

PRINCIPALS' PERCEPTION ON FACTORS MILITATING AGAINST EFFECTIVE SECONDARY SCHOOL MANAGEMENT IN ENUGU STATE NIGERIA

ANIMBA, IJEOMA EVELYN

**Department of Educational Foundation,
Enugu State College of Education (Technical) Enugu, Nigeria
E-mail: ijeomaevelyn27@gmail com
Phone: +2348091713071**

&

NNEJI, FAVOUR NWAKAEGO

**Department of Educational Foundation,
Enugu state College of Education (Technical) Enugu, Nigeria
Phone: +2348064086963**

Abstract

This study sought to determine Principals' perception on factors militating against effective secondary school management in Enugu State. Four research questions and hypotheses guided the study. The study was conducted using descriptive survey design with the entire 307 of principals in public secondary school of Enugu State. A close ended questionnaire which was researcher designed was used to obtain responses from the principals. The instrument was face validated by three experts from department of Educational Management and Measurement and Evaluation of Enugu State University of Science and Technology respectively. Internal consistency was determined using Cronbach alpha statistics and a co-efficient of 0.71 was obtained. 325 questionnaires were distributed with 315 returned. Responses from the principals were analyzed using mean and standard deviation while t-test was used to test the differences in the mean ratings of the null hypothesis at 0.05 level. The findings of the study showed that to a very great extent sufficient fund, adequate school plant or facilities, school-community relationship and population control among others are indices for the proper management of schools which is why their lack or insufficiency militate against the effective management of secondary schools in Enugu State. It was recommended among others that professionals in education sector should be allowed to take over and manage the affairs of Education for adequate and proper policies and implementations that will reflect the minds of every stakeholder in the sector from students, teachers, principals, parents and communities in the state. Government should declare a state of emergency on the education sector in order to develop a holistic approach in solving the problem of the sector for optimal functioning of schools. Proper funding and re-training of principals on proper school management through seminars, workshops and symposium should be done annually. Parents and private corporations should also be allowed to contribute in educational policies, funding and management of secondary schools.

Keywords: Principals, Secondary schools, Perception. School management, Education

Introduction

Education is a vital tool in the intellectual, emotional and material development of man. It also brings about social transformation in the life of a student. According to the National policy on Education, education is the most important instrument of change both in the intellectual and social outlook of any society. This shows that education helps in the overall development of an individual into a sound and effective citizen. However, the reverse is the case with Nigerian education sector bisected with myriads of problem ranging from poor funding, poor educational infrastructure, inadequate classrooms and teaching aids like computer, projectors, laboratories and libraries, poor / polluted learning environment and continuous high enrolment of students without matching facilities to accommodate them, decayed infrastructure, poor service delivery among others (Odia & Omofonmwan, 2007). Today, many secondary schools in both urban and rural areas in Enugu state are in pathetic state. This can be seen in the collapsed buildings yet housing students, depleted and outdated school equipment, little or no instructional materials and unhealthy school environment filled with dirt and bushes among others. This problem started after Nigerian education system witnessed tremendous expansion between independence in 1960 and 1995. Furthermore, population explosion, changes in government due to military coups, depressed economy, unplanned and uncontrolled educational expansion among others created more environmental crisis in the education system. Secondary schools in Enugu state like other secondary schools in developing nations yearn for management that can create a conducive environment for both academic and great morals to thrive. In other words, for secondary schools to be productive and prosperous, its administration must be one that will foster creative thinking and experimentation of novel ideas through variety of management styles. This is because a regimented administration is an obstacle to rich and imaginative knowledge creation and development of life skills which is the primary purpose of schools. This is seen when top managers of education lack modern management skills/ traits. The basic requirement for effective school administration is inherent in the ability of the principals to positively influence teachers, students and other members in the society in the realization of educational goals (Owan et al, 2018). The role of the school manager who is also referred to as the principal in public schools includes but not limited to translating educational policies into programs and actions in the school. The success or failure of a school depends to a large extent on the ability of the principal to effect desired educational goals. Thus his role as an executive head of the school is enormous with a lot of challenges in terms of management not only in instructional programs but on teachers and students of the school in order to bring about positive change.

