

**USMANU DANFODIYO UNIVERSITY, SOKOTO  
(POSTGRADUATE SCHOOL)**

**ASSESSMENT OF THE QUALITY OF STUDENTS' PERSONNEL SERVICES  
IN SECONDARY SCHOOLS IN SOKOTO METROPOLIS**

**A Dissertation  
Submitted to the  
Postgraduate School  
USMANU DANFODIYO UNIVERSITY, SOKOTO, NIGERIA  
In Partial Fulfillment of the Requirement  
For the Award of the Degree of  
MASTER OF EDUCATION (ADMINISTRATION AND PLANNING)**

**BY**

**ABDULLAHI, Hamza Dingyadi  
ADM. NO.:14210411004**

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS**

**APRIL, 2019**

## **DEDICATION**

This Research work is dedicated to the family of Late Mal.AbdullahiYalaudo and  
HajiyaHauwa'uAlh. Jabbi

## CERTIFICATION

This Dissertation by ABDULLAHI Hamza Dingyadi (14210411004) has met the requirements for the award of Degree of Master of Education (M. Ed) in Administration and Planning of the UsmanuDanfodiyo University, Sokoto, and is approved for its contribution to knowledge.

.....

Date.....

External Examiner

.....

Date.....

Dr. S.D. Manga

(Major Supervisor)

.....

Date.....

Prof. M.G. Maitafsir

(Co-Supervisor I)

.....

Date.....

Dr. M. Ibrahim

(Co-Supervisor II)

.....

Date.....

Prof. M.G Mahuta

Head, Department of Education Foundation

## ACKNOWLEDGEMENTS

In the name of Allah the Most Beneficent, the Most Merciful. All praises and thanks are due to Allah (SWT) the creator, cherisher, provider, protector, the one in whose hands lies the absolute ownership of everything in existence for sparing my life and giving me the sound health throughout the period of this research. May the Blessings and salutations be upon the prophet Muhammad (SAW) his families, companions and all those who follow their footstep till the Day of Judgment?

First and foremost, the researcher wish to express is heartfelt and weighty gratitude to my major supervisor, Dr. S. D. Manga, whose patience, cooperation, kindness and scholarly guidance greatly helped in the completion of this dissertation. The researcher deep appreciation and sincere gratitude also goes to his co-supervisor I, Prof. M. G. Maitafsir, who contributed immensely towards the success of this study right from the initial stage. I equally wish to acknowledge the contributions of my co-supervisor II, Dr. M. Ibrahim, for his tireless guidance and concern for the study which greatly enhances the quality and success of this study. The researcher remains grateful to them forever.

I remain indebted to Prof. Malami Umar Tambawal (Dean Faculty of Education and Extension Services), Prof. M. G. Mahuta (H.O.D Educational Foundations), Prof. A. A Salawu, Prof. I. Galadima, Prof. M. C. Anuna from Abia state University, MalamBabangida (IBB), Malam NuraDakingariand all other lecturers in the faculty of Education and Extension Services, UsmanuDanfodiyo University Sokoto. May the Almighty Allah reward them abundantly. The researcher also remain indebted to his parent, brothers, sisters and beloved wife for their prayers, patience, encouragement and assistance throughout hisM.Edprogramme as well as his children: Ahmad, Na'imatu,

Abdullahi and Nana Asma'u for their patience and prayers. May the Almighty Allah bless them all.

The researcher weighty and special gratitude also goes to his brothers Alh. MainasaraShehu, Alh. Aliyukwalfa, Alh. UmaruBabuga Oro, Alh. BabugaAbubakarMagaji and Alh. AbubakarDankaramifor their elderly advice, words of encouragement, moral and financial support given to him during this programme, May the Almighty Allah reward them abundantly.

Lastly, the researcher gratitude also goes to the various scholars whose work he consulted. The researcher also acknowledged all the principals, teachers and students of public secondary schools within Sokoto metropolis for their assistance and cooperation given to him during this research study as well as other people whose names could not be mentioned in this dissertation. May Allah the Almighty be with them in all their undertakings. However, the researcher wishes to state here that he is entirely responsible for all errors that may be found in this dissertation.

## **TABLE OF CONTENTS**

TITLE PAGE	i
DEDICATION	ii
CERTIFICATION	iii
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
ABSTRACT	x
<b>CHAPTER ONE: INTRODUCTION</b>	
1.1 Background to the Study	1
1.2 Statement of the Problem	3
1.3 Research Questions	3
1.4 Objectives of the Study	4
1.5 Significance of the Study	4
1.6 Scope and Delimitation of the Study	5
1.7 Operational Definition of Terms	5
<b>CHAPTER TWO: REVIEW OF RELATED LITERATURE</b>	
2.1 Introduction	8
2.2 Conceptual Framework	8
2.2.1 Concept of Quality	8
2.2.2 Quality of Student's Personnel services	9
2.2.3 Quality Accommodation Services	11
2.2.4 Quality Food Services	11
2.2.5 Quality Security Services	12

2.2.6	Quality Transportation Services	13
2.2.7	Quality Health Service	13
2.2.8	Quality Guidance and Counseling Services	14
2.2.9	Quality Record Services	15
2.3	Theoretical Framework	16
2.4	Quality Accommodation Services	19
2.5	Quality Food Services	25
2.6	Quality Security Services	30
2.7	Quality Transportation Services	39
2.8	Quality Health Service	44
2.9	Quality Guidance and Counseling Services	49
2.10	Quality Record Services	55
2.11	Review of Related Empirical Studies	61
2.12	Summary and Uniqueness of the Study	64
 <b>CHAPTER THREE: METHODOLOGY</b>		
3.1	Introduction	65
3.2	Research Design	65
3.3	Population of the Study	65
3.4	Sample and Sampling Techniques	66
3.5	Instrument for Data Collection	67
3.6	Validity of the Instrument	68
3.7	Reliability of the Instrument	68
3.8	Method of Data Collection	68

3.9	Method of Data Analysis	69
-----	-------------------------	----

## **CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS**

4.1	Introduction	70
4.2	Analysis of Research Questions	70
4.3	Summary of Major Findings	77
4.4	Discussion of Findings	79

## **CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS**

5.1	Introduction	84
5.2	Summary of the Study	84
5.3	Conclusion	85
5.4	Recommendations	86
5.5	Suggestions for Further Research	87
	References	88
	Appendices	94



## **LIST OF TABLES**

Table 1: Format of Admission Register	57
Table 2: Format of Attendance Register	57
Table 3: Format Punishment Book	58
Table 4: Population of the Study	66
Table 5: Sample Size of the Study	67
Table 6: Quality Accommodation Services in Secondary Schools	71
Table 7: Quality Food Services in Secondary Schools	72
Table 8: Quality Security Services in Secondary Schools	73
Table 9: Quality Transportation Services in Secondary Schools	74
Table 10: Quality Health Services in Secondary Schools	75
Table 11: Quality Guidance and Counseling Services in Secondary Schools	76
Table 12: Quality Record Services in Secondary Schools	77

## **ABSTRACT**

This study is carried out to assess the quality of students' personnel services in secondary Schools in Sokoto metropolis. The research design was descriptive survey. Simple random sampling technique was used to select 28 secondary schools and Research Advisor 2006 was used to select 684 out of 30,147 population, as sample size of the study. Instrument used in data collection was questionnaire adopted from Muhammed (2001). The test-retest method was conducted and the scores of two administrations were correlated using Pearson Product Moment Correlation. The reliability index of 0.76 and 0.81 for students and teachers questionnaires were obtained. Data collected from the field was analyzed using simple statistical tools, such as tables, frequency count and percentage. Findings of the study revealed that: there is inadequate hostel in the school, poor quality and hygiene of food and lack of security equipment among others. Base on these findings it was recommended that, adequate hostels should be provided, food given to students should be hygienically made and balance diet, while security equipment should be provided among others. The study suggested that other study can be carried out outside Sokoto Metropolis to assess the existing condition of these services in rural secondary schools.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

The increasing development of educational system at all levels of learning institutions brings greater demands in provision of quality students' personnel services in secondary schools. Students' personnel services are aimed at the satisfaction of learner's needs in teaching and learning process. These services include accommodation, food, security, guidance and counseling, transportation and health services among others. Apart from normal classroom instruction, this facilitates the attainment of the desired educational objectives. Provision of these quality services in secondary schools system is inadequate and seemed to be responsible for learner's low level of satisfaction and poor motivation to learning activities (Nwakpa, 2015).

Most of educational institution especially secondary schools are concerned with the formal aspect of school system (curriculum), paying little attention on informal aspect of schools system (extra curriculum) or otherwise known as students personnel services. Although these institution are awarding certificates not just on the basis of excellent learning of what is contained in the curriculum, but also on significant extra curriculum aspect which has, to do with character, thus the main requirement for graduation of student is satisfaction in both character and learning before issuance of certificate to the graduates.

It is obvious that the situation of student's personnel services in secondary schools system is increasingly becoming a matter of concern to educationist, parents and school managers. This is apparent resultant to the increasing complexities of the secondary school system due to the expansion of school population. Educational

expansion overtime has caused student increase in population at the expense of quality students' personnel services in secondary schools.

Provision of quality students' personnel services is serious function of the school administrators (principals) in conjunction with school staff. It is an indispensable core and functional task of the school principal and his/her teachers or even non-tutorial staff. Thus, the services to be rendered to students should come first in the planning stage of the school administration (Nwakpa, 2015).

Schools are set up not for teachers, not for parents not for educational administrators but for students. Thus, without students there would be no schools even if these ample numbers of teachers and school managers are preset. Services to be rendered to students should come first in the planning of the school system. The predominant reason for establishing a school is to make sure that students are graduating with good results, this agrees to the assertion in the national policy on education which stipulate that the crucial issues is to relate to the end product of schooling (graduates). Thus every good school administrator must at all cost put in all the available educational resources within his/her powers efficiently in seeing that his students are academically and morally brought up (Emetaron, 2002).

Despite by the effort been made by the Sokoto State Government in declaring State of emergency in education with aims of improving quality education in the State, but this has not yield any positive result especially in provision of quality students' personnel services in basic and secondary schools in the state such as guidance & counseling services, health services, food services, transport services and accommodation services among others. It is base on this, the study find it worthy and possible to assess the quality of students personnel services in secondary schools in

Sokoto Metropolis, especially the above mention services so as to enhance quality education for the attainment of educational objectives.

## **1.2 Statement of the Problems**

Quality student's personnel services constitute services of high standard and functions for the implementation of educational programmes .Over the years Nigerian secondary schools have been experiencing students disturbances linked to poor quality and inadequacy of students' personnel services. This has resulted poor academic performance and social welfare of students in the school.

It has been observed that, the quality of students 'personnel services in most of secondary schools in Sokoto metropolis is in poor condition. The hostel accommodations are inadequate and in poor state of repair, students' feeding are in poor quality and quantity, the school environment is not safe from criminal activities, school clinics are without drugs and medical facilities among others. In order to get clear picture of the above observation, the study finds it worthy and necessary to assess the quality of students' personnel services in secondary schools in Sokoto Metropolis with aims of improving them and provides solutions to any shortcomings observed.

## **1.3 Research Questions**

The following constitutes the research questions of this study:

1. What is the quality of accommodation services in secondary schools in Sokoto Metropolis?
2. What is the quality of food services in secondary schools in Sokoto Metropolis?
3. What is the quality of security services in secondary schools in Sokoto Metropolis?

4. What is the quality of transportation services in secondary schools in Sokoto Metropolis?
5. What is the quality of health services in secondary schools in Sokoto Metropolis?
6. What is the quality of guidance and counseling services in secondary schools in Sokoto Metropolis?
7. What is the quality of record services in secondary schools in Sokoto Metropolis?

#### **1.4 Objectives of the Study**

The objectives of the study are to assess the;

1. Quality of accommodation services in secondary schools in sokoto metropolis.
2. Quality of food services in secondary schools in sokoto metropolis.
3. Quality of security services in secondary schools in sokoto metropolis.
4. Quality of transportation services in secondary schools in sokoto metropolis.
5. Quality of health services in secondary schools in sokoto metropolis.
6. Quality guidance and counseling services in secondary schools in sokoto metropolis.
7. Quality of record services in secondary schools in Sokoto Metropolis.

#### **1.5 Significance of the Study**

The importance of this study in our contemporary time cannot be over emphasized. The study will assist Sokoto state government, school managers (principals) and educational planners to know the actual condition of quality students' personnel services in secondary schools and challenges hindering provision

and implementation of these services such as accommodation, food and security among others. The recommendations of the study will also be of great importance in providing solutions to these challenges for effective and efficient teaching and learning process in our secondary schools.

Similarly, the study will be very vital to the stockholders in education such as ministries, agencies and boards of education in planning and implementation of meaningful policies and programs concerning quality education. The study also may be of significance to the students in the course of their research and serve as a ladder to the young researchers that may want to make a research in a related discipline.

### **1.6 Scope and Delimitation of the Study**

The scope of the study covered all public secondary schools under Sokoto State Teachers Services Board in Sokoto Metropolis. The study delimited itself to seven (7) variables among quality student's personnel services in secondary schools which includes; accommodation, food, security, transportation, health, guidance and counseling and record services.

### **1.7 Operational Definition of Terms**

**Concept of Quality:** This refers to a state of being in high standard or extreme satisfaction of a given service to an individual or society. Quality can be referred to a high level of value or excellence of a service.

**Quality Students' Personnel Services:** This refers to services of high level of value which can help the students to derive the best from the school curriculum and improve their academic performance. These services include accommodation, food, transportation, health and security services among others.

**Quality Accommodation Services:** This can be refer to the process of providing standard building or dormitory where the students can rest, eat, sleep, ease their selves and park their loggetsconveniensely after normal classroom hours. The hostel will be equipped with facilities such as bunks, mattresses and other social amenities like portable drinking water, electricity, medical care and games activities for students' welfare, physical well being and happiness.

**Quality Food Services:** This is a process of given available, diet and nutritional food to the school children with the aims of improving their health living and academic performance.

**Quality Security Services:** Is a process of providing secured and conducive teaching and learning environment by the school management for effective teaching and learning process. It is the process of making learning environment (school) free from violence, fear, confusion and uncertainty for free flow of teaching and learning activities in the school for the attainment of educational objectives.

**Quality Transportation Services:** This is an arranged and planned movement of students from home to school from school to the home for teaching and learning activities through the use of bus, car, motorcycle or bicycle.

**Quality Health Services:** This refers to the process of providing standard medical services which include school preventive medicine unit or school clinic, medical inspection of school children and their health protection primarily within the school environment. It is also a service renders by the medical, teaching and other professionals within the school environment with aims of proving health and well being of school children. These services may include medical care, nutritional orientation,school



sanitation, physical exercise, medical inspection and putting preventive measures from the communicable diseases.

**Quality Guidance and Counseling Services:** This is a process of given professional assistance to students to overcome their diverse problems in term of educational, carrier and social aspect of student life. It is a process through which individuals are able to solve their problems and pursue a path suited to their abilities and aspirations. Some of the guidance services in secondary school system include counseling, information, placement and follow-up, appraisal, orientation and referral services.

**Quality Record services:** This refers to the systematic process of collecting students' information, processing, safe keeping and referring it to the appropriate place or person for further necessary action in future. It involves management and control of files, reports, registers or any other necessary documents concerning students' activities in the school.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1. Introduction**

This chapter presents a review of related literature on quality student's personnel services in public secondary schools. The following sub-themes were further reviewed for the purpose of this study.

2.2 Conceptual framework

2.3 Theoretical framework

2.4 Quality accommodation services in Secondary Schools

2.5 Quality foodservices in Secondary Schools

2.6 Quality security services in Secondary Schools.

2.7 Quality transportation services in Secondary Schools

2.8 Quality health services in Secondary Schools

2.9 Quality guidance counseling services in Secondary Schools

2.10 Quality record services in Secondary Schools

2.11 Review of Related empirical studies

2.12 Summary and uniqueness of the study

#### **2.2. Conceptual Framework**

**2.2.1 Concept of Quality:** Quality is been define as a degree of excellence of a goods or services given to an individual or group of an individual's. It is a situation whereby standard goods or services is been measured against other services of a similar kind. Quality may also view as a distinctive attribute or characteristic of a service given to students in an institution of learning (Ukeje, 2014). Quality refers to a measure of excellence or a state of being free from defects, deficiencies and significant variations. It is brought about by strict and consistent commitment to a certain standards that achieve

uniformity of a service in order to satisfy students' needs and expectation in the school. It is also viewed as the totality features or characteristics of services that bears its ability to satisfy stated needs of a target population. It can be as a special distinguishing attribute of a service on how it met the needs and expectation of students in the school.(Nwankwo, 2008).Qualitymean an intelligible features by which a service may be identify.

**2.2.2 Quality Student's Personnel Services:** This refers to those services carried out effectively and efficiently by the school manager to ensure that the students derive the best from the schools curricular activities such accommodation, food, security, transportation, health, guidance and counseling and record services. (Nwakpa,2015).Giving quality students' personnel services in a secondary school will facilitates the attainment of desired educational objectives and welfare of the entire students' population.(Emetaron, 2002).Nwankwo, (2008), identified the following as the components of quality student personnel services in a school organization.

- i. Development of good feeling, friendliness and fellowship between students and departments.
- ii. Increases students happiness in the school
- iii. Improvement of discipline and moral tone of the school.
- iv. Opportunity and means for students to solve their own problems
- v. Provision of training in leadership
- vi. Preparation of students to understand and appreciate the necessity and virtues of fair and ethnical co-operation demand in adult and business trip.

- vii. Development of sense of individual responsibility for the welfare of all group interest.

All the activities and services that rendered to the students in the school are included in the student's personnel services. Quality students personnel services includes accommodation, food, admission, registration, security, students organization, classification of students, provision of essential services to the students, guidance and counseling security services, health services, record services as well as the comprehension and development of activities, interest and needs of individual students.(Nwankwo, 2008). It is essential that there should be an organized programme for diagnosis of needs and counseling of student, a continuous orientation programme based on principles of effective communication, remedial assistance and professional guidance for both physical well being and mental health. The principal as a manager of the school should guide and direct staff members to offer effective running of the school. Such services include; teaching, feeding, health care, sports, security, record services, guidance and counseling, moral instruction, transportation, organization etc. He also maintained that the success and effectiveness of these depend on the democratic nature and posture of the school head and his teachers in relation to the students' leaders (prefects) and the entire students (Ezeocha, Nosiri&Eferaya, 2013).

