

PRINCIPALS' MANAGERIAL BEHAVIOUR AND SCHOOL EFFECTIVENESS IN SECONDARY SCHOOLS IN ILORIN-WEST LOCAL GOVERNMENT AREA OF KWARA STATE**BY****Towobola, Abubakar Adeleke: Department of Educational Management and Counselling, Al-Hikmah University, Ilorin, Nigeria, abubakartowobola@gmail.com****Abstract**

The issue of school effectiveness has been a major concern to all stakeholders in educational system and it represents one of the fundamental challenges to researchers in education. Thus, principal's managerial behaviour serves as visible determinants of school effectiveness. This study investigated the relationship between principals' managerial behaviour and school effectiveness in Ilorin West Local Government Area of Kwara State. The research design for this study is a descriptive survey. The population for the study consisted of teachers and principals in all the 45 public secondary schools in Ilorin West Local Government Area of Kwara State with 894 total numbers of teachers. Two hundred respondents were selected as samples through simple random sampling technique. A researcher-designed questionnaire titled "Principal Managerial Behaviour and School Effectiveness Questionnaire (PMBSEQ) was used to collect necessary information. Two research questions and One research hypothesis guided the conduct of the study. Both descriptive and inferential statistics were used in data analysis at 0.05 level of significance. The findings of the study showed that principals' interpersonal relationship was ranked number one managerial behaviour, followed by motivation skill, while communication skill was ranked the least. The level of school effectiveness in secondary schools in Ilorin-West Local Government Area of Kwara State was high with overall mean of 3.02 points. There was a significant relationship between principals' managerial behaviour and school effectiveness in secondary schools in Ilorin-West Local Government Area of Kwara State. Based on the findings, it was recommended, among others, that principals should pay more attention to interpersonal relationship in order to move on well with other staff in the school thereby attaining secondary school effectiveness.

Keywords: *Principals, Managerial, Behaviour, School, Effectiveness*

Introduction

Education is a major tool for individual empowerment and National development. Education system is vital because it produces the personnel that are required to function in various facets of national life and development process. Gray (2013) noted that the goals of wealth creation, employment, generation, poverty reduction and value reorientation can be effectively pursued, attained and sustained only through an efficient, relevant and functional education system. The fundamental goal of a school principal as school head is to improve and maintain an effective teaching and learning process. Principals must ensure sound and logical interaction with teachers and other subordinates in order to ensure that teaching and learning processes are done under a conducive and productive environment (Nwakwo, 2013). Also, principal must ensure that educational resources are efficiently and effectively used for the achievement of educational objectives. In doing these, he is capable of exhibiting different forms of managerial behaviour. Managerial behaviour in educational settings implies the manner in which the head of a school behaves towards subordinates in the work environment (Fasasi, 2013).

The principal as a manager of secondary school is expected to perform management functions such as planning, controlling, staffing, leading, coordinating and directing all available resources towards the actualization of the educational objectives. Incidentally, a manager who is supposed to lead members of his educational institution in working diligently and productively could behave in a manner which could constitute a problem rather than solution to progress (Feilders, 2011).

Given the great amount of human resources committed to education in Nigeria, it is expedient that the standard of administration, integrating and competence on the part of principal are not only desirable, but are absolutely essential if education is to fulfill its role in nation's aspiration and destiny (Ogungbemi, 2014). The principal is expected to exhibit acceptable managerial behaviour among his teachers if his school is going to be effective. The competent principals provide consistent motivation to their teachers, encouraging them to attain excellence and quality in their performance thereby ensuring school effectiveness. Therefore, the activity of school appears to be determined and controlled directly and indirectly by what the principals do. This is because their morals are contagious, their integrity instills trust in the system, their communication stresses what is necessary, their public display becomes the image of the school and most importantly, of the teachers and students who see them as models (Okorji, Igbokwe & Ezeugbor, 2018). Every behaviour in the school is influenced directly or indirectly by the principal. It could imply that the better the managerial skills exhibited by school principal the higher the level of teachers' job performance and ultimately school effectiveness (Ogunbemi, 2014).

School effectiveness is the extent to which the set goals or objectives of a school programme are accomplished. A school would be regarded as effective if "school processes result in observable positive outcomes among its students, consistently over a period of time" (Iyer, 2014). The parameters for measuring the effectiveness of a secondary school include the level of discipline tone of the school, school climate, teachers' performance and the number of students who successfully pass their school leaving certificate examinations (Purkey and Smith, 2014; Hargreaves, 2014; Michelli & Pickeral, 2014).

