An Assessment of Secondary Schools Administration in Zamfara State Metropolis

A Case Study of Sambo Secondary School

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A RESEARCH PROJECT SUMITTED TO THE DEPARTMENT OF PUBLIC ADMINISTRATION, FEDERAL UNIVERSITY GUSAU AS PART OF THE FULFILMENT OF REQUIREMENTS FOR THE AWARD OF BACHELOR OF SOCIAL SCIENCE DEGREE (HONS) IN PUBLIC ADMINISTRATION

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DECLARATION

I declare that this undergraduate research project title (An assessment of secondary school administration in zamfara state metropolis a case study of Sambo Secondary School) was carried out by Uzairu Ibrahim . All information used in the literature review has duly acknowledged in the text and in the bibliography section, I therefore, accept responsibility for any mistake or error in this work.

Name of Student:- …………..

Signature:-..

Date...

CERTIFICATION

This undergraduate research project titled (An assessment of secondary schools administration in Zamfara state metropolis a case of Sambo Secondary School) by (Uzairu Ibrahim) meets the regulations governing the requirements for the award of BSc (Hons) in public Administration of Federal University Gusau, and is therefore, approved for its contributions to the body of knowledge and professional practice.

....
Signature of Supervisor   .   Date

....
Signature of Head of Department   Date

....
Signature of External Examiner   Date

DEDICATION

This project is dedicated to the Almighty Allah who is the king and creator of this earth who gave me strength to search for knowledge and also make me strong and healthy throughout my stayed at Federal University Gusau.

This project is also dedicated to my beloved parents.

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ACKNOWLEDGEMENT

I wish to express my sincere gratitude to the Almighty Allah who created me and declared me among the successful ones.

I wish to express my sincere gratitude to my able supervisor Malan Mansur Muhammad Bello for the effort made in correction and shaping the manuscript and making constructive criticism and giving me intellectual advices at every stage of writing this work. May Almighty Allah bless him and his family and reward him abundantly Amin.

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ABSTRACT

The study examined the assessment of secondary school administration in Zamfara state. It also identified ways of enhancing the administration of secondary schools as perceived by many scholars. A forty eight items questionnaire was administered to the total respondents used in this study. Two research questions were raised and answered using percentages. Two hypotheses were formulated and tested using Likert Scale. The study revealed that, secondary school administration and teachers are dedicated to duty. Sex and location of communities do not affect the perception of community leaders in principals and teachers dedication to duty and contribution toward community development, students disciplines and involvement in community activities in secondary schools in zamfara state.

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RESEARCH METHODOLOGY

1.1 BACKGROUND TO THE STUDY

Education plays a very vital role in the development of a nation. This is because it is a springboard for the development of other sectors of the economy. The success of the education sector rests on the efficacy of its administration. According to the National Education system Law No. UndangUU. 2 of 1989 "Education is the concious effort to prepare students through mentoring, teaching and training for their role in the future".

According to John Dewey (2013) Education is a process of renewal of the meaning of experience, that will probably one occur in a deliberate and institutionalized to generate social sustainability. This process involves the oversight and development of minors and the group in which he lived.

Having to raise children and getting a higher level education has its ups and downs but there are some rewards that can't be bought. The unconditional love and support as well as the hugs and kisses make all the difference in the world, said Maxil. Although there may be struggles, the reason why mothers and fathers choose to continue their studies seems to be thesame to be an example to their

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kids and be able to provide for them economically. In other words, schools can only achieve objectives as stated in the National Policy on Education if its administration is taken seriously. This is because its outcome determines the success of the education sector.

The contribution of post-primary School administration in Nigeria can be traced as far back as 19th Century with the activities of western Missionaries who introduced their mode of education in the region. These activities continued up to the colonial era and afterwards. In Nigeria today, Education is largely organized and administered by statutory authorities at national state and local government levels (Aderounmu 1985). Secondary school administration is the foundation stone for any professional career,' therefore, there is need to lay more emphasis on the secondary school administration so as to have a better prospect in life time of what one desires to specialized, vocation, technical and university education are all built in right from the secondary level. Secondary school administration therefore, have vital role to play in order to enhance a good learning environment. No wonder, it is believed that a well administered school is a disciplined school were a child has no time of his own and would make it possible to inculcate the habit of sitting down and do something that will proper him forward.

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This project with specific reference of one of the Local Government in Zamfara state. (Sambo Secondary School).

1.2 STATEMENT OF RSEARCH PROBLEM.

The Zamfara State Secondary Education Board, which was constituted for proper administration of secondary schools, is charged with various administrative functions such as management of financial resources, personnel administration, supervision of instructional, maintenance of physical facilities and supply of instructional materials.

For the above administrative functions to be achieved there are also strategies mapped out to ensure goal attainment. Such strategies include proper recruitment and selection, use of financial manuals in the management of school finance, organizing capacity building workshops and seminars for teachers, proper supervision of instruction and maintenance of physical facilities.

The above strategies as captured by the Federal Republic of Nigeria in the National Policy on Education (NPE 2009) are far from being realized. This is quite unfortunate as it has impeded on the realization of the objectives of secondary education. For instance, the mode of recruitment is far from being standardized. For now, it is only based on 'show your certificate'. This is of

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course the least of recruitment and selection process as certificates could be got either by hook or crook. Also it has been reported that most of the administrative heads of these schools (i.e. the principals) lack basic accounting knowledge that could help them in the management of school finance. This has made funds allotted to schools to be misappropriated.

Moreover, there has been evidence of frigidity on the part of teachers. No in-service training such as seminars, conferences and workshops for updating their knowledge. According to teachers service board (2002) Absence of this showed how depleted in knowledge teachers of secondary schools are. There are also problems of supervision. There are very few trained supervisors. In the face of untrained supervisors is the existence of logistic problems that mar the performance of school supervisors. There are no pre- and post-supervisory meetings for supervisors.

From the fore-going therefore, it is obvious to state that the administrative functions of the Zamfara State Secondary schools education Board are far from being realized. The problem of this study focuses on finding out the extent to which administrative functions are being exercised.

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1.3 RESEARCH QUESTIONS

The research questions will be as follows

i.   What are the relationships between proper Secondary school administration and academic performance?

ii.   Does lack of proper administration hinder academic achievement among Secondary School in Zamfara State?

1.4 AIMS AND OBJECTIVES OF THE STUDY.

The research is guided by the following objectives,

i.   To enable parents, teachers, education policy makers' administrators see the disparity between academic achievement of schools among some local government and within the same state.

ii.   To examine the effect of good administration on the academic achievement of a school.

iii. To proffer suggestion on how to improve secondary school administration in Zamfara State.

1.5 HYPOTHESIS OF THE STUDY

The hypothesis in this research work will be as follows:

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i. That proper secondary school administration promotes academic achievements among Secondary Schools in Zamfara.

ii. There is no relationship between proper secondary school administration and academic achievements in among secondary schools in zamfara state.

1.6 SIGNIFICANCE OF THE STUDY

This study is quite relevant from both theoretical and practical point of view. From the theoretical perspective, the study is allied to the bureaucratic theory of Max Weber (1864) which states that for an organization to achieve its goals, it must maintain a pyramidal organizational structure in which all power for making decisions flows from super-ordinates to subordinates. The choice of this theory is based on the fact that organizational structure has been the framework that determines the success or failure of any organization.