The school manager has an important role of providing effective students' personnel services. He should have the responsibilities to appreciate, understand and accept the students. Supporting this Mgbodile (2007), asserted that the school head should either change existing structures or develop new mechanisms that will allow to increase their involvement in making educational decisions as well as to participate in curriculum reforms.

The school climate must be such that allow each student to increase his feeling of satisfaction, sense of belonging, identification and achievement in present and projected life in the situations. Quality student's personnel services should be achieved through provision of services which cast students in the role of the doer and contributors as well as recites a good source of humor, development of groups and individual standards rather than imposition of arbitrary rules and regulations and a friendly and reasonable attitude towards students' question and tendency to divert discussion into worthwhile related areas not precisely included in the lesson (Ukeje, Akabogu & Ndu, 2002).

**2.2.3 Quality Accommodation Services:** This is viewed as process of providing rooms, dormitory or hostels to school children within the school environment to ensure conducive teaching and learning process (Akpan, 2001). It is a building containing rooms and toilet equipped with facilities such as bunks, mattresses, portable drinking water, medical care, electricity and games facilities for the welfare, physical wellbeing and academic progress of student in the school (David, 2001). An ideal accommodation (hostel) helps to maintain discipline and teaches the students the lesson of co-operation and self-reliance. It is necessary for the achievement of the aims of the hostel that it should be well organized and managed. The personality of house master always exerts a great influence over students of the hostel and also on its organization. Teacher in the school is normally put in charge of the hostel in the school. In fact he should be a person who can devote all his time in managing the hostel (Akpan, 2001).

**2.2.4 Quality Food Services:** Quality food services in secondary school refer to the provision of diet and nutritional meal served in schools and take home rations conditional on school attendance. This have recently received renewed attention as a policy instrument for achieving the millennium development goals of universal primary

education, and the reduction of hunger in developing countries. School feeding programs attract children to school by providing nutritious meals in exchange for school participation (Adelma, 2008). It also viewed as that act of providing available and quality meals to the school children which is being recognized as a strong means of improving students' enrolment, attendance, completion and learning achievement. These services include food provision, preparation and distribution to the school children (Kalu, 2000). It has been noticed that as a living being, a student needs power to do work and function. This power and energy is supplied to him by the food he takes, students must have food to keep alive and also to live well in health. Without food, it would not be possible for the essential life process to continue, because food provides requirement necessary for growth, repair and reproduction. A well nourished student is more resistant to disease and in better position to work than one who is malnourished (Daniel in kalu, 2000).

**2.2.5 Quality Security Services:** This is an action of putting standard security measures and being a security conscious of the school children and staff for conducive teaching and learning activities (Thompkins, 2000). It is a process of making learning environment free from violence and conflicts for the betterment of school community and academic progress of the students. (Hudson,2009).

Security services could be seen as a situation in which the learner feels a positive state of mind and does not show any signs of withdrawal. The opposite a sense of insecurity at school can have considerable ramification including anxiety, fear, uncertainty and confusion when insecurity in the physical environment (perhaps brought about by bullying) are internalized, they can lead a child to develop a poor self concept, low self esteem and a lack of belief in his/her own goodness skills or abilities. Nigeria can be seen as a nation at risk given its widespread physical and consequently emotional

intellectual insecurity .The security can be distressful and threatening to the psyche and is often accompanied by some degree of withdrawal and isolation (Amachukwu, 2012).

**2.2.6 Quality Transportation Services:** This systematic arrangement for conveying students from home to school and from school to the home for teaching and learning process (Nelson, 2012).It is a means of moving students from home to the learning environment with help of bus, car, motorcycle, bicycle or any other means for effective teaching and learning process (Adam, 2009).

Quality transportation arrangement for student help them to arrive at school and class on time, ensure that student does not miss out on the important learning activities scheduled early in the day when they are most attentive as well as to learn the importance of punctuality and routine. It reduces the opportunity for classroom disturbance such as reviewing for students who have been absent or those who come late. Lateness is considered as a partial absence and must be explained to the school the same way as the other forms of absence students need to understand and participate in lessons and how the teachers co-ordinate that participation. Students who attend regularly are more likely to involve in extra-curricular school activities and to benefit from positive outcome associated with those activities (Anderson, 2010).

**2.2.7 Quality Health Services:** This means a process of providing standard medical services and facilities to the school children which will determine the health status of students, to enlist their cooperation in health protection and maintenance and to work with parents to correct defects and prevent illness (Willgoose, 2015). He further stated that, is that part of the school health programme provided by physicians, nurses, dentist, health educators, other allied health personnel, social workers, teachers and others, to appraise, protect and promote the health of students and the school personnel. School health services refer to those services rendered to help someone with problems to return

to or maintain normal health (Okafor, 2015). It also viewed as those activities which include safety measures, proper nutrition, exercises, rest, sleep and medical care. He described school health service as a branch of preventive medicine, which deals with medical inspection of school children and their health protection primarily in the environment of the school. He added that school health services (SHS) is a component of Material and Child Health (MCH) programme of health promotion, protection and conservation which aims at ensuring that during the school period pupils are well to take part fully in school activities (Fouquet & Gage, 2004).

**2.2.8 Quality Guidance and Counseling Services:** This refers to the professional assistance given to a student in relation to his/her choices and adjustment in relation to schools curriculum, subjects, occupation that fit him best and provides solution to his psychological, emotional and social problems (Brewer, 2014). Guidance is a process of helping young person learns to adjust to self, others and to circumstances. Guidance is concerned with the assistance given to a counselee. Guidance is the process of helping individual's to understand themselves and their world. Guidance is an aspect of educational programme which is concerned especially with helping students to become adjusted to their present situation and to plan their future in line with their interest abilities and social needs (Hamrim 2014).

While counseling is a scientific process of assistance extended by an expert in an individual situation to a needy person (Lunenburg, 2010). Counseling involves relationship between two persons in which one of them (counselor) attempts to assist the other (counselee or client) so as to organize himself as to attain a particular form of happiness, adjusting to a life situation or in short actualization. It is a relation of natural respect between counselor and counselee. In this private interview (between counselor



and counselee) counselee acquires independent and develops a sense of responsibility. Counseling process is structured around the felt needs of the counselee.

In other hand counseling viewed as a process of consultation, mutual interchange of opinion, deliberating together and strong face to face relationship in which growth takes place by the counselor and counselee (Brewer, 2014). It is said to be a learning process in which individual learn about themselves (personal characteristics), their interpersonal relationship, their attitudes, values and behaviors that help them in their development (Okon 2004). The main objectives of counseling are to bring about a voluntary change in client. For this purpose, the counselor provides facilities to help achieve the desired change or make the suitable choice. The client alone is responsible for the decision or the choice he makes though the counselor may assist in this process by his warmth and understanding relationship. Thus counselor helps counsees to discover and solve his/her personal problems independently.

**2.2.9 Quality Record Services:** This refers to the standardize and systematic process of collecting and keeping of students' data so as to enables the school managers to know the academic and general progress of students and also report to their parents or guardians when necessary and to inform employers who may require certain information about their employee when out of school. (Anho, 2006).It is also viewed as a services which include form control, correspondence control, report management and control activities, file management, record inventory and approval records, retention and disposition, archives management and control and reprography (Alegbeleye, 1993). It involves collection of basic data about records and their volume, physical form location, physical condition, storage facilities, rule of accumulation and use, and similar information for the purpose of planning, retention disposition micro filming operations and related archival activities. (Popoola,1999)

### **2.3. Theoretical Framework**

In this section the study discussed two theories used to serve as a model for this research.

#### **Theories in Educational Administration**

The utility of theory in administration makes it imperatives for administrators to be able to relate every practice to theory. Administrative decisions are expected to be guided by one or more theories, because practice and theory are inter-related and cannot do without each other. Theory has been defined as a set of related administrative concepts that affords a systematic and illuminating perspective of administrative phenomena (Manga, 2014). Theory is describes as a set of observes and tested rules or principles which assist administrators in understanding, interpreting or predicting events (Enyi, 2003). Theory is a set of inter related concepts, ideas and propositions that presents a systematic view of phenomena by specifying relation among variables with the purpose of explaining and predicting the phenomena (Mgbodile, 2003).

Importance of theory in educational administration is being advocates for the following reasons (Nwankwo in Mgbodile, 2003):

- i. To provide a general guide to administrators action.
- ii. To have predictive validity which helps administrators to know in advance what to expect if a particular action is chosen or not chosen.
- iii. To help administrators utilize the knowledge gotten from other discipline to deal with educational matters.
- iv. To provide administrators the opportunity of benefitting from administrators experience.

- v. Administrative theories are usually classified according to their historical development. But in this study two theories were discussed, they include: scientific management theory and social system theory.

### **The Scientific Management Theory**

Fredrick Taylor, an American scientist was the profinder of the scientific management theory from (1860-1930). The theory viewed management as the organization and material resources in a particular system for the achievement of identifies objectives (Manga, 2014). The main thrust of the theory is productivity. The theory emphasized productivity at the expense of human worker. All the actions were intended to increase the productivity of the worker, for example, encouraging overtime and pressurizing people to work harder. The workers interest and aspirations were complete suppressed and left outside organizational program (Mgbodile, 2003)

The scientific management theory is very much convincing but, all point out that all actions should be geared towards productivity at the expense of the worker, which is not a perfect postulation. The theory is related to the present study, because, this institution of learning i.e. secondary school, focus attention on one aspects of school system at the expense of quality student personnel services, thus suppressing students interest/ welfare.

### **The System Theory:**

The basic concept of the system theory was derived by Parsons, (1951) as cited by Peretomode, (2001). He pointed out that the basic application of the system theory to school administration was delineated by Getzels and Guba in 1957. The system theory considers an organization as a social system in which survival depends on the system

ability to maintain the relative constancy of its processes and the relationship within and outside the system (Manga, 2014).

The systems theory holds that an organization is a social system made up of integrated parts. A system is a unit with series of interrelated and interdependent parts, such that the interplay of any affects the whole. A system is, therefore a structure with interdependent parts (Nwankwo in Mgbodile 2003). A system refers to the integration of different components, and relationships between them and their attributes, such that they form a functionally related whole. The hierarchical and related structure in any system, and their association interactions and transformations are geared towards achieving the goals or purpose (Okwor&Ike in Ukeje,2002).

The administration of a secondary school as a system involves different parts, such as curriculum, staff personnel, and quality students' personnel, funds, school plant, school records and school community relations. Implementation of quality student's personnel services such as record, guidance and counseling, security, health, food, transportation and accommodation services are very important aspect of students' personnel services and therefore a vital area of secondary school system.

This theory is related to this study because, students of secondary schools form part and parcel of the institutions as a system. It is known that any aching part of a system will jeopardize the efficient working of the whole system. When the provision, allocation, supervision and maintenance of quality students' personnel services are not given due attention and when they are inadequate and of low quality, it will dampen the morale of students and generate tension. This will, of course, affect their input in their studies and equally affect what they acquire in terms of knowledge, skills and values. Thus, quality students' personnel services are an integral part of the school as a system,

and any area of school administration that handles quality students' personnel services is considered a very important aspect of school management.

The theory is related to this study because, the achievement of the objectives of any educational institutions, secondary school education inclusive, depends on the provision of quality students' personnel services that constitute the school as a social system, especially the provision of these quality services that will make the students achieve all round development.

The study is anchored on the systems theory. This is because, the achievement of the goals for which a school is established depends on the effective management of different areas that constitute the school as a social system such as records, guidance & counseling, security, health, food, transportation and accommodation services which will to the achievement of all round development. The systems theory is therefore applicable in this study because quality students' personnel services of which its provision is a vital part, is a very important aspect of school organization as a social system.

## **2.4 Quality Accommodation Services**

In a school the spirit of corporate living unity and safe-reliance is inculcated in the students and they are made to develop personalities in such a way that they live happily without harming other. Student's accommodation should not be regarded merely as a living place for the students. Quality accommodation helps students to realize the ideals of the school and provide an opportunity to the students to develop the spirit of corporate living. The hostel should be arranged in such a way that the student may get an opportunity to put into practice the ideal he was taught in the class room (Akpan, 2001).

## **Quality Hostel**

The hostel should be such that the students may live comfortable and the superintendent may also be there to manage and inspect the hostel. The building should be such that the hostel gates may be shut and the students may not go out: For this will be better if the hostel has a square building and is single storied. The room or the residence and office of the superintendent should be near the main gate. The hostel should not be on a busy road, or far off from the school. In every room of the hostel there should be a sufficient number of windows so that the light and air may enter the rooms. In each room there should be sufficient space for the students, and the cupboards for books etc. The room should be such as to accommodate the student's bedding, table and chair etc. and yet leave sufficient space. The flooring should be cemented and there should be a good arrangement for water to plow out. Besides this, there should be one reading room in the hostel, playground and kitchen etc. the latrines should be behind the main building at some distance and the bathroom should not vary far away from it. The latrines should be clean at all times (Akpan, 2001).

## **Qualities of Good Housemaster**

Proper organization and management of hostel depends to a large extent on the personality of the house master who should be very efficient in this work. He should have in him the virtues of an ideal teacher as well as those parent and guardian. Along with this he should have a good organizing capacity: It will be better if an able experienced teacher is appointed to this post, but he should have less teaching work and should provide other facilities. The creation of a proper atmosphere, for the desired development of the students depends solely on the ability, skill, patience and sympathetic treatment of the hostel superintendent (David, 2001).

The house master should treat the students with parental affection and sympathy like a father he should keep an eye on all the activities of the students and consider the propriety and impropriety of each act. He has to see also the expenditure incurred by the students so that they cannot spend unnecessarily. The house master should pay attention to the following things (David, 2001).

- I. He should try to make the students an ideal citizen of the democracy having a sense of duty. This training may be given in the hostel. He tries to manage the affairs of the hostel with the help of the students (house captain and others). This will inculcate in them the spirit of self reliance and in this way they learn to work as a teamwork. He should not be dictatorial in his attitude. For the management of the hostel affairs he should form several committees of students. Holding elections may also form this committee. There may be committees for cleanliness, entertainment and games, discipline, mess arrangement etc.
- II. The hostel superintendent should also try to make the atmosphere of the hostel suitable, clean and beneficial.
- III. He should see that no student violates the rules and regulations of the hostel and works for his own physical and mental development.
- IV. An important duty of the house master is that he should try to come into contact with the parents and guardians of the students living in the hostel with knowledge of the school management and he should never let of an opportunity, which comes his way. In this way he will be able to know something about the economic condition of the guardian and his knowledge may be useful for the proper management of the hostel.

- V. The hostel superintendent has to look at all round development of the students. For this he should fix the house for games studies and walkup time, etc.
- VI. The hostel superintendent should keep the guardians informed about the progress of the student. For this he should know the address and other necessary particulars.
- VII. He should try to remove the feelings of caste distinction, rich and poor and high and low among the students and he should see that all treated properly without any distinction.
- VIII. He has to remember that hostel life should not become so expensive that an average individual may find it difficult to put his ward in the hostel.
- IX. The hostel superintendent should see that atmosphere of the school does not prevail in the hostel also. He must create a different atmosphere so that student may feel quite at home.
- X. The above facts do not imply that the students should be deprived of their liberty and be placed under strict control. Life in the hostel should be like that in a family the superintendent like a guardian he has to see that the development of the student is on the right line. He should inspect each aspect of administration so that he may contribute to the good of the students.
- XI. The house master must ensure proper provision of basic amenities of the hostel for effective welfare of students, such as feeding, portable drinking water, clinic, electricity, games facilities and any other necessary things that will better the lives of Students in the school.



management of the hostel should be done through the committees of students.

This should include the method of the living of the student's cleanliness and daily work etc. There should be in the hostel a place for each student and it should be seen that no student change this place. The student should keep his bed and cloths well arranged. The articles should be purchased and games activities for students. The superintendent should check out a suitable timetable for the hostel and affix this on the notice board. Through this timetable the hours for exercise and meals etc. should be fixed. It is necessary for the house masters to remember that along with the timetable the other rules and regulations of the hostel should also be pasted on the notice board or somewhere else. These regulations for good management should be as few as possible (Akpan, 2001).

**Advantages of Living in the Hostel**

- i. The spirit of co-operation is inculcated in the students in a hostel. In the hostel there should be a system of teamwork and cooperation in doing their things like night reading, swiping and hostel inspection weekly.
- ii. In the hostel student live as a member of one family. He treats others with love and sympathy and develops the virtue necessary for living in a society. He gets an opportunity to become an ideal being, and he comes to realize that only his individual inclination and convenience not to be always considered.
- iii. By creating a proper environment in the hostel the students may be made to feel at home and may be treated with love.

- iv. Hostel help in discipline students. There is no possibility of the students becoming indolent, rude and undisciplined, because the students try to observe the regulations of the hostel.
- v. In the hostel the students do not remain narrow minded. There they may be provided facilities, for games and studies according to their individual taste and inclination. This may broaden their outlook.
- vi. The student realizes his responsibility in each sphere and learns to adjust his expenditure with his parental help. The hostel superintendent should take care that the student does not spend his money uselessly, In fact, the student should feel complete freedom in the hostel, for then only their proper development will be brought about.
- vii. There should be complete democracy in a hostel and there should be no caste distinctions. The poor and the rich should be treated alike.

#### **Disadvantages of Living in the Hostel**

- i. Indiscipline. In the hostel student usually use to learn bad habit from bad eggs among the students, such as absenteeism, stealing among others.
- ii. Cultism. Some student learned the act of cultism right from secondary school days through their peer group.
- iii. Homosexuals. Similarly the students in secondary Schools use to learn the habit of homosexuality right from the secondary school to their later age.

- iv. Contamination of diseases:- It has been in the record for some many time breakdown of diseases as a result of poor hygienic environment and poor drinking water among others.
- v. Child labour:- It has came to the knowledge of many people that senior students in secondary schools use to put their Junior ones work that are beyond their capacity to serve them or for punishment.

## **2.5 Quality Food Services**

There are abundant evidences from psychological studies regarding the inefficiency in learning which can result from inadequate and poor quality feeding of school children with the calories required for daily physical functioning (Nwakpa, 2015). Lack of diet and nutrition impairs the proper development of the human brains out acts as restraints to its function while insufficient iron intake results in loss of energy and lowers an individual's resistance to illness. Despite these obvious roles and contributions of food and quality feeding to the proper functioning of student in the academic performance, the unfortunate truth is that feeding programme in Nigerian secondary schools leaves much to be desired. The programme is facing a lot of challenges, in some states the programme is no more in existence, in some states the programme poorly being run by their governments which characterized by inadequate supply of quality food stuff, lack of supply in diet and nutritious food as well as poor hygiene condition of kitchen environment and kitchen staff, are serious problems affecting children's ability to learn. Offering a healthy breakfast is an effective measure to improve academic performance and cognitive functioning among under nourished populations. Eating breakfast is an effective measure to improve performance on the morning eating (Adelman, 2008).

