicated to members of staff the development from ministry of education/ board of directors in Federal Capital Territory Abuja ($p = .105$).
4. Principals in Public Secondary School went round to class rooms every day to ensure instructions were taking place, and ensured that teachers prepare lesson plans and lesson notes before they went to class ($p = .941$).
5. Principals in public secondary schools performed their roles in staff development well in secondary schools in Federal Capital Territory Abuja, Nigeria ($p = .257$).
6. Principals in public secondary schools performed their roles in schools and community relationship well in Federal Capital Territory Abuja, Nigeria ($p = .961$).
7. Principals in public secondary schools performed their roles in maintenance of discipline amongst staff and student of secondary schools in Federal Capital Abuja, Nigeria ($p = .607$). and
8. Principals in public secondary schools ensured that teaching facilities, recreational, water and light facilities were well maintained ($p = .565$).

4.3 Discussion of the Findings

The findings from the analysis of socio-demographic data of the respondents revealed that 31 percent of the respondents were male, while 69.0 percent were female.

The implication of this is that majority of the respondents were female. The results also revealed that 19 respondents or 14.4 percent were aged 18-29 years, 33 or 25 percent were between 30-39 years of age, 46 or 34.8 percent were between 40-49 years of age while 34 or 25.8 percent were between the ages of 50-59 years, This findings implies that majority of the respondents were between the age of 40-49 years. The findings showed that 39 or 29.5 percent of the respondents were single, while 93 or 70.5 percent were married. The implication of this is that majority of the respondents were married which were considered as parents or guardians. The results also revealed that 9.1 percent of the respondents have N.C.E, 6.8 percent were HND holder, 66.7 percent were degree holders, 15.9 percent were masters' degree holders while 1.5 percent of the respondents were PhD holders.

This implies that most of the respondents were B.Sc/B.Ed holders and the height of the bar for this category of the respondents also support this findings. Furthermore, the findings from Table 7 revealed that 9.8 percent of the respondents have been working for 0-5 years, 16.7 percent have worked for 6-10 years, 24.2 percent have 11-15 years working experience and 28.8 percent have worked for 16-20 years. Also, 9.1 percent have 21-25 years of working experience while 11.4 percent were 26 years and above. Based on these results, it was concluded that majority of the respondents have worked for 16-20 years.

This study aimed at assessing the role performance of principals on management of secondary schools in Federal Capital Territory, Abuja. Eight objectives were raised guided by eight research questions which were validates by hypotheses on one to one basis. The basic variables assessed on the role performance of the principals were interpersonal relationship, decision-making, communication and supervision. Others were staff attitude development,

school-host community relations, maintenance of discipline and school facilities in secondary schools.

The study on whether principals perform their role performance on staff and students interpersonal relationship. The result of the study evident that principals and teachers shows no significant difference in their responses on interpersonal relationship. This validates the research question 1 findings that reveals that principals perform their roles performance on interpersonal relationships in secondary schools. As principals in schools interacts with their subordinate freely, encourages teachers to work in harmony and have good interpersonal relationship with students. Also there is good interpersonal relationship between the principals and PTA officials. This study agreed with Garba (2015) that the role performance of the principals contribute positively to the development of interpersonal relationship in the secondary schools and that principals performed their roles perfectly in schools where good interpersonal relationship with the members of school reduces gossip, rumour and ethnic bias to its barest minimum if not can trunked teachers classroom activities. In line with this finding, Kodz, (2011) posited that good interpersonal interaction of teachers with students has positive effect on academic achievement and principal is at the strategic Centre of a web of human relationships-school-society, school-management, school-department, teacher-inspector, teacher- teacher, teacher-pupils and teacher- parent. He is the dispatching station at the centre of this human relationship.

On whether principals perform their role performance on decision making process in secondary schools in Federal Capital Territory, Abuja, the test result shows that there is no significant difference between the mean response of principals and teachers on principals' role performance on decision making process in secondary schools in Federal Capital Territory Abuja Nigeria. This findings validates the result of research question which reveals that principals perform the role performance on decision making process. This is in

consonance with the study of Hoy and Miskel (2001) who noted that involvement of followers in decision making result in better decisions. Principals make teachers to share in decision making so that they feel obliged to comply with the norms to which they have subscribed. However, using team work or sharing responsibility motivate teachers and assure high morale.