From the practical point of view the findings if applied will be useful to principals, bursars and other finance officers on how best to make use of financial management manuals for judicious handling of schools funds. The findings will also enable members of Post Primary Schools Management Board understand the need for workshops and seminars for school principals, bursars and account officers. This will instill discipline and prudence in the management of school

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funds. Similarly, it will be of immense benefit to both principal and teachers such that it will instill discipline in them. This will enable them to be committed to their job, instead of engaging in truancy and private practice.

The findings of the study will enable school administrators understand how they will apply the implementation strategies in areas of personnel administration, which include the processes of recruitment, selection, promotion and dismissal of staff. It will also enable them to understand the importance of staff welfare. The result of the study if adhered to will be of immense benefit to both policy makers and implementers in mapping out good strategies for effective supervision, procurement and distribution of instructional materials.

Furthermore, the study will also guide board members on mapping out good strategies for effective supervision. It will reveal to them the need to have trained supervisors, as well as the provision of logistic support to enable the supervisors carry out their duties. In the same vein, the finding will also enable the board ensure that schools' physical facilities are adequate. The board will also realize the need for maintenance of existing structures, instead of allowing them to deteriorate beyond repair,

Lastly, the findings will be beneficial to the students and the larger society. This is because if these implementation strategies are carried out, excellent and disciplined students will be turned out who will be the future leaders of this nation.

1.7 SCOPE AND LIMITATIONS OF THE STUDY

This study will appraised post-primary school administration with particular reference to Government secondary school Gusau, it will offer an insight into the activities of post primary school administration in zamfara state. Again, it is interested In unraveling the prospects and problems of these posts-primary school administration in the state.

The major limitations of this research that can likely prevent the non derivation of maximum results include, lack of cooperation by some staff and teachers of the school to disclose Information that they consider confidential to the school, for fear of being quoted elsewhere.

Again, lack of enough time and money pose a threat to successful conduct of this research work. This is attributed to the fact that that researcher is a student who has a very limited time to finish up the work and the researcher is financially incapacitated.

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1.8 DEFINITION OF TERMS

Assessment:- Simple means the act of making a judgment about something or the act of assessing something. In other word assessment is an idea or opinion about something.

Secondary:- Is a level of knowledge or relating to education of students who have completed primary school.

School:- An organization that provides instruction: as

a. An institution for the teaching of children

b. College, university

c. (1) : a group of scholars and teachers pursuing knowledge together that with similar groups constituted a medieval university (2) : one of the four faculties of a medieval university (3) : an institution for specialized higher education often associated with a university (the school of engineering)

d. An establishment offering specialized instruction (a secretarial school) (driving schools)

Secondary School:-: A school for children between the ages of 11 and 16 or 18.

Administration:- Is defined as the activities of group cooperating by using human and materials resources to accomplish a common goals.

According to marry parker pollet view administration as the process of getting things done through the efforts of other peoples.

1.9 CHAPTER SCHEME

This research work is divided into Five chapters thus:

Chapter one, covers the General introduction, it guides us on what the research work is all about. It involves the statement of the problem, aim and objectives of study significance of the study, the research questions, hypothesis of the study, scope and limitations of the study and the references.

Chapter two, treats the review of the literature it deals with the introduction, conceptual clarifications, the administrative process, administrative and organizational control of education in Zamfara state, human and material resources of Sambo Secondary School Gusau, planning educational administration or educational planning, objectives of education, steps in education planning, administrative problems planning perspective, personal administration.

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Chapter three , the research methodology talks about the research design, the sources of the data collected, sample and sampling techniques, data collection instrument, method of data analysis and method of testing hypothesis.

Chapter four, is data analysis and presentation, it analyses the findings collected, the testing of hypothesis and summary of findings.

Chapter five, deals with the summary, conclusion and recommendations.

CHAPTER TWO

2.1 INTRODUCTION

The literature review section looks into what entails to have proper integration of the various administrative functions.

This principally is done through the processes of planning, organizing, directing and controlling of factor resources. And also this chapter deals with argument and counter argument from various scholars and authors from different educational backgrounds and social, political orientations. The view and Opinions of these authorities concerning the post primary school administration, perspective will be relatedly reviewed for subsequent adjustment to the actual situations. It covers the conceptual framework, the administrative process, administrative and organizational control of education in Zamfara State, Human and materials resources of Sambo Secondary School Gusau, planning educational administration, Objectives of educational planning, steps in Educational planning, problems of educational administration and personnel administration in post primary schools.

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2.2 CONCEPTUALIZATION OF THE TERM ADMINISTRATION

Administration is the science or art of achieving goals through people. Literally, it can be interpreted to mean "looking over" – i.e. making sure people do what they are supposed to do. Koonz and Weihrich (1990) defined administration as a process of designing and making an environment in which individuals, working together in groups, efficiently accomplish selected aims. Eresimadu (2001) postulated that the science of administration is the system of knowledge whereby man may understand relations, predict results and influence outcomes in situations where men are organised at work, together for a common purpose. In his own contribution, Ezeocha (1990) noted that administration is the process of directing and controlling life in a social organization. Writing on this, Peretomode in Mgbodile (2004) observed that administration concerns itself with the performance of executive duties, the carrying out of policies and decisions to fulfill the purpose and controlling of the day-to-day running of an organization. This means that the central purpose of administration in any organization is that of coordinating the efforts of people towards the achievement of organizational goals.

In the views of Edem (2003), administration is the planning and organization of activities and resources aimed at fulfilling the goals of a particular organization.

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Edem further stated that such activities involve: describing tasks to be performed to accomplish given objectives; assigning these tasks to carefully select and trained personnel; making the personnel perform efficiently by using the tools provided for them; and coordinating some formal structures which permit a hierarchical allocation of responsibilities with a communication flow.

The above definition by Edem is in agreement with the assertion of Ukeje (2001) that administration is concerned with applying rules, procedures, policies already determined in a way that allows the accomplishment of defined common objectives within an organizational setting. Ukeje further emphasized that it is an institutional position held by an incumbent, given the responsibility for offering leadership to a work group in order to achieve predetermined objectives.

From the above, it can be deduced that administration is crucial in every human endeavour. This is because it involves the efficient and effective utilization of resources (human, material and finance) in the right proportion for the attainment of common goals. The essence of administration is in the implementation of plans, policies and programmes that have been determined in an institution or organization.

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Administration can succinctly be defined as the ability to control and organize factor resources in an organization for the achievement of organizational goals. This means that the administrator is a coordinator who combines all the resources available in the right proportion at the right time to achieve the predetermined goals of the enterprise. In essence, it follows that if administration is impaired, objectives are difficult to achieve. Therefore, administration helps organizations to achieve articulated objectives. With administration, human beings, activities and things are directed and controlled for the achievement of organizational goals. Drucker (1979) Terry (1968) and Trewartha et al (1976) believe that the universal process of administration enjoy the fundamental functions of planning, organizing, directing and controlling regardless of the type of enterprise. All organization operate by the provision ,combination and utilization of resources of men, material and money, and this combination /utilization as management work can not be operate without planning, organizing, directing and controlling. Administration in this sense is universal.

