

**ASSESSMENT OF PRINCIPALS' ROLE PERFORMANCE IN THE PROVISION
OF STUDENTS' SERVICES IN CROSS RIVER STATE SECONDARY SCHOOLS,
NIGERIA**

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**FACULTY OF EDUCATION,
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AUGUST, 2021

DECLARATION

The researcher hereby declare that the work in this dissertationentitled“**Assessment of Principals’ Role Performance in the Provision of Student’s Services in Cross River State Secondary Schools, Nigeria**” has been written by me in the Department of Educational Foundations and Curriculum (Educational Administration and Planning Section), Faculty of Education, Ahmadu Bello University, Zaria under the supervision of Dr. R. S. Ahmed andDr.J.O. Egbebi.The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other institution.

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CERTIFICATION

This dissertation entitled “ASSESSMENT OF PRINCIPALS’ ROLE PERFORMANCE IN THE PROVISION OF STUDENTS’ SERVICES IN CROSS RIVER STATE SECONDARY SCHOOLS,, NIGERIA” by Sarah Rademene ETTAH meets the regulations governing the award of the degree of masters in educational administration and planning of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

The researcher dedicates this work to all students who aspire to be great in life

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ACRONYMS/ABBREVIATIONS

| | | |
|--------|---|---|
| AASL | - | American Association of School Liberians |
| FME | - | Federal Ministry of Education |
| FRN | - | Federal Republic of Nigeria |
| MOE | - | Ministry of Education |
| NGO | - | Non-governmental Organization |
| NPE | - | National Policy on Education |
| NOUN | - | National Open University Nigeria |
| OFSTED | - | The Office for Standard Education |
| CSEE | - | Certificate of Secondary Education Examination |
| PTA | - | Parents Teachers Association |
| SPSS | - | Statistical Package of Social Sciences |
| STDs | - | Sexually Transmitted Diseases |
| UISTWG | - | Urban Institute of Student Transportation Working Group |
| UNESCO | - | United Nations Educational, Scientific and Cultural Organisation |

OPERATIONAL DEFINITION OF TERMS

Principals' Role: This refers to the responsibility of secondary school heads in providing Guidance and Counselling, Health, Sports, Library and Transport services in Secondary Schools students in Cross River State.

Students Services: This refers to services made available to students other than classroom activities to make life in school more pleasant and encourage academic success as stipulated in principals' role.

Guidance and Counselling Services: This refers to students' service that helps students to Make the most use of themselves by helping them discover their difficulties And hidden potentials.

Sport Services: This refers to students' services that enable students to participate in sporting activities

Transport Services: This refers to students' logistic service of conveying students to and from school event and other school event

Health Services: This refers to students' service that takes care of the health needs of students and other members of the school community.

Library Services: This refers to students' service that provides all the learning materials such as books, tape, internet, intranet, journals, newspapers etc. are available for public in order to study.

ABSTARCT

The study was conducted to assess principals' role in the provision of students' services in secondary schools in Cross River State. The study was conducted with the objectives to: evaluate principals' role on the provision of guidance and counselling service in secondary schools in Cross River State, determine principals' role on the provision of sport service in secondary schools in Cross River State, Find out principals' role on the provision of transport service in secondary school in Cross River State, examine principals' role on the provision of health service in secondary schools in Cross River State and assess principals' role on the provision of library service in secondary schools in Cross River State. In line with the stated objectives five research questions, and five null hypotheses were formulated for the study. The study adopted descriptive study design. The population of the study comprised of 271 principals, 21680, 1626 students and 90 MOE officials. A sample size of 378 was drawn comprising of 28 principals, 247 teachers, 90 students and 13 MOE officials. The sample size was drawn using purposive sampling technique. The instrument for data collection was a self-designed questionnaire which was validated by the researchers' supervisors. The reliability of the instrument was determined using Cronbach Alpha technique which showed a reliability index of 0.82. The bio-data of respondents was analysed using descriptive statistics of simple percentage, frequency and table. The research questions were answered using weighted Mean of 3.0 as a bench mark. Inferential statistics of F-test, One Way Analysis of Variance (ANOVA) to test the five null hypotheses at 0.05 level of significance. The findings of the study among others revealed that: most principals attach importance to guidance and counselling services by providing offices and assigning teacher(s) for counselling services; most principals provided enable atmosphere for sporting activities to take place; Principals monitor the performance of school bus drivers, principals conduct regular interviews with students in order to assess the quality of transportation services; while most secondary schools do not have standard school library, where they exist, they are being managed by the school principals. It was recommended that Government should endeavour to make provision of school buses in public secondary schools and deploy people of outstanding character to manage the affairs of transport service in conjunction with school principals.

CHAPTER ONE INTRODUCTION

1.1 Background to the Study

Education is an important service that plays a vital role in national, economic, social and political development and as such, the goals of education cannot be achieved without the input of students' services. However, in most cases, the societal expectations in terms of goals are hardly met and part of the explanation is linked to the absence of adequate and conducive environment for effective learning. To achieve this objective, adequate provision of certain services to students should be the priority of the school principal. Students' services in this perspective are the non-academic services rendered to the students at the schools setting apart from the formal classroom instruction, for the purpose of healthy, physical, emotional, social and moral development as part of their preparation for a productive adult life after secondary education. These services are complementary to the academic programme which on the other hand brings about a balance in the education of the students. While the task of intellectual and skill development can be accomplished through curriculum planning and implementation, the task of developing responsible attitudes and morals can only be achieved through the provision of students' services by the school principal (Njoroge, 2014).

The principal is employed to give meaning and direction in the management of the school community. The school principal as the head of helms of affairs is saddled with entwined and vast tasks. One of such responsibilities is in the area of students services. Students' services in secondary school involves all the activities and services that are rendered to the students for the achievement of educational objectives which are not the normal classroom instructions. The author is of the view that students' services is not only for the normal classroom activities but other services that go on in the classroom. Mgbodile (2013) further explained that the role of principals in students' services lies in helping to secure discipline among the students, monitor their attitude to their studies and

their commitment to hard work and learning. The principal ensure the implementation of all the programmes developed through the National Policy on Education. The roles of the principals of secondary schools are therefore, not different from the roles of heads of other educational institutions. The role performance of the principals of secondary schools should include interpreting policy, executing curriculum programme, seeing to students and staff welfare, also maintenance of equipment, physical facilities and training of staff, maintaining effective school community relations, interpersonal relationship, record keeping, communication, decision-making and several other responsibilities are obligatory of the principals that will effectively lead to influence commitment and effectiveness (Sullivan and Glanz, 2010). The principal being the Chief Manager of the school should ensure that the policies and objectives, regarding the students' services of the school are implemented and strictly adhered to. He/she also has the responsibility of promoting effective teaching and learning in the school. It is part of the principals' duty to orientate new students to school life. The information provided would help the new students to adjust to the new environment, and make the academic work easier to accomplish. The principal is the key person in the administration of the school where he/she performs specific tasks. The principal supervises and guides the students. It is believed that the functions of the principal are the same as the administrative functions (Rotich and Kipkoech, 2012).

Federal Ministry of Education (2010) in the National Minimum Standard advocates mandatory students' services that school administration should make available to students that which goes along with the curricular offerings. The principal plays a vital role in Students services such as health services, sport services, library services, guidance and counselling services and transport service. The provision of these services cannot be overemphasized because the success or failure of the students and school is dependent on it. The task of developing skills can be achieved through curriculum planning and

implementation, while developing responsible attitude and morals can only be achieved through the provision of students' personnel services. Today, the provision of students' services appears not only inadequate, but appear to be neglected and ineffective (Ogbiji, 2009). The provision of student services is supposed to rank with curricula activities (teaching and learning), it seems that students' services have been relegated in secondary schools in Cross River State. The premium placed on implementation of academic curriculum, with emphasis on academic performance as determined by examination results explains why majority of school principals pay less attention to the provision of students' services. Students have been reported to perform poorly in examinations because libraries are not stuffed with current books/ materials, comfortable reading tables and chairs (Ogbiji, 2009).

The school is likened to an industry where production and manufacturing takes place; this production process does not only require the impartation of knowledge but also the sufficient provision of students' services in every aspect of life for students who with their overwhelming social, domestic, emotional, and academic problems enrol in secondary schools. Guidance and counselling services prevents educational, personal, social, mental and emotional problems.

Library service is one of the essential services required in the school system. The presence of library helps to quicken the implementation of educational programmes as well as the attainment of educational goals and objectives. Library services are significantly related to students' academic performance. The provision of library services increase students reading habit. Learners cannot acquire knowledge only through classroom instruction; they need to consult library materials to add to what the teacher has taught them. Adeyemi (2010) confirmed that students' intellectual development is linked to the constant use of library resources. Thus the library is meant to fulfil their information needs because it is more convenient for students to collect reading materials from the

school's library. Transport services has long played a significant role in facilitating the academic performance of students in schools. Transport services can either have positive or negative impact on the on students' academic performance. The logistics of travelling to and from school influences a student's ability to be in school on time, number of absences and availability to participate in before and after school activities. School health services are an essential component that ensures that students are healthy and ready to learn at all times. Health services are preventive and curative services provided for students in the school environment. The purpose of this service is to help improve students' academic performance. To learn effectively, students need to be in good health. Good health supports successful learning and successful learning supports good health.

Sport services is an integral part of the school, they support the academics of the school and therefore foster success in life. Education may kindle the light of knowledge, but sports helps to maintain the proper physique. Jumare (2015) views sport services as facilities or equipment and persons provided to assist students exercise their body at a stipulated time. Games facilities such as balls, fields, coaches, time and other facilities are made available to students. From the foregoing, the researcher assessed principals' role on the provision of students' services in secondary schools in Cross River State. This brought about the study.

1.2 Statement of the Problem

Students' services constitute an integral part in achievement of educational goals and objectives. Over the years, secondary schools in Cross River State have been experiencing inadequacy of students' educational services. Schools in Cross River state are yet to enfold guidance and counselling service because the importance of providing appropriate guidance and counselling has not been seen by school principals Eyo, Joshua, and Esoung, (2010). Students encounter different academic challenges which they find very difficult to cope with and as such require the services of professional counsellors in

school. On a visit to Government Girls School Big Qua the research through personal observation discovered that guidance and counselling service is yet to be fully introduced in secondary schools in Cross River State. Despite the presence of a guidance counsellor, secondary school students continue to perform poorly in exams (Eyo, Joshua, and Esoung, 2010). This is an evidence that guidance and counselling could be facing challenges in executing their duties. Factors attributed to poor performance, high rate of indiscipline among secondary school students, inadequate facilities, ineffective administration by the principal, lack of interpersonal support between principal and Guidance Counsellors. Apart from the problems listed above, other numerous psycho-social; vocational and personal social problems abound in secondary schools. The solutions to these problems are always channelled to the principal and teachers while seeking the attention of a guidance counsellor is ignored.

Most secondary schools do not make provision for health services for their students and others that do are without adequate staff personnel and non-availability of drugs, including routine drugs like paracetamol, vitamin c and flagyl. Sadly, only few schools have made provision for vehicles to convey the students from their various homes to school and back to their homes. It is observed that schools that have made provision, have buses that are in a bad state because of lack of maintenance culture. The buses are not enough as most schools do not have enough funds to purchase the buses that will convey the students to school and back to their various destinations. Students' activities and movement are not effectively monitored hence, schools have been recording incidents of kidnapping and sexual abuse of children as they return home from school.

The prevailing conception of parents in Nigeria is that sport participation by their children retards them to perform better in academic subjects, yet the contemporary theory is that participating in sport activities by learners enhances their performance in academics. Schools have been blamed over time by parents for the poor performance at school work

by their children attributing this to wasting study time doing sports at school. The researcher also observes that many schools scrapped out sporting activities like football, volleyball, table tennis, and running because it is believed that sport is a distracting factor from achieving the stated goals and objectives of education forgetting that being active in sports while studying has positive impact on academic performance of students.

However, there have been complaints of these services not being adequately provided in secondary schools in Cross River State (Eyo, Joshua, and Esoung, 2010). Over the years, researches have been conducted on impact of educational services in universities, polytechnics and colleges of education. Surprisingly, not much attention is given to students at the secondary school level. The state of affairs suggests that something is wrong with regards to the provision of students' services in secondary schools in Cross River State. Based on this, the study assessed principals' role performance on the provision of student services in Cross River State secondary schools, Nigeria.

1.3 Objective of The Study

The main objective of the study was to assess of principals' role performance in the provision of students' services in Cross River State secondary schools, Nigeria. Specifically the study sought to:

1. Evaluate principals' role Performance in the provision of guidance and counselling service in Cross River State secondary schools.
2. Determine principals' role in the provision of sport service in Cross River State Secondary schools.
3. Find out principals' role Performance in the provision of transport service in Cross River State Secondary school
4. Examine principals' role Performance in the provision of health service in Cross River State Secondary schools.

5. Assess principals' role Performance in the provision of library service in Cross River State secondary schools.

1.4 Research Questions

The following research question were raised to guide the study

1. What is the level of principals' role in the provision of guidance and counselling service in Cross River Statesecondary schools?
2. What is the measure of principals' role Performance in the provision of sport services in Cross River Statesecondary schools?
3. How do principals' ensure the provision transport service inCross River State secondary schools in Cross River State?
4. What is principals' role performance in the provision of health services in Cross River Statesecondary schools?
5. What is the degree of principals' role performance in the provision of library service inCross River State secondary schools?

1.5 Research Hypotheses

The following hypotheses were stated to guide the study

- HO₁** : There is no significant difference in the opinion of principals, teachers, students andministry of education officials on principals' role performance in the provision of guidance and counselling service inCross River State secondary schools.
- HO₂** : There is no significant difference in the opinion of principals, teachers, students and ministry of education officials on principals'role performance in the provision of sport service in Cross River State Secondary Schools.

HO₃ : There is no significant difference in the opinion of principals, teachers, students and ministry of education officials on principals' role performance in the provision of transport service in Cross River State secondary schools.

HO₄ : There is no significant difference in the opinion of principals, teachers, students and ministry of education officials on principals' role performance in the provision of health service in Cross River State secondary schools.

HO₅ : There is no significant difference in the opinion of principals, teachers, students and ministry of education officials on principals' role performance in the provision of library service in Cross River State secondary schools.

1.6 Significance of the Study

The study will give a clear understanding as well as serve as a resource and a body of knowledge for students, teachers, principals, Universal Basic Education(UBE) officials, and ministry of education (MOE) officials, Government, Non-governmental Organizations (NGOs), Parents Teachers Association, communities and the media. The study will provide useful information to Ministry of Education about the state of affairs on the provision of student services and the measures that could be taken to ensure that this problem does not linger for a very long time. The study is expected to provide much needed information to the ministry of education on funding student services. In addition, the study will offer fundamental information to MOE officials which can be used to raise policy on how to reinforce student services in secondary schools in Cross River State and beyond.

The researcher hopes to improve the understanding and knowledge of teachers and principals on how to improve on the provision, administration and management of students' services in their various schools. It will also give them a better understanding on the state of students' services in their various schools. Study is expected to give insights on the benefits that may accrue from quality students' services and dangers that may arise if

they do not provide the same to the students. It is also expected to add to the body of knowledge on the subject for future researchers and to help the Principals continue exploring ways to serve students in a better and more efficient manner that meets their expectations

The study will also be beneficial to students who stand to gain if problems raised by the present state of students' services are handled and especially if adequate and qualitative services are provided. This will arouse the interest of the students and greatly improve their academic performance. The result from this research is expected to open new dimensions, ideas, strategies to effectively manage issues relating to educational services in secondary schools in Cross River State. The results from this study will be of great benefit to Universal Basic Education officials and will help shed light on the challenges facing providers of students' services in secondary schools in Cross River State.

The study will be beneficial to government officials; it will enable them understand the strategies that will be applicable to students' services as well as provide explanations and validation for the decisions and actions taken regarding the provision and maintenance of students' services in secondary schools in Cross River State. The study will help the Government understand the importance of these services by employing the necessary administrators, supervisors and professionals for the effective management of students' services. The study will be of great significance to Parents Teachers Association because it reveals areas where there is need for immediate action to be taken. The PTA can support financially in the procurement of school bus, sporting facilities and toilets.

The results of the study will be beneficial to Non-Governmental Organisations as the study revealed areas where secondary schools are lagging behind in the provision of students' services. NGOs and Ministry of Education can collaborate to bring great change in the provision of secondary schools in Cross River State. This collaboration will bring about a balance and uniformity in the provision of students' services.

This study will be of great importance to the Community. The study will reveal to the community the available students' services. Some examples include the ministry of health can provide information about immunization. The community can work with administrators regarding child abuse, its effects on the students, they can also setup local drugs clinics drug which can be assessable by students as well as parents.

Lastly, the information generated will also contribute to the strengthening of academic programmes that will improve the provision of students' services as well as create awareness or consciousness for future reference that will serve as a body of knowledge in the area of students' services in secondary schools in Cross River State.

1.7 Basic Assumptions

The study was based on the following assumptions:

1. It is assumed that when guidance and counselling services are provided by principals it will help solve student academic problems in Cross River State Secondary Schools.
2. Principals' role enhances the delivery of quality of sport services provided in Cross River State secondary schools.
3. Inadequate provision of transport services arises as a result of poor supervisory role of principal in Cross River State secondary schools.
4. Once qualitative health services are provided by principals, health issues will be managed in Cross River State secondary schools.
5. Delivery of quality Library Services by principals will help enhance students' academic performance in Cross River State secondary schools.

1.8 Scope of the Study

The study was delimited to only secondary schools in Cross River State. The justification for the use of secondary school is rest on the fact that students at this level are perceived most suitable for a research of this nature which prepares them to survive in the

world. in three education zones in Cross River State comprising of Clabar, Ikom and Ogoja. The respondents of the study were MOE officials, principals, teachers and students.

CHAPTER TWO REVIEW OF RELATED LITERATURE

2.1 Introduction

The study is designed to assess principals' role on the provision of students' services in secondary schools in Cross River State, Nigeria. Relevant literature reviewed will be presented in this chapter under the following sub-headings:

2.1 Introduction;

2.2 Conceptual Framework;

2.3 Theoretical Framework;

2.4 Principals' Role Performance in the Provision of Guidance and Counselling Service;

2.5 Principals' Role Performance in the Provision of Sport Service;

2.6 Principals' Role Performance in the Provision of Transportation Service;

2.7 Principals' Role Performance in the Provision of Health Service;

2.8 Principals' Role Performance in the Provision of Library Service;

2.9 Review of Empirical Studies;

2.10 Summary.

2.2 Conceptual Framework

The study is expatiated under the following: principal role, students' services, objectives of students' services, importance of students and types of students' services.

2.2.1 Concept of Principals' Roles

The administrative affairs of schools traditionally fall within the purview of the principal. Unerringly, formal education in Nigeria is rapidly changing and technically tailored towards meeting certain goals. The requirements of these various goals are centered on the advancement of teaching and learning through the provision of students' services with the principal at the fulcrum (Uko, 2015). Principals of secondary schools as administrative heads are in the best position to use resources under their control to achieve set goals of the school Ogbiji (2009). Dare (2009) sees a principal as

a trained and untrained teacher with modern pedagogical skills to transform educational policies in action through the realization of educational goals and objectives.

The school principal is considered the most important person in the school community. As the chief executive of a school, he/she is charged with the responsibility of managing the day to day affairs of the school, ensuring that every member of the community is moving in the right direction. The prime task of school principals is to exercise leadership of the kind that results in a shared vision of the directions to be pursued by the school, and to manage change in ways that ensure that the school is successful in realizing the vision (Njoroge, 2009). She went further to say that effective principals always have school improvement in mind while making school related decision. It would therefore be expected that active participation of the school head in the provision of student services will bring about great success in the school community. According to Njoroge (2009) the principal plays a major role in ensuring student services, if the principal does not give maximum support the students services are bound to fail. Therefore, principal support can improve the provision of students' services. She went further to say that the quality of a principal largely determines the success of the entire school.

According to Onyeike and Nwosu (2018) principals are the uncompromising leaders of their schools as well as administrators in whose hands lie the future of such institutions. In the school system, the duty of administration falls upon the principal. He coordinates and organizes the entire organ towards the achievement of goals. Being at the top hierarchy, his activities directly or indirectly affect every other factor in the system, the teachers, the students and other non-teaching staff. School principal defines where the school wants to be in the future and how to get there (Uwakwe, 2017), set goals and methods needed to attain it which then serves as a planning framework for the school (Onyeike and Nwosu, 2018). They went further to emphasize that the principal establishes

policies and procedures for authority relationship, reporting patterns, chain of command, departmentalisation and various administrative and subordinates responsibilities.

Principal is the determinant of success and progress in school education. Principals are not only responsible for the provision of school programs, curriculum, and an accomplice, but was also responsible for developing and enhancing the accountability of student success. Principals also need to collaborate with team members in managing the delegation of tasks and responsibilities (Renstra, 2011). The principal as a student service manager, specifically provides Guidance and Counselling service for new students to facilitate their adjustment to school life, sport services, health services, library and transportation services. The importance attached to students' services requires that they should be adequately provided (Husain and Husein, 2017).

2.2.2 Concept of Students Services

Schools are founded on the principle of providing students services which helps to foster the development of students' competencies, life skills and habit of academic excellence. Francis (2012) is of the view that students' services assist students and teachers attain maximum self-realisation, as well as to assist students to become effective in their social environment and to complement the academic programme of the school. According to Armaizu(2013) students' services are those services available for teachers and students for the promotion of effectiveness in the school system. To buttress the point above, Ozioko (2014) confirmed that students' services in school involves all the activities and services that are rendered to the students and teachers for the achievement of educational objectives which are not the normal classroom instruction. It therefore means the activities of directing, organising and teaching students in a way that will lead to the achievement of educational goals and objectives (Hodge, 2013).

Students' Services refers to those services that enhances and supports instructional programme of a school. Jumare (2015) sees students' services as provision of materials

that could aid, assist and ease teaching and learning activities within and outside the school. Educational services are very vital because it serves as a lubricant for schools' goal attainment (Nwite and Nwuche, 2016). According to Ejionueme (2010) students' services has received very little attention in school administration, it remains a management function that is critical to the effective operation of the school system. Njuguna (2017) pointed out that students' services are part and parcel of the school management. The very essence of establishing a school is the students; without them every other activity is useless. Thus a school is established primarily for teaching and learning with available material and human resources. These materials are the resources that promotes success in the school. Nwite and Nwuche (2016) posited that making available these materials for students is what is referred to as students' services, he went further stressing that students' services are critically important for the social, emotional and character development of students and the development of learning climate that is conducive to the achievement of educational goals. Students' services as Jumare (2015) observed is an intervening variable in the achievement of school goals and which if not handled or provided can affect the overall goals of teaching and learning in the school.

In the light of the above definitions, students' services could therefore be defined as the provision of physical facilities, social services and amenities that compliments the curriculum of the school, a typical list of services that existed in the past and still exist today according to Ejionueme (2010), includes: guidance and counselling, health services, sport services, transport services and library services. Other authors include speech and prize giving day, quiz and debate programme, students cultural week, students' academic adviser services, and school community services (Jumare, 2015).

Ozioko (2014) is of the view that students' services involve decision making and implementation of policies of the school bearing in mind the sole objectives of education. It is responsible for decision-making, execution of policies relating to the teaching and

learning situation, general welfare and discipline of students. Ozioko (2014) the role of educational administrator (principal) in students' service is one of integrating these services with instruction and coordinating the various kinds of educational services provided. Ozioko (2014) concluded by saying that students' service is the application of managerial process in school administration through provision of physical facilities, social service and amenities that enhance and complement the curriculum programme of the school. From the forgoing, students' services are services that are provided to students outside what is engrossed in the curriculum for the purpose of achieving educational goals and objectives.

2.2.3 Objectives of Students' Services

The main objective of students' services as stated in the National Policy on Education (2016) is to: Facilitate the implementation of educational policy, the attainment of policy goals and the promotion of effectiveness of educational system;

- i. Develop, assess and improve educational programmes, to enhance teaching and learning and improve competent teachers; make learning experience more meaningful as well as promote and develop effective use of instructional materials in schools;
- ii. To achieve these goals provision for libraries will be made as a platform for sharing knowledge aimed at rejuvenating Nigerian schools through the provision of current books, journals and other information resources using digital technology;
- iii. Proprietors shall provide health, guidance and counselling services for their schools. It is for the achievement of the above stated objective that National Policy on Education (2016), prescribed some mandatory services outside teaching and learning that secondary schools are supposed to administer to their students. The inspectorate division of the ministry of education is saddled with the responsibility of inspecting schools and ensuring that the mandatory students' educational services are

administered in all secondary schools across Nigeria. Services like guidance and counselling, health, library, transport and sport services promote the psychological and physical wellbeing of students (Mgbodile, 2013).

