

**EVALUATION OF THE ADMINISTRATION OF PUBLIC SENIOR  
SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA**

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**JULY, 2018**

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ZARIA**

**JULY, 2018**

## **DECLARATION**

I hereby declare that this dissertation is a result of my personal research work. It has never been presented anywhere for the purpose of the award of a higher degree. All qualitative and source of information are either indented or acknowledged by means of references.

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**Date**

## CERTIFICATION

This dissertation entitled “EVALUATION OF THE ADMINISTRATION OF PUBLIC SENIOR SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA” by Racheal Mamman, meets the regulations governing the award of the Master’s Degree in Education (Educational Administration and Planning) of Ahmadu Bello University, Zaria, Nigeria is approved for its contribution to knowledge and literary presentation.

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## **DEDICATION**

I dedicate this work to my Son

## **ACKNOWLEDGEMENTS**

My highest level of gratitude goes to Almighty God, for bring me thus far in my academic pursuits. I would like to express my heartfelt appreciation for the motivation, encouragement and support given to me by my supervisors, Dr. M.I Harbau and Prof. B.A. Maina; for their advice, criticism and suggestions at various stages of the work. I must not forget other pillars in the department, Dr. A. A Igunnu, Dr. A.M. Jumare and Dr. E. I. Makoju, for their encouragement throughout my course. My special thanks to my family for their encouragement and unwavering support throughout my studies. May God bless and reward you all. (Amen).

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## **ABBREVIATIONS**

ANOVA - Analysis of Variance

WAEC - West African Examination Council

UBE - Universal Basic Education

MOE –Ministry of Education

SMOE – State Ministry of Education

SUBEB – State Universal Basic Education Boards

LGEA – Local Government Education Authority

ICT – Information and Communication Technology

JSS - Junior Secondary School

SSS - Senior Secondary School

SPSS - Statistical Package for Social Sciences

UNESCO - United Nations Educational, Scientific and Cultural Organization

## ABSTRACT

This study was carried out to “Evaluate the Administration of Public Senior Secondary Schools in Kaduna State, Nigeria”. Six objectives were set in line with research questions and hypotheses that guided the study. The objectives were set to: assess the management of funds in public secondary schools, determine decision making process of public secondary schools and examine maintenance of discipline in public secondary schools in Kaduna State, Nigeria. Relevant literatures related to the study were reviewed in chapter two. The study used descriptive survey method. The total population of the study comprises 224 principals, 448 officials of MOE and 2229 teachers making total of 2901. A total of 305 respondents were used as the sample study, out which 28 were principals, 49 officials of MOE and 228 teachers. The instrument used for the data collection was structured questionnaire. The instrument was validated by my supervisors. To ensure the reliability of the instrument, Pearson Product Moment Correlation Coefficient was used during the pilot study. This yielded a reliability coefficient of  $r = 0.92$  at significant level of 0.05. Six (6) hypotheses were formulated and the testing was done by using analysis of Variance (ANOVA). The findings revealed that: funds were not adequately provided for public secondary schools in Kaduna State; there was encouragement in decision making process among the stake holders in public secondary schools in Kaduna State and there was proper discipline among management, staff and students in public secondary schools in Kaduna State. It was concluded that, effective management of public secondary schools is strictly based on the management of funding, decision making among staff and students, management of discipline, provision of facilities and management of staff development. Therefore, effective evaluation of the management of public schools is dependent on the issues stated above. It is recommended that, discipline should be maintained and strictly upheld among management, staff and students in public secondary schools and government should ensure that materials and facilities such as desks, chairs, game facilities, water and light are adequate provided in public senior secondary schools in Kaduna State, Nigeria.

## **Operational Definition of Terms**

**Evaluation:** is a process of which relevant data are collected and transformed into information for decision making. It is a process rather than a product. It transcends research and extends into decision making.

**Administration:** the term “Administration” doesn’t refer to any single process or act. It is like a broad umbrella encompassing a number of processes such as: planning, organizing, directing, coordinating, controlling and evaluating the performance

**Decision Making:** is the process of generating and evaluating alternative ideas or solutions to problems and making choices among them. A decision is the selection of alternative course of action from available alternatives in order to achieve a given objective.

**Communication:** is the passing of message or information from one person or group of persons to another.

**Discipline:** is the readiness or ability of individuals to respect authority and to observe and obey the rules and regulations laid down for the orderly existence of the society or any human organization.

**Staff Development:** refers to skills and knowledge attained for both personal development and career advancement. It refers to the processes, programs and activities through which every organization develops, enhances and improves the skills, competencies and overall performances of its employees and workers (Robbins, 2010).

**Provision of School Facilities:** is concerned with availability of facilities such as classroom, computers, laboratories equipment, table/chairs, textbooks and among others for effective teaching and learning in the school.

**School-Community Relationships:** this is symbiotic relationship that exists between the two. That is, the community which is the immediate environment of the school.

# **CHAPTER ONE**

## **INTRODUCTION**

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

The administration of public secondary schools in Nigeria is one activity that cannot be left unattended to. This is because the achievement of goals and objectives can only be based on it. A properly managed institution will not only stand the test of time but will also produce expected result while a poorly managed institution will bring about catastrophe in the system. It is not an overstatement to say that the specific objectives of the National Policy on Education (1984) in our secondary schools can only be achieved through the application of sound and effective administrative principles as it affects some fundamentally laid down standards. Issues such as conditions of service of staff, communication, decision-making process, supervision of instructional process, maintenance of discipline, provision and maintenance of facilities, funding, and school community relationship are factors that any school cannot waive aside if it must be seen to moving towards successful operation.

Moreover, provision and maintenance of school facilities is crucial to this study. A look at our public secondary schools in the recent times shows if school facilities are adequately provided? Where they are provided, the maintenance culture is at the zero level because it is looked upon as government property. A situation where the government is failing to provide enough facilities in our public schools and the school is also failing to maintain those provided does not augur well for the school system. If this trend is allowed to persist, private secondary schools may become the shadow of it. The standard for facilities provision and maintenance in our public secondary school therefore needs to be properly evaluated so as to establish the state of things and make recommendations.

Another important problem which needs to be looked into is communication network in the public secondary schools in Kaduna State, Nigeria. Communication is the passing of message or information from one person or group of persons to another. For proper administration to thrive there is need for sound communication network to be put in place.

Maxwell (2013) communication is to “make known”, transmit or pass news and information to and fro. For proper administration of any system, both vertical and horizontal forms of information need to be ensured without any form exclusion. Where communication is being stifled, accomplishment of goals will become seriously difficult. This is because stakeholders in the system will lack good leadership direction due to breakdown in communication. Lack of good communication system in any organization, especially secondary schools, may be likened to people operating blindly, which may eventually lead into a pit. Secondary schools in Kaduna State should not be allowed to operate under the condition, a reason why communication management in our schools needs to be evaluated.

Dauda (2015) asserted that “education in Nigeria currently has become a complex business resource because a substantial proportion of the nation resource is annually devoted to it. Therefore, stakeholders are frequently confronted with the task of deciding how best the limited resources at their disposal could be utilized to obtain optimum result. There are other issues aside allocations of man and material resources that school administration need to make decision upon if the schools must achieve its purpose. The result we get from our public secondary schools in the recent time does not show that administration gets it right in its process of decision making. Taking bold decisions are not made in the school, the effect can be entropy to the school system. Failure to make decision, improper decision making, late and hasty decision making are all detrimental to the school system. This study therefore intends to evaluate the current decision making

process of our public secondary schools with the view of making suggestion where necessary because if this is not done, the present style and quality of decision may hinder the achievement of secondary schools goals and objectives.

Management of discipline in the school is another area this study intends to critically look into. The school system is a place that is not only established for academic pursuit but also a place where values of discipline are taught. Every stakeholder in the system including the teachers, students and heads are to cultivate and maintain the virtue of discipline. This in turn affects the society which is the direct beneficiary of the output of the school. Where discipline is not properly taught and enforced, the administration of such school will become difficult. This will by implication affect the general society. Nobody wants to stay in an indisciplined society.

Furthermore, funding is a crucial factor to any establishment. An adequately funded organization backed up with sound school administration will definitely be a goal achieving organization. However, when such organization is not properly funded, or the little fund allocated is not properly managed, the result could be an unprecedented catastrophe. This issue is also applicable to the administration of public secondary schools from time to immemorial. This is because many people believe that our educational sector is not being properly funded which has led to all the challenges the system has been facing over the years. "Funding and funding system is by no means a challenge to public schools but the management of the fund allocated also needs to be evaluated" (Babalola, 2014). This becomes necessary because the issues of corruption, embezzlement and misappropriation have also been noticed in the education sector. If this is not identified and corrected, the issue of funding may ever remain unresolved in our educational institutions.

The school community-relationship is an issue this study intends to evaluate. Education system is a social organization which derives its inputs majorly from the

environment. By environment this study means the community where the school operates. Most schools operate in isolation to the environment where they are. The school is established essentially to serve the community where it is situated. There is therefore the need for a symbiotic relationship between the school and the community. Where this is absent, both the school and the community may not operate peacefully. It is important to note that a peaceful environment is needed for teaching and learning to thrive (Ogwu, 2013).

Therefore, the manner by which secondary schools in Kaduna State, Nigeria manage these factors is of uttermost importance to the study. The study intends to evaluate the administration of public secondary schools and the above mentioned factors or variables to see if they are in line with laid down rules and regulations of government and that of other authorities in the field of educational administration and planning. The study also intends to evaluate to what extent schools are in compliance to laid down principles, rule and regulations in their day-to-day administration of their institutions.

## **1.2 Statement of the Problem**

Many education managers are aware of the importance of public secondary schools administration, yet so many problems have continued to bring setback on staff professional development practices in public secondary schools in Kaduna State. Few among them make use of very limited staff development programmes, inadequate financial resources to organize such programmes, management of discipline, lack of decision making process, inadequate provision and maintenance of facilities and improper community relation among administrators in Kaduna State, Nigeria.

Also, for effective administration of public secondary schools, Ministry of Education and State Secondary Education Board in Kaduna State should on a regular basis organize training programmes for their teachers. Such programmes should relate to the subject contents, provision of adequate funds, proper maintenance of discipline in schools, good decision making process,

adequate provision and maintenance of facilities and good community relation not only in Kaduna State but to other States in Nigeria. Management of discipline in the school is another area this study critically looked into. The school system is a place that is not only established for academic pursuit but also a place where values of discipline are taught. Every stakeholder in the system including the teachers, students and heads are to cultivate and maintain the virtue of discipline. This in turn affects the society which is the direct beneficiary of the output of the school. Where discipline is not properly taught and enforced, the management of such school becomes difficult. This, by implication affects the general society because nobody wants to stay in an indisciplined society.

Moreover, provision and maintenance of school facilities is crucial to this study. A look at our public secondary schools in the recent times shows if school facilities are adequately provided? Where they are provided, the maintenance culture is at the zero level because it is looked upon as government property. A situation where the government is failing to provide enough facilities in our public schools and the school is also failing to maintain those provided does not augur well for the school system. If this trend is allowed to persist, private secondary school may become the shadow of its self. The standard for facilities provision and maintenance in our public secondary schools therefore needs to be properly evaluated so as to establish the state of things and make recommendations. Furthermore, funding is a crucial factor to any establishment. An adequately funded organization backed up with sound management will definitely be a goal achieving organization.

The school-community relationship is an issue this study evaluated. Education system is a social organization which derives its inputs majorly from the environment. By environment this study means the community where the school operates. Most schools operate in isolation to the environment where they are. The school is established essentially to serve the community where it is situated. There is therefore the need for a

symbiotic relationship between the school and the community. Where this is absent, both the school and the community may not operate peacefully. It is important to note that a peaceful environment is needed for teaching and learning to thrive. The reverse is still the case. This study therefore, sought to investigate the evaluation of the administration of public secondary schools in Kaduna State, Nigeria.

### **1.3 Objectives of the Study**

The objectives of this study are to:

1. find out the management of funds in public secondary schools in Kaduna State, Nigeria;
2. determine decision making process of public secondary school in Kaduna State, Nigeria;
3. examine maintenance of discipline in public secondary schools in Kaduna State, Nigeria;
4. determine the provision of school facilities in public secondary schools in Kaduna State, Nigeria;
5. examine the staff development programme of public secondary schools in Public secondary schools in Kaduna State, Nigeria; and
6. find out the management of school-community relationships in public secondary schools in Kaduna State, Nigeria.

### **1.4 Research Questions**

The following are the research questions the study aimed at providing answers to;

1. How do managers of public secondary schools manage the issue of funding in their schools in Kaduna State, Nigeria?
2. How is decision making process managed in public secondary schools in Kaduna State, Nigeria?

3. How is discipline maintained in public secondary schools in Kaduna State, Nigeria?
4. How do managers of public secondary schools in Kaduna State, Nigeria provide school facilities?
5. What is the level of staff development programme in public secondary schools in Kaduna State, Nigeria?
6. How do managers of public secondary schools manage their school-community relation in Kaduna State, Nigeria?

### **1.5 Hypotheses**

The following hypotheses were formulated to guide the study

- H<sub>01</sub>:** There is no significance difference in the opinions of principals, teachers and Ministry of Education Officials on the management of funds in public secondary schools in Kaduna State, Nigeria;
- H<sub>02</sub>:** There is no significant difference in the views of respondents in decision making process of public secondary schools in Kaduna State, Nigeria;
- H<sub>03</sub>:** There is no significant difference in the opinions of respondents on the method of maintaining discipline in public secondary schools in Kaduna State, Nigeria;
- H<sub>04</sub>:** There is no significance difference in the views of respondents on the regularity of provision of school facilities in public secondary schools in Kaduna State, Nigeria;
- H<sub>05</sub>:** There is no significant difference in the opinions of respondents on the staff development programe of public secondary schools in Kaduna State, Nigeria; and
- H<sub>06</sub>:** There is no significant difference in the views of respondents on how public secondary schools in Kaduna State, Nigeria relate with their community.

## **1.6 Basic Assumptions**

The study is on the assumptions that:

1. public secondary schools in Kaduna State, Nigeria are adequately and regularly funded;
2. Decision making process in public secondary schools in Kaduna State is all encompassing. All stakeholders are carried along in this process;
3. high sense of discipline is maintained in public secondary schools in Kaduna State, Nigeria;
4. facilities are adequately provided in public secondary schools in Kaduna State;
5. public secondary schools in Kaduna state staff development programme are well documented and appropriately implemented;
6. public secondary schools in Kaduna State maintain a good working relationship with their host community;

## **1.7 Significance of the Study**

This study titled “Evaluation of the Administration of Public Secondary Schools in Kaduna State, Nigeria” is significant in the sense that it will enable administrators of public secondary schools in Kaduna state to be aware of the current state of conditions of service of staff in the state so as to work towards its improvement and full implementation.

Findings of the study will suggest different ways of decision making and those who should be involved in decision making process in the public secondary schools, which is a situation that can improve and ensure achievement of purpose in the schools.

This study is significant because it will enable the principals of the schools to know their performance in instructional supervision and how they can improve on the

important aspect of their functions. It will also enable them know how well they are fairing in the area of maintenance of discipline in their schools.

This study is significant in the sense that it will enable the managers of these schools to know what facilities are to be provided in their schools. This is in relation to knowing how regular they should be provided, their adequacy and maintenance, all of which are very important to achievements of goals and objectives of the level of education in Kaduna State.

Staff development programme in public secondary schools in Kaduna State is another area where findings of this study will be significant. This is because it will bring into limelight the true situation of staff strength in these schools and make recommendation on how it could be improved upon.

In addition, stakeholders will find the study very useful in the area of its findings on how the schools relate with their host community, which is a vital condition for the success of any school.

