THE PERCEPTIONS OF SECONDARY SCHOOL PRINCIPALS IN
OYO STATE, NIGERIA TOWARD SELECTED
EDUCATIONAL ISSUES

DISSERTATION

Presented to the Graduate Council of the
North Texas State University in Partial
Fulfillment of the Requirements

For the Degree of

DOCTOR OF PHILOSOPHY

By

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August, 1982

Nigeria's educational environment has witnessed rapid and wide-spread changes within the last five years to the extent that enormous pressures are being put upon the practitioners. The introduction of universal free primary education in 1976 and the establishment of the national policy on education in 1977 are two of the major reasons for these changes. Educational critics have discussed issues affecting education in Nigeria generally and in Oyo State particularly. The practitioners have continuously come under severe attack for the apparent shortcomings brought by these changes.

It was viewed that principals could speak out regarding the seriousness of such educational issues which the critics have repeatedly emphasized. The two purposes of this study were to determine the perceptions of secondary school principals regarding the seriousness of selected educational issues; and to determine whether there were significant differences in the perceptions that could be ascribed to zonal location of schools, age of principals, enrollment, and years of experience as principals.
The principals of 273 secondary schools in Oyo State (1980-81) made up the respondents for this study. There were 193 returns which were utilized in the data analysis.

The Chi-square statistic was utilized for the study and results were deemed significant at the .05 level.

The findings of this study support the conclusions stated below.

1. Principals of secondary schools in Oyo State, Nigeria, support the views of the educational critics that there are serious educational issues in the State.

2. Principals believe that the financing of schools, the taking over of schools by the Government, and the rapid increase in student enrollment are the most pressing educational issues.

3. Zonal location of schools has an impact on the perceptions of principals regarding the seriousness of educational issues.

4. Years of experience have an impact on the perceptions of principals regarding the seriousness of the educational issues.

5. It is noteworthy that principals do not consider profiteering in schools as a serious educational issue.
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CHAPTER I

INTRODUCTION

Changes in the objectives at each level of education in developing countries are necessitating a re-evaluation of the educational system. These changes in objectives will also require an evaluation of the relationship of all parts of the educational system to each other. It should be realized that the changes in the system of education alone without adequate consideration for the necessary pedagogical adjustments would render all efforts futile. To the developing nations, there is no doubt that education is a basic human need to acquire value, attitude and skills on which a better life could be built. It is no exaggeration that education influences, and is in turn influenced by, access to other basic human needs. Education is the basis for all development programs in any civilized environment.

The "Special Report on Education," (5, p. 1819) of the World Bank laid emphasis on the fact that despite significant improvement in the enrollment of children in all spheres of education, the developing countries still have a long way to go in finding solutions to the social and economic needs of education. Education is a basic human
need to acquire knowledge, attitudes, values and skills on which a better life could be built; education is a means of meeting other basic needs in providing access to the understanding of health needs, of safety and of shelter; and all development programs depend on the skills acquired in education. The report also stressed the fact that the development of national managerial, administrative and analytic capacities lag behind the growth in size and complexity of the education enterprise.

Nigeria, with its introduction of Universal Primary Education (UPE) in 1976, initiated a most momentous thrust in eradicating illiteracy. The effort has brought social, political and financial changes into the educational environment of Nigeria. It would be of value to determine the extent to which the present administrative machinery is sufficient and capable of coping with the problems of educational change and how the system itself is responding to change.

The military government in Nigeria ushered into the society a free Universal Primary Education as an attack against illiteracy. This brought about a new Educational Policy which will guide the future of the people in attaining the useful goals of education. Thus, the planned changes in education had the interest and the backing of those at the very top of the political ladder. This confirmed the contention of Schramm of the importance of
involvement by the top political leadership of any country wherein changes and innovation are planned (3, p. 165). The cooperation of the political leaders in innovative efforts cannot be over-emphasized. Failure to secure such approval has rendered change to be useless in some developing countries (3, pp. 145, 216).

With the present system of school administration in Nigeria, the school principal is faced with tremendous pressure to modify his style and leadership ability in order to cope with the new challenges that would be forthcoming in his schools such as the increase in student population, the discipline problems, the challenge to use different methods for teaching and even the handling of staff matters. Sarason (9, p. 111) did assert that the principal is the implementer of change in any school system. It is in this regard that the principal is faced with tremendous pressure when there are changes in the system of education. It is the view of Ozigi (8, p. 1753) that the first person to deal with educational changes is the building principal. The present ambitious innovations of Nigeria have put secondary school principals into new situations which should warrant thorough and constant in-service training that can help them to cope with the changing system. In effecting changes in schools, Nigerian secondary school principals have significant parts
to play. They are the chief executives of their different buildings, the most influential person in many communities and the most responsible persons for developing the educational experiences of the students. Since the subject of change is continually discussed in Nigeria at this time, this would be a critical time to determine the perceptions of school principals with regard to the issues that educational critics have spoken and written about in Oyo State, Nigeria.