Managerial behaviour of secondary school principals are very important as a determining factor in school effectiveness. The quality of education desired by a society depends to a considerable extent, on the caliber of its educational leadership, school administrators, especially principals, who are in the position to play key roles in facilitating educational progress through teachers' job performance which reflect in school effectiveness. It is also worthy to note that principals are responsible for a large number of people in the school system. The human factors in schools may lead to success or otherwise depending on the behaviour of the school principal to his subordinates (Ogungbemi, 2014). The most common ordinary level examinations in Nigeria for students, who are still in secondary school, are the Senior Secondary School Certificate Examination (SSSCE) conducted by West African Examination Council (WAEC) and National Examination Council (NECO) in May/June and June/July of every year. Most tertiary institutions in Nigeria set the baseline of minimum entry requirements for their schools at five credits; including credit grades in English and Mathematics at the Ordinary Level (O' level) examinations. This means that students who want to proceed to tertiary institutions from secondary schools must possess this minimum requirement in relevant subjects for entry (Olayele, 2013).

This is against the backdrop of the goal of secondary education, as specified in the National Policy on Education (Federal Republic of Nigeria (FRN, 2014), which stated that the secondary level of education is meant to prepare individuals for higher education. Given this fact, the effectiveness of a secondary school in Nigeria can be measured by the number of students that make a minimum of five credits including English and Mathematics in their Ordinary Level Examinations, among other factors. Recent research (United Nations Educational Scientific and Cultural Organisation UNESCO, 2000; Awwalu & Yusof, 2012) on secondary education in Nigeria has shown that there is an enduring deterioration in the quality and efficiency of secondary school education delivery in Nigeria. As a result, school effectiveness is not achieved (Nigerian Education Sector Analysis, (NESA), 2013). This is evidenced in the downward trend of students' performance in external examinations over the years. Principals as leaders who are in a position to influence others must have the skills that will make them take advantage of that position ((Adelabu and Akinwumi, 2014). It can therefore be concluded that school effectiveness would depend on the competence of a principal. To be competent as school leaders, principals need the requisite leadership skills. Generally, many studies have carried out research on the falling standard and quality of education in Nigeria but very little research work has been carried out on the leadership skills possessed by the principals of Nigerian secondary schools, its relationship to school effectiveness and the extent to which the set goals or objectives of a school

programme are accomplished (Adelabu and Akinwumi, 2014; Arong & Ogbadu, 2014; Duze, 2014; Sofoluwe, 2014).

With a clear understanding of whom the principal is, the importance of that office, and the qualities expected of any occupant of the office, as well as the objectives of secondary education in Nigeria, it should be a lot easy to understand the role of the principal in bringing about high quality education in the secondary school. It may be helpful to start by stating what roles the principal is expected to play; definition of goals and purposes; organization of the school; staff development; curriculum development and instruction; discipline; school community relations; provision and maintenance of facilities and equipment; guidance and counselling; financial matters; and evaluation (Ameh, 2012). What managerial behaviour is then envisaged of the principal that will help to bring about quality education and school effectiveness? The managerial behaviour proposed is that of administrator-leader. This proposal implies that the principal should be both an administrator and a leader two in one. This view may be readily acceptable to Nwachukwu (2013) who summarized the role of the principal as managerial leadership and instructional leadership. According to Ozigi (2014) an administrator “can be described as an individual who directs the affairs of an organization in such a way as to achieve its primary goals and objectives, and who can get things done quickly and efficiently”.