In Nigeria according to federal ministry of education, FRN, (2007), over 90% of morbidity 80% of mortality in 15 children arises from four (4) causes: malaria vaccine preventable diseases, diarrhea and acute respiratory infections while malnutrition account for over 50% of such mortality (FRN, 2007). The link between nutrition and learning is well documented. Healthy eating patterns are essential for students to achieve their full academic potential, full physical and mental growth, and lifelong health and well being. Healthy eating is demonstrating linked to reduced risk for mortality and development of much chronic disease as adults. Schools have a responsibility to help students to maintain healthy eating patterns. Well being and well implemented nutrition programmes have been shown to positively influence learners eating habits (Adelma, 2008).

A nutrition services programme includes a food service programme that employs well-prepared staff who efficiently serve appealing choices of nutritious foods; a sequential programme of nutrition instruction that is integrated within the comprehensive school health education curriculum and coordinated with the food service programme; and a school environment that encourages students to make healthy food choices. In Nigeria poor nutritional habit is usually attributable to poverty, lack of information on good diet and negligence on the part of food handlers and parents. Poor nutrition has also been shown to be underlying cause for poor attendance, retention and achievement in education among children of school age. Poor food handling and storage often lead to the presence of intestinal parasites in school children with serious implication for absorption and utilization of nutrients and the consequent poor growth and development.

The quality school feeding service is recognized as a strong means of improving enrolment, attendance, completion and learning achievement among pupils, therefore to

assist with the realization of Universal Basic Education (UBE) and attainment of millennium Development Goals (MDGs) in Nigeria and to show government commitment to this cause, the Home Grown school feeding and Health Programme (HGSFHP) was launched in September, 2005 by president of the federal Republic of Nigeria. To improve the nutritional status of school children, the federal government launched the home grown school feeding and health program aims to provide a nutritionally-adequate meal during the school day (FRN, 2006). The pilot phase(Sept. 2005-July 2006) has involved twelve (12) states in the six geographical zones; Bauchi, Edo, Enugu, Federal Capital Territory (FCT), Imo, Kano, Nassarawa, Niger, Ogun, Yobe, and Osun states.

According to the Federal Government directive, the Federal, State and Local Governments were to fund the program with State and Local Government providing the bulk. Up to February 2010, a total sum of N2,881,271,987.00 has been spent on feeding, deworming, equipment and materials; out of which the Federal Government has released only NS8,788,460 (HGSFHP,2010). The focus of the program in the state is as follows.

- I.To provide students with quantity and quality food for each and every school.
- II.To ensure provision of healthy and inviting school environment
- III.Provision of health facilities to take care of students health needs and problems.
- IV.The program is also aimed at boosting food production and farmers' income since all food must be purchased from locality where schools are base.

But unfortunately, out of the twelve (12) pilot states, Osun state is the only state, as at today, still implementing the program. All other states have abandoned it due to the one reason for other (Adepoju, 2010).

### **Government Roles in Providing Quality School Feeding Program**

The importance of quality food provision in secondary school system cannot be over emphasized. Students in secondary schools need healthy meal to learn effectively in schools. Malnutrition can drastically hinder the academic success of a student. Prior to the present administration, the state government has the responsibility to provide adequate services to secondary school students in order to ensure the full enrolment in various secondary schools (Adeposu, 2010).

It is in view of that, Sokoto state government under the leadership of Rt. Hon. Aminu Waziri Tambuwal has declared state of emergency in education with aims of improving teaching and learning process to the standard of national level. School feeding programme is one of the Areas that will receive special attention so as to motivate parents and children in high turn of school enrolment in the state.

### **Food Management in Secondary School**

The following is the hierarchy of power in the administration of food services in secondary schools (Marafa, 2014).

- i. Food director (school principal)
- ii. Kitchen master
- iii. Kitchen committee
- iv. Kitchen staff (meal makers)

v. The kitchen prefect

vi. Duty master/prefect

- i. **Food director (school principal):** The primary duty of food director or principal is day to day operation of cafeteria and food stand serving in the school. Meal planning is a major component of the job. It is important for individual in this capacity to have working knowledge of food preparations and food safety techniques. A school food service director must be able to operate and oversee the up keeping of all kitchen equipment.
- ii. **Kitchen master:** This is a person that is in charge of the kitchen activities daily. He is answerable to the school principal or food director. All the complaints, needs and any other issue of kitchen should be forwarded to him for further action.
- iii. **Kitchen committee;** This is a committee to be set up by the food director or principal with aims of running the affairs of the kitchen services effectively in the schools for the well being of the students. The committee has the vice principal admin, as a head of the committee, while school kitchen master, school doctor, head boy, health prefect and other kitchen staff will serve as a members of the committee.
- iv. **Kitchen staff (meals makers):** These are staff employed on contract or wage basis to prepare meals daily to the students in the school. In Sokoto most of these staff was old age women who have practical knowledge of food preparation (meal making).

- v. **Kitchen prefect:** This is a representative of the entire students in the kitchen. He has the responsibility of ensuring right and privilege of the students is being protected in the kitchen as well as orderly manner in meal distribution to the students.
- vi. **Duty master and duty prefect:** These are two persons assign with the responsibilities of orderly conduct of the school activities weekly. The duty master is one of the school staff, while duty prefect will be one of the students in school. These two duty individuals will go around in the school to ensure smooth conduct of the school activities and if there is any problem they will report to the school management for further action.

## **2.6 Quality Security Services**

Quality security services in Nigeria Secondary schools is the concern of teachers, parents and school managers, all of whom see school system as the incubators of great Nigeria who will soon pilot the affairs of the nation. Unfortunately, the violet reality of schools today makes one wonder how and if students are actually able to learn in such volatile environments. In addition, children and students are often very much in danger of being harmed, it is often simply the perception or fear of violence that influence how people act and behave. This perception can affect learner's school attendance, because poor quality security services will affect the general well being of learners. This situation must be remedied immediately if Nigeria is to produce the type of future citizen who will be able to hold their own as an equal among the community of nations. Insecurity and violence in our Secondary schools has resulting poor performance of candidates on the West Africa Senior Secondary School Examination (WASSCE) and National Examination Council (NECO) (Amanchukwu 2012).



Studies conducted in various contexts have shown that if violence left unchecked over time in school settings, it can have a detrimental impact on both teaching and learning. Even those who are not directly affected come to feel heightened sense of school insecurity as a result of the media panic that tends to magnify isolated incidences of school violence (Thompkins, 2000). Research has also shown that in most sub-saharan African countries violence is often perpetuated in schools by the state where the later uses its repressive mechanism to quell student's rioters and imprison and torture student leaders (Omalley, 2007). Other studies have emphasized their size and consequences of sexual abuse in secondary schools. Leach & Humphrey, (2007), (2001), Omalley, (2007 ), who has studied and written about violence and its affects in middle eastern schools (Iran Palestine and Afghanistan) notes that schools and places that should be safe for children have increasingly become the prime target of attacks by armed parties. Similarly here in Nigeria society it seems that the school environments today is more secure for female students (Amanchukwu, 2012). Leistikow (2003), Kenya ministry of education identified teacher's negative attitudes towards female students as a factor in this insecurity noting that teachers often and openly allowed boys to bully girls in class. While, in Nigeria parents shy away from reporting sexual harassment meted out on their daughters at school (Leistikow. 2003).

Apart from sexual harassment, it has noted that a series of killings in both secondary and tertiary institutions have likewise invaded these once sacred leaning spaces. Schools have long been seen as the safest place for children while their parents are engaged in other activities. Unfortunately, the crime rate in today's school rendered this shared cultural belief suspect. Recognizing this contradiction, the national crime prevention council (2002), in collaboration with the national parents teachers association (PTA), and its national crime prevention partners (the all state foundation,

Nextel communication and the Security Industry Association) initiated the “Be Safe and Sound” campaign to mobilize parents, policy makers, school official and students to take action to prevent violence in schools. (Amanchukwu,2005).

The story of violence is the same in developed countries even among secondary schools and middle school students. A study conducted by Caty (2016), found that more than 6000 American students were expelled during the 1996 -1997 year for bringing guns to public schools. Dwyer (2014), likewise stated that 250,000 or more weapons were brought to school each year by students. It was concluded that no school can honestly claim to be violent proof as everything depends on how the school manages its affairs on day to day basis (Amanchukwu, 2005).

In the United States most school crime is theft. In 2001 there were 42 thefts for every 1,000 students ages 12 to 18 and theft accounted for about 62 percent of all crime against student at school that year. In 2001, 36 percent of students also saw hate-related graffiti at school and 12 percent reported that someone had used hate related words against them (Dwyer, 2014). Students are not only ones affected by school crimes. Teachers, at times can also be the victims of these crimes, especially in rural schools where law enforcement is not as readily available or visible. Studies in Washington, DC from 1997 to 2001 found that teachers were the victims of some 1.29million non fatal crimes in schools, including more than a million thefts and 47, 3000 violent crimes such as rape, robbery and assault.

It is important to note that the perception of crime can be as debilitating as crime itself. In (2001), 6 percent of students reported fears that they were going to be attacked or harmed at school and almost 5 percent said that they avoided one or more specific areas of school for their own safety (Dwyer, 2014). In 1996-97 study carried out by the United States Department of Education revealed that 54 percent of public

schools were considered to have a low degree of security. According to the report, however, the situation is changing. Educationist have come to realize that the foundation of all learning is safety and security and that attendance and academic performance are closely linked to how safe students perceive the school environment to be. It is hard for young people to concentrate on learning or have a desire to learn when they feel vulnerable and a climate of fear forces teachers to shift their focus from teaching to policing (Dwyer, 2014).

### **Creating Safe Learning Environment**

The concept “learning environment” refers to the class room and other places in the school that offer an opportunity for or affect learning. The school is set up by the society to inculcate knowledge and skills in individuals with aim of personal and societal improvements. Education as the formation of character, the development of intellectual capabilities of the individual, the improvement and transmission of cultural heritage, and the equipping of individuals with knowledge and skills, values and attitudes that will enable them to earn a living in a rapidly changing world and in turn contribute to the improvement and welfare of the society (Nwagwu in Okonkwo&Ozurumba, 2009) Teachers should strive to maintain a satisfactory level of humanness by creating conducive setting where lessons can take place. This is achieved by accommodating student’s opinion, stimulating and re-enforcing students, observing students so as to detect and support slow learners and avoiding favoritism (EZeocha, Nosiri&Eferakeya, 2013). Likewise states that in order to maintain the emotional climate of the class, student should be openly praised when they show good result. This encourages them to achieve more and develops their confidence, hope, self reliance and self respect (Aggawal, 2007).

## **The “Be Safe and Sound” Campaign**

The “Be Safe and Sound” campaign was a public education and awareness campaign launched in 2002 to involve parents in the issue of school safety and quality security services. It encourages parents and school principals to actively evaluate the school’s social climate and its physical environment. The campaign is based on the premise that while Security devices such as locks and alarms are important, tighter security alone will not make a school safer. Preventive safety measures that focus on behavior and environmental design, such as conflict resolution programmes, zero tolerance policies, bullying prevention programmes, visitor policies and community service programmes, are critical (Amanchukwu, 2012).

The “Be Safe And Sound Campaign programme encourages parents to partner with School principals to organize School and security committees or actions teams. These action teams, comprised parents, School principals, teachers, students, law enforcement and other key players, have been charged with the following task (Amanchukwu, 2012).

- i.** To access local School safety and Security needs
- ii.** To identity and engage community leaders and other concerned citizens who can help set safety and security priorities.
- iii.** To create action plans mapping out goals and objectives for addressing specific safety and security problems.
- iv.** To promote and advocate for school safety and security in the community.
- v.** To enact positive change in and around the School compound, and

- vi.** To evaluate the effectiveness of school safety and security improvements

Be Safe and Sound Campaign has succeed to some extent where the school principal worked with parents and other community leaders to evaluate the survey data and form a safety and security action plan. The action plan identified several major priorities including; securing the building against potential intruders, to provide a safe corridor to and from school, and to launch a school wide anti-bullying campaign. This action plan also led to the adoption of new school door bell, video camera surveillance equipment, a school safety and security resource centre and materials to help teachers detect signs of sexual abuse in students (Amanchukwu, 2012).

### **Application of Intelligence Indicators in Secondary School**

In order to save students, parents, teachers and other stakeholders from insecurity and its entire ramifications, it is crucial that all tiers of government find a lasting solution to the school safety problem. Technology has improved considerably in the last decade, so much so that schools in the developed world have begun to employ different technologies to keep their students safe. Some of these include automated emergency notification systems - one of the fastest growing safety and communications applications in schools today. These systems make it possible for school administrators to send out an emergency message to parents, students and other stakeholders simultaneously through multiple channels. Some of these technologies are discussed below, (Amanchukwu, 2012).

#### **(a) Honeywell's Instant Alert for Schools**

This is a web-based notification service allowing school officials to deliver messages, both emergency and routine to parents within minutes at the click of a button. Parents are notified immediately of safety/security issues through their communication

method of choice, such as telephone, cell phone, personal digital assistant (PDA) and others. Parents can update their contact information online depending on how they would like to be reached. Teachers can also use this forum to discuss students' assignments, absences and academic performance with parents. Thus, the technology does not limit the system to emergency uses only. It can be used in day-to-day situations, including timely reminders of important events or deadlines. Schools pay varying subscription fees for the service based on their size.

**(b) National Notification Network (3N)**

The National Notification Network (3N) includes sophisticated geographic targeting features and a new universal messaging interface. The targeting features allow users to hone in on message recipients based on geographical categories such as zip codes, neighborhoods or a radius surrounding a specific point.

This system can be used to inform parents of both emergency and non-emergency situations. The 3N system can help schools to set up a contact database for their system or it can integrate a pre-existing database. Parents are able to use a password-protected web-site to update their contact information and can prioritize multiple contacts or email addresses. The system will continue sending messages automatically until the recipient confirm they have received the message. School officials can then go online and view an administrative log that records who has confirmed receipt of a message and to whom a message has been sent.

**(c) Saf-T-Net AlertNow**

The AlertNow system enables authorized staff to contact every emergency number provided to the school simultaneously with a single phone call. AlertNow can make 6,000 calls at once and is activated by calling a toll-free telephone number instead of using the Internet or a personal computer. Saf-T-Net AlertNow was designed to be

simple in terms of use. This system can be used for everything from gas leaks and fires in classrooms to more serious emergency situations.

#### **(d) Video Surveillance Systems**

Today video surveillance systems are most often Internet Protocol (IP)-based surveillance systems coupled with the use of digital video cameras making video surveillance a much more compelling option for schools and colleges. Using their existing network infrastructures, school administrators can monitor high-risk areas of their buildings from a desktop or laptop computer through a live Internet feed. Networked security cameras and digital video feeds also offer a cheap and easier way to store and search archived material. Schools can also take advantage of today's surveillance systems by providing local law enforcement officials with access to surveillance camera images through a secure network link. With the presence of network and streaming video applications, first responders and emergency personnel can link up with schools to monitor crisis situations from afar.

In schools where video systems have digital recorders, they often also include duress/panic switches in various locations. When these switches are activated, the video systems will automatically begin streaming live video from their cameras to the police dispatch center along with an audible alarm. The dispatcher can then dispatch the proper authorities and begin to assess the situation inside of the school while attempting to make contact with school personnel. Knowing the situation in school, the police can then determine the best tactical approach to resolve the situation.

#### **(e) Employee, Student and Visitor Tracking**

In many schools today, visitors and employees are tracked to ensure constant student safety. Raptor Technology has recently developed web-based software called (f). **V-soft** to help keep schools safe by tracking students, faculty, visitors, school contractors, volunteers and others who enter the school building. This software scans a

driver's license or other form of identification and visitors then receive a badge with their picture on it. Visitors can have their pictures scanned when they visit a school for the first time and then have that picture kept in the database so they do not have to go through the whole process on subsequent visits. This system also allows for visitors identities to be checked against state sex offender databases.

V -soft system can also be used to keep track of tardy students by having students sign into the system when they arrive late. The system then prints out a tardy slip for the student, and administrators are able to set a tardy level at which to penalize students, for example, three instances of late arrival. The system then automatically alerts school official when a student reaches the, designated level.

### **Challenges in the Application of Intelligence Indicators in Secondary Schools**

The following is being considered as the challenges in the application of intelligence indicators in secondary schools (Amanchukwu, 2012).

- i. The technologies recommended require electricity to operate. A stable supply of power to schools has been a serious problem that the federal government has been trying to tackle for some time, but has not yet resolved.
- ii. The uncooperative attitude of some authorities may make it difficult to implement these technologies. If one feels that he or she may not benefit personally from a project, or perhaps may suffer through the project, he or she is likely to impede its progress.
- iii. Nepotism is another factor that often hinders progress and new programs in Nigeria. One can predict a power struggle among authorities over who will supervise such a project on a large.
- iv. Insufficient funds, in a country that must make few resources meet the needs of many, represents another significant challenge to advancements in school safety



and security. Many recent projects have been abandoned due to inadequate funds or the discovery that designated funds were being misappropriated.

- v. Lastly, staff students and school administrators will require considerable education to be able to use the aforementioned systems. Without this type of training for all involved, it is likely that new technology based security systems will be left unused as was the case with the first set of computers delivered to secondary schools by the federal government a number of years ago. Without proper training, these tools are of no use to the people of Nigeria.

## **2.7 Quality Transportation Services**

Qualitative transportation system is a crucial factor in education success. It is critically important since students who miss school or skip subject miss out on carefully planned sequence of instructions. Transportation system has significant effect on student's school attendance. Effective transportation system is a very crucial element of student's success in school attendance. When student non attendance increases research has shown a corresponding decrease in student achievement (Adam, 2009).