### **1.8 Scope of the Study**

This study is focused on investigating the “Evaluation of the Administration of Public Secondary Schools in Kaduna State, Nigeria. The study was therefore limited to three educational zones that is, one education zone in each senatorial district in Kaduna State. This education zones are; Zaria education zone in Kaduna North, Giwa education zone in Kaduna Central and Kaura education zone in Kaduna South.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This study is on Evaluation of the Administration of public secondary schools in Kaduna State, Nigeria. This chapter reviewed literatures that have bearing on the topic so as to peer the work along other literature. It therefore, reviews literatures along the following headings:

- Conceptual Framework;
- Meaning of Evaluation;
- Meaning of Administration;
- Public Secondary Schools;
- Management of Funds in School;
- Decision Making Process in School;
- Maintenance of Discipline in School;
- Provision of School Facilities;
- Staff Development Programme;
- School-Community Relationship;
- Empirical Studies; and
- Summary

#### **2.2 Conceptual Framework**

The conceptual framework of this study can be expatiated under the following headings: Meaning of Evaluation, Meaning of Administration and Meaning of Public Secondary Schools.

### **2.2.1 Meaning of Evaluation**

Evaluation is essential for the identification of appropriate question. Given appropriate question, evaluation is essential for identifying and analyzing relevant data on which decision can be based. Decision in general has to be implemented. Evaluation is essential for monitoring the implementation process to ensure that it is appropriately done. Also, decisions usually have impact on the system in which the decision is made. Evaluation is essential for identifying objectively the impact or outcome of decision (Babafemi, 2012).

Summarily, evaluation facilitates the function of decision making, identification of appropriate question, identifying and analyzing relevant data on which decision is made, monitoring the implementation of decision made, and identifying objectively the impact or outcome of decision on the system.

The focus of the study which is on evaluation of the administration of public secondary schools in Kaduna State will therefore be geared towards sound decision making. This will involve asking appropriate questions as it relates to how the issue of condition of service of staff is being handled, the communication system in the school, how decisions are made, how instruction are been supervised by the personnel designated to do so; how these schools maintained discipline, how they provide and maintain facilities; and the source and utilization of funds allocated to these schools. Also, question will be asked as to present staffing situation, how the schools plant their school calendar and how well the schools relate with their host community.

For proper evaluation on the management of public secondary schools in the targeted zones to be made, the study identified and analyzed relevant data on the variables mentioned above, seek to know management monitor the implementation of decision made by management, and also identify objectively the impact of management decisions on the variables on the school system as a whole (Miquel, 2013).

Yoloye (2008), opined that “the traditional conception of evaluation is one of passing judgment”. He asserted that evaluation can also be defined as a process of identifying the decision to be made, gathering and analyzing relevant information and presenting summary data that can be used in the process of decision making.

Earlier on, authorities in the field of educational evaluation and measurement had also written about the concept. William and Paul (2006) saw evaluation as a process of which relevant data are collected and transformed into information for decision making. It is a process rather than a product. It transcends research and extends into decision making.

Norman (2011) agreed with this assertion when it said that evaluation as a process, a continuous process which underlies all good management techniques. When we make judgment about which of the entities has more or less of the attributes being measured, we are involved in evaluation. Evaluation therefore involves a number of activities such as collecting, analyzing, and organizing information so as to place a value on a measurement. Therefore, when we assign letters such as A, B or C; or right remarks such as “good”, “average” or “poor”, we are involved in evaluation (Kolapo, 2013).

Onyeama (2012) also opined that we never measure or evaluate people, rather we measure or evaluate characteristics or properties of people such as “the knowledge of measurement and evaluation itself; English language, ability to teach, honest, etc.

According to Yoloye (2008) the major reason for evaluation is that it is essential for decision making. In order to have effective decision making, it is absolutely essential to ask the appropriate kind of question.

Evaluation is a value judgment on a given situation in accordance with either qualitative or quantitative and acceptable criteria embarked in every aspect of school administration to determine the level to which objectives are achievable.

Edem (2006) posited that the principal who evaluates must do the followings;

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

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

Maina (2008) posited that, “evaluation should not be considered as a punitive measure but should rather be for diagnosis, remedial purposes and for the prediction of future results”. This means that combining achievements and aptitude test is a valuable means of predicting pupil’s later success in professional studies. Teachers’ evaluation focuses on the ability of the teacher to inculcate effectively in pupils the accepted social behaviours as it is expressed in real life situations. The teachers evaluation should entail indirect appraisal of those traits considered likely to produce desired results in the pupils as well as the teaching process in itself. As a selection of what to evaluate is entirely the prerogative of the supervisors, (Edem 2006).

### **2.2.2 Meaning of Administration**

Olum (2004) defines administration as the process of designing and maintaining an environment in which individuals, working together in groups, efficiently accomplish selected goals. It can be inferred from this definition that management entails planning, organizing, staffing, leading and controlling.

Olagboye quoted in Olamola (2014) view that “although administration connotes getting things done through other people’s effort and that any person involved in such activity is a manager”, there is yet to be a universally accepted definition of

administration as an activity since Henri Fayol's views in 1916. Here, he was quoted as defining administration as meaning "to forecast and plan, to organize, command, coordinate and to control"

The Collins Cobuild Learners' Dictionary concise Edition defines administration as the control and organizing of a business or other organization. "It can refer to the people who control and organize a business or other organization as the management. A manager is therefore a person who is responsible for running part of or the whole of a business or other organization.

Cole (2004) defines administration as a process that involves organizations to set and achieve their objectives by planning, organizing and controlling their resources including gaining the commitment of their employees.

Olagboye (2004) and Waukel (1996:4) stated that administration is the process of planning, organizing, leading and controlling the efforts of organizational members and using all other organizational resources to achieve stated organizational goals. Olagboye (2004) and Gordon, (1990) also stated that administration is the process of getting things done through the efforts of other people and that the administration process consist of four functions; planning, organizing, influencing, controlling and decision – making.

In their observation, Stoner, et al (2011) noted that managing implies that there is something to be managed. This 'something' is the organization. This observation implies that every organization must have a reason to exist and managing both the employees and other resources is the most important thing that leads to success of that organization. The school is an organization that is composed of teachers, students and other useful resources that need to be well managed for the achievement of the educational goals. The principal as the administrator of these resources in the Nigerian Secondary School should be able to use these resources well in order to attain the goals of the school.

In his own definition, Ibrahim (2014) stated that administration is an activity concerned with facilitating the accomplishment of the objectives of an organization through a systematic management of constraints and careful usage of the available limited resources such as human, material equipment, supplies, finance, space and technique or technology. Nwogu (2013:3) states that administration is the art of science of using available resources, to achieve organizational goals. Njoku (1990) posits that administration is the art of getting things done through and with people. He explained that it involves planning, organization, initiation of action, coordinating, motivating, communicating effectively and controlling. In any human endeavor, administration is required for proper functioning and all types of organizations including the school require good administrator for effective functioning. It is the principal's responsibility to ensure teachers and other staff and students in the school put in their admissions, requests for staffing from the ministry of Education, sets committees on different issues, makes school budgets, etc. and ensures that students are taught and taken care of.

In line with these, Ekpe (2014) stated that administration functions are simply activities that help provide purpose and direct for managers, supervisors and other members of an organization. He explained that the administrator get things done through and with subordinates and their principal responsibility is to efficiently and effectively achieve organizational objectives through group efforts.

Administration functions and processes connotes a series of mutually inter- related tasks that an organization undertakes to achieve organizational goals. The inter – related processes of administration include the following activities: planning, organizing, influencing and controlling.

**1. Planning:** Planning is forecasting into the future and preparing the organization for the unseeing days ahead. It specifies what to accomplish in the future. Researchers have defined planning in different ways. For instance, Olagboye (2004) defined planning as

determining what is to be done, the means and how a task is to be done. In the context of the school, the manager (principal) surveys the prevailing situations in the school as an organization, set goals base on the conductions and work out the means of realizing the goals. Ekpo (2006) added by stating that planning is a special form of decision, which is a futuristic decision making like making tomorrow's decision today. Similarly, Ovwigho (1991) conceptualizes planning as the projection of the activities to be performed in an organization in order to achieve a set of goals. He further defines planning as a process that involves the selection of facts and assumptions that are related to the future with the aim of visualizing and formulating the desired outcome to be attained that involves the process of preparing a set of decision for action in the future for the purpose of attaining the goals of an organization by preferable means. In the school setting, planning according to Ovwigho (1991) is a process of identifying educational needs, the direction which education should take and how to implement the decisions taken. Therefore, the principal as the manager and supervisor needs to use good leadership styles that will make him to attain the schools' objectives.

**2. Organizing:** Organizing is the process of arranging people; materials resources and machines that an organization has in the best possible way that will enable the organization achieve its goals and objectives (Olaboye, 2004 and Ekpo, 2006). This is relevant to the school setting as it involves the selection of the right and quality teachers/ students, learning and teaching materials as well as the delegation of the right people to be responsible for the operation in the organization. In line with this, if a manager or principal has identified what he needs to be done and set out the objectives, he also must work out the resources and types of work activities that will be required to achieve the set goals and objectives and the people to handle the activities (Olagboye, 2004).

### **3. Influencing**

The words influencing, leading, actuating and directing in management may refer to the same thing, however, influencing is more embracing. According to Olagboye (2004) influencing is the bringing about change in the behavior of a person and group of persons through motivation, good leadership and effective communication. Motivation is the factor that causes, directs and sustains peoples' behaviours. Therefore, the principal can motivate his teachers to put in their best efforts toward, achieving school's goals and objectives by creating and fostering the necessary enabling environment and leading in getting others to do what the manager wants through good leadership.

**4. Controlling:** Controlling is an important function of management, which includes all the activities the manager undertakes attempting to assure that actual result conforms to planned organizational objectives (Ekpo, 2006). This is to say that control is done to see that everything proposed to be done is carried out according to plan. Dare (2009) stated that control is the managerial skills that help to ensure effective acquisition and is of the organization's resources and achievement of its objectives. Olagboye (2004) opined that controlling is setting standards of performance in organizations, measuring and comparing actual performance with the set standards, and taking necessary action to correct performance that does not meet the established standards. From these postulations, it is clear that control procedures, like any other management functions can contribute to productivity making the organization more effective and efficient. In the secondary schools, principals as administrators should bear in mind that they are not only to control human beings and resources, but must also establish and maintain educational standards as an experienced principals in the school system, which can hardly be over emphasized. Education, which is the key to the growth and development of the society, cannot be achieved without seasoned managers to pilot the activities and goals

attainment efforts. Therefore effective management is required to guide the operations of secondary schools for goals attainment.

#### **v. Decision Making**

Decision – making is the process of generating and evaluating alternative ideas or solutions to problems and making choices among them (Olagboye, 2004). He further added that it is the process by which a particular course of action, out of many is chosen as the best way to deal with a specific problem. The manager of a school is expected to make decisions affecting the whole school to solve problems arising out of particular work of the school. Wikipedia (2011) defines decision making as the mental processes resulting in the selection of a course of action among several alternative scenarios. Human participation in decision – making is vital when we looked at it from the psychological, cognitive and normative point of view. Psychological decision making examine individual decisions from the context of a set of needs, preferences an individual has, and values the individual seek. Cognitive decision making is a continuous process integrated in interactions with the environment. Normative decision making is concerned with the logic of decision making and rationally, including the invariant choice leads to (Wikipedia 2011). This is where evaluation coined in. for a manager of an organization to make a good decision, evaluation of every activities carried out in the organization must be done. This is to ascertain their workability and functionality.

#### **2.2.3 Public Secondary Schools**

The concept of public secondary school will be understood by independently looking at the words that amalgamated together. Hawking (1995) defined public as something known to people in general, or members of a community in general. He also defined school as an institution for educating children or giving instruction, while he sees secondary as something coming after or derived from what is primary.

Public secondary schools therefore can be seen as an institution of learning or instruction which comes after a primary school and run by public authorities. It is a direct opposite of a private secondary school which is owned and run by private individuals.

In Nigeria, the National Policy on Education (2004) defines Secondary education as education children receive after primary education and before the tertiary stage. The policy opined that “school systems and consequently their management and day-to-day administration shall grow out of the life and social of the community which they serve. Therefore the administrative machinery for national education system shall be based on the following among others.

- i. Close participation and involvement of the community at the local level, in the administration and management of their school.
- ii. Effective line of communication between local community and the state on the one hand and national machinery for policy formulation and implementation on the other.
- iii. Devolution of functions whereby the direction, planning and co-ordination of the total educational effort within the states and the Federal Capital Territory (FCT) Abuja, especially of secondary education, is the responsibility of the state ministries or the territory’s department of education.

A cursory look at the policy’s statement on secondary schools will reveal the role of the community in its management. This clearly defines what a public secondary school means. It places the funding and management in the hands of the state and their communities which enable them have control over the schools. This is in contrast with a private secondary school whose funding and management is under the control of its owner.

## **2.3 Funding of Secondary Schools**

Funding is derived from the word fund which indicates an amount of money that is provided for something. For instance, savings or investment. Macmillan School Dictionary defines funding as a money that a government or organization provides for a specific purpose”. Funding therefore is the setting aside of money by individuals, families, organization or government for specific use. In line with the foregoing, Wikipedia (2011) defined funding as “to provide resources usually in the form of money, financial or other values such as effort or time for a project, a person, a business or public institution”.

Educational resources are the assets which facilitate the attainment of educational objectives and make the processes of teaching and learning smooth and effective at the school level. Olagboye (2004) identifies educational resource to include “people, materials, finance and time” of all these resources, finance or money is of particular importance because it provides the essential purchasing power for the procurement and maintenance of other needed resources and for the sustenance of the entire education enterprise. By educational funding or finance therefore, study the ways and manner by which money is made available for the development and maintenance of the entire educational system and public secondary school in particular.

In economic terms, resources are always in short supply. For the reason, available educational resources in whatever form need to be very prudently and effectively utilized and/or maintained for optimum returns to the education system. This is what is meant by resource management. In other words, resource management in education could be seen as the prudent utilization and maintenance of the human, material, financial and other available scarce resources for the optimal achievement of self education goals. Based on the foregoing, this study will be looking at finances or funding in the education system, his finance made available to the public secondary schools in North West Geo Political Zone and how it should be managed for optimal returns to the system.

Several authors like Adegoke (1982); Federal Ministry of Education (1999). Achunine (1997) Akansi (1959) and Adeboyeje (2000) have identified a wide range of

educational resources which they classified in different ways. On their literature therefore, the study presents a list of educational resources under five major categories, using a rough and ready classification as follows.

1. Finance: Money in its various forms, including local and foreign currency and letters of credit etc.
2. Human resources: Teaching, personnel, including lecturers, teachers, non-teaching or auxiliary personnel, consultants, resource persons, students etc.
3. Instructional/ Learning Resources:
  - i. Audio-visual Aids: Radio sets, audio cassette/tape recorders and audio tapes, record players and record television sets, etc.
  - ii. Graphics: Charts, posters, pictures/photographes, cartoons, graphs, maps etc.
  - iii. Printed : textbooks, supplementary readers, reference books, journals newspapers etc.
  - iv. Display materials: chalk board, flanned boards, magnetic boards etc.
  - v. Consumable materials: chemicals, specimens, reagents, writing materials stationery, etc.
4. Physical Resources/Fixed Assets
  - i. Land: site, land housing all the building/structures of any educational enterprise or organization, including in the case of institution school farmland as well as sorts and game fields.
  - ii. Building: classroom blocks, library building, office blocks, laboratories, workshops, hostel dormitories etc.
  - iii. Furniture and fittings: classroom furniture, office furniture, hostel/dormitory furniture, staff residential quarters furniture

- iv. Equipment: laboratory and workshop equipment, agricultural science tools and implements office equipment (e.g. type writer, computers duplicating machines, photocopiers, calculator.
  - v. Machinery: workshop machines and tools
  - vi. Vehicles: motor vehicles, motorcycles, bicycles
  - vii. Electrical infrastructure: Overhead electrical conductor lines, meters, generating sets, air conditioners or fans, sundry electrical fittings etc.
  - viii. Water supply infrastructure; water supply extensions to educational institution and constructions of establishment boreholes or deep well water tanks and plumbing pipelines.
5. Time: measured in seconds, minutes, hours days, weeks months years, decades and centuries.