2.3 WHAT MAKE ADMINISTRATION EFFECTIVE

An administration's capacity to forecast problems before hand shows itself as a result of the characteristics and behaviours in his personal relationships and consulting criteria. In leading a group, the concept of leaderships is regarded as

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effectiveness (Adeniyi and Omoteso 2014). Effective administration requires a balance of skills among many dimensions (Cammock et al. 1995) and these dimensions and parameters are influence to a different degree by personal, organizational, and environmental contextual factors (Analoui 2007). This balance includes not only a series of quality behaviours but also many personality traits as an administrator. Organizational size is another contingency variables which is thought to effect the effectiveness of different organizational forms (Hofler 2010). Small organizations can behave informally while larger organizations tend to become more formalized. The owner of a small organization may directly control most of the organizational processes, but large organizations require more complex and direct control mechanisms. Large organizations can have more specialized staff, units, and jobs (Amah et al. 2013).

Administration is the science or art of achieving goals through people. Literally, it can be interpreted to mean "looking over" – i.e. making sure people do what they are supposed to do. Koonz and Weihrich (1990) defined administration as a process of designing and making an environment in which individuals, working together in groups, efficiently accomplish selected aims. Eresimadu (2001) postulated that the science of administration is the system of knowledge whereby man may understand relations, predict results and influence outcomes in

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SECONDARY SCHOOL ADMINISTRATION

Secondary school administrators work with teachers to design and prepare curriculum, establish budgets and ensure that students academic performance meets government standards. For more information on the field of secondary school administration the most common administrators in a secondary school environment are principals and assistant principals. These professionals set goals for individual schools within a public school district or individual private institution. They also collaborate with teachers to ensure that curriculum and performance goals are met.

Superintendents are also members of the secondary school administration yeam; however, they are typically responsible for entire school districts, rather than individual schools. Superintendents often start out as school administrators and work their way up, which may require additional schooling.

The majority of secondary school administrators obtain a master's or doctorate degree. Master's degree options include the Master of Arts in secondary Education and the master's of science in Educational Leadership. Doctor at -level degrees in education typically culminate in the title of Doctor of education.

Certificates in education administration are also available at the post graduate level.

Secondary school administration programs include classes in educational leadership, school personnel administration, budgeting and finance, secondary school curriculum trend and legal issues. Although requirements vary by state, secondary school administrators may be required to maintain teachers licensure and earn principal certification by passing a state exam. The articles below detail some of the most common education options for those interested in education administration.

The articles listed below detail some of the most popular education administration secondary school administrators often begin their careers as teachers and then move into school administration positions at the assistant principal level. Careers in public and private education are available for administrators careers.

2.4 CHARACTERISTICS OF SECONDARY SCHOOL ADMINISTRATION

The secondary would always have consistent, high expectations and are very ambitious for the success of their students.

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They constantly demonstrate that disadvantage need not be a barrier to achievements. They focus relentlessly on improving teaching and learning with very effective professional development of all staff.

2.5 ADMINISTRATIVE AND ORGANISATIONAL CONTROL OF EDUCATION IN ZAMFARA STATE

As earlier mentioned, education in Nigeria is largely organized and administered at national, state and local government levels, Zamfara State government is not left out in the execution of their responsibilities in accordance with the federal government policy on education.

Zamfara state government through the state ministry of education provides primary education to all children of the state. The state ministry of education established three boards through which they administer and control the affairs of post primary education in the state, these are:

a. Zamfara state teachers services board which overseas the affairs of all Grammar school in the state.

b. Science and Technical Education Board which in charge of science schools and Technical colleges,

c. Arabic Board which runs the affairs of Arabic schools.

SOURCE: State ministry of Education Zamfara (2010).

The state ministries of education also secure the desired standard of Education throughout Zamfara State and interpret the national policy on education in terms of the circumstances and conditions of state. It also works hand with the local government to ensure the effective implementation of the National policy on education.

2.6 HUMMAN AND MATERIALS RESOURCES OF SAMBO SECONDARY SCHOOL GUSAU

The Administration of post primary school is carried out under the following administrative functions which include: funding or financial management, staff-personnel, supervision, maintenance of physical facilities and supply of instructional materials. These are discussed here under:

Funding

The place of education in human endeavor cannot be underestimated. This is because education is the pivot on which all other sectors of the economy revolve. Perhaps, this accounts for the reason why education is accepted world over as a very important venture. Fund is a factor which contributes to the success of

educational programmes. Therefore, the provision of infrastructure and payment of workers' salaries are dependent on the availability of fund.

Financial resources in schools according to Ezeuchu (2006) consist of money or funds necessary for the payment of staff salaries, procurement and maintenance of materials and equipment. It is an important resource that contributes significantly to the success of the education sector. Financial management therefore, is concerned with the acquisition, financing and management of assets with overall goals in mind (Jones and John, 1993). Ndu, Ocho and Okeke (1997) in their own view pointed out that management of school financial resources refers to that phase of school administration that is primarily concerned with procuring, expending, accounting, organizing and maintaining financial resources in an effective manner in the achievement of educational goals.

Funding of education is the usual ways employed to provide for the expenditures involved in staffing, equipping and maintenance of educational institutions (Ezeocha 2003). On his own part, Ogbonnaya (2000) emphasized the need for judicious spending of school funds in order to achieve educational objectives when he noted that the central purpose of financial management, whether in government, business or individual level is the making use of funds so mobilized in the most effective and efficient manner. This he continued is predicated on the

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fact that resources are scarce and that all efforts should be made by educational administrators and planners to ensure optimal utilization of funds. Buttressing the importance of funding in education, Nwosu (2005) postulated that it is self-evident that most of the problems connected with the maintenance of qualitative education hinge principally on adequate financing of education. He stressed that if financing is poor, teachers will not be well trained and motivated, materials for instruction and infrastructure as well as supervision and instruction will be poor.

Poor funding of schools has been a persistent feature of our educational system. Schools have always been subjected to the crisis of poor funding and judicious expenditure of available funds. It is a well-known fact that without adequate fund, the zamfara state Teachers services Board cannot execute its duties both effectively and efficiently. Writing on adequacy of fund, Bray (2002) pointed out that adequate funding and timely release of approved financial allocation to educational institutions constitute a formidable determinant of educational quality. Ogbonnaya (2005) noted that educational programmes in Nigeria have been a difficult task as a result of problem of statistical data, political instability, lack of stable policies, diversion of funds, and limited sources of fund. Therefore, if the teachers services board must strive to see to the attainment of the objectives of secondary education in Zamfara state, it must be adequately funded by both the

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state government and other education agencies, and above all device a means of managing the funds judiciously.

Education is a social service which is very expensive. Therefore, for a successful implementation of education programmes there must be adequate financial provision. The cost of funding education as noted by Ezeocha (1990) has been rising steadily to the extent that the government is finding it absolutely difficult to fund it alone. There are evidences of increased enrolments and its associated costs against apparent decline in national income. According to him, it is also an indication that increased demand for qualitative education does not justify saddling the government with all issues connected with the finance. It is now obvious to state that there is the need to discover other sources of fund to augment the government source. This is in consonance with the provisions of the Federal Ministry of Education (2004) that government welcomes and encourages the participation of local communities, individuals and other organizations in funding education. Thus, through the joint efforts of parents, local communities, government and other organizations, a substantial amount of money will be realized for proper funding.