Concept of Management

Management is the process of planning, decision making, organizing, leading, motivation and controlling human resources, financial, physical and information resources of an organization in order to reach its goals effectively and efficiently (Ozochi, 2006). It is adherently the process of planning, organizing, leading and controlling. It is concerned with productivity whereby labour, capital, land, equipment among others are efficiently used through management in order to achieve organizational goals. It is the art and science of getting work done by other people. Therefore, management is associated with group effort purposefully accomplished through others. It is goal oriented, indispensable and intangible while ensuring better life for

all. The school management like other areas of management is an integral part of educational system. This is because the better the management of a school, the better educational experience of students. School management is a goal oriented activity involving group effort and organized performance towards the achievement of certain pre-destined goals in educational institutions. It is the combination of human and material resources to supervise, plan, strategize and implement structures to execute an educational objectives or goals. Furthermore, it is the management of day to day activities of school like academic, discipline, staff, maintenance of building and other activities. Effective school managers promote collaborative cultures, dedicated to their work, competent and highly motivated (Ozochi, 2006). The effective utilization of human and material resources of school promotes co-operation which foster the achievement of identified educational objectives. The essence of school management is to see that valuable scarce resources are effectively and efficiently used for the well-being and prosperity of the students. Therefore, since school management involves planning and decision making, the principal decides in advance what is to be done and how to do it; the objectives to be achieved and how to utilize the available resources in achieving these objectives. These decisions entail forecasting, establishing school objectives, programming school activities, budgeting, establishing and interpreting policies. Furthermore, the principal in collaboration with teachers carryout these management tasks as manifested in examination, sporting activities, prize-giving/ graduation ceremony, maintenance of school plants, time-tabling, distribution of functions to teachers, disciplinary procedure for both teachers and students, acquisition and distribution of instructional materials for the school among others. School management also involves organization and arrangement of work schedules in effective ways using administrative structures whereby posts are created and assigned for the optimal performance of the school. This is seen in the school organogram. This is because no school principal can function without the assistance of other members of the school hence the need for an effective framework for creation and assigning of duties in order to achieve the set educational objectives. For effective school management, proper organization is under taken in order to foster co-operation of the achievement of educational goals. Besides, without proper organization, teachers, students and non-teaching staffs will not be able to co-operate with the principal. Organization enables the principal to assign school duties to teachers and students according to their competence in order to promote school efficiency while coordinating the various activities of the school. For example, assigning teachers to various classes or subjects areas according to areas of specialization, training and experience whereby teachers with similar qualifications or related discipline belong to the same department, appointment of sectional or departmental heads, creation of administrative sub-units, appointment of school prefects, head of games, social activities, craft among others.

Coordination is very vital in school management because it involves the process of fusion or fixing together every group and units into an integral whole within the school. It is the process of harmonizing and directing of human and material resources in order to achieve educational goals. This involves subject supervision, leadership and directing of all school affairs through the various department, unit and structures within the school. Thus the principal does this by ensuring that every staff work towards the attainment of the school goals without conflict with each other, provision of effective time-table, proper and timely use of school facilities like libraries, music room, hostels, laboratories among others. School management also involves motivation of school staffs in order to foster efficient work force. This stimulation of

the mind helps in the activation and direction of human behaviors towards the achievement of the desired goals. According to Mgbodile (2014), the principal can motivate school workers by encouraging little achievements, rewarding diligence and efficiency, recommendation of staffs for training and workshops, involving of staffs in decision making, improving staff welfare and delegation of duties.

Concept of Perception

Perception can be defined as the recognition and integration of sensory information. According to Jennifer Levitas (2020), it is the process of recognizing and interpreting sensory stimuli including how to respond to the information. It can also be defined as a process where information from the world of externality are used in solving the problem of internality (Animba, 2019). It is the sensory experience of the world which involves both recognizing environmental stimuli and action in response to these stimuli. It also includes all those processes by which an individual receive information about his environment. Through perceptual process, information about properties and elements of the environment are gained which are very critical to survival. Perception includes the five sense organs; touch, sight, sound, smell and taste, ability to detect changes and the use of cognitive process required to process information. Perception is the ability to capture, process and actively make sense of the information. It is also the cognitive process that makes it possible to interpret the world of externality through the sensory organs. All perceptual process involves signals that go through the nervous system resulting from the physical and chemical stimulation of the sensory system. Moreover, perception is not only a passive recipient through the sensory signals but active through the recipients learning, memory, expectation and attention. All stages of perception often happens unconsciously and in less than a second. This process begins with stimuli reception and ends with the interpretation of same.

Types of perception include:

Visual perception- The ability to see and translate light signals through occipital projections

Auditory perception-The ability to perceive sound by detecting vibrations through the auditory modalities separating them according to sources of interest, identifying them and estimating their distance and directions.

Hepatic perception - The ability to recognize objects through touch senses and a combination of somatosensory pattern on the skin surface, proprioception of hand position and conformation.

Taste/ Tactile perception- The ability to perceive the flavor of substances including but not limited to food.

Olfactory perception - The ability to absorb molecules through olfactory organs.

Social perception - The ability to understand individuals and groups in their social world through social cognition.

Speech perception- The process by which spoken language is heard, interpreted and understood.

Facial perception- Refers to cognitive process specialized in handling human faces and facial expressions.