#### **2.4 Decision Making Process in Schools**

Dare (2006) posited that decision making is a process of making choice out of many other conflicting and pressing alternatives, and that a school principals ability to make decisions on matters relating to the management of the school. Similarly, Ovwigho (2004) opined that, decision making is the process of carefully selecting a course of action from various alternative measures. Hence, decision making requires careful and conscious considerations of the possible course of action which does not negate the organizational goal and that which is an extension series of interrelated communication among stakeholders, (Ayanniyi, 1999). In addition, Nwachuku (2006) posited that decision making process is the selection of alternative course of action from available alternatives in order to achieve given objectives. To him, decision making is a sequential process which culminates in a series of choice that stimulates moves or direct actions on a given problem.

Decision-making is not only a fundamental process in any organization but also a basis for which evaluation is made by any educational administrator. It is important that all members in any organization be involved in decision making process as to give them a sense of belonging. If members of an organization are involved in decision making and carrying out decisions, they develop a sense of belonging and work towards achieving the organizational goals and objectives (Simon, 2014). When members participate in the decision making process of an organization, it makes it not only to get the best from them but also help in preparing the members for future leadership role. On the other hand when members are not allowed to take part in decision making in what affects them, job dissatisfaction sets in thereby bringing about reduced productivity.

Otu (1984) observed that staff involvement in decision – making process depends on the types of issues on which decision are to be taken. In line with Otu, Musaaazi (2012) opined that school principals must identify carefully which decisions should involve all the staff and which should not. This is because problems relevant to teachers are the ones they want to participate in the decision-making.

According to Olagboye (2004) decision – making is the process of generating and evaluating alternative ideas or solutions to problems and making choices among them. He further added that it is the process by which a particular course of action, out of many is chosen as the best way to deal with a specific problem. From this, the principal as the manager of a school is expected to make decision affecting the whole school to solve problems arising out of particular work of the school. In the same vein, Wikipedia (2011) defines decision making as “the mental process resulting in the selection of a course of action among several alternative scenarios”. From this definition, decision – making is more of a problem solving activity and connotes it is a reasoning emotional process which can be rational or irrational and can be based on explicitly assumption or tacit assumptions. If the principal must succeed in taking decisions that will be useful for the

school, he has to carefully choose the best decisions for solving the different problems in the school.

Similarly, Amrstrong and Savage (1990) opined that decision – making is a process of thinking skills in which people in a given situation make choices from among a variety of acceptable alternatives. This view is in consonance with Musaazi (2012) who stated that principals must identify carefully which decisions should involve all the staff and which should not. Here, the task is to reconcile divergent opinions and positions. Musaazi's view is relevant to the school system because not all teachers want to be involved in decisions in the school except the problems that affect them. Others want to be involved in every decision, however, a better perspective is one in which teachers are involved in decisions so as to contribute their opinions to problem solving. It is important that teachers are involved in decision – making because some teachers are talented in giving useful contributions and principals should be challenged to find ways to tap those talents for the benefit of the school.

However, teachers should not be involved in every decision, because there are situations when teacher participation improves the quality of decision as well as times when it impedes effectiveness of the decision. According to Fafunwa (1977) the principal as a leader in the school must make decisions and should be fair and firm. He added that a principal as a leader in the school must make decisions and should be fair and firm. He added that a principal as a leader should avoid favoritism with the members of school management board inclusive should make him to modify a previous decision. This commitment by the principals is towards accomplishing the goals and objectives of school.

For effective leadership in his school, a principal should not go back once decisions are taken because of other peoples influence. In line with these assertion, Hornstein (2006) observed that when teachers become more involved in school decision making,

they take greater interactive in designing new programmes which will improve academic achievement of the students, this is true because from experience, if teachers participate in decision making in our secondary schools they feel belonging and thereby put in their best for the achievement of goals and objectives.

#### **2.4.1 Problem Analysis and Decision-Making**

Problem analysis and decision making are completely separate concepts. Problem analysis is done first, and the information gathered during problems analysis may be used towards decision – making. According to Wikipedia (2011) problems analysis and decision making involves the following:

- i. Analyze performance.
- ii. Problems are derivations from performance standards.
- iii. Problems must be precisely identified and described.
- iv. Problems are caused by some changes from a distinctive feature.
- v. Causes to problems can be deducted from relevant changes found in analyzing the problem and most like cause to a problem is the one that exactly explains all the facts.

Against this background, problem analysis precedes decision making with a view to x-raying root causes or remote and immediate causes of an identified problem. This enables the principal in question to effectively and efficiently make decisions that will have far reaching effect on the school in general.

#### **2.4.2 Process toward Making Decision**

- a. Establishing objectives first;
- b. Objectives must be classified and placed in order of importance;
- c. Alternative actions must be developed;
- d. The alternative must be evaluated for more possible consequences and the decision actions are taken and additional actions are taken to prevent any adverse consequences

from becoming problems and starting both systems all over again. On the whole, the above underscores the need to make decisions guided by established objectives or goals in a rational manner by prioritizing them in order of preference. This is also subject to review from time to time in order to cater for emerging challenges for the overall interest of a given public secondary school. This will bring about positive changes in the school, thereby leading to appreciable development.

### **2.4.3 Techniques for Decision-Making**

In each day, decisions are made and certain techniques are needed in the decision making process. According to Wikipedia (2011) the following techniques, decision-making stages and decision – making steps are needed.

- i. Pros and cons: listing the advantages and disadvantages of each option, popularized by Plato and Benjamin Franklin.
- ii. Simple prioritization: choosing the alternative with the highest probability – weighted utility for each alternative or derivative possibilism: acting on choices so as not to preclude alternative understandings of equal probability including active exploration of novel, possibilities and emphasis on the necessity of holding multiple positions at once if there is no available data to privilege once over the others.
- iii. Satisfying: accepting the first option that seems like it might achieve the desired results.
- iv. Acquiesce to a person in authority or an expert, just following orders.
- v. Flipism: flipping a coin, cutting a deck of playing cards, and other random or coincidences methods.
- vi. Prayer, tarot cards, astrology, revelation or other forms of derivation.

These techniques place much premium on rational, logical and objective measures in respect of how to make decisions by ensuring that steps are taken which will translate to satisfying school teachers by the principal and management staff.

#### **2.4.4 Decision-Making Stages**

There are four stages that should be involved in group decision – making and the four stages are sometime refers as phases. Wikipedia (2011) cited Fishor (2007) that the four stages are:

- i. Orientation stage – This is when members meet together and get to know each other for the first time.
- ii. Conflict stage – One – group members become familiar with each other, disputes, little fights and arguments occurs, and eventually group members work it out.
- iii. Emergence stage – the group begins to clear up vague opinions by talking about them.
- iv. Reinforcement stage – Members finally make a decision, while justifying themselves that it was the right decision.

#### **2.4.5 Decision-Making Steps**

There are several steps that an organization can take to ensure the best possible solutions are used to arrive at decision that the organization need to make. Wikipedia (2011) cited McMahan (2007) that the following steps need to be used.

- i. Outline goal (s) and outcome to enable decision makers to see exactly what they are trying to accomplish and kept them on a specific path.
- ii. Gather data to help decision makers have actual evidence to help them come up with a solution.
- iii. Brainstorm to develop alternatives
- iv. List pros and cons of each alternative, so as to eliminate the solutions that have more cons than pros, making your decision easier.
- v. Make the decision, based on your analysis of each solution, then you should pick the one that has many pros and is a solution that everyone can agree with.

- vi. Immediately take action, as a decision is picked
- vii. Learn from and reflect on the decision making. This step allows you to see what you did right and wrong coming up and putting the decision to use.

The decision – making process is a vital aspect in administration as such it needs to be taken seriously. Hence, in making decision that will be of great benefit to the organization, it is pertinent to outline the goal and outcome of the objective, gather relevant and vital data for take decision, brainstorming among the planners for the purpose of developing the plan to making decision, listing the pros and cons of each objective and lastly, make the decision. More also, after the decision has been made, it is of necessity to immediately take action, learn from and reflect on the decision that has been made when the step is followed cognitively, it leads to a proficient decision – making for the overall growth of the school. This study evaluate administration of decision making in public secondary schools in Kaduna State to determine whether they followed the views of authorities that has been suggested in the literature.

## **2.5 Maintenance of Discipline in Schools**

The word discipline can assume different meaning depending on the context in which it is used and whether it is a verb or as a noun. For example, when used as a noun in a sentence such as “The principal accused the teacher of lack of discipline”. It could mean that the teacher lacks the ability to control his own behavior and manner of working. But when used as a verb in a sentence was “The headmaster asserted that he will discipline the teacher”. It could be interpreted that the headmaster wanted to teach the teacher to obey rules and control his own behavior by, perhaps, punishing him in some way. As a noun. The word could also mean an area of study or branch of knowledge. Hence it is imperative to distinguish the word, as described above from its meaning in the context of the school.

According to Dittimiya (1995) discipline, in the context of the society may be defined as.

*“The readiness or ability of individuals to respect authority and to observe and obey the rules and regulations laid down for the orderly existence of the society or any human organization”.*

Discipline, as rightly observed above, involves self-control, restraint, and respect for oneself and for others. Thus, the behavior of a disciplined person is guided by moral and social norms which impel him to do what is good and right at all times.

The school is a social unit established by members of the society as a formal agency of education in which the young learn about themselves, other people, as well as the language, custom, attitudes and the ways of doing things (Olagboye, 2004). In other words, the school is an integral part of the wider society, city, town, village or hamlet. In the same vein, the school as the place where the actual teaching – learning process is carried out is an integral part of the education system.

Members of the wider society, including the operations of the education system, are governed by the laws of the country, including the education law and school law which apply in particular to the education section and school system. In essence, laws are meant to bring order and discipline to bear on the society at large, the education sector and the school system. Order and discipline are crucial to the existence of society, just as they are to the administration of schools and the school system. This is because order and discipline are necessary condition for a conducive environment for productive school work. In good discipline enhances the capacity and efficiency of each school to achieve its educational objectives. For these reasons, school authorities in the country usually establish rules and regulations in the manner of the larger society, to guide and control the behavior of their students with a view to setting a high standard of discipline conducive to the education process.

First as the larger society expects all citizens to obey the laws, so also each school expects every one of its standards, on admission, to be bound by and to obey, its rules and regulations. Since such rules and regulation have behind them the force conferred by relevant school laws and power of the authorities that appointed the school administrators, their infringement by students. Constitute offences which are subject to appropriate preventive, reformative or retroactive punishment. Such punishments are legitimate as long as they are administered within the framework of the school law. Thus, student offences, like crime in the larger society, are clear symptoms of indiscipline capable of subverting the society. This is why those students' offences that translate into serious crime in the larger society are constantly sources of fear and concern to school authorities, parents, the general public and even the government.

### **2.5.1 Purpose of School Discipline**

Every organization whether formal or informal, has set goals for which it requires discipline to achieve. In other words, good discipline is an essential ingredient in all human organizations that are desirous of achieving the goals for which they were established. In this wise, Adesina, et al., (2011) indentified the following as the purposes of school discipline, among other things”.

1. Facilitate and enhance the attainment of the goals of the school.
2. Create a conducive environment for the teaching – learning process.
3. Produce a breed of civilized and well cultured boys and girls who will develop respect for themselves and for their larger society.
4. Help students to develop and have respect for constituted authority.
5. Produce upright loyal and respectful citizens.
6. Help individuals to do what is right and good at all times without compulsion.

7. Facilitate the creation of a society in which the people freely learn and apply the norms, principles and ways of that society.

### **2.5.2 Factors Which Promote Discipline in Schools**

Discipline in the school is not about students alone but also about teachers as well as school heads. The behaviors, actions and inactions of the school administrator and his teachers, individually and /or collectively, when positive, are among the factors that can promote school discipline. In specific term, Olagboye (2004) identified the following as some of the sectors that have the potentials of promoting discipline in the school setting.

1. Possession and application of the basic managerial skills by school heads.
2. Involvement of dedicated teachers with appropriate technical skills.
3. Exemplary leadership of the school head.
4. Establishment, impartial enforcement and circulation of reasonable school rules and regulations.
5. Adequate attention to students welfare.
6. Presence of a functional parent – teacher association.
7. Teaching of moral and religious education.
8. Effective guidance and counseling service.
9. Availability of educationally conducive facilities (Fafunwa, 1977).

### **2.6 Provision of School Facilities**

The concept of school facilities management and physical facilities managements are then viewed as encompassing the activities of planning, site solution and specification of school facilities (Durosaro, 1998). For example, to Adeboyeje, management of physical facilities is the process of planning, construction, utilization and maintenance of all points out however, most school heads in the country hardly ever have the opportunity to participating in the planning, site selection and/or construction of a school from the beginning of its establishment. Based on the foregoing, the

management of the physical facilities will connote the various activities which should be directed by school heads to the maintenance or the keeping of such resources in good working condition, or in returning them to good working order as well as their effective and efficient utilization.

Adequate and appropriate school physical facilities are indispensable in the educational process. Indeed, proper management of physical facilities in the secondary school will not only boost the morale of teachers and pupils, but will also ensure that the objectives of the school system are achieved. To evaluate the provision and maintenance of school facilities therefore, this review intends to establish the need for a thorough understanding of effective principles and practices of managing school physical facilities by the school administrator in the secondary school for an effective teaching-learning outcome.

### **2.6.1 School Physical Facilities**

The term school physical facilities embraces school plants, school site, buildings, classroom and corridors; playgrounds and other lands, lighting, sanitary and other facilities; furniture and other equipment as well as consumables which include paper, pencil, chalk, dusters, gum, staples and pins (Adeboyeje, 1999). Olagboye (1998) refers to school physical facilities as school plant, which includes building, equipment, machinery, vehicle, books, electrical infrastructure and water supply infrastructure. Durosaro (1998) highlights that school plant embraces both permanent and semi-permanent structure on the school sites as well as machines, transport, teaching equipment and even the cleaners' tools. Fadipe (2008) refers to school plant as the non-consumable materials in the school for the promotion of teaching – learning activities. From the definitions provided above, one notices that school physical facilities cover all infrastructural facilities required for the survival of the school system and which ultimately results in successful teaching – learning outcome, and which should be

adequately provided for. Unfortunately enough, secondary schools in developing countries are not evenly distributed with these essential facilities and the situation had led to variations in the academic performances of students both in internal and external examinations.

### **2.6.2 School Plant/Physical Facilities Management**

School plant or physical facilities management is the process of planning to meet the needs of the school for physical facilities, constructing the facilities; maintaining and keeping such facilities always in good condition, so that they can be put into operation when required for teaching and learning. The management of school physical facilities implies the application of the theory, principles and practices of management to ensure that all the available physical facilities in the school system are available in required number and properly maintained against destruction or dilapidation.

Efficient management of school physical facilities is mandatory in order to make the school a pleasant, safe and comfortable centre for the community's activities. Essentially, the school administrator has as one of his important tasks in the school, the management of all the physical facilities and school of managing physical facilities. Proper understanding and application of such principles will contribute to correcting deficiency in physical facilities management practices, which in turn, will facilitate instructional programmes in schools.

There is a consensus among scholars and researchers that physical facilities are necessary condition for effective realization of the school activities and for ensuring success for any worthwhile educational activity. Adeboyege (1984;1994) Vaissey (2015), Akiniwumiju and Orimoloye (2012) and Olutola (2013) have in their several academic works and studies pointed out that the availability of adequate school buildings, classrooms, chairs, desks, laboratories and other physical facilities is necessary for the accomplishment of any educational goals and objectives.

### **2.6.3 Basic Principles of Planning School Physical Facilities**

School physical facilities planning is the process of identifying, selecting and acquiring a suitable site for the school, erecting appropriate physical structures that will help in meeting the educational needs of the students. The planning process involves sitting, building and provision of recreational spaces for the achievement of the objectives of the school. Essentially, structures are designed to satisfy the learner and teachers' physical and emotional needs. There is no doubt that the quality of instruction offers to the students depends to a great extent on the type of physical facilities provided and the learning environment. This is in essence to say that, the school physical facilities should be adequately considered effectively planned and thoroughly executed in order to bring forth effective teaching-learning outcome. With respect to construction of physical structure UNESCO (1982) provides the following as the basic principles and steps involved.