The analysis of research question 3 which was on whether principals perform their roles on communication in secondary schools in Federal Capital Territory Abuja Nigeria FCT, Abuja. The results indicates that principals perform their roles of communication in secondary schools in Federal Capital Territory Abuja Nigeria FCT, Abuja. This is because principal communicates to staff and students on matters that affect the school through circulars and communicate to members of staff on development from the ministry of education/board of directors. Principals have good selection of words in communicating and briefs members of staff before morning assemblies but do not make objective evaluation of staff during the annual performance evaluation.

The results shows no significant difference between the mean response of principals and teachers on principals' role performance on communication skills in secondary schools in Federal Capital Territory Abuja Nigeria. The findings are in agreement with Gambo (2015) that principals perform their expected role on communication perfectly in the secondary schools. As Effective communication in an organization such as school helps to explain the objectives, policies and activities, which are needed by all employees to ensure maximum contribution in terms of effort and foster better team spirit between the management and employees.

This is in line with the views of Ijaiya(2000) that a school manager cannot organize his staff, coordinate and control their activities as well as delegate responsibilities without effective communication which helps to build relationship and facilitates achievement of

goals. Also, Ogunsaju (1990), who confound that communication is an event that occurs whenever people assign meaning to each other behaviours and school Principals, need to take caution and ensure that wrong interpretations are not assigned to information communicated especially in behaviour. The study analysis on whether principals perform their roles of supervision in secondary schools in Federal Capital Territory, Abuja.

The findings reveals that there is no significant difference between the responses of principals and teachers on principals performing their role performance on supervision. It shows that principals perform their role performance on supervisions. It was informed that they go round classrooms every day to ensure instructions are taking place, and also ensure that teachers prepare lesson plans and lesson notes before they go to class as well as ensured that entries are made in the scheme of work every week. This agreed with the findings of Nwaham (2008) who posited that principals understand the importance of supervision in education process and the impact it has on the students' performance. Ineffective supervision leads to problems like absenteeism of students from class, teachers' poor attitudes to work, wastage of human and material and general indiscipline in the school.

Consequently, students resort to street hawking, inter-state prostitution and several other social vices. This is in line with the findings of Arinze (2004), that secondary school principal is super-ordinate who influences the beliefs and behaviour of teachers and also serve as watch dog to the educational systems through observation, modification, and correction of teachers. He is the chief resident supervisor of the school and the one who aid teachers to be in a vantage position to function efficiently for the utmost benefit of the students. According to Retting (2007), supervision provides to the teachers the opportunities to be groomed through a discursive critical study of classroom interaction. It helps them to carry out their teaching tasks in line with professional codes of conduct. Lack of supervisory roles by the Principals leads to teachers" poor attitudes to work. It is the principal's

responsibility to guide and direct teachers in the process of implementing the curriculum and ensure that facilities for teaching and learning are in order and effectively utilized.

The findings of the study on whether principals perform their role performance on staff attitude development, reveals that principals perform their role performance on staff attitude development in secondary schools in F.C.T. Abuja. This was validated with the test of research hypothesis 5 which shows that there is no significance difference between the mean response of principals and teachers on principals' role performance on staff attitude development in secondary schools in Federal Capital Territory Abuja. The responses shows that principal recommends teachers who are qualified for in-service training and also supports teachers to attend conferences/seminars.

The principals supports the mentoring and orientation of newly recruited and inexperience teachers by both experienced classroom teachers and their HODs. This is why Ajayi and Oni in Babayemi (2006), emphasized that a school principal must not only be trained in the act of administration but must be well-acquainted with the principles that guides and control administrative processes effectively. As the chief executive, the principal owes it a duty to modify the attitude of the staff and motivate them to put in their best at achieving educational goals through effective teaching-learning process. This is in lined with Ajayi, and Ekundayo(2010), who reported that negligence of this area of responsibility by the administrators/principals-seems to hinder effective performance of teaching learning activities in the secondary schools.