- iv. The exposure of students to different components of students' services will enable them to achieve greatly from each service (Nwite and Nwuche, 2016). Consequently, the provision of these services by the principal in schools is very essential in the achievement of desired educational objectives.

2.2.4 Importance of Students' Services

The importance of educational services cannot be over emphasized, because it lies in the fact that it contributes to the quality of teaching and learning experience, curriculum as well as academic performance of the students who are the first beneficiary of these services. Ejeh, *et al.*, (2016) is of the view that without effective students' services, students do not have an academic, emotional, and social connection with the school and are more likely to give up on their studies. These services make it possible to identify different categories of students such as the gifted, average and slow learners so as to ensure that adequate care is given to each category. Ejeh *et al.*, (2016) opined that these services are designed to promote students' participation in school life, educate them about their rights and responsibilities, help them with their academic and career choices as well as with any difficulties they encounter, health wise and socially.

The provision of students' services at all levels of education forms the foundation on which basic education is built. Students' services contribute to the quality of learning experience and students' academic performance (Ozioko, 2014). Basic education is holistic which requires the development of the physical, social and emotion aspects of an individual (Nwite and Nwuche, 2016). The development cannot be achieved if students' services is divorced and emphasis place only on academic curriculum alone, hence, the premium placed on the provision of students' services by school principals (Kadir, 2017).

Having discussed about students' services, it is pertinent to discuss extensively on the types of students services which include guidance and counselling, sport, health, transport and library services.

2.2.5 Types of Students' Services

Students' services could include health services, guidance and counselling services, transport services, accommodation service, library service, security service, water supply service, students' academic adviser service and athletics services (Jumare, 2015). For the purpose of this research, the following types of students' services will be discussed below:

2.2.5.1 Guidance and Counselling Service

Ozioko, (2014) sees guidance and counselling as a cluster of formalized students' services designed by the school to assist students to achieve self-understanding which is necessary for them to attain the fullest self-development and self-realisation of their potentials. Tita-Nghamun and Ugochukwu (2016) defines guidance and counselling as a process of helping an individual become fully aware of him and the ways in which he is responding to the influences of his environment. Guidance and counselling is one of the students' services contained in the NPE (2016) which is to facilitate the implementation of educational policy, the attainment of policy goals and the promotion of effectiveness of the education system. Odemela and Uwani (2009) sees guidance and counselling as a process of helping individuals to understand themselves and their world. It is developmental in nature, the individual is assisted to understand, accept and use his abilities, aptitudes, and interest attitudinal patterns in relation to his aspirations (Kangai, Rupende and Rugonye, 2011).

Jumare (2015) is of the view that guidance and counselling is a guide for students on academic, social and occupational matters on campus and beyond. Guidance and counselling according to Akpan (2010) is a students' service that seeks to provide the

school child the opportunity to obtain holistic educational development that prepares him for a functional life. Modo, Kudirat, Uwah and Mogbo (2013) says that Guidance and Counselling is aimed primarily at assisting the receiver to discover his own decisions, make choices or adjustments unaided.

Guidance and counselling in Nigerian secondary schools plays a vital role in the school system by helping to provide a more enabling environment for students towards growth in education (Bolu-Steve and Olayinke, 2017). In this view, the Nigerian Government recognises guidance and counselling as an essential service that should be given to every student. To ensure that students reap the benefits of learning and realise their academic goals, effective support through the professional guidance and counselling is of critical importance (Njoka and Cajertane, 2014). Guidance and counselling is a helping career, which is a moulding, rebuilding and rehabilitating process. It focuses on individuals and is highly required in all secondary schools. Duncan (2014) is of the view that school counsellors are pivotal in helping students manage their academic programmes as well as the inevitable events of life that may threaten the students' ability to succeed in school.

Gibson and Mitchell (2008) are also of the view that guidance and counselling is a helping profession similar to medicine, law, dentistry and social work. They say that a helping profession is one in which the members are well and specifically trained and certified to perform a unique and needed service to human beings. According to them, professional counsellors must be fully trained and qualified to meet the needs of the students they are designed to serve. They recommend that schools should ensure that the persons fulfilling the roles of counsellors are adequately trained and should have completed a programme in counselling. Schools play a vital role in supporting the wellbeing of their students, develop qualities like confidence, resilience and motivation in their students. In other words, to ensure that students are prepared for adulthood. This

service will contribute to making children happy at school and engage as well as participate fully in teaching and learning activities (Department of Education, 2016). Education has a vital role in the development of abilities in students. With education, individuals can develop their full potentials.

Guidance and counselling according to Ubana (2008) is a process of consultation, co-ordination, collaboration, instruction-giving, appraisal, referral and institutional report. Guidance and counselling is an integral part of education whose goal is to enable the learner to derive optimal educational benefits so as to actualise his/her potentials (Eyo, Joshua and Esoung, 2010). Since guidance is concerned with meeting students' needs, it can be structured properly only as a service to aid students in the identification of his abilities, aptitudes, interest and attitudes to help him with the opportunities for learning about areas of educational and occupational endeavours; to help him in obtaining experiences which will assist him in making of free and wise decisions. Chauhan (2009) asserted that guidance and counselling is a systematically organised phase of the educational process which helps youth grow in his power to give point to direction to his own life, to the end that he may gain richer personal experiences in making his unique contribution to our democratic society.

Egbo (2013) sees guidance and counselling as a service that should help students in reaching two rather opposite goals adjustment to society and freedom to act as unique individuals. Guidance and counselling is an essential service in educational institution since the learner require support in all aspects of their lives such as academic, social, interpersonal and emotional development. While emphasizing on the importance of guidance and counselling, Tita and Ugochukwu (2014) state that it is a moulding, rebuilding and rehabilitating process. They further argued that guidance and counselling focuses on the individual thus it is highly required in secondary schools. Despite its importance, guidance and counselling in schools is riddled with various challenges such

as lack of professionally trained counsellors, lack of time, facilities and orientation materials for use by counsellors.

The prime objectives of guidance and counselling service in school therefore is to help each individual adjust to his/her environment, develop the ability to set realistic goals for him/herself, improve his/her education and be able to face life challenges (Adeoye, 2016). Ineffective guidance and counselling service can hamper effective teaching and learning in secondary schools leading to students' unrest and anti-social behaviour among students (Gudo and Olol, 2011). Guidance and counselling services has great impact on students' academic performance (Jumare, 2015). Counsellors play active roles in dealing with the emotional and psychological problems that could make or mar the academic progress of the students. Furthermore, Adeoye (2016) revealed that the counselling services are intervention process that are effective in dealing with students' problems and at the same time foster healthy heterosexual relationship among the students (Johnson, 2016). The counsellor also keeps proper record of continuous assessment of the academic activities of the students. Through the counsellors' effort, the academic deficiencies ranging from slow learning, lack of attention, poor concentration and other learning difficulties are solved. In the same vein, Gauta (2012) noted that guidance and counselling services assist students to develop their abilities as well as develop and facilitate their self-understanding. Regardless of how academically prepared students are for studies, even well-constructed educational plans can significantly be altered by both unexpected life events and ongoing problems. The forgoing implies personal guidance and counselling can help students confront academic and non-academic challenges. Ultimately, counsellors support students directly in their academic life to foster, promote, and increase interpersonal competencies and academic performance as well as develop the social, emotional, intellectual and physical aspects of students' lives. There are two major counselling programmes and they include: individual

counselling (face to face interaction between the professional counsellor and the client) and group counselling (this is between the professional counsellor and clients who have the similar challenges). The major counselling services in schools include:

- i. **Information Service:** This service is designed to provide students with greater knowledge of educational, vocational, personal-social opportunities so that they make informed and realistic choices and decisions about their educational and vocational plans. The placement services are very essential at the end of secondary school education, where students need to decide on the next step after secondary school (Tita and Ugochukwu, 2014). A proper choice of subjects and career can be made if the student not only knows the opportunities available and the requirements of particular subject and career.

Jacobson (2017) is of the view that the school guidance counsellor provides the students with accurate information on educational, vocational and personal social opportunity facts that are available in order to assist the students in making informed decisions and choices. Students information service assist the students to obtain a realistic picture of his or her abilities, interest, personality characteristics, academic achievements, level of aspiration as well as state of health. Information can be disseminated by the counselling officer, administrator, teacher and doctor. Information disseminated should be suitably compiled and maintained and made readily available. A variety of group guidance activities such as educational and career conferences, work experience seminars and individual discussion constitute the main media for implementing information service (National Open University Nigeria, 2015).

- ii. **Orientation Service:** Different students get admitted to secondary schools—students coming from cities, towns and from villages, from happy and unhappy homes, from highly educated parents and totally illiterate parents, from well-established peer groups and isolated individuals (Allen 2008). Adequate arrangements need to be made for

raising efficiency for all students in social skills, vocational skills, sense of responsibility, courage and poise. Orientation services entails keeping the new students abreast with the academic environment. According to Jacobson (2017) the services are usually for new students. Orientation service helps students to adjust to the new environment. At this point, students are exposed to the rules and regulations guiding the behaviour and interpersonal relationship within the school.

Furthermore, Orientation services are group approaches through which students are given assistance in making plans and adjustment to school. The purpose of orientation is to help students feel emotionally secure and better adjusted in a new environment, especially during enticed transition period. Orientation activities which include information are provided to the students to adapt to the new social environment, know the staff and students. It helps both the old and new students get familiar with the school, its history, its tradition, its rules, regulations and vast opportunities (NOUN, 2015).

- iii. **PlacementService:** This involves placing students in the appropriate class, subject and area of specialty. This process is useful in carrying out the placement of these students into the sciences, arts, technical and commercial classes respectively. The placement service is designed to enhance the development of students by helping them to select and utilize opportunities within the school and outside the labour market (NOUN, 2015). Tita and Ugochukwu (2014) are of the opinion that a conducive environment for the student should be provided and teachers should provide room for self-actualization by being friendly, loving, competent and responsible. Teacher counsellor should also help the student set goals and allow positive self-recognition after attaining set goals and aspirations that will boost success in academic performance.
- iv. **AppraisalService:** This involves the systematic collection of data, analysis of subjective and objective personal and psychological data about students. This gives a better understanding of these students and how they can be aided. Personal records of the

student are written in a cumulative folder. The cumulative record contains comprehensive information about individual student over a period of years for which he is in school (NOUN, 2015). All the necessary information or data needed for appraising a student are usually obtained from students' cumulative record. It is a way of helping an individual to acquire and organize useful information about himself, so that when he knows his own strength and weakness he can make a reasonable choice from all alternative at his disposal. Tita and Ugochukwu (2014) also affirmed that It is therefore important to collect and make available a variety of information through observation, interview, testing, history, and social adjustment data about each student so that they can be in a position to plan satisfying educational, vocational and social programme. The information in this record could serve as background information whenever the need for counselling arises.

- v. **Counselling Service:** This is a face to face interaction between the professional counsellor and the client who has the challenge. Counselling in schools is aimed at assisting the students to live a more productive life. The main focus of guidance and counselling is to facilitate needed educational growth among the students (Oguntuga, 2015). According to NOUN (2015) counselling includes helping the client to understand himself better which will enable him make a wise and realistic decision. It is designed to facilitate self-understanding and self-realisation and self-development through one-to-one or small group relationships.
- vi. **Follow-up Service:** This consist of activities which helps the counsellor to access if the client is coping after the counselling session. Follow-up service is very important for planning and evaluation purpose (Adeoye, 2016). Follow-up is that review or systematic evaluation which is carried out whether guidance service in particular and educational programme in general satisfy the needs of the students. It has to be seen to what extent have students been able to achieve according to their abilities and aptitudes, to what

extent curricular and co-curricular activities have been achieved. The students need to be followed in order to determine the nature and extent of their need for assistance. According to Ajufo and Owoyele, (2008) follow-up service can be maintained by follow-up interviews with the students in his new environment. Information obtained through follow-up can be used for improving the curriculum, stimulating better teaching, increasing the value of the guidance service as well as establish good school/community relationship.

- vii. **Evaluation Service:** Evaluation service helps in accessing the effectiveness of school counselling programmes. Data that is generated helps the counsellor to improve, modify or suspend any service in the programme. Evaluation service completes the entire process of guidance. It is essential to evaluate the use and application of information to establish activities in order to determine their effectiveness (Ajufo *et al.*, 2008).
- viii. **Referral Service:** Referral service involves the action of the school counsellor, class teacher, the school administrator and other school personnel in referring students to other specialist who can render invaluable service to them especially when the problem is beyond the counsellor's ability (NOUN, 2015).

2.2.5.1.1 Problems of Guidance and Counselling Service in Secondary Schools

According to Tita and Ugochukwu (2014) stated that the aim of guidance and counselling services is to assist students to develop physically, mentally, emotionally, morally and educationally to cope with the learning situations within and outside the school environment. Some of these services are hindered because of the following problems:

1. Lack of Trained Counsellors;
2. Doubt about Efficacy of Guidance and Counselling;
3. Lack of commitment on the part of Government;
4. Inadequate Funding;

5. Feeling of suspicion of the role and integrity of counsellors.

2.2.5.2 Sport Service

It is used to be a generally presumed notion that taking parts in sport activities affects (negatively) the academic performance. Sports service are facilities, equipment and persons provided to assist students exercise their body at a stipulated time (Darling,2010). Games facilities such as coaches, balls, time and other facilities could be in an open place or in-door (Jumare, 2015).

Bailey, Hillman, Arent and Petitpas (2013) are of the view that Students engagement in physical activities is also recognised to contribute to a range of positive outcomes, especially in the physical, mental, social wellbeing and cognitive development of the students. According to Top Foundation (2014). There are positive effects of sport services on grades, self-concepts, locus of control, and educational aspirations. For several years, sports and education have been identified with each other, with the result that sports culture has become embedded within academic culture (Bailey, 2008). Traditionally, participation in sports is said to make students more responsible thereby encouraging teamwork, duty, sacrifice and dedication. Provision of sports services and other related activities provides for students the opportunity to participate in extracurricular activities and greatly improve their academic performance, attachment to school and social development.

Sport services also provides the opportunity to apply academic skills in other areas as well-rounded education. Sports according to Kumar (2017) contributes to the preservation and enhancement of mental and physical health, as well as give nourishing leisure-time and also help the individual to overcome the drawbacks of present stressful living. At the community level, it builds up school-community relationship, social

qualities and fair play. School sport as part of school physical education has a vital role in the education of young people. As an indispensable extracurricular activity of the pupils, school sport can inspire the students to the heights which help one see and understand themselves better (Kumar, 2017). Sports play an important role in providing sporting opportunities for students. The way a school values, organises, encourages and supports students are important influences on their learning as they go through school (Alexander, Charnesss, Ekstrom, Gneezy and Tungodden, 2017).

The potential for physical activities and fitness improves cognitive function, learning and academic achievement (Bailey, 2008). For young people to achieve such outcomes it is recognised that sports in schools is an ideal vehicle to promote physical activity due to its availability to all young people. Whilst teachers also have the opportunity to integrate this into the overall education process (Telford, Cunningham, Fitzgerald, Olive, Prosser and Jiang, 2012). There has also been growing interest in the benefits of physical activities for mental health and strong evidence show that regular activity and improved fitness increases psychological well-being (Biddle and Mutrie, 2008).

In contrast, sports services increases students' performance not only in the classroom but also in their life. Students are full of energy, all of which cannot be spent in studies only. According to Biddle and Mutrie (2008) the extra energy can lead students to do wrong and unwanted activities which are harmful not only to health but also to the studies of the students. This is avoidable through sports. Students who engage in sports have their minds occupied and are less likely to have their minds wander to wrongful thoughts (Darling, 2010). A student learns while playing, he has to play not for his own good both for the good and success of the whole team. He or she is to keep in mind the success of his or her school. A healthy student is bound to perform better in school than an unhealthy student. According to Department of Sports and recreation (2015). A student

who participates in sports is almost always healthier than a student who does not. Bailey (2013) confirmed that a healthy body leads to a healthy mind and that sports can support intellectual development in children. Students' sport service gives all students the opportunity to continue their physical, social and personal skills through sporting competition at school and with other schools. Arua (2011) affirmed that physical activity improves children's cognitive control, concentration, attention and reasoning ability.

Trudeau and Shepard (2008) is of the view that sports activities can be added to the school curriculum by taking time from other subjects without the risk of hindering students' academic achievements. Despite these recognised benefit, it remains a concern that within schools, the increasing pressure to improve academic performance often lead to additional instructional time to subjects such as mathematics and English Language at the cost of time for being physically active (Singh, Malina, Uijtdewilligen, Twisk, Van, and Chinapaw, 2012). Also through physical exercise, students will perfect their body and their health. And all of these are going to be built into their personality – one and only, unique and irreproducible. This very personality will, due to school sports dreams mature more easily and prepare for the life that will bring them ups and downs, successes and failures. That is the value of school sports which cannot be measured by material means (Kumar, 2017).

Given these points, student's participation in sport builds up their personality, adjustment in the society, good manners and sense of justice as well as improves students' concentration, memory, behaviour and academic performance (Mohammad, Asif,Umar and Uzma, 2012). According to the Department of Education and Early Childhood Development (2009) school sport improves students' concentration, memory, behaviour and academic performance. Schools can lift the performance and outcomes for their students by offering programmes designed to maximise participation, enjoyment and personal reward. Francois and Roy (2008) also affirmed that physical activity has been

demonstrated to have a positive effect on concentration, memory and classroom behaviour.

In secondary schools, sports are a very popular activity. Tremendous sports are valued in schools because it has great impact on the academic performance of students. According Department of Education and Early Childhood Development (2009) Sports helps students diminish tiredness, stress, and eventually acquire warm atmosphere when revising for test or examination. The importance of sporting activities cannot be overemphasized.

2.2.5.2.1 Benefits of Sports in Secondary Schools

According to Ardoy, Fernandez, Jimenez, Castilo, Ruiz and Ortega (2014) school sport are those programmes that are organised under the umbrella of schools. He stressed that they are significant part of grassroots sports programme. School sport as its name denotes clearly is connected to school and is a part of regular teaching process (Kumar, 2017). According to Blom, Bronk, Coakley, Lauer and Sawyer (2013) identified a range of benefits which include increased strength, stamina, flexibility and endurance, as well as enhanced functioning of the cardio-respiratory and muscular system, reduced risk of chronic illnesses and favourable changes to body composition. Kumar (2017) also identified some benefits of participating in sports in secondary schools, and they include:

- i. Promoting Social Values in Secondary Schools:** Sports play a vital role in promoting the social values among secondary school students. Moreover, physical education is considered as a subject which facilitates and prepares the students for a healthy lifestyle and focuses on the overall physical and mental development as well as imparting important social values among the youths such as firmness, self-discipline, solidarity, team spirit, and fair play (Bailey, 2013).
- ii. Providing Recreational Activities:** Schools must focus on implementation of sport activities to make enjoyable participation to all students, which provides them with

a collection of ideas of games, activities, skills and fitness to play in order to reduce the risk of stress, anxiety, drug abuse and obesity (Feng, 2008).

- iii. Motivating Students to Continue Sports and Physical Activities:** Teachers always motivate students to contribute in sports and physical activities as well as academic programmes. Sports and physical activities is a vital component of academic programme. Sports also contribute in the wholesome development of the total human personality. Laine (2015) is of the opinion that sports is vital for motivating the students who are not physically active or don't have possibilities for active lifestyle elsewhere. Inclusive physical education subject is significant part of equally accessible quality formal education.
- iv. Development of Physical Abilities and Physical Conditioning:** Sports facilities builds up physical fitness which entails motor skills and gets a hold of the competency to perform various physical activities and exercise. Physical fitness builds mentally sharper, physically, comfortable and also able to deal with the day-to-day demands. According to Department of Education and Early Childhood Development (2009) school sport is organised at three levels:
 - i. Intramural Level:** This promotes school broad-based participation in school sport. This programme democratizes sports participation in schools. It involves competition within or between schools. Students can compete within their own school in a regular weekly programme. This type intra-school programme can be a rich learning experience, including basic skills, rules, preparations, umpiring and tactics.
 - ii. Extramural Level:** This level is competition driven. It provides opportunity for the most talented student to excel in the chosen sport through organised sport competition. Schools can also offer their students all the benefits of intra-school sports with the added challenge of competition against students form other schools-

inter-school competition. The participation in inter-school sports enables the community to develop and promote a strong identity and bring schools and other sporting communities together. Students are encouraged to develop new skills and pursue excellence in their own performance.

- iii. **Instructional Level:** This level promotes acquisition of basic knowledge and skills in different motor activities. This level also promotes educational virtues in the cognitive, affective and psychomotor domain of learning.

2.2.5.3 Transport Service

Students often get tired of walking to school, due to long distance and as such need means of transportation to and from school. According to Williams (2009) transport is the process of moving items from point A to point B. it is the movement of people, animals, and goods from one place to another. Academic performance might be influenced by many factors including mental ability and self-motivation toward academic success. There are also other supportive such as feeding programmes for students as well as transport to and from school (Darling, 2010). Over time, there has been cases of kidnapping of students on their way to school in the country, for schools to be able to divorce issues like this, provision for comfortable, safe and sound buses that will convey students from their home to school and back. Richard (2016) is of the opinion that Safe and reliable transport for students has critical role to play in their performance in school. it will make students to arrive in school on time and commence classes on time. When transport service is unreliable, students get to school late and miss their lesson. Students who arrive school on time, are building up confidence because they attend all classroom programmes and this affects their academic performance greatly (Richard, 2016).

Students transport is very important although there is little attention by the school management. According to Ball (2008) safe and reliable transport for students has critical role to play in their academic success in school. it will make the students arrive in school

on time and commence classes on time. School bus are the safest means of transportation for students (Nyirenda, 2012). There are times where students are given extra classes to improve their learning ability; again this requires transport to reach home after extra classes, this will promote self-discipline on how to handle academic activities. Richard, (2016) confirmed that students who arrive in school and class on time are building up confidence because they all classroom programmes and as well improve their academic performance. Students transport has positive impact on students' academic performance, the logistics of travel to and from school influence a students' stability to get to school on time, her number of absences and her availability to participate in school activities (Canfield Joseph, Dara, Ashely and Willie, 2016). Factors such as inclement weather, traffic, irregular public transit schedules, out-of-pocket cost or change in students' current location. Students with special needs will be catered for because the buses are available at pick-up and take-off points on time.

In order to have an improved performance of students, a well-designed and functional means of transportation system needs to have fixed route, schedule bus trips and an improved safety measure which should be accessible and reliable. Reliability here means that the buses in are good condition, arrives and leaves school on time with a particular number of students. This will make students arrive school on time and also have enough time to cover materials and improve on their academic performance (Richard, 2016).

2.2.5.3.1 Benefits of School Transportation

According to Richard (2016), school transportation is more convenient for students because they follow regular schedules all the time. Pickup points for students are determined ahead of time. If a family relocates, it is possible to change pickup points for s student. Students do not have to walk long distance to catch up a school bus. After school, students are taking buses just within the school premises and dropped close to

their respective homes. In the United States for example, school buses are the safest transportation for students, one of the reasons for being safe is the fact that school bus drivers undergo many test before they are allowed to drive school buses. The test includes drug and alcohol test. This test is repeated over time to ensure that he drivers are fit to drive (Richard, 2016). According to Richard (2016), school transport is beneficial because of their reliability and punctuality students can count on school buses to pick them up from their homes and back every day. In most occasions when there is possible delay.

2.2.5.4 Health Services

A comprehensive school health service is an integrated set of planned, sequential school-affiliated strategies, activities and services designed to promote the optimal physical, emotional, social, and educational development of the student (Virginia School Guideline, 2017). Education stakeholders have good reasons to support positive student health outcomes, as students' health and well-being have been positively linked to students' academic performance (Breslau, 2010).

Health and success in school are interrelated. Schools cannot achieve their primary mission of education if students and staff are not healthy and fit physically, mentally and socially (Grant, 2017). The significance of students' health services cannot be over emphasized, according to Jumare (2015) it helps to promote and enhance the good health and well-being of students, offers effective on-campus primary health care and information services on health at little or no cost to registered students, promotes students' health education and awareness as well as provide counselling on health issues or matters of students. Health problems can lead students to miss more days of school for illness and pay less attention and learn less while in class. Various actions are taken by the school authority to promote the highest possible level of health for secondary school

students. It is essential that students are physically well, mentally alert, emotionally and socially stabilized (Aderoumun, 1985). These services are designed to promote students' physical, cognitive and social development (Snilstveit,Stevenson, Menon, Philip, Gallagar, Gellen, Jobse, Schmidt and Jimmenez, 2016). Student health services Is carried out to promote and protect the health of the students as well as academic performance.