- i. Analysis of the educational needs of the community in order to determine the future school programme desired as a basis for evaluating existing facilities as well as planning for new ones.
- ii. A study of the facilities of the schools catchment areas and establishment of a master plan.
- iii. Preparation of educational specification for each facility recommended in the approved master-plan
- iv. Involvement of architects to design or advice on each separate project in accordance with the approved specification.
- v. Award of contract or use of direct labour as the case may be on the erection of building according to approved plan, and
- vi. Equipping the completed building and putting it into use.

#### **2.6.4 Stages Involved in the Provision of School Physical Facilities**

There is no doubt the provision of adequate and appropriate school buildings is one of the most important responsibilities of school administrators. In order to ensure that buildings are constantly relevant and adequate, there is a compelling need for systematic planning. Adaralegbe (2012), Miller (2010) and Campbell, et al., (2006) recommended that comprehend our and flexible long – term plans for the procurement of school buildings should be developed. The plans, if put in place will ensure that school programmes and buildings meet the total educational requirements of the community and the state at all time.

Adeboye (1994) recommended the following stages for the school administrators to adopt in order to ensure efficient provision of building.

1. Stage of adequate needs
2. Stage of wise educational planning
3. Stage of choice of site
4. Stage of architectural planning
5. Stage of prudent financial planning

#### **2.7 Staff Development Programme**

Many definitions have been stated by educationists as regard to the meaning of staff development. Staff development according to Cole (2004) is any learning activity that is directed towards further needs rather than present needs of staff and is concern more with career growth than immediate performance. Shahzad, Bhatt & Khalid (2007) view staff development (Human Resources) as being concerned with the provision of learning, Development and training opportunities for individuals in an organization in order to improve organizational performance. It is concern with enhancing resource capability in line with the believe that an organization’s staff and the major source of competitive advantage. Thus, staff development implies developing the intellectual capital required

by an organization as well as ensuring that the future and present needs of an organization in terms of the right quality of people is created.

Olagboye (2004) affirms that staff development is concern with teaching or providing an employee with the skills he needs for future jobs and distinguishes staff development from training which is directed at assisting employees to acquire basic skills required for the effective performance of their tasks.

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

### **Objectives of Staff Development**

Staff development in any organization is carried out for a purpose or to achieve certain objectives. Mussazi (2013) and Cole (2004) perceive the purpose of staff development to increase productivity, effectiveness of workers, preparation for higher responsibilities, curtailing incessant labour turnover and boosting of workers' morale. The need for staff development is therefore closely linked to the achievements of organizational goals.

The objectives of staff development can be summarized as follows:

1. To provide planned staff development opportunities that provide the learning necessary to enable the employee to perform at the level of competence required in current and future jobs.
2. To foster a climate that facilitates personal self-fulfillment, institutional effectiveness, human creativity and system renewal.

3. To serve the school system's primary goals, enhancing and achieving quality teaching and learning for students.
4. It saves money as it is costly to hire and then dismiss employees who do not work according to expectations while it is also costly to lose good employees because they are frustrated by lack of opportunity for professional growth and also wasteful to accept barely satisfactory work as the norm or not to provide opportunities that lead towards the objective of optimal development on the part of each individual.
5. To establish viable and meaningful programmes, that enables personnel to cooperatively towards achieving the system's goals and their own personal goals in the areas of achievement, satisfaction and self-fulfillment.
6. Technological developments and organizational change have gradually caused some employers to realize that success lies in the skills and abilities of their employees and this implies considerable and continuous investment in training and development.
7. Achieving suitable human resources to introduce and implement new programmes.
8. Ensure rapid and suitable replacement for any staff that leaves the organization.

The objective of staff development skills, keeps teachers abreast with new knowledge, meets particular needs, such as curriculum development and orientation, helps in leadership responsibility, helps new teachers to adjust to teaching field, helps to promote mutual respect among teachers and recognizes the need for modern teaching methods (Medumere-Obike, 2007).

## **2.8 School-Community Relationship**

The relationship between the school and the community according to Ojedele (2000), is “a symbiotic one” since the function of one complements the other. While in recent years the school has taken over some of the functions of the family and the community, in the traditional African society, the education of the children is the full responsibility of the community.

Ojedele (2000) asserted that “different writers and authorities have expressed their views on the concepts of the school and the school system, depending on their perception”. He quoted Balogun et al., (2011) who sees the school as “a planned social institution which acts as an instrument of society for teaching the young” Aggarwal (2011) in a related view sees the school as “one of the most important formal agencies of education”. One thing that is pertinent in the above views is that the school as a vehicle for transmitting knowledge. It further shows that the school is an open system that interacts with its environment, and within the school environment are members such as family, parents, pupils, teachers and the community as a whole, interacting with one another because in any social institution, there is bound to be interaction.

One of the immediate environments of the school is the community. Balogun et al., (2011) while viewing the inseparable bond that exists between the school and the community says that the school can be viewed from two angles – as a “model of the community” or as a “community school”. Viewing the school from these two angles, they argue further that, it is important for the school to expand its functions in order to bring it into closer relations with the surrounding community and that it is imperative for the school to be in close relationship with its community because of the supports which the school gets from the community in terms of input resources.

Fafunwa (1974), noted that in the indigenous African education, parents, siblings and other members of the community participate in the education of the child. Timilayo

(2013), in support of the story of the relationship between the school and the community writes that: “Community members play a dual role in education, their primary role is that they are the owners of the public schools. The right to build, alter or even establish schools and to shape its policies is held by the citizenry. In democracy, the school belongs to the people as a whole.” In Kaduna State in particular and many other parts of Nigeria, the relationship between the school and the community have been cordial enough. This is inside of the enormous roles expected of the community in the school which cut across active participation in curriculum planning and its implementation; to their active involvement in schools decision – making process that borders on academic, moral and social upliftment of the children and the school as a whole.

### **2.8.1 Roles of the School and the Community**

One of the roles of the school is to preserve, promotes and transmit the cultural values of the community from one generation to another. It also performs the function of procreation, by feeling the school with the required population of children within the catchment area to keep the school alive. While the school assists an individual to have all round development by imparting relevant experience to the child on the history, beliefs, values and others that are inbuilt in the community mode of life such that a child develops into a useful member of the community, the community in town, provides a healthy environment for the development of intellectual, aesthetic and practical interests of the child. This is achieved when the community makes available to the school, the necessary facilities and infrastructures that will assist the child in all round development.

Moreover, the school assist the children within a community to develop a sense of commitment and become acquainted with their civic and social responsibilities to the community. The school also raises the level of economic activities of a community. This in turn raises the standard of living of the members of the community. The community

where the school is situated provides the necessary human, material and financial resources for the school. These include teachers and supporting staff, furniture, books for the library, laboratory and technical equipment and money to execute its projects. Without these resources being provided by the Parents – Teacher Association (PTA) and community members as a whole, the school cannot achieve its objectives effectively in public secondary schools in Kaduna State, Nigeria.

### **2.8.2 Factors Affecting Schools-Community Relationship**

There are some factors which affect school community relations in most schools in Nigeria in general, and the North West geo political zone in particular which needs to be highlighted for the school administrator in the zone to bear in mind in order to promote a healthy school–community relations. Some of these factors as: identified by Ofadele (2000) are:

**Communication:** Effective communication both vertical, horizontal and multidirectional is very important in building a solid relationship between the school and the community, suspicion is removed and effective social interaction is ensured.

**Behavior of people:** This has to do with the behavior of the school personnel such as the school head, the teachers and the community members. The relationship existing between the school will be cordial if this head of the school is approachable, fair in his dealings with people and if he respects the views and feelings of others. Such a relationship will also be strengthened when community members are neither antagonistic nor confrontational in resolving issues with both the teachers and the head of the school.

**Leadership style:** the style of leadership varies among school heads. While some are democratic in style other are autocratic or laizzes fair, or exercise leadership styles that vary between concern for staff, welfare and work. Democratic school heads are likely to maintain close social relations with community members since they consult all necessary

parties such as PTA and Board of Governors in decision making. Autocratic school heads take decisions solely with little or no respect for every member that interacts with the school system. Their relationship with the community may therefore not be cordial enough. A laizzes fair school head on the other hand is passive and takes no active interest in the accomplishment of the schools goals or its objectives or those of the human elements within the school community. It is important to note therefore that while a democratic head may foster a good relationship between the school and the community, an autocratic and laizzes faire head may not.

**School Location, Type of facilities and their standards:** The distance of the school from the village, town or city can affect regular school visitation by parents. Parents are likely to pay regular visits to schools located not far from the village, town or city than those that are far away. The quality and quantity of school facilities is an important factor that parents in high and middle socio-economic status classes consider before taking a decision on the school that their children/wards will attend.

**Local politics:** Community local politics as a factor that affects school – community relations. The practice in most cases, especially in Nigeria, is for the community to prefer an indigene as the school head. They believe such people understand the customs and traditions of the community better and that they will be more committed. If demands of the community are not met by the ministry of education or the school board, it is possible for community managers not to cooperate with the school head, even when the school head is handicapped. This uncooperative attitude may strain the relationship between the school and the community.

## **2.9 Empirical Studies**

The study of the evaluation of the administration of public secondary schools in Kaduna State, Nigeria has attracted the attention of many researchers worldwide such that there are several research reports; expert opinions and theory papers on the subject.

On decision making variable of this study, Tikoko Betty and Catherine Jenotin (2013) undertook a study titled “Extent of students participation in Decision making in Secondary School in Kenya”. The study investigated the extent of students participation in secondary schools in Kenya. The study was prompted by the recurrent students’ unrest in Kenya, often blamed in media and research to unequal decision making opportunities in schools. Data was collected by means of a survey questionnaire distributed among 300 secondary schools learners and 30 teachers. The findings revealed that though there attempts to include views of students in school policy, such attempts were merely tokenistic and did not extend to core management issues students were only allowed to participate in students welfare and deemed immature in administrative issues such as funding budget, or curriculum issues. The study concluded that student participation in secondary schools was still needed in issue beyond students welfare.

More so, in a large scale qualitative and quantitative research undertaken in Kenya to determine the perception of head teacher, teacher and senior governmental education officers regarding the practices of internal instructional supervision and staff development in Kenya public secondary schools, Zachariah (2013) found out that high integrity, knowledge about delegation, knowledge about public relations, supervisory skills and competence in teaching subjects are all essential ingredients of a good instructional supervisors.

Akinyele (2007) in a study titled “staff development programmes and secondary school teachers’ job performance in Uyo metropolis, Nigeria”. The study used 2,250 as a sample for the study, out of which 450 were teachers and 1,800 were students. The researcher adopted descriptive survey research design and collected the data using two types of questionnaires; Staff Development Programmes Questionnaire for teachers and Teachers Job Performance Questionnaire for students. The data was analyzed using t-test

statistical tools at 0.05 levels of significance. The findings showed that teachers who were exposed to staff development programmes such as seminars, workshops, educational conferences, symposiums etc. were more effective in their jobs. To this effect, the study is closely related to the impact of staff development programmes on the performance of teachers in secondary schools in Asaba Metropolis, Delta State. The study will help to improve teachers and implement changes in teaching as well as improve their knowledge and skills when training is much related to their daily experiences.

Another important variable looked into in this study is maintenance of discipline. In a study conducted by Hajaret Adinoyi (2012) on “the impact of Social Studies Education in curbing indiscipline among Junior Secondary Schools in Zaria and Sabon-Gari Local Government Area of Kaduna State, some significant revelations were made . The study was conducted on 360 students and 40 teachers from the two local government totaling 400 in population. Descriptive and inferential statistics were used on the response gathered from the respondents using questionnaire and t-test was used on the hypothesis. The findings revealed the role of the teachers, particularly the social studies teachers, who must be highly motivated in building students up into becoming responsible citizens.

Furthermore, discipline in the schools is a vital variable to this study because if school managers are to succeed in their duties, the issue of indiscipline must be taken with all the seriousness it deserves.

Esther Okwori (2004) in a study she conducted on “A comparative Analysis of the views of principals, teachers, students and parents on the management of Day Secondary Schools in Benue State, she identified deliberate neglect of civic responsibilities and lack of good spirit and patriotism; juvenile crime, wide spread smoking of India hemp and

misuse of drugs also believe and disrespect for authority, elders, parents violence and willful destruction of property, unwanted pregnancies, prostitution, armed robbery etc as indiscipline behaviors identified among youth and particularly, secondary school students. The study emphasized the role of parents in the curbing of indiscipline among secondary school students.

Also in a study by Olatan et al (2013) titled Management of Disciplinary Problems in Secondary Schools: Jalingo Metropolis in focus, which aimed at investigating the types of disciplining problems, their possible causes and means of managing them, the study used a questionnaire titled “managing disciplinary problem questionnaire (MDPQ), where 4 point wart scale was used to collect data. One thousand (1000) respondents were sampled in four (4) government owned secondary schools in Jalingo metropolis. The result showed truancy, assertion, fighting, stealing and drug addiction as typical examples of disciplinary problems experienced in the study area.

## **2.10 Summary**

Evaluation is essential for the identification of appropriate question. Given appropriate question, evaluation is essential for identifying and analyzing relevant data on which decision can be based. Decision in general has to be implemented. Evaluation is essential for monitoring the implementation process to ensure that it is appropriately done.

Olum (2004) defines administration as the process of designing and maintaining an environment in which individuals, working together in groups, efficiently accomplish selected goals. It can be inferred from this definition that management entails planning, organizing, staffing, leading and controlling.

The concept of public secondary school will be understood by independently looking at the words that amalgamated together. Hawking (1995) define public as something known to people in general, or members of a community in general.

Funding therefore as the setting aside of money by individuals, families, organization or government for specific use. In line with the foregoing, Wikipedia (2011) define funding as “to provide resources usually in the form of money.

Dare (2006) posited that decision making is a process of making choice out of many other conflicting and pressing alternatives, and that a school principals ability to make decisions on matters relating to the management of the school.

Discipline in the school is not about students alone but also about teachers as well as school heads. The behaviors, actions and inactions of the school administrator and his teachers, individually and /or collectively, when positive, are among the factors that can promote school discipline.

The concept of school facilities management and physical facilities managements were also viewed as encompassing the activities of planning, site solution and specification of school facilities (Durosaro, 1998). For example, to Adeboyeje (2012) management of physical facilities is the process of planning, construction, utilization and maintenance of all points out however, most school heads in the country hardly ever have the opportunity to participating in the planning, site selection and/or construction of a school from the beginning of its establishment.

Staff development according to Cole (2004) is any learning activity that is directed towards further needs rather than present needs of staff and is concern more with career growth than immediate performance.

The relationship between the school and the community according to Ogedele (2000), is “a symbiotic one” since the function of one complements the other. While in recent years the school has taken over some of the functions of the family and the community, in the traditional African society, the education of the children is the full responsibility of the community. Finally, the previous researches related in subsequent to this study were reviewed in the empirical studies.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the methodological procedure employed in carrying out this research work. The chapter is presented under the following Sub-headings:

- Research Design;
- Population of the Study;
- Sample and Sampling Techniques;
- Instrumentation;
- Validity of the Instrument;
- Pilot of the Study;
- Reliability of the Instrument;
- Administration of the Instrument;
- Procedure of Data Collection; and
- Procedure of Data Analysis

#### **3.2 Research Design**

The study investigates the evaluation of the administration of public secondary schools in Kaduna State, Nigeria (2010-2015). Therefore, the appropriate design used for this study was descriptive survey. Survey research design according to Agber (2003) and Yabo (2007) is concerned with finding, describing and interpreting an existing phenomenon, condition or relationship between or among people or items considered to be representative of the entire group. This research design was found to be appropriate because the study was on a small group considered to be representative of the entire population. The approach used was what Nworgu (1991) described as a sample survey in

which a sample data in survey research are usually collected through questionnaire to collect the data the researcher decided to use the survey research method because only a part of the population was studied and findings from this can be generalized to the entire population.