On principals performing their roles on schools and host community relationship in federal capital, Abuja, the study gather that principals perform their roles on schools and host community relationship in federal capital, Abuja. They ensure that school uses people from local community to give talks to students and also witness school programmes/events. Principals allow the local communities to use some of the school facilities such as football

fields and water and also attend events organize by the local communities. These findings were validates with the test of hypothesis 6 which reveals that there is no significance difference between the mean response of principals and teachers on principals' role performance on school and host community relationship in secondary schools in Federal Capital Territory Abuja Nigeria. This findings agree with the study of Akhilan and (2008) that principal assists and educates the community members, helps them (in a facilitating manner) in their community development and cultural activities, encourages them to take a more active role in their children's education, draws community talents and other community resources to the school and allows community members to use the school resources and the like. Establishing a more cooperative and supportive functional interaction among various governmental and non-governmental organizations in the school community would yield more benefits to the clients.

The results of the study reveals that no significance difference exists between the mean response of principals and teachers on principals' role performance on maintenance of discipline amongst staff and students in secondary schools in Federal Capital Territory Abuja Nigeria. This validated the findings of the study that reveals that principals perform their roles of maintaining discipline amongst staff and students; This means that principals are disciplined as such have the right to discipline teachers and do not carry out management of discipline alone. They do not allow free movement of members of the local community in the school premises but allow free interaction among staff and student. This is in agreement with Warren-Little(2010) who stated that principals play a role in the student discipline by developing a system of consequences for misbehaviour that is in line with school district policies and may include detentions, expulsion or suspension. In some schools, the principal also plays a lead role in implementing discipline. If a student gets into trouble in a class, he is sent to the principal's office.

The principal discusses the behaviour with the disciplinary committee, explains any potential consequences and contacts parents in some circumstances while for extreme cases of violence or illegal activities, the principal may refer a student to the school board for possible expulsion. The findings also confound with Kelly (2017) statement that the actions of the principal and assistant principals form the basis of the overall mood for the school. If they consistently support teachers, fairly implement the discipline plan, and follow-through on disciplinary actions, then teachers will follow their lead. If they slack on discipline, it becomes apparent over time and misbehaviour typically increases.

Furthermore, the analysis result of the study reveals that principals perform their role performance on maintenance of schools facilities in Secondary schools in federal Capital Territory, Abuja; as they ensure that teaching facilities, recreational, water and light facilities are well maintained. They also ensure that scheme of works and essential school document are well maintained. This was validated with the test of research hypothesis which indicates that no significant difference exist between the mean responses of the principals and that of the teachers. This results is in line with the findings of Ebong and Agabi in Nnabuo, Okorie and Agabi (2011), who reported that school management by principals is the totality of efforts that must be brought to bear in the provision and delivery of education by ensured that both human and material resources allocated to education are provided, maintained and used to the best advantage in the pursuit of educational objectives and goals. Agrees with this, Abdulkareem (2011), reported that to respond positively to the ever changing phenomenon of education to meet contemporary societal challenges, there must be continuous increase and adequacy of educational facilities, because if the existing ones.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter deals with the summary of the findings of the study, conclusion drawn from the study, recommendations made based on the findings. The chapter also includes limitations of the study and suggestions for further studies respectively.

5.2 Summary

This study aimed at assessing of the role performance of principals of secondary schools in Federal Capital Territory Abuja. Eight research questions and eight research hypothesis were formulated to guide the study. The study adopted descriptive survey design and the population study comprise of 136 junior secondary schools, 57 senior secondary schools 193 principals 8205 teachers use in the study and data were collected using structured teachers questionnaire.

The data gathered were analysed using descriptive, chart and inferential statistics of statistical package for social science (SPSS) and hypotheses tested at 0.05 level of significant. The findings of the study however, revealed among others that principals perform their roles performance on interpersonal relationship in secondary schools. As principals in school interact with their subordinate freely, encourages teachers to work in harmony. Decision making process in secondary schools as principals involve PTA in decision making process on issues that affect them.