Statement of the Problem

The problem for this study was to determine the perceptions of secondary school principals in Oyo State, Nigeria, concerning the seriousness of selected educational issues.

Purposes of the Study

The purposes of this study were to provide objective information concerning the perceptions of principals toward the selected educational issues and to compare the relationships between the perceptions and the variables of location of school, age of principal, student enrollment and years of experience as principal. In addition, recommendations will be given to the Oyo State Ministry of Education as basis for educational reforms.
Hypotheses

The hypotheses below were tested to carry out the purposes of this study.

1. There will be no significant differences in the perceptions of principals toward the selected educational issues that can be ascribed to the zonal location of the schools.

2. There will be no significant differences in the perceptions of principals toward the selected educational issues that can be ascribed to the ages of the principals.

3. There will be no significant differences in the perceptions of principals toward the selected educational issues that can be ascribed to the size of schools.

4. There will be no significant differences in the perceptions of principals toward the selected educational issues that can be ascribed to the years of experience as principals.

Background and Significance of the Study

The late eighteenth century was a time of intensive missionary activity with expansion into Nigeria, especially the southern part. The "big four" missions in those days according to Fafunwa (2, p. 81) were the Anglicans (known as the Church Missionary Society), the Baptists, the Methodists and the Roman Catholics. Basically the missionaries laid emphasis on religion with strict enforcement of character training. There arose cultural differences between the traditional African and European patterns of living. The missionaries introduced the Western form of education into most parts of Southern Nigeria while the
Muslim north has operated on a formal education system since the eleventh century.

The period between the two world wars heightened the interest of the Nigerian public concerning education through a growing national consciousness. Prior to this period, educational growth had become a competitive matter among the missionaries. In order to convince their Home Missions of their growth and the need for more funds, missionaries had to go to great length to build schools, and subsequently extend evangelism. In 1920, however, the Phelps-Stokes Fund of the United States of America, in cooperation with the International Education Board set up two commissions (2, p. 119). The report by one of the commissions which was most relevant to Nigeria was the one entitled "Education in Africa" which dealt with the study of education in west, south, and equatorial Africa. The recommendations of the commission were chiefly concerned with educational finance, relationships between governments and missions, and teachers' condition of service. This report caused Great Britain to set up the Advisory Committee on Native Education in British Tropical Dependencies (1, p. 2). As a result of the committee's recommendations, the British Government felt a need to issue its first educational policy on education in 1925. Basically, the 1925 Memorandum on Education has three characteristics:
1. It was the first policy paper to be issued on African education by the colonial government since education was introduced in Nigeria eighty-three years earlier;

2. It came into being as a result of the Phelps-Stokes Report which highlighted the indifference of the colonial government to education and the inefficiency and short-sightedness of the Christian missions in the field of education;

3. The policy paper was a complete adoption of the Phelps-Stokes Report of Education in Africa, published in 1922 (2, p. 125).

The emergence of the Nigerian Union of Teachers in the thirties and their activities thereafter, helped to call attention to various weaknesses in the country's educational set-up, in addition to suggesting remedies to better the educational system of the country. The Foot Commission of 1948 called for the training of administrative and technical staff through scholarship awards in order to prepare Nigerians for responsible governmental positions. This view was subsequently emphasized and elaborated upon by the Solaru Commission (1958) and the famous Ashby Commission (1959). All these resulted in the expansion of primary, secondary, technical and higher education throughout the country. The introduction of Universal Primary Education in the then Western Region of Nigeria in 1955 and a modified version of the same program in the then Eastern Region in 1957 was ideal for the fight against illiteracy. The main intention of the regional government was to attempt to equalize educational
opportunities for the people within the limit of their financial resources.

Oyo State is one of the nineteen states established by the military government in 1976. It is also one of the three new states (Oyo, Ondo, Ogun) that made up the old Western Nigeria. The population of Oyo State is 5,208,944 (latest census, 1963), with an area of 42,862 square kilometers (11, p. 9). Oyo State is divided into four administrative zones, namely: Oyo, Ibadan, Oshogbo and Ilesha. There were two hundred and seventy-three secondary schools in Oyo State in the 1980-81 academic year (12, pp. 1-11).