### 3.3 Population of the Study

The population of this study comprises all the senior secondary school Principals, and Teachers in Kaduna State. According to statistical data from Education Management Information System (EMIS) Unit, Department of Planning, Research and Statistics (DPRS), Kaduna State Ministry of Education, Kaduna (2016), the public senior secondary schools has the total population of 362 principals, 5094 Teachers and 336 Ministry of Education Officials (MOE). Making a total population of (5792) However, distribution of the Population of Principals, Teachers and MOE is presented in table 1.

**Table 3.1: Population of the Study**

S/N	Education Zones	No. of Principals	No. of Teachers	No. of MOE Officials
1.	Kachia	30	228	51
2.	Giwa	16	576	37
3.	Sabon-Tasha	54	473	36
4	Kafancan	37	844	28
5	Kaduna	27	1015	11
6	Birin-Gwari	19	91	34
7	Lere	23	211	10
8	Zaria	35	349	42
9	Anchau	30	135	30
10	Rigachikun	20	435	10
11	Zonkwa	44	599	29
12	Godogodo	27	138	18
<b>Total</b>		<b>362</b>	<b>5094</b>	<b>336</b>

Source: Kaduna State Ministry of Education, Kaduna (2016)

### 3.4 Sample and Sampling Techniques

Sample size for this study was consisted of Four (4) Education Zones, Thirty Five (35) Principals, Two hundred and Forty Two (242) Teachers and Forty Nine (49) MOE Officials. Purposive, Sstratified and Simple Random Sampling Techniques were used by the researcher to select the sample for this study. However, according to Aderonmun (1985) in descriptive research, 30% sample size of the total population is adequate. On the other hand, Gay and Diehl (1992) opined that, for descriptive research, the sample size should be 10% may be required. Based on this reasons, Four (4) Education Zones, (35) Principals, (242) Teachers and (49) MOE in Kaduna State making a total of (326) used for the sample size as presented in table 2.

**Table 3.2: Sample of the Study**

S/N	Education Zone	No of Principals	No of Teachers	MOE Officials
1.	Anchau	9	69	9
2.	Zaria	11	105	13
3.	Kachia	9	41	16
4	B/Gwari	6	27	11
	<b>Total</b>	<b>35</b>	<b>242</b>	<b>49</b>

### 3.5 Instrument for Data Collection

The instrument used in this study was structure questionnaire. The five (5) Likert scale opinions was used which included Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree. The questionnaire were in two section namely; section A, this contains demographic data such as name of school, age of respondent, class of the respondent and marital status. Section B, contains questions to assist in assessing the evaluation of the administration of public secondary schools in Kaduna State, Nigeria.

### **3.5.1 Validity of Instrument**

The content validity was determined by giving to experts in Educational Administration and Planning, curriculum and English language to make meaningful commentary and observations. The items were restructured in line with the objectives and hypotheses. Kerlinger (1986) and Gay (1976) both hold the view that, the validation of the content of the research instruments by experts is an important and acceptable technique.

### **3.5.2 Pilot Study**

In order to establish the reliability of the instrument, pilot study was carried out in two different schools, GGSS Samaru and GDSS Giwa, in Giwa education zone, the reasons for choosing this school is the fact that the schools are out of the study area and were not in any way used for the main study.

The main purpose of the pilot study is to test the adequacy and suitability of the instrument in measuring what it is suppose to measure and to ascertain any difficulty that the researcher may encountered when carrying out the main study. For the purpose of this thirty two (32) copies of questionnaires were distributed to principals, teachers and MOE Officials of the above mentioned schools.

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

### **3.5.3 Reliability of Instrument**

The data collected from the pilot study was statistically analyzed for the purpose of determining the reliability co-efficient of the instrument. This is the degree of consistency that the instrument of procedure demonstrates (Abbas, 2009). To ensure the reliability of the instrument, Pearson Product Moment Correlation Coefficient was used

during the pilot study. This yielded a reliability coefficient of  $r = 0.92$  and significant level of 0.05. The instrument was therefore reliable for use. This is in line with Abbas (2009) statement that a correlation that is close to one (1) is reliable.

### **3.5.4 Administration of the Instrument**

The researcher decided to use on the spot questionnaire administration technique. This will be easier and if the response from the respondent is relatively high. Nworgu (1991) confirmed that the percentage returns of such questionnaire can sometimes be as high as one hundred percent. The researcher administered the questionnaires with the help of the research assistants. The questionnaire was designed in such a way that the group respondents indicated their response with a simple ( $\surd$ ) tick.

### **3.6 Procedure for Data Collection**

The researcher used official visit to the Ministry of Education and the sampled schools in the respective Zones. The questionnaire was structured for data collection from principals, teachers and MOE Officials within the Education Zones. The questionnaire consisted sixty (60) items; the items were drawn based on the hypotheses. A researcher obtained letter of introduction from Head of Department. The letter of introduction assisted the researcher to get the permission to obtain the required information and assistance needed. A copy of the structure questionnaires administered by the researcher and two (2) trained research assistants.

### **3.7 Methods of Data Analysis**

Information collected through the questionnaire was analyzed using the Statistical Package for Social Sciences (SPSS) which was used to generate the frequency and percentage of the scores while the six (6) hypotheses were analyzed to identify the mean difference using one way Analysis of Variance (ANOVA).

## CHAPTER FOUR

### DATA PRESENTATION AND ANALYSIS

#### 1.1 Introduction

The chapter presents the data collected, the analysis carried out and the discussion of the result obtained. In order to collect data for this study, out of 326 copies of questionnaire distributed, 305 were correctly filled and return which was then analyzed for the sample of the study and 21 got missing. A total of three hundred and five (305) copies of questionnaire were correctly filled and returned. Hence, the analysis is presented in sections. The first section presents the frequency and percentage distribution of bio data respondents and nominal questions as responded by respondents. The second section presents the answers to the research questions using descriptive parameters of mean scores, standard deviation and standard errors. The third section presents the testing and interpretation of five null hypotheses using parametric statistical techniques of Analysis of Variance (ANOVA) statistics. All hypotheses were tested at 0.05 level of significance. The major findings are then revealed before the discussion of the major findings.

#### 4.2 Bio Data of the Respondents

Responses of all respondents in respect of Bio data were collected, analyzed and presented in a table. Table 4.1 gives the details.

**Table 4.1: Bio-data of respondents**

S/N	Bio-data	Category	Frequency	Percentage	Total
1	Status	Principals	28	9.2	305 (100)
		MOE	49	16.1	305 (100)
		Teachers	228	74.7	320 (100)
2	Genders	Male	125	41	305 (100)
		Female	180	59.1	305 (100)
3	Qualification	PhD	29	8.64	305 (100)
		M.Ed	53	19.5	305 (100)
		B.Ed	161	55	305 (100)
		NCE	30	9.1	305 (100)
4	Years of Experience	HN <sup>9</sup>	27	7.7	305 (100)
		5-10years	12	5.5	305 (100))
		11-15years	23	10.5	305 (100)
		16-20years	80	36.4	305 (100)
		21-25years <sup>9</sup>	76	34.5	305 (100)
5	Location	26-30years	82	26.9	305 (100)
		31years and above	29	13.2	305 (100)
		Urban	182	59.7	305 (100)
		Rural	123	40.3	305 (100)

On the status of the respondents, 28 representing (9.2%) were principals, 49 representing (16.1%) were Ministry of Education Officials, while 228 representing (74.7%) were teachers. On the gender, the table showed that 180 respondents, representing (59.1%) were female and 125 representing (41%) are males.

The qualification of the respondents from the table above shows that, 29 people representing (8.64%) of the respondents have Ph.D. 53 people representing (19.5%) have M.Ed/MA, 161 people representing (55%) have B.Ed/B.sc Ed, 30 people representing (9.1%) have HND while 27 people representing (7.7%) of the respondents have NCE.

The years of working experience respondents from the table below showed that, 12 people representing (5.5%) each have worked between 5-10years, 23 people representing (10.5%) have worked between 11-15 years, 80 people representing (36.4%) have worked for 16-20years, 76 people representing (34.5%) have worked for 21-25years, 26-30years people representing (13.2%) while 29 people have 31years and above working experience . The location of the respondents showed that, 182 representing (59.7%) are from Urban area while, 123 representing (40.3%) are from Rural area.

#### **4.2 Answering of Research Questions**

The researcher used 3.000 as the mean otherwise known as decision mean since the instrument was structured along a modified five point likert scale structure to take decision on whether to accept or reject the research question after comparing it with the cumulative mean. Therefore, a mean score of 3.0 and above indicate positive response to the research question and accepted while a mean score below 3.0 indicate negative answer to the research question and rejected. This is shown below:

SA	-	5point		
A	-	4point		
UD	-	3point		
SD	-	2point		
D	-	1point		
$\frac{5+4+3+2+1}{5}$		$= \frac{15}{5}$	$=$	3.000 (Decision mean)

**4.3.1: Respondents' Opinions on the Management of Funds in Public Secondary Schools in Kaduna State, Nigeria. Responses of all respondents in respect of Bio data were collected, analyzed and presented in a table. Table 4.2 gives the details.**

**Table 4.2: Opinions of Respondents on the Management of Funds in Public Secondary Schools in Kaduna State, Nigeria**

S/N	Item Statement	Respondents	SA	A	U	SD	D	Mean	S.D
1	Adequate funds are provided by government promptly for teachers' salaries and allowances in my school	Principals	9	10	2	1	6	4.35	1.089
		MOE	18	28	2	7	1	4.43	.923
		Teachers	115	111	3	1	-	4.42	.946
2	funds are adequately provided for maintenance of school facilities which makes teaching and learning comfortable for teachers and students in my school	Principals	11	15	-	1	2	4.40	1.099
		MOE	14	27	7	1	5	4.13	1.298
		Teachers	103	157	14	32	23	3.96	1.344
3	enough funds are provided for teachers welfare which encourages teachers put in their best at work in my school	Principals	16	8	-	3	1	4.45	1.099
		MOE	15	26	4	1	2	4.36	1.115
		Teachers	131	150	3	8	2	4.37	1.100
4	funds are not provided for payment of teachers allowances which affects their interest and zeal in teaching in my school	Principals	7	15	5	1	6	3.60	1.353
		MOE	24	19	1	3	1	3.40	1.434
		Teachers	188	69	7	35	15	3.23	1.434
5	The principal in my school normally releases funds provided by government to be used for the growth of the school as at when available	Principals	11	14	-	2	1	3.60	1.099
		MOE	15	17	4	8	9	4.36	1.115
		Teachers	128	81	6	8	1	3.19	1.458
6	Games masters are provided with adequate funds to discharge their responsibilities to organize befitting speech and prize giving Day in my school	Principals	10	9	2	5	2	4.40	.745
		MOE	12	23	7	5	1	4.46	.739
		Teachers	110	84	2	27	21	4.45	.731
7	Funds meant for the daily management of the school is released on time in my school	Principals	7	13	6	1	1	3.60	1.501
		MOE	16	24	4	2	2	3.45	1.536
		Teachers	160	52	5	23	18	3.40	1.552
8	In my school lack of funds affects the provision of teaching and learning materials which discourages the teachers	Principals	14	7	5	1	1	4.45	1.099
		MOE	15	16	3	4	5	4.36	1.076
		Teachers	132	47	4	13	29	4.38	1.065
9	Inadequate funds affects teachers' attendance of workshops and seminars in my school	Principals	14	12	-	1	1	3.05	1.191
		MOE	23	16	3	1	3	2.83	1.230
		Teachers	126	33	8	10	27	2.76	1.242
10	The community where my school is situated also assists substantially	Principals	12	8	-	6	2	2.70	1.081
		MOE	13	19	3	10	3	3.26	1.20
		Teachers	138	53	2	20	20	3.26	1.21

Item 1 shows that adequate funds are provided by government promptly for teachers' salaries and allowances in my school, this could be seen from the responses of the respondents where the decision mean of principals is 4.35, MOE is 4.43 and teachers is 4.42. From item 2, the responses of the respondents were all agreed that funds are adequately provided for maintenance of school facilities which makes teaching and

learning comfortable for teachers and students in my school with the mean score of principals 4.40, MOE 4.13 and teachers is 3.96. In respect to item 3, it was also agreed from the responses of the respondents that enough funds are provided for teachers welfare which encourages teachers put in their best at work in my school with the mean score of principals 4.45, MOE 4.36 and 4.37 for teachers. In item 4, funds are not provided for payment of teachers allowances which affects their interest and zeal in teaching in my school accept from the respondents with the mean score of 3.60 for principals, 3.40 for MOE and 3.23 for teachers. From item 5, the respondents' principal in my school normally releases funds provided by government to be used for the growth of the school as at when available with mean score of principal 2.75, while both MOE and teachers were all agreed with their decision mean of 3.26 and 3.19 respectively. Item 6 shows that Games masters are provided with adequate funds to discharge their responsibilities to organize befitting speech and prize giving Day in my school, this could be seen from the responses of the respondents where the mean score of principals is 4.40, MOE is 4.46 and teachers is 4.45. From item 7, the responses of the respondents accept that Funds meant for the daily management of the school is released on time in my school with their mean score 3.60 of principals, 3.45 of MOE and 3.40 of teachers. In respect to item 8 and 9, were also accepted from the responses of the respondents. Item 10 shows whether community where my school is situated also assists substantially where the mean score of 4.45 representing the principals, 4.36 of supervisors and 4.38 of teachers.

**4.3.2: Respondents' Opinions on the Management of Decision Making in Public Secondary Schools in Kaduna State, Nigeria. Responses of all respondents in respect of Bio data were collected, analyzed and presented in a table. Table 4.3 gives the details.**

**Table 4.3: Opinions of Respondents on the Management of Decision Making in Public Secondary Schools in Kaduna State, Nigeria.**

S/N	Item Statement	Respondents	SA	A	U	SD	D	Mean	S.D
1	Decision making in my school is done by the management of the school without teacher's participation	Principals	10	9	2	5	2	4.35	1.089
		MOE	12	23	7	5	1	4.43	.923
		Teachers	110	84	2	27	21	4.42	.946
2	Decision making process in my school is encouraging to the staff members	Principals	7	13	6	1	1	4.40	1.099
		MOE	16	24	4	2	2	4.13	1.298
		Teachers	160	52	5	23	18	3.96	1.344
3	The school management does not accept criticism from teachers in relation to decision making	Principals	14	7	5	1	1	4.45	1.099
		MOE	15	16	3	4	5	4.36	1.115
		Teachers	132	47	4	13	29	4.37	1.100
4	The school management motivates teachers to be highly productive through effective decision making	Principals	7	15	5	1	6	3.60	1.353
		MOE	24	19	1	3	1	3.40	1.434
		Teachers	188	69	7	35	15	3.23	1.434
5	My school's style of decision making creates in me sense of belonging which encourages me to partake in its goal achievement	Principals	11	14	-	2	1	3.60	1.099
		MOE	15	17	4	8	9	4.36	1.115
		Teachers	128	81	6	8	1	3.19	1.458
6	The school management decision making focuses on promoting teachers productivity and preparing them for the future leadership role which leads to attainment of school's objective	Principals	10	9	2	5	2	4.40	.745
		MOE	12	23	7	5	1	4.46	.739
		Teachers	110	84	2	27	21	4.45	.731
7	The school management carefully involves experienced staff only in the decision- making process	Principals	7	13	6	1	1	3.60	1.501
		MOE	16	24	4	2	2	3.45	1.536
		Teachers	160	52	5	23	18	3.40	1.552
8	The school management always chooses the best decision to deal with staff's specific problems which increase job performance	Principals	7	15	5	1	6	4.45	1.099
		MOE	24	19	1	3	1	4.36	1.076
		Teachers	188	69	7	35	15	4.38	1.065
9	Lack of involvement of teachers in decision-making in my school management leads to their discouragement which affects optimal productivity	Principals	11	14	-	2	1	3.05	1.191
		MOE	15	17	4	8	9	2.83	1.230
		Teachers	128	81	6	8	1	2.76	1.242
10	Involving staff members in decision making develops a sense of belonging which makes them work towards achieving the organization goals and objective of the school	Principals	10	9	2	5	2	2.70	1.081
		MOE	12	23	7	5	1	3.26	1.20
		Teachers	110	84	2	27	21	3.26	1.21

Item 1 from table 4.3 reveals that, decision making in my school is done by the management of the school without teacher's participation, this could be seen from the responses of the respondents where the decision mean of principals is 4.35, MOE is 4.43 and teachers is 4.42. From item 2, the responses of the respondents were all agreed that

Decision making process in my school is encouraging to the staff members with the mean score of principals 4.40, MOE 4.13 and teachers is 3.96. In respect to item 3, it was also agreed from the responses of the respondents that school management does not accept criticism from teachers in relation to decision making with the mean score of principals 4.45, MOE 4.36 and 4.37 for teachers. In item 4, reveal whether school management motivates teachers to be highly productive through effective decision making accept from the respondents with the mean score of 3.60 for principals, 3.40 for MOE and 3.23 for teachers. From item 5, the respondents' my school's style of decision making creates in me sense of belonging which encourages me to partake in its goal achievement with mean score of 2.75, while both MOE and teachers were all agreed with their decision mean of 3.26 and 3.19 respectively. Item 6 shows that school management decision making focuses on promoting teachers productivity and preparing them for the future leadership role which leads to attainment of school's objective, this could be seen from the responses of the respondents where the mean score of principals is 4.40, MOE is 4.46 and teachers is 4.45. From item 7, the responses of the respondents accept that school management carefully involves experienced staff only in the decision- making process with their mean score 3.60 of principals, 3.45 of MOE and 3.40 of teachers. In respect to item 8 and 9, were also accepted from the responses of the respondents. Item 10 shows whether involving staff members in decision making develops a sense of belonging which makes them work towards achieving the organization goals and objective of the school, where the mean score of 4.45 representing the principals, 4.36 of MOE and 4.38 of teachers.