The principal fits well into this description. Hence, he is an administrator. However, the principals' responsibilities are more than those of administrators. They include those of a leader, a good administrator may not necessarily poses the qualities of a leader; however, a principal needs those qualities in order to perform optimally. the term leader can be defined in various ways. However, no attempt will be made to explore the numerous definitions of the term available in literature. Rather only one of the definitions considered simple and good enough for our purpose is given here. Nguni (2010) sees a leader as the member of a group who exerts more positive influence over others than they exert over him. The principal is expected to be a leader; thus he should pose the qualities of a leader; a high level of intelligence, dominance, aggressive, adjustment, emotional stability, activity and non-conformity (Katuka, 2013). The named allies will be invaluable to the principal not only in administering but leading the school to tremendous heights. Thus, the managerial behaviour of principal in bringing about high quality education in the secondary school is that of an administrator-leader. In playing this role, the principal directs tremendous energy towards the achievement of the school goals and objectives towards school effectiveness. Effectiveness occurs in every organization with the school not being an exception through the managerial behaviour of the school principal. School effectiveness can then be said to be concerned with the overall performance of the school academically. It is the specialized activity which learns, organizes and directs the human and material resources to support and enablement of the teaching-learning situations that are appropriate to the goals of secondary schools and the need and purposes of the students, teachers and the society. The basic purpose of school effectiveness therefore, is to enhance teaching and learning. It is concerned with using principals' managerial behaviour i.e communication style, principles and practice to establish, develop and implement the plans, policies and programmes geared towards the educational objectives. Although there are problems associated with principals' managerial behaviour in relation to school effectiveness in secondary schools in Ilorin West Local Government Area of Kwara State. This study therefore, sought to find out the principals' managerial behaviour and school effectiveness in Ilorin West Local Government Area of Kwara State.

Statement of the Problem

School as a social organization involves various inter-related components and individuals working together toward the same goals with different thinking, capability and ideas. The Principal is responsible for the management and day-to-day operations and business of the school. The principal oversees the education programmes and developments in the school, he delegates authority. Principals and teachers must have an effective working relationship and collaborative ideas. Teachers must understand the role of the principal and vice-versa. This is not so in secondary schools in Ilorin West Local Government Area of Kwara State as principals and teachers always at conflict. Every principal is different, but not genuinely want to work with teachers to maximize the overall learning taking place within each classroom. Teachers do not have a clear

understanding of their principal's expectations. Also, the principals do not know that education administration is an activity of collaboration and sharing of responsibilities; it is not an activity of isolation. For instance, poor interpersonal relationship among the school personnel may lead to controversial decision-making process, which in turn creates school conflicts through rumour mongering, gossip, backbiting among students, teachers and other community members which may leads to total breakdown and conflicts. Also, the principal served as school supervisor who always directs, assists, and guides the school services towards the achievement of desired objectives; poor performance of principal in supervision may lead to falling standard teaching and learning in school which in turn lead to the poor students' academic performances. According to Uko (2013), the successful school supervisions depend on effective management of a school which requires knowledge, skill and expertise in handling different facets of the school system. At a time, poor students' academic performance has been related to inability of principals to effectively managed their schools, this may be due to lack of skills, competence and productivity which may require' regular training and retraining for staff and administrators Ozigi (2014) concluded that, "indeed this category of teachers, who are conservative and complacent as well as to the unqualified teachers in the profession constitute one of the factors responsible for the falling standard of education". Thus, reputable principal is the one who encourages regular training and retraining for staff in school organization. School discipline is one of the most important managerial behaviour of principal in school management. Whenever principal and other management team failed to maintain discipline in the school, the school may be characterized with many obstacles and students' misbehave which must affect teaching and learning processes. Haidt (2015) asserted that students' indiscipline interrupts the smooth running of teaching and learning process as well as general stability of school programmes.

Inability of a principal toward the improvement cordial school community relationship will consequently lead to school community conflicts. In his findings on poor school community relationship Sharma (2013) attributed it to inability of the principals to carry out their duties efficiently. Apart from this, maintenance of school facilities become the responsibility of a school principal as an overall head of the school charged with the responsibility of coordinating, planning and maintenance of all school properties. Obidoa (2013) stated that the principals have the responsibilities of ensuring that these facilities are in good shape. Even with the meager resources at their disposal, they have the responsibility of providing teachers and other instructional staff with necessary resources for effective teaching and learning process. It is against this backdrop that this study examined principals' managerial behaviour and school effectiveness in secondary schools in Ilorin West Local Government Area of Kwara State.

Purpose of the Study

The specific purpose of the study are to:

- i. examine managerial behaviour exhibited by principals in secondary schools in Ilorin-West Local Government Area, Kwara State.
- ii. determine the level of school effectiveness in secondary schools in Ilorin-West Local Government Area of Kwara State.
- iii. examine the relationship between principals' managerial behaviour and school effectiveness in secondary schools in Ilorin-West Local Government Area of Kwara State

Research Questions

For the purpose of this research work, the following research questions were raised:

1. What are managerial behaviour exhibited by principals in secondary schools in Ilorin-West Local Government Area, Kwara State?
2. What is the level of school effectiveness in secondary schools in Ilorin-West Local Government Area of Kwara State?