In zamfara state, funding of secondary education is under the state ministry of education. However, the state ministry operates through the

Teachers services Board which has direct contact with various schools. Incidentally, funds released to Teachers services board for the management of secondary schools is a far cry for the accomplishment of educational objectives. It is of note that the inability of schools to maintain its services is as a result of insufficient fund. Financial resources should be considered a prerequisite for the planning of any education programme in Nigeria (Nwosu 2008).

Staff personnel

This refers to the human resources of an organization which include both skilled and non-skilled manpower. The word personnel according to BBC English Dictionary (1992) means people that work in organizations. It can also be defined as the process of controlling and organizing the people working in an organization for the accomplishment of goals. Oboegbulem (2004) defined staff personnel administration as manpower or human resources management in an organization. She stated that it refers to manpower activities of any organization which includes recruitment of staff, staff maintenance, training and development, compensation, personnel policies and evaluation of staff for educational purposes. Ezeocha (1990) stated that staff personnel administration today stresses not only on personnel relationships but also on personnel attitude. Eresimadu and Nduka (2001) argued that personnel administration involves the planning, organizing,

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directing and controlling of the performance of those operative functions of procurement, development, compensation, integration and maintenance of staff in an organization. It is evident from the above that personnel administration, whether it is applied to a school situation or business enterprise recognizes two broad aspects of functions – managerial and operative. The formulation of broad policy guidelines is the function of top management, while the operatives have no authority over others, i.e. they perform specific tasks under the managerial supervision. In concise terms, staff personnel administration can be described as the laying down of procedures for the employment of personnel and the provision of adequate remuneration for them.

According to Oboegbulem (2004) staff personnel administration forms an important responsibility of the school administration in achieving the goals of the school in particular and education in general. Staff in secondary schools include not only the teachers, but also the non-teaching staff, such as clerks, labourers, drivers, cooks and laboratory attendants. Teaching and non-teaching staff are the most important weapons in the hands of the administrator in achieving educational objectives. This, according to her is because they can make or mar any school and its programmes. The author sees personnel administration as a responsibility of those who manage people, as well as being a description of the

work of those who are employed as specialists. Personnel administration is that aspect of management which is concerned with people at work and their relationship with an enterprise.

Staff personnel administration rests on the understanding that the end result of the education process will be determined by the effectiveness of the school staff. Brown, Robbins and Coulter (2006) are of the opinion that greater effectiveness in the school operations will be achieved if the school board, the teachers and the community cooperate with the school administrator in the improvement of personnel programmes. This can be achieved if a conducive atmosphere is created for staff satisfaction while on the job. It is important to note that staff personnel administration is a vital part of any organization. Homans (2005) noted that if organizations are to carry out their functions well, human agents are very crucial to the tasks. He further stated that all activities involved in acquiring, recruiting or retaining creative and productive staff in this regard, are critical responsibilities of administration and are frequently referred to as personnel functions. Effective staff personnel administration is very important because it makes plans for the development of its employees. They have the obligation to seek and provide opportunities for their workers to grow professionally. Personnel administration determines the end result of the education process

through maximum effectiveness of school personnel's provisions. This can be secured through deliberate and co-operative efforts by the public, the board and staff in general.

The importance of staff personnel administration may be recognized by noting that personnel make the system. The school board is made up of people who should be properly guided and directed for goal accomplishment. This is why Jones and George (2003) pointed out that formal structure, rules, regulations, programmes of study may be developed, but they take on significance only as people employ them. The way of life in schools is of paramount importance. The achievement of a desirable way of living is the challenge of those interested in personnel administration. The achievement of school purpose is dependent upon the extent to which all personnel develop and re-examine certain goals and find genuine satisfaction in participation in work towards achieving the purpose. This means that care must be taken in the recruitment and selection process.

Recruitment is concerned with the selection of required number of people to be screened for a job, measuring their quality and attempting to predict future behaviour (Oboegbulem, 2004). Selection, on the other hand is seen by the same author as assessing the candidates by various means, making a choice and finally making an offer of employment. Recruitment and selection are very important

functions of staff personnel administration. Their role in personnel administration is so vital that if carried out ineffectively and or haphazardly, the consequences on the organization will be disastrous.

Staff recruitment and selection in schools are usually the responsibility of the school board. The recruitment exercise is designed in such a way that qualified teachers are recruited, that are likely to contribute to the attainment of the educational goals. As a matter of fact, it is a crusade to attract a crop of prospective qualified candidates to fill the existing vacancies. This can be put succinctly as sourcing for quality applicants with concern for today and future needs of the education enterprises. Selection is a procedure for choosing the best candidates from the prospective candidates formed from those who have applied for the job. Therefore, staff personnel administration in schools as applicable in the school boards includes recruitment, orientations of staff, placement of teachers on the job, providing staff needs, maintaining and improving services of staff, retention of staff and development programmes (Homans, 2005).

In the administration of teachers board in Zamfara state, the main functions of the personnel unit include: appointment of tutorial and non-tutorial staff; promotion and disciplining of staff; staff training and welfare; establishment matters; maintenance of personnel records; serves as secretariat for personnel management

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committee; liaising with relevant outside bodies; and overseeing the management of transport facilities (Ezeuchu,2006).

SUPERVISION

The Federal Ministry of Education (2004) emphasized the importance of education in the development of a nation. As a result, people are becoming very conscious of the practices in our school system.

Supervision has been variously defined by different authors. Ezeocha (1990) defined supervision as all efforts of designated school officials aimed at providing leadership to teachers and other education workers in the improvement of instruction. Buttressing further, he continued by stating that supervision is that phase of administration which deals primarily with the achievement of the appropriate selected instructional expectations of educational services (Ezeocha, 1990). The above definitions suggest that supervision is a process of guiding, directing and stimulating growth with the overall aim of improving teaching and learning. In other words, it is concerned with ways of making teachers' work very effective and also making students learn well so that the school system can achieve its fundamental goals.

The Federal Ministry of Education (2004) in the National Policy on Education developed ideas, challenges and responsibilities which call for new teaching techniques. Therefore, if the quality of instructions is to be improved, the teachers who are charged with the responsibility of implementing the curricular programmes need to be helped, guided and supervised. Adesina (1990) maintained that supervision does not imply 'policing' which is the type found in today's school system. He was of the view that actual supervision involves giving guidance to members of the school system so that they can be self directing, or so that they can function effectively with minimum supervision. It provides an avenue for stimulating growth in the learning process and situation, and helping teachers to help themselves.

One essential quality of the supervisor is good human relationship. To work very effectively with large number of people, the supervisor needs to relate with others very well. Other such personal qualities are friendliness, humility, intuition through thoughtfulness, a sense of humour and above all, be a good listener. These personal qualities according to the author will indeed enable the supervisor to lead, motivate, perceive and communicate better. As a result, the supervisor must Endeavour to improve her personal, educational and professional growth in the interest of his job. In zamfara State, supervision of secondary schools is done

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by both the state ministry of education and the teachers board. While the Ministry of Education supervises schools through the inspectorate, the teachers board does its own through the zonal offices. In the teachers service board or School Services department is responsible for supervision (see appendix i). The department organises and carries out supervision in all schools within their respective zones. They visit schools at interims and make their recommendations to the commissioner for education, especially in areas such as repairs of old building, provision of furniture, and establishment of new schools where such becomes a necessity. Sometimes, the supervisors observe teachers while in class teaching and summon them for their observations. It is the supervisor that determines whether the teacher is following the curriculum or not.