Oyo State has a Central State School Board that employs and assigns teachers to Secondary and Teacher Training institutions. The Chairman is the statutory head of this Board which oversees the implementation of policies in secondary and teacher training institutions. Besides this, Oyo State has six local boards of education, one in each of the divisional areas, that perform similar functions at the primary school level. The overall administration and control of the educational system in Nigeria is vested in each state's Ministry of Education. Policy matters are largely handled by the ministry which is also responsible for the inspection of schools, for examinations, for certification of teachers and for finance.
As a developing nation, Nigeria must deal with a good share of the global educational problems and issues. Some of the Nigerian contemporary educational issues of the seventies were echoed by Fafunwa in 1974 (2, pp. 207-208) and some of them were re-echoed between 1976 and 1979 by the last military governor of Oyo State (4, pp. 19, 60, 92, 106; 11, pp. 19, 20, 114). These might constitute a "one-way" assertion in identifying issues. One is apt to quickly ask whether the views of the practicing school administrators are identical with those of the government. This is one of the bases for this study. Ozigi has also provided added impetus for the need for this study in an address entitled, "Management Problems for Schools," wherein, among other things, he posed the questions listed below in the light of the dramatic changes in the Nigerian system of education.

1. Do those responsible for the management of our post-primary institutions have the basic attitudes and analytical concepts toward their important tasks?

2. Is the present administrative machinery they are operating still adequate for our ever-expanding educational system and responsive to a dynamic development-oriented society?

3. Does the system ensure effective channels of communication?

4. Do we employ the principle of division of labor both at the administrative and teaching levels to improve our management efficiency, and achieve the basic objectives of our institutions?
5. Do we periodically evaluate our school programs to determine the extent its objectives are being achieved?

6. Is our relationship with the community and the general public, as well as our employers, satisfactory? (8, pp. 1751-1753).

Principals and teachers are at strategic points in the implementation of the New Policy on Education in Nigeria (Chapter II). These professionals stand between the government that provides the finances for the implementation and the students who are the beneficiaries of the policy. Principals are viewed by every segment of the society as being the leader of their schools. The community and the board of education hold them accountable for any shortcoming in education. Principals are finding themselves in continually changing environments. These changes will require that principals modify or change their leadership patterns. The old patterns of leadership and management will not be enough to attack the multiple problems that future Nigerians will be forced to tackle in the face of the tremendous increase in the enrollment in schools, in the increase in student discipline, and in the need for additional finance to acquire needed materials.

In both the developed and the developing nations, educational issues and problems abound and they never seem to "just go away." Perhaps the best that school administrators should do is to attempt to identify the chronic problems or issues and design approaches, strategies and
attitudes that could help to eliminate some of the trauma accompanying the problems or that could provide acceptable solutions.

One of the problems in the Nigerian educational environment is how to equate the huge financial expenditure with the quality of education. It would be a gross misconception for any Nigerian to think that money, alone, can accelerate educational development, and thus improve the quality of education.

The military era in Nigeria ushered in a period of "reformation" wherein people were free to address educational issues. It was a good omen for education in Oyo State, in particular, and in Nigeria as a whole. It is, however, easier to speak out on issues especially to pinpoint the negative aspects, than to find and implement alternatives. In the quest to seek ways and means to address the educational issues and challenges of the present and, thus, be prepared for the difficult task of consolidating strategies for future betterment, this study will attempt to elicit the opinions of secondary school principals with regard to educational issues.

In 1981, "Free Education and the Issue of Quality" was a hotly-discussed topic in the mass media and by some Nigerians. The main thrust was that free education, with the problems that the tremendous increase in student population would bring, consequently lowers any high standards
which Nigerian education had hitherto been known to have. Ozigi's address (8, pp. 1751-1753) was presented not from the point of view of a critic but as an awareness for those who are deeply interested in the future of Nigerian education. Ozigi's position is clearly stated from this standpoint of his paper on Nigerian education.

Until about a decade ago, most post-primary institutions in this country had under 300 students. . . . Today the story is different. . . . It is not uncommon to find institutions with student's enrollments approaching 2,000 today. . . . Consequently, principals have to operate under the heavy pressure of inadequate physical failure. . . . Today the staff turnover is exceedingly high. . . . whilst discipline of both staff and students has become a big problem. . . . Hence in recent years, discipline has become a more serious problem. . . . All these and others are the contemporary management problems and issues created for the present generation of school administrators in many parts of the country (8, p. 1753).

Writing in the Daily Sketch (October 1, 1980) under the title "Revolution in Free Mass Education," Odetola (6, p. 7) attempted to enumerate in descriptive and statistical forms the accomplishments of free education to dispel the efforts of the critics of "quality" in miseducating the Nigerian people. His was a comparison of the aftermath (present and future) of free primary and secondary education in Oyo, Ogun, Lagos, Bendel and Ondo States with that of the other fourteen states that have not adopted complete free primary education. Summing up his narrative, Odetola remarked:
Some Nigerians and some sections of the mass media are outdoing themselves in their criticisms of the scheme. . . . The critics concentrate their blistering attacks on inadequacy of teachers . . . viewing the shortages and inadequacies they conclude that it was hasty, ill-digested and of low quality (6, p. 7).