**4.3.3: Respondents' Opinions on Maintenance of Discipline in Public Secondary Schools in Kaduna State, Nigeria. Responses of all respondents in respect of Bio data were collected, analyzed and presented in a table. Table 4.4 gives the details.**

**Table 4.4: Opinions of Respondents on the Maintenance of Discipline in Public Secondary Schools in Kaduna State, Nigeria**

S/N	Item Statement	Respondents	SA	A	U	SD	D	Mean	S.D
1	The issue of discipline is held in high esteem in my school	Principals	13	13	-	2	1	3.60	1.099
		MOE	25	7	4	8	9	4.36	1.115
		Teachers	125	80	9	8	2	3.19	1.458
2	Rules and regulations aimed at maintaining discipline are put in place in my school	Principals	12	7	2	5	2	4.40	.745
		MOE	12	23	7	5	1	4.46	.739
		Teachers	110	84	2	27	21	4.45	.731
3	My school principal leads by example when it comes to maintenance of discipline	Principals	7	13	6	1	1	3.60	1.501
		MOE	16	24	4	2	2	3.45	1.536
		Teachers	160	52	5	23	18	3.40	1.552
4	Teachers in my school cooperate with the management in maintaining school discipline	Principals	14	7	5	1	1	4.45	1.099
		MOE	15	16	3	4	5	4.36	1.076
		Teachers	132	47	4	13	29	4.38	1.065
5	Teachers are given responsibilities to which they are accountable for to maintain discipline in my school	Principals	14	12	-	1	1	3.05	1.191
		MOE	23	16	3	1	3	2.83	1.230
		Teachers	126	33	8	10	27	2.76	1.242
6	Commensurable punishment are accorded on any erring staff and student when occasion demands it in my school	Principals	9	10	2	1	6	4.35	1.089
		MOE	18	28	2	7	1	4.43	.923
		Teachers	115	111	3	1	-	4.42	.946
7	My school principal occasionally plays with favouritism when it comes to maintenance of discipline which often does not go down well with some staff	Principals	11	15	-	1	2	4.40	1.099
		MOE	14	27	7	1	5	4.13	1.298
		Teachers	103	157	14	32	23	3.96	1.344
8	Lateness, examination mal practice, truancy, noise-making, shabby-dressing, are some indisciplinary behaviours common in my school	Principals	16	8	-	3	1	4.45	1.099
		MOE	15	26	4	1	2	4.36	1.115
		Teachers	131	150	3	8	2	4.37	1.100
9	My school management is lackadaisical to issues of discipline	Principals	7	15	5	1	6	3.60	1.353
		MOE	24	19	1	3	1	3.40	1.434
		Teachers	188	69	7	35	15	3.23	1.434
10	My school management respond immediately to any act of indiscipline whenever it is detected	Principals	11	14	-	2	1	3.60	1.099
		MOE	15	17	4	8	9	4.36	1.115
		Teachers	128	81	6	8	1	3.19	1.458

From table 4.4, item 1 revealed whether issue of discipline is held in high esteem in my school with mean score of 2.75, while both MOE and teachers were all agreed with their decision mean of 3.26 and 3.19 respectively. Item 2 shows that Rules and regulations aimed at maintaining discipline are put in place in my school, this could be seen from the responses of the respondents where the mean score of principals is 4.40, MOE is 4.46 and teachers is 4.45. From item 3, the responses of the respondents accept that my school principal leads by example when it comes to maintenance of discipline with the principal

and teachers them to disengage from extracurricular activities in the school with their mean score 3.60 of principals, 3.45 of MOE and 3.40 of teachers. In respect to item 4 and 5, were also accepted from the responses of the respondents. Item 6 shows that Commensurable punishment are accorded on any erring staff and student when occasion demands it in my school, this could be seen from the responses of the respondents where the decision mean of principals is 4.35, MOE is 4.43 and teachers is 4.42. From item 7, the responses of the respondents were all agreed that my school principal occasionally plays with favouritism when it comes to maintenance of discipline which often does not go down well with some staff with the mean score of principals 4.40, MOE 4.13 and teachers is 3.96. In respect to item 8, it was also agreed from the responses of the respondents, that Lateness, examination mal practice, truancy, noise-making, shabby-dressing, are some indisciplinary behaviours common in my school with the mean score of principals 4.45, MOE 4.36 and 4.37 for teachers. In item 9, my school management is lackadaisical to issues of discipline accept from the respondents with the mean score of 3.60 for principals, 3.40 for MOE and 3.23 for teachers. From item 10, the responses of the respondents' shows that, my school management respond immediately to any act of indiscipline whenever it is detected with mean score of principal 2.75, while both MOE and teachers were all agreed with their decision mean of 3.26 and 3.19 respectively.

**4.3.4: Respondents' Opinions on the Provision of School Facilities in Public Secondary Schools in Kaduna State, Nigeria. Responses of all respondents in respect of Bio data were collected, analyzed and presented in a table. Table 4.5 gives the details.**

**Table 4.5: Opinions of Respondents on the Provision of School Facilities in Public Secondary Schools in Kaduna State, Nigeria**

S/N	Item Statement	Respondents	SA	A	U	SD	D	Mean	S.D
1	School facilities are adequately provided in my school	Principals	10	9	2	5	2	4.35	1.089
		MOE	12	23	7	5	1	4.43	.923
		Teachers	110	84	2	27	21	4.42	.946
2	Accommodation is provided for both students and staff in my school	Principals	7	13	6	1	1	4.40	1.099
		MOE	16	24	4	2	2	4.13	1.298
		Teachers	160	52	5	23	18	3.96	1.344
3	Instructional equipments like laboratories are adequately provided in my school which promotes teaching and learning	Principals	14	7	5	1	1	4.45	1.099
		MOE	15	16	3	4	5	4.36	1.115
		Teachers	132	47	4	13	29	4.37	1.100
4	Facilities such as libraries, classrooms, laboratories etc are adequately provided in my school	Principals	7	15	5	1	6	3.60	1.353
		MOE	24	19	1	3	1	3.40	1.434
		Teachers	188	69	7	35	15	3.23	1.434
5	Electricity and water are adequately provided in my school which makes teaching and learning easy	Principals	11	14	-	2	1	3.60	1.099
		MOE	15	17	4	8	9	4.36	1.115
		Teachers	128	81	6	8	1	3.19	1.458
6	Provision of internet café and computer laboratories in my school is adequate and this enhances teaching and learning	Principals	10	9	2	5	2	4.40	.745
		MOE	12	23	7	5	1	4.46	.739
		Teachers	110	84	2	27	21	4.45	.731
7	Provision of facilities such as Science laboratories and Home Economics are adequate in my school	Principals	7	13	6	1	1	3.60	1.501
		MOE	16	24	4	2	2	3.45	1.536
		Teachers	160	52	5	23	18	3.40	1.552
8	The effective management of school facilities rest on the principal only in my school	Principals	7	15	5	1	6	4.45	1.099
		MOE	24	19	1	3	1	4.36	1.076
		Teachers	188	69	7	35	15	4.38	1.065
9	School communities are involved in the provision of school facilities in my school	Principals	11	14	-	2	1	3.05	1.191
		MOE	15	17	4	8	9	2.83	1.230
		Teachers	128	81	6	8	1	2.76	1.242
10	Teachers and students are involved in the provision of school facilities in my school	Principals	10	9	2	5	2	2.70	1.081
		MOE	12	23	7	5	1	3.26	1.20
		Teachers	110	84	2	27	21	3.26	1.21

Item 1 from table 4.5 reveals that, School facilities are adequately provided in my school, this could be seen from the responses of the respondents where the decision mean of principals is 4.35, MOE is 4.43 and teachers is 4.42. From item 2, the responses of the respondents were all agreed that accommodation is provided for both students and staff in my school with the mean score of principals 4.40, MOE 4.13 and teachers is 3.96. In respect to item 3, it was also agreed from the responses of the respondents that instructional equipments like laboratories are adequately provided in my school which

promotes teaching and learning with the mean score of principals 4.45, MOE 4.36 and 4.37 for teachers. In item 4, reveal whether facilities such as libraries, classrooms, laboratories etc are adequately provided in my school accept from the respondents with the mean score of 3.60 for principals, 3.40 for supervisors and 3.23 for teachers. From item 5, the respondents' that electricity and water are adequately provided in my school which makes teaching and learning easy, my principal now welcomes ideas during staff meeting by the principal with mean score of 2.75, while both supervisors and teachers were all agreed with their decision mean of 3.26 and 3.19 respectively. Item 6 shows that Provision of internet café and computer laboratories in my school is adequate and this enhances teaching and learning, this could be seen from the responses of the respondents where the mean score of principals is 4.40, MOE is 4.46 and teachers is 4.45. From item 7, the responses of the respondents accept that Provision of facilities such as Science laboratories and Home Economics are adequate in my school with their mean score 3.60 of principals, 3.45 of MOE and 3.40 of teachers. In respect to item 8 and 9, were also accepted from the responses of the respondents. Item 10 shows whether teachers and students are involved in the provision of school facilities in my school, where the mean score of 4.45 representing the principals, 4.36 of MOE and 4.38 of teachers.

**4.3.5: Respondents' Opinions on the Management of Staff Development in Public Secondary Schools in Kaduna State, Nigeria. Responses of all respondents in respect of Bio data were collected, analyzed and presented in a table. Table 4.6 gives the details.**

**Table 4.6: Opinions of Respondents on the Management of Staff Development in Public Secondary Schools in Kaduna State, Nigeria**

S/N	Item Statement	Respondents	SA	A	U	SD	D	Mean	S.D
1	The staffing situation in my school is satisfactory	Principals	11	14	-	2	1	3.60	1.099
		MOE	15	17	4	8	9	4.36	1.115
		Teachers	128	81	6	8	1	3.19	1.458
2	My school has enough teachers to handle all the subjects and classes available	Principals	10	9	2	5	2	4.40	.745
		MOE	12	23	7	5	1	4.46	.739
		Teachers	110	84	2	27	21	4.45	.731
3	My school principal promotes high productivity among staffing by ensuring that inputs into the system are not just of high quality but also of adequate quantity	Principals	7	13	6	1	1	3.60	1.501
		MOE	16	24	4	2	2	3.45	1.536
		Teachers	160	52	5	23	18	3.40	1.552
4	The ratio of students per teachers in my school is as recommended by the Ministry of Education	Principals	14	7	5	1	1	4.45	1.099
		MOE	15	16	3	4	5	4.36	1.076
		Teachers	132	47	4	13	29	4.38	1.065
5	There are training and returning programmes for teachers in my school which update their knowledge continuously through exposure to latest research in science and technology	Principals	14	12	-	1	1	3.05	1.191
		MOE	23	16	3	1	3	2.83	1.230
		Teachers	126	33	8	10	27	2.76	1.242
6	teachers in my school are over utilized	Principals	9	10	2	1	6	4.35	1.089
		MOE	18	28	2	7	1	4.43	.923
		Teachers	115	111	3	1	-	4.42	.946
7	My school climate positively influences the teachers to put in their best on the job	Principals	11	15	-	1	2	4.40	1.099
		MOE	14	27	7	1	5	4.13	1.298
		Teachers	103	157	14	32	23	3.96	1.344
8	My school principal has concern for teachers situations	Principals	16	8	-	3	1	4.45	1.099
		MOE	15	26	4	1	2	4.36	1.115
		Teachers	131	150	3	8	2	4.37	1.100
9	My school principal is not friendly with the staff	Principals	7	15	5	1	6	3.60	1.353
		MOE	24	19	1	3	1	3.40	1.434
		Teachers	188	69	7	35	15	3.23	1.434
10	Teachers in my school are rewarded and honored of hardworking, which encourages them to be dedicated to their work and not to go in search of greener pasture	Principals	11	14	-	2	1	3.60	1.099
		MOE	15	17	4	8	9	4.36	1.115
		Teachers	128	81	6	8	1	3.19	1.458

From table 4.6, item 1 revealed whether staffing situation in my school is satisfactory with mean score of 2.75, while both MOE and teachers were all agreed with their decision mean of 3.26 and 3.19 respectively. Item 2 shows My school has enough teachers to handle all the subjects and classes available, this could be seen from the responses of the respondents where the mean score of principals is 4.40, MOE is 4.46

and teachers is 4.45. From item 3, the responses of the respondents accept that My school principal promotes high productivity among staffing by ensuring that inputs into the system are not just of high quality but also of adequate quantity with the principal and teachers them to disengage from extracurricular activities in the school with their mean score 3.60 of principals, 3.45 of MOE and 3.40 of teachers. In respect to item 4 and 5, were also accepted from the responses of the respondents. Item 6 shows that teachers in my school are over utilized with teachers in my school, this could be seen from the responses of the respondents where the decision mean of principals is 4.35, MOE is 4.43 and teachers is 4.42. From item 7, the responses of the respondents were all agreed that my school climate positively influences the teachers to put in their best on the job with the mean score of principals 4.40, MOE 4.13 and teachers is 3.96. In respect to item 8, it was also agreed from the responses of the respondents that my school principal has concern for teachers situations with the mean score of principals 4.45, MOE 4.36 and 4.37 for teachers. In item 9, my school principal is not friendly with the staff accept from the respondents with the mean score of 3.60 for principals, 3.40 for MOE and 3.23 for teachers. From item 10, the respondents' teachers in my school are rewarded and honored of hardworking, which encourages them to be dedicated to their work and not to go in search of greener pasture with mean score of 2.75, while both MOE and teachers were all agreed with their decision mean of 3.26 and 3.19 respectively.