They also check other things as sitting arrangement and use of instructional materials According to the schedule of duty of the School Services department (2012), the supervision unit of the Post Primary Schools Management or teachers board, carries out their supervision in three phases. The first is monitoring which done within the first two weeks of reopening of schools. This is to determine the response of both teachers and students towards punctuality to school. The second phase is the spot-check supervision. This is designed to check the school records such as the attendance book, the class register, the school diary and the

students' notebooks. In spot check, supervisors also watch teachers as they teach in their various classes. The third and last phase is the full management supervision. This is a full scale supervision aimed at looking at every aspect of the school such as the curriculum, physical facilities, instructional materials and even their financial records.

The supervisory duties above are seldom done because of a number of constraints, both political and social. In most cases, members of Post Primary Schools Management Board are mere politicians and not education managers. As such, they do not have the commitment to the job. Thus, if members of the board know little or nothing about supervision, how can they plan and effectively implement supervisory programmes in schools? Members of the Board have so much powers that every bill passes through them. In such cases, supervisors at the zonal level find it difficult to initiate and execute any supervisory activity without recourse to the headquarters

The second challenge is absence of staff development. The school principal who ought to be the chief supervisor at the school level receives no supervisory training. Ede (1999) noted that the board finds it very difficult to organize workshops, seminars, or in service training for supervisors to enable them update their knowledge on modern supervision.

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Lack of staff development is a serious problem in Zamfara State teachers Board. Egele (2008) noted that secondary schools lack instructional materials which ought to be identified during supervision and properly handled by the appropriate authority. Another problem facing supervision is lack of adequate time by supervisors. Ayeopku (1997) is of the opinion that lack of adequate time by supervisors to work with teachers can act as a constraint to supervision of instruction. For instance, when a supervisor arrives in a school late, he hurriedly 'supervises' the teachers with less concentration, maybe he has other schools to cover.

Lamenting on this, Alfonso and Goldsberry (1987) noted that supervisors usually do not have adequate time in performing their duties, especially in cases where they are also administrators. He further stated that supervision requires good number of both human and material resources. In Zamfara State teachers Board, there is lack of vehicles to go to schools for supervisory exercises. Even when there are vehicles, there will be no money to fuel them. This they term as partial problems which are critical constraints to the performance of their roles. Nwankwo (2001) lamented that enough fund for the implementation of supervisory programmes is lacking in Northern part of Nigeria. This according to him is evident in about 80% of secondary schools in the north.

PHYSICAL FACILITIES

A major issue or determinant on how effective an academic programme is, is the evaluation of its physical facilities available for teaching and learning. Physical facilities refer to school buildings, school location, equipment and other materials provided in the school for the purpose of teaching and learning (Ndu, Okpara and Okeke, 1997). Buttressing further, they stated that it includes all fixed and mobile structures in the school such as the classroom, furniture, chalkboard, chalk, laboratory, audio and visual aids. In the words of Adesina (1990) he pointed out that the quality of education that our children receive bears direct relevance on the availability or lack of physical facilities, and the overall atmosphere in which learning takes place. This follows that any agency responsible for the administration of education programmes should note that physical facilities in schools should match with the population of the students, if the overall aim of education will be achieved.

Nwankwo (2002) noted that availability of physical facilities in secondary schools is a serious matter in Nigeria. This area, according to him has been constantly neglected by education planners in such a manner that most of the time, education development plans only emphasize availability of teachers, with a limited sum of money at such specified period. Lamenting on this matter, Adesina (1990)

observed that the post independent Nigeria saw most of the primary and secondary school buildings no better than they were during the colonial period. The above is good enough to prove that physical facilities have continued to be ignored in Nigerian education plans.

The administrators of schools with inadequate physical facilities such as classrooms, laboratories, library, accommodation, workshops and intro-tech equipment, find it difficult to cope with the reality or demands of modern education. No matter the level of competence of available staff, without adequate facilities, delivery of academic programmes is always haphazard. Arguing on the above, Adesina (1990) noted that the physical facilities of any organization largely set the stage for good working environment which will invariably lead to efficiency. The environment sets the stage for effective learning outcomes. It is on this note that Orji (2005) posited that the ability of any teacher to create a favorable learning climate for students is definitely correlated with the physical environment. In this regard, if there is no conducive environment coupled with lack of materials to enable teachers work, the achievement of educational objectives is marred. That is to say that the importance of school physical facilities in the educational system cannot be over emphasized, as most programmes of instruction cannot be carried out without a local Sambo Secondary

School Gusau is located in Zamfara State Gusau Local Government Area it has a very large area with chances of expansion for the development of the school. In terms of academic staff the school has three major departments comprising of all subjects taught in the secondary schools, the departments are:

i. **Science Department:-** Headed by H. O. D who must be a qualified teacher with reasonable teaching experience under science Department they have subject like Mathematics, Chemistry, Physics, Agricultural-Science, Biology, Health Science and physical health education.

ii. **Art Department:-** Also headed by H. O. D who must be qualified and experienced the following subjects are studying in the art department which are, English ,Hausa, History, Social studies and Islamic Studies.

iii. **Commercial Department:-** Which are also headed by H. O. D a qualified and experienced teacher who has experience of any subjects in the department which are, Business study, Economics, Accounting etc. Presently, the staff strength, is twenty teaching staffs most of them are qualified teachers graduate and N. C. E holders. There also one thousand eight hundred students (1800) (General register 2018). Sambo secondary school Gusau is Government owned Institution hence, the funding is the sole responsibility of the state government with little assistance from local

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government and support from parent Teachers Association (P. T. A) hence, students feeding and classroom furniture and other facilities are supplied by Zamfara state government with some assistance from the (P. T. A) fund especially in the provisions of furniture's. Teachers salary is being paid monthly by Zamfara state teachers service board while that of supporting staff is being paid by zamfara state ministry of education. The vice principal academic, controls the students. He is assisted by academic committee comprising all heads of department to ensure an interrupted academic environment. He hence controls the teachers the students and all academic activities within and outside the School.

2.7 EDUCATIONAL PLANNING AND ADMINISTRATION

For proper understanding of education planning, one need to conceptualize the meaning of planning itself, planning is the process of preparing set of decision for action in future, directed towards realizing some specific goals by the best possible means. The essence of planning is the appraisal of as many operational alternatives as possible and then selecting the best for launching action. Planning is always done for the battlement of the organization of better performance of all jobs. Thus planning includes three things focuses on three which are, WHAT, WHY, and HOW of achieving some goals,(2009 Educational planning by article-

central education). Planning in education is an extremely important step as it forms the basis of all programmes of quantitative and qualitative improvement in education. Education planning is describing or determining events, conditions or needs of some future point in time. Educational planning is also perceived as a means of generating relevant present or future goals and objectives for the organisation. Thus educational planning primarily, emphasizes on present goals, future goals and related to performance enhancement. (Educational planning, 2009).