The Principal

The principal is the highest ranking administrator in a secondary school. In the beginning of 20th century, as schools grew from one room into schools with multiple classrooms, there was need for someone to manage them. Initially, the void was filled in by teachers, however teaching and dealing with school management needs made it impossible for both to be managed properly. As schools continued to grow, these principal-teachers became full time administrators. Most stopped teaching in order to manage their demanding responsibilities. As managers and leaders, principals were responsible for financial operations, building maintenance, student scheduling, personnel, public relations, school policy, coordination of the instructional program and overall school matters. Since the principal is responsible for the overall operation of their schools, they are held responsible for the performance of their students on national and state assessments. These responsibilities include monitoring of instruction, helping teachers with their duties by improving their teaching among others. With this change in responsibility, principals discovered the need to evaluate instructions effectively by improving instructional techniques too. With schools facing increased pressure to improve teaching and learning, the duties and responsibilities of principals further expanded to include leading school reform that would raise student achievement. Thus the principal does this by creating shared vision within the school-community and implementing new organizational structures that engages teachers in shared decision-making. Principals are also responsible for facilitating their school interactions with parents and others in the school community. This responsibility includes working with parents in disciplinary issues when students are not succeeding academically. They are responsible for ensuring that facilities and equipment are safe and in good working condition, the development of overall school discipline policies, enforcement of the policies and assignment of supervisory responsibilities among school personnel (Ogbonna, 2010). A central part of being a great leader is cultivating leadership in others. Therefore for effective leadership and management, a principal must be involved in:

- 1: Planning of school activities and provision of guidelines for both teaching and non-teaching staffs. This includes planning, setting objectives and determining what should be done. This helps the principal to anticipate problems and opportunities think forward and contribute to the efficacy of the goals. An effective and efficient principal also focuses the attention of the teachers on the school objectives in order to give them a performance oriented sense of direction to the school
- 2: Participates in school activities and encourages teamwork
- 3: Respects the wishes of the school population, replies their requirement and listens to every contribution
- 4; Attracts school population and motivates them to learn and teach hard
- 5; Leads school population to the right direction and learns from them.

Factors militating against school management

Since it is a well-known fact that the level of inadequacies observed among undergraduates and graduates alike is attributed to primary and secondary education system in Nigeria, it is

pertinent that Nigerian government design a suitable guidelines and channels for funding education. This is because government all over the world recognizes education as a veritable instrument for better citizenship and national development hence nations invest in education in order to acquire skills needed to generate national income of her economy. Funds are required and necessary to maintain both the human and material resources of the system in order to achieve the desired educational goal. In realization of these obvious facts, Nigerian government has tried to fund education both in federal and state level in order to eradicate illiteracy as genuine national principles cannot be entrenched when majority of Nigerians are illiterate. Akintoya (2014) argued that the gross underfunding of the educational sector in Nigeria and the subsequent neglect of the physical structures inversely affects instructional and learning conditions of secondary schools. Thus the government has tried to fund education through subventions/subsidies, tuition fees, direct labour, donations, bail out, bank loans, Education Trust Funds (ETF), Petroleum Trust Fund (PTF), external grants among others. Moreover, education constitutes one of the largest industries and greatest consumer of public revenue therefore a lot of money is needed in the overall running of schools. These funds are expressed in staff salaries, equipment, buildings, maintenance of school plants and other services. The school system cannot discharge its onerous task without adequate fund hence it's therefore left for the school to generate revenue with which to sustain its programs. These revenues come from students as school fees, levies and boarding fees officially approved and authorized by the government. Therefore for the school system to be enhanced or marred depends on adequate revenue it can generate.

School physical facilities or plant refers to the school site, building, playground, equipment and other materials provided for effective teaching and learning. Onwurah (2004), posited that school plant is the space interpretation of the curriculum noting that the school programs are expressed through the site, buildings, playgrounds, arrangement and design of school buildings. Furthermore, Akinsolu (2014), Akomolafe & Adesua (2016) agreed that school facilities ranges from but not limited to classroom blocks, libraries, workshops, laboratories, equipment, electricity, water, desk, chairs, audio-visual and visual aids, toilets and storage space among others that will likely motivate students towards learning. Subsequently, they argued that the purpose of providing a decent facility at school is to enhance the learning activity and as a booster to increase student's achievement. This is because adequate and well maintained school buildings and facilities bring about conducive teaching and learning environment for teachers and students in order to perform their duties effectively. A good school environment (plant) also fosters desirable behavior, creativity, harmonious relationship and problem solving skills among learners and set up a school network which would meet future demand for education as stipulated by National Policy on Education. Effective learning is also enhanced by the provision of adequate educational facilities and school building in quantity and quality. Hence safe and orderly classroom environment and school facilities are significantly related to students' academic achievement. This is a clear evidence that the overall goals and objectives of educational system revolves around the ability of learners to tap the various opportunities offered by the school and its environment as evident in school plant. This is why educators believe that adequate and quality school facilities are basic ingredients for quality education to achieve the intended goal of the school program.