5.3 Conclusions

This study aimed at assessing the role performance of principals of secondary schools

1. The result reveals that principals in schools interact with their subordinate freely encourage teachers to work in harmony and have good interpersonal relationships with students.
2. It was discovered from the study showed that principals welcome ideas during staff meeting while most of the items they take decisions unilaterally and such teachers disengaged from schools activities because they are not involved in decision making.
3. It was reveals that principals communicate to staff and student on matter that affect the schools through circular and communicate to members in development from ministry of education/board of directors.
4. The result of finding showed that principals perform their role performance on supervisions, they round class rooms every day to ensure instructions are taking place, and also ensure that teacher prepare lesson plans and lesson notes before they go to class as well.
5. It was reveals that staff development in secondary schools is very important, they recommend teachers who are qualified for in service training and also support teacher to attained conferences/seminar.
6. The result of the finding shows that school and community relationship is cordial they ensure that schools uses people from local community to gives talks to students and also witness schools programs/events.
7. The study showed that principals perform their roles of maintaining discipline amongst staff and student of secondary schools in Federal Capital Abuja. Nigeria.
8. The study reveals that principals ensure that teaching facilities, recreational, water and light facilities are well maintained.

5.4 Recommendations

Based on the findings of this study, the following are recommended:

- I. Principals should ensure proper supervision of their teachers in order to make genuine annual evaluation of their performance and offer discipline appropriately.
- II. Principal should ensure the use of stakeholders and elders in the local community in tackling problems of indiscipline in their schools as that will curtail any unroll behaviours and social vices by teachers and students.
- III. Communication skill is paramount in any organization. So, Principals and school management should hereby ensure the use of proper communication skills to their subordinates to project their intended actions or views and their rights.
- IV. Principals should ensure the involvement of teachers and the community leaders of their host community on matters that have to do with them for proper decision making.
- V. Government, Stakeholders, Ministry of education and principals should ensure proper recommendation of teachers and encourage them to further their educations where there is need either through attending seminars, conferences, workshops and in-service training to enable them to update their knowledge for proper dissemination of duties in attending of the intended educational objectives.
- VI. School principals and school authority should sustain high level of involvement of host community, PTA in school administration in order to maintain cordialrelationship which may promote offer of attention for any need if arise between the school and the community.
- VII. Principals should ensure the optimal maintenance culture and usage of teaching and learning materials and school facilities in the school Records of all facilities in the school should be provided in form of checklist and also ensure regular supervision of

the facilities. Where maintenance is beyond principals' capacity proper authority attention should be drawn that will ensure lasting and high quality of the school facilities.

5.5 Suggestions for Further Studies

- i. This study is limited to the assessment of the role performance of principals in secondary schools. The researcher was able to study public schools and was not able to look at other variables such as private secondary schools, problems faced by principals in the process of executing their duties. All these point to the need for further studies.
- ii. There is the need for critical assess of the role performance of other schools heads at all level of educations such as primary schools or tertiary institutions in order to be able to ascertain the level of educational administration.
- iii. This study limited to Federal Capital Territory Abuja, the same can be replicated in other state of interest to enable generalization of the outcomes.

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APPENDIX
QUESTIONNAIRES

School of post graduate study
Faculty of Education,
Department of Education,
Ahmadu Bello University Zaria.
Dear sir/Madam.

I am a student of post graduate school, Ahmadu Bello University Zaria. I am currently undertaking a research on Assessment of the role performance of principals in secondary schools in Federal Capital Territory (Federal Capital Territory) Abuja Nigeria.

As part of the study, I need to collect information about Assessment of the role performance of principals in secondary schools in Federal Capital Territory Abuja Nigeria. All information provided will be treated confidentially and will be used for academic purpose only. Please provide your responses as indicated on the questionnaire.

Thanks for your cooperation

Sarah NaanleKumtong
(Researcher).

QUESTIONNAIRE

ASSESSMENT OF THE ROLE PERFORMANCES OF PRINCIPALS IN SECONDARY SCHOOLS IN FEDERAL CAPITAL TERRITORY ABUJA NIGERIA

Tick in the appropriate box that relates to you.