Grant (2017) is of the view that poor school performance predicts health-compromising behaviours, physical, mental and emotional problems. Good health is essential for success at school, for example in terms of cognitive development and better attendance (Kolawole, 2015). Likewise, a good education is crucial for social, political and economic development. According to the International Union for Health promotion (2009), comprehensive school health works to do the following:

- i.** Promote health and well-being for all members of the school community;
- ii.** Enhance positive learning outcomes;
- iii.** Uphold social justice and equity;
- iv.** Provide safe and supportive learning environment;
- v.** Encourage students' participation and empowerment;
- vi.** Link health and education issues;
- vii.** Collaborate with parents and local community;
- viii.** Integrate health into the school's ongoing activities, curriculum and assessment standard;
- ix.** Seek continuous improvement through ongoing monitoring and evaluation.

According to Ogbiji and Koko, (2011) health services are appraisal of health status of pupils and school personnel, counselling pupils, parents and others concerning appraisal findings; encouraging the correction of remedial defects and proper adjustment of those identified as not remedial; identification and education of the handicapped; prevention and control of diseases and providing emergency services in injury cases and

sudden illness (Ozioko, 2014). School services can cover both the prevention and treatment of diseases and malnutrition in the school setting (Snilstveit *et al.*, 2016). Implementation of school health programme is facilitated through establishment of health units in schools, mobile health services, inclusion of health education in the school curriculum and creation of clubs and societies in the school (Ogbiji and Koko, 2011).

School health services is core to the implementation of National Policy on Education. School health services are various actions taken by the health team in conjunction with the school authority to promote the highest possible level of health for school children throughout their years of study (NOUN, 2015). Olsen and Allenworth (2012) are of the opinion that school health services are meant to promote health by ensuring that health problems are identified early through appraisal and remedial interventions given. Ozioko, (2014) observed that the concept of health is more than just being physically sick, it goes beyond the prevention of it and even extends to one's social or community relationship. Ezeocha (2010) noted that teaching and learning cannot be achieved in the absence of good health. The main objectives of school health services according to Federal Ministry of Education (2010) is to promote optimal health within the school, prevent diseases among all persons in schools, promote growth and development in all school learners, promote early detection of defects and diagnoses of diseases amongst all in the school, provide prompt treatment for diseases and injuries occurring among all persons in schools, provide referral and follow-up services in schools as well as ensure effective counselling for all learners and staff when necessary. Development of students and the quality of their learning depends on a number of factors including their own health status (United Nations Educational, Scientific and Cultural Organisation, 2010).

The school brings a large number of students together, this indicates that a system must be in place to deal with issues as first aid, medical emergencies and detection of

contagious conditions that could spread a group situation (NOUN, 2015). Schools should also provide services to non-special education students with chronic health problems such as asthma, diabetes and seizures in order for them to be educated. Schools have little or no choice in providing such services (Bradley, 2013).

Summarily, Services such as screenings and immunization are also widely accepted as belonging in secondary schools and as such students' health services must be in place in all secondary schools.

2.2.5.4.1 Importance of Students' Health Services

Education sector not only trains or prepares human resources needed for the economy; it also produces leadership for various sphere of life (UNESCO, 2010). Students' health services are needed because we know that students in secondary school form a large proportion of the population and are targets of mal-nourishment, and some other diseases. If their health is taken care of, a large percentage of the population will be covered. Students at this age encounter several physical, emotional and developmental changes. These changes may create problems for the school. therefore, the school authority must take cognisance of these problems and proffer adequate solutions (NOUN, 2015). A child of school age comes to school and faces many risk like accidents, emotional stress as well as communicable diseases. The school is therefore a centre for risk management (Lucas, 2008). According to UNESCO (2010), school health services will reduce school dropout rate, enhancement of quality of education and learning outcomes, improve health conditions of students as well as control diseases and an overall improvement in the health condition of the society at large.

2.2.5.4.2 Characteristics of School Health Services

The following are the broad characteristics of students' health services according to NOUN (2015):

- i. Appraisal of the health status of learners and school personnel through thorough pre-entry screening routine medical and psychological examinations.
- ii. Health counselling of the staff and students by a counsellor/social worker.
- iii. Referral and follow-up health services between school, community and health facilities.
- iv. Prevention and control of communicable and non-communicable diseases, through inspections, re-admission, educational measures, immunization, sanitation and epidemic control.
- v. Provision of special health services for learners with special needs.

2.2.5.4.3 Types of Students' Health Services for Secondary Schools

According to Keen (2010) types of Health Services include: First aid treatment of chronic ailment, management of accidents and emergencies, treatment of common ailments among students, Health care for students with disabilities, health education, environmental sanitation, personal hygiene education, immunization, nutrition, sex education and oral health.

- i. **First Aid Treatment of Chronic Ailment:** First aid treatment is an immediate treatment given to an individual before being taken to the hospital. The school should make provision for health services that can cater for the health of students with chronic health conditions such as diabetes mellitus, asthma, seizures, sickle cell disorder etc.
- ii. **Management of Accidents and Emergencies:** Accidents are unpremeditated events resulting in a recognizable injury. Emergency can be defined as a sudden serious event for which immediate action is necessary. Management of minor ailments like sprain, fracture, lacerations, wounds, is usually attended to by the teacher or a nurse.

The teacher or nurse provides immediate first aid treatment, and if the condition is critical transfer the student to the nearest clinic or hospital and then finally contacting the parents/guardian to keep them abreast of the health state of their child.

- iii. **Treatment of Common Ailments:** There are some common ailments such as *Ascaris Lumbricoides* (roundworm), malaria, ringworm, scabies, *pediculosis*(head lice), impetigo etc. are contagious health disorders that must be controlled to avoid transmission from one student to another.
- iv. **Health Care Services for Students with Learning Disabilities:** Learning disability is a generic term for a heterogeneous group of disorders that affect how individual receive, store and receive information. Learning disabilities are found in individuals with average or above average intelligence but who, because of presumed central nervous system dysfunction have significant difficulty in any of achievements areas such as reading, mathematics, spelling and oral language. Often students learning disabilities have difficulty with organisation, time, management and attention. Learning disabilities may occur concomitantly with other disabilities such as sensory impairments or psychological disabilities or environmental influence.
- v. **Health Education:**The main purpose of health education is to give students the knowledge and skills to develop and adapt a healthy behaviour. Health education provides a sequence of planned and incidental learning experiences capable of equipping learners with adequate skills to take appropriate decisions and actions that will promote their health (FME,2010).
- vi. **Environmental Sanitation:** A school environment is an integral part of the social component of the school that has an important role to play in the overall development of a child. Most illness like measles, malaria, diarrhoea, malnutrition are directly linked to filthy environmental conditions. School sanitation must be carried out by students to avoid adverse effects of unsanitary and unsafe environment.

- vii. Personal Hygiene Education:** Learning to keep the body clean is a habit that will help students remain healthy. This is aimed at bringing positive changes in hygiene behaviour of secondary school students and making their health a desirable asset. Personal hygiene includes; hand washing before food, hand washing with soap after using the toilet, bathing regularly, cleaning of finger nails, keeping the hair tidy, regular washing of school uniforms, under-wears, and socks.
- viii. Immunization:** Knowledge on the importance of immunization will help students understand the benefits of immunization as it keeps their immune active enough to fight diseases.
- ix. Nutrition:** Good nutrition goes a long way in promoting health. Good nutrition prevents students from getting ill and makes them strong and attentive in class which will greatly improve their academic performance.
- x. Sex Education:** Students need to be aware of the risk of indulging in pre-marital sex which will lead to unwanted pregnancy, contracting sexually transmitted diseases (STDs) as well as septic abortions. It is pertinent that students understand the basic functions of the body and the implications of early sexual intercourse, as getting pregnant in school will not only hamper their academic performance but also cause the society to reject them.
- xi. Oral Health:** It is important that students learn about oral health because of poor feeding habits that are detrimental to dental health. E.g. frequent consumption of sweets, soft drinks, biscuits, cakes etc.

2.2.5.5 Library Service

School is regarded as a place where teaching and learning takes place (Suleiman, Hanafi and Tanslikhan, 2018). Library service is one of the very important services needed in secondary schools. Academic libraries are an essential component of a school be it a primary, Secondary or tertiary institution (Salman, Mostert, Mugwisi, 2016).

Ayanwu, Obichere and Ossiaonah (2013) recognized this fact and asserted that the presence of a library in a school helps to speed up the implementation of educational programmes so that the goals and aims of education can be achieved. According to World Bank (2008), available functional library provides additional reading opportunities for students, thereby improving their knowledge, writing skills, reading skills, and clarity of expression. Adeyemi (2010) confirmed that students' intellectual development is linked to the constant use of library resources. Thus, the library is meant to fulfil the information need because it is more convenient for students to collect reading materials from the school library.

Salman *et al.*, (2016) posited that the basic function of the library is to assist and support the teaching and learning that goes on in the school. The library is a repository of knowledge and it makes it indispensable if the acquisition of knowledge and interest of students must be developed (Ezeocha, 2010). According to Adewusi (2013) library is a place which is purposely located within the school premises, whose function is to collect, organize, store, retrieve, preserve and disseminate information for both teachers and students. It is expected of the school to contain books for general information, references and other educational materials that will cover every shade of interests. Library as a platform for sharing knowledge is aimed at rejuvenating Nigerian schools through the provision of current books and journals, (FRN, 2016). It is a store house of resources and as such provides many more opportunities to the learner to acquire the knowledge, which facilitates greater academic performance. In support of this Heath (2011) concurred that the library contributes to the total development of the students and enlarges their knowledge.

A library is a resource centre where a collection of books, periodicals, book materials are housed for use by teachers and researchers for learning study, research, recreational activities and personal interest (Gaby, 2013). The role of the library is also

reflected in the National policy on Education (FRN, 2016) which states that libraries constitute one of the most important educational services, proprietors of schools shall provide functional libraries in accordance with the established standard. They shall also provide for training of librarians and library assistants for this service. If properly organized and utilized, it encourages students' interest in reading and learning, hence it is said that library is the centre for balanced diet for a learner. Libraries exist only because of books and people's desire to read them. The library provided a wealth of curriculum-based resources as well as opportunities for students to learn at personal level of enquiry, outside the assigned curriculum (Goodin, 2010). The American Association of School Librarians (2013) is of the view that school libraries provide equitable physical and intellectual access to the resources and tools required for learning in a warm, stimulating and safe environment. The school libraries are essential learning resources and Librarians are the essential guides in our schools, leading everyday teaching and learning toward methods and outcomes that best prepare students for challenges of the 21st century (AASL, 2013).

The Library can be said to be the cornerstone of a good and functional school system. The library is one of the inputs into the education system (Suleiman *et al.*, 2018). It is also described as a place where books and other educational materials are housed so that students, teachers, and other library users' can make use of it. It is a systematically arranged place where materials in any kind of discipline can be found (Zabel, Wolfe, Naylor and Drueke, 2010). Uzuegbu and Ibiyemi (2013) described the school library as the collection of relevant materials that are put in place in printed and other formats which is organised and made available for the users to have access to it.

The library is likened to a system that is designed for graphic records and also meant to facilitate reading habit which will in turn promote academic success. To Lance and Hofschire (2012) the library is seen as an important input that contributes to the

development of education. The school library is very important at all levels of education (primary, secondary and tertiary). It is an extension study place for students. Harris (2008) is of the view that the presence of library in school stimulates students to cultivate the good habit of reading. It provides information and exposes students to series of learning experience that are related to classroom activities. He, however, said that all students need is to explore the materials by assessing them manually and electronically. Heath (2011) concurred that the library is designed to help students in their learning activities.

In order for school to function as a place of learning, it must ensure the provision of library so as to allow students have access to books and other materials in order to enhance their academic performance (Ajegbomogun and Salaam, 2011). Similarly, school library is established to serve certain purposes and its establishment is to serve as a stimulating place to improve the reading culture of students (Uzuegbu and Ibiyemi, 2013). The purpose of library service is to stimulate the students to access relevant materials for teaching and learning process, serve as one of the inputs in the school system (Lance *et al.*, 2012).

Nevertheless, Haycock (2009) gives a linking overview of the relationship between school libraries and students' academic performance as: students in schools with good libraries and the services of a school librarian perform significantly better on tests for basic research skills; students perform significantly better in reading comprehension and in their ability to express effectively ideas in relation to their reading; more reading occurs when there is a school library; the guidance of a librarian appears to exert significant influence on student achievement in information-gathering; in schools with good libraries and full-time librarians, students perform better at higher levels in reading comprehension, and in knowledge and use of reference materials. Students that use the school library often perform better in test and examination than those who do not use this

services (Leo, 2016). Jato, Ogunniyi and Olubiyo (2014) stated that school libraries have positive impact on the management of school; library provides quite, well-lit study place that is conducive for mental concentration. Jato *et al.*, (2014) concurred by saying that school library is very important in shaping students habit as regard reading for leisure, to pass examination and to obtain information on different aspects of life. Gordon (2008) concluded by saying that school libraries are powerful agents of learning, centered to engaging students in the transformation of information into deep knowledge and understanding and providing them with life skills.

Libraries are seen as social institutions that are created to increase knowledge, preserve the cultural heritage and provide information to different users (Bernard, 2014). The utilization of the library information resources is key determinant in the provision of successful library services on the management of school. Similarly, Agyekum and Filson (2012) noted that the students use of library help them to supplement their assignment and class notes and assist both teachers and students positively in preparing them for examination. According to (Ibijola, 2007) a good school library should provide the core services mentioned below to support the total education programme in management of secondary schools:

- i. Supporting and enhancing goals as outlined in the National Policy on Education.
- ii. Offering opportunities for experience in creating and using information for knowledge, understanding, imagination and enjoyment.
- iii. Providing access to local, state, national and global resources and opportunities that expose the learners and teachers to diverse ideas, experiences and opinions.
- iv. Organise activities that encourage cultural and social awareness and sensitivity for teachers and students.

- v. Working with students, teachers, administrators and parents to achieve the mission of the school. He went further to say that for a library to be well-equipped, it will make the following contributions to the school:
 - i. Support teaching and Learning.
 - ii. Enrich the school Curriculum.
 - iii. Promote the development of reading skills and encourage a long learning habit through reading, listening and viewing variety of learning materials. It is a key to continuous success in school as well as personal enrichment of students, teachers, principals as well as non-academic staff.
 - iv. Provide opportunities for further reading and use of materials other than prescribed classroom textbooks.
 - v. Provide materials for recreation and encourage students and teachers to read for pleasure.
 - vi. Provide students with vocational information leading to the choice of suitable career.

2.2.5.5.1 The Role of Library Experts in the provision of Library Service

Salman *et al.*, (2014) are of the view that no matter how big the school library is, it needs to be staffed with qualified library personnel to manage the library for effectiveness. To achieve this, therefore, professional staff should be recruited to the library, which should be headed by school librarian to run the day-today activities of the library. The library service in school is an essential service which enables the user to have constant access to relevant materials; hence, the need for library personnel to rise up to the occasion of providing the service to the students with a view to boost their learning in school (Gama, 2008).

Also, Heath (2011) has seen the need for school Librarians to play an effective role in efficacy in the use of library materials. He opined that the role of the Librarian is very

important in this aspect, he/she is head of the library personnel and must coordinate the activities of the library properly. Jato (2014) observed that the school Librarian guides students in reading and research process as well as helping them choose books that fit their interest. Leo (2016) noted that there was a positive correlation between school libraries with qualified Librarians and proper management of secondary schools. Leo (2016) reveals that there was evidence of the impact on learning, there were associated key factors of collection levels, library staffing levels and collaboration between the Librarian and the teachers. New York Comprehensive Centre (2011) identifies that through collaboration with meaningful goals, and by providing students with access to technology, school libraries will help in the attainment of educational goals and objectives. Schools could be more reluctant to cut school library spending if they understood the positive impact libraries had on teacher and leader effectiveness and, in turn, students' and school growth.

A professionally trained Librarian could optimize the factors and maximize their programs' impact on students' academic success. Leo (2016) opined that suggested that the impact of school library reduces as students moved through high school. He further said that schools with good libraries and a full time Librarian students performed better at higher levels in reading comprehension and in knowledge and use of reference materials than students in schools with minimal or no library services. Librarians and library programmes appear to positively influence students research skill development and motivation for research and inquiry, particularly in the use of information technologies such as databases and the web; reading skills development and development of reading habit (Small, Kathryn and Megan, 2010). Subramaniam (2012) also affirmed that school Librarians also play an important role as instructional partners and collaborate with classroom teachers to teach and integrate different literacy practices into the curriculum (Chang, 2008). He continued by saying that school Librarians also build a connection

between students' information and research needs, curriculum content, learning outcomes and information resources as they support the overall educational community in the school. In addition, Ajegbomogun *et al.*, (2011) highlights the duties of school librarian as follows:

- i. The collection as well as the acquisition of relevant materials in journals, newspapers, books, charts, records, pictures, microphone, illustrations, maps, periodicals, atlases, pamphlets, etc. Those materials must be provided in consonance with the needs and aspirations of the students.
- ii. The organization of the materials, arrangement and maintenance for easy identification.
- iii. Assembling of all lists of indexes that are related to the materials in the library for record purposes.
- iv. Providing files for likely complaints to be received from students, teachers and other library users.
- v. Ensures the updating of its personnel to expose them to the modern way of library services.
- vi. Ensures provision of manual guide for library users, which contain the various ways of using the library.
- vii. Provision of guidance and signposting to show the direction of the library
- viii. Sensitization of the students on how make use of the library.

2.3 Theoretical Framework

The theoretical framework of the study was underpinned on the Systems Theory and expectancy theory of motivation. The utility of theory in administration makes it essential for administrators to be able to relate practice and theory. System theory was advocated by Karl Ludwig, Von Bertalanffy an Austrian biologist (1901-1972), Ross, W.

Ashby, English psychiatrist (1903-1972), Kenneth Boulding, English/American Economist (1910-1993) and Antol Rapaport (1911-2007), (Lars,2015).

The systems theory is of the view that an organisation is a social system that is made up of interrelated and interdependent, such that the interplay of one part affects the others. A system is the complex relationship of interdependencies between parts, components and process that involves control and regulations of relationships within an environment (Boluromi and Ade-cole,2009). The theoretical framework of this study was based on systems theory postulated. Abdulkareem and Abdullahi, (2015). The authors are of the view that system theory consists of input, process and output. According to Charissa (2013) a system is a regularly interacting interdependent group of items forming a unified whole. A system can be defined as working together with a sub-system interdependently and independently to achieve a common goal (Jumare,2015). Christiana (2011) is of the view that system theory is a theoretical perspective that analyses a phenomenon seen as a whole and not as simply the sum of elements parts. System theory can also be defined as a close study of management system, biological system and environmental system for critical understanding and modification for better performance (Jumare, 2015). Scott (2008) classifies an open system in five basic elements: input, transformation, output, feedback and the environment. System theory can be used clearly and concisely to understand the school structure.

An organization does not exist in a vacuum; it is dependent on its environment in which it is established. Inputs from the environment are received by the organization, which then transforms them into outputs. As adapted to this study, principals' roles are inputs, with different services that are professionally designed to meet the needs of students and the output is seen through students' services such as guidance and counselling, library, health, sport and transport services. In addition, the principals' roles is resource inputs that enables students' services in any secondary school to reach the

desired target. In the line of System's theory input-output model, this means that principals' roles, as inputs in any education system, are designed to enhance discipline, inculcate culture of reading, protect and promote students' rights, develop a sense of hard work and commitment to school activities that will in turn, promote and enhance students' academic performance as well as make them useful to themselves and the society at large which is the output of the school and then get feedback from the society on the quality of the product produced whether the feedback is good or not in order to ensure that the goals of education are achieved. On the other hand, a direct link to student outcomes is necessary to determine what type of students' services are effective within specific contexts. Therefore, principals' role is linked to measurable outcomes in students' services.

This theory is related to this study, because students of secondary schools' form part and parcel of the institution as a system. It is known that any deficient part of a system will threaten the success of the whole system. When the provision of students services by principals is not given due attention, it will depress or lessen the morale of the students. This will, definitely affect their input in their studies and on the other hand hamper what they will learn in terms of knowledge, skills and values. Consequently, students' service is an integral part of the school as a system and any area of school administration that handles students' services is considered a very crucial and vital role played by the school principal.

Accordingly, the achievement of the general objectives of education, depends on the effective and efficient management of the various aspects which constitute the school as a social system, especially in the provision of services that will promote all round success in the student. If the provision of students services is not given due attention by principals, this will form a constraint to the effective achievement of the schools' goals as well as the general objective of education.

Expectancy Theory: Vroom's expectancy theory (1964) is one of the most widely accepted explanation of motivation. The theory argues that the strength of a tendency is to act in a specific way depends on the strength of an expectation that the act will be followed by a given outcome and the attractiveness of that outcome to the individual to make this simple, expectancy theory says that an employee can be motivated to perform better when there is a belief that the better performance will lead to good performance appraisal and that this shall result into realisation of goals. Therefore the employee is:

$$\text{Motivation} = \text{Valence} \times \text{Expectancy}$$

The theory focuses on three things (a) Efforts and performance (b) performance and reward (c) outcomes Coetsee (2003) explains that the expectancy theory is based on the assumption that people are motivated by the attractiveness (both in a positive and a negative sense) of the consequence (outcomes) of their efforts. It means that people are motivated by the attractiveness of the expected results of their efforts or actions. Effort has to do with how much energy people are willing to expend and this determines the intensity with which people perform their activities. Effort is just not enough. Performance is the extent to which employee contributes to achieving the objectives of the organisation and motivation is not the only cause of productive behaviour. Other factors that contribute towards the employee's level of performance. The level of performance is therefore dependent on the degree to which all these factors are present. The equation for performance = skills(S) × Motivation(M) × Resources (R). Regarding outcomes, the input employees provide through their effort leads to output. The output is measured to determine whether the required goals are achieved. It is important that sustained performance to ensure there is a balance between input and output.

Vroom's expectancy theory is related and useful to this study because, students constitute a very important part of the school system. Erasmus (2008) suggested that it is necessary for the principal to set attainable performance standard for students and providing the necessary support such as guidance and counselling, health, sport, transportation services to assist them with achieving these standards. This will increase students' perception or expectancy that their efforts will lead to improve their academic performance. The school therefore needs to establish what outcomes are desired by the students and ensure that it is provided.

2.4 Principals' Role Performance in the provision of Guidance and Counselling services in Secondary Schools

In Nigeria, according to Nwosu and Ugochukwu (2014), guidance and counselling is used to address the significant new challenges in schools' environment emanating from development in information Communication Technology, access to academic advising and counselling and the demands of global knowledge economy. Guidance and counselling in schools aims at helping all learners to grow in self-understanding and develop capabilities for making realistic career decisions, overcome personality deficits, and make optimal academic progress (Njoroge,2014). Another function played by guidance and counselling is that of discipline maintenance. She stressed further that the principal plays a major role in ensuring effectiveness of guidance and counselling services. If the principal does not give adequate support, then the teacher counsellor is bound to fail. In other words, principals' support can have an impact on the effectiveness of guidance and counselling services. The quality of the principal largely determines the success of the entire school. It is therefore important that principals exert positive influence on guidance and counselling programmes as deliberate measures to help in student management. The following are principal role in Guidance and Counselling:

i. **Provision of Counselling facilities:** Effective guidance and counselling is hampered by a number of problems including shortage of resources which include: Clear policies to regulate provision of guidance and counselling services and programmes, trained personnel, facilities, funds, adequate time for provision of guidance and counselling services, guidance and counselling materials, awareness of what guidance and counselling is and what it is not which leads to lack of support for the programme (UNESCO, 2014). The principal is also responsible for the school facilities. Njoroge (2014) explain that school facilities include the administrative office, staff rooms and offices among others. The school to advance the learning opportunities offered to the students uses the facilities, and this is true for guidance and counselling. It is the responsibility of the principal to ensure that there is adequate office space to enable the counselling process take place without any hitches. He/she should ensure that the facilities are used efficiently and effectively. According to Njoroge (2014) guidance and counselling is focussed on assisting students through understanding their behaviour and progress. This is necessary for effective learning and better performance. The school and therefore the principal should provide appropriate facilities and a supportive working atmosphere where both teachers and students participate in the programme.