Research Hypotheses

Ho: There is no significant relationship between principals' managerial behaviour and school effectiveness in secondary schools in Ilorin-West Local Government Area of Kwara State

Methodology

Research Design

The research design for this study is a descriptive survey of correlation type. A survey is the act of observing or a study that involves a planned or designed collection of data over a large area for the purpose of making description. It is a study that examines a situation. This study, therefore, examined principals' managerial behaviour and school effectiveness in secondary schools in Ilorin-West Local Government Area of Kwara State. The quantitative method of reporting evidence was used in the data analysis.

Population of the Study

The population for the study consisted of teachers and principals in all the 45 public secondary schools in Ilorin West Local Government Area of Kwara State with 894 total numbers of teachers (Ministry of Education, 2022).

Sample and Sampling Technique

The research adopted random sampling technique to select 10 secondary schools in Ilorin-West Local Government Area. Also, 200 respondents were selected as samples through simple random sampling technique and 20 respondents were chosen from each of the 10 selected public secondary schools. The principals and teachers were selected because they could provide required information for the conduct of the study.

Research Instrument

The main instrument for this study is the questionnaire. A researcher-designed questionnaire titled "Principal Managerial Behaviour and School Effectiveness Questionnaire (PMBSEQ) was used to collect necessary information about the principals' managerial behaviour and school effectiveness. The questionnaire consisted of three parts; labelled A, B and C. "A" contains the demographic information of the respondents. Such information includes respondents' personal data like gender, age, qualification and years of working experience, while part 'B' entails information on principals' managerial behaviour and C on school effectiveness. There are various items on the questionnaire. The respondents are to tick only one point of scale that reflects their opinion. The questionnaire is based on the four points like scale ranging from Strongly Agree (SA) four points, Agree (A) three points, Disagree (D) two points, Strongly Disagree (SD) one point. School effectiveness was rated in terms of Highly Effective (HE) -four points, Effective (E)--Three points, Moderately Effective (ME)-Two points and Ineffective (IE)-One point.

Validity of the Instrument

To ensure the validity of the instrument for this study, the draft copy of the questionnaire were evaluated using assessment developed by the researcher and was given to the project supervisor and other experts in Educational Management. Their opinion, amendments and suggestions were incorporated into the final draft after ensuring both face and content validity of the instrument.

Reliability of the Instrument

Reliability of an instrument refers to the degree of consistency of a test instrument when administered under varying conditions. To determine the reliability of the instrument, the questionnaire was subjected to test re-test method. The questionnaire was administered on 10 participants from the population who were not part of the sample from the study area after two weeks interval. The two set of results were analyzed using Pearson Product Moment Correlation Coefficient (PPMC) statistics at 0.05 level of significance.

Procedure for Data Collection

Copies of the questionnaire were personally administered on the respondents in the sampled secondary schools. It was done that way to ensure the return of all the copies given to principals and teachers. Furthermore, Six trained research assistants who were teachers in the sampled secondary schools complemented the efforts of the researcher.

Method of Data Analysis

Data obtained on examined principals' managerial behaviour and school effectiveness in secondary schools in Ilorin-West Local Government Area of Kwara State were analysed using Statistical Package for Social Sciences (SPSS) version 22.0. Specifically, descriptive statistics of mean, standard deviation and mean rating were used to analyse answer the research questions raised in the study. All the research hypotheses formulated were tested using Pearson product moment correlation statistical method at 0.05 level of significance.

Results

Research Question One: What are managerial behaviour exhibited by principals in secondary schools in Ilorin-West Local Government Area, Kwara State?

Table 1: Managerial behaviour exhibited by principals in secondary schools

S/N	Variables	Frequency	Mean	Standard Deviation	Rank
1	Principals' interpersonal relationship	200	3.35	0.830	1
2	Principals' communication skill	200	2.82	0.966	3
3	Principals' motivation skill	200	3.15	0.859	2

Table 1 indicates managerial behaviour exhibited by principals in secondary schools in Ilorin-West Local Government Area, Kwara State which include interpersonal relationship, communication and motivation skills with mean 3.35, 2.82 and 3.15 respectively. Furthermore, principals' interpersonal relationship was ranked number one managerial behaviour, followed by motivation skill while communication skill was ranked the list.