SECTION A: Bio Data

1. Status:
 - a. Principal ()
 - b. Teachers ()
2. Gender
 - Male ()
 - Female ()
3. Marital Status:
 - Single ()
 - Married ()
4. Education Qualifications
 - a. NCE/ Diploma ()
 - b. B.Sc/ HND ()
 - c. B.Ed/BA.Ed ()
 - d. M.Ed/M. Sc ()
 - e. Ph.D ()
 - f. Others ()

5. Working Experience

a. 1-3 ()

b. 4-6 ()

c. 7-9 ()

d. 10-12 ()

e. 13-15 ()

f. 16-19 ()

g. 20-22 ()

h. 23 above ()

6. Designation.....

SECTION B:
ROLE PERFORMANCE OF PRINCIPALS ON INTERPERSONAL RELATIONSHIP
IN SECONDARY SCHOOLS IN FEDERAL CAPITAL TERRITORY ABUJA

Tick the appropriate column that relates to your opinion.

S/N	Item Statement	Strongly Agreed	Agreed	Undecided	Decided	Strongly Disagreed
1.	The principal in school interacts with his/her subordinate freely.					
2.	The principal encourages teachers to work in harmony					
3.	The principal encourages teachers to have good interpersonal relationship with students.					
4.	The principal's inability to relate well with teachers makes them disengage from extracurricular activities in school.					
5.	The principal does not relate well with his/ her vice principals in the school.					
6.	The PTA officials does not have good interpersonal relationship with principal					

SECTION C:

**ROLE PERFORMANCES OF PRINCIPALS ON DECISION MAKING PROCESS IN
SECONDARY SCHOOLS IN FEDERAL CAPITAL TERRITORY ABUJA**

S/N	Item Statement	Strongly Agreed	Agreed	Undecided	Decided	Strongly Disagreed
1.	The principal involves teachers in decision making process on issues that affect them.					
2.	PTA take part on the decision making process in my school					
3.	Members of the local community take part in the decision making process in my school					
4.	The principal welcomes ideas during staff meeting					
5.	Most of the times the principal takes decisions unilaterally					
6.	Most teachers in my school disengage from school activities because they were not involved in decision making process on issues that affect them.					

SECTION D:
ROLE PERFORMANCE OF PRINCIPALS ON COMMUNICATION IN
SECONDARY SCHOOLS

S/N	Item Statement	Strongly Agreed	Agreed	Undecided	Decided	Strongly Disagreed
1.	The principal communicates to staff and students on matters that affect the school through circulars					
2.	The principal does not communicate to members of staff development from the ministry of education/board of directors					
3.	The principal has good selection of words in communicating to staff and students					
4.	The principal makes objective evaluation for staff during the annual performance evaluation					
5.	The principal briefs members of staff before morning assemblies					
6	The principal allows free flow of information from bottom to top					

SECTION E:
ROLE PERFORMANCE OF PRINCIPALS ON SUPERVISION IN SECONDARY
SCHOOLS IN FEDERAL CAPITAL TERRITORY ABUJA

S/N	Item Statement	Strongly Agreed	Agreed	Undecided	Decided	Strongly Disagreed
1.	The principal goes round classrooms every day to ensure instructions are taking place					
2.	The principal ensures that teachers make entries in the scheme of work every week					
3.	The principal ensures that teachers prepare lesson plans and lesson notes before they go to class.					
4.	The principal care about orientation for newly recruited teachers before they start work					
5.	The principal ensures that teachers only teach areas they are specialized					
6	The principal ensures that HODs mentor the newly staff posted to their departments.					

SECTION F:**ROLE PERFORMANCE OF PRINCIPALS ON STAFF DEVELOPMENT IN
SECONDARY**

S/N	Item Statement	Strongly Agreed	Agreed	Undecided	Decided	Strongly Disagreed
1.	The principal recommends teachers who are qualified for in-service training in my school					
2.	The principal encourages and supports teachers to attend conferences					
3.	The principal encourages and supports teachers to attend seminars					
4.	The principal encourage and support orientation for newly recruited teachers in the school					
5.	The principal encourage support non- academic staff to go for in service training					
6.	The principal encourage and support the experienced teachers to mentor the inexperienced ones.					