The community is the umbrella which contains all agents of socialization and education. It is the focal point of all social systems where group of people belonging to same race, ethnicity with same value system and interest socially as one. Thus the school is an agent of socialization located at a given geographical area among people of like values and interest; it therefore becomes a unifying factor for everybody in the community. Since the community provides lands, manpower and even instructional materials for the school, there is need for a healthy and positive relationship between the school and community because the opposite can be catastrophic to the achievement of educational goals. This is because the school does not exist in isolation but an integral part of the community where it is situated hence directly influences its decision making and general objectives. When the school and community are in partnership, there is a tremendous influence on the lives and behaviors of students. Therefore, there is need for both to understand and appreciate the need for mutual co-existence by creating forums and opportunities for the students, build confidence of the public in the school system, develop and coordinate school activities within the community in order to unite, develop public consciousness, get full value for money and keep the people informed of issues concerning the school among others. It is important to state here that a good school-community relationship demonstrate to both the students and the members of the community that the school and the community are partners in progress. This is because the education of the students should reflect the prevailing life of the community. Babatunde (2014) opined that for a principal to demonstrate his professional proficiency, he must create meaningful relationship by socializing with the people in the community through the community heads and other important personalities. The principal should therefore visit community members and allow them to identify and participate in some important school functions like cultural activities, inter-house sports among others.

In Enugu state like other states in Nigeria, stakeholders in education sector comprising principals, teachers, students and parents are faced with the problem of so much increase in school enrolment without adequate facilities to contain them. There is also the problem of shortage of teachers especially in science and vocational subjects, low/ lack of teachers in the rural areas and under staff or no teachers at all for some subjects. This problem is as a result of increase in population of students in secondary schools where the ratio of a teacher per student is very high. In this regard, Okorie (2010), argued that many student do not receive adequate attention especially the average ones leading to cheating in examination. Ajayi (2010) also agreed that explosion of students in the classes have caused inefficiency of teachers as they are find it difficult if not impossible to control students adequately and handle each child's need individually. Moreover, there are inadequate infrastructures like classrooms to match the increasing number of students. This is evident in the loss of individualized instruction and increased stress on the teacher leading to an increases behavioral problem. Thus the rapid growth of secondary school students has burdened principals with administration problem leading to high level of delinquency and mis-behavior with the schools.

Secondary school education covers two phases on education scale; junior secondary education and senior secondary education. Secondary education takes place after six years of primary education with different forms like general and vocational education. According to Ognonnaya (2010), secondary education is the full time education provided after primary education for pupils in secondary schools between the ages of twelve and eighteen. It is a

transitory level of education received by pupils between primary and tertiary education whose curriculum is pre-vocational and comprehensive with core- curriculum designed to broaden the horizons of students. From these definitions, it can be deduced that secondary education is a form of education which students receive after the completion of primary education. In Nigeria, secondary school is managed largely by the state ministry of education with the exception of unity schools. Meanwhile in Enugu state, it is managed through agencies like Post Primary School Management Board (PPSMB) and Science, Technical and Vocational Management Board (STVMB). Secondary education is a six year course navigated in two stages of three year duration according to the universal basic education program UBE. Emphasizing on the importance of secondary education in Nigeria Ogbonnaya (2010) asserts that secondary education helps to produce good citizens who are the future leaders of Nigeria with secondary school curriculum diversified in order to cater for individual differences in students both in talents and in opportunities. Furthermore the management of secondary education in Enugu state lies in the hands of the school boards under the Enugu state ministry of education with the principal as the administrative head. The board is charged with the responsibility of recruitment, posting and discipline of staff, allocation of resources both in fund and instructional resources. In partnership with the principal, the school board provides and supervises available resources given to schools in order to achieve the specified educational goals.

Purpose of study

Secondary education is a very important level in the educational system because of its laudable objectives in molding sound citizens. The achievement of any educational objectives is dependent of the school administration. This is due to the fact that when the head is faulty, all other segments of the system will also be faulty. It is a general fact that when the school environment is conducive effective teaching and learning will be achieved with minimal efforts however when the climate is not favorable, there is every tendency that educational efforts will jeopardized. School principals play significant roles in enhancing the achievement of educational goals which is achieved with efficient management. It is on this premise that the researcher x-rayed the factors hindering effective management of schools in Enugu state as perceived by principals and proffer solutions on how efficient and effective management can be achieved in secondary schools by principals.