Students who attend school regularly have higher grades than students with high absence. Regular school transportation is critically important, because students who miss school miss out on carefully planned sequence of instructions. They miss out on active learning experiences and class participation. They fail to get the opportunity to ask questions and to share skills and knowledge that promote retention. Absentees are more likely to fall behind, and they are more probably to drop out. Learning is a progressive activity, each day lessons build upon those of the previous day(s) so it is unhealthy for student to skip some instructions. Many classes use lecture, discussions demonstrations, experiments and participation as part of the daily learning activities

(Amachukwu, 2010). It was stated that involving students in the process of integrating standards base lesson is essential. Such involvement engages students because it develops critical thinking, demonstrates that students' ideas are valued, and helps students to be competence to share knowledge and skills. Those activities cannot be made up by those students who are absent, late comers or those who depart before school schedule due to poor transportation arrangement either by their parents or government. Regular school attendance patterns encourage the development of other responsible patterns of behavior. Students who miss school are more likely to be at risk for anti social or criminal behavior. Attending school everyday makes learning easier for students and helps students to build and maintain consciousness; this can only be made by making proper arrangement of students' transportation system (Adam, 2009).

Students who are having transportation problem to school are frequently absent and it leads to the fall behind in academics and important socialization concept that improve their ability to understand and fellow directions or eventually plan for the future. Regular student participation in daily class room activities plays a significant role in a student's education achievement. It is also an opportunity for important peer interaction which structure avenue for young adolescents to positive and healthy relationship with their peers (Anderson, 2010). The interaction between students-students and students-teacher may enhance commitment and memory for students on what they have been shared during teaching and learning process. Through interaction among the students may develop creativity, to correct some errors as well as slow learners can benefit from their fellows who have high Intelligent Quotient (IQ).

## **Transportation Problems and their Effects**

The following are some transportation problems face by students in the course of going to school (Leach & Humphrey, 2007).

- i.     Transportation fees
  - ii.    Inadequate school buses
  - iii.   Conflict during peak hours
  - iv.    Sexual abuse
  - v.     Gender base violence
- 
- i.     School transportation fees: School transportation fee is very critical in punctuality and attendance in the school. When a child wake up in the morning and he has not be given available school transportation fees he has to trek down to school. In that process there is every possibility of him to be late and miss morning lessons which may lead to poor academic performance of a child.
  - ii.    Inadequate School Buses: Availability of school buses will increases punctuality and attendance of students in the school. Allocating routes and schedules for school buses intended to minimize transport cost, transportation time and to design student pick up and drop points. Large numbers of students live too far away from the school and cannot be expected to walk to school each day. Several studies has shown that the main transportation problems are the distance between student's residences and school location. Thus, provision of adequate school buses plays a constant and important role in effective teaching and learning process in school. It is important for any government to maintain public school transportation system in

order to provide safe, efficient and reliable transportation for its students for achieving Nigerian Educational Policy Objectives.

- iii. Conflict during Peak Hours: Students are competing with adult to board the buses during rush hours. As students attempt to get into the bus, they would be pushed and pulled back hence to remain behind. There is no proper delivery for students to get to schools and back home. Every day student is exposed to the dangers of remaining at the bus stop at unexpected times. Students are walking timely but it become cumbersome for them to board buses and they end up of coming late to school and arrive home at night which escalate discomfort of parents for safety of their children.

Students who use public transport in most of Nigerian cities have been facing many problems including conflict with bus conductors and passengers. The conductors at the park hours are not willingly to allow students to board the buses because of little amount of bus fare they pay. Some bus conductors have limited number of students to be boarding to and from school at rush hours such situation leaves large group of students without any alternative. Some students beg for help from drivers of pickup and trucks which jeopardize the life of students due to accident as well as the sources of early pregnancy for school girls. Also students cannot participate effectively in different school activities which include within and outside the classroom as they come late or depart immediately after school hours in order to attempt to reach home early.

- iv. Sexual abuse: Students engage in sexual relationship with bus drivers and conductors or drivers in order to overcome transport problems to and from school. Those students who involve in sexual relationship with transporters think it is an

alternative to save transportation time and cost, but it endangers their life. The risks that may affect student's life include unwanted pregnancies and sexually transmitted diseases such as HIV/AIDS infections among others.

Also it can create more problems if a student's has established sexual relationship with taxi drivers or bus conductor to be able to attend school than those students who struggle themselves to get public buses, students who engage in sexual relationship may need extra time to spend with their partners which sometimes a students can consume a whole school day spending with his or her partner.

- v. Gender based violence: lack of efficient and proper arrangement for secondary school transportation has increase hardship for girl's students to achieve education. Gender issues such as girls being harassed verbally, sexually and discriminated in transport as they make their journey to and from school. Girl's students really meet different challenges such as oppression, discrimination, harassment and gender based violence from transport sector. It was concluded that the access to secondary school education for girls is weakened by barriers in transportation subdivision.

### **Mode of Transportation**

In conveyance of students from home to schools or from schools to home there is different ways of doing so. Nelson, (2012) stresses out some of the mode of transportation used by secondary school students, these as follows:

- i. General public transportation: This mode of transport is the common means of student's transportation in many countries (Nigeria in particular). Sometime the parents or the students get vein burst when they buy public transport tickets.

- ii. Buses: Students can use specially designed schools buses. Many districts in Canada and united State use specially built and equipped school buses painted school buses yellow and equipped with various forms of safety devices specific to them, while in Nigeria and some other part of the world the buses use for transporting students tends to be more general in purpose.
- iii. Cars: parental transportation of students in the family automobiles, sometimes termed the “school run” is increasing due to perceived hazards in unaccompanied children. Older students in some countries are able to drive themselves to school.
- iv. Motor cycle and bicycle: This is another means of transportation use by the students to attend to their schools.
- v. Walking or trekking down to school. Some students because of closeness of their residence to school or lack of transport fees lead them to trek down to their school.

## **2.8 Quality Health Services**

There is no doubt in the fact that quality health constitutes a priority in the life of every individual because it determines to a great extent, the level at which man functions in the society. Hence health is that quality of life that enables an individual live most and serves his community best. It remains a fact that health is a major determinant of success in man's life. It guarantees hope and progress for individuals in any society (Dorman, 2002).

In the Nigerian society, just like any other place in the world, the youths and school age children constitute a significant portion of the country's population. The role and contributions of these youths to national growth and development cannot be overemphasized. The youths serve as the bedrock for economic, political, technological, agricultural and educational developments in the nation. The focal point in the

development of every human society is its youths. The healthier the youths, the more accurate they can think and act, and the more productive they become. This is the more reason why quality attention should be focused on the health of the Nigerian secondary school students who constitute an important segment of the Nigerian society. Educational institutions such as the secondary schools are in a unique and powerful position to improve the quality health status of youths who attend such schools. Schools provide a setting which can mould the health behaviors of children and youths positively. The teachers and schools generally are academically prepared to organize developmental appropriate learning experiences that can empower students to embrace safer and healthier lifestyles (McTighe, 2000).

To protect, preserve, maintain and promote quality health of school children, it is absolutely necessary to provide them with comprehensive and quality health care services. In Nigerian secondary schools, students go to school with varied health problems since they come from different backgrounds with different health status and needs. Many of the students have health challenges which may be unnoticed by their parents. These health problems can constitute obstacles to learning and academic progress except if they are detected and corrected early enough. The only measure which the school can adopt to detect such hidden health challenges in school children is through an effective and well implemented school health services.

### **The Value of Quality Health Services in Schools**

Quality health care services is very crucial and of great importance to the school children. These are seen as the tremendous contribution of Nigerian government has towards the provision of qualitative health care services, infrastructure to its population. However, concerns about the need for school health services as educational learning institutions have been grossly left out over the

years. Public secondary schools in the country have not been provided with funding for procurement of quality health infrastructures, equipment's, and personnel, as compared to private secondary schools which provision is made by the owners of the schools in meeting the current health systems and promotion of healthy living among students attending private secondary schools. It has been observed that public secondary schools budgetary allocations have been misappropriated by public official holders at the detriment of the schools making the secondary schools to lack basic health care services. Private Secondary Schools tuition fees are not affordable for a common mans which has made it only for the rich to afford and obtain qualitative health care services in schools. In order to meet the value of quality health services in schools, public secondary schools in Nigeria must be provided with qualitative health care services in order to meet the vision 2020 goals on health for the general public. In view of the above, a comprehensive and well planned school health services is of paramount importance in the life of every school child but such program can only be successful if it is adequately funded and has the required manpower to implement it.

### **Importance of Quality School Health Services in Secondary Schools**

Many professionals in the fields of quality health and education have confirmed that there is a strong inter connective factor between quality health status of the learner and his academic achievement i.e. for any meaningful learning to occur, the learner needs to be in a state of good health (Berryman 1994, Telljohann, Symmons&Pateman, 2004).

The School Quality Health Services is made up of important components, which as follows, (Kolawole, 2015).

- i. Health appraisal



- ii. Health Examination,
- iii. Referral Services
- iv. Health Counseling
- v. Emergency
- vi. Care for sicknesses and Injuries
- vii. Correction of remediable defects:
- viii. Ambulatory services
- ix. Health screening,
- x. Prevention and control of communicable diseases,
- xi. Teacher's observation etc.

For these services to be effective, the school health services needs to be given adequate attention by education policy makers, school administrators and the public in general. In Nigeria unfortunately, school health program form part of the school curriculum but seems not to have been acknowledged or accorded the attention and treatment it deserves, particularly, the school health services (Nwimo, 2006).

In Nigerian situation, one will not be wrong to say that the school health programme is only included in the total school curriculum just to fulfill all righteousness. The researcher's observation has revealed that quality health services are either partially rendered or are not rendered at all in many secondary schools. This observation was one of the reasons that called for this study, in order to ascertain the existing situation as regards to school health services in secondary schools in Sokoto Metropolis as perceived by staff and students in some selected public's secondary

schools within Sokoto Metropolis. A sizeable proportion of the Nigeria's population is in the school system and a good portion of the nation's revenue is being invested in their education. At this period when Nigeria is increasing its investment in the education sector, it is right that steps should be taken to safeguard the health of the secondary school age group in our society in order to maximize the returns of the nation's investment in education (Amos 2002).

The need for quality health care services in secondary schools cannot be overemphasized due to the complex nature of the various physiological and sociological health problems common among adolescents of secondary school age. At this stage, quality health care services play an important role in addressing these health problems. Newell (2012), noted that, when individuals are struck by sickness, effective use of quality health care services play a large role in their recovery (Newell, 2012). A study was conducted on the health service needs of children in twenty three (23) day care centres in California. He found that, the children needed dental health services and screening tests to identify those who needed immunization and medical treatment. They reported that 71% of the day care enrolled a total of 200 children and above including handicapped children and only 19.2% of the centres had provision for mildly ill children; they noted that there was need for proper management of emergency cases and good nutritional services (Cang, 2015). In another study, the status and health needs of nursery school children in Ile-Ife, Nigeria using 13 nursery schools. They observed that 12% of the schools did not have any form of health care facility while 92.3% had no written health guidelines and there were no any backup resources to which children could be referred for treatment. 77% of the schools were in the practice of sending sick children home. They found out that the most common medical condition among nursery school children include cough, diarrhea, fever, malaria, stomach pain and vomiting.

Again, they found out that 61.5% of schools reported high incidence of absenteeism due to ill-health. They concluded that availability of health and knowledge about health needs of children in nursery schools investigated was generally poor (Fajewonyomi&Afolabi, 2017).

Research also conducted on the status of preventive health services in Owerri educational zone of Imo state, Nigeria. The results revealed that preventive health services were provided for students in varying degrees. For example, the findings showed that those students who have communicable diseases are sent to physicians for medical attention. This finding was encouraging and gratifying. The results also revealed that very few teachers reported students being isolated, sent to school clinics or excluded from school as measures adopted in cases of communicable diseases. These results suggested that little attention was given by teachers to ensure that students with communicable diseases did not come into contact with healthy students until they are certified fit to join their colleagues. The findings showed that many secondary schools in Owerri, Imo state of Nigeria, had poor ventilation and lighting, poor sanitation and lack health conveniences such as toilet facilities, overcrowded classrooms, poor water supply or inadequate supply, poor quality housing and poor health habits (Nwimo, 2006).

## **2.9 Quality Guidance and Counseling Services**

One of the functions of education is to provide opportunities for each student to reach his full potentials in the areas of educational, vocational, personal and emotional development. Therefore to achieve this, a quality and comprehensive guidance and counseling program will be formulated and organized within the school environment in order to identify students' needs and difficulties so as to offer them guidance and counseling services to overcome their problems. The main aim of guidance and

counseling services is to assist students to understand themselves, their problems and provides appropriate adjustment or solution to their problems. It provides opportunities to students to reach their full potentialities (Gibson 2008 & Kauchak 2011). Guidance is all round assistance to individual in all aspect of his development. It makes use of the science of psychology to determine the attitude, interest, intelligence, personality and the discipline of the education for providing right and suitable assistance. (Hamrin, 2014).

### **Aims of Quality Guidance and Counseling**

The aims of quality guidance and counseling service are similar to the purposes of education in general i.e. to assist the student in fulfilling his basic physiological needs, understanding himself and acceptance of others, developing associations with peers, balancing between permissiveness and controls in the educational setting, realizing successful achievement, and providing opportunities to gain independence (Heyden, 2011). The purposes of guidance and counseling provide emphasis and strength to the educational managers in secondary school setting. Some specific aims of the school guidance and counseling program include the following (Gibson, 2008);

#### **i. To Provide for the Realization of Student Potentialities**

To all students, the school offers a wide choice of courses and co-curricular activities. A significant function of education is to help students identify and develop their potentialities. The counselor's role is to assist students to distribute their energies into the many learning opportunities available to them. Every student needs help in planning his major course of study and pattern of co-curricular activities.

#### **ii. To Help Children with Developing Problems**

Even those students who have chosen an appropriate educational program for themselves may have problems that require help. A teacher may need to spend from one

fifth to one-third of his time with a few pupils who require a great deal of help, which deprive the rest of the class from the teacher's full attention to their needs. The counselor, by helping these youngsters resolve their difficulties, frees the classroom teacher to use his time more efficiently.

### **iii. To contribute to the Development of the School's Curriculum**

Counselors, in working with individual students, know their personal problems and aspirations, their talents and abilities, as well as the social pressures confronting them. Counselors, therefore, can provide data that serve as a basis for curriculum development, and they can help curriculum developers shape courses of study that more accurately reflect the needs of students. Too often, counselors are not included in curriculum development efforts.

### **iv. To Provide Teachers with Technical Assistance**

Pre-service teacher training institutions typically provide very limited experience with the more technical aspects of guidance work. Thus, a need exists in most schools for assistance with guidance and counseling functions essential to the educational program. Specifically, the guidance counselor is qualified to assist teachers with selecting, administering, and interpreting tests; selecting and using cumulative, anecdotal, and other types of records; providing help and suggestions relative to counseling techniques, which teachers can use in counseling their students; and providing leadership in developing and conducting professional development of teachers in guidance functions.

### **v. To Contribute to the Mutual Adjustment of Students and the School**

Guidance has a responsibility for developing and maintaining a cooperative relationship between students and the school. Teachers and counselors must be cognizant of students' needs. Students also must make adjustments to the school. They

have a responsibility to contribute something to the school. A major contribution of students is that of making appropriate use of the school's resources and working toward accomplishments. Such mutual adjustment of students and school is facilitated by providing suggestions for program improvements, conducting research for educational improvements, contributing to students' adjustment through counseling, and fostering wholesome school-home attitudes.

### **The Role of School Managers in Providing Quality Guidance and Counseling Services**

The major role of school managers is to promote students' growth and to prepare them to become motivated workers and responsible citizens in future life. School managers recognize that in addition to intellectual challenges, students encounter personal/social, educational, and career challenges. The school managers should organized quality and comprehensive guidance and counseling programs need to address these challenges and to promote educational success. The guidance and counseling program is an integral part of a school's total educational program; it is developmental by design, focusing on needs, interests, and issues related to various stages of student growth. The scope of the developmental guidance and counseling program in today's school include the following components (Cooley, 2010; Coy, 2004):

**a.Personal/social:** In addition to providing guidance services for all students, school managers are expected to do personal and crisis counseling. Problems such as drop out, substance abuse, suicide, irresponsible sexual behavior, eating disorders, and pregnancy must be addressed.

**b.Educational:** Students must develop skills that will assist them as they learn. The school manager, through classroom guidance activities and individual and group

counseling, can assist students in applying effective study skills, setting goals, learning effectively, and gaining test-taking skills. Counselors also may focus on note taking, time management, memory techniques, relaxation techniques, overcoming test anxiety, and developing listening skills.

**c.Career:** planning for the future, combating career stereotyping, and analyzing skills and interests are some of the goals students must develop in school. Career information must be available to students, and representatives from business and industry must work closely with the school and the counselor in preparing students for the world of work.

### **Major Guidance and Counseling Services**

The primary mission of quality guidance and counseling program is to provide a broad spectrum of personnel services to the students. These services include student assessment, the information service, placement and follow-up, and counseling assistance. These four areas should constitute the core of any guidance program and should be organized to facilitate the growth and development of all students from kindergarten through post high school experiences (Erford, 2010; Erford, 2011; Neukrug, 2011).

#### **i. Assessment**

The *assessment* service is designed to collect, analyze, and use a variety of objective and subjective personal, psychological, and social data about each pupil. Its purpose is to help the individual to better understand himself. Conferences with pupils and parents, standardized test scores, academic records, anecdotal records, personal data forms, case studies, and portfolios are included. The school counselor interprets this information to pupils, parents, teachers, administrators, and other professionals. Pupils with special needs and abilities are thus identified.

## **ii. Information**

The *information* service is designed to provide accurate and current information in order that the students may make an intelligent choice of an educational program, an occupation, or a social activity. Essentially, the aim is that with such information students will make better choices and will engage in better planning in and out of the school setting. Students must not only be exposed to such information but must also have an opportunity to react to it in a meaningful way with others.

## **iii. Placement and Follow-up**

The school assists the student in selecting and utilizing opportunities within the school and in the outside labour market. Counselors assist students in making appropriate choices of courses of study and in making transitions from one school level to another, one school to another, and from school to employment. *Placement* thereby involves pupil assessment, informational services, and counseling assistance appropriate to the pupil's choices of school subjects, co-curricular activities, and employment. *Follow-up* is concerned with the development of a systematic plan for maintaining contact with former students. The data obtained from the follow-up studies aid the school in evaluating the schools curricular and guidance programs.