SECTION G:
ROLE PERFORMANCE OF PRINCIPALS ON MAINTENANCE OF DISCIPLINE
IN SECONDARY SCHOOLS

S/N	Item Statement	Strongly Agreed	Agreed	Undecided	Decided	Strongly Disagreed
1.	The principal is disciplined as such he/her has the right to discipline others					
2.	The principal is capable to discipline teachers in my school					
3.	The principal allow free movement of members of the local community in the school premises					
4.	The principal carry out management of discipline alone in my school					
5.	The principal discipline staff and students because of influence peddling					
6.	The principal allow free interaction between non-academic staff and student					

SECTION H:
ROLE PERFORMANCE OF PRINCIPALS ON SCHOOL COMMUNITY
RELATIONSHIP IN SECONDARY FEDERAL CAPITAL TERRITORY ABUJA

S/N	Item Statement	Strongly Agreed	Agreed	Undecided	Decided	Strongly Disagreed
1.	The principal ensures that school uses people from local community to give talks to students on religious issues					
2.	The principal invites the local community to witness school programmes/events					
3.	The principal allows members of the local community to share school facilities such as water and football field					
4.	The principal ensures that preference is given to the local community during admission exercise					
5.	The principal uses elders in the local community in tackling problems of indiscipline					
6.	The principal attends ceremonies of the local community to cement good relationship between school and local community.					

SECTION I:

**ROLE PERFORMANCE OF PRINCIPALS ON MAINTENANCE OF FACILITIES
IN SECONDARY SCHOOLS IN FEDERAL CAPITAL TERRITORY ABUJA**

S/N	Item Statement	Strongly Agreed	Agreed	Undecided	Decided	Strongly Disagreed
1.	The principal ensures that teaching facilities are well maintained					
2.	The principal ensures that health and recreational facilities are well maintained					
3.	The principal ensures that water facilities are well maintained					
4.	The principal ensures that light facilities are well maintained					
5.	The principal ensures that transport facilities are well maintained					
6.	The principal ensures that materials of scheme of work and other essential records are well maintained.					

THE FOLLOWING ARE THE LIST OF SCHOOLS
FCT UNIVERSAL BASIC EDUCATION BOARD. ABUJA

LIST OF PUBLIC JUNIOR SECONDARY SCHOOLS, 2011/2012 ACADEMIC SESSION

S/N		NAME OF SCHOOL	YEAR OF ESTABLISHMENT	AREA COUNCIL	SECTOR
1.	1.	JSS ABAJI	2005	ABAJI	URBAN
2.	2.	JSS .AGYANA	2008	ABAJI	RURAL
3.	3.	JSS GAWU	2005	ABAJI	RURAL
4.	4.	JSS GURDI	2006	ABAJI	RURAL
5.	5.	JSS KEKESHI	2008	ABAJI	URBAN
6.	6.	JSS NAHARATI	2005	ABAJI	URBAN
7.	7.	JSS NUKU	2005	ABAJI	RURAL
8.	8.	JSS PAN DAG 1	2005	ABAJI	RURAL
9.	9.	JSS YABA	2005	ABAJI	RURAL
10.	10.	JSS ALU	2011	ABAJI	RURAL
11.	11.	JSS MAMAGi	2011	ABAJI	RURAL
12.	1.	JSS BWARI CENTRAL	2005	BWARI	URBAN
13.	2.	JSS BWARI I	2005	BWARI	URBAN
14.	3.	JSS BYAZHIN	2005	BWARI	RURAL
15.	4.	JSS DAWAKI	2010	BWARI	URBAN
16.	5.	JSS DEI-DEI	2006	BWARI	URBAN
17.	6.	JSS DUTSESAGWARJ	2005	BWARI	RURAL
18.	7.	JSS DUTSEALHAJI	2005	BWARI	URBAN
19.	8.	JSS IGU	2006	BWARI	RURAL
20.	9,	JSS KAWU	2005	BWARI	RURAL
21.	10.	JSS KUBWA	2005	BWARI	USBAN
22.	11	JSS KUBWAI	2007	BWARI	URBAN
23.	12.	JSS KUBWA III	2006	BWARI	URBAN
24,	13.	JSS LOWER USUMA DAM	2005	BWARI	URBAN
25.	14.	JSS MPAPE	2006	BWARI	URBAN
26.	^	JSS PEYI	2006	BWARI	RURAL
27.	16.	JSS SHERE	2006	BWARI	RURAL
28.	17. J	JSS UHSAFA	2005	BWARI	RURAL
29.	18.	JSS GUTO	2011	BWARI	RURAL
30	19.	JSS JIBI	2012	BWARI	URBAN
31.	1.	JSS DOBI	2005	GWAGWALADA	RURAL
32.	2.	JSS DUKPA	2005	GWAGWALADA	RURAL
33.	3.	JSS GIRI	2006	GWAGWALADA	RURAL
34.	4.	JSS GWAGWALADA	2005	GWAGWALADA	URBAN
35.	5.	JSS HAJCAMP	2005	GWAGWALADA	URBAN
36.	6,	JSS PAIKO KORE	2005	GWAGWALADA	RURAL
37	7.	JSS PHASr411 G/LADA	2005	GWAGWALADA	URBAN
37.	8.	JSS SABON GARI	2005	GWAGWALADA	URBAN
39.	9.	JSS T/MAJE	2005	GWAGWALADA	RURAL
40.	10.	JSS YIMI	2005	GWAGWALADA	RURAL