Research Questions

The following research questions guided the study:

- 1: What is the extent to which principal's perception on insufficient fund militate against effective secondary school management?
- 2: What is the extent to which principal's perception on inadequate school facilities militate against effective secondary school management?
- 3: What is the extent to which principal's perception on unhealthy school community relationship militate against effective secondary school management?
- 4: What is the extent to which principal's perceptions on population explosion militates effective secondary school management?

Hypothesis

The following null hypotheses were tested at 0.05 level of significance:

H01: There is no significant difference in the mean rating of principals on the extent to which insufficient funds militate against effective management of secondary schools in Enugu state

H02: There is no significant difference in the mean rating of principals on the extent to which inadequate school facilities militate against effective management of secondary schools in Enugu state

H03: There is no significant difference in the mean ratings of principals on the extent to which strained relationship between the school and the host community militate against effective management of secondary schools in Enugu state

H04: There is no significant difference in the mean ratings of principals on the extent to which population explosion of students militate against effective secondary school management in Enugu state.

Methodology

The study adopted descriptive survey research design. A survey research design is that in which generalizations are made over the entire populations from a sample population (Uzoagulu, 2013). The design was used because survey research allows for the description of condition and situation as they exist in their natural setting. The study was conducted in Enugu state Nigeria. The whole population of principals in all public secondary schools in the six education zone of Enugu state was used in the study. They consist of 307 principals made up of 292 from Post Primary School Management Board (PPSMB) and 12 from Science, Technical and Vocational Schools Management Board (STVSMB). Therefore there was no need for sample and sampling technique. This is because the number of respondent was not too large for the study. Gender was not considered in the research because it was not used as a researchable factor. A researcher structured questionnaire titled "Principals perception on factors militating against effective secondary school management in Enugu state" (PPFMAESSM) was used for the study. The questionnaire contained a total of 20 (5 each) structured questions generated from extensive review of literature and information on school management. Each research item has four response options of (VGE) Very great extent 4, (GE) Great extent 3, (LE) Low extent 2, (VLE) Very low extent 1. The instrument was subjected to face validation by three experts; two from the department of Educational Management and one from Measurement and Evaluation from Enugu state University of Science and Technology. The reliability co-efficiency of the instrument was determined using Cronbach Alpha and a reliability co-efficient of 0.71 was obtained. A total of 320 copies of the questionnaire was administered to the respondents with the help of two research assistants. These assistants were trained by the researcher to assists in administering the instruments to the respondents. A total of 307 copies properly filled and returned was used for analysis. The responses was analyzed using mean and standard as follows; 1.50-2.00= very low extent, 2.00-2.50= low extent, 2.50-3.00=great extent, 3.00-3.50=very great extent. Test on hypothesis was done using t-test in order to ascertain the differences in the level of significance (r) obtained from responses of the research questions at 0.05 level of probability. Similarly, when the calculated t-value was equal to or greater than the critical value at 0.05 level of significance and appropriate degree of freedom, the null hypothesis was rejected if not accept the null hypothesis.

Research Question 1

What is the extent to which principal's perception on insufficient fund militate against effective secondary school management?

Table 1a: Mean responses with standard deviation of response on the extent to which insufficient fund militate against effective secondary school management

S/N	Insufficient fund militate against effective school management, thus:	VGE 4	GE 3	LE 2	VLE 1	$\bar{X}$	SD	Dec
1	Principals lacks fund in purchasing instructional materials.	60	190	29	28	2.92	0.81	GE
2	The school lack laboratory equipment	72	185	28	22	3.00	0.78	GE
3	Poor maintenance due to insufficient fund	36	221	26	24	2.88	0.71	GE
4	Inadequate impress for the principal	49	193	38	27	2.86	0.79	GE
5	Poor allocation of funds to various departments in the school	76	168	37	26	2.96	0.84	GE
	Grand Mean					2.92	0.79	GE

Data from table 1a showed that all the five items had mean scores above the criterion mean of 2.50. This indicated that the respondents agreed that insufficient fund militate against effective secondary school management to a great extent. This implies that the relationship between the two variables was directly proportional signifying that the higher the lack of funds the lower the effective management of secondary schools.

Hypothesis 1: There is no significant difference in the mean ratings of principals on the extent to which insufficient funds militate against effective management of secondary schools in Enugu State.

Table 1b: t-test analysis of mean responses of the respondents on the extent to which insufficient fund affect effective school management in Enugu state

Variables	N	$\bar{X}$	SD	Df	T(cal)	t-critical	Dec
Male principals	149	2.61	0.62	307	1.38	1.96	
Female principals	158	2.50	0.84	307	1.38	1.96	H01 Accepted

Result in table 1b revealed that the calculated t-value (1.38) is less than the critical t-value (1.96) at 305 degree of freedom and at 0.05 level of significance. This implies that male and female principals did not differ significantly in their opinions on the extent to which insufficient funds militate against effective management of secondary schools in Enugu State. Therefore, the null hypothesis (H_{01}) was accepted.