## **iv. Counseling**

The *counseling* service is designed to facilitate self-understanding and development through large or small-group relationships. The aim of such relationships tends to be on personal development and decision making that is based on self-understanding and knowledge of the environment. The counselor assists the student to understand and accept himself thereby clarifying his ideas, perceptions, attitudes, and goals; furnishes personal and environmental information to the pupil, as required, regarding his plans, choices, or problems; and seeks to develop in the student the ability



to cope with/and solve problem and increased competence in making decision and plans for the future. Counseling is generally accepted as the heart of the guidance service. we have experienced the same situation in North Eastern part of the country where by Boko Haram insurgent has destroyed many lives and properties in our leaning institution especially Chibok girls students who will not be forgotten in the history of insecurity in Nigeria.

High level of crime, victimization and violence in any community are strong indicators of insecurity. Feelings of insecurity may also emanate from the fact that those entrusted with student's security in schools are not able to ensure it or are in some cases the source of the insecurity. Hudson (2009), emphasized that head teacher, senior teachers and caretaker of any school are seen as responsible for school safety and security. He further notes that this responsibility should be extended to the individual teachers who are to some extent responsible for the safety and security of those they teach.

### **2.10 Quality Record Services**

The historical beginning of record keeping in Nigerian schools dates back to the records of the missionary school in the middle of the cost century made up of personal diaries, reports of school inspectors and manager's letters, circulars, reports and other documents from government officials and administration both in Nigeria and at the colonial office in London (Anhop, 2006).

The importance of quality record services in an organizational setup like the school cannot be over emphasized, especially to ensure that accurate and proper record of student's achievement and growth are kept in schools. The smooth running of any institution (School) depends on quality and efficient records management as one of the students' personnel services. These records serve the purpose of referring to the past and signpost to the future. However, on a closer look at Nigerian secondary schools one

finds that records are not properly kept. It has been observed that Nigerian does not have a developed record keeping culture in the educational system. But records should be adequately stored and preserved for easy reference and retrieval (Nwagwu, 2015). Any institution, primary, secondary or tertiary; large or small rural or urban, government owned or private sponsored, gather data to expedite action and to furnish information about students or former students (Maxikana,2015). Daramola, (2011) writes that record is classified as follows:

- i. **Administrative Record:** Includes records of great visits events annual enrolment of student and records of personnel that have served and still serving in an organization
- ii. **Academic Record:** This includes records of curriculum issues, facilities and equipment for teaching and learning guidelines for the introduction of new academic programmes and student's academic records. Others include official correspondence and financial management records.

Similarly, Anho (2006) classified students' records services has been classified base on the purposes they serve (Anho, 2006):

- i **Admission Register:** This shows the list of students enrolled each year for each set of class. It contains admission Number, Surname and other relevant personal information on the student. The admission register is a statutory record which contains the details of every child admitted as a member of the school. The records serve as a reference for tracing the entry, progress and withdrawal or exit of a student in a school. The register yields reliable data for educational planning (Manga, 2012). The format of the admission register is shown in Table

**Table 1:** Format of Admission Register

S/n	Name	sex	Date of Birth	Date of Adm .	State of Origin	LGA	Name of Parent	Address of Parent	Transfer In	Out	Class Progress 1 2 3			Reasons for Leaving
1	Musa Jane	F	4/11/72	6/9/78	Kebbi	Zuru	Musa Dauda	GTC Zuru						Parents wish
2	Ali Musa	M	12/4/71	10/9/78	Kano	Dala	Ali Kabir	COE Kano						Graduated

**Source:** Manga (2012)

**ii. Cumulative Record:** These contain the progressive report of each student academic performance and child conduct for each subject for each lesson or session. Report card and result are forms of the cumulative records.

**iii. Attendance Register:** This is a register use by class master or mistress in ticking attendance for each student present in the class every day. The register used to record the attendance of student for the whole session, which is being classified in to three terms i.e. first, second and third terms. It is also being defined as a book in which the presence or absence of students in a school is recorded on daily basis. It is statutory record that must be kept by every school (Manga, 2012). The format of attendance register is shown in Table 2

**Table 2:** Format of Attendance Register

S/n	Adm.No.	Names	Sex	Age	Days									
					Mon.	Tue.	Wed.	Thu.	Fri.					
1.	98001	Justice Mattare	M											
2	98002	Prince Lambu	M											
3	98003	Charity Ipku	F											
4	98004	Mercy Kindi	F											
5	98005	Promise Tunku	M											

Attendance.....

Total Attendance.....

**Source:**Manga (2012).

**iv. Graduation album:** The photograph of all graduating students showing names, class, hostel and year of graduation are entered. References are usually made to it by their next high institution employers or person as the case may be.

**v. Punishment Book:** This is historic/legal document kept by each school to record various offence committed by students, the nature of punishment recommended and approved by the school authority, the date offence was committed, the date of commencement of punishment, date of expiration of punishment, name of teacher who tried the offender among other are kept. The punishment book is a book in which the school head enters the records of pupils who create disciplinary problems in the school. The purpose is to protect pupils from unreasonable punishment from teachers and to protect teachers from unwanted criticism from parents. The record helps parents to know about nature of their children and save the teachers from undue embarrassment from law enforcement agencies in case of parents' complaint to the police or other agencies (Manga, 2012). Table 3 shows the format of a punishment book.

**Table 3:** Format of Punishment Book

S/n	Date	Name	Sex	Age	Health Status	Class	Offence	Type of Punishment	By Whom	Effect of Punishment	Sign
1	4/6/09	Audu Isa	M	13	Normal	Jss 1	Stealing	6 Stroke on hands	School Sergeant	No Blood, no bruises	

**Source:** (Manga 2012)

### **Importance of Quality Record Keeping in Secondary Schools**

The importance of quality record keeping in secondary schools was summarized as follows (Anho, 2006):

- i. Facilitation of continuity in the administration of a school.

- ii. Provision of information needed by ex-student for higher and other related institution and employers of labour, for admission or job placement
- iii. Provision of data for planning and decision making by school heads, ministries of education and other related education authorities. He equally summarized the purpose and importance of students records services from the works of Anderson, 2010 and Ayodele, 2004,
- iv. To ensure that accurate and proper records of students achievement and growth during his school days are kept and to report same to parents guardians employers, other institution s for student admission or job placement.
- v. The provision of data for planning and decision making by school heads ministry of education and other related authorities.
- vi. Promote efficiently and effectiveness.
- vii. To provide information needed by teachers in working with students.

### **Creation and Storage of Information (records)**

Creation of quality records involves collection of basic data about records and their volume, physical form location, physical condition, storage facilities, rule of accumulation and use, and similar information for the purpose of planning, retention disposition microfilming operations and related archival activities. (Popoola, 1999).When the records is not properly managed attainment of goals and objectives become a problem. They may manifest in difficulty in locating papers\information bulky files, wrong filling, wrong title of files and having offices distorted with papers and filed (Popoola, 2003) He noted that there are problems on quality records creation in Nigeria Secondary schools. The main problem is the effectiveness creation and

control of records as records are the greatest consumers of funds, space and equipment among other services in secondary school system. Storage of information, involved keeping of records in safe custody for easy retrieval. The various types of storage facilities which are in noticeable use in Nigerian secondary schools includes: files, shelves, steel cabinets, cupboards, tables, drawers and notice boards. Microfilm which include; microfilm jackets, roll film and microfiches. While electronic facilities includes computer, word processor, diskettes, flash drives and magnetic tapes.

### **Retrieval and Maintenance of Quality Record Services**

Effective retrieval of records encourages information flow. Records retrieval could be qualitative and efficient by the proper use of computer and its accessories, colour codes, catalogues indexing drawers and microfilms (Nakpodia 2011). Similarly, Asogwu (2004) writes that records could be maintained for easy retrieval by:

- i. Ensuring that files are constantly retrieved
- ii. Ensuring that proper sorting, modification or outright destruction has been done.
- iii. Limitation through the use of a backing sheet, impregnate with adhesive in a hot press
- iv. Reformation through substitution, photo copy or microfilming
- v. Cleaning and restructuring the record building (storage building)
- vi. encapsulation, supporting fragile documents, binding, sandwiching the original document between two sheets of clear polyester and fastening them at the edges with adhesives
- vii. Protecting documents against fire through the use of fire detectors and using fire suppressants.

## **2.11 Review of Related Empirical Studies**

The study reviewed empirical studies conducted by many researchers which relates to this study as follows:

Nakpodia (2011) conducted a research on student's records challenges in the management of student's personal services in Nigerian Secondary Schools. A case study of South-South Geopolitical zone of Nigeria. The study used descriptive survey design, stratified random sampling technique were used and used questionnaire as instrument for data collection, designed on four adopted type scale Strongly Agree, Agree, Strongly Disagree and Disagree. The study analyzed the data collected and reviewed the following as the major findings of the study.

The percentage of responses from the target population on the challenges encountered in the management of record services in public Secondary Schools is very high. Percentages of respondents agreed with the fifteen (15) listed items as challenges among those items that are related to this study are as follows: There is proper government policy on record storage and maintenance in our schools 83%, we have adequate skilled manpower on record management in our schools 97%. However the highest negative response was in record disposal with 55%, poor record management and maintenance 45% and delay in retrieval of record with 40% among others. This is to show that challenges were noticeable in the public Secondary Schools in Nigeria.

Mohammed (2001), carried out a research on management of students' personnel services in Secondary Schools in Sokoto State. The study used descriptive research design. Principals, teachers and students were used as population of the study. Questionnaire was used as instrument for data collection. The study analyzed the data collected and has the following findings.

- i. Decentralization of administration in Secondary Schools has immensely contributed to the inefficient students' personnel management services in Schools.
- ii. Prefect ship system was found to be vital component toward facilitating proper students' personnel management services in Secondary Schools.
- iii. Facilities for various extra-curriculum activities were lacking, their necessity for improvement of student personnel services in Secondary Schools are indispensable.
- iv. Guidance and counseling services rendered in School were satisfactory in spite of the numerous financial, materials and personnel problems affecting smooth renderance of the service.
- v. Only School Situated in Sokoto metropolis enjoyed such services as water and electricity while the rural Schools were found to be lacking such vital, services.

Amanchakwu (2012), carried out a research on security services as students' personnel management services (Application of intelligence indicators on Secondary School safety and Security as a measures of learning Enhancement) in Onelga and WalgaLocal Government areas of Rivers State. The study used Descriptive Survey Design, employed a Questionnaire called "A Questionnaire consisted of Eighteen (18) structured and open ended questions written in simple English as an instrument for data collection.

The study found out that there were fear among the students and staff, anxiety, uncertainty, low morale and absenteeism as a result of bullying and violence. The study identified a number of challenges which includes; the absence of electricity, the



uncooperative attitudes of some Nigerians towards innovation and lacks of funds. The study found out that if stringent measures are not put in place to ensure safety in Secondary Schools, Nigeria is at risk of not producing the men and women it needs with adequate skills and education to guide the country in the coming years.

Kolawole (2015), conducted a research on Assessment of health services in Kogi State public and private Secondary Schools, as one of Students personnel services in Secondary School. The study used Descriptive research design, it involved the use of descriptive statistic such as means and standard deviations to describe the level of opinions of staffs and students of public and private Secondary Schools in regards to availability, provision of personnel, facilities, equipments organization/ administration, utilization and funding of health services in the study area. The two tailed test were used in finding out the difference between staff and students in finding out their perceptions in precision of proper health services in Secondary Schools.

The findings of the study which emanated from the analysis of data collected, shows the followings;

- i. Health services in Kogi State Secondary Schools are faced with numerous challenges which includes; poor funding, lack of required manpower, poor organization and administration and inadequate precision of the needed facilities/equipments.
- ii. Secondary Schools in Kogi State do not provided with comprehensive health services to cater for varying health needs of their student and staff.
- iii. Private Secondary Schools are at better than public Secondary Schools in terms of provision, personnel, funding and organization/administration of health services.

Coleman, (2008) Carried out a research on the impact of students services on Secondary School academic performance in Ekiti State, Questionnaire was used as the instrument for data collection. Teachers and students were used as samples, the study revealed that the major problems faced by boarding students include over- crowding in student hotels, inadequate and low quality food, scarcity of water and lack of extra-curricular services which leads to poor academic performance of students.

## **2.12. Summary and Uniqueness of the Studies**

This chapter presented conceptual framework of the study. It has also discussed at length the major student's personnel services such as accommodation, food, record services, guidance and counseling services, Security services and health services. It also reviewed related empirical studies as well as summary and uniqueness of the study.

From the review, the work of Nakpodia (2011), Mohammed (2001), Amanchukwu (2012), Kolawole (2015) and Coleman (2008), have all demonstrated the significance of the management of students, personnel services as basic tools in attainment of teaching and learning outcomes. This has precisely shows the importance of providing these services for effective teaching and learning process to take place.

The studies reviewed were conducted mostly in southern and western part of this country which has different geographical and socio cultural background. The current study intends to assess the quality of students' personnel services in public Secondary Schools in Sokoto Metropolis, as previous studies have not take care of this part of Nigeria with its own geographical location.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1. Introduction**

This chapter explains methodology used in this study. The chapter consists of research design, population of the study, sample and sampling techniques, instrument for data collection, validity and reliability of the instrument, method of data, collection and method of data analysis

#### **3.2. Research Design**

The research design used in this study was descriptive research survey design. Descriptive survey research involves collection of data through development of questionnaire or other instruments. It involves assessing attitudes or opinions towards individuals, organizations or events. This design, therefore uses survey approach in its data collection. This is to guarantee the coverage of the research area in its homogeneity and heterogeneity. The use of this design also gives chances of drawing respondents as direct participants in the process of data collection. The study focused on collection of information upon which inferences be drawn about the assessment of the quality of students' personnel services from the target population. Thus, through the use of this design, the study seek to find out the clear picture of the quality of students' personnel services in Sokoto Metropolis.

#### **3.3. Population of the Study**

The population of the study consists of all the teachers (including principals) and students of public secondary schools in Sokoto Metropolis under Sokoto State teachers services Board (S.S.T.B). In Sokoto Metropolis, we have 39 secondary Schools controlled by Teachers Services Board (T.S.B) .However there is 1,507 teachers

including principals and 28,640 students as population of the study. This has been shown precisely in table 4 below.

**Table 4: Population of the Study**

S/No	Population
1. Teachers	1,507
2. Students	28,640
Total	30,147

Source: Sokoto State Teacher's Service Board (2016).

### 3.4. Sample and Sampling Techniques

Sample is a subject or sub-group of a population which must be a true representative sample of the larger population. The idea of sampling is to obtain a part of the population from which some information of the entire population can be inferred. The sample of this population is presented in table 5 below. The total number of sample used in this study was 684. In this study two sampling procedures were used to determine samples of schools, teachers and students. The study used simple random sampling technique in selecting 28 schools out of 39 schools in Sokoto Metropolis. Simple random sampling technique is a method or procedure of giving every subject in the population an equal chance of being selected. It is a process of selecting at random from a list of the population. Research Advisor of 2006 was also used to determine the sample size required for teachers and students. 28 schools out of 39 schools were selected adequately to represent the entire schools within Sokoto metropolis. Out of 1,507 teachers, 306 were sampled. Out of 28,640 students, 378 were sampled. This brings the total number of 684 as sample size of the study. This has been shown precisely in the table 5 below.

**Table 5: Sample Size of the Study**

S/No	Groups	Population	Sample
1.	Teacher	1,507	306
2.	Student	28,640	378
	Total	30,147	684

Source: Sokoto State Teacher Service Board (2016)

### **3.5. Instrument for Data Collection:**

The instrument used for this research was questionnaire which was adapted from Mohammed (2001). The questionnaire is (35) items questionnaire and is meant to ask questions on quality of students' personnel services in public secondary schools in Sokoto Metropolis. The questionnaire for teachers was entitled, 'Questionnaire on Views of Teachers on Assessment of Quality of Student's Personnel Services in Secondary Schools, (QVTAQSPS). While that of student is entitle, "Student's Opinion on Assessment of Quality of Students' Personnel Services in Secondary Schools" (SOAQSPS). The questionnaire is a close ended one where respondents are restricted to pick response from opinions proposed from four lakert scale respondents. A total of six hundred and eighty four questionnaires were provided to the respondents, because it is the total number of samples for teachers and students.

The questionnaire adopted has four point lakertscales used for rating responses to the items on questionnaire. The scale ranked 4 for Highly Satisfactory, 3 for Moderately Satisfactory, 2 for Low Satisfactory and 1 for Not Satisfactory. The focus of the questionnaire was on quality student's personnel services such as accommodation, food, security, transportation, health, guidance and counseling and record services.

### **3.6. Validity of the Instrument**

The questionnaire was submitted to the supervisory team of the research and other experts in the Department of Educational Foundations, Faculty of Education and Extension Services of Usman Danfodiyo University, Sokoto for validity assessment, their observations, corrections and recommendations were strictly adhered to which helped in having a final draft of the instrument. The questionnaire was said to be valid for its relevance to subject matter, appropriateness of the test content and coverage of the content areas that was answered the research questions of the study.

### **3.7. Reliability of the Research Instrument**

Reliability of instrument is the consistence and dependability of the instruments to measure what it is set to measure. Thus, in order to determine the reliability of the research instrument, a pilot test was conducted in which the research instrument was administered in Bodinga Educational Zone of Sokoto State. This zone has not been covered by the study. The test re-test method with an interval of two weeks was also conducted and the scores of the two administrations were correlated using Pearson product moment correlation (PPMC). The reliability index of 0.76 was obtained for students' questionnaire and 0.81 for teachers' questionnaire respectively.

### **3.8. Method for Data Collection**

For collection of data questionnaire was used, questionnaire for teachers and students was personally administered by the researcher through the assistance of two research assistants who went round in person to each of the sample schools and assist the researcher in administering the questionnaire. Permission to carry out the work was asked from the principals of selected secondary schools within the area after presenting a letter of introduction which describes and explains precisely the purpose of the study,

the important of completing the questionnaires and confidentiality of their responses which were protected by the researcher.

### **3.9 Method of Data Analysis**

The method used for data analysis was simple statistical analysis which involves the use of frequencies count, tables and percentages. The responses to the questionnaire were tallied item by item and scored on frequency distribution. The scores obtained from questionnaire were computed to determine their frequency and percentages. The use of percentages was deemed fit because it helped in expressing how large or small one quantity was relative to another quantity and also for easy calculation of data collected through questionnaires. Whereas tables also assisted in presentation of the data collected and for better understanding. Likewise, frequency count helped at great deal in determining the number of times a score occurs, that is frequency of its occurrence.