However, guidance and counselling services cannot be effectively offered if the teacher-counsellors do not have private offices were to offer counselling from. According to Nguyia (2010), teacher counsellors find that students shy away from counselling if they are not provided with privacy. Many researchers concur that in many of the learning institutions, there is no private room set aside for Guidance and Counselling services Nguyia (2010). Dare (2009) opined that it is the responsibility of the principal to ensure that there are adequate resources to implement the school curriculum. He further stressed that material resources are those resources designed, modified and prepared to assist in

teaching and learning. Such resources include textbooks, reference books, teacher counsellors' guides, manuals, journals, magazines, reports, and charts.

ii. **Training of Teacher Counsellors:** Training of counsellors is important to equip them with the necessary skills. A study carried out by Njoroge (2014) indicated that a school counsellor should have personal competences in self-acceptance and interpersonal working relationship. Njoroge (2014) further stated that the most critical issue that faces counselling is the quality of counsellor preparation and guarantee of competence for school counsellor in the roles they must fulfil. This shows that counselling is provided by a person who would have had some training for this work although there are a few people who can counsel without training. Any person in a school setting as long as he or she is interested in helping the students can be appointed, for example, administrators, teaching staff, school chaplain. This is a defective view because counselling just like any other profession requires theories and practical skills to carry it out effectively Njoroge (2014). Njoroge (2014) state that in preparing for counselling it is important to acquire knowledge of theories of personality and psychotherapy and also diagnostic and behavioural intervention techniques as well as dynamics of human behaviour. The roles of the principals in the school administration are clearly laid down. Among others, the principals are implementers of the policies and procedures of the government. They are leaders of teams of professional educators; and managers of the supply and effective use of human resources (human, financial and material resources), (Onyango, 2011). As far as guidance and counselling is concerned, the support of the school principals is quite essential for the development, application and maintenance of counselling services, as well as the success of the teacher counsellors and the programmes. The school principal has a very strong influence on the school's counselling services. Establishing a positive working relationship between principals and the counsellors is vital to the success of the counsellors (Yusuf, 2004). The principals' support can make a difference in the success of counsellors in

schools and lack of the administrators' support can make the counsellor's job extremely difficult (Njoroge, 2014).

iii. **Availing Time for Guidance and Counselling:** Another area where principals can influence the effectiveness of guidance and counselling is by availing adequate time for guidance and counselling services. Ideally, there should be no specific time for guidance and counselling, as this is need -driven. Each school should have a workable' programme for guidance and counselling where adequate time is set for the programme. One of the major problems that guidance and counselling teachers face is lack of time for counselling due to a heavy teaching workload.

Success of the counselling programme will depend on support of its activities by the heads as Fuller and Dellagnelo (2014) points out that the organisation of counselling services requires careful planning of objectives and the execution of action consistent with education objectives. These objectives and activities must also be clearly visible and supported by the local school personnel like administrative component who assumes primary responsibility for planning, executing appraising and interpreting the various activities of the school (Fuller & Dellagnelo, 2014). One of the major problems that guidance and counselling teachers face is lack of time for counselling due to a heavy teaching workload. Yusuf (2004) emphasises that principals should not assume much of counselling work because effective guidance and counselling can be done when administration and counselling are divorced. The fact however is that counsellors cannot work without the moral support of the principal and material provision. It is also important to note that the best guidance relationship is obtained on an equal footing, with relationship completely free from all implications of authority or coercion. All these put together emphasis that guidance and counselling program is dependent on team effort and no matter how committed a school head or counsellor may be he/she cannot produce a successful program without the co-operation of other people. However, in all these studies much has

been researched on the administration being a problem to guidance and counselling teacher but very little if any has been researched on the guidance and counselling teacher being a problem to the administration - as far as guidance and counselling is concerned.

iv. **Supervision of Guidance and Counselling:** Supervision of the school is thus one of the most important management activities which support teachers in bringing about effective teaching and in facilitating learning. In the school, the function of supervision is left to the principals. To some teachers' supervision is still regarded as some form of evaluation and not as a means of helping them to improve their skills. Attitudes like these have led teachers to respond negatively towards supervision. They perceive supervision as a ploy to deprive them of an opportunity to develop in their teaching career (Njoroge, 2014).

The principal as the head of secondary school must play some important roles in the moving forward and in assuring qualitative learning which is the goal of the school. One of such roles is the supervision of Guidance and counselling. Adeyemi (2010) explains that supervision is the process of administration which involves the push to manage everyday activities of an individual or group of people working together in the school system. The principal is the leader as Adesina (2010) observes, the leader in any group is considered as having the best ideas, possessing the greatest understanding of situations and providing the best guidance. From these, it becomes clearer that principal supervision is essential in the provision of effective guidance and counselling. Supervision enable the principal to monitor the counselling process with the aim of identifying the merits and demerits as well as rectifying the blemishes and enhance the benefit. It is a process of stimulating growth and excellence in the counselling process. According to Onyeike and Nwosu (2018), the process of supervision is continuous and it ensures that counsellors carry out their daily routine functions according to the rules and regulations as stipulated in the educational goals and objectives. They went further to stress that school

principals should devote most of their time to improving and supporting Guidance and Counselling. This is because both parents and the government are now concerned than ever with a result-oriented education and principal has the professional obligation to offer nothing less. Leigha (2010) explains that the modern day supervision is a friend to the teacher, a counsellor, an energizer, an inspector, a colleague, partner in progress and helper.

2.5 Principals' Role Performance in the provision of sport services in Secondary Schools

Adequate provision of student personnel services is very vital in any educational institution. Ozioko (2014), in her recognition of the need for student services, observed that for effective teaching and learning, provision of physical facilities and educational goals should be viewed as being closely interwoven and interdependent. Sport services which involve all extra-curricular activities occupy a very important place in the instructional programme of secondary education. Educationist, psychologists and sociologists attach great importance to these activities for they help to foster children psychosomatic and social development (Akpan, 2010) they foster creative abilities and provide opportunities for self-expression. Extra-curricular activities as an integral part of a school programme lend themselves to enriching students' learning and enlivening the school atmosphere. Office for Standard in Education (2009) pointed out that students acquire many subtle learning like human values, beliefs, manners and thinking patterns through hidden curriculum which is also manifested in sporting activities and improved learning outcome. The provision of student's services therefore rests on the hand of the school principals who are in position to appropriate as well as administer the school on a productive manner so as to achieve the goals and objectives of the educational system (Omu, 2014).

Sports and physical activities are generally promoted for positive impacts on students' physical and mental health (department of sports and recreation, 2015). Macdonald, Abbot, Lisahunter, Hay and McCuaig (2014) opined that children have been found to be reflective to additional daily physical activities, especially when it offers high time-on-task is fun and reflects their interest. Sport services such as football, swimming, basketball, volley ball can help people feel better about themselves and their lives, reduce anxiety and improve mood. The lack of physical activity may contribute to bad health, but most importantly, it may also worsen students' academic performance (United States Department of Health and Human services, 2010). Sports improves academic performance through enhanced psychological health, habit formation and changes in the brain, supporting cognitive function and learning (Khan and Hillman, 2014). Sports have been an integral part of secondary schools. These services are educational and help produce productive citizens. They help the students to experience and build skills that may help them in their future, like personal and time management skills. Education may kindle the fire of knowledge, but sports help maintains the proper physique. Sports are also an important means of entertainment and a use for energy after a long hour of study (Ostro, 2008).

Sport is a contributing factor to prepare learners for their later life. Ngoka (2013) advocated that school is par excellence to prepare students for complex world sports. In order to prepare them through sports, it is necessary to put in place a balanced recreation and performance programme (competition) for learners, and in their participation in organised sporting activities enables them to develop in totality, yet also educated. The school principal has the overall responsibility for the leadership of students' sports to ensure that a diverse, well-managed sport services is in place for students. According to Daramola, (2017) the following are the responsibilities of a school principal in sport services:

- i. The principal is responsible for the leadership and administration of all the school sports including setting the sports calendar, ensuring inter-school competitions and school inter-house sports are well organised and setting and working within the approved budget.
- ii. Work with a team of people to promote sports as a healthy activity for students that can assist their emotional well-being, their ability to work collaboratively and their leadership and physical skills.
- iii. Ensure that all students gain encouragement and opportunities to participate to their ability in school sports.
- iv. Work with house masters and other staff to ensure that inter-school and inter-house sporting competition are well run.
- v. The principal is responsible for preparing the list of annual sports awards and overseeing the planning for sports presentation and major state events.
- vi. Works with parents and volunteers to achieve positive experience for students in terms of training and games.
- vii. Encourage staff to take responsibility for sports teams in a coaching or managing capacity.

2.6 Principals' Role Performance in the provision of transportation service in Secondary Schools

Providing better safety and security to the students while they are commuting from school to home and vice-versa is the top priority of the school management (Fedena, 2019). School buses are used for: ferrying pupils/Students to and from school, field trips, ferrying school materials from the source e.g. Books, uniforms and others school supplies. School transport is a complex business in routing, vehicle maintenance, school bell time management, capital investment and operator training (Jacobson, 2017). Student transportation may also affect a student's health and well-being. Issues of safety and health

while traveling to school can have an impact on a student's attendance and her overall academic performance. Finally, student transportation can have a substantial effect on the quality of a student's education and the composition of her peer group. Transportation options can enable students to attend higher-quality schools that might have been previously inaccessible, and they can allow for participation in enriching before- and after-school activities (Urban Institute Student Transportation Working Group,2017). Though school transportation can introduce logistical challenges, provided student transportation could enable access to a wider variety of high-quality schools. Transportation can give students access to specialized programs or schools (e.g., bilingual programs and magnet schools) and can allow families to cast a wider net for schools outside their neighbourhood school, including schools that enrol a more diverse student body. For students with disabilities, transportation allows access to programs that best support their needs (UISTWG,2017).

The principal is responsible for the coordination of all student transportation as well as enforcement of all transportation requirement. The coordination of transportation involves working with parents and staff to ensure that students are receiving required transportation to and from school (Holyoke Public School, 2019). According to Holyoke Public School (2019) the school principal has the following roles to play in the provision of transportation services:

- i. **Bus Driver Examination:** The principal checks for courteous and careful drivers to fill in the position of school bus drivers, ensures that each driver files a medical fitness examination report as well as ensure that only persons who are properly licensed by the state and have completed the required training programme will be permitted to drive school buses.
- ii. **Regular Inspection:** The school principal is saddled with the responsibility of conducting regular check on the vehicles to ensure that it is in a good state to convey

children to and from school. If the vehicle is not, it is expected that the carried out immediate servicing and maintenance on the vehicle.

- iii. **Safety and Discipline:** the school bus is considered to be an extension of the classroom in terms of student's behaviour and appropriate follow-up by school administrators. The principal is responsible for addressing incidents that occur in the school bus as they would be addressed has they occurred in the school. In the event of a school transportation incident resulting in student injury, the school principal will contact parents and provide appropriate information informing them of the incidents.
- iv. **Monitoring Transportation Service:** The principal is responsible for monitoring transportation services and the performance of school bus drivers. This includes daily one-on-one contact by school staff with driver upon his/her arrival and departure from the school. Principals are advised and encouraged to make all efforts to maintain a positive relationship with all drivers. Principals are also encouraged to make time available to meet with drivers who wish to confer with them on a voluntarily basis throughout the school year for the purpose of maintaining their transportation service. Principals have the role of conducting regular interviews with students in order to make assessment of the quality of transportation service, and also find out if bus regulations are obeyed or buses are overly crowded.
- v. **Record Keeping:** School Principals should keep records, the aim of this is to promote school transportation by raising awareness, identifying responsibilities and by providing recommendations for how casualty risk in school journey can be reduced. Principals are encouraged to take a consistent and holistic approach to school transport provision and school transport safety.
- vi. **Decision Making:** Principals are responsible for making decision concerning staff related to transportation (Bus Drivers), setting school bus route and schedules, location of bus stop, providing supervision of loading and offloading areas at or near

the school and ongoing evaluation of route pickup and drop-off locations for safety.

Invite staff and include them in the planning process of school transportation services.

2.7 Principals' Role Performance in the Provision of Health Services in Secondary Schools

There is a universal notion that says “health is wealth” which means it is good for someone to be healthy. The health of human beings cannot be compromised. Health is seen as a complete state of mental, social, and physical well-being of an individual without any trace of disease in the body (Ademokun, Kayode, Osungbade and Obembe, 2014). School health services is one of the fundamental services in the school system. Health related diseases in the society necessitated the need for health services to be inculcated in the school system (Engelk, 2008).

The school is the place where a child spends most of their time outside the home, and the promotion of health of the learners is a critical step towards students' academic performance. Young children are prone to many diseases; in developing countries where health services for students is poor and the overall knowledge about health care is low, parents and teachers are unable to detect health problem of the children which impede their learning as well (UNESCO, 2010). Health services are those services that takes care of the health needs of members of the school community especially the students. The services are diagnostic, curative, referral, preventive and educative (Ozioko, 2014).

A large body of studies on educational research indicates that school principals have an important role in the success of educational change process and the effectiveness of the school. School principals are of key importance in initiating school innovations, but also in the provision of student health services (Fuller and Dellagnelo, 2014). Since the school brings a large number of students together, prudence indicates that as in any organisation, a system must be put in place to deal with issues as first aid,

medical emergencies, and detection of contagious conditions that could cause a widespread however, a system must be established in schools to provide routine administration of medications, since students may not be able to assume responsibility of themselves (UNESCO, 2010). According to Victoria State Government (2019) the school principal has a duty of care to help students avoid harm. The school principal has the overall responsibility for making sure that a student's health needs are planned for and supported. According to Victoria State Government (2019) the principal has the following responsibilities:

- i. Informing the school community about the available health services.
- ii. Emergency and security management Informing parents about the current health care needs of their children.
- iii. He/she is responsible for knowing the school's first aid and emergency procedures.
- iv. He/she is responsible for providing basic first aid (within the limits of their skills, expertise and training).
- v. Encouraging students to have good hygiene practices (particularly washing of hands).
- vi. Management of health care records.
- vii. Supporting students who have complex/invasive health care needs.
- viii. He/she is responsible for following instructions related to health and safety.
- ix. Ensuring student's emergency contact details are up to date.
- x. Develop strategies to raise awareness in the school community about health and safety.
- xi. Provide a healthful and safe environment that promotes learning.
- xii. Provide a system of evaluation of the effectiveness of school health services.

- xiii. Provide supervision for safety. Allocate time to discuss, practice and review processes.
- xiv. Communicate openly with students and families about successes achieved, development changes, and health and education concerns. Encouraging physical activities.

2.8 Principals' Role on the provision of library services in Secondary Schools

The basic function of the academic library is to assist and support the study and teaching that goes on in the academic institution. In this effort the academic library essentially aims to: capture and hold the interest of the academic community's reading; to produce intelligent users of all types of documents; and to cultivate in users an appreciation of libraries as academic institutions. The function of library services is meant to provide assistance to students and other users of the library on how to retrieve the information they are looking for (Idris, Oji and Abana, 2012). The operation of the library, by the nature, is enormous and service oriented (Arua and Chinaka, 2011). Principals determine school library services as much as Liberians do (World Bank, 2008) because they influence or control the roles listed below. Service hours, staff size and employment of Liberian and adequate support staff all are tied to the principal's decision.

As important as money is, however, it is not only a measure of support. Equally important is the principal's role in creating a school environment where student library use and Liberian interaction are valued and promoted (Wilson and Lyders, 2011). For example, the Liberian's opportunity to collaborate with teachers depends on the school schedule, which the principal controls (Haycock, 2009). How often students use the library similarly follows how well principals encourage Liberian collaboration and their willingness to financially support services beyond regular school hours. As instructional and curriculum leaders, principals also powerfully affect the extent to which information

literacy instruction is embedded in the body of the school's curriculum and how the school addresses meeting state standards in varying discipline (Eric, 2012).

An active and committed Liberian may be eager to engage in several activities, but will not have the chance unless the principal wills it. The library service in school is an essential service which enables the users to have constant access to the relevant materials; hence, there is a need for library personnel to rise up to the occasion in providing the service to students with a view to boost their learning in school (Gama, 2008). Meanwhile, Heath (2011) had discussed the need for the school Principal to play an active role in efficiency in the use of library materials. They coordinate the activity of the library properly. In order to do this, then the school librarian has a crucial role to play in ensuring timely delivery of services to students and the entire staff in the school (Mathews, 2011). Equally important, the school librarian must be well versed, competent, and intelligent, qualified and have dexterities to run the library. Since the librarian is the head of the library personnel in schools, he / she superintend the affairs of the library and report the activities of the library to the principal of the school (Harris, 2008). The academic library provides essential reading materials and documents for research. The following are the responsibilities of school principal in the provision of library services:

- i. **Planning of Library Resources:** Wickremasinghe (2013) is of the opinion that even until the present time, library planning is an attempt to look into the future; it inevitably involves choosing from among possible alternative resources and courses of action. Planning is a decision-making process that requires the availability of proper information at any point in time. This is important if the right decisions are to be made. Lussier (2013) states that a school principal plans, organizes, leads, and controls resources to achieve a library's objectives. He goes on to say, "The four functions of management are a system process; and they are interrelated and are often performed simultaneously". Academic library planning is therefore an attempt to look

into the future and the changes, which inevitably come with it. It involves: selection of goals, objectives, and purposes; the establishment or modification of policies; the preparation of procedures, standards, schedules, regulations and budgets; and the development of academic library service (Fakudze,2009). Planning is a decision-making process that requires the availability of proper information at any point in time. This is important if the right decisions are to be made.

- ii. **Organising Library Resources:** Lussier (2013) states that organizing is the second function of principals and is defined as the process of delegating and coordinating tasks and resources to achieve objectives. Erven (2009) defines organizing as: establishing the internal organizational structure of the organization. The focus is on division, coordination, and control of tasks and the flow of information within the organization. Principals distribute responsibility and authority to staff in this function.
- iii. **Leading:** A school principal is one who manages and provides leadership in pursuit of the library's aims and objectives. The school principal operates within a hierarchy, where there is a librarian, deputy librarian, faculty librarian, departmental librarian, assistant librarian, and junior librarian. He/she supervises the juniors below him or her (Grete, 2017). Leadership style refers to the manner and approach of providing direction, implementing plans, and motivating people. Allen (2008) defines leadership as "an interpersonal influence directed toward the achievement of a goal or goals". She goes on to explain three important components of this definition, which are interpersonal, influence, and goal. In library management, leading entails direct contact with library staff members. The principal makes efforts to influence the attitudes and actions of the library staff towards achievement of organizational goals. At the same time management helps the staff to derive personal satisfaction from working for the organization. Research on leading in libraries covers leadership, teamwork, communication, motivation and job satisfaction.

- iv. **Training of Librarian:** Whetherly (2014) stated that the school library exists to provide a quality of services (to aid research and teaching) to the school community. The nature of this academic community, regardless of its size, effectively defines the backgrounds of its members. Secondary school librarians, as members of the community should be prepared for the roles they are expected to assume (Whetherly,2014). Library staff must take advantage of appropriate in-service training provided by the school through the school principal, and they in turn also need to be able to train their users to cope with the vast amount of networked information that is now available. Whetherly (2014) further stressed that Liberians will need to develop information retrieval skills and, in particular to make effective use of the tools available for searching and retrieval. Ultimately they enhance the level of efficiency and production of the institution.
- v. **Controlling:** Bateman and Zeithaml (2013) define controlling as the process of measuring progress toward planned performance and, if necessary, applying corrective measures to ensure that performance is in line with managers' objectives. They further point out that the controlling function involves monitoring the progress of the library towards goals and, if necessary, taking corrective action. For regular evaluation of the performance of the library institution there is need for controlling. Free students and teachers access to the library during and beyond school hours.
- vi. Extensive Collaboration with teachers.
- vii. Extensively involve in curricular, organizational and operational school leadership activities outside the school library.

2.9 Review of Empirical studies

This section will review some researches that have been conducted in areas related to this study.

Njoroge (2014) conducted a research on the role of principals in enhancing Guidance and Counselling programme in secondary schools in Gatanga district in Muraga County. The ultimate objective of the study was to establish the role of principal in the establishment of guidance and counselling programme in secondary schools, to determine the challenges faced by principals in the management of Guidance and Counselling Programme and to find out the support provided by principals to guidance and counselling teachers in order to influence positive change. The research design was descriptive survey design. The population of the study 30 public secondary schools of the 30 public schools, 3 boys' boarding school, and 5 were girls' boarding schools and gender mixed were 22. The sample size of the population 195 respondents for the study. The instrument for data collection was questionnaire and interview. Quantitative data was analysed using the descriptive statistics of frequency counts, percentages, mean and standard deviation. The findings of the study revealed that students were not fully satisfied with the services of teacher counsellor. The findings also revealed that counselling resources is available in secondary schools.

This research work is related to the present study because it investigated the role of principals in the provision of Guidance and Counselling Services in Secondary school, which is one of the objectives of the present study. It used descriptive survey design which is what the present study used. The instrument for data collection was a questionnaire which the present used. Simple random sampling technique was used but the present study used purposive sampling Technique.

Leo, (2016) conducted a research on Influence of Library service on Students Academic Performance in Ordinary Certificate of Secondary education examination in Mtwara Mikindani Municipality, Tanzania. The objectives include firstly to identify schools with and without library services and uses, secondly to compare academic performance of students in secondary schools with libraries and without libraries, and

thirdly to explore how students use library services available to improve their academic performance. The study adopted qualitative research design on generating and analysing data obtained from 100 sample size. Data from the respondents were collected through an interview, questionnaires, documentation review and observations. The findings revealed that, some of Secondary Schools in Mtwara Mikindani Municipality had no libraries. Moreover, the students from secondary with libraries and enough materials were observed to perform better in CSEE than secondary schools with no libraries and enough materials due to the fact that, the availability of well-equipped libraries encourage learning habits and strengthened students study skills which results to performance of the students CSEE. From the field also it was identified that, there were no culture of reading in the libraries for both teachers and students of Mtwara Mikindani Municipality and the observed libraries in Mtwara Mikindani Municipality were seen to lack enough books and some were out dated books. In the light of these findings the study recommended that Secondary Schools in Mtwara Mikindani Municipality should be encouraged to establish libraries as to improve performance in CSEE.

The study is directly related to the present study as both share the same objective of library services in secondary schools. The study adopted qualitative research design while the present study used descriptive survey design. The instrument for data collection was interview, questionnaires, documentation review and observations, while the present student used a self-designed questionnaire. The study used only students as respondents while the present study used students, teachers, principals and MOE officials. Both studies used inferential and descriptive statistics to calculate information collected.

Lineo, (2015) conducted a research on provision of guidance and counselling services in schools in Transkei- sub region of the Eastern Cape. The following objectives were raised to guide the study: to determine the role of district directors on guidance and counselling services in school and to examine the role played by curriculum adoption unit

in the implementation of guidance and counselling services in schools. The research design was descriptive survey design. The population of the study included district directors, adoption unit and teachers which summed up to a total of 400. The sample of the study was 72 male and female respondents. The instrument for data collection was a questionnaire. The statistical tool used was descriptive statistics of mean and standard deviation. This research work is related to the present study because it investigated provision of guidance and counselling services in schools in Transkei- sub region of the Eastern Cape. Which is the first objective of the present study. Both studies used descriptive survey design the respondents were district directors and teachers

The findings of the study revealed that schools do not provide guidance and counselling services to learners. It also revealed that the presence of school counsellors improves learner's performance. The research work is related to the present study because it checked the assessment of the role of guidance and counselling. Both studies used descriptive survey design. The instrument for data collection for both studies is questionnaire. The researcher carried out a good research but some areas differ from the present study. The study was limited to a region in Cape Town, while this study covers secondary schools in Cross River State

Ogbiji (2009) carried out a study on Evaluation of Students Services in Secondary Schools in Cross River State. The ultimate purpose of the study was to evaluate the administration of students' personnel services in secondary schools in Cross River State. The sample size of 327 principals and 692 teachers were used for the study. Two instruments were used to elicit information, a structured 52- item questionnaire and a 30- item check list. Data collected was analysed using mean score while the t-test statistics and analysis of variance (ANOVA) were used to test the null hypotheses. The design adopted for this study was evaluative survey.

The findings from the study reveals that orientation programme is carried out in secondary schools in Cross River State; effective health services are lacking and municipal services are lacking too; students participate actively in co-curricular activities and in school administration; there is significant difference among public, mission and private schools in the provision of student personnel services in secondary schools in the state; there is no significant difference among the three groups of school on the constraint to the provision of students personnel service in secondary schools in Cross River State. The study recommends that since education is the key to national development, government should improve the quality of personnel services for the attainment of educational goals and objectives, closer partnership in the provision and management of students' personnel services between government and private bodies.

The study is of great significance to the present study because all except one is centred on students' health services which is one of the focus of the present study and both studies are carried out in Cross River State. What differs is that fact that the study used evaluative survey design while the present study focused on descriptive survey design. The study used three instrument for data collection which include elicitation, questionnaire and item check list while the study used a self-designed questionnaire for the purpose of data collection.

Ogbiji and Koko (2011) conducted a research on the state of administration of health services among secondary schools in Cross River State. The objectives of the study were to determine the extent of which secondary school student in Cross River State to assess mobile health service and to determine the number of schools with health centres with trained nurses, to determine the extent to which games and sports are encouraged in secondary schools in Cross River State. The research design of the study was descriptive survey design. The population of the study was 7260 teachers. The sample of 336 was used for the purpose of the study. The instrument for data collection was a self-structured questionnaire.