Eze (2003), defined educational planning as a process concern with methods principle and practice to establish, develop and execute the goals, policies and procedures necessary to achieved the objectives of education. This process focuses on the arrangement of human and material resources available for education and carefully and systematically using them for the achievement of educational objectives.

2.8 Objectives of educational planning

An organization is characterized by it's goals and objectives which are pre-determined. An organizations ability to achieve success depends on it's planning strategies. Thus, the objectives of educational planning are as shown below:

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i. It prescribes approved channels of communication and bureaucratic practice in the educational system of a country.

ii. It aids smooth operation of educational system, and regulate the implementation of education plans by controlling deviation that may occur in the process.

iii. It regulate the rising cost of education by designing prudent measures of service and control of educational expansion in our educational system within the limited available resources.

iv. Educational planning minimize waste in financial human and material resources within the educational system.

v. It helps in solving the problem of high drop-out rate in the School system and prescribes ways of accommodating it when it occurs. Kneze Vich (1975).

9 Steps in Educational Planning

he following are steps in educational planning listed by kneze vich (1975).

i. Appraising the political, economic and social environment that will face the schools in future.

ii. Developing a chain of the desired goals to be pursued and administrative roles to be played in the type of future school environment envisaged.

iii. Establishing vehicles within a system for communication and flow of information to facilitates the involvement of institutional and other personnel in the planning process.

iv. Translating the broadly, defined planning objectives into a series of financial programme efforts.

v. Developing more detailed planning activities within each of the programmatic efforts.

vi. Reporting the fundings and conclusion of the planning efforts.

vii. Designing a set of decision which will lead to actions, consistent with those fundings and conclusions and which will enable the organizations to fulfill future missions more effectively.

2.10 Problems of Educational Administration

The following factors have been identified by Vich (1978) as impediments, or obstacles to educational administration in Nigeria and in all developing countries of the world.

i. Building and Grounds:

In building a school, the site must be considered. There should be no disturbance from factories, busy roads or market places. Hence before establishing a school these aforementioned factors should be considered.

ii. Furniture and Equipment:

The provision of furniture and equipment is very important in any educational plan. Analysis has shown that there is lack of enough furniture in the form of pupils seats, desk, teachers tables and chairs in our schools, this is very administrative problems because, it is the fact that's well equipped school will have little or no problem in providing an effective teaching opportunity.

iii. Staff

The role of teachers in the education of children is very vital and any educational plan, which does not consider the supply and maintenance teachers, is laid to failing standard of education.

Generally, there is shortage of teachers in every school in the federation and this posses a very big administrative problems. Again, there is lack of skills manpower to carryout the administrative process e.g .implementation of educational plan.

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iv. Enrolment:

This is another factor that posses a lot of problems to educational administration. The process of registration of children in classes, especially primary one, is the same in both township and rural schools. Parents have to fill in registration forms and show documentary evidence of the date of both of their children, but in rural area where the parents have no documentary evidence of the birth of children. The head master or principal is allowed to use his initiative in determining the age of the child. Enrolment in the township schools is high and many of the schools are over populated. All these are causes of the problem to the educational administration.

v. Politics:

Politics more than any other factor has greatly affected the process of educational administration in the world especially Nigeria. This is because educational administration depends on the ideologies and policies of the governments. Example political rivalry among different groups may influence the amount of money allocated to education (Osuntokun 1977).

vi. Financial Constraints:

This factor also poses a lot of problem to educational administration. It refers to the availability of financial resources allocated for the execution of education plans. It is true that sometimes educational plans may be designed where financial resources are available but at the time of implementation the same resources may not be available. In such a situation an educational plan could not be executed by the educational administrators, the way it should or supposed to be done.

2.11 Administrative Staff

This is the responsibility of personnel department who select and recruit professionally qualified teachers and supporting staff in just primary schools. Other functions of the personnel includes staff development through training and retraining as well as staff evaluation.

Afaniefokun (1997), stated that personnel administration in public schools is the process of getting qualified personnel to provide instructional services necessary for the achievement of the goal of a school system. The goals of any school is provide the society with manpower needed for development and to enhance the quality of the conditions of living of their product.

Personnel Administration in secondary schools plays several keys roles in the process of achieving the goals of post primary schools. These roles include, planning, teachers selection promotion retirement, teachers orientation and training, evaluation of staff and students, Admission and classification of students and counseling of students as well.

2.10 Theoretical Framework:

The study on the appraisal of the performance of administrative functions of zamfara State Post Primary Schools Management or teachers services board is related to some modern management theories, such as the works of Max Weber's Bureaucratic theory and Henry Fayol's Administrative theory. **Bureaucratic Theory of Max Weber (1864-1920)** The Bureaucratic theory was developed by Max Weber, a German academic with much interest in developing formalized system of organization and administration with a view to enhancing effectiveness and efficiency in operations. He emphasized that hierarchy; authority and bureaucracy were necessary ingredients for success of all social systems: Bureaucracy is a major characteristic of civil service which the teachers services Board is an integral part of The teachers services board which is the focus of the study has all the attributes of bureaucracy as propounded by Weber. These includes",

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i. **Division of work or specialization:** According to Weber, the principle of bureaucracy demands competence. Therefore, assignments should be allotted to individuals based on their technical knowledge and capacity. This he said would bring about efficiency and high productivity in an organization.

ii. **Hierarchy of authority:** In Weber's view, it is the job of the higher officer to supervise and control the junior officer. He emphasized that in an ideal organization, each lower officer is under the control and supervision of a higher one.

iii. **Rules and Regulations:** This principle according to Weber is a continuous organization of official functions according to rules. Bureaucracy believes in creating rules and regulations, which cover the rights, duties and operations of all members.

iv. **Impersonal Orientation:** Impersonality in official matters means that the administrator or manager should be impersonal in his official dealings. He should therefore neither reflect his personal interest, nor protect the interest of anybody in his dealings with official matters.

v. **Official Record Keeping:** Weber advocated that all record keepings of an organization should be done officially, and properly documented.

CHAPTER THREE

3.1 INTRODUCTION

This chapter present the procedure of the research under the following sub-headings; design of the study, sample and sampling technique, instrument for data collection, method of data collection and method of data analysis, method of testing hypothesis.

3.2 RESEARCH DESIGN AND METHOD

The design of the study is the descriptive survey. This is because the study aims at collecting data in the field and analyzing them in terms of features and characteristics which will lead to the establishment of facts about the data. Ali (1990) pointed out that descriptive design studies are mainly concerned with describing events as they are, without any manipulation being observed. Descriptive survey design is chosen for this study because it allows for the study of a given population using a sample for the purpose of drawing generalizations to the population parameter. The questionnaire instrument is used in the course of data collection process .efforts were made to ensure the whole population is represented but prove to be abortive due to the financial constraint of the researcher.

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3.3 POPULATION OF THE STUDY

Fifty questions were distributed .only forty eight (48) were received ,Thirty (30) questions were given to teachers and administrative class .However ,Eighteen 18 questionnaire were given to senior class students ,likewise junior class students .Efforts were made to ensure the whole population is represented .