## **CHAPTER FOUR**

### **DATA PRESENTATION AND ANALYSIS**

#### **4.1 Introduction**

This chapter presents the analysis and interpretation of data collected from the field. The results were discussed in accordance with the research questions. Percentages and frequencies were used in analyzing the data on the Quality of Students' Personnel Services in secondary schools of Sokoto metropolis. A total of six hundred and eightyfour (684) questionnaires were administered to respondents, and none of the questionnaires was missed. All the tables and data contained herein were derived from the field work.

#### **4.2 Analysis of Research Questions**

This section presents the data based on the research questions earlier highlighted in the study. Data collected classified based on the levels of satisfaction of the respondents. All data contained herein were presented to address the research questions in successive order.

**RQ 1:** What is the quality of accommodation services in secondary schools in Sokoto metropolis?

This research question was answered and presented in table 6



**Table 6: Quality of Accommodation Services in Secondary Schools**

S/N	Item	H/S	M/S	L/S	N/S
1	Students' hostels and furniture are available	386(56%)	138(120%)	101(15%)	59(9%)
2	Students' hostels and furniture are adequate for the number of students	150(22%)	35(5%)	98(14%)	401(59%)
3	Students' hostels are in good condition	90(13%)	102(15%)	142(21%)	350(51%)
4	Students' hostels are kept clean	160 (23)	148 (22%)	175 (26%)	201(29%)
5	Students' hostels and furniture are promptly repaired when damage occur	95 (14%)	186 (27%)	201 (29%)	202(30%)
	Overall Mean	176(26%)	122(18%)	143(21%)	243(35%)

Table 6 shows the quality of accommodation services in secondary schools in Sokoto metropolis. The overall mean percentage reveals that 26% of the respondents were satisfied with the quality of accommodation services, although 18% were moderately satisfied, while 21% were in low satisfaction, 35% were not satisfied with the quality of accommodation services.

In summary to these responses, it could be concluded that the quality of accommodation services were not satisfied in these secondary schools because it is the high percentage of the respondents on the frequency distribution as it is shown above. However, these hostels are not adequate to accommodate high number of students who are sent to school every year. To make matter worse, the hostels are not kept clean and damaged facilities are not promptly repaired in due time.

**RQ2:** What is the quality of food services in secondary schools in Sokoto metropolis?

This research question was answered and presented in table 7

**Table 7: Quality of Food Services in Secondary Schools**

S/N	Item	H/S	M/S	L/S	N/S
1	Food cafeteria services are provided for students	105 (15%)	167 (25%)	207 (30%)	202(30%)
2	Students' dining hall are adequate and convenient for the students	160(23%)	78 (12%)	186 (27%)	260(38%)
3	Students' dining hall is kept clean	50 (7%)	125 (18%)	222 (33%)	287(42%)
4	Damaged facilities in the dining halls are promptly repaired when damage occur	78(11%)	160 (23%)	272 (40%)	174(26%)
5	Foods sold to students by food vendors in the school are hygienic	110 (16%)	150 (22%)	199 (29%)	225(33%)
Overall Mean		101(14%)	136(20%)	217(32%)	231(30%)

Table 7 shows the quality of food services in secondary schools in Sokoto metropolis. From the result presented herein, the overall mean percentage indicates that 14% of the respondents were highly satisfied with the quality of accommodation services, 20% were moderately satisfied, 32% where in low satisfaction, while 34% of the respondents were not satisfied with the quality of food services in these secondary schools.

On the basis of these responses, it could be summarized that indeed food services are provided for students but the quality of this food were not satisfactory. Because it is the high mean percentage of the respondents as it shows on the table 7 above.

**RQ3:** What is the quality of security services in secondary schools in Sokoto metropolis?

This research question was answered and presented in table 8

**Table 8 : Quality of Security Services in Secondary Schools**

S/N	Item	H/S	M/S	L/S	N/S
1	School environment is properly secured from harm and other criminalities	106 (16%)	172 (25%)	212 (31%)	194(28%)
2	There is adequate security equipment in schools such as metal detector, CCTV etc	174 (25%)	108 (16%)	243(36)	159(23%)
3	There are many exit channels in case of disaster or turmoil	122 (18%)	100 (15%)	262 (38%)	400(29%)
4	Security personnel are vigilant in daily surveillance and monitoring school premises day and night	150 (22%)	106(15%)	225 (33%)	203(30%)
5	Parents are alerted in case their children were absent or dodge during school hours	180 (26%)	108(16%)	197 (29%)	199(29%)
Overall Mean		146(21%)	119(18%)	228(33%)	191(28%)

Table 8 shows the quality of security services in secondary schools in Sokoto metropolis. From the table, the results reveals that 21% of the respondents were highly satisfied with the quality of security services, 18% of the respondents were moderately satisfied, 33% were low satisfied, while 28% of the respondents were not satisfied with the quality of security services in these secondary schools.

On the basis of the above responses regarding the quality of security services in secondary schools in Sokoto metropolis, it can be concluded that, the quality of security services were in low satisfaction, because it is the higher mean percentage of the respondents with 33% as it shows in the table 8 above. Although daily surveillance and monitoring is done by the security personnel, however, the security personnel are not equipped with security equipment such as metal detector, CCTV etc. In addition to this, little exit channels are provided for students. Little concern is given to alert parents when their wards absent or dodge from school.

**RQ4:** What is the quality of transportation services in secondary schools in Sokoto metropolis?

This research question was answered and presented in table 9

**Table 9: Quality of Transportation Services in Secondary Schools**

S/N	Item	H/S	M/S	L/S	N/S
1	There is effective and organized transportation system	90 (13%)	101 (15%)	206 (30%)	287(42%)
2	There is functional bus in schools	106 (16%)	103 (15%)	198(29%)	277(40%)
3	There is available funds for fueling and maintenance of school bus	132(19%)	96 (14%)	201(30%)	255(37%)
4	School buses are promptly repaired when damaged	150(22%)	130 (19%)	180 (26%)	224(33%)
5	Bus service operate for conveyance of students to homes and schools	200(29%)	150 (22%)	175 (26%)	159(23%)
Overall Mean		136(20%)	116(17%)	192(28%)	240(35%)

Table 9 shows the quality of transportation services in secondary schools in Sokoto metropolis. On the basis of the results presented herein, the overall mean percentage indicates that 20% of the respondents were highly satisfied with the quality of these services in these secondary schools, 17% of the respondents were moderately satisfied, 28% were low satisfied, while 35% of the respondents were not satisfied with the quality of these services

Based on the above responses regarding the quality of transportation services in theseschools, it can be deduced that the quality of transportation services in secondary schools in Sokoto metropolis were not satisfied by the respondents because it is the higher mean percentage from the table 9 above. Few functional school buses service was found, there is no adequate funds for fueling and maintenance of the buses. Buses are not promptly repaired when damaged.

**RQ5:** What is the quality of health services in secondary schools in Sokoto metropolis?

This research question was answered and presented in table 10

**Table 10: Quality of Health Services in Secondary Schools**

S/N	Item	H/S	M/S	L/S	N/S
1	There is functional clinic in schools	47 (7%)	106 (16%)	201 (29%)	330(48%)
2	There is regular supply of drugs and health facilities in schools	82 (12%)	100 (15%)	207(30%)	295(43%)
3	Doctors visit schools regularly	195 (29%)	190 (28)	99(14%)	200(29%)
4	Students with serious injury are given proper first aid before being referred to clinics or hospitals	200 (29%)	160 (23)	174 (26%)	150(22%)
5	Toilets and school environment are properly sanitized for healthy environment	125 (18%)	110 (16)	196(29%)	253(37%)
Overall Mean		130(19%)	133(20%)	175(25%)	246(36%)

Result presented in table 10 shows the quality of health services in secondary schools in Sokoto metropolis. The result indicates that 19% of the respondents were highly satisfied with the quality of health service in these schools, 20% were moderately satisfied, 30% were low satisfied, while 36% were not satisfied with the quality of this service in secondary schools in Sokoto metropolis.

In summary to these responses, it could be concluded that the quality of health service in secondary schools in Sokoto metropolis were not satisfied because it is the view of high mean percentage of the respondents as shown in table 10 above. The items in the table justify that, there is no functional clinic, poor supply of drugs and other health facilities.

**RQ6:** What is the quality of guidance and counseling services in secondary schools in Sokoto metropolis?

This research question was answered and presented in table 11

**Table 11: Quality of Guidance and Counseling Services in Secondary Schools**

S/N	Item	H/S	M/S	L/S	N/S
1	Guidance and counseling services are provided in schools	101(15%)	145 (21%)	252 (37%)	186(27%)
2	Guidance and counseling offices are adequately furnished with facilities	125(18%)	182 (27%)	205 (30%)	172(25%)
3	Carrier guidance is often organized for students in schools	72 (11%)	172 (25%)	194 (28%)	246(36%)
4	Students with educational or socio-personal problems are guided on how to improve in their studies or personal lives	130(19%)	185 (27%)	169 (25%)	200(29%)
5	Students with frequent disruptive behavior are counseled in order to correct their behavior for a better one	150(22%)	97 (14)	145 (21%)	292(43%)
Overall Mean		116(17%)	156(23%)	193(28%)	219(32%)

Table 11 shows the quality of guidance and counseling services in secondary schools in Sokoto metropolis. From the result presented, shows that the overall mean of 17% of the respondents were highly satisfied with the quality of guidance and counseling services in the schools, 23% of the respondents were moderately satisfied, 28% were low satisfied with this service, while 32% were not satisfied with the quality of this service in secondary schools.

On the basis of these submissions, it could be concluded that the quality of guidance and counseling services in secondary schools in Sokoto metropolis were not satisfied by the respondents because it is the high mean of percentage on the frequency distribution table.

**RQ7:** What is the quality of record services in secondary schools in Sokoto metropolis?

This research question was answered and presented in table 12

**Table 12: Quality of Record Services in Secondary Schools**

S/N	Item	H/S	M/S	L/S	N/S
1	There is proper students' record keeping in schools	170 (25%)	180 (26%)	164 (24%)	170(25%)
2	Records are stored in Database Management Systems for effective retrieval and manipulation	106 (15%)	96 (14%)	209 (31%)	273(40%)
3	Record of student learning styles, learning impairment and personality profile is always documented	150 (22%)	80 (12%)	250 (36%)	204(30%)
4	Record of student learning styles, learning impairment and personality profile is used for differentiated instruction to meet the needs of the affected students	100 (15%)	114 (17%)	268 (39%)	202(29%)
5	Student performance achievement is always documented and used for academic decision making	255 (37%)	201 (29%)	100 (15%)	128(19%)
Overall Mean		156(23%)	134(20%)	198(29%)	196(28%)

Result presented in table 12 shows the quality of record services in secondary schools in Sokoto metropolis. The result reveals that 23% of the respondents were highly satisfied with the quality of record services in these secondary schools. 20% of the respondents were moderately satisfied, 29% of the respondents were low satisfied with the service, while 28% of the respondents were not satisfied with the quality of record service in secondary schools.

Based on this results, it could be deduced that the quality of record services in secondary schools in Sokoto metropolis were in low satisfaction, because it is the high mean percentage on the frequency distribution as it shows in table 12.

### 4.3 Summary of Major Findings

1. The quality of accommodation services in secondary schools (boarding schools) was not satisfactory. Hostels are not adequate to accommodate

total number of students, hostels were not kept clean and damaged facilities are not promptly repaired in due time.

2. Although the food is provided for students, but the quality of food was not satisfactory. The food was not hygienically made, balanced diet and in good quality.
3. The quality of security services in secondary schools was in low satisfaction. The schools lack adequate security equipment such as metal detector, closed circuit television (CCTV), enough exit channels in case of disaster or turmoil and good perimeter wall.
4. Transportation services in secondary schools (Day Schools) were not satisfactory. Few functional school buses were found, there is no adequate funds for fueling and maintenance of the few available ones. Damaged buses are not promptly repaired in due time.
5. The quality of health services in secondary schools was not satisfactory. The schools have no functional clinics, proper supply of drugs and other health facilities.
6. The quality of guidance and counseling services in secondary schools was not satisfactory. The schools lack functional guidance and counseling office furnished with facilities, professional staff on guidance and counseling to help students overcome their different problems and students are not patronizing these services.
7. Finally, the quality of record services was in low satisfaction. The record keeping and maintenance in both hard and soft copy were unsystematic and organized and most of secondary schools' teachers were not computer literate for easy students' data processing and storage.



#### **4.4 Discussion of Findings**

This study assesses quality of students' personal services in secondary schools in Sokoto metropolis. A total of 684 respondents, with different demographic features, were selected for the study. Respondents were analyzed on the basis of their gender, educational qualification and years of service. Results were analyzed and presented in accordance with the research questions as follows:

Research question one reveals dissatisfaction with quality of accommodation services in secondary schools in Sokoto metropolis. Findings of the study reveal that there is availability of hostels in secondary schools in Sokoto metropolis. However, these hostels are not adequate to accommodate high number of students who are sent to school every year. To make matter worse, the hostels are not kept clean and damaged facilities are not promptly repaired in due time. This poor quality of the accommodation in the schools could distort students' study habit which could apparently affect their educational success. This finding was consistent with the findings of Akpan (2001) who found a relationship between accommodation services and student study habit. He stressed that effective accommodation services could provide conducive environment for students' pace learning.

Research question two also reveals dissatisfaction with quality of food services in secondary schools in Sokoto metropolis. On the first instance it was found that indeed food services are provided for students. However, the quality of these services is mediocre. This is evident by inadequacy and inconveniency of dining halls for the students, unclean nature of the dining halls, unhealthiness of the food sold by food vendors and the presence of damaged facilities in the dining halls. These could lead to physiological constraints on the students. In cases where meals are not provided at all, students who are handicapped by poor financial status could develop the attitude of

absenteeism, dodging, late coming and even hiding in neighboring places. The findings on lack of availability and poor feeding program concurred with the findings of Adelman (2008) who observed that in some states in Nigeria, the programme is no more in existence and in some states the programme is poorly run by the government which is characterized by inadequate supply of food, lack of balance diet as well as poor hygiene condition of the kitchen environment. Adelman further found that most secondary schools lack dining halls. He points out that students eat under trees, in the classrooms and even outside the school building, mostly in dirty places.

Research question three reveals low satisfaction with quality of security services in secondary schools in Sokoto metropolis. Although daily surveillance and monitoring is done by the security personnel, however, the security personnel are not equipped with security equipment such as metal detector, CCTV etc. In addition to this, little exit channels are provided for students. Little concern is given to alert parents when their wards absent or dodge from school. Overall, the school environment is not properly secured from harm or criminal activities. This could give room to different security threats from armed bandits and terrorists, which could affect learners' attendance and poor performance. Coupled with recent terrorist attack, particularly in the northern part of the country, parents could be forced to withdraw their wards from school. This was consistent with the findings of Amanchukwu, (2012) who maintained that students are often very much in danger of being harmed, simply due to perception of fear of violence. He stressed that this perception could affect learners' school attendance, cause poor school performance and affect the general wellbeing of the learners.

Research question four reveals dissatisfaction with quality of transportation services in secondary schools in Sokoto metropolis. Provision and management of transport services in secondary schools in Sokoto state is challenged by lack of effective

and arranged transport system in the schools. In little schools with effective transport services, the services rendered by the buses are not for the benefit of the students. These buses could be frequently used for the administrative duties. On a last note, students are forced to pay for their transport fare when going for holiday rather than the government to provide stipends for at least indigenes of Sokoto state. This would have reduced the burden carried by the parents, particularly those with many children who are in school. In consistent with this finding, Adam (2009) found that lack of effective transportation services was associated with late coming and even absenteeism which could in turn result to poor academic performance of the students. Adam (2009) therefore stressed the need to purchase school buses for schools to ease transportation cost and to help reduce lateness and absenteeism.

Research question five reveals dissatisfaction with quality of health services in secondary schools in Sokoto metropolis. Apart from security aspect of schooling, secondary schools in Sokoto metropolis are putting much effort to sanitize their environment with a view to providing healthy environment to the students and the staffs. However, this effort is affected by non functional clinic which could have provided first aid to injured students and staffs. In schools where there are functional clinics, inefficient and irregular supply of drugs and other medical facilities seemed to be a challenge. Doctors do not often visit these schools. This could be due to negligence on the side of the school administration or the government in requesting for visitation of doctors from public hospital. Lack of medical facilities could result to increase in dropout rate. Students could feel that their personal hygiene is not important to the school and therefore could develop a negative attitude to school. This assertion concur the findings of Newell (2012), who opined that when students are struck by sickness without been giving first aid in school, they might develop hatred for school.

Research question six also reveals dissatisfaction with quality of guidance and counseling services in secondary schools in Sokoto metropolis. In another position, guidance and counseling activities in secondary schools in Sokoto metropolis was also found to be in worst condition. Despite the fact that students are keen to patronize guidance and counseling office to seek for counseling services as encouraged by the school, yet many schools lack functional guidance and counseling office as well as professional staffs in guidance and counseling activities. Lack of guidance and counseling services could distort the link between schooling and workforce. In another aspect, students having personal or educational problems could drop out of school because of lack of proper guidance. This finding concurs with the opinion of Gibason (2008) who found an integral aspect of guidance and counseling to educational success. He maintained that guidance and counseling services prepares students to assume increasing responsibility for their decision and grow in their ability to understand and accept the result of the choices

Lastly, research question seven reveals dissatisfaction with quality of record management services in secondary schools in Sokoto metropolis. Findings of the study reveal that there is proper record management in secondary schools in Sokoto state, with an effective record disposal. However, challenging factors seemed to counter balance the quality of record management in these schools. These challenges include: (1) Records are stored in Database Management Systems for effective retrieval and manipulation, (2) Lack of record of student learning styles, learning impairment and personality profile which would be used to direct instruction based on their disabilities and (3) Unavailable gadgets for data backup in the case of disaster. These challenges could limit the effective maintenance of record in school. It could also have adverse effect on teaching and learning process. For instance, lack of students'

personality profile and learning impairment could prevent the teacher from paying attention to special students. This finding concurs with the findings of Nwagwu (2015), who earlier found that many secondary schools in Nigeria do not properly keep and manage record. He warned that lack of effective record management could have adverse effect in identifying a child's demographic characteristics in case of loss, kidnap or death.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

#### **5.1 Introduction**

This chapter presents the summary and conclusion of key findings of the study. Recommendations of key facts to be taken into consideration by stakeholders were also highlighted.