The findings revealed that there is a significant difference between public and private school students to have access to mobile health services. The findings also revealed that there is a significant difference between public and private secondary schools to have access to health services with trained nurses. The study is related to the present study because its major objective was on health services. The study used descriptive survey design which the present study used. Both researches adopted the use of questionnaire for the purpose of data collection. Both studies used Cross River State as the scope of the study. Despite the fact that both researches have similarities, some dissimilarities were found as the previous study used teachers as respondents, the present study used teachers, principals, students and MOE officials. The study was conducted on the state of administration of health services among secondary schools in Cross River State., while this study focused on the assessment of principal role on the provision of students' service in secondary schools in Cross River State.

Yusuf, Zahyah, Muhajir and Tanslikhan (2018) conducted a study on the assessment of principals' perception of health services in secondary schools. The study population consists of 551 principals of secondary schools (public and private) in Kwara State, Nigeria. The research design adopted for the study was Qualitative research design. Purposive and convenience sampling techniques were employed to select 20 principals. The instrument for data collection was a questionnaire. The Instrument was tagged "Interview Protocol on Health Services (IPHS)" was used to elicit data from the participants. Data collected was transcribed and analyzed via thematic approach. Findings revealed that majority of the schools does not have school clinic to dispense health services to learners. Our findings also show that most of the schools lack health personnel and equipment. This study concludes that comprehensive health services were not provided for learners. The study recommends that the government should come up with policy statement on school health services that will help to provide quality health services

to the learners. Adequate budget should be made by the government for the implementation of the policy.

There exist similarities between this study and the presents study: this study has a direct link on the present study because it emphatically involved students service with one of its objectives as library services and this study also assessed the role of principal on the provision of library services; data for the previous study was collected using questionnaire while data collection instrument for this study was questionnaire. Despite the fact that both researches have similarities, some dissimilarities were found as the previous study used qualitative survey design, the present study used descriptive survey design. The study used purposive and convenience sampling technique as the present study used only purposive sampling technique. This study was conducted to assess the principals' perception on health services in secondary schools in Kwara State, while this study focused on the assessment of principals' role on the provision of students' service in secondary schools in Cross River State.

Arinde (2010) conducted a research on Educational services, Teacher quality and Students' academic performance in public senior secondary schools in North Central Zone, Nigeria. The sole objective of the researchers' study was to determine the influence of educational services on teacher quality and students' academic performance, to determine the extent to which the provision of library services enhances teaching and learning, to determine the extent to which teacher quality affects students' academic performance. The researcher formulated three hypotheses to guide the study as well as five research questions. Correlational survey design was used. The sample of the study is 3360 was used for the study. The instrument of data collection was a self-designed questionnaire. The statistical tool used was Pearson Product Moment Correlation (PPMC) was used to test the operational hypotheses while mean, and percentages was used to answer the research questions raised.

The findings revealed that the provision of library service, computer service and education resource centre service are found to be grossly inadequate. The findings also revealed that there is a positive relationship among educational services, teacher quality and students' academic performance. The findings also showed that there is a positive relationship in the use of computer aided instructions, education resources centre service, teacher academic qualification and students' academic performance. There exist similarities between this study and the presents study: this study has a direct link on the present study because it emphatically involves students service with one of its objectives as library services and this study also assessed the role of principal on the provision of library services; data for the previous study was collected using questionnaire while data collection instrument for this study was questionnaire, the previous study used Pearson Product Moment Correlation and the present study also adopted the use of Pearson Product Moment Correlation. Despite the fact that both researches have similarities, some dissimilarities were found as the previous study used correlational survey design, the present study used descriptive survey design. This study was conducted to assess the role of students' services on students' academic performance and teacher quality, while this study focused on the assessment of principal role on the provision of students' service in secondary schools in Cross River State.

Ayaz, Nasir, Abdul, Rooh and Mati (2017) conducted a research on the assessment of school library services on students' achievement in secondary schools in southern district of Khybe Pakhtunkhawa. The ultimate objective of the study is to assess school library services on students' achievement. Descriptive survey design was adopted. The instrument for data collection was a self-developed questionnaire. The population of the study consisted of all students and teachers of government secondary schools in southern district of Khybe Pakhtunkhawa Pakistan. The sample of the study

consisted of 700 respondents, 500 were male and female students and 200 were teachers of 12 secondary schools. Percentage, frequency and Linear Regression was used to analyse data.

The findings of the study revealed that school library has positive impact on students' academic achievement. The study is related to the present study because of its interest on library services. The study used descriptive survey design, which the present study used. The study used questionnaire as instrument for data collection. What differs is the use of linear regression as the present day study used descriptive statistics of mean and standard deviation.

Yusuf, Zahyah, Muhajir and Tanslikhan (2018) conducted a study on the perceived influence of library services on students' academic achievement in secondary schools in Kwara State, Nigeria. The study examined the perceived influence of library services on students' academic achievement in secondary schools. Non-probability techniques (stratified, purposive and convenience sampling techniques) were used to select 20 schools and its principals from three senatorial districts in Kwara State. The research design used combined both interview and observational checklist to collect relevant data for the study. Nvivo software (version 10) was used to analyse the data collected. Findings of the study revealed that library services positively influenced students' academic achievement. Findings also showed that schools lacked adequate library facilities and materials. Non/Inadequate trained library personnel were also found in schools. The study recommends that government at all levels (federal, state and local) in collaboration with other stakeholders in education, should build modern libraries in public secondary schools in the state and equip them with all necessary library facilities, while private secondary schools should be mandated to do so. Lastly, there is need for collective action by individuals and Non-Government Organizations (NGOs) to contribute to the development of school libraries in the state.

The study is of great significance to the present study. The study focus on students' library services which is one of the objectives of the present study. The study used descriptive survey design which the present study used. Despite the fact that both researches have similarities, there are some dissimilarities were found as the previous study used only students as respondents as the present study used students, teachers, principals and MOE officials. The previous study used interview, and observational checklist. Method of data analysis was with Nvivo software. The previous study was carried out in Kwara State as the present study used Cross River State.

Sulaimon, Mabosanyije, and Adewunmi, (2016) conducted a study on the impact and significance of transportation and socio-economic factors on students class attendance in Nigerian Polytechnics. The objective of the study was to determine the impact and significance of transportation and socio-economic factors on students class attendance in Nigerian Polytechnics. Descriptive survey design was used. The population comprised of 150 students. Data collected was analysed electronically using SPSS 21. Analysis technique was employed were multiple regression, correlation matrix and coefficient of determination. Findings revealed that transportation have positive effects on students' academic performance.

The study is of great significance to the present study. The study focus on students' transportation services which is the objectives of the present study. The study also used SPSS which the present study used. Both studies used questionnaire as instrument for data collection. Despite the fact that both researches have similarities, some dissimilarities were found as the previous study used only students as respondents as the present study used students, teachers, principals and MOE officials. Method of data analysis was multiple regression, correlational matrix and coefficient. The previous study was carried out in Nigerian polytechnics as the present study used secondary schools.

Kofoworade (2008) carried out a research on a comparative assessment of the implementation of school health program in public and private secondary schools in Ilorin, Nigeria. It is a comparative, cross-sectional study in which 128 schools (64 public, and 64 private) were sampled, using a multi-staged sampling technique. The instrument for data collection was a questionnaire. Data was analyzed using SPSS. Data collection was with the use of the School Health Program Evaluation Scale. These were scored, and schools were categorized based on performance. Descriptive statistics of mean and standard deviation, t-test, Pearson and chi-square was used.

The findings of the study revealed that 80% of primary schools in Ilorin had good health services. Healthful school environment as a component is still very poor. Findings also revealed that private schools perform better in the implementation of school health program than public primary schools. It was recommended that the Ministry of Health, Education and Environment should collaborate to ensure the enforcement and implementation of school health program. The study is directly related to the present. The study was carried out to compare health programs in public and private primary schools in Ilorin, Nigeria as the present study focused on all secondary schools in Cross River State. The study used comparative, cross sectional research design while the present study used descriptive survey design. Both studies discretely analyzed school health program. The sampling technique was multi-stage while the present study used purposive sampling technique. Both studies used questionnaire as instrument for data collection. Both studies used descriptive and inferential statistics

Nwite and Nwuche (2016) conducted a research on evaluation of students' personnel services in colleges of education in Nigeria. The purpose of this study was to investigate evaluation of students' personnel services in colleges of education in Nigeria. The descriptive survey design was adopted; three research questions and two null hypotheses guided the study. The population comprised 6184 and 8,569 staff and students

of federal and state colleges of education respectively. Stratified random sampling technique was used to draw a sample of 770 staff and students from federal and state colleges of education in South-East geo-political zone of Nigeria. Evaluation of student personnel services questionnaire (ESPSQ) was used for data collection. Data collected were analyzed using t-test statistics to test the null hypotheses at 0.05 level of significance. The findings showed that there was low extent of adequacy of student personnel services in both colleges. There was no significant difference on the extent of availability of student personnel services in both colleges of education. Educational implications and conclusion were drawn. The study is of great significance to the present study. The study focus on students' personnel services which is the objectives of the presents study. The study also used descriptive statistics of mean and standard deviation which the present study used. Both studies used questionnaire as instrument for data collection. Despite the fact that both researches have similarities, some dissimilarities were found as the previous study used only stand students as respondents as the present study used students, teachers, principals and MOE officials. The previous study was carried out in the South-East Geo-political Zone while the present study used Cross River State.

Yinka (2017) conducted a research on provision of students support services and its impact on quality university education in Nigeria. The objective of the study is to offer solution that can influence university policy makers on ways to improve the quality of university education by investigating the level of provision of student's sport services, perception of university staff and students in the provision of students support services and the level of provision of these services. The researcher developed three research questions and three null hypotheses to guide the study. Descriptive survey design was used. The population of the study consisted of public Nigerian universities with a sample size of 300 staff (teaching and non-teaching) and 1200 students selected from 3 federal universities

and 3 state universities in south-west Nigeria. Stratified, purposive and simple random sampling technique were used in selecting the samples. A self-designed instrument (Questionnaire) tagged “Provision of Students Supports Services in Nigerian universities” (PSSS) was used to collect data for the study. Frequency counts, means, standard deviation, bar charts and simple percentage were used to validate the instrument, while the hypotheses raised was tested at 0.05 level of significance.

The findings of the study established a moderate level of provision of students’ support service, a moderate level of quality of Nigerian university education, and a significant relationship between students support services and quality of Nigeria university education. This study is related to the present day study because of its interest on students’ services specifically on sports services, the research used descriptive survey design which this study used. Both researchers use questionnaire as the instrument or data collection. What differs is the impact on quality of university education and this study focused on the role of principals on the provision of these services in secondary schools in Cross River State, the study used stratified, purposive and simple random sampling technique while this study used purposive sampling technique.

Njuguna (2017) conducted a study on relationship between quality of student services and students’ satisfaction in public primary teacher training colleges in Kenya. The objectives of the study were; to establish the relationship between quality of library services and students’ satisfaction in Kenya; to find the relationship between quality of accommodation sports services and students’ satisfaction in public primary teacher training colleges in Kenya; to determine the relationship between quality of guidance and counselling services and students’ satisfaction in public primary teacher training colleges in Kenya and to establish the relationship between quality of medical services and students’ satisfaction in public primary teacher training colleges in Kenya. Cross sectional research design was used in the study. The population of 1276 second year

students plus 7 deans of students. Deans of the sampled colleges were purposively selected while proportional sampling was used to select 383 second year students. The sample size was 390 respondents. Data collection was done using the questionnaire and interview schedule. The statistical tools used was Cronbach alpha index at .83. Hypotheses were tested at an alpha level of 0.05. Quantitative data was analysed using descriptive statistics and Pearson Product Moment Correlation, while qualitative data was analysed using focus by question analysis strategy.

The findings of the study revealed that there was a significant relationship between library services and students' satisfaction, there was a significant relationship between sport services and students' satisfaction, there is no significant relationship between counselling services and students' satisfaction and a significant relationship was found between medical services and students' satisfaction. The study is of great significance to the present study. The study focus on sports services which is one of the objectives of the presents study. The study also used descriptive statistics of mean and standard deviation which the present study used. Despite the fact that both researches have similarities, some dissimilarities were found as the previous study used questionnaire and interview as instrument for data collection; the present study used questionnaire as instrument for collection of data.

In a study conducted by Muraina (2014), titled *Principal's Managerial Skills and Administrative Activities in Secondary Schools in Oyo State, Nigeria*. The objective of the study was to examine principal managerial skills and administrative roles in secondary schools in Oyo State. The research design adopted was descriptive survey design. The population of the study comprised of all secondary school students and teachers. The sample of the study was 200 teachers and 350 students. The instrument for data collection was Questionnaire. Thus, Person Product Moment Correlation Statistics was used to test the research hypotheses at 0.05 significance level. The findings revealed

that there was significant relationship between principals' managerial skills and administrative effectiveness.

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

2.10 Summary

From the review so far, scholars and authorities such as Njoroge (2014), Leo, (2016), Lineo (2015), Yusuf, Zahyah, Muhajir and Tanslikhan (2018), Ogbiji (2009), Ogbiji and Koko (2011), Arinde (2010), Ayaz, Nasir, Abdul, Roh and Mati (2017), Yusuf, Zahyah, Muhajir and Tanslikhan (2018), Sulaimon, Mabosanyije, and Adewunmi, (2016), Kofoworade (2008), Nwite and Nwuche (2016) Yinka (2017), Njuguna (2017) and Muraina (2014) covered and discussed about some areas of principal roles on the provision of students' services. But they did not significantly cover areas like transport services, health services, library services, Guidance and Counselling services and sport services. This study will contribute towards understanding the role of principals on the provision of students' services in secondary schools in Cross River State.

It is worthy of note that the researcher observed that no study has been conducted on the assessment of students educational services in secondary schools in Cross River State. This study intending to fill this gap. Bearing in mind that the reports of the various works reviewed differ from one another in the provision of these services. The researchers mentioned above were able to identify strategies, administration, impact and evaluation of

students' personnel services in Nigerian Universities and colleges. Similarly, it also showed that the studies were conducted on the impact and provision of students' personnel services in universities and colleges thereby neglecting the secondary level. This study intends to fill in this gap. The researcher also observed that previous researches conducted placed more emphasis on guidance and counselling whereas there are other students' educational services that motivate students to perform better academically. The review has also helped the researcher greatly in identifying methodologies adopted by scholars in conducting their researches as well as limitations. For example, research design adopted and data analysis procedures of most researchers are incapacitated in producing empirical evidence to support research data. A typical example is Yinka (2017) who used descriptive survey design and percentage scores method which are considered weak. This served as a guide in choosing the appropriate research design with high statistical technique to support the research findings.

Ogbiji (2009) conducted a study centered on students' personnel services, and his respondents were teachers. But the researcher used students, teachers, principals and UBE officials as respondents. Ogbiji (2009) conducted his research in Cross River State, this study was also conducted specifically on secondary schools in Cross River State.

CHAPTER THREE RESEARCH METHODOLOGY

3.1. Introduction

This chapter described the research methods that was used in the assessment of principals' role on the provision of students' services in secondary schools in Cross River State. This chapter is discussed under the following sub-headings: research design; population of the study; sample and sampling technique; instrumentation; validity of the instrument; pilot test; reliability of the instrument; procedure for data collection; data analysis procedure.

3.2. Research Design

The study investigated the assessment of principals' role in the provision of students' service in secondary schools in Cross River State. Therefore, the study adopted Descriptive Survey Research Design. The justification for adopting descriptive survey design is in line with Amin (2005) who sees Descriptive Survey Design as one concerned with finding, describing and interpreting an existing phenomenon, conditions or relationship between or among people or items considered to be representative of the entire group. This research design is considered appropriate because the study was on a small proportion of the population considered to be a representative of the whole population.

3.3. Population of the Study

The population of the study covered all students in secondary schools, teachers, principals and MOE officials in Cross River State. Available data from Cross River State Secondary Education Board (2017) revealed that there are about two hundred and thirty-seven (237) public secondary schools in Cross River State with population of twenty-one thousand six hundred and eighty students (21680), five thousand two hundred and eighty eight teachers (5288), two hundred and thirty seven (237) Principals, and ninety (80)

MOE officials. Therefore, the total population is twenty-seven two hundred and eighty-five (27285) Details of the population is shown on table 3.1

Table 3.1: Population of the Study

| S/N | Educ. Zone | Principals | Teachers | Students | MOEs | Total |
|-----|--------------|------------|-------------|--------------|-----------|--------------|
| 1 | Calabar | 81 | 2500 | 8670 | 35 | 11286 |
| 3 | Ikom | 80 | 1350 | 6630 | 20 | 8080 |
| 4 | Ogoja | 76 | 1438 | 6380 | 25 | 7919 |
| | Total | 237 | 5288 | 21680 | 80 | 27285 |

Source: Cross River State Secondary Education Board (2019)

3.4 Sample and Sampling Technique

The sample of the study comprised of twenty-eight principals (28), two hundred and forty-seven (90) teachers, ninety (247) students, and thirteen (13) MOE officials which amounts to a sample size of three hundred and seventy-eight (378) respondents for the study. The sample size was obtained by relying on research advisor (2006) which suggested that a population of 2300 to 25000 should have a corresponding sample size of 378. On this basis, a sample size of 378 was adopted for the study.

However, in distributing the sample size according to the respondents, purposive sampling technique was used. The justification for using this technique is that the technique permits a researcher to select a sample that appears to him/ her as being representative of the population.

Details of the distribution of the sample size is shown on table 3.2

Table 3.2: Sample of the Study

| S/N | Educ. Zone | Principals | Teachers | Students | MOEs | Total |
|------------|-------------------|-------------------|-----------------|-----------------|-------------|--------------|
| 1 | Calabar | 11 | 33 | 126 | 5 | 170 |
| 3 | Ikom | 10 | 34 | 75 | 4 | 116 |
| 4 | Ogoja | 7 | 23 | 46 | 4 | 82 |
| | Total | 28 | 90 | 247 | 13 | 378 |

3.5 Instrument

A self-designed five point Likert scale 50 item questionnaire was used to evaluate the Assessment of Principals' Role in the Provision of Students Services in Secondary School (PRPSSQ) for data collection. It consisted of two parts 1 and 2; part 1 consist of demographic information about the respondents while part 2 contained items that will address the research questions of the study. The questionnaire was open ended where respondents are restricted to pick one response from opinions proposed from five Likert scale responses. In constructing this instrument Likert scale was used to rate responses to the items on the questionnaire. The scale was ranked 5 for Strongly Agreed (SA), 4 Agreed (A), 3 is for Undecided (U), 2 for Disagree (D) and 1 is for Strongly Disagree (SD). The variables under focus include Principals' Role in the provision of Guidance and Counselling services, Sport Service, Transportation Services, Health Services and Library Services in Secondary Schools in Cross River State.

3.5.1 Validity of the instrument

In order to ensure that the instrument is valid, content-validity was used to ensure that the instrument measures truly and accurately that which it was designed to measure. Specifically, individuals in educational foundations and curriculum as well as supervisors examined the instrument in respect to assessment of principals' role in the provision of students' services in secondary schools in Cross River State. Criticism was

made in terms of item relevance, item clarity, adequacy, suitability of language and appropriateness bearing in mind the purpose of the study. Their corrections and inputs formed the basis for the modifications of the items on the instrument.

3.5.2 Pilot Test

In order to establish reliability of the instrument, pilot test was carried out using test re-test to administer the instrument at an interval of two weeks. The main purpose of pilot test is to test the adequacy and suitability of the instrument in measuring what it is supposed to measure

3.5.3 Reliability of the instrument

The data collected from the pilot study was calculated using Cronbach Alpha which was estimated by the use of Statistical Package for Social Science (SPSS) version 6.0. The overall reliability estimate was 0.82 which indicated that the instrument was reliable.

3.6 Procedure for Data Collection

After the approval of the proposed study by the supervisor, the researcher sought for an introductory letter from the Department of Educational Foundations and Curriculum. This letter served as an introduction of the study to the authorities and school principals so as to secure permission to carry out the exercise. All sample schools were visited by the researcher for the administration of questionnaires to students, teachers, principals as well as MOE officials. Once consent was granted, the researcher explained to the respondents what is required of them, questions were entertained in regards to areas where there was doubt. The instrument was administered with the help of a research assistant who was trained on how to distribute and collect completed questionnaires. The instrument was administered and the respondents were allowed a stipulated time to attend to the questions, collection was made immediately.

This was done so as to avoid non-retrieval of instrument as well as save cost because of the large population.

3.7. Procedure for Data Analysis

Descriptive statistics was used to generate simple percentage and frequency table for the respondents' bio-data. Weighted mean of 3.0 was used as benchmark to determine acceptance or rejection of the item statement by the respondents. However, inferential statistics One Way Analysis of Variance (ANOVA) was used to test the five hypotheses raised at 0.05 levels of significance.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter deals with the presentation and analysis of the data collected. The data were analysed and presented based on the respondents' opinions on each item statement. A total of 28 copies of the questionnaire were distributed to principals and all the 28 copies were retrieved, 247 copies of the questionnaire were distributed to teachers but 239 copies were all retrieved, 90 copies of questionnaire were distributed to students and were retrieved; While 13 copies of the questionnaire were distributed to Ministry of Education Officials (MOE) and all the copies were retrieved. Hence in total of 378 copies of the questionnaire issued to the respondents, only 370 copies were retrieved.

The analysis was, therefore, based on the data gathered from the above mentioned number of the questionnaire returned. The bio-data of the respondents were presented in simple percentage and frequencies in tabular form. The research questions were answered using weighted mean of 3.0 as a bench mark to determine the acceptance or rejection of the item statement by the respondents. Moreover, the research hypotheses were tested using One Way Analysis of Variance (ANOVA). Major findings and the general discussions of the findings were presented based on the results of the data analysed.

4.2: Analysis of Personal Data (Bio-data) of the Respondents

Table 2 presents the distribution of personal data of the respondents in frequency and percentages.

Table 2: Bio-Data of Respondents

| S/N | Bio-Data | Category | Frequency | Percentage % | Cumulative % |
|-----|---------------|-----------------|-----------|--------------|--------------|
| 1 | Status | Principal | 28 | 7.6 | 7.6 |
| | | Teacher | 239 | 64.6 | 72.2 |
| | | Students | 90 | 24.3 | 96.5 |
| | | M O E Officials | 13 | 3.5 | 100 |
| 2 | Gender | Male | 228 | 61.6 | 61.6 |
| | | Female | 142 | 38.4 | 100 |
| 3 | Qualification | Diploma | 10 | 2.7 | 2.7 |
| | | NCE | 182 | 49.1 | 51.8 |
| | | B. ED | 120 | 32.4 | 84.2 |
| | | M.ED | 43 | 11.6 | 95.8 |
| | | Others | 15 | 3.5 | 100 |

Table 4.2 shows that 28 principals, 239 teachers, 90 students and 13 M E O Officials representing 7.6 %, 64.6%, 24.3% and 3.5% respectively took part in the study. A total of 238 respondents representing 61.6 % were male while 122 representing 38.4 % were females. On qualification 10 had diploma, 182 had NCE,120 had B. ED, 33 had M. ED and 15 had other qualifications with respective percentages as 2.7 %, 49.1 %, 32.4, 11.6% and 3.5 %.

4.3 Answers to Research Questions

The researcher used 3.0 as the mean (weighted mean) otherwise known as decision mean since the instrument was structured along a modified five point Likert scale to take decision on whether to accept or reject the research questions. Therefore, a mean score of 3.0 and above indicate positive responses to the item statement and showing acceptance; while a mean score below 3.0 indicate negative response to the item statement implying rejection. This is shown below. SA = 5 points, A= 4 points, UD= 3 points, D= 2 points, SD= 1 point.

$$\frac{5+4+3+2+1}{5} = \frac{15}{5} = 3.0$$

Research Question One:What is principals’ role on the provision of Guidance and Counselling Service in Secondary Schools in Cross River State?