**4.3.6: Respondents' Opinions on the Management of School Community Relationship in Public Secondary Schools in Kaduna State, Nigeria. Responses of all respondents in respect of Bio data were collected, analyzed and presented in a table. Table 4.7 gives the details.**

**Table 4.7: Opinions of Respondents on the Management of School Community Relationship in Public Secondary Schools in Kaduna State, Nigeria**

S/N	Item Statement	Respondents	SA	A	U	SD	D	Mean	S.D
1	My school management and other staff are accessible and open to the school community	Principals	10	9	2	5	2	4.35	1.089
		MOE	12	23	7	5	1	4.43	.923
		Teachers	110	84	2	27	21	4.42	.946
2	The relationship between my school and the community is necessary because the function of one complements the other	Principals	7	13	6	1	1	4.40	1.099
		MOE	16	24	4	2	2	4.13	1.298
		Teachers	160	52	5	23	18	3.96	1.344
3	My school community provides the necessary human, materials and financial support for the school when the need arises	Principals	14	7	5	1	1	4.45	1.099
		MOE	15	16	3	4	5	4.36	1.115
		Teachers	132	47	4	13	29	4.37	1.100
4	There is effective communication between my school and the community	Principals	7	15	5	1	6	3.60	1.353
		MOE	24	19	1	3	1	3.40	1.434
		Teachers	188	69	7	35	15	3.23	1.434
5	Parents do pay regular visits to my school	Principals	11	14	-	2	1	3.60	1.099
		MOE	15	17	4	8	9	4.36	1.115
		Teachers	128	81	6	8	1	3.19	1.458
6	My school involves the community in decision making on matters that affects the management of the school	Principals	10	9	2	5	2	4.40	.745
		MOE	12	23	7	5	1	4.46	.739
		Teachers	110	84	2	27	21	4.45	.731
7	My school assists the children within the community to develop a sense of commitment and become acquainted with their civic and social responsibilities to the community	Principals	7	13	6	1	1	3.60	1.501
		MOE	16	24	4	2	2	3.45	1.536
		Teachers	160	52	5	23	18	3.40	1.552
8	My principal liaises with the PTA executive and the Board of Governors to ensure good school community relations	Principals	7	15	5	1	6	4.45	1.099
		MOE	24	19	1	3	1	4.36	1.076
		Teachers	188	69	7	35	15	4.38	1.065
9	My school understands that the community has a big role to play in school management and therefore carries them along in whatever it does	Principals	11	14	-	2	1	3.05	1.191
		MOE	15	17	4	8	9	2.83	1.230
		Teachers	128	81	6	8	1	2.76	1.242
10	My school involves the community heads and others to its social programmes like inter-house sports and speech and prize giving day	Principals	10	9	2	5	2	2.70	1.081
		MOE	12	23	7	5	1	3.26	1.20
		Teachers	110	84	2	27	21	3.26	1.21

Item 1 from table 9 reveals that my school management and other staff are accessible and open to the school community, this could be seen from the responses of the respondents where the decision mean of principals is 4.35, MOE is 4.43 and teachers is 4.42. From

item 2, the responses of the respondents were all agreed that relationship between my school and the community is necessary because the function of one complements the other with the mean score of principals 4.40, MOE 4.13 and teachers is 3.96. In respect to item 3, it was also agreed from the responses of the respondents that my school community provides the necessary human, materials and financial support for the school when the need arises with the mean score of principals 4.45, MOE 4.36 and 4.37 for teachers. In item 4, there is effective communication between my school and the community accepted from the respondents with the mean score of 3.60 for principals, 3.40 for supervisors and 3.23 for teachers. From item 5, the respondents' Parents do pay regular visits to my school with mean score of 2.75, while both MOE and teachers were all agreed with their decision mean of 3.26 and 3.19 respectively. Item 6 shows that my school involves the community in decision making on matters that affects the management of the school, this could be seen from the responses of the respondents where the mean score of principals is 4.40, MOE is 4.46 and teachers is 4.45. From item 7, the responses of the respondents accept that my school assists the children within the community to develop a sense of commitment and become acquainted with their civic and social responsibilities to the community. with their mean score 3.60 of principals, 3.45 of MOE and 3.40 of teachers. In respect to item 8 and 9, were also accepted from the responses of the respondents. Item 10 shows whether my school involves the community heads and others to its social programmes like inter-house sports and speech and prize giving day, where the mean score of 4.45 representing the principals, 4.36 of MOE and 4.38 of teachers.

#### 4.4 Hypotheses Testing

All the null hypotheses formulated for this study were tested at 0.05 level of significance using the Analysis of Variance (ANOVA).

**Hypothesis One:** There is no significant difference in the opinions of principal, MOE and teachers on the Management of Funding in Public Secondary Schools in Kaduna State, Nigeria.

Items 1-10 in the questionnaire relate to this hypothesis. Responses of all stakeholders were collected, analyzed and presented in a table using Analysis of Variance (ANOVA). Thus, table 4.8 gives the details.

**Table 4.8: Analysis of Variance (ANOVA) Statistics on the Management of Funding in Public Secondary Schools in Kaduna State, Nigeria.**

Variations	Sum of Squares	Df	Mean Square	F-ratio	F-critical	Prob.	Decision
Between Groups	264.394	2	88.131	3.869	3.20	.010	Rejected
Within Groups	4009.250	302	22.780				
<b>Total</b>	<b>4273.644</b>	<b>304</b>					

Table 4.8 shows the f-ratio value (3.869) at 2 df 304 and at 0.05 level of significance. The critical value (3.20) is less than f-ratio value (3.869). The probability level of significance P (.010) is less than 0.05. This means that, there is a significant difference in the opinions of principal, MOE and teachers on the Management of Funding in Public Secondary Schools in Kaduna State, Nigeria. Therefore, the null hypothesis is rejected.

Responses of all stakeholders were collected, analyzed and presented in a table using Scheffe’s Multiple Comparison Test to determine their mean differences. Thus, table 4.9 gives the details.

**Table 4.9: Summary of Scheffe’s Multiple Comparison Test on Management of Funding in Public Secondary Schools in Kaduna State, Nigeria.**

<b>Respondents</b>	<b>N</b>	<b>Mean</b>
Principal	28	3.009987
MOE	49	4.68085
Teachers	228	1.58098

As indicated by Table 4.9, the mean score of principals 3.009987 was found to be closer to that of MOE 4.68085, implying that the difference between the two respondents was not significant. However, the mean score of teachers 1.58098 was found to be lower than that of principals and MOE. This implies that the teachers differs significantly in their opinions regarding the Management of Funding in Public Secondary Schools in Kaduna State, Nigeria.

**Hypothesis Two:** There is no significant difference in the opinions of principal, MOE and teachers on the Management of Decision Making in Public Secondary Schools in Kaduna State, Nigeria.

Items 1-10 in the questionnaire relate to this hypothesis. Responses of all stakeholders were collected, analyzed and presented in a table using Analysis of Variance (ANOVA). Thus, table 4.10 gives the details.

**Table 4.10: Analysis of Variance (ANOVA) Statistics on the Management of Decision Making in Public Secondary Schools in Kaduna State, Nigeria.**

Variations	Sum of Squares	Df	Mean Square	F-ratio	F-critical	Prob.	Decision
Between Groups	377.413	2	125.804	1.476	3.20	.223	Retained
Within Groups	14997.981	302	85.216				
<b>Total</b>	<b>15375.394</b>	<b>304</b>					

Table 4.10 shows the f-ratio value (1.476) at 2 df 304 and at 0.05 level of significance. The critical value (3.20) is greater than f-ratio value (1.476). The probability level of significance P (.223) is greater than 0.05. This means that, there is no significant difference in the opinions of principal, MOE and teachers on the Management of Decision Making in Public Secondary Schools in Kaduna State, Nigeria. Therefore, the null hypothesis is retained.

**Hypothesis Three:** There is no significant difference in the opinions of principal, MOE and teachers on the Maintenance of Discipline in Public Secondary Schools in Kaduna State, Nigeria.

Items 1-10 in the questionnaire relate to this hypothesis. Responses of all stakeholders were collected, analyzed and presented in a table using Analysis of Variance (ANOVA). Thus, table 4.11 gives the details.

**Table 4.11: Analysis of Variance (ANOVA) Statistics on the Maintenance of Discipline in Public Secondary Schools in Kaduna State, Nigeria.**

Variations	Sum of Squares	Df	Mean Square	F-ratio	F-critical	Prob.	Decision
Between Groups	69.186	2	23.062	2.375	3.20	.072	Retained
Within Groups	1701.976	302	9.709				
<b>Total</b>	<b>1777.911</b>	<b>304</b>					

Table 4.11 shows the f-ratio value (2.375) at 2 df 302 and at 0.05 level of significance. The critical value (3.20) is greater than f-ratio value (2.375). The probability level of significance P (.072) is greater than 0.05. This means that there is no significant difference in the opinions of principal, MOE and teachers on the Maintenance of Discipline in Public Secondary Schools in Kaduna State, Nigeria. Therefore, the null hypothesis is retained.

**Hypothesis Four:** There is no significant difference in the opinions of principal, MOE and teachers on the Provision of School Facilities in Public Secondary Schools in Kaduna State, Nigeria.

Items 1-10 in the questionnaire relate to this hypothesis. Responses of all stakeholders were collected, analyzed and presented in a table using Analysis of Variance (ANOVA). Thus, table 4.12 gives the details.

**Table 4.12: Analysis of Variance (ANOVA) Statistics on the Provision of School Facilities in Public Secondary Schools in Kaduna State, Nigeria.**

Variations	Sum of Squares	Df	Mean Square	F-ratio	F-critical	Prob.	Decision
Between Groups	135.984	2	45.328	2.360	3.20	.073	Retained
Within Groups	3380.776	302	19.205				
<b>Total</b>	<b>3516.061</b>	<b>304</b>					

Table 4.12 shows the f-ratio value (2.360) at 2 df 302 and at 0.05 level of significance. The critical value (3.20) is greater than f-ratio value (2.360). The probability level of significance P (.073) is greater than 0.05. This means that there is no significant difference in the opinions of principal, MOE and teachers on the Provision of School Facilities in Public Secondary Schools in Kaduna State, Nigeria. Therefore, the null hypothesis is retained.

**Hypothesis Five:** There is no significant difference in the opinions of principal, MOE and teachers on the Management of Staff Development in Public Secondary Schools in Kaduna State, Nigeria.

Items 1-10 in the questionnaire relate to this hypothesis. Responses of all stakeholders were collected, analyzed and presented in a table using Analysis of Variance (ANOVA). Thus, table 4.13 gives the details.

**Table 4.13: Analysis of Variance (ANOVA) Statistics on the Management of Staff Development in Public Secondary Schools in Kaduna State, Nigeria.**

Variations	Sum of Squares	Df	Mean Square	F-ratio	F-critical	Prob.	Decision
Between Groups	215.913	2	71.971	2.144	3.20	.096	Retained
Within Groups	5907.731	302	33.567				
<b>Total</b>	<b>6123.644</b>	<b>304</b>					

Table 4.13 shows the f-ratio value (2.144) at 2 df 304 and at 0.05 level of significance. The critical value (3.20) is greater than f-ratio value (2.144). The probability level of significance P (.096) is greater than 0.05. This means that there is no significant difference in the opinions of principal, MOE and teachers on the Management of Staff Development in Public Secondary Schools in Kaduna State, Nigeria. Therefore, the null hypothesis is retained.

**Hypothesis Six:** There is no significant difference in the opinions of principal, MOE and teachers on the Management of School Community Relationship in Public Secondary Schools in Kaduna State, Nigeria.

Items 1-10 in the questionnaire relate to this hypothesis. Responses of all stakeholders were collected, analyzed and presented in a table using Analysis of Variance (ANOVA). Thus, table 4.14 gives the details.

**Table 4.14: Analysis of Variance (ANOVA) Statistics on the Management of School Community Relationship in Public Secondary Schools in Kaduna State, Nigeria.**

Variations	Sum of Squares	Df	Mean Square	F-ratio	F-critical	Prob.	Decision
Between Groups	177.413	2	225.104	1.320	3.20	.113	Retained
Within Groups	24997.981	302	95.216				
<b>Total</b>	<b>25375.394</b>	<b>304</b>					

Table 4.14 shows the f-ratio value (1.320) at 2 df 304 and at 0.05 level of significance. The critical value (3.20) is greater than f-ratio value (1.320). The probability level of significance P (.113) is greater than 0.05. This means that, there is no significant difference in the opinions of principal, MOE and teachers on the Management of School Community Relationship in Public Secondary Schools in Kaduna State, Nigeria. Therefore, the null hypothesis is retained.

#### 4.5 Summary of the Six Null Hypotheses Tested

The summary of the six null hypotheses testing were presented. Thus, table 4.15 gives the details.

**Table 4.15: Summary of Hypotheses**

S/N	H <sub>0</sub> Statement	Statistical Tested Used	Result	Level of Sig.	Decision
1	There is no significance difference in the opinions of principals, teachers and MOE on the management of funds in public secondary schools in Kaduna State, Nigeria	Analysis of Variance (ANOVA)	f-ratio is 3.869, while f-critical is 3.20 and the P value was found to be .010.	0.05	H <sub>0</sub> was rejected.
2	There is no significance difference in the opinions of principals, teachers and MOE on the management of decision making process in public secondary schools in Kaduna State, Nigeria	Analysis of Variance (ANOVA)	f-ratio is 1.476, while f-critical is 3.20 and the P value was found to be .223.	0.05	H <sub>0</sub> was retained.
3	There is no significance difference in the opinions of principals, teachers and MOE on maintaining discipline in public secondary schools in Kaduna State, Nigeria.	Analysis of Variance (ANOVA)	f-ratio is 2.375, while f-critical is 3.20 and the P value was found to be .072.	0.05	H <sub>0</sub> was retained.
4	There is no significance difference in the opinions of principals, teachers and MOE on provision of school facilities in public secondary schools in Kaduna State, Nigeria	Analysis of variance (ANOVA)	f-ratio is 2.360, while f-critical is 3.20 and the P value was found to be .073.	0.05	H <sub>0</sub> was retained.
5	There is no significance difference in the opinions of principals, teachers and MOE on staff development programe in public secondary schools in Kaduna State, Nigeria	Analysis of Variance (ANOVA)	f-ratio is 2.144, while f-critical is 3.20 and the P value was found to be .096.	0.05	H <sub>0</sub> was retained.
6	There is no significance difference in the opinions of principals, teachers and MOE on school community relationship in public secondary schools in Kaduna State, Nigeria	Analysis of Variance (ANOVA)	f-ratio is 1.320, while f-critical is 3.20 and the P value was found to be .113.	0.05	H <sub>0</sub> was retained.

#### **4.6 Summary of the Findings**

The study established that:

1. funds were not adequately provided for public secondary schools in Kaduna State;
2. there was encouragement in decision making process among the stake holders in public secondary schools in Kaduna State;
3. there was proper discipline among management, staff and students in public secondary schools in Kaduna State;
4. certain materials and facilities such as accommodation, Electricity and water, desks, chairs, game facilities, internet café and computer laboratories are greatly provided in the schools;
5. there was adequacy of qualified teaching staff in the public secondary schools in Kaduna State. Also, there are training and retraining programmes for teachers in my school which update their knowledge continuously through exposure to latest research in science and technology; and
6. there was cordial relationship between the school management staff, the teachers, the students and the local community in secondary schools in Kaduna State, Nigeria.

#### **4.7 Discussion of the Findings**

This study was aimed at Evaluating the Administration of Public Secondary Schools in Kaduna State, Nigeria. Its objectives were to assess the followings: investigate the management of funds in public secondary schools in Kaduna State, Nigeria; determine decision making process of public secondary school in Kaduna State, Nigeria; examine maintenance of discipline in public secondary schools in Kaduna State, Nigeria; determine the provision of school facilities in public secondary schools in Kaduna State, Nigeria; examine the staff development programme of public secondary schools in

Public secondary schools in Kaduna State, Nigeria; and find out the management of school-community relationships in public secondary schools in Kaduna State, Nigeria.