3.4 SAMPLE AND SAMPLING TECHNIQUES

This undertaken study used stratified random sampling procedure in collecting data .The population of the study is divided into categories and category considered as a stratum. in a each stratum few people or respondents were selected and given questionnaires in order to represent other as explain in 3.1 above.

3.5 DATA COLLECTION INSTRUMENTS

The researcher designed a structured questionnaire titled – An assessment of secondary school administration in Zamfara state metropolis a case study of Sambo Secondary School which was used in the collection of data. The questionnaire comprised two sections – A and B. Section A was to elicit responses on demographic data of the respondents. Section B has 20 items in five

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(5) clusters on funding, staff-personnel, supervision, physical facilities and instructional materials, Each cluster has three(3) statements which were designed on a three (3) point likert scale and rated as follows:

Yes   - 3 points

No   - 2 points

I don't know   - 1 point

3.6 METHOD OF DATA ANALYSIS

The statistical methods used in analyzing chi -square method and method of data analysis will be the simple percentage ratio for easy understanding and compression .this unit thoroughly helps in reaching an objective conclusion.

3.7 METHOD OF TESTING HYPOTHESIS

As stated earlier the research intends to test hypothesis with view of validating or invalidating appropriately the collected data a chi-square method is going to be used as the formular reads,

$$X^2 = \frac{(fo - fe)^2}{fe}$$

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Where

X² = Chi-square

fo = Observed Frequency

fe = Expected Frequency

E = Summation

CHAPTER FOUR

4.0 DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

This chapter presents and analyses the data using a simple percentage table, it tests and validates the hypothesis and treats the summary of findings.

Table 1: Age Distribution of Respondents.

CLASS INTERVAL	MALE	FEMALE	TOTAL	PERCENTAGE
15-19	10	-	10	20.83%
20-24	12	-	12	25%
25-29	7	4	11	22.91%
30-34	4	4	8	16.67%
35-39	4	1	5	10.47%
40-44	2	-	2	4.16%
45-49	-	-	-	-

50-54	-	-		
TOTAL	39	9	48	100%

From the above age distribution and structure in the table, one can simply discover that majority of the respondents are 20 years and above ten (10) respondents i.e 20.83% were between 15-19 years, Twelve (12) respondents i.e 25%are within 20- 24 years .

Also eleven (11) respondents i.e (22.91%) are between 25-29 years in the same vein eight (8) respondents i.e (16.67%) are between 30-34 years furthermore five (5) respondents i.e (10.47%) are between 30-34 years furthermore five (5) respondents i.e (10.47%) are between 35-39 years two (2) respondents making (4.16%) share 40-44 years.

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TABLE 2: OCCUPATION OF RESPONDENTS

OCCUPATION	MALE	FEMALE	TOTAL	PERCENTAGE
Teachers / Admin	10	8	18	37.5%
Students	30	-	30	62.5%
Total	40	8	48	100%

Source: Questionnaire Administered (2018).

From the table above, it has been realized that the majority of respondents are student .Because only eighteen (18) out of forty eight i.e (37.5%) are teachers and. administrative class . While thirty (30) i.e . (62.5%) are students.

TABLE 3: Sex of Respondents

SEX		TOTAL	PERCENTAGE
Male	30	30	62.5%
Female	18	18	37.5%
TOTAL	48	48	100%

Source: Questionnaire Administered (2018).

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The above table has shown that the majority of respondents are male simple because thirty (30) i.e. (62.5%) are males and eighteen (18) i.e. (37.5%) are females.

Table 4: Is Secondary Education in Sambo Secondary School is it effective and produces Results Needed?

VARIABLE	NO. OF RESPONDENTS	PERCENTAGE
Yes	16	33.33%
No	22	45.83%
I Don't Know	10	20.83%
TOTAL	48	100%

Source: Questionnaire Administered (2018).

The table above explain that (45.83%) i.e. 22 respondents objected that , the school is ineffective and did not produce the result expected in the school. While (33.33%) i.e. 16 responded said No, the school is on the right track and (20.83%) i.e. 10 respondents said they do not know.

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Table 5: In Your Capacity as Nigerian how would you Rate Parents Assistance to student?

VARIABLE	NO OF RESPONDENTS	PERCENTAGE
High	16	33.33%
Moderate	18	37.5%
Low	14	29.17%
TOTAL	48	100%

Source: Questionnaire Administered (2018).

The parents ability to sponsor their children to school as indicate in the table above, sixteen (16) i.e. (33.33%) share the opinion that, the parents highly sponsor their children to school. On the other hand, eighteen (18) respondents i.e. (37.83%) posit that, in Nigeria, majority of the parents cannot sponsor their children to school adequately.

The reason attributed to the unfortunate situation is that the majority of Nigeria are low income earness who earn money only for their daily upkeep without any surplus. This situation deteriorated the quality of education.

Table 6: On Whether the appointment of school teachers and other staff is based on merit?

VARIABLE	NO. OF RESPONDENTS	PERCENTAGE
Yes	16	33.3%
No	32	68.7%
TOTAL	48	100%

Source: Questionnaire Administered (2018).

The appointment of school teachers and other staff in Sambo Secondary School is not based on merit. This however is the view of thirty two (32) i.e. (68.7%) respondents hold the view that the process of appointment is based on merit.

significant between the variable are related Secondary school administration in schools influences the quality of the students performance. If the Administration is faulty then the administrative machine is likely to be crippled and thereby produce ineffective results.

Table 8:   Is there Sufficient Educational Facilities in the School?

VARIABLE	NO. OF RESPONDENTS	PERCENTAGE
Yes	16	33.33%
No	28	58.33%
I Don't know	4	8.33%
TOTAL	48	100%

Source: Questionnaire Administered (2018).

There is sufficient facilities in the school as the table indicate that of course is the view of sixteen (16) i.e. (33.33%) respondents while twenty eight (28) i.e.

(58.33%) respondents said there is no enough facilities, while (4) respondents said

they do not know.

There is indeed no need to emphasize that availability of materials help a lot to

the successful attainment of organizational goals, be it public or private:

Table: 9 On whether the school conduct a training and Orientation

programme on Teaching Methodology to it staffs?

VARIABLE	NO. OF RESPONDENTS	PERCENTAGE
Yes	12	25%
No	30	62.5%
I Don't know	6	12.5%
TOTAL	48	100%

Source: Questionnaire Administered (2018).

On whether the school trains and re-trains its staff to acquire the teaching methodology, the above table reveals that only twelve (12) i.e. (25%) respondents said the school from time to time trains the teachers on teaching methodology while (30) i.e (62.5%) respondents said they do not know.

There is no denying the fact that, training and development is an important factor for organizational growth, let alone schools that researchers need to be done to have up to date knowledge to be impacted in the young ones.

Table 10: On whether the Quality of training Acquired by Teachers from College of Education is low which Considerable Affects the Efficiency of Schools?

VARIABLE	NO. OF RESPONDENTS	PERCENTAGE
Yes	33	68.75%
No	12	25%
I Don't Know	3	6.25%
TOTAL	48	100%

Source: Questionnaire administered (2018).