41	11.	JSS ZUBA	2005	GWAGWALADA	RURAL
42.	12.	JSS GWAKO	2011	GWAGWALADA	RURAL
43.	13.	JSS OLDKUTUNKU	2011	GWAGWALADA	RURAL
44.	14.	JSS PABEYI	2011	GWAGWALADA	RURAL
45.	15.	JSS ANADADA	2012	GWAGWALADA	RURAL
46.	16.	JSS IBWA	2012	GWAGWALADA	RURAL
44	1	JSS G/KARYA	2001	KUJE	RURAL
45	2	JSS GAUBE	2005	KUJE	RURAL
46	3	JSS GWARGWADA	2005	KUJE	RURAL
47	4	JSS KABIN MANGORO	2006	KUJE	RURAL
48	5	JSS KUJE	2005	KUJE	RURAL
49	6	JSS KWAKU	2006	KUJE	RURAL
50	7	JSS NYACHE	2010	KUJE	RURAL
51	8	JSS PAGI	2006	KUJE	RURAL
52	9	JSS PASALI	2005	KUJE	URBAN
53	10	JSS RUBOCHI	1981	KUJE	RURAL
54	11	JSS TUKPECHI	2009	KUJE	RURAL
55	12	JSS UKYA	2006	KUJE	RURAL
56	13	JSS AGWAI	2011	KUJE	RURAL
57	14	JSS DAFARA	2011	KUJE	RURAL
58	15	JSS KABIN KASA	2011	KUJE	RURAL
59	16	JSS KIYI	2011	KUJE	RURAL
60	17	JSS KUJEKWA	2011	KUJE	RURAL
61	18	JSS SABO	2011	KUJE	RURAL
62	19	JSS HUNI	2012	KUJE	RURAL
63	20	JSS YANGA	2012	KUJE	RURAL
64	21	JSS ABUJA	2012	KUJE	RURAL
65	1	JSS BAKO	2010	KWALI	RURAL
66	2	JSS BUKPE	2007	KWALI	RURAL
67	3	JSS DAFA	2006	KWALI	RURAL
68	4	JSS DANGARA	2006	KWALI	RURAL
69	5	JSS IJA PADA	2009	KWALI	RURAL
70	6	JSS KILANKWAI	2007	KWALI	RURAL
71	7	JSS KWAITA	2010	KWALI	RURAL
72	8	JSS KWALI	2005	KWALI	URBAN
73	9	JSS KWALI CENTRAL	2007	KWALI	URBAN
74	10	JSS LEDA	2010	KWALI	RURAL
75	11	JSS PAI	2007	KWALI	RURAL
76	12	JSS UBOSHARO	2010	KWALI	RURAL
77	13	JSS WAKO	2005	KWALI	RURAL
78	14	JSS YANGOJI	2005	KWALI	RURAL
79	15	JSS YEBU	1992	KWALI	RURAL
80	16	JSS PIRI	2011	KWALI	RURAL
81	17	JSS SHEDA	2012	KWALI	URBAN