However, to give general description of the respondents on the issues raised, frequencies and simple percentage were used. The following are discussions arising from the major findings of the study. To investigate the management of funds in public secondary schools in Kaduna State, Nigeria. The findings of the study equally shows that there is inadequate funding of the public secondary schools in the public secondary schools in Kaduna State. It is very difficult to carry out the school activities towards ensuring the achievement of set goals in the establishment of schools. Inadequacy of fund to education underscore the importance attached to the achievement of educational goals. The provision of fund to any institution is very vital not to curriculum implementation alone but to motivate the staff to enable them carry out their assignment diligently, and to put in place facilities and equipment that will bring about successful achievement of set goals, this explains why the respondents views shows that the provision of fund by the government will greatly enhance the performance of staff of public secondary schools and prompt provision of learning facilities and equipments for the schools. It is on the importance of funding to adequately and effectively carry out the activities of the schools that Nwosu (2004) made this assertion that “proper funding is a tonic for basic and quality education”. He examined the impact of fund on the educational sector and caution that unless both government and the private concern step up funding, he quest, for basic and quality education in the country will remain a day dream. The position of government on funding as it relates to adequate implementation of the activities and the facilitation of school needs or educational polices is concerned, is not negative; the federal government of Nigeria through her national policy on education (FRN, 2004) stated that, “education is an expensive social service and requires adequate financial position from all tiers of government for successful

implementation of the education programme”. To realize this, the government set up relevant bodies such as the education tax fund to respond to the funding needs of education. Yet money allocated for school programmes and activities are diverted into private pockets. The United Nations Organization (UNO) equally emphasized that all member nations should commit 25% of their annual budgetary revenue to education of their country. It is not a gainsaying that money provides the essential purchasing power required for the procurement and/or maintenance of needed resources for education. Consequently, one of the major aspects of educational management is the provision of adequate funds for the development of education and for educational services to enable the education system function smoothly and optimally all the time.

The incorporation of all stakeholders in the decision making process of the school facilitates easy administration procedure of the school. Majority of the respondents accounting for over (71.2%) raised their opinion that the principals usually include all the members of staff in decision-making and this always improve and enhance effective administration in the school. The action dynamics of the educational administration stems from decision making by all stake holders. It is upheld that sound and proper decision-making involves the development of wise solutions to administrative problems and for effective administrations of schools. Whatever decision, must be accepted and implemented or such an organization fails. It is on the basis of this that Tofler (1974) establishes that a goal set out without the participation of those affected will be hard to execute. Edem (1982) advisable to admit student’s representatives to staff meeting at least when decision on food, social activities, games and sports are taken.

The maintenance of discipline in any organization is an admiring tool for effective administration to be maintained. The findings of the study show that teachers are discipline and are well respected by the students and the PTA through advisory board

plays vital roles in the maintenance of discipline in schools. The teachers serve as role models to the students. The incidence of bad behavior in schools will be minimized if all techniques of control are judiciously utilized.

The findings of this work shows that schools facilities are adequately provided in the schools. In line with the above, Oyedeji (2000) maintained that school facilities help to protect students and teachers from sun, rain, heat and cold. To him, the facilities enhance the comfort, safety of students and teachers, thereby increasing their performance. Also, Oyedeji (2000) stated that in order to enhance higher productivity in schools, good and adequate buildings, instructional aids, science laboratories, furniture and equipment should be provided. He similarly argued that, both students and teachers need adequate facilities in order to function effectively in the education industry as it will be difficult to achieve educational objectives without adequate facilities. The researcher agrees with the above submission that the contribution of adequate building and instructional facilities to the teaching, learning process is very crucial to the secondary education system. This is because, a well equipped school with adequate facilities has the capacity of encouraging students to engage in a self studying process which affects scholastic achievement of students. The researcher agrees with their argument, in that teaching and learning has a close relationship with the facilities available to the teacher. It is re-emphasized that achievement depends on the opinion performances of all schools administrative elements.

Furthermore, the opinions of respondents on staff welfare shows that staffs are encouraged to go for in-service training. Many of the work force want to attend an organized workshop/seminar not on the financial benefit attach to it but to gain new ideas in order to up-grade their knowledge in order to effectively carry out their duties. This is in corroboration with the opinions of Thomson and Anyanwu (1998) that researches are conducted daily and new ground are broken, fresh ideas, knowledge and

fact emerged and render existing knowledge obsolete. These therefore call for constant refreshing of knowledge, ideas and fact through training and re-training, attending seminar and workshops to keep to the dynamic of the society. It is on the basis of this that the Federal government through the National Policy on Education (FRN, 2004) stated that in-service training shall be developed as an integral part of continuing Education and shall also take care of all inadequacies.

The findings of the study showed that there is a harmonious working relationship between the principal and the teachers, the teachers and the students and so on. The effectiveness of any administration is anchored upon by the extent of bi-lateral relationship that goes on among various elements within an organization. Follet (1994) perceived administration as showed responsibilities ascertain that organizational structure should permit a free inter-play of ideas in order to minimize the rigidity of hierarchical structures. Thus, the inter-play of harmonious relationship among the various section of the school foster effective communication in the administration of schools in the public secondary schools in Kaduna State, Nigeria.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This study has focused on Evaluation of the Administration of Public Secondary Schools in Kaduna State, Nigeria. This chapter is discussed under the following headings:

- 5.2 Summary of the study;
- 5.3 Conclusions;
- 5.4 Recommendations; and
- 5.5 Suggestion for Further Studies.

#### **5.2 Summary**

The first chapter sets the tone and direction for the study. It introduced the background to the study and described the problems the research investigated. Six objectives and research questions were set to guide the researcher. Its objectives were to assess the followings: investigate the management of funds in public secondary schools in Kaduna State, Nigeria; determine decision making process of public secondary school in Kaduna State, Nigeria; examine maintenance of discipline in public secondary schools in Kaduna State, Nigeria; determine the provision of school facilities in public secondary schools in Kaduna State, Nigeria; examine the staff development programme of public secondary schools in Public secondary schools in Kaduna State, Nigeria; and find out the management of school community relationships in public secondary schools in Kaduna state, Nigeria.

The study covers all public secondary schools in Kaduna State, Nigeria and is significant because it would give school administrators a guide to the proper evaluation

of the administration in secondary schools. The key variables are operationally defined to conclude the chapter.

The review of chapter two focused on analysis of the work of several scholars who have written on management of fund, management of decision making, management of maintenance of discipline, management of provision of facilities, management of staff development and as well as management of school community relationship were adequately reviewed.

Chapter three dealt with research methodology. Descriptive survey design was adopted for the study and data was collected using a researcher designed questionnaire. The total population of the study comprises 224 principals, 448 MOE Officials and 2229 teachers making total of 2901. A total of three hundred and five (305) questionnaires were administered, correctly filled and returned, out of which 28 principals, 49 MOE, 228 teachers. The data gathered were analyzed using ANOVA and hypotheses were tested at 0.05% level of significance. Findings of the study reveals that: funds are not adequately provided for public secondary schools in Kaduna State; there is encouragement in decision making process among the stake holders in public secondary schools in Kaduna State; there is proper discipline among management, staff and students in public secondary schools in Kaduna State; certain materials and facilities such as accommodation, Electricity and water, desks, chairs, game facilities, internet café and computer laboratories are greatly provided in the schools; there is adequacy of qualified teaching staff in the public secondary schools in Kaduna State. Also, there are training and retraining programmes for teachers to update their knowledge continuously through exposure to latest research in science and technology; and there is cordial relationship between the school management staff, the teachers, the students and the local community in secondary schools in Kaduna State, Nigeria.

### **5.3 Conclusions**

Based on the findings of the study the following conclusions were established:

The management of public secondary schools is strictly based on the management of funding, the management of decision making among staff and students, the management of discipline, the management and provision of facilities, the management of staff development and as well as the management of school-community relationship in public secondary schools in Kaduna State, Nigeria.

Effective evaluation of the management of public schools is dependent on the above variables. It is found that there will be no effective running of public schools if these conditions are not favourably adhered to:

### **5.4 Recommendations**

Based on the outcome of the study, the following recommendations were advanced for the improvement of administration of public secondary schools in Kaduna State, Nigeria:

1. The government should know that funds are adequately provided for public secondary schools and stakeholders should find other means of generating funds through NGO or from the wealthy individuals in Kaduna State;
2. Decision making process should be cordial and jointly taken among the stakeholders in public secondary schools in Kaduna State;
3. Discipline should be maintained and strictly upheld among management, staff and students in public secondary schools in Kaduna State, Nigeria;
4. The government should ensure that materials and facilities such as desks, chairs, game facilities, water and light are adequate by provided in public secondary schools in Kaduna State, Nigeria;

5. There should be adequate recruitment of qualified teaching staff in the public secondary schools in Kaduna State; and
6. The school management should ensure the existing cordial relationship between the school management staff, the teachers, the students and the local community continue to thrive unabated in public secondary schools in Kaduna State, Nigeria.

### **5.5 Contribution to Knowledge**

The study established that:

1. Adequacy of fund motivates workers to enhance their productivity towards the achievement of educational goals;
2. Adequate provision of materials and facilities like electricity, water, accommodation, computer laboratories, games facilities, chairs and tables improve students academic performance in the schools;
3. Joint decisions by all stake holders in the educational institutions gives the workers sense of belonging that enhances their productivity; and
4. Discipline among staff and students helps to ensure effective realization of educational objectives in secondary schools in Kaduna State, Nigeria.

### **5.6 Suggestions for Further Studies**

1. This study was restricted to the evaluation of the management of public secondary schools in Kaduna State, Nigeria.
2. There is need to carry out similar research work in other parts of the state and the country to establish a wider evaluation of the management of the public secondary schools in Nigeria. Thus, given authenticity or otherwise, to the findings of this study.
3. There is need also to critically examine each of the ten objectives at all levels of education in the country to ascertain the efficacy of the management and ultimately the achievement of educational goals.

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## APENDIX

### QUESTIONNAIRE ON THE EVALUATION OF THE MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN THE NORTH WEST GEO POLITICAL ZONE IN NIGERIA

#### INTRODUCTORY LETTER

**Department of Educational Foundations and Curriculum  
Faculty of education, Ahmadu Bello University, Zaria  
3<sup>rd</sup> June, 2016**

Dear Respondent,

I am M.ed Student in the Faculty of Education, Ahmadu Belo University, Zaria.

I am undertaking a research on the “Evaluation of the Administration of Public  
Secondary Schools in Kaduna State, Nigeria” .

This questionnaire is purely for academic purpose and your co-operation in filling  
it to the best of your knowledge is high solicited. Any information given will be held  
with strict confidence.

Thank you for your co-operation.

Yours faithfully,

Mamman Racheal.

## Section A: Bio-Data of the Respondents

1. Name of State\_\_\_\_\_
2. Name of School\_\_\_\_\_
3. Location of School(urban or rural)\_\_\_\_\_
4. Status-Ministry Official [  ] principal [  ] Teacher [  ]
5. Gender Male [  ] Female [  ]
6. Highest Educational Qualification [  ], NCE [  ] B.Ed [  ] M.Ed [  ], P.hD [  ]
7. Years of Teaching Experience: 1-9 years [  ], 10-19years [  ], 20-29 years [  ], 30 years and above [  ]

Please to what extent you agree or disagree with each of the following? Indicate the appropriate response by ticking the right column that best suits your assessment

KEY:

- SA = Strongly Agree  
A = Agree  
U = Undecided  
D = Disagree  
SD = Strongly Disagree

**Section B: Management of Funding in Public Secondary Schools in Kaduna State**

<b>S/N</b>	<b>Items Statement</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
1	Adequate funds are provided by government promptly for teachers' salaries and allowances in my school					
2	funds are adequately provided for maintenance of school facilities which makes teaching and learning comfortable for teachers and students in my school					
3	enough funds are provided for teachers welfare which encourages teachers put in their best at work in my school					
4	funds are not provided for payment of teachers allowances which affects their interest and zeal in teaching in my school					
5	The principal in my school normally releases funds provided by government to be used for the growth of the school as at when available.					
6	Games masters are provided with adequate funds to discharge their responsibilities to organize befitting speech and prize giving Day in my school					
7	Funds meant for the daily management of the school is released on time in my school					
8	In my school lack of funds affects the provision of teaching and learning materials which discourages the teachers					
9	Inadequate funds affects teachers' attendance of workshops and seminars in my school.					
10	The community where my school is situated also assists substantially					

**Section C: Management of Decision Making in Public Secondary Schools in Kaduna State**

<b>S/N</b>	<b>Item Statement</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
1	Decision making in my school is done by the management of the school without teacher's participation.					
2	Decision making process in my school is encouraging to the staff members					
3	The school management does not accept criticism from teachers in relation to decision making					
4	The school management motivates teachers to be highly productive through effective decision making					
5	My school's style of decision making creates in me sense of belonging which encourages me to partake in its goal achievement					
6	The school management decision making focuses on promoting teachers productivity and preparing them for the future leadership role which leads to attainment of school's objective.					
7	The school management carefully involves experienced staff only in the decision- making process					
8	The school management always chooses the best decision to deal with staff's specific problems which increase job performance					
9	Lack of involvement of teachers in decision-making in my school management leads to their discouragement which affects optimal productivity					
10	Involving staff members in decision making develops a sense of belonging which makes them work towards achieving the organization goals and objective of the school					

### Section D: Maintenance of Discipline in Public Secondary Schools in Kaduna State

S/N	Item Statement	SA	A	U	D	SD
1	The issue of discipline is held in high esteem in my school					
2	Rules and regulations aimed at maintaining discipline are put in place in my school					
3	My school principal leads by example when it comes to maintenance of discipline					
4	Teachers in my school cooperate with the management in maintaining school discipline					
5	Teachers are given responsibilities to which they are accountable for to maintain discipline in my school					
6	Commensurable punishment are accorded on any erring staff and student when occasion demands it in my school					
7	My school principal occasionally plays with favouritism when it comes to maintenance of discipline which often does not go down well with some staff					
8	Lateness, examination mal practice, truancy, noise-making, shabby-dressing, are some indisciplinary behaviours common in my school					
9	My school management is lackadaisical to issues of discipline					
10	My school management respond immediately to any act of indiscipline whenever it is detected					

**Section E: Provision of School Facilities in Public Secondary Schools in Kaduna State**

S/N	Item Statement	SA	A	U	D	SD
1	School facilities are adequately provided in my school					
2	Accommodation is provided for both students and staff in my school.					
3	Instructional equipments like laboratories are adequately provided in my school which promotes teaching and learning					
4	Facilities such as libraries, classrooms, laboratories etc are adequately provided in my school.					
5	Electricity and water are adequately provided in my school which makes teaching and learning easy					
6	Provision of internet café and computer laboratories in my school is adequate and this enhances teaching and learning					
7	Provision of facilities such as Science laboratories and Home Economics are adequate in my school					
8	The effective management of school facilities rest on the principal only in my school					
9	School communities are involved in the provision of school facilities in my school					
10	Teachers and students are involved in the provision of school facilities in my school					

### Section F: Management of Staffing in Public Secondary Schools in Kaduna State

S/N	Item Statement	SA	A	U	D	SD
1	The staffing situation in my school is satisfactory					
2	My school has enough teachers to handle all the subjects and classes available					
3	My school principal promotes high productivity among staffing by ensuring that inputs into the system are not just of high quality but also of adequate quantity					
4	The ratio of students per teachers in my school is as recommended by the Ministry of Education					
5	There are training and returning programmes for teachers in my school which update their knowledge continuously through exposure to latest research in science and technology					
6	teachers in my school are over utilized					
7	My school climate positively influences the teachers to put in their best on the job					
8	My school principal has concern for teachers situations					
9	My school principal is not friendly with the staff					
10	Teachers in my school are rewarded and honored of hardwork, which encourages them to be dedicated to their work and not to go in search of greener pasture.					

**Section G: Management of School Community Relationship in Public Secondary Schools in Kaduna State**

S/N	Item Statement	SA	A	U	D	SD
1	My school management and other staff are accessible and open to the school community					
2	The relationship between my school and the community is necessary because the function of one complements the other					
3	My school community provides the necessary human, materials and financial support for the school when the need arises					
4	There is effective communication between my school and the community					
5	Parents do pay regular visits to my school					
6	My school involves the community in decision making on matters that affects the management of the school					
7	My school assists the children within the community to develop a sense of commitment and become acquainted with their civic and social responsibilities to the community.					
8	My principal liaises with the PTA executive and the Board of Governors to ensure good school community relations.					
9	My school understands that the community has a big role to play in school management and therefore carries them along in whatever it does					
10	My school involves the community heads and others to its social programmes like inter-house sports and speech and prize giving day					