#### **5.2 Summary of the Study**

This study with title “Assessment of the quality of students’ personnel services in public secondary schools in Sokoto metropolis”, begins with chapter one which is an introduction, which also forms the background information about the research topic. It explains the problems of the study, seven research questions and seven objectives of the study to guide the conduct of the study. The findings of the study are hoped to be a resource materials to the practitioners of educational administration and planning, Sokoto state government and general public who are interested in the development of education in the state. The scope of this study covers public secondary schools in Sokoto metropolis.

The related literature reviewed in this study present the following sub-themes: such as conceptual framework, theoretical framework, quality accommodation services, quality food services, quality security services, quality security services, quality transportation services, quality health services, quality guidance and counseling services and quality record services among others. Above all related empirical studies were also reviewed. The chapter concluded with a summary and reasons why the study is unique with the previous studies conducted.

Under the methodology of study, the descriptive research design was used to assess the existing phenomena of the quality of students’ personnel services in public

secondary schools under the study. The population of the study consists of 1507 teachers and 28,640 students that make up the population of the study. Simple random sampling technique was used to select 28 secondary schools in the area and Research Advisor of 2006 was also used to draw the sample size of 684 respondents out of 30,147 population of the study. The main instrument used for data collection for this study was questionnaire entitled “Questionnaire on Views of Teachers on Assessment of the Quality of Students’ personnel services (QVTAQSPS)” and “Students’ Opinion on Assessment of the quality of Students’ personnel Services (SOAQSPS)”. The pilot test or test-re-test was conducted and correlated using PPMCC. The reliability index of 0.76 was obtained for students’ questionnaire and 0.81 for teachers.

After the presentation of research methodology, the study proceeded with data presentation and analysis. Summary of major findings were highlighted, which was followed by the discussion of findings. The study ended up with a summary of the study, conclusions, recommendations and suggestions for further studies

### **5.3 Conclusion**

Based on the findings of the study, conclusion was reached regarding quality students’ personnel services in secondary schools in Sokoto Metropolis. The findings have reveals that the quality of students’ personnel services in secondary schools under study area is in poor quality. In some schools, such services were missing while schools with such services are facing many challenges to properly implement the services. This could adversely affect students’ educational success. However, this can be deduced that other secondary schools outside the metropolis could be having the same problems and challenges.

## **5.4 Recommendations**

1. The school management should provide adequate hostels to accommodate all total number of students. The hostels should be kept clean and damage facilities should be repaired in due time so as to improve teaching & learning process in these schools.
2. The food provided to the students should be made hygienically, balance diet and in good quantity. At least three square meals should be giving to students per day.
3. The security equipment such as closed circuit television (CCTV), metal detector and other modern security devices should be made in case of disaster or turmoil so as to improve quality security services in Secondary schools by the Government.
4. The school management should provide new and available buses. Funds also should be provided for fueling and maintenance of the available ones in due time.
5. The secondary schools should be provided with functional clinics, proper supply of drugs and necessary health facilities. For those schools with existing clinics should be upgraded and furnished with drugs and other health facilities with aims of improving students' health and academic performance.
6. Secondary schools should be provided with functional guidance and counseling office furnished with facilities. Similarly qualified personnel on guidance and counseling discipline should be provided so as to help students to overcome their problems. This can be achieved through workshop and seminar organized.



7. Record keeping and maintenance should be made systematic and organize.

Teachers and other administrative staff of these secondary schools should be trained on computer literacy especially on data processing and management for easy record keeping and maintenance.

### **Suggestions for Further Research**

1. Another study can be conducted to investigate the relationship between quality students' personal services and students' educational success.
2. Similar study can be conducted to explore students' attitude towards the provision of students' personnel management in secondary schools.
3. Similar study can be carried out to assess the quality of students' personnel services in rural secondary schools.

## REFERENCES

- Adam, C (2009). School Attendance in Manitoba. *A Journal of Educational Research*, 1 (2), 42-50 Retrieved on July 13, 2016 from [www.edu.gov.mb.ca/.../attendance/schoolattendance](http://www.edu.gov.mb.ca/.../attendance/schoolattendance).
- Adelman, (2008). *School Attendance Problems, Current Policies and Practices*. Lagos wisdom publishers.
- Adelman, S.W(2008).How effective are food for Education Program?" *international journal of policy research* 4(1),53-68
- Adeposu, E. J. (2010). When and Why Drop-outs Leave High School. *Youth and Society*, 3(8), 29-57.
- Adepoju, D. (2010). *Report on Home Grown School Feeding and Health Program* in Osun State. Unpublished Report.
- Aggawal, J. C. (2007). *Psychology of Learning and Development*. UK Shipra: Publications.
- Akpan, A.G (2001). *Seminar on students Accommodation*. Cross Rivers, Nigeria.
- Alegbeleye, G.B (1993), *Disaster control planning for libraries achieves and electronic data processing centres in Africa*. Ibadan: Option Book and Information services.
- Amanchukwu, R.N (2012). Application of intelligence indicators on secondary school safety and security as a measure of learning enhancement. *International Journal of scientific Research in education* 5(3) 151-161 retrieved on 25/02/2016. <http://www.ijse.com>.
- Amanchukwu, R. N. (2005). Education, national development and youth's violence in Nigerian schools: the way forward. *Journal of Creativity and Scientific Studies*, 1(1), IS6-162.
- Amanchukwu, R. N. (2007). Citizenship Education: A Challenge to All Generations For Sustainable Development. *Knowledge Review: Multi-disciplinary Journal for the Advancement of Knowledge* 15(8),27-32.
- Amanchukwu, R. N. (2010). Indiscipline as a Contributory factor to the falling Standard of Education in Nigeria. *Issues on Development*, 6(4), 40-56.
- Amanchukwu, R.N. (2005). Classroom experiences in relation to project child (computers helping instruction and learning development-CHILD). *Journal of Education in Developing Areas* 14, 97-103.
- American Medical Association, (1970). *A report of the council on Health service*. Chicago: Illinois publishers.
- Amos K.F. (2002). *Introduction to health education*. Ibadan: University press.
- Anderson, P.(2010). *School Community care*. Problems and prospects. Uyo: success Nig Ltd

- Anho, J.E (2006). *Identification and analysis of problems in the administration of student's personnel support services in Nigerian Secondary Schools*. Unpublished Ph. D. Thesis. Delta State University.
- Asogwa, G. E (2004). Library Records and Maintenance, Nigerian libraries link: *A Journal of Library and Information science* 11 (1), 88 – 93.
- Atkinson, J. W., & Feather, N. T. (eds) (1966). *A Theory of Achievement Motivation*. New York: John Wiley and Sons.
- Ayodele, J.B (2004). *The role of the head of teachers in School plant management and maintenance*. Ibadan NEAP Publishers
- Berryman J.C. (1994). *Health promotion in school*. A Comprehensive School Health challenge. Santa Cruz; CA ETR associates ltd.
- Brewer, N.O (2014) *principles of Guidance and counseling*. UYO: Golden Publishers Nigeria Ltd.
- Cang J. (2015). *The Sociology of child development*. New York; Harper and Row Publishers.
- Caty, C. (2016). Safety in High School; prevalence and consequences of students exposure of Firearms. *Educational research* 5 (2), 42-55. Retrieved on May 2016, from [www.infor@schoolsnews.com](http://www.infor@schoolsnews.com)
- Coleman, H.L. (2008). *Hand book of School counseling*. Awka Lawrence Publishers.
- Cooley, L. (2010). *The power of groups: Solution-focused group counseling in schools*. Thousand Oaks: C.A Corwin Press.
- Coy, D. R. (2004). *Developmental guidance and counseling in today's schools*. Alexandria, VA: National Association of Secondary Schools.
- Daramola, J.B (2011). *Conservation, Preservation and management of public records*. Badagry: Success Publishers.
- David, N.C. (2001) *Students Hostel and its Influence on Academic Performance*. Jos: Elindero Nig. Ltd.
- Dimmitt, C., Carey, J. C., & Hatch, T. (2007). *Evidence-based school counseling: Making a difference with data-driven practices*. Thousand Oaks: C.A, Corwin Press.
- Dorman M. (2001). Health on the net foundation: Advocating for quality Health information. *American journal of school Health* 6(72), 2-86
- Dwyer, K. P. (2014). Children Killing Children. *Journal of Educational Psychology* (2), 25-30.
- Emetarom, U. (2002) *Student's personnel Administration: Understanding the child for buffer learning environment*. Owerri: Tony Ben Publishers

- Enyi, D. (2003). *Theories in educational administration*. Enugu: Magnet Business Enterprises.
- Erford, B. T. (2010). *Group work in schools*. Upper Saddle River: NJ Prentice Hall Limited.
- Erford, B. T. (2011). *Transforming the school counseling profession*. Upper Saddle River: Prentice Hall limited.
- Ezeocha, P. (1990), *Educational Administration and planning*.Nsukka: Optimal Computer Solution limited.
- Ezeocha, P. A., Nosiri, C. P., &Eferakeya, O. A (2013). *Essentials of Classroom Organization and Management*. Owerri: International University Press.
- Fajewonyomi B.A. &Afolabi D. (2017). The status of health services and need of Nursery school children. *Nigerian school Health journal* 8(2), 62-67
- Federal Ministry of Education (2007). *National Guidelines for School Meal Planting and Implementation*. Abuja: Federal Ministry of Education. Can-am Children's School (2010). Proposal for a Grant of \$65,000 for School Feeding Program. In: <http://www.garramchildrensschoolandorphanaage.org>.
- Federal Republic of Nigeria, (2004) *National policy on Education*. Logos: Nigerian Educational and Research Development centre (NERDC) Press
- Federal Republic of Nigeria,(2006). *National population Census*. Population statistics of Kogi State Electoral zone. Retrieved on 5th June, 2016 from [www.npccomkogi.state/statistics/htm](http://www.npccomkogi.state/statistics/htm).
- Fonquet R and Gage H. (2004). The relationship between health inputs and Health output. *Journal of economic and operational Research*. London: key stars Publishers.
- Gibson, R. L. (2008). *Introduction to guidance and counseling*. Upper Saddle River: NJ Prentice Hall limited.
- Hamrin N. C. (2014). *Developing and managing your school guidance program*. Washington, DC: American Counseling Association press.
- Heyden, S. M. (2011). *Counseling children and adolescents*. Belmont: C.A Brooks & Cole ltd. <https://www.brook.edu/views/papers/2016moser.pdf>
- Hudson, B. (2009). Management Security Risks in Schools; A Practitioner's View. *Risk Management* 1(3), 25--35.
- Kalu, U. (2000). *Implementation of student's personnel services in public secondary schools* in Abia state. Unpublished Manuscripts, University of Nigeria Nsukka.
- Kauchak. D. P. (2011). *Introduction to teaching: Becoming a professional*. Upper Saddle River: NJ Prentice Hall limited.

- Kolawole A.A (2015). Assessment of Health service in Kogi state public and private Secondary Schools. *Public Health Research* 5(4), 90-94 retrieved on 24 April 2016 from <http://article supub.org>.
- Leach F. & Humphrey S. (2007). Gender Violence in Schools taking the Girls as victims discourse forward. *Gender and Development*, 15 (1) 57-60
- Leistikow, N. (2003). *Teen girls flooding Kenya's new No-Cost schools*. Retrieved May, 20 2016 from <http://www .women .org>.
- Lunenburg, F. G (2010). *School Guidance and counseling services*. United Kingdom: Houston State University Press.
- Manga, S.D. (2012). *Introduction to Educational Management*. Sokoto: UsmanuDanfodiyo University Press.
- Manga, S.D. (2014). *Theories of Educational Administration*. Lecture Note for Postgraduate Students of Edu 702, Unpublished Manuscripts. UDUS, Sokoto.
- Marafa, A. (2014). *Student's accommodation in our schools*. unpublishedNanuscripts. Presented at Umaru Musa University Kastina, Nigeria.
- Maxikana, P. (2015). *Role of records management in business, during market reform programme*. Enugu: Wisdom Publishers.
- McTigheJ. (2000). Assessing students Health learning in the class room. *Journal of Health education* 1 (2), 1-4.
- Mgbodile, T. (2007), *Thenature and scope of educational administration and management*. Awka: Mwks Publishers Ltd.
- Mgbodile, T.O. (2003). *Fundamentals in educational administration and planning*. Enugu: Magnet Business Enterprises.
- MirembeR.&Davies , L. (2001). Is schooling a risk? Gender power relations and schools culture in Uganda. *Gender and Education* 13(4), 401-411.
- Mohammed T.A (2001) *Management of student personal service in Secondary School*. Unpublished dissertation. UsmanuDanfodiyo University Sokoto
- Mushiga, F. (2006). School enrolment among urban non-slum, slum and rural children in Kenya: Is the Urban Advantage Eroding? *International Journal of Educational Development*, 2(6),471-482.
- Nakpodia, E.D. (2011).Students' records: challenges in the management of student personnel in Nigeria tertiary institution. *Prime Research on Education*, 1 (3), 44-49.

- Nelson, R.N. (2012). Evaluating the quality of public early childhood education and Vision 20: 2020: the role of government', *African.J. of Economic and Sustainable Development*, 1(3),243-264.
- Neukrug, R. C. (2011). *Counseling theory and practice*. Belmont: C.A Brooks & Cole ltd.
- Newell D. (2012). Environmental Child Health. Health Problems inPediatrics. New York *journal of tropical Pediatrics* 23(2), 53-62.
- Nosiri, C. (1995) *Pupil Personnel administration*. In Okeke.B. Noriri, C. Ebele, Tozurumba, N and Igwe, S. (Eds) A hand Book educational Administration. Owerri: New African Publishing CO. Ltd.
- Nwagwu, N.A (2015). *The development and management of records in Nigerian education system*. Owerri: Tony Ben Publishers.
- Nwakpa, P. (2015): Students' Personnel management: A panacea for effective Secondary School Administration in Nigeria. *Journal of Research in Humanities and Social Sconce*. 3 (5), 62-64.
- Nwankwo, J. (2008), *Educational Administration: Theory and Practice*. India: Vikas Publishing House PVT. Ltd.
- Nwimo I.O (2006). Status of preventive Health Service in Secondary school in Owerri. Educational zone. *Journal of international council of health physical; education recreation sports and Dance* 4(x41) 37-42.
- Omalley, B. (2007). Education Under Attack: A global Study on Targeted Political and Military Violence against Education Staff, Students and Teachers. *International Journal of Educational Development*, 3(7),47-65.
- Okafor S.I (2015). Policies and practices a case of medical facilities in Nigeria. *Journal of Social Science and medicine* 1 (6), 20-43.
- Okon,A (2004). Guidance and counseling as a component in the management of Student's personnel services. *Journal of Humanity and social Science*, 19(1) 55- 60.
- Okonkwo, C. E., &Ozurumba, N. M. (2009). *Fundamental Concepts in Education*. Owerri: Totan Publishers.
- Peretomode, V.F. (2001). *Introduction to educational administration, planning and supervison*. Lagos: Joja Educational Research and Publishers.
- Popoola, S.O (1999). *Managing records for effective School administration in Nigeria*. Oyo: HordenNig Ltd.
- Popoola, S.O (2003). *The Status of recodes management in States Universities in Nigeria*. Ibadan: University Press.

- Tbilisi-Batumi, I. (2001). Globalization of Educational Development. *Journal of Global Security conference*, 4(2) 27-45.
- Telljohann, S.I, Symmons C. and Patemen, P. (2004). *Health education; elementary and middle school application*. New York Mchraw hill Ltd.
- Thompkins, D. E. (2000). School and Violence: Gangs and a Culture of Fear. *Annals of the American Academy of Political and social Science* 567(1), 3-36.
- Ukeje, B, Akabogu, G and Ndu, A. (2002) *Educational Administration*: Enugu Forth Dimension Publishing co. Ltd.
- Ukeje, B. (2014), *Leadership: the bane of Nigeria development*. Awka: Meks Publishers Ltd.
- Ukeje, B.O. (2002). *Educational administration*. Enugu: Fourth Dimension Publishing CO. Ltd.
- Whiwhu, B. E (2005): Management of records in Nigerian Universities problems and prospects. *Emerald Journal* 23 (3), 345 – 355.
- Willgoose C.E (2015) *Health Teaching in Secondary School*. Philadelphia: W.B Saunders company.

## **APPENDICES**

### **APPENDIX A USMANU DANFODIYO UNIVERSITY, SOKOTO POST GRADUATE SCHOOL**

Questionnaire on Assessment of the quality of students' personnel services in public secondary schools in Sokoto Metropolis of Sokoto State.

Department of Educational Foundation,  
Faculty of Education & extension Services,  
Usmanu Danfodiyo University, Sokoto.

#### **TEACHERS AND STUDENTS QUESTIONNAIRE**

I am a post graduate student of Usmanu Danfodiyo University Sokoto, undergoing a Masters Degree Programme on Educational Administration and Planning. I am currently conducting a research entitled **ASSESSMENT OF THE QUALITY OF STUDENTS' PERSONNEL SERVICES IN SECONDARY SCHOOLS WITHIN SOKOTO METROPOLIS**. The questionnaire is intended to solicit information from your vast knowledge and experience on the quality of students' personnel services. I would be very grateful and appreciate if you and your students will answer the questions therein. I assure you any information provided will be used strictly for the academic purpose and will also be treated with utmost confidentiality.

Thanks I am very grateful in anticipation of your early response.

Yours Sincerely

ABDULLAHI, Hamza Dingyadi  
AdmNo:14210411004





**UsmanuDanfodiyo University, Sokoto**  
**Faculty of Education & Extension Services,**  
**Department of Educational Foundations**

Questionnaire on Viewsof Teachers on assessment of the quality of students' personnel services in secondary schools.

**Instructions:** Read the questions below and answer them by ticking ( ) in the answer that best suit you in the appropriate column. Please be sincere and honest in your answers.