Research Question 2a: What is principal's perception on the extent to which inadequate school plant militate against effective secondary school management?

Table 2a: Mean responses of principals on the extent to which inadequate school plant militate against effective school management in Enugu state.

S/N	Inadequate school plant affects effective school management, thus:	VGE 4	GE 3	LE 2	VLE 1	$\bar{X}$	SD	Dec
6	Poor students enrollments	32	196	47	32	2.74	0.78	GE
7	Unconducive teaching and learning environment	140	150	7	10	3.37	0.69	GE
8	Poor motivation to work hard	160	140	5	2	3.49	0.57	GE
9	Students are psychologically and emotionally traumatized by dilapidated structure	54	193	36	24	2.90	0.77	GE
10	Unattractive environment inhibits effectiveness	165	133	4	5	3.49	0.61	GE
	Grand Mean					3.20	0.68	GE

Data presented on table 2a showed that all the five items had mean scores above the criterion mean of 2.50. This implies that the respondents were of the opinion that inadequate school plant militate against effective secondary school management in Enugu State to a great extent. Hypothesis 2b: There is no significant difference in the mean rating of male and female principals on the extent to which inadequate school plant militate against effective management of secondary schools in Enugu State.

Table 2b: t-test analysis of mean responses of the respondents on the extent to which inadequate school plant affect effective school management in Enugu state

Group	N	$\bar{X}$	SD	Df	T(cal)	t-critical	Dec
Male principals	149	3.20	0.77	305	1.13	1.96	
Female principals	158	3.11	0.55	305	1.38	1.96	H02 Accepted

Result in table 2b revealed that the calculated t-value is less than the critical t-value at 0.05 level of significance. This implies that male and female principals did not differ significantly in their opinions on the extent to which inadequate school plant militate against effective management of secondary schools in Enugu State. Therefore, the null hypothesis (H₀₂) was accepted.

Research Question 3a: What is the extent to which principal's perception on unhealthy school community relationship militate against effective secondary school management in Enugu state?

Table 3a: Mean responses and standard deviation of the respondents on the extent to which strained school community relationship militate against effective secondary school management

S/N	Strained school community relationship affect effective school management, thus:	VGE 4	GE 3	LE 2	VLE 1	$\bar{X}$	SD	Decision
11	Difficulty in discharging duties	90	201	5	11	3.21	0.64	GE
12	Teaching and learning are adversely affected	35	215	33	24	2.85	0.72	GE
13	Teachers are not motivated	50	163	49	45	2.71	0.91	GE
14	Disenchantment on the part of parents	67	156	48	36	2.83	0.90	GE
15	The image of the school is adversely affected	42	177	56	32	2.75	0.82	GE
	Grand Mean					2.87	0.80	GE

Data presented on table 3a showed that the responses had mean scores above the criterion of 2.50. This implies that the respondents were of the view that strained school community relationship militate against effective secondary school management in Enugu State. This is evidence in the grand mean score of 2.87.

Hypothesis 3b: There is no significant difference in the mean ratings of male and female principals on the extent to which strained relationship between the school and the community militate against effective management of secondary schools in Enugu State.

Table 3b: t-test analysis of mean responses of the respondents of male and female principals on the extent to which strained relationship affect effective school management in Enugu state.

Group	N	$\bar{X}$	SD	Df	T(cal)	t-critical	Dec
Male principals	149	2.86	0.72	305	1.33	1.96	HO3
Female principals	158	2.74	0.90	305	1.33	1.96	Accepted

Result in table 3b revealed that the calculated t-value (1.33) is less that the critical t-value (1.96) at 305 degree of freedom and at 0.05 level of significance. This implies that male and female principals did not significantly differ in their opinions on the extent to which strained relationship between school and the community militate against effect management of secondary school in Enugu State.

Research Question 4a: What is the extent to which principal's perceptions on population explosion militates effective secondary school management in Enugu state?

Table 4a: Mean responses of principals on the extent to which population explosion of students affect effective secondary school management in Enugu State

S/N	Questionnaire Item	Principals						
		VGE	GE	LE	VLE	$\bar{X}$	SD	Dec
	Population explosion of students affect effective school management, thus:	4	3	2	1			
16	Inadequate classroom	47	209	35	16	2.93	0.69	GE
17	Inability of teachers to control students	87	149	40	31	2.95	0.90	GE
18	Learning is ineffective	40	204	38	25	2.84	0.75	GE
19	Poor ventilation	58	192	51	6	2.98	0.66	GE
20	Poor attention to students by teachers	30	213	45	19	2.83	0.68	GE
	Grand Mean					2.91	0.74	GE

Data from table 4a showed that all the five items had mean scores above the criterion mean of 2.50. This implies that the respondents were of the opinion that population explosion of student in schools militate against effective secondary school management. The values of their standard deviation ranged from 0.66 to 0.90 which indicated that the respondents were not too far from the mean and opinion of one another in their responses.