Table 4.2: Mean score of respondents on principals’ role in the provision of Guidance and Counselling Service in Secondary Schools in Cross River State, details of the responses are captured on table 4.2

| S/N | Item statement | Respondents | SA | A | UD | D | SD | N | Mean |
|-----|---|-------------|-----|-----|----|-----|----|-----|------|
| 1 | School Principals motivate students to attend counselling sessions. | Principals | 14 | 10 | - | 2 | 2 | 28 | 4.5 |
| | | Teachers | 105 | 110 | - | 24 | - | 239 | 4.5 |
| | | Students | 10 | 58 | - | 20 | 2 | 90 | 3.9 |
| | | MOE | 5 | 7 | - | - | 1 | 13 | 4.1 |
| 2 | There is supportive atmosphere for students to participate in Guidance and Counselling | Principals | 4 | 10 | - | 10 | 4 | 28 | 3.9 |
| | | Teachers | 125 | 80 | - | 10 | 24 | 239 | 4.5 |
| | | Students | 43 | 20 | - | 16 | 11 | 90 | 4.2 |
| | | MOE | 8 | - | - | 2 | 3 | 13 | 3.5 |
| 3 | Principals provide adequate space for counselling to take place. | Principals | 5 | 10 | 1 | 5 | 1 | 28 | 3.9 |
| | | Teachers | 39 | 160 | - | 34 | 6 | 239 | 4.0 |
| | | Students | 19 | 45 | - | 9 | 17 | 90 | 4.0 |
| | | MOE | 4 | - | - | 4 | 5 | 13 | 3.0 |
| 4 | Principalssupervises counselling sessions. | Principals | 3 | 15 | 3 | 4 | 3 | 28 | 3.7 |
| | | Teachers | 28 | 158 | 5 | 20 | 28 | 239 | 3.9 |
| | | Students | 27 | 33 | - | 16 | 14 | 90 | 3.1 |
| | | MOE | 4 | 1 | - | 8 | - | 13 | 3.5 |
| 5 | The principal avails adequate time for guidance and counselling. | Principals | 8 | 5 | 3 | 9 | 2 | 28 | 3.2 |
| | | Teachers | 15 | 108 | 5 | 66 | 45 | 239 | 3.0 |
| | | Students | 19 | 21 | 6 | 33 | 21 | 90 | 2.9 |
| | | MOE | 4 | 3 | - | 4 | 2 | 13 | 3.1 |
| 6 | Principals ask teachers to refer students with needs for counselling. | Principals | 16 | 2 | - | 5 | 10 | 28 | 3.8 |
| | | Teachers | 154 | 38 | - | 23 | 24 | 239 | 4.5 |
| | | Students | 30 | 14 | 3 | 24 | 19 | 90 | 3.4 |
| | | MOE | 4 | 3 | - | 5 | 1 | 13 | 3.6 |
| 7 | Students often seek counselling without compulsion. | Principals | 2 | 15 | 1 | 10 | - | 28 | 4.0 |
| | | Teachers | 37 | 159 | 7 | 8 | 24 | 239 | 3.9 |
| | | Students | 14 | 58 | - | 1 | 17 | 90 | 4.2 |
| | | MOE | 2 | 7 | - | 2 | 2 | 13 | 3.6 |
| 8 | School management offers referral services for students who require further attention. | Principals | 11 | 4 | - | 10 | 3 | 28 | 3.6 |
| | | Teachers | 29 | 10 | 5 | 170 | 25 | 239 | 2.1 |
| | | Students | 18 | 8 | 2 | 55 | 7 | 90 | 2.2 |
| | | MOE | 1 | 3 | - | 3 | 8 | 13 | 2.2 |
| 9 | Principal gives opportunities to counsellors to acquire more knowledge about guidance and counselling. | Principals | 10 | 6 | - | 8 | 4 | 28 | 2.8 |
| | | Teachers | 26 | 19 | - | 190 | 4 | 239 | 2.2 |
| | | Students | 10 | 20 | - | 20 | 1 | 90 | 1.8 |
| | | MOE | 3 | 5 | - | 5 | - | 13 | 2.9 |
| 10 | Principal invites experts to address issues such as examination malpractice, career choice and drug abuse | Principals | 10 | 8 | - | 8 | 2 | 28 | 3.9 |
| | | Teachers | 63 | 91 | 1 | 59 | 25 | 239 | 3.6 |
| | | Students | 25 | 20 | - | 34 | 11 | 90 | 3.2 |
| | | MOE | 6 | 4 | - | 5 | 2 | 13 | 3.5 |

Table 4.2 revealed the view of principals, teachers, students and MOE officials on the provision of Guidance and Counselling service in Secondary Schools in Cross River

State. Item 1 shows the responses of respondents on whether School Principals motivate students to attend counselling sessions. From the responses of the respondents, the item statement was accepted by all the respondents with the mean score of 4.5, 4.5, 3.9 and 4.1 respectively. Item 2 shows the responses of respondents on whether there is supportive atmosphere for students to participate in Guidance and Counselling, the mean scores of the respondent show that the item was accepted by all the respondents with the mean scores of 3.9, 4.5, 4.2, and 3.5 for principals, teachers, students and MOE Officials respectively. Item 3 was to find out if Principals provide adequate space for counselling to take place. The responses of the respondents showed that all the respondents decision mean were accepted i.e. principals 3.9, Teachers 4.0, students 4.0 and MOE 3.0. Item 4 was on whether Principals supervises counselling sessions. The mean scores of 3.7, 3.9, 3.1 and 3.5 were obtained from the responses of the respondents, implying that all the respondents accepted the item statement. Item 5 is on whether the principal avails adequate time for guidance and counselling. The item was also accepted by the respondents with the mean scores of 3.2, 3.0, 2.9 and 3.1 for principals, teachers, students and MOE respectively. Similarly, item 6 was accepted by the respondents with the mean scores of 3.8, 4.5, 3.4 and 3.6 for principals, teachers, students and MOE officials respectively. Item 7 was to find out whether students often seek counselling without compulsion. The mean score showed that the item was accepted by all the respondents; with the decision mean of 4.0, 3.9, 4.2 and 3.6 for principals, teachers, students and MOE accordingly. Item 8 was on whether school management offers referral services for students who require further attention and was rejected by three of the respondents and accepted by one with the mean scores of 3.6, 2.1, 2.2 and 2.2 accordingly. From item 9, the decision mean of the respondents were found to be 2.8, 2.2, 1.8 and 2.9. Item 10 was on whether Principal invites experts to address issues such as examination malpractice, career choice and drug abuse the item was accepted with the mean score of 3.9, 3.6, 3.2 and 3.5 respectively. By this analysis, it was revealed that

most principals attach importance to guidance and counselling services by providing office and assign teacher(s) for that in secondary schools in cross river state.

Research Question Two: What is the Significant Role of principals on the provision of sport services in Secondary Schools in Cross River State?

Table 4.3: Mean score of respondents on principals' role in the provision of sport services in Secondary Schools in Cross River State, details of the responses are captured on table 4.3

| S/N | Item statement | Respondents | SA | A | UD | D | SD | N | MEAN |
|-----|---|-------------|-----|-----|----|-----|-----|-----|------|
| 11 | Principals encourage students to participate in sport activities. | Principals | 10 | 8 | 3 | 4 | 3 | 28 | 3.8 |
| | | Teachers | 33 | 158 | - | 44 | 4 | 239 | 3.9 |
| | | Students | 27 | 33 | - | 16 | 14 | 90 | 3.1 |
| | | MOE | 4 | 1 | - | 8 | - | 13 | 3.4 |
| 12 | School principals collaborate with staff to promote sports in school. | Principals | 11 | 4 | - | 10 | 3 | 28 | 3.6 |
| | | Teachers | 134 | 10 | - | 75 | 20 | 239 | 3.0 |
| | | Students | 18 | 8 | 2 | 55 | 7 | 90 | 2.2 |
| | | MOE | 4 | 4 | - | 3 | 8 | 13 | 3.8 |
| 13 | Principals avail adequate time on the timetable for sport activities. | Principals | 6 | 10 | - | 10 | 2 | 28 | 4.0 |
| | | Teachers | 87 | 91 | 1 | 35 | 25 | 239 | 3.6 |
| | | Students | 37 | 15 | - | 30 | 8 | 90 | 3.1 |
| | | MOE | 6 | 4 | - | 5 | 2 | 13 | 3.5 |
| 14 | Principals ensures well-managed sport services are in place for students. | Principals | 14 | 10 | - | 2 | 2 | 28 | 4.5 |
| | | Teachers | 105 | 110 | - | 24 | - | 239 | 4.5 |
| | | Students | 10 | 58 | - | 20 | 2 | 90 | 3.9 |
| | | MOE | 5 | 7 | - | - | 1 | 13 | 4.1 |
| 15 | Principals work with parents and volunteers to achieve positive sports especially for students. | Principals | 14 | 10 | - | - | 4 | 28 | 3.9 |
| | | Teachers | 110 | 95 | - | 52 | 2 | 239 | 4.4 |
| | | Students | 43 | 20 | - | 13 | 4 | 90 | 4.2 |
| | | MOE | 3 | 7 | - | - | 3 | 13 | 3.6 |
| 16 | Principals provide avenue for inter-school and inter-house sports competition. | Principals | 16 | - | - | 7 | 10 | 28 | 3.8 |
| | | Teachers | 78 | 38 | - | 23 | 100 | 239 | 2.6 |
| | | Students | 30 | 21 | 3 | 17 | 19 | 90 | 3.3 |
| | | MOE | 4 | 3 | - | 5 | 1 | 13 | 3.6 |
| 17 | Principal encourages staff to participate in coaching and managing different sporting activities. | Principals | - | 17 | 1 | 10 | - | 28 | 4.0 |
| | | Teachers | 37 | 150 | 7 | 28 | 9 | 239 | 3.9 |
| | | Students | 14 | 52 | - | 18 | 6 | 90 | 3.9 |
| | | MOE | 2 | 7 | - | 2 | 2 | 13 | 3.6 |
| 18 | Principals work with house masters to ensure inter-house sports goes well. | Principals | 11 | 4 | - | 10 | 3 | 28 | 3.6 |
| | | Teachers | 79 | 34 | 1 | 100 | 25 | 239 | 3.0 |
| | | Students | 23 | 8 | 2 | 50 | 7 | 90 | 2.4 |
| | | MOE | 3 | 3 | - | 1 | 6 | 13 | 2.4 |
| 19 | Principals supervise sporting activities. | Principals | 10 | 6 | - | 8 | 4 | 28 | 3.8 |
| | | Teachers | 76 | 19 | - | 140 | 4 | 239 | 3.9 |
| | | Students | 27 | 15 | - | 8 | 1 | 90 | 3.7 |
| | | MOE | 3 | 5 | - | 5 | - | 13 | 3.9 |
| 20 | Principals ensure that sport facilities are available for students use when needed. | Principals | 10 | 8 | - | 10 | - | 28 | 3.8 |
| | | Teachers | 85 | 93 | 1 | 31 | 29 | 239 | 3.6 |
| | | Students | 35 | 17 | - | 31 | 7 | 90 | 3.2 |
| | | MOE | 7 | 4 | - | 4 | 2 | 13 | 4.8 |

Table 4.3 revealed the view of principals, teachers, students and MOE officials on the provision of sport services in Secondary Schools in Cross River State. Item 11 shows the responses of respondents on whether Principals encourage students to participate in sport

activities. From the responses of the respondents, the item statement was accepted by all the respondents with the mean score of 3.8, 3.9, 3.1 and 3.4 respectively. Item 12 shows the responses of respondents on whether School principals collaborate with staff to promote sports in school. The mean scores of the respondent show that all the items were accepted with the mean scores of 3.6, 3.2, 2.2, and 3.8 for principals, teachers, students and MOE Officials respectively. Item 13 was to find out if Principals avail adequate time on the timetable for sport activities. The responses of the respondents showed that all the respondents decision mean were accepted i.e. principals 3.9, Teachers 4.0, students 4.0 and MOE 3.0. Item 14 was on whether Principals ensures well-managed sport services are in place for students. The mean scores of 3.7, 3.9, 3.1 and 3.5 were obtained from the responses of the respondents, implying that all the respondents accepted the item statement. Item 15 is on whether Principals work with parents and volunteers to achieve positive sports especially for students. The item was also accepted by the respondents with the mean scores of 3.2, 3.0, 2.9 and 3.1 for principals, teachers, students and MOE respectively. Similarly, item 16 was accepted by the respondents with the mean scores of 3.8, 4.5, 3.4 and 3.6 for principals, teachers, students and MOE officials respectively. Item 17 was to find out whether Principal encourages staff to participate in coaching and managing different sporting activities. The mean score showed that the item was accepted by all the respondents; with the decision mean of 4.0, 3.9, 4.2 and 3.6 for principals, teachers, students and MOE accordingly. Item 18 was on whether principals' work with house masters to ensure inter-house sports goes well and was rejected by three of the respondents and accepted by one with the mean scores of 3.6, 2.1, 2.2 and 2.2 accordingly. From item 19, the decision mean of the respondents were found to be 3.8, 3.2, 3.8 and 3.9. Item 10 was on whether Principal Principals ensure that sport facilities are available for students use when needed. The item was accepted with the mean score of 3.9, 3.6, 3.2 and

3.5 respectively. By this analysis, it was established that most principals provided enable atmosphere for sporting activities to take place in secondary schools in Cross River State.

Research Question Three: How do principals ensure the provision Transport Service in Secondary Schools in Cross River State?

Table 4.4: Mean score of respondents on principals' role in the provision Transport Service in Secondary Schools in Cross River State, details of the responses are captured on table 4.4

| S/ | Item statement | Responden | SA | A | UD | D | SD | N | Mea |
|----|----------------|-----------|----|---|----|---|----|---|-----|
|----|----------------|-----------|----|---|----|---|----|---|-----|

| N | | ts | | | | | | | n |
|----------|--|------------|-----|-----|---|-----|----|-----|----------|
| 21 | Principals coordinate students transportation services | Principals | 11 | 4 | - | 10 | 3 | 28 | 3.6 |
| | | Teachers | 70 | 109 | - | 39 | 20 | 239 | 3.9 |
| | | Students | 50 | 8 | 2 | 17 | 7 | 90 | 4.0 |
| | | MOE | 4 | 1 | - | - | 8 | 13 | 3.5 |
| 22 | Principals monitor the performance of school bus drivers. | Principals | 6 | 10 | - | 10 | 2 | 28 | 4.0 |
| | | Teachers | 63 | 91 | 1 | 59 | 25 | 239 | 3.6 |
| | | Students | 25 | 17 | - | 30 | 18 | 90 | 3.2 |
| | | MOE | 6 | 4 | - | 2 | 1 | 13 | 3.5 |
| 23 | Principals conduct regular interviews with students in order to assess the quality of transportation services. | Principals | 14 | 10 | - | 2 | 2 | 28 | 4.5 |
| | | Teachers | 110 | 105 | - | 24 | - | 239 | 4.5 |
| | | Students | 30 | 38 | - | 20 | 2 | 90 | 4.2 |
| | | MOE | 1 | 10 | - | 1 | 1 | 13 | 4.4 |
| 24 | Principals include staff in the planning of school transportation service. | Principals | 10 | 7 | 1 | 10 | - | 28 | 3.8 |
| | | Teachers | 76 | 40 | 7 | 84 | 28 | 239 | 3.0 |
| | | Students | 14 | 58 | - | 18 | - | 90 | 4.2 |
| | | MOE | 3 | 6 | - | 2 | 2 | 13 | 4.1 |
| 25 | Principals ensure that bus regulations are obeyed. | Principals | 11 | 6 | - | 8 | 3 | 28 | 3.8 |
| | | Teachers | 59 | 84 | 1 | 70 | 25 | 239 | 3.3 |
| | | Students | 18 | 8 | 2 | 55 | 7 | 90 | 1.2 |
| | | MOE | 1 | 3 | - | 3 | 8 | 13 | 2.2 |
| 26 | There is provision for students' transportation in secondary schools. | Principals | 10 | 6 | - | 8 | 4 | 28 | 3.8 |
| | | Teachers | 26 | 15 | - | 194 | 4 | 239 | 2.1 |
| | | Students | 25 | 22 | - | 35 | 8 | 90 | 3.8 |
| | | MOE | 3 | 5 | - | 5 | - | 13 | 2.8 |
| 27 | Principals address incidents that occur in the school bus. | Principals | 10 | 8 | - | 10 | - | 28 | 3.9 |
| | | Teachers | 87 | 91 | 1 | 35 | 25 | 239 | 3.6 |
| | | Students | 25 | 12 | 5 | 34 | 14 | 90 | 3.2 |
| | | MOE | 6 | 4 | - | 5 | 2 | 13 | 3.4 |
| 28 | Principals conduct regular examination on school bus drivers. | Principals | 10 | 6 | - | 8 | 4 | 28 | 2.8 |
| | | Teachers | 62 | 29 | 4 | 140 | 4 | 239 | 2.9 |
| | | Students | 20 | 5 | - | 15 | 1 | 90 | 1.9 |
| | | MOE | 4 | 5 | - | 1 | 3 | 13 | 4.1 |
| 29 | Principals conduct regular check on school buses to ensure it is safe to carry students. | Principals | 20 | - | - | 6 | 2 | 28 | 3.9 |
| | | Teachers | 51 | 63 | 5 | 61 | 59 | 239 | 2.7 |
| | | Students | 15 | 20 | - | 41 | 14 | 90 | 2.8 |
| | | MOE | 6 | 4 | - | 5 | 2 | 13 | 3.5 |
| 30 | Principal keeps records on transportation services to raise awareness. | Principals | - | 17 | 1 | 10 | - | 28 | 4.0 |
| | | Teachers | 37 | 145 | 7 | 30 | 24 | 239 | 3.9 |
| | | Students | 14 | 52 | - | 18 | 6 | 90 | 3.9 |
| | | MOE | 2 | 7 | - | 2 | 2 | 13 | 3.6 |

Table 4.4 revealed the view of principals, teachers, students and MOE officials on the provision Transport Service in Senior Secondary Schools in Cross River State. Item 21 shows the responses of respondents on whether principals coordinate students' transportation services. From the responses of the respondents, the item statement was accepted by all the respondents with the mean score of 3.6, 3.9, 4.0 and 3.5 respectively.

Item 22 shows the responses of respondents on whether Principals monitor the performance of school bus drivers. The mean scores of the respondent show that all the items were accepted with the mean scores of 4.0, 3.6, 3.2, and 3.5 for principals, teachers, students and MOE Officials respectively. Item 23 was to find out if Principals avail adequate time on the timetable for sport activities. The responses of the respondents showed that all the respondents decision mean were accepted i.e. principals 4.5, Teachers 4.5, students 4.2 and MOE 4.4. Item 24 was on whether Principals include staff in the planning of school transportation service. The mean scores of 3.8, 3.0, 4.2 and 4.1 were obtained from the responses of the respondents. Item 25 is on whether Principals ensure that bus regulations are obeyed. The responses showed mean scores of 3.8, 3.3, 1.2 and 2.2 for principals, teachers, students and MOE respectively. Similarly, item 26 was rejected by the respondents with the mean scores of 2.8, 2.1, 2.8 and 2.8 for principals, teachers, students and MOE officials respectively. Item 27 was to find out whether Principals addresses incidents that occur in the school bus. The mean score showed that the item was accepted by all the respondents; with the decision mean of 3.9, 3.6, 3.2 and 3.4 for principals, teachers, students and MOE accordingly. Item 28 was on whether Principals conduct regular examination on school bus drivers and was rejected by three of the respondents and accepted by one with the mean scores of 2.8, 2.9, 1.9 and 4.1 accordingly. From item 29, the decision mean of the respondents were found to be 3.9, 2.7, 2.8 and 3.5. Item 30 was on whether Principal keeps records on transportation services to raise awareness. The item was accepted with the mean score of 4.0, 3.9, 3.9 and 3.6 respectively. By this analysis, it was revealed that principals do not directly provide transport services, but where such is provided by the government principals ensured that the services are properly coordinated in secondary schools in Cross River State.

Research Question Four: What is principals' role in the provision of Health Services in Secondary Schools in Cross River State?

Table 4.5: Mean score of respondents on principals' role in the provision of Health Services in Secondary Schools in Cross River State, details of the responses are captured on table 4.5

| S/N | Item statement | Respondents | SA | A | UD | D | SD | N | MEAN |
|-----|----------------|-------------|----|---|----|---|----|---|------|
|-----|----------------|-------------|----|---|----|---|----|---|------|

| | | | | | | | | | |
|----|--|------------|-----|-----|---|----|-----|----|-----|
| 31 | Sick bay is provided for sick students which creates an opportunity for speedy recovery of students to promote learning. | Principals | 16 | - | - | 7 | 10 | 28 | 2.7 |
| | | Teachers | 78 | 38 | - | 23 | 100 | 23 | 2.8 |
| | | Students | 30 | 21 | 3 | 17 | 19 | 9 | 2.3 |
| | | MOE | 4 | 3 | - | 5 | 1 | 90 | 3.6 |
| | | | | | | | | 13 | |
| 32 | Principals encourage students to have good hygiene. | Principals | - | 17 | 1 | 10 | - | 28 | 4.5 |
| | | Teachers | 37 | 150 | 7 | 28 | 9 | 23 | 4.0 |
| | | Students | 14 | 52 | - | 18 | 6 | 9 | 4.2 |
| | | MOE | 2 | 7 | - | 2 | 2 | 90 | 3.0 |
| | | | | | | | | 13 | |
| 33 | Principals manages health records. | Principals | 11 | 4 | - | 10 | 3 | 28 | 3.7 |
| | | Teachers | 79 | 34 | 1 | 10 | 25 | 23 | 3.9 |
| | | Students | 23 | 8 | 2 | 0 | 7 | 9 | 3.1 |
| | | MOE | 3 | 3 | - | 50 | 6 | 90 | 3.5 |
| | | | | | | | | 1 | 13 |
| 34 | Principals provide healthy and safe environment for learning. | Principals | 10 | 6 | - | 8 | 4 | 28 | 3.2 |
| | | Teachers | 76 | 19 | - | 14 | 4 | 23 | 3.1 |
| | | Students | 27 | 15 | - | 0 | 1 | 9 | 3.1 |
| | | MOE | 3 | 5 | - | 8 | - | 90 | 3.1 |
| | | | | | | | | 5 | 13 |
| 35 | Principal develops strategies to raise awareness about health and safety. | Principals | 10 | 8 | - | 10 | - | 28 | 3.6 |
| | | Teachers | 85 | 93 | 1 | 31 | 29 | 23 | 4.1 |
| | | Students | 35 | 17 | - | 31 | 7 | 9 | 4.0 |
| | | MOE | 7 | 4 | - | 4 | 2 | 90 | 2.3 |
| | | | | | | | | | 13 |
| 36 | Principals allocates time to discuss with students about health related issues. | Principals | 14 | 10 | - | 2 | 2 | 28 | 2.7 |
| | | Teachers | 105 | 110 | - | 24 | - | 23 | 2.9 |
| | | Students | 10 | 58 | - | 20 | 2 | 9 | 4.2 |
| | | MOE | 5 | 7 | - | - | 1 | 90 | 2.9 |
| | | | | | | | | | 13 |
| 37 | Principals communicates with parents and students about health issues | Principals | 4 | 10 | - | 10 | 4 | 28 | 3.9 |
| | | Teachers | 125 | 80 | - | 10 | 24 | 23 | 3.6 |
| | | Students | 43 | 20 | - | 16 | 11 | 9 | 3.2 |
| | | MOE | 8 | - | - | 2 | 3 | 90 | 4.8 |
| | | | | | | | | | 13 |
| 38 | Principal ensures regular immunization is carried out in the school to prevent the spread of diseases and keep students healthy to learning. | Principals | 5 | 10 | 1 | 5 | 1 | 28 | 4.5 |
| | | Teachers | 39 | 160 | - | 34 | 6 | 23 | 4.5 |
| | | Students | 19 | 45 | - | 9 | 17 | 9 | 4.2 |
| | | MOE | 4 | - | - | 4 | 5 | 90 | 4.4 |
| | | | | | | | | | 13 |
| 39 | Schools provide health services for the school community. | Principals | 3 | 15 | 3 | 4 | 3 | 28 | 2.2 |
| | | Teachers | 28 | 158 | 5 | 20 | 28 | 23 | 1.0 |
| | | Students | 27 | 33 | - | 16 | 14 | 9 | 2.2 |
| | | MOE | 4 | 1 | - | 8 | - | 90 | 4.1 |
| | | | | | | | | | 13 |
| 40 | Orientation is carried out in the school to ensure that students are aware of the dangers of drug abuse and engaging in premarital. | Principals | 8 | 5 | 3 | 9 | 2 | 28 | 3.9 |
| | | Teachers | 15 | 108 | 5 | 66 | 45 | 23 | 3.6 |
| | | Students | 19 | 21 | 6 | 33 | 21 | 9 | 3.2 |
| | | MOE | 4 | 3 | - | 4 | 2 | 90 | 3.5 |
| | | | | | | | | | 13 |

Table 4.5 revealed the view of principals, teachers, students and MOE officials on the provision Health Services in Senior Secondary Schools in Cross River State. Item 31 shows the responses of respondents on whether Sick bay is provided for sick students

which creates an opportunity for speedy recovery. From the responses of the respondents, the item statement was accepted by two and rejected by the other two respondents with the mean score of 2.2, 2.8, 4.3 and 3.6 respectively. Item 32 shows the responses of respondents on whether principals encourage students to have good hygiene. The mean scores of the respondent show that all the items were accepted with the mean scores of 4.5, 4.0, 4.2, and 3.0 for principals, teachers, students and MOE Officials respectively. Item 33 was to find out if Principals manage health records. The responses of the respondents showed that all the respondents decision mean were accepted i.e. principals 3.7, Teachers 3.9, students 3.1 and MOE 3.5. Item 34 was on whether Principals provide healthy and safe environment for learning. The mean scores of 3.7, 3.9, 3.1 and 3.5 were obtained from the responses of the respondents. Item 35 is on whether Principal develops strategies to raise awareness about health and safety. Principals ensure that bus regulations are obeyed. The item was also accepted by the respondents with the mean scores of 3.2, 3.1, 3.1 and 3.1 for principals, teachers, students and MOE respectively. Similarly, item 36 was accepted by the respondents with the mean scores of 3.6, 4.1, 4.0 and 2.3 for principals, teachers, students and MOE officials respectively. Item 37 was to find out whether Principals communicates with parents and students about health issues. The mean score showed that the item was accepted by all the respondents; with the decision mean of 2.7, 2.9, 4.2 and 2.9 for principals, teachers, students and MOE accordingly. Item 38 was on whether Principal ensures regular immunization is carried out in the school to prevent the spread of diseases and keep students healthy for learning and was accepted by all with the mean scores of 4.5, 4.5, 4.2 and 4.4 accordingly. From item 39, the decision mean of the respondents were found to be 4.2, 3.0, 4.2 and 4.1. Item 30 was on whether Orientation is carried out in the school to ensure that students are aware of the dangers of drug abuse and engaging in premarital. The item was accepted with the mean score of 3.9, 3.6, 3.2 and 3.5 respectively. By this analysis, it was revealed that most secondary schools don't have sick

bay, rather they have first aid boxes in the schools with few drugs that are managed by the principals in secondary schools in cross river state.