Research Question Two: What is the level of school effectiveness in secondary schools in Ilorin-West Local Government Area of Kwara State?

Table 2: Level of school effectiveness in secondary schools

S/N	Variables	Frequency	Mean
1	High expectations for success	200	3.08
2	Frequent monitoring of student progress	200	3.33
3	Safe and orderly environment	200	2.65
Overall Mean		200	3.02

NB: Mean: 0.00-1.49=Low, 1.50-2.99 =Moderate, ≥ 3.00 =High

As shown in Table 2, the level of school effectiveness in terms of high expectations for success, frequent monitoring of student progress and safe and orderly environment with mean values of 3.08, 3.33 and 2.65 respectively is high, expect safe and orderly environment which is moderate. Thus, based on overall mean of 3.02, it implies that the level of school effectiveness in secondary schools in Ilorin-West Local Government Area of Kwara State is high.

Research Hypotheses

Ho: There is no significant relationship between principals' managerial behaviour and school effectiveness in secondary schools in Ilorin-West Local Government Area of Kwara State

Table 3: Principals' managerial behaviour and school effectiveness

		Correlations	
		Principals' managerial behaviour	School Effectiveness
Principals' managerial behaviour	Pearson Correlation	1	.683**
	Sig. (2-tailed)		.000
	N	200	200
School Effectiveness	Pearson Correlation	.683**	1
	Sig. (2-tailed)	.000	
	N	200	200

** . Correlation is significant at the 0.05 level (2-tailed).

Table 3 indicates the significant relationship between principals' managerial behaviour and school effectiveness in secondary schools in Ilorin-West Local Government Area of Kwara State with calculated p-value 0.000 which is less than the set p-value 0.05 for 198 degree of freedom. Hence, the null hypothesis is rejected. This implies that there was a significant relationship between principals' managerial behaviour and school effectiveness in secondary schools in Ilorin-West Local Government Area of Kwara State.

Discussion of Findings

Principals' interpersonal relationship was ranked number one managerial behaviour, followed by motivation skill while communication skill was ranked the least. The level of school effectiveness in secondary schools in Ilorin-West Local Government Area of Kwara State is high With overall mean of 3.02 points. There was a significant relationship between principals' managerial behaviour and school effectiveness in secondary schools in Ilorin-West Local Government Area of Kwara State. The principals' managerial behaviour can yield good or bad results among teachers, if positive, the teachers will work hard. There will be cooperation between the principals and the teachers. The teachers will not only be dedicated to their duties but will have interest in their work. Good behaviour from the principals to the teachers is likely to enhance school effectiveness.

For effective school management, the principals need to work harmoniously with all, especially the teachers. Ogunsaju (2000) had earlier stressed that school principals can only be effective when they achieve the goals with their assistants and other staff members. Salau (2008) also maintained the same position that the success or failure of a school is greatly dependent on the administrative behaviour of the school head. It also supported Adeleke (2013) that the teacher will achieve great success in the school if he or she is well abreast of motivational skills need to positively influence both teaching and non-teaching staff. Communication is effective transmission of messages from the sender to the receiver with feedback at a given point in time. Hence, principals' communication skill remain sine quo non in school effectiveness in secondary schools in Ilorin-West Local Government Area of Kwara State.

Conclusion

Based on the findings of this study, it can be concluded that managerial behaviour exhibited by principals in secondary schools in Ilorin-West Local Government Area, Kwara State included interpersonal relationship, communication and motivation skills with mean 3.35, 2.82 and 3.15 respectively. Principals' interpersonal relationship was ranked number one managerial behaviour while communication skill was ranked the least. The level of school effectiveness in secondary schools in Ilorin-West Local Government Area of Kwara State is high with overall mean of 3.02 points.

Recommendations

- i. Principals should pay more attention to interpersonal relationship in order to move on well with other staff in the school thereby attaining secondary school effectiveness.
- ii. The State's Teaching Service Commission should make arrangement for the training of principals on managerial skills in order to improve their effectiveness in school administration.
- iii. More learning resources should be put in place for teachers in order to improve their job performance thereby enhancing school effectiveness.
- iv. Principals as head of school should make efforts to ensure that the rules and regulations that serve to guide the conduct of their teachers should be fair and not rigid in order to give room for effective human relations that will no doubt increase school effectiveness.

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