Hypothesis 4a: There is no significance difference in the mean ratings of male and female principals on the extent to which population explosion of students in schools militate against effective management of secondary schools in Enugu State.

Table 4b: t-test analysis of mean responses of the respondents on the extent to which population explosion of students affect effective secondary school management in Enugu State.

Group	N	$\bar{X}$	SD	df	T(cal)	t-critical	Dec
Male principals	149	2.95	0.68	305	1.00	1.96	H04 Accepted
Female principals	158	2.86	0.83	305	1.00	1.96	

Result in table 4b showed that the calculated t-value of 1.00 is less than the critical t-value of 1.96 at 305 degree of freedom and at 0.05 level of significance. The null hypothesis was therefore, not rejected. This indicated that male and female principals had informed opinions on the extent to which population explosion of students in schools militate against effective management of secondary schools in Enugu State.

Discussion of Findings

The findings of the study in table 1 showed that principals to a great extent perceives insufficient fund as a major factor militating against management of secondary schools in Enugu state. There is also no significant difference between the mean ratings of insufficient fund and efficient management of secondary schools in Enugu state between male and female principals. The difference between the two variables was directly proportional implying that the higher the level of insufficiency of fund needed for efficient school management, the

higher the inefficiency and ineffectiveness of secondary schools in Enugu state being properly managed. The finding was consistent with the study carried out by Mbayuav (2012) which found out that funding was a major constraint to effective management of secondary schools in Nigeria. Similarly, Nwiyi (2013) and Nwakpa (2014), respectively posited in their research that funding is a major issue in the education polity of Nigeria hence its insufficiency poses a great threat to effective management of secondary schools and subsequent achievement of educational goals.

Results in table 2 also indicated that inadequate school plant was perceived to a great extent by principals as a militating factor against secondary school management in Enugu state. There is also no significant difference between the mean ratings of inadequate school plant and efficient secondary school management as perceived by male and female principals in Enugu state. This implies that the two variables directly affects the outcome of each other such that the higher the level of inadequacy of school plant, the higher the level of inefficiency in secondary school management in Enugu state. This is in line with the study carried out by Etimuli & Ogedegbe (2015) who posited that one of the greatest challenge in the administration of secondary schools in Nigeria is unconducive teaching and learning environment, dilapidated school structures and depreciated equipment. This was seconded in a study carried out by Osakwe (2006), which affirms the fact that school plant was an integral part of school management and actualization of educational goals.

Results in table 3 showed that principals to a great extent considered strained or unhealthy school-community relation as a major factor militating against effective and efficient management of secondary schools in Enugu state. This is seen as there is no significant difference between the mean ratings of male and female principals on strained school-community relationship and management of secondary schools. This implies that the two variables directly affects the outcome of each other. This is in line with the findings of Ojedele (2016), who posited that the ability of a principal to relate well with the host community, the better discipline and academic achievement of the students.

Data in table4 showed that principals regardless of gender agreed on the fact that population explosion affects effective management of secondary schools in Enugu state to a great extent. There is also no significant difference between the mean ratings of male and female principals on population explosion and management of secondary schools in Enugu state. This implies that the higher the enrolment of secondary school student, the higher the level of inefficient management of the schools especially when there are no corresponding infrastructure to manage the explosion. This is in line with the study carried out by Nwanneka (2016), who argued that population explosion of student's poses challenges than prospects making it difficult to manage the huge population of students.

Conclusion

In the last two decades, a lot of research, investigation and inquiry has been undertaken in order to find out the reasons why the public secondary schools in Enugu state kept moving from worse to worst irrespective of the different policies and strategies enforced by the state government in order to revitalize it again. This has been seen in massive failures by students, conflicts in the community between schools and host communities, dilapidated infrastructures, zero laboratories and workshops amongst others. This has shown that for a

school to be effectively and efficiently managed by principals who are the head of schools; adequate funding, school plant, conducive environment, healthy school-community relationship and corresponding resources to match increasing population of students amongst others must be put in place.