Research Question Five: Do principals play a role in the provision of library service in secondary Schools in Cross River State?

Table 4.6: Mean score of respondents on principals' role in the provision of library service in secondary Schools in Cross River State, details of the responses are captured on table 4.6

| S/N | Item statement | Respondents | SA | A | UD | D | SD | N | MEAN |
|-----|--|-------------|-----|-----|----|-----|----|-----|------|
| 41 | There is provision of school library in secondary school. | Principals | 16 | 2 | - | 5 | 10 | 28 | 3.4 |
| | | Teachers | 154 | 38 | - | 23 | 24 | 239 | 1.7 |
| | | Students | 30 | 14 | 3 | 24 | 19 | 90 | 3.8 |
| | | MOE | 4 | 3 | - | 5 | 1 | 13 | 2.5 |
| 42 | Principals plan library resources. | Principals | 2 | 15 | 1 | 10 | - | 28 | 4.0 |
| | | Teachers | 37 | 159 | 7 | 8 | 24 | 239 | 3.6 |
| | | Students | 14 | 58 | - | 1 | 17 | 90 | 3.2 |
| | | MOE | 2 | 7 | - | 2 | 2 | 13 | 3.5 |
| 43 | Principals give orientation to students on the benefits of using the school library. | Principals | 11 | 4 | - | 10 | 3 | 28 | 4.3 |
| | | Teachers | 29 | 10 | 5 | 170 | 25 | 239 | 3.5 |
| | | Students | 18 | 8 | 2 | 55 | 7 | 90 | 4.1 |
| | | MOE | 1 | 3 | - | 3 | 8 | 13 | 3.9 |
| 44 | Principal allocates adequate time for library use in the school timetable. | Principals | 10 | 6 | - | 8 | 4 | 28 | 4.0 |
| | | Teachers | 26 | 19 | - | 190 | 4 | 239 | 3.0 |
| | | Students | 10 | 20 | - | 20 | 1 | 90 | 4.2 |
| | | MOE | 3 | 5 | - | 5 | - | 13 | 4.0 |
| 45 | Principals supervises activities of the school library. | Principals | 10 | 8 | - | 8 | 2 | 28 | 3.8 |
| | | Teachers | 63 | 91 | 1 | 59 | 25 | 239 | 3.3 |
| | | Students | 25 | 20 | - | 34 | 11 | 90 | 2.2 |
| | | MOE | 6 | 4 | - | 5 | 2 | 13 | 3.9 |
| 46 | Principals monitor the progress of the school library. | Principals | 11 | 4 | - | 10 | 3 | 28 | 2.6 |
| | | Teachers | 70 | 109 | - | 39 | 20 | 239 | 4.1 |
| | | Students | 50 | 8 | 2 | 17 | 7 | 90 | 4.3 |
| | | MOE | 4 | 1 | - | - | 8 | 13 | 2.3 |
| 47 | Principals free students and teachers to access the library during school hours. | Principals | 6 | 10 | - | 10 | 2 | 28 | 3.9 |
| | | Teachers | 63 | 91 | 1 | 59 | 25 | 239 | 3.6 |
| | | Students | 25 | 17 | - | 30 | 18 | 90 | 3.2 |
| | | MOE | 6 | 4 | - | 2 | 1 | 13 | 3.5 |
| 48 | Principals plan in-service training for school Librarian. | Principals | 14 | 10 | - | 2 | 2 | 28 | 2.2 |
| | | Teachers | 110 | 105 | - | 24 | - | 239 | 2.9 |
| | | Students | 30 | 38 | - | 20 | 2 | 90 | 2.9 |
| | | MOE | 1 | 10 | - | 1 | 1 | 13 | 2.6 |
| 49 | Principals manage and provide leadership in pursuit of the library aims and objectives. | Principals | 10 | 7 | 1 | 10 | - | 28 | 3.3 |
| | | Teachers | 76 | 40 | 7 | 84 | 28 | 239 | 2.6 |
| | | Students | 14 | 58 | - | 18 | - | 90 | 2.8 |
| | | MOE | 3 | 6 | - | 2 | 2 | 13 | 3.5 |
| 50 | Principals collaborate extensively with teachers towards the improvement of library services | Principals | 11 | 6 | - | 8 | 3 | 28 | 4.0 |
| | | Teachers | 59 | 84 | 1 | 70 | 25 | 239 | 3.7 |
| | | Students | 18 | 8 | 2 | 55 | 7 | 90 | 3.9 |
| | | MOE | 1 | 3 | - | 3 | 8 | 13 | 3.6 |

Table 4.6 revealed the view of principals, teachers, students and MOE officials on principals' role on the provision library service in secondary schools in Cross River State.

Item 41 shows the responses of respondents on whether there is provision of school library

in secondary school. From the responses of the respondents, the item statement was accepted by all the respondents with the mean score of 3.4, 1.7, 3.8 and 2.5 respectively. Item 42 shows the responses of respondents on whether principals plan library resources. The mean scores of the respondent show that all the items were accepted with the mean scores of 4.0, 3.6, 3.2, and 3 .5 for principals, teachers, students and MOE Officials respectively. Item 43 was to find out if Principals give orientation to students on the benefits of using the school library. The responses of the respondents showed that all the respondents decision mean were accepted i.e. principals 4.3, Teachers 3.1, students 4.1 and MOE 3.9. Item 44 was on whether Principal allocates adequate time for library use in the school timetable. The mean scores of 3.7, 3.9, 3.1 and 3.5 were obtained from the responses of the respondents. Item 45 is on whether Principal Principals supervises activities of the school library. The item was also accepted by the respondents with the mean scores of 3.8, 3.3, 2.2and 3.9 for principals, teachers, students and MOE respectively. Similarly, item 46 was accepted by the respondents with the mean scores of 3.6, 4.1, 4.0 and 2.3 for principals, teachers, students and MOE officials respectively. Item 47 was to find out whether Principals free students and teachers to access the library during school hours. The mean score showed that the item was accepted by all the respondents; with the decision mean of 3.9, 3.6, 3.2 and 3.5 for principals, teachers, students and MOE accordingly. Item 48 was on whether Principals plan in-service training for school Liberianand was rejected by all with the mean scores of 2.2, 2.9, 2.9 and 2.6 accordingly. From item 49, the decision mean of the respondents were found to be 3.3, 2.8, 2.2 and 3.5. Item 50 was on whether Principals collaborate extensively with teachers towards the improvement of library services. The item was accepted with the mean score of 4.0, 3.7, 3.9 and 3.65 respectively. By this analysis, it was revealed that most secondary schools do not have standard school library, where they exist, they are being managed by the school principals

4.4 Hypotheses Testing

In this section, all results and outcome of the null hypotheses raised and tested in line with the objectives of this study were summarized and presented. Data obtained as responses from the respondents (principals, teachers, students and ministry of education officials) from the questionnaire administered were tested. The null hypotheses were tested using one-way Analysis of variance (ANOVA). This was determined at 0.05 level of significant and statistical package for social sciences (SPSS) was used to analyse the data. In all, five hypotheses were tested and acceptability or rejection of the Null Hypothesis was determined by comparing the p-value against the significant set by the study (F-value at 0.05). Hypothesis is therefore rejected if the p-value is less than the level of significance set by the study.

4.4.1 Hypothesis I

HO₁: There is no significant difference in the opinion of principals, teachers, students and ministry of education officials on principals' role in the provision of guidance and counselling service in secondary schools in Cross River State.

Table 4.7: Summary of the One Analysis of Variance (ANOVA) on Principals' Role in the Provision of Guidance and Counselling Service in Secondary Schools in Cross River State.

| Guidance & C | Sum of Squares | df | Mean Square | F | Sig. |
|-------------------------|-----------------------|------------|--------------------|----------|-------------|
| Between Groups | 35.587 | 2 | 17.793 | 30.958 | 0.063 |
| Within Groups | 205.189 | 368 | .575 | | |
| Total | 240.776 | 370 | | | |

From table 4.7, the F-value is 30.958 and the P-value is 0.063 at 0.05 levels of significance. Since the P-value is greater than the level of significance set for the study, the hypothesis is therefore retained, thus, there is no significant difference in the opinion of

principals, teachers, students and ministry of education officials on principals' role in the provision of guidance and counselling service in secondary schools in Cross River State

4.4.2 Hypothesis II

HO₂: There is no significant difference in the opinion of principals, teachers, students and ministry of education officials on principals' role in the provision of sport service in secondary schools in Cross River State.

Table 4.8: Summary of the One Analysis of Variance (ANOVA) on Principals' Role in the Provision of Sport Service in Secondary Schools in Cross River State

| Sport service | Sum of Squares | df | Mean Square | F | Sig. |
|----------------------|-----------------------|------------|--------------------|----------|-------------|
| Between Groups | 17.717 | 2 | 8.858 | 9.574 | 0.143 |
| Within Groups | 330.333 | 368 | .925 | | |
| Total | 348.050 | 370 | | | |

From table 4.9 the F-value is 9.574 and the P-value is 0.143 at 0.05 levels of significance. Since the P-value is less than the level of significance set for the study, the hypothesis is therefore rejected, thus, there is no significant difference in the opinion of principals, teachers, students and ministry of education officials on principals' role in the provision of sport service in secondary schools in Cross River State.

4.4.3 Hypothesis III

HO₃: There is no significant difference in the opinion of principals, teachers, students and ministry of education officials on principals' role in the provision of transport service in secondary schools in Cross River State.

Table 4.9: Summary of the One Analysis of Variance (ANOVA) on Principals' Role in the Provision of transport service in Secondary schools in Cross River State

| Transport | Sum of Squares | df | Mean Square | F | Sig. |
|------------------|-----------------------|------------|--------------------|----------|-------------|
| Between Groups | 29.257 | 2 | 14.629 | 10.366 | 0.103 |
| Within Groups | 363.539 | 368 | 1.018 | | |
| Total | 392.797 | 370 | | | |

From table 4.10, the F-value is 10.366 and the P-value is 0.103 at 0.05 levels of significance. Since the P-value is greater than the level of significance set for the study, the hypothesis is therefore retained, thus, there is no significant difference in the opinion of principals, teachers, students and ministry of education officials on principals' role in the provision of transport service in secondary schools in Cross River State.

4.4.4 Hypothesis IV

HO₄: There is no significant difference in the opinion of principals, teachers, students and ministry of education officials on principals' role in the provision of health service in secondary schools in Cross River State.

Table 4.10: Summary of the One Analysis of Variance (ANOVA) on Principals' Role in the Provision of Health Service in Secondary Schools in Cross River State

| Health .S | Sum of Squares | df | Mean Square | F | Sig. |
|------------------|-----------------------|------------|--------------------|----------|-------------|
| Between Groups | 20.875 | 2 | 10.437 | 10.992 | 0.053 |
| Within Groups | 338.984 | 368 | .950 | | |
| Total | 359.859 | 370 | | | |

From table 4.11, the F-value is 10.992 and the P-value is 0.053 at 0.05 levels of significance. Since the P-value is greater than the level of significance set for the study, the hypothesis is therefore retained, thus, there is no significant difference in the opinion of

principals, teachers, students and ministry of education officials on principals' role in the provision of health service in secondary schools in Cross River State.

4.4.5. Hypothesis V

HO₅: There is no significant difference in the opinion of principals, teachers, students and ministry of education officials on principal role in the provision of library Service in Secondary Schools in Cross River State.

Table 4.11: Summary of the One Analysis of Variance (ANOVA) on Principals' Role in the Provision of Library Service in Secondary Schools in Cross River State.

| Library faculties | Sum of Squares | df | Mean Square | F | Sig. |
|--------------------------|-----------------------|------------|--------------------|----------|-------------|
| Between Groups | 30.445 | 2 | 15.223 | 12.726 | 0.061 |
| Within Groups | 345.566 | 368 | .968 | | |
| Total | 376.011 | 370 | | | |

From table 4.12, the F-value is 12.726 and the P-value is 0.061 at 0.05 levels of significance. Since the P-value is greater than the level of significance set for the study, the hypothesis is therefore rejected, thus, there is no significant difference in the opinion of principals, teachers, students and ministry of education officials on principals' role in the provision of library Service in Secondary Schools in Cross River State.

4.5 Summary of Hypotheses Testing

The summary of the five Null Hypotheses tested for this study is hereby presented in table 4.12.

Table 4.12: Summary of Tested Null Hypotheses

| S/ N | H0 Statement | Statistical Tool Used | of | Result | Level of Sig. | Decision |
|---------|--|------------------------------|----|---|---------------------|---|
| 1 | There is no significant difference in the opinion of respondents on Principal Role on the Provision of Guidance and Counselling Service in Secondary Schools in Cross River State. | Analysis of variance (ANOVA) | of | F-ratio is 30.958, While the p-value is 0.000 | 0.05 | H0 ₁ was retained. this mean that there is significant difference in the opinions of respondents |
| 2 | There is no significant difference in the opinion of respondents on Principals' Role on the Provision of Sport Service in Secondary Schools in Cross River State. | Analysis of variance (ANOVA) | of | F-ratio is 9.574, While the p-value is 0.000 | 0.05 | H0 ₂ was retained this mean that there is significant difference in the opinions of respondents |
| 3 | There is no significant difference in the opinion of respondents on Principals' Role on the Provision of transport service in Secondary schools in Cross River State. | Analysis of variance (ANOVA) | of | F-ratio is 10.366, While the p-value is 0.000 | 0.05 | H0 ₃ was retained. this mean that there is significant difference in the opinions of respondents |
| 4 | There is no significant difference in the opinion of respondents on Principals' Role on the Provision of Health Service in Secondary Schools in Cross River State. | Analysis of variance (ANOVA) | of | F-ratio is 10.991 While the p-value is 0.000 | 0.05 | H0 ₄ was retained. this mean that there is significant difference in the opinions of respondents |
| 5 | There is no significant difference in the opinion of respondents on Principals' Role on the Provision of library Service in Secondary Schools in Cross River State. | Analysis of variance (ANOVA) | of | F-ratio is 12.276, While the p-value is 0.317 | 0.05 | H0 ₅ was retained. this mean that there is significant difference in the opinions of respondents |

4.6. Summary of Major Findings

Based on the basis of the findings, the following major findings were presented:

1. Most principals provide offices and assigned teacher(s) for counselling services in secondary schools in Cross River State.
2. Most principals provided enabling atmosphere for sporting activities to take place in secondary schools in Cross River State.
3. Principals do not directly provide transport services, but where such was provided by the government, principals ensured that the services are properly coordinated in secondary schools in Cross River State.
4. Most secondary schools don't have sick bay, rather they have first aid boxes in the schools with few drugs that are managed by the health master assigned by the principal in secondary schools in Cross River State.
5. Most secondary schools do not have standard school library, where they exist, they are being managed by the school principals in secondary schools in Cross River State.

4.7. Discussions of Major Findings

This study was able to establish that; most principals attach importance to guidance and counselling services by providing offices and assigning teacher(s) for counselling services in secondary schools in cross river state. The responses of respondents show that school principals motivate students to attend counselling sessions;there is supportive atmosphere for students to participate in guidance and counselling. In addition, principals provide adequate space for counselling to take place. Principals supervise counselling sessions.It was further revealed that the principal avails adequate time for guidance and counselling and that principal ask teachers to refer students with needs for counselling. Hypothesis one relates to this, and was retained, implying that there was no significant difference in the opinion of respondents on

principals' role in the provision of guidance and counselling service in secondary schools in Cross River State. The findings agree with Ezeocha (2010) that adequate students' records are necessary for students' guidance, transfer of students, promotion, classification, health services, and provision of school facilities and recruitment of staff. The documentation is very vital as it aids the institution to have detailed knowledge about each student. The findings are also in agreement with Ogbiji (2009) who stated that the study reveals that orientation programme is carried out in secondary schools. The findings are also in line with Njoroge (2014) which revealed that students were not fully satisfied with the services of teacher counsellor and that counselling resources are available in secondary schools.

This study was able to establish that; most principals provided an enabling atmosphere for sporting activities to take place in secondary schools in Cross River State. The responses of respondents show that Principals encourage students to participate in sport activities; School principals collaborate with staff to promote sports in school. In addition, principals avail adequate time on the timetable for sport activities. The study also revealed that Principals ensure well-managed sport services are in place for students. It was further revealed that principals work with parents and volunteers to achieve positive sports especially for students and that Principals provide an avenue for inter-school and inter-house sports competition. Hypothesis two relates to this, and was retained, implying that there was no significant difference in the opinion of respondents on principals' role in the provision of sport service in secondary schools in Cross River State. This finding is in line with Office for Standard in Education (2009) who pointed out that students acquire many subtle learning like human values, beliefs, manners and thinking patterns through hidden curriculum which is also manifested in sporting activities and improved learning outcome. Daramola (2017) revealed that principals are responsible for the leadership and administration of all the schools sports including setting the sports calendar, ensuring

inter-school competition and inter-house sports are well organised. Feng (2008) confirmed that school must focus on the implementation of sports activities to make enjoyable participation to all students, which provides them with a collection of ideas of games, activities, skills and fitness to play in order to reduce risk of stress, anxiety and drug abuse.

This study was able to establish that; principals do not directly provide transport services, but where such is provided by the government principals ensured that the services are properly coordinated in secondary schools in cross river state. The responses of respondents show that principals coordinate students' transportation services; Principals monitor the performance of school bus drivers. In addition, principals conduct regular interviews with students in order to assess the quality of transportation services. The study also revealed that principals include staff in the planning of school transportation service. Principals ensure that bus regulations are obeyed. It was further revealed that in most schools there is provision for students' transportation in secondary schools. Hypothesis three relates to this, and was retained, implying that there was no significant difference in the opinion of respondents on principals' role in the provision of transport service in secondary schools in Cross River State. The findings agree with the view of Holyoke Public School (2019) that the principal checks for courteous and careful drivers, ensures that each driver files a medical fitness examination result as well as ensure that only persons who are properly licenced by the State and have completed the required training programme will be permitted to drive. The finding is congruent with the study of Ball (2008) students transport is very important although there is little attention by school principals

This study was able to establish that; most secondary schools don't have sick bay, rather they have first aid boxes in the schools with few drugs that are managed by the principals in secondary schools in cross river state. The responses of respondents show that

principals encourage students to have good hygiene; principals manages health records. In addition, principal develops strategies to raise awareness about health and safety. Principals provide healthy and safe environment for learning. Principal develops strategies to raise awareness about health and safety. It was further revealed that principals provide healthy and safe environment for learning and that principals allocates time to discuss with students about health related issues. Hypothesis four relates to this, and was retained, implying that there was no significant difference in the opinion of respondents on principals' role in the provision of health service in secondary schools in Cross River State. The findings is in agreement with Ogbiji (2009) who stated that the study reveals that orientation programme is carried out. It was revealed that effective health services are lacking. The foregoing is consistent with the study of Ogbiji and Ekpo (2011) who are of the view that health services are embedded in the academic program, which is primarily concerned with the understanding of health. They opined that well-provided services are geared towards the improvement and maintenance of the well-being of students and staff. According to Kolawole (2015), health services help in the development of health awareness among the learners as well as the creation of availability and use of health-related aspect of resources in the community; encourage collaboration in a realm of interdependence, technological exposure and social interaction in looking at the emerging health-related issue, building the attitude among the staff and learners towards promoting health in the school environment.

This study was able to establish that; most secondary schools do not have standard school library, where they exist, they are being managed by the school principals in secondary schools in cross river state The responses of respondents show that there is provision of school library in secondary school; principals plan library resources. In addition, principals give orientation to students on the benefits of using the school library. Principal allocates adequate time for library use in the school timetable. It was further

revealed that principals supervises activities of the school library and that principals monitor the progress of the school library. Hypothesis five relates to this, and was retained, implying that there was no significant difference in the opinion of respondents on principals' role in the provision of library service in secondary schools in Cross River State. The findings of Adeyemi (2009) is in line with the present study. In his study, it was revealed study that school library are meant to provide books for leisure reading as well as reference and information books, so that students can consult them as need arises, to develop in the students a lasting love for books, encourage personal collection of books, encourage responsibility and cooperation in taking care of borrowed books. A study by New York comprehensive centre (2011) revealed that, school libraries had a positive effect on student outcomes, as they teach 21st century skills, promote achievements and played a major role in closing the achievement gap. Adeyemi (2009) and World Bank (2008) who found that scarcity of current reading and research materials and poor quality of school library resources, were the challenges facing students in using school libraries.

The findings agree with the observation of Arinde (2010) which revealed that there is a positive relationship among educational services, teacher quality and students' academic performance. The findings also showed that there is a positive relationship in the use of computer aided instructions, education resources centre service, teacher academic qualification and students' academic performance.

This study constitutes a substantial contribution to the body of knowledge about the discussed issue. First, findings of the study will assist the school principals in understanding various students' services that are needed to improve not only the well-being of the students, but also that of the entire staff and management of the schools. The study will also help to get a better understanding of contemporary issues on the provision of students' services.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions, recommendations and offered suggestions for further studies.

5.2 Summary

This study was conducted on assessment of principals' role performance in the provision of student's services in Cross River State secondary schools, Nigeria. Chapter one had introduction, statement of the problem, objectives of the study, research questions, research hypotheses, basic assumption, significance of the study and scope of the study. Chapter two was concerned with the review of related literature to the study. Relevant literatures were therefore reviewed under the following sub-headings; Conceptual framework; Theoretical framework; Student services; Objectives of Student Services; Types of Student Services; Principals' Role in the provision of Guidance and Counselling services in Secondary Schools; Principals' Role in the provision of sport services in Secondary Schools; Principals' Role on the provision of transportation service in Secondary Schools; Principals' Role in the provision of health services in Secondary Schools; Principals' Role performance in the provision of library services in Secondary Schools and Empirical Studies.

Chapter three was concerned with research design, population of the study, sampling and sampling techniques, instrumentation, pilot study, and validity of the

instrument, reliability of the instrument, methods of data collection and methods of data analysis. In addition, the responses of the respondents to the research questions were analysed using frequency and weighted mean. While the postulated hypotheses were tested using statistical tool of One Way Analysis of Variance (ANOVA). The major findings of the study were; most principals attach importance to guidance and counselling services by providing offices and assigning teacher(s) for counselling services in secondary schools in Cross River State, most principals provided enable atmosphere for sporting activities to take place in secondary schools in cross river state, principals do not directly provide transport services, but where such is provided by the government principals ensured that the services are properly coordinated in secondary schools in Cross River State, most secondary schools don't have sick bay, rather they have first aid boxes in the schools with few drugs that are managed by the principals in secondary schools in Cross River State, most secondary schools do not have standard school library, where they exist, they are being managed by the school principals in secondary schools in Cross River State.