82	1	ADJSS ASOKORO	2005	MUNICIPAL	URBAN
83	2	ADJSS MAITAMA	2005	MUNICIPAL	URBAN
84	3	JDSS JIWA	2005	MUNICIPAL	RURAL
85	4	JSS AIRPORT	2005	MUNICIPAL	URBAN
86	5	JSS APO	2005	MUNICIPAL	URBAN
87	6	JSS APO LEGISLATIVE QRTS	2006	MUNICIPAL	URBAN
84	7	JSS AREA 11	2005	MUNICIPAL	URBAN
85	8	JSS ASOKORO	2005	MUNICIPAL	URBAN
86	9	JSS DURUMI	2008	MUNICIPAL	URBAN
87	10	JSS GARKI	2005	MUNICIPAL	RURAL
88	11	JSS GOSA	2005	MUNICIPAL	RURAL
89	12	JSS GWAGWA	2005	MUNICIPAL	RURAL
90	13	JSSGWARINPA	2006	MUNICIPAL	URBAN
91	14	JSSGWARINPA ESTATE	2005	MUNICIPAL	RURBAN
92	15	JSSIDICTSARKI	2008	MUNICIPAL	RURAL
93	16	JSS IDU KORO	2006	MUNICIPAL	RURAL
94	17	JSSJABI	2002	MUNICIPAL	URBAN
95	18	JSS JIKWOYI	2005	MUNICIPAL	RURAL
96	19	JSS JIWA2005	2005	MUNICIPAL	RURAL
97	20	JSS KUBUSA	2005	MUNICIPAL	RURAL
98	21	JSS KADO-KUCHI	2006	MUNICIPAL	URBAN
99	22	JSS KARMO SABO	2006	MUNICIPAL	RURAL
100	23	JSS KARHI	2005	MUNICIPAL	RURAL
101	24	JSS KARU	2005	MUNICIPAL	URBAN
102	25	JSS KURUDU	2006	MUNICIPAL	RURAL
103	26	JSS LIFE CAMP	2006	MUNICIPAL	URBAN
104	27	JSS LUGBE FHA .	2006	MUNICIPAL	URBAN
105	28	JSS MODEL MAITAMA	2006	MUNICIPAL	URBAN
106	29	JSS NARAI	2007	MUNICIPAL	URBAN
107	30	JSS NYAYA 1	2005	MUNICIPAL	URBAN
108	31	JSS NYANYA II	2007	MUNICIPAL	URBAN
109	32	JSS NYANYA ill	2010	MUNICIPAL	URBAN
110	33	JSS OROZO	2006	MUNICIPAL	RURAL
111	34	JSS PYAKASA	2006	MUNICIPAL	RURAL
112	35	JSS T/WADA	2005	MUNICIPAL	URBAN
113	36	JSS WISE ZONE 1	2006	MUNICIPAL	URBAN
114	37	JSS WUSEZONE 2	2009	MUNICIPAL	URBAN
115	38	JSS WUSEZONE 3	2005	MUNICIPAL	URBAN
116	39	JSS WUSE ZONE 6	2005	MUNICIPAL	URBAN
117	40	JSS AREA 1	2011	MUNICIPAL	URBAN
118	41	JSS KAGINI	2011	MUNICIPAL	URBAN
119	42	JSS GBAGAUPE	2011	MUNICIPAL	URBAN
120	43	JSS DURUMI II	2011	MUNICIPAL	URBAN

121	44	JSS GUDUWA	2011	MUNICIPAL	URBAN
122	45	JSS ALEITA	2011	MUNICIPAL	URBAN
123	46	JSS KUCHIGORO	2011	MUNICIPAL	URBAN
124	47	JSS GALADIMA	2011	MUNICIPAL	URBAN
125	48	JSS KETTI	2011	MUNICIPAL	URBAN
126	49	JSS GWARINPA II	2011	MUNICIPAL	URBAN
127	50	JSS TUNGAN MADAKI	2011	MUNICIPAL	URBAN
128	51	JSS WUPA	2012	MUNICIPAL	RURAL
129	53	JSS GALADIMAWA	2012	MUNICIPAL	URBAN