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The training received by teachers from colleges of education is low which attributed to inefficiency as interpreted from the table , views of thirty three (33) respondents i.e. (68.75%) also shown in the table above.

Twelve (12) i.e (25%) respondents opposed to that, and three (3) however, i.e. (6.25%) said they don't know.

Table 11: Is there Any Leadership Innovation in the School?

VARIABLE	NO. OF RESPONDENTS	PERCENTAGE
Yes	14	29.17%
No	28	58.33%
I Don't Know	6	12.5%
TOTAL ·	48	100%

Source: Questionnaire Administered (2018).

The table shows that fourteen (14) i.e. (29.17%) respondents share the opinion that the schools is adoptive to change. There is innovation in the school, while twenty eight i.e (58.33%) respondents believed that the school is rather conservative and only six (6) i.e. (12.5%) said they do not know.

Table 12: On Whether Secondary Schools Administration Brings Disparity in Terms of Achievements Among Secondary Schools in Zamfara?

VARIABLE	NO. OF RESPONDENTS	PERCENTAGE
Yes	16	33.33%
No	28	58.33%
I Don't know	4	8.33%
TOTAL	48	100%

Source: Questionnaire Administered (2018).

The table above explains that (58.33%) i.e. 28 respondents objected that, Secondary Schools Administration did not bring the disparity expected. While

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IS THERE ANY RELATIONSHIP BETWEEN THE SECONDARY SCHOOL ADMINISTRATION AND STANDARD OF EDUCATION IN THE SCHOOL?

VARIABLE	YES	NO	I DON'T KNOW	TOTAL
Yes	28	-	-	28
No	-	16	-	16
I Don't know	-	-	4	4
TOTAL	28	16	4	48

Source: Questionnaire Administered (2018).

Contingency Table

R/S	Fo	Fe	Fo - fe	$(Fo - fe)^2$	$(Fo - fe)/Fe$
1.1	28	16.33	11.67	136.19	8.34
1.2	0	9.33	-9.33	87.05	9.34
1.3	0	2.33	-2.33	5.43	2.34
2.1	0	9.33	-9.33	87.05	9.34
2.2	16	5.33	10.67	113.85	21.36
2.3	0	1.33	-1.33	1.77	1.34
3.1	0	2.33	-2.33	5.43	2.34
3.2	0	1.33	-1.33	1.77	1.34
3.3	4	0.33	3.67	13.47	40.82
TOTAL					96.56

Fe 1.1 $\quad \dfrac{28 \times 28}{48} = 16.33$

Fe 1.2 $\quad \dfrac{28 \times 16}{48} = 9.33$

Fe 1.3 $\quad \dfrac{28 \times 4}{48} = 2.33$

Fe 2.1 $\quad \dfrac{16 \times 28}{48} = 9.3$

Fe 2.2 $\quad \dfrac{16 \times 16}{48} = 5.33$

Fe 2.3 $\quad \dfrac{16 \times 4}{48} = 1.33$

Fe 3.1 $\quad \dfrac{4 \times 28}{48} = 2.33$

Fe 3.2 $\quad \dfrac{4 \times 16}{48} = 1.33$

Fe 3.3 $\quad \dfrac{4 \times 4}{48} = 0.33$

The Degree of freedom of hypothesis is determined through

$$Df = (c - 1)(r - 1)$$

$$= (3 - 1) (3 - 1)$$

$$= (2) \quad (2)$$

4 Testing on 5% level of significance:

We check the value of 4 under 0.5 in Chi - square table = 9.488.

Going by the Rule of acceptance of hypotheses, since the tabulated value (96.56) is greater than the critical value (9.488) the hypothesis is proven as alternative and the null rejected.

Test of hypotheses No 2:- "That whether Secondary School Administration brings disparity in term of achievements among Secondary schools in Zamfara.

4.3 SUMMARY OF FINDING

It has been observed that the hypotheses stated in chapter one, that there is a significance relationship between the Secondary school Administration and quality of education is proven as alternative. Because the tabulated value is greater than the critical value i.e. 96.56 > 9.488. And the second hypotheses stated in chapter one, that whether Secondary school Administration brings disparity of achievements among secondary school in Zamfara is also proven as alternative hypotheses because the table value is greater the critical value i.e. 48.01 > 3.841.

5.1 SUMMARY

In Nigeria today education is largely organize and administered by statutory authorities at national, state and local government level, therefore secondary school administration is the foundation stone for any professional career. This project takes a careful analysis of secondary school administration with specific reference of one of the local government in zamfara state.

The second chapter, review the related literature, with emphasis on the meaning of Administration and educational administration, Administration process and problems. And discovered what government should properly and successfully do and how these proper things be done with the utmost possible efficiency in order to suit current administrative system in the school. The survey research provides procedures and ways which researcher found very helpful and followed in order to arrive at conclusion.

In the fourth chapter, the statistical method used in analysing the data is chi-square method and in data analysis the simple percentage ration is used for easy understanding and comprehension. Numerical value were used in the course of

analysis and testing of hypothesis, the research unraveled that the hypothesis is proven as alternative and the null rejected.

The final chapter sum of the entire work and offer some suggestions that are considered very useful to the research problem.

5.2 CONCLUSION

From the study undertaken it has been discovered that the administration system of the school is faulty because many components that come together to form the system totally deteriorated. This made system to confront failure in the provision of some service which it has been established to provide. As a result of this, one can understand the quality of education encountered serious problem which pathetically make it lower in quality. Again because of the problem posed by the system the habit of reading by the students is just to pass an examination not to fully understand and comprehend. And teachers on the other hand, teach only in order to acquire salary not to make student understand. The problems of education today is beyond one school in one state, rather it affects every sector of human endeavour which beyond any doubt affects the overall national Development.

5.3   RECOMMENDATION

Based on the observation made by the study has recommends that:

1. The appointment of all the staff of school be made based on merit and no any other factor i.e. those with the academic qualifications are recruited and in the process of selecting, interview be made in order to select the best among the candidates.

2. There should be a conducive learning environment which can make the education very attractive i.e. the structures be improved like a qualitative class, staff rooms, information technology unit, communication facilities, and furniture and internet facilities.

3. Relatedly, after appointment has been made the next dimension ought to be taken is induction or orientation training. This training should be designed to make the newly employed staff conversant with subject literature and social system surrounding the organization. The training programme also ought to continue in which from time to time teachers are train about the teaching methodology and human psychology as well as new invention which can improve learning.

4. Required quantity of materials to the school must be provided these materials include: text books, exercise books, tables, chairs, white board and white board makers, dusters and medical facilities.

5. Greater responsibility by government and commitment is very important one. In this case the ministry of education ought to constantly supervised the activities of the schools to ensure that everything is going according to plan, and correct those who deviate from the objective.

6. The ministry also should train some of its staff as psychologist which will give them an opportunity to understand human psychology and undertake the responsibility of studying motivational techniques. This should be continuous process because, human behaviours is dynamic in nature.

7. The welfare and working condition should be provided in the school as it is done in the central Bank of Nigeria. No doubt that will make the educated and professionals to seek employment even in primary school.

8. The government should help the parents by unloading the responsibility they undertake. In this case government. Itself sponsors the children to school in order to reduce the burden on the part of the parents and also to enable the students to study in a favorable atmosphere .

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