5.3 Conclusions

Based on the findings of the study, the following conclusions are drawn: Principals play a significant role in providing students services in secondary schools in Cross River State, Nigeria. Findings reveal that most principals attach importance to guidance and counselling services by providing offices and assigning teacher(s) for counselling services in secondary schools in Cross River State. Most principals provided enable atmosphere for sporting activities to take place in secondary schools in Cross River State. But on the contrary, principals do not directly provide transport services, but where such is provided by the government principals ensured that the services are properly coordinated in secondary schools in Cross River State. Likewise, conclusion was made that most secondary schools don't have sick bay, rather they have first aid boxes in the schools with

few drugs that are managed by the principals in secondary schools in Cross River State. Finally, it was evident that most secondary schools do not have standard school library, where they exist, they are being managed by the school principals in secondary schools in Cross River State.

5.4 Recommendations

Based on the findings of this study, the following recommendations are put forth:

1. Principals, school administrators, Community, NGO's as well as Government should endeavour to provide guidance and counselling offices with the required facilities and trained personnel because this will go a long way to improve the standard of students' performance.
2. Games and sports should be encouraged in secondary schools in the state through the provision of standard sporting facilities through funding and sponsorship by individuals, PTA, NGO's and the community.
3. Government should endeavour to make adequate provision of school buses in public secondary schools and deploy people of outstanding character to manage the affairs of transport service in conjunction with school principals.
4. Ministry of Education should create a forum where principals and school administrators can meet annually to resolve issues relating to the provision of health services for students, by building a standard health facility in each secondary school.

The Government should come up with policy statement on school health services that will help to provide quality health services to the learners.

5. The Government should come up with policy statements on school library services. The government and other stakeholders should collaborate in the provision of library and its facilities in secondary schools.

5.5 Suggestions for Further Study

1. Further studies should be conducted in other States in south-south zone to give room for robust generalization.
2. A replication of this study could be carried out in the north/west zone Nigeria to compare and contrast the findings.
3. A comparative study should be carried out to gauge the role of principals in providing students services in colleges and universities across Nigeria.
4. An investigation into the funding, disbursement and spending pattern of students' services by administrators should be carried out

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APPENDIX I

QUESTIONNAIRE ON ASSESSMENT OF PRINCIPALS' ROLE ON THE PROVISION OF STUDENT'S SERVICES IN SECONDARY SCHOOLS IN CROSS RIVER STATE, NIGERIA.

Dear Respondent,

The above is a Masters research. The questionnaire is divided into section A and section B: section A deals with your personal data while section B is on the research topic. Your opinion is sought to enable the researcher arrive at reasonable conclusion of the research work.

Please answer all questions freely and honestly. You are to indicate your response by ticking the appropriate box. Your response will be treated with utmost confidentiality.

Thanks for your cooperation.

Yours Faithfully

Ettah, Sarah Rademene

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APPENDIX II

INSTRUMENT FOR DATA COLLECTION

Section A

Bio-Data (personal)

1. Status

- a) Student []
- b) Teacher []
- c) Principal []
- d) MOE Official []

2. Years of Working Experience

- (a) 5-10 years []
- (b) 11-15 years []
- (c) 16 – and above []

Section B

Kindly tick the appropriate space provided with the following keys

- a) Agree (A)
- b) Strongly Agree (SA)
- c) Undecided (U)
- d) Disagree (D)
- e) Strongly Disagree (SD)

Opinion of Respondents on Principal's Role on the Provision of Guidance and Counselling Services in Secondary Schools in Cross River State.

| S/N | Item Statement | A | SA | U | D | SD |
|-----|---|---|----|---|---|----|
| 1. | School Principals motivate students to attend counselling sessions. | | | | | |
| 2. | There is supportive atmosphere for students to participate in Guidance and Counselling | | | | | |
| 3. | Principals provide adequate space for counselling to take place. | | | | | |
| 4. | Principals supervises counselling sessions. | | | | | |
| 5. | The principal avails adequate time for guidance and counselling. | | | | | |
| 6. | Principals ask teachers to refer students with needs for counselling. | | | | | |
| 7. | Students often seek counselling without compulsion. | | | | | |
| 8. | School management offers referral services for students who require further attention. | | | | | |
| 9. | Principal gives opportunities to counsellors to acquire more knowledge about guidance and counselling. | | | | | |
| 10. | Principal invites experts to address issues such as examination malpractice, career choice and drug abuse | | | | | |

Opinion of Respondents on Principal's Role on the Provision of Sport Services in Secondary Schools in Cross River State.

| S/N | Item statement | A | SA | U | D | SD |
|-----|---|---|----|---|---|----|
| 11. | Principals encourage students to participate in sport activities. | | | | | |
| 12. | School principals collaborate with staff to promote sports in school. | | | | | |
| 13. | Principals avail adequate time on the timetable for sport activities. | | | | | |
| 14. | Principals ensures well-managed sport services are in place for students. | | | | | |
| 15. | Principals work with parents and volunteers to achieve positive sports especially for students. | | | | | |
| 16. | Principals provide avenue for inter-school and inter-house sports competition. | | | | | |
| 17. | Principal encourages staff to participate in coaching and managing different sporting activities. | | | | | |
| 18. | Principals work with house masters to ensure inter-house sports goes well. | | | | | |

| | | | | | | |
|-----|---|--|--|--|--|--|
| 19. | Principals supervise sporting activities. | | | | | |
| 20. | Principals ensure that sport facilities are available for students use when needed. | | | | | |

No. 3:Opinion of Respondents on Principal’s Role on the Provision of Transportation Services in Secondary Schools in Cross River State.

| S/N | Item Statement | A | SA | U | D | SD |
|-----|--|---|----|---|---|----|
| 21. | Principals coordinate students transportation services | | | | | |
| 22. | Principals monitor the performance of school bus drivers. | | | | | |
| 23. | Principals conduct regular interviews with students in order to assess the quality of transportation services. | | | | | |
| 24. | Principals include staff in the planning of school transportation service. | | | | | |
| 25. | Principals ensure that bus regulations are obeyed. | | | | | |
| 26. | There is provision for students transportation in secondary schools. | | | | | |
| 27. | Principals addresses incidents that occur in the school bus. | | | | | |
| 28. | Principals conduct regular examination on school bus drivers. | | | | | |
| 29. | Principals conduct regular check on school buses to ensure it is safe to carry students. | | | | | |
| 30. | Principal keeps records on transportation services to raise awareness. | | | | | |

No. 4: Opinion of Respondents on Principal’s Role on the Provision of Health Services in Secondary Schools in Cross River State.

| S/N | Item Statement | A | SA | U | D | SD |
|-----|--|---|----|---|---|----|
| 31. | Sick bay is provided for sick students which creates an opportunity for speedy recovery of students to promote learning. | | | | | |
| 32. | Principals encourage students to have good hygiene. | | | | | |
| 33. | Principals manages health records. | | | | | |
| 34. | Principals provide healthy and safe environment for learning. | | | | | |
| 35. | Principal develops strategies to raise awareness about health and safety. | | | | | |
| 36. | Principals allocates time to discuss with students about health related issues. | | | | | |
| 37. | Principals communicates with parents and students about health issues | | | | | |

| | | | | | | |
|-----|--|--|--|--|--|--|
| 38. | Principal ensures regular immunization is carried out in the school to prevent the spread of diseases and keep students healthy to learning. | | | | | |
| 39. | Schools provide health services for the school community. | | | | | |
| 40. | Orientation is carried out in the school to ensure that students are aware of the dangers of drug abuse and premarital sex. | | | | | |

Opinion of Respondents on Principal's Role on the Provision of Library Services in Secondary Schools in Cross River State.

| S/N | Item Statement | A | SA | U | D | SD |
|-----|--|---|----|---|---|----|
| 41. | There is provision of school library in secondary school. | | | | | |
| 42. | Principals plan library resources. | | | | | |
| 43. | Principals give orientation to students on the benefits of using the school library. | | | | | |
| 44. | Principal allocates adequate time for library use in the school timetable. | | | | | |
| 45. | Principals supervises activities of the school library. | | | | | |
| 46. | Principals monitor the progress of the school library. | | | | | |
| 47. | Principals free students and teachers to access the library during school hours. | | | | | |
| 48. | Principals plan in-service training for school Librarian. | | | | | |
| 49. | Principals manages and provide leadership in pursuit of the library aims and objectives. | | | | | |
| 50. | Principals collaborate extensively with teachers towards the improvement of library services | | | | | |

APPENDIX III

SUMMARY OF VALIDATORS' COMMENTS AND SUGGESTIONS AND MODIFICATIONS EFFECTED

| ITEM | COMMENT AND MODIFICATION SUGGESTED | MODIFICATION EFFECTED |
|------|---|--|
| 1 | Add title to every section | Title was added to every section |
| 2 | Numbers must run from one item to another | Numbers ran from item 1 to item 50 |
| 3 | Scale should read A, SA, U, D and SD | Scale was corrected to A, SA, U, D and SD in all 5 items |
| 4 | Item 40 should be changed to orientation is carried out in schools to ensure that students are aware of the dangers of drug abuse and premarital sex. | Item 40 was corrected to; Orientation is carried out in schools to ensure that students are aware of the dangers of drug abuse and premarital sex. |

APPENDIXIV
RESEARCH ADVISOR
Required Sample Size

Confidence = 95%

Confidence = 99%

| Pop. Size | Margin Error | | | | Margin Error | | | |
|-----------|--------------|------|------|------|--------------|------|------|------|
| | 5.0% | 3.5% | 2.5% | 1.0% | 5.0% | 3.5% | 2.5% | 1.0% |
| 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 | 148 | 112 | 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 | 309 | 348 | 391 |
| 500 | 217 | 306 | 377 | 475 | 285 | 365 | 421 | 485 |
| 600 | 234 | 340 | 432 | 565 | 315 | 416 | 490 | 579 |
| 700 | 248 | 370 | 481 | 653 | 341 | 462 | 554 | 672 |
| 800 | 260 | 396 | 526 | 739 | 363 | 503 | 615 | 763 |
| 1,000 | 278 | 440 | 606 | 906 | 399 | 575 | 727 | 943 |
| 1,200 | 291 | 474 | 674 | 1067 | 427 | 636 | 827 | 1119 |
| 1,500 | 306 | 515 | 759 | 1297 | 460 | 712 | 959 | 1376 |
| 2,000 | 322 | 563 | 869 | 1655 | 498 | 808 | 1141 | 1785 |
| 2,500 | 333 | 597 | 952 | 1984 | 524 | 879 | 1285 | 2173 |
| 3,500 | 346 | 641 | 1068 | 2569 | 558 | 977 | 1510 | 2890 |
| 5,000 | 357 | 679 | 1176 | 3288 | 586 | 1066 | 1734 | 3842 |
| 7,500 | 365 | 710 | 1275 | 4211 | 610 | 1147 | 1960 | 5165 |
| 10,000 | 370 | 727 | 1332 | 4899 | 622 | 1193 | 2098 | 6239 |
| 25,000 | 378 | 760 | 1448 | 6939 | 646 | 1285 | 2399 | 9972 |
| 50,000 | 381 | 772 | 1491 | 8056 | 655 | 1318 | 2520 | 12455 |
| 75,000 | 382 | 776 | 1506 | 8514 | 658 | 1330 | 2563 | 13583 |
| 100,000 | 383 | 778 | 1513 | 8762 | 659 | 1336 | 2585 | 14227 |
| 250,000 | 384 | 782 | 1527 | 9248 | 662 | 1347 | 2626 | 15555 |
| 500,000 | 384 | 783 | 1532 | 9423 | 663 | 1350 | 2640 | 16055 |
| 1,000,000 | 384 | 783 | 1534 | 9512 | 663 | 1352 | 2647 | 16317 |
| 2,500,000 | 384 | 784 | 1536 | 9567 | 663 | 1353 | 2651 | 16478 |
| 10,000,000 | 384 | 784 | 1536 | 9594 | 663 | 1354 | 2653 | 16560 |
| 100,000,000 | 384 | 784 | 1537 | 9603 | 663 | 1354 | 2654 | 16584 |
| 300,000,000 | 384 | 784 | 1537 | 9603 | 663 | 1354 | 2654 | 16586 |

APPENDIX V

LIST OF GOVERNMENT SECONDARY SCHOOLS IN THREE EDUCATION ZONES IN CROSS RIVER STATE

| S/N | CALABAR EDUCATION ZONE |
|-----|---|
| 1 | Government Secondary School Barracks Road |
| 2 | Government Secondary School, Federal Housing Estate |
| 3 | Government Secondary School, Ikot Effangha |
| 4 | Government Secondary School State Housing Estate |
| 5 | NYSC Model Secondary School, M/M High Way |
| 6 | West African People's Institute (WAPI) |
| 7 | Government Secondary School, Anantigha |
| 8 | Army Day Secondary School, Ikot Ansa |
| 9 | Community Technical College, Ikot Effangha |
| 10 | Comprehensive High School, Nasarawa |
| 11 | Estate Secondary School, Ikot Ansa |
| 12 | Government Girls Secondary, Big Qua |
| 13 | Government Secondary School, Akim Qua Town |
| 15 | Community Secondary School, Esighi |
| 16 | Community Secondary School, Obio Usiere Eniong |
| 17 | Junior Secondary School Ikang Central |
| 18 | Government Secondary School, Ikot Ewa |
| 19 | Comprehensive High School, Akansoko |
| 20 | Comprehensive High School, Akwa Ikot Effanga |
| 21 | Government Secondary School, Ikot Eneyo |

| | |
|----|---|
| 22 | Government Secondary School, Ikot Nakanda |
| 23 | Government Secondary School, Ikot Edem Odo |
| 24 | Community Secondary School, Akwa Ikot Eyo Edem |
| 25 | Comprehensive Secondary School, Iwuru Central |
| 26 | Comprehensive Secondary School, Mbarakom |
| 27 | Comprehensive Secondary School, Mbeban |
| 28 | Comprehensive Secondary School, Owai |
| 29 | Government Comprehensive Secondary School, Ayaebam |
| 30 | Government High School, Uyanga |
| 31 | Government Comprehensive High School, Ikot Ekperem |
| 32 | Government Secondary School, Akampka |
| 33 | Government Science Secondary School, Akampka |
| 34 | Ojor Community Secondary School, Ojor |
| 35 | St. Bernard Technical College, Obung |
| 36 | Community Secondary School, Ifumpka |
| 37 | Community Secondary School, Ikot Esai |
| 38 | Community Secondary School, Oban |
| 39 | Community Secondary School, Old Netim |
| 40 | Comprehensive Secondary school, Aking |
| 41 | Comprehensive Secondary School, Akor |
| 42 | Comprehensive Secondary School, Aningeje |
| 43 | Comprehensive Secondary School, Ikpa |
| 44 | Community Technical College, Efut Ibonda |
| 45 | Community Secondary school, Ukwu Ibom |
| 46 | Comprehensive High School, Ikoneto |
| 47 | Comprehensive Secondary School, Mobom Itiat |
| 48 | Comprehensive High School, Ito |
| 49 | Dan Archibong Momerial, Usung Esuk |
| 50 | Eniong Abatim Comprehensive Secondary School, Atan Onoyom |
| 51 | Government Comprehensive High School, Adiabo |
| 52 | Government Comprehensive High School, Odukpani Central |
| 53 | Government Secondary School, Asang Eniong |
| 54 | Government Secondary School, Creek Town |
| 55 | Government Secondary School, Eki |

| | |
|----|--|
| 56 | Government Secondary School, Inua Akpa |
| 57 | Government Secondary School, Okutikang |
| 58 | Odot Ediong Secondary Commercial School, Obio Asim |
| 59 | Okoyong Comprehensive Secondary School, Okoyong |
| 60 | Government Secondary School, Anantigha |
| 61 | Government Secondary School, Atu |
| 62 | Government Secondary School, Henshaw Town |
| 63 | Government Secondary School, Idang Street |
| 64 | Government Secondary School, Lagos Street |
| 65 | Government Secondary School, Uwanse |
| 66 | Government Secondary School, Mayn Avenue |
| 67 | Pinn Margaret Secondary School, Atakpa |

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| 68 | Akpet Community Secondary School, Akpet |
| 69 | Government Secondary School, Ehom |
| 70 | Community Comprehensive School, Etono |
| 71 | CommunitySecondarySchool, Abanwan Erei |
| 72 | CommunitySecondarySchool, Abini |
| 73 | CommunitySecondarySchool, Adim |
| 74 | CommunitySecondarySchool,Urugbng Erie |
| 75 | CommunitySecondarySchool, Okurike |
| 76 | CommunitySecondarySchool, Abayong |
| 77 | CommunityComprehensiveSecondarySchool, Betem |
| 78 | CommunitySecondarySchool, Akpet 1 |
| 79 | Comprehensive High School, Ikot Okpora |
| 80 | Comprehensive Secondary School, Ugbem |
| 81 | Government Technical School, Biakpan |
| 83 | High School, Ikun |
| S/N | IKOM EDUCATION ZONE |
| 1 | CommunitySecondary School, Nde |
| 2 | CommunitySecondary School, NTA |
| 3 | CommunitySecondary School, Okangha |
| 4 | CommunitySecondary School, Okuni |

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| 9 | Enoghi Secondary School, Ikom |
| 10 | Community Secondary School, Njemeter |
| 11 | Government Secondary School, Okosora |
| 12 | Government Technical College, Ekpokpa |
| 13 | Northern Abayom High School, Ikom |
| 14 | Velos Secondary School, Ikom |
| 15 | Community Secondary school Ababene |
| 16 | Agbo Comprehensive High School, Egboronyi |
| 17 | Bahumono Secondary School, Ebom |
| 18 | Community Secondary Commercial School, Adadama |
| 19 | Community Secondary School, Anong |
| 20 | Community Secondary School, Itigidi |
| 21 | Community Secondary School, Ikpalegwa |
| 22 | Edanafa Secondary School, Ediba |
| 23 | Government Technical School, Afafanyi |
| 24 | Igbo-Imabana Secondary School, Imabana |
| 25 | Ejimot Memorial Secondary School, Itigidi |
| 26 | Community Secondary School, Bazohure (Igonigoni) |
| 27 | Community Secondary School, Usumutong |
| 28 | Abayom Community Secondary School, Edor |
| 29 | Community Secondary School, Akparabong |
| 30 | Army Day Secondary School, Afi Barracks |
| 31 | Community Secondary School, Adun |
| 32 | Community Secondary School, Apiapum |
| 33 | Community Secondary School, Ofodua |
| 34 | Community Secondary School, Ofumbongha |
| 35 | Community Secondary School, Ogurude |
| 36 | Community Secondary School, Oyen-Okpon |
| 37 | Community Secondary School, Yala |
| 38 | Community Secondary School, Onyadama |
| 39 | Dr. Eyaba Memorial Girls Secondary School, Ogada II |
| 40 | Egara Comprehensive Secondary School, Iyametet |
| 41 | Ekpashi Technical School, Ogada |
| 42 | Government Comprehensive School, Eja |

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| 43 | Government Secondary School, Iyamoyong |
| 44 | Ajagham Secondary School, Abijang |
| 45 | Ajasor Technical College, Ajasor |
| 46 | Community Secondary School, Etomi |
| 47 | Community Secondary School, Nsofang |
| 48 | Comprehensive Secondary School, Itaka |
| 49 | Etung Comprehensive Secondary School, Bendeghe Ekiem |
| 50 | Government Secondary School, Agbokkim Waterfall |
| 51 | Government Secondary School, Effraya |
| 52 | Government Secondary School, Ekimkae |
| 53 | Government Secondary School, Mkpot |
| 54 | Ogim-Onor Secondary School, Abia |
| 56 | Doctor Okoi Arikpo Memorial Secondary School, Ugep |
| 57 | Girls Secondary School, Ugep |
| 58 | Tekowa Comprehensive Science, Agoi Ekpo |
| 59 | Christian Secondary School, Ekori |
| 60 | Community Secondary School, Nko |
| 61 | Eko Inika Technical School, Ekori |
| 62 | Comprehensive Secondary School, Ekori |
| 63 | Community Secondary School, Inyinia |
| 64 | Secondary School, Mkpani |
| 65 | Community Secondary School, Agoi Ibami |
| 66 | Assiga Comprehensive Secondary School, Okodung |
| 67 | Community Secondary Commercial School, Ekunkune |
| 68 | Community Secondary School, Agio Ekpo |
| 69 | Community Secondary School, Inyima |
| 70 | Community Secondary School, Ugep |
| 71 | Community Secondary School, Ekpeti |
| 72 | Community Secondary School, Idomi |
| 73 | Basang Secondary Commercial School |
| 74 | Bendi Technical School, Bendi |
| 75 | Besseng Comprehensive High School |
| 76 | Bisu Community Secondary School, Bayagam |

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| 77 | Cattle Ranch Community Secondary School, Sankwala |
| 78 | Community Secondary School, Kashing |
| 79 | Government Secondary School, Bishiri |
| 80 | Government Secondary School, Busi |
| 81 | Government Secondary School, Kukare |
| 82 | Community Secondary School, Bagga |
| 83 | Royal Commercial Secondary School, Utangha |

| S/N | OGOJA EDUCATION ZONE |
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| 1 | Army Day Secondary School, Ogoja |
| 2 | Community Secondary School, Nwang |
| 3 | Comprehensive High School, Idum Mbube |
| 4 | Ekajul Comprehensive Secondary School, Bansara |
| 5 | Ekpashi Technical School, Abakpa |
| 6 | Government Secondary School, Mfom |
| 7 | Government Girls High School, Igoli |
| 8 | Government Secondary School, Egbe-Mbube |
| 9 | Government Secondary School, Ishibori |
| 10 | Government Secondary School, Igoli |
| 11 | Mbube East Secondary School, Oboso-Mbube |
| 12 | Mbube West Secondary School, Ekumtak |
| 13 | Nkum Ibor Secondary School, Alladim |
| 14 | Nkum Secondary School, Ibil |
| 15 | Ntol Comprehensive Secondary School, Ndor |
| 16 | Community Secondary School, Alifokpa |
| 17 | Community Secondary School, Ijegu-Yala |
| 18 | Community Secondary School, Ijegu-Yeche |
| 19 | Community Secondary School, Wanikade |
| 20 | Comprehensive High School, Ekwok |
| 21 | Comprehensive Secondary School, Gabu |
| 22 | Comprehensive Secondary School, Mfums |
| 23 | Comprehensive Secondary School, Uchu |

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| 24 | Comprehensive Secondary School, Ugaga |
| 25 | Government Comprehensive High School, Anyugbe |
| 26 | Government Secondary School, Ipolo |
| 27 | Government Secondary School, Okpoma |
| 28 | Government Secondary School, Weniheh |
| 29 | Government Secondary School, Wogodaa-ebo |
| 30 | Government Technical College, Ijrag |
| 31 | Igbeku Community Secondary School |
| 32 | O'eyi Onwu Secondary Grammar School |
| 33 | Offoboche Secondary School, Okuku |
| 34 | Secondary Grammar School, Wanokom |
| 35 | Yala Secondary Commercial School, Okpoma |
| 36 | Beebo Comprehensive High School, Oluluo |
| 37 | Besong Boki Comprehensive High School, Bajua |
| 38 | Boki Comprehensive Secondary School, Okundi |
| 39 | Buda Comprehensive Secondary School, Kakwagom |
| 40 | Buentsebe Secondary School, Wula |
| 41 | Community Comprehensive School, Nsadop |
| 42 | Community Secondary School, Aeo |
| 43 | Community Secondary School, Bansan |
| 44 | Osokon Community Secondary School, Butatong |
| 45 | Boki Community Secondary School, Danare |
| 46 | Community Secondary School, Iso Bendege |
| 47 | Community Secondary School, Kayang |
| 48 | Community Secondary School, Katchuan Irruan |
| 49 | Community Secondary School, Boje |
| 50 | Comprehensive Secondary School, Buancho |
| 51 | Comprehensive Secondary School, Bumaji |
| 52 | Comprehensive Secondary School, Ogep-Osokom |
| 53 | Comprehensive Secondary School, Okwabang |
| 54 | Ekpashi Secondary School, Ntamante |
| 55 | Government Secondary School, Orimekpang |
| 56 | Irruan Community Secondary School, Bunyia |
| 57 | Luthran High School, Borum |

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| 58 | Okwangwo Community Secondary School, Bokalum |
| 59 | Secondary School, Oku-Bushuyu |
| 60 | Secondary School, Bateriko |
| 61 | Secondary School, Bawop |
| 62 | Secondary School, Bekpor-Irruan |
| 63 | Secondary Commercial School, Kakwagom |
| 64 | Trinity Secondary School, Bashua |
| 65 | Bekwara Secondary School, Abuochiche |
| 66 | Community Secondary School, Akpaka |
| 67 | Bekwara Community Secondary School, Afrike |
| 68 | Community Secondary School, Ugboro |
| 69 | Comprehensive Secondary School, Gakem |
| 70 | Government Technical School, Nyanya |
| 71 | Ukpah Community Secondary School, Ukpah |