**Quality of services**

S/N	Items				
<b>A</b>	<b>Accommodation services</b>	<b>HS</b>	<b>MS</b>	<b>LS</b>	<b>NS</b>
1.	Students' hostels and furniture are available in my school				
2.	Students' hostels and furniture are adequate for the number of students in my school				
3.	Students' hostels are in good condition in my school				
4.	Students' hostels are kept clean in my school				
5.	Students' hostels and furniture are promptly repaired when damages occur				
<b>B .</b>	<b>Food services</b>	<b>HS</b>	<b>MS</b>	<b>LS</b>	<b>NS</b>
6.	Food cafeteria services are provided in my school				
7.	Students' dining hall and furniture are adequate and convenience for the number of students in my school				
8.	Students' dining hall and furniture are in good condition in my school				
9.	Students' dining hall and furniture are kept clean in my school.				
10	Students' dining hall and furniture are				

	promptly repaired when damaged in my school				
<b>C.</b>	<b>Security Services</b>	<b>HS</b>	<b>MS</b>	<b>LS</b>	<b>NS</b>
11.	My school environment is properly secured from harm and other criminalities (vices)				
12.	There is adequate security equipment in my school such as, metal detector, padlocks and keys as well as closed circuit television (CCT.V)				
12.	Security office and facilities are in good condition in my school				
13.	Security office and facilities are in good condition in my school				
14.	Security staffs are vigilant for surveillance and monitoring school premises day and night in my school.				
<b>D.</b>	<b>Transportation Services</b>	<b>HS</b>	<b>MS</b>	<b>LS</b>	<b>NS</b>
15.	There is effective and organized transportation system in my school.				
16.	There is functional school bus in my school.				
17.	There is available funds for fueling school bus and maintenance in my school				
18.	There is well ventilated sickbay in my school				
19.	School bus is promptly repaired when spoils.				
20	My school gives journey money during holiday				
<b>E</b>	<b>Health services</b>	<b>HS</b>	<b>MS</b>	<b>LS</b>	<b>NS</b>
20.	There is functional clinic in my school				
21.	There is proper and regular supply of drugs and health facilities in my schools				
22.	Doctors visits us regularly in my school				
23.	There is well ventilated sickbay in my school				
24	Sanitation is being carried out periodically for				

	healthy environment in my				
<b>F</b>	<b>Guidance and Counseling Services</b>	<b>HS</b>	<b>MS</b>	<b>LS</b>	<b>NS</b>
25.	Guidance and counseling services are provided in my school				
26.	Guidance and counseling office are adequately furnished with facilities.				
27.	Guidance and counseling office's furniture and equipment are in good condition.				
28.	Guidance and counseling office is kept clean in my office.				
29.	Guidance and counseling office's furniture and equipment are regularly repaired when damage.				
<b>G</b>	<b>Record Services</b>	<b>HS</b>	<b>MS</b>	<b>LS</b>	<b>NS</b>
30.	There is proper students record keeping in my school				
31.	Students' records are kept in both hard and soft copies.				
32.	Student record both in hard and soft are in good condition.				
33.	Students' records are always available for official and personal needs.				

**UsmanuDanfodiyo University, Sokoto**  
**Faculty of Education & Extension Services,**  
**Department of Educational Foundations**

Questionnaire on opinion of students on assessment of the quality of students' personnel services in secondary schools.

**Instructions:** Read the questions below and answer them by ticking ( ) in the answer that best suit you in the appropriate column. Please be sincere and honest in your answers.

**Quality of services**

S/N	Items				
<b>A</b>	<b>Accommodation services</b>	<b>HS</b>	<b>MS</b>	<b>LS</b>	<b>NS</b>
1.	Students' hostels and furniture are available in my school				
2.	Students' hostels and furniture are adequate for the number of students in my school				
3.	Students' hostels are in good condition in my school				
4.	Students' hostels are kept clean in my school				
5.	Students' hostels and furniture are promptly repaired when damages occur				
<b>B .</b>	<b>Food services</b>	<b>HS</b>	<b>MS</b>	<b>LS</b>	<b>NS</b>
6.	Food cafeteria services are provided in my School				
7.	Students' dining hall and furniture are adequate and convenience for the number of students in my school				
8.	Students' dining hall and furniture are in good condition in my school				
9.	Students' dining hall and furniture are kept clean in my school.				
10	Students' dining hall and furniture are promptly repaired when damaged in my				

	school				
<b>C.</b>	<b>Security Services</b>	<b>HS</b>	<b>MS</b>	<b>LS</b>	<b>NS</b>
11.	My school environment is properly secured from harm and other criminalities (vices)				
12.	There is adequate security equipment in my school such as, metal detector, padlocks and keys as well as closed circuit television (CCT.V)				
12.	Security office and facilities are in good condition in my school				
13.	Security office and facilities are in good condition in my school				
14.	Security staffs are vigilant for surveillance and monitoring school premises day and night in my school.				
<b>D.</b>	<b>Transportation Services</b>	<b>HS</b>	<b>MS</b>	<b>LS</b>	<b>NS</b>
15.	There is effective and organized transportation system in my school.				
16.	There is functional school bus in my school.				
17.	There is available funds for fueling school bus and maintenance in my school				
18.	There is well ventilated sickbay in my school				
19.	School bus is promptly repaired when spoils.				
20.	My school gives journey money during holiday				
<b>E</b>	<b>Health services</b>	<b>HS</b>	<b>MS</b>	<b>LS</b>	<b>NS</b>
20.	There is functional clinic in my school				
21.	There is proper and regular supply of drugs and health facilities in my schools				
22.	Doctors visits us regularly in my school				
23.	There is well ventilated sickbay in my school				
24.	Sanitation is being carried out periodically for healthy environment in my				

<b>F</b>	<b>Guidance and Counseling Services</b>	<b>HS</b>	<b>MS</b>	<b>LS</b>	<b>NS</b>
25.	Guidance and counseling services are provided in my school				
26.	Guidance and counseling office are adequately furnished with facilities.				
27.	Guidance and counseling office's furniture and equipment are in good condition.				
28.	Guidance and counseling office is kept clean in my office.				
29.	Guidance and counseling office's furniture and equipment are regularly repaired when damage.				
<b>G</b>	<b>Record Services</b>	<b>HS</b>	<b>MS</b>	<b>LS</b>	<b>NS</b>
30.	There is proper students record keeping in my school				
31.	Students' records are kept in both hard and soft copies.				
32.	Student record both in hard and soft are in good condition.				
33.	Students' records are always available for official and personal needs.				

## APPENDIX B

### STATISTICAL TABLES

#### Required Sample Size From The Research Advisors

Confidence level = 95.0%

Confidence level = 99.05

Population Size N	Degree of Accuracy/Margin of Error				Degree of Accuracy/ Margin of Error			
	0.05	0.035	0.025	0.01	0.05	0.035	0.025	0.01
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	149	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	319	348	391
500	217	306	377	475	285	395	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	622
800	260	396	526	739	363	503	615	763
900	269	419	568	823	382	541	622	854
1000	278	440	606	906	399	575	727	493
1200	291	474	674	1067	427	636	827	1119
1500	306	515	759	1297	460	710	959	1376
2000	322	563	869	1655	498	808	1111	1785
2500	333	597	952	1984	524	879	1288	2173
3500	346	641	1068	2565	558	977	1510	2890
5000	357	678	1176	3288	586	1066	1731	3842
7500	365	710	1275	4211	610	1147	1-960	5165
10000	370	727	1332	4899	622	11193	2098	6239
25000	378	760	1448	6939	646	1285	2399	9972
50000	381	772	1491	8056	655	1318	2520	12455
75000	382	776	1506	8514	658	1330	2563	13583
100000	383	778	1513	8762	659	1336	2585	14227
250000	384	782	1527	9248	662	1347	2626	5555
500000	384	783	1532	9423	663	1350	2640	6055
1000000	384	783	1534	9512	663	1352	2647	6317
2500000	384	784	436	9564	6631	1353	2651	6478
10000000	384	784	536	9694	663	1354	653	6560
100000000	384	784	1537	9603	663	1354	654	6584

Copyright The research adviser (2006). All right reserved



## **APPENDIX C**

### **SELECTED PUBLIC SECONDARY SCHOOLS UNDER THE STUDY AREA**

1. Government Girls College (GGC)
2. Sultan Bello Secondary School (SBSS)
3. Nana Girls Secondary School (NGSS)
4. Government Day Secondary School (GDSS) Mabera
5. Government Day Secondary School (GDSS) Tudun Wada
6. Sheikh Abubakar Gumi Memorial College (SAGMC)
7. Sultan Attahiru Ahmad Secondary School (SAASS)
8. Sultan Atiku Secondary School (SASS)
9. Army Day Secondary School (ADSS)
10. AbdulrashidAdisaRaji Special School (AARSS)
11. Junior Secondary School (JSS) Gagi
12. Junior Secondary School (JSS) Minannata
13. Hafsat Bello Memorial Arabic Secondary School (HBMASS)
14. Sultan Abubakar College (SAC)
15. Sokoto Science College (SSC)
16. Government Girls Arabic Secondary School (GGASS) YarAkija
17. Government Day Secondary School (GDSS) Arkilla
18. Government Day Secondary School (GDSS) Dundaye
19. Sani Dingyadi Unity Secondary School (SDUSS)
20. Junior Secondary School (JSS) Arkila Federal Low cost
21. Junior Secondary School (JSS) Bado
22. Junior Secondary School (JSS) Gwuiwa
23. Women Centre for Continue Education (WCCE)
24. Junior Secondary School (JSS) Runjin Sambo
25. Government Girls Day Secondary School (GGDSS) KofarMarke

26. Government Day Secondary School (GDSS) More
27. Giginya Memorial Secondary School (GMSS)
28. Sultan Muhammadu Maccido Institute for Qur'an and General Studies (SMMIQGS)

## APPENDIX D

VARIABLES FREQUENCY ANALYSIS= Accom1, Accom2, Accom3, Accom4, Accom5, Food1, Food2, Food3, Food4, Security1, Security2, Security3, Security4, Transport1, Transport2, Transport3, Transport4, Health1, Health2, Health3, Health4, Health5, Guide1, Guide2, Guide3, Guide4, Record1, Record2, Record3, Record4 and Record5

ORDER=ANALYSIS.

Student hostels and furniture are available in my school			
Responds	Frequency	Percent	Cumulative Percent
Highly satisfied	385	56	56
Moderately satisfied	138	20	76
Low satisfied	102	15	91
Not satisfied	58	9	100
Total	684	100	

Student hostels and furniture are adequate for number of students in my school			
Responds	Frequency	Percent	Cumulative Percent
Highly satisfied	150	22	22
Moderately satisfied	35	50	27
Low satisfied	98	14	41
Not satisfied	401	59	100
Total	684	100	

Student hostels are in good condition			
Responds	Frequency	Percent	Cumulative Percent
Highly satisfied	90	13	13
Moderately satisfied	102	15	28
Low satisfied	142	21	49
Not satisfied	350	51	100
Total	684	100	

Student hostels are kept clean			
Responds	Frequency	Percent	Cumulative Percent
Highly satisfied	160	23	23
Moderately satisfied	148	22	45
Low satisfied	175	26	71
Not satisfied	201	29	100
Total	684	100	

Student hostels and furniture are properly repaired when damaged			
Responds	Frequency	Percent	Cumulative Percent
Highly satisfied	78	11	11
Moderately satisfied	160	23	34
Low satisfied	272	40	74
Not satisfied	174	260	100
Total	684	100	

Food cafeteria services are provided for students			
Responds	Frequency	Percent	Cumulative Percent
Highly satisfied	105	15	15
Moderately satisfied	167	25	40
Low satisfied	205	30	78
Not satisfied	202	30	100
Total	684	100	

Student dinning hall are adequate and convenient for the students			
Responds	Frequency	Percent	Cumulative Percent
Highly satisfied	160	23	23
Moderately satisfied	78	12	35
Low satisfied	186	27	62
Not satisfied	260	38	100
Total	684	100	

Student dining hall is kept clean			
Responds	Frequency	Percent	Cumulative Percent
Highly satisfied	50	7	7
Moderately satisfied	125	18	25
Low satisfied	222	33	58
Not satisfied	287	42	100
Total	684	100	

Damage facilities in the dining halls are promptly repaired			
Responds	Frequency	Percent	Cumulative Percent
Highly satisfied	78	11	11
Moderately satisfied	160	23	34
Low satisfied	272	40	74
Not satisfied	174	260	100
Total	684	100	

Food sold to student by food vendors in the school hygienic			
Responds	Frequency	Percent	Cumulative Percent
Highly satisfied	110	16	16
Moderately satisfied	150	22	38
Low satisfied	199	29	67
Not satisfied	225	33	100
Total	684	100	

School environment is properly secured from harm & other criminalities			
Responds	Frequency	Percent	Cumulative Percent
Highly satisfied	106	16	16
Moderately satisfied	172	25	41
Low satisfied	212	31	72
Not satisfied	194	28	100
Total	684	100	

There is adequate security equipment in schools such as metal detector, CCTV etc.			
Responds	Frequency	Percent	Cumulative Percent
Highly satisfied	174	25	25
Moderately satisfied	108	16	41
Low satisfied	243	36	77
Not satisfied	159	23	100
Total	684	100	

There are many exit channels in case of disaster or turmoil			
Responds	Frequency	Percent	Cumulative Percent
Highly satisfied	122	18	18
Moderately satisfied	100	15	33
Low satisfied	262	38	71
Not satisfied	400	29	100
Total	684	100	

Security personnel are vigilant in daily surveillance and monitoring of schools' premises			
Responds	Frequency	Percent	Cumulative Percent
Highly satisfied	150	22	22
Moderately satisfied	106	15	37
Low satisfied	225	33	70
Not satisfied	203	30	100
Total	684	100	

Parents are alerted in case their children are absent or dodge during school hours			
Responds	Frequency	Percent	Cumulative Percent
Highly satisfied	180	26	26
Moderately satisfied	108	16	42
Low satisfied	197	29	71
Not satisfied	199	29	100
Total	684	100	

There is effective and organized transportation system			
Responds	Frequency	Percent	Cumulative Percent
Highly satisfied	90	13	13
Moderately satisfied	101	15	28
Low satisfied	206	30	58
Not satisfied	287	42	100
Total	684	100	

There is functional school bus in my school			
Responds	Frequency	Percent	Cumulative Percent
Highly satisfied	106	16	16
Moderately satisfied	103	15	31
Low satisfied	198	29	60
Not satisfied	277	40	100
Total	684	100	

There are available funds for fueling and maintenance of school bus			
Responds	Frequency	Percent	Cumulative Percent
Highly satisfied	132	19	19
Moderately satisfied	96	14	33
Low satisfied	201	30	63
Not satisfied	255	37	100
Total	684	100	

School bus is promptly repaired when damaged			
Responds	Frequency	Percent	Cumulative Percent
Highly satisfied	150	22	22
Moderately satisfied	130	19	41
Low satisfied	180	26	67
Not satisfied	224	33	100
Total	684	100	

Bus service operate for conveyance of student from home to school			
Responds	Frequency	Percent	Cumulative Percent
Highly satisfied	200	29	29
Moderately satisfied	180	22	51
Low satisfied	175	26	77
Not satisfied	159	23	100
Total	684	100	

There is functional clinic in my school			
Responds	Frequency	Percent	Cumulative Percent
Highly satisfied	47	7	7
Moderately satisfied	106	16	23
Low satisfied	201	29	52
Not satisfied	330	48	100
Total	684	100	

There is regular supply of drugs and health facilities in my school			
Responds	Frequency	Percent	Cumulative Percent
Highly satisfied	82	12	12
Moderately satisfied	100	15	27
Low satisfied	207	30	57
Not satisfied	295	43	100
Total	684	100	

Doctors visit my school regularly			
Responds	Frequency	Percent	Cumulative Percent
Highly satisfied	195	29	29
Moderately satisfied	190	28	57
Low satisfied	99	14	71
Not satisfied	200	29	100
Total	684	100	



Student with serious injury are given proper first aid or being referred to clinic			
Responds	Frequency	Percent	Cumulative Percent
Highly satisfied	200	29	29
Moderately satisfied	160	23	52
Low satisfied	170	25	77
Not satisfied	150	23	100
Total	684	100	

Toilets and school environment are properly sanitized for healthy environment			
Responds	Frequency	Percent	Cumulative Percent
Highly satisfied	125	18	18
Moderately satisfied	110	16	34
Low satisfied	196	29	63
Not satisfied	253	37	100
Total	684	100	

Guidance and counseling services are provided in my school			
Responds	Frequency	Percent	Cumulative Percent
Highly satisfied	101	15	15
Moderately satisfied	145	21	36
Low satisfied	252	37	73
Not satisfied	186	27	100
Total	684	100	

Guidance and counseling office are adequately furnished with facilities			
Responds	Frequency	Percent	Cumulative Percent
Highly satisfied	125	18	18
Moderately satisfied	182	27	45
Low satisfied	205	30	75
Not satisfied	172	25	100
Total	684	100	

Career guidance is often organized for students in my school

Responds	Frequency	Percent	Cumulative Percent
Highly satisfied	72	11	11
Moderately satisfied	172	25	36
Low satisfied	194	28	64
Not satisfied	246	36	100
Total	684	100	

Student with educational or socio-personal problems are guided on how to improve their studies or personal lives

Responds	Frequency	Percent	Cumulative Percent
Highly satisfied	130	19	19
Moderately satisfied	185	27	46
Low satisfied	169	25	71
Not satisfied	200	29	100
Total	684	100	

Students with frequent disruptive behavior are counseled in order to correct their behavior to better one

Responds	Frequency	Percent	Cumulative Percent
Highly satisfied	150	22	22
Moderately satisfied	97	14	36
Low satisfied	145	21	57
Not satisfied	292	43	100
Total	684	100	

There is proper student record keeping in my school

Responds	Frequency	Percent	Cumulative Percent
Highly satisfied	170	25	25
Moderately satisfied	180	26	51
Low satisfied	164	24	75
Not satisfied	170	25	100
Total	684	100	

Records are stored in database management system for effective retrieval and manipulation

Responds	Frequency	Percent	Cumulative Percent
Highly satisfied	106	15	15
Moderately satisfied	96	14	29
Low satisfied	209	31	60
Not satisfied	273	40	100
Total	684	100	

Records of students' learning style, learning impairment and personality profile are always documented.

Responds	Frequency	Percent	Cumulative Percent
Highly satisfied	150	22	22
Moderately satisfied	80	12	34
Low satisfied	250	36	70
Not satisfied	204	30	100
Total	684	100	

Records of students' learning style, learning impairment and personality profile is used for differentiated instruction to meet the needs of the affected students

Responds	Frequency	Percent	Cumulative Percent
Highly satisfied	100	15	15
Moderately satisfied	114	17	32
Low satisfied	268	39	71
Not satisfied	202	29	100
Total	684	100	

Student performance achievement is always documented and used for academic decision

Responds	Frequency	Percent	Cumulative Percent
Highly satisfied	255	37	37
Moderately satisfied	201	29	66
Low satisfied	100	15	81
Not satisfied	128	19	100
Total	684	100	