Recommendations

From the findings of the study, the following recommendations are made:

1. Government should ensure that the UNESCO 26% of national budget goes to education as this will enhance effective school administration
2. There should be proper funding of public schools in Nigeria through corroborative efforts or partnership of private organizations, private individuals, parents and the society at large since no society achieves any meaningful administration and management of its schools and achievement of educational objectives without adequate funding.
3. Adequate school plant / facilities like classroom, laboratories, workshops, library, hostels amongst others and subsequent maintenance of dilapidated school structures by state government through appropriate bodies like state ministry of education for effective management of secondary schools and improvement of academic performance of students.
4. School principals should do everything in their powers to carry host communities along both in decisions affecting students and other community services in order to foster healthy relationship between the two.
5. Principals should be trained and re-trained through seminars, symposium and workshops on modern and effective management skills.
6. More teachers should be employed and subsequently trained in order to bride the student-teacher ratio so that adequate teaching and learning will take place.
7. Population explosion should be solved by provision of more infrastructures, instructional materials, classrooms, hostels among others in order to accommodate the increasing population.
8. A state of emergency should be declared on education sector with a holistic approach in solving its problem by engaging professionals in the decision making process of the sector.

References

- Ajayi, J. A (2012). Issues in School Management. Lagos
- Akintoya, M. O. (2014). Public Finance and the problems of access to University Education. *International Journal of Literacy Education*. (UNESCO Chair). 2 (1), 1-23
- Akinsolu, R. A. (2014). Provision and Management of Facilities in Nigerian Primary schools.
- Akinmolafe, C. O. & Adesua, V. O. (2016). The Impact of physical facilities on student's level of Motivation and Academic Performance in Senior Secondary Schools in South West Nigeria. *Journal of Education and Practice*, Vol 7, no 4, pp 39-42
- Animba, I. E (2018). Relationship between Post-Traumatic disorder and Personality among Senior Secondary School Students in Agbani Education Zone. *International journal of management, Social Sciences peace and conflict*. Vol 2(3), 61-72
- Babatunde, M.M. (2014). Principals' Managerial Skills and Administrative Effectiveness in Secondary Schools in Oyo. *Global Journal of Management and Business Research*, 14(3), 51-57.
- Eimulu, J.O. & Ogbedegbe, G.G. (2015). Fundamental Issues in the Management of **Secondary** Education in Nigeria. *Journal of Emerging Trends Policy Studies*, 6(7), 265-270.
- Jennifer Levitas (2020). What is Perception in Psychology? Definition and Theory.

- Mbayauav, S.T. (2012). The challenges of secondary education in Nigeria: the way forward. *Journal of Pristine*, 4(1), 104-112.
- Mgbodile, T. O. (2014). *Fundamental in Educational Administration and Planning*. Enugu. Magnet Business Enterprises Publishing Division.
- Nwankpa, P. (2014). Factors that militate against effective secondary education administration in Nigeria. *Journal of resourceful and Distinction*, 9(1), 1-7.
- Nweneka, A.O. (2016). Assessment of Availability and Maintained of School Plant in Secondary Schools in Zaria Education Zone. *Unpublished Dissertation*, Department of Education Foundations and Curriculum. Ahmadu Bello University Zaria.
- Nwiyi, G.U. (2012). Attainment of Millennium Development Goals (MDGS) Through Teacher Education programme in Nigeria. *The Journal of Teacher Perspective* 6 (13) 496-501
- Odia, L. O, & Omofonmwan, S. I. (2007). Educational system in Nigeria. Problems and Prospects. *Journal of social sciences*. Vol 14, 2007-issue 1 [https:// doi.org/10.1080/09718923.2007.11978347](https://doi.org/10.1080/09718923.2007.11978347)
- Ogbonnaya, N. O. (2010). Supervision and Inspection for Effective Primary Education in Nigeria. Strategies for Improvement. *Academic Research International*. 4(4), 586-590
- Ojedeke, P.K. (2010). Community School Relations Challenges for School Administrators. *Educational Planning and Administration in the 21 Century*.
- Okorie, O. O. (2010). Guide to school workshop and laboratory planning. *Technical Education Today*. Federal Polytechnic Kaura Namoda. 3 (1& 2), 6-7
- Onwurah, C. (2004). *School Plant Management. Fundamental of Educational Administration and Planning*. Enugu: Magnet Business Enterprises.
- Osakwe, R.I. (2015). Managerial competences of principals of Federal Government colleges in North Central Nigeria. *Unpublished Ph.D. Thesis*. Department of educational Foundations, University of Nigeria Nsukka.
- Ozochi, C. (2016). *Educational Management and Supervision: Principals and Practice*. Enugu: Pan-Afric Publisher.
- Owan, V. J, Nwamunu, B. I, & Maduekwe, E. C. (2018). Problems of school management and student's Academic performance in secondary schools in Calabar Education Zone. Cross River State. Nigeria. *International journal of research and innovation in social science (IJRISS)*. Vol ii, issue x, October 2018// ISSN 2454-6186
- Uzoagulu A. E (2013). *Practical Guide to Writing Research Project Report in Tertiary Institutions* Enugu: John Jacobs Classics