Odetola remarked that educational critics are entitled to their opinion but that they should be corrected since they could mislead the uninformed.

Also writing under the title of "Free Education and the Issue of Quality," Okanlawon (7, p. 10) emphasized that the quality of education is always uppermost in the minds of opponents of the system in a critique of mass education. He remarked that the idea of quality education could be used by demagogues as an iron curtain to bar the majority from getting any education at all and also could be used by an elite class as a smoke screen for the selection of the few for the quality education. Okanlawon stated that there will be no reason to expect that in any ultimate sense, people are anymore likely to come to an agreement on what constitutes good education than they are on the good life. Thus, he concluded that any attempt to arrive at a definition of "quality" in education would probably do more harm than good.

That the Nigerian educational environment is faced with numerous issues and challenges is not an exaggeration. But accepting the realities of life is sometimes difficult
for school administrators, especially when the accusing fingers are pointed towards them by non-practitioners. Educational critics are generally not directly involved in the day-to-day running of the affairs of schools. There have been several attacks on education by Nigerian newspapers, by the lay public and even by those who are expected to know more about the challenges that principals face. School principals have been the object of attack by these critics of education. It has been the assumption of the critics that principals alone have answers to the shortcomings in education because they are trained to solve problems. This would be a critical and appropriate time to determine the perceptions of school principals with regard to the seriousness of the issues that the critics in education have spoken and written about.

Definition of Terms

These terms are defined for the purposes of this study.

1. Chairman: This is the chief administrative officer of the Central State School Board that oversees the welfare of Secondary Schools and Teacher Training Colleges in Oyo State.

2. Central State School Board: This is the Board of appointed members by the Oyo State Ministry of Education that employs and assigns teachers at the post-primary school level.

3. Post-Primary Schools: In Nigeria, these are the types of schools between the elementary and the University levels.
4. Variables:
   a. Independent Variables: The independent variables in this study are grouping of principals according to the following:
      (1) Location of Schools—These are based upon the administrative division of the state into four zones of Oyo, Oshogbo, Ibadan and Ilesha.
      (2) Age of Principals—Age will be segmented into three groups with age of thirty as the minimum (30-40; 40-50; 50+).
      (3) Student Enrollment—There will be three groups with the least group being 0-299, which is typical of many village schools in Oyo State (0-299; 300-599; 600+).
      (4) Experience as a Principal—Experience as a principal will be segmented into three groupings with the bottom level being 0-6 years (0-6; 7-13; 14+).
   b. Dependent Variables: The dependent variables for this study are the selected educational issues upon which ranking scores will be computed on a continuum of 1 through 6. This will range from not very serious on the far left side to very serious on the far right side. An example is given below:

   Corporal Punishment in Schools

   Not very serious 1 2 3 4 5 6 Very serious

Limitations of the Study

1. The writer was unable to personally administer the necessary instrument for the study, but the questionnaires were mailed and collected by an educator in Oyo State, Nigeria.

2. The respondents to the questionnaire were comprised of secondary school principals in Oyo State, Nigeria, and thus cannot be reasonably generalized to the other nineteen states in Nigeria.
Basic Assumptions

It was assumed that

1. The principals would accurately designate their rankings as to the actual situation in their individual schools;

2. The administration of the questionnaire would be consistent in all settings;

3. The questionnaires were culturally applicable to the principals of secondary schools in Oyo State, Nigeria.

Procedures for Collection of Data

These processes and sequence were used to collect the data for this study.

1. A letter requesting permission to collect the data with an explanation of the purposes of the survey was sent to the Chairman, Central State School Board, Oyo State, Ibadan, Nigeria.

2. After receiving the letter of permission (Appendix B), the questionnaires with the instructions were sent to the author's representative in Nigeria.

3. The writer's representative mailed the questionnaires to individual principals, and requested that returns be sent through the stamped and addressed envelopes. After the third week, the representative made telephone calls to those principals closer to him and sent reminders to those farther away from him as follow-ups.
4. The writer's representative then returned the completed questionnaires to the author for analysis.

Instrument

The main instrument used in this study was a Likert type scale on a continuum of six spaces extending from "not very serious" issue on one end to "very serious" issue on the other end. The questionnaire consisted of twenty contemporary educational issues in Nigeria, especially in Oyo State. They were gathered by the author from the literature and from speeches made by eminent Nigerians within the last decade. Respondents were asked only to indicate, for each issue, the direction of his or her ranking by placing a checkmark on one of the six spaces. The complete list of twenty educational issues was gathered from

1. Fafunwa, a Nigerian educationist (2, pp. 207-208);
2. Speeches made by the last Military Governor of Oyo State, 1977-1979 (4, pp. 19, 60, 92, 106; 11, pp. 19, 20, 114);

The Population

The principal of each of the two hundred and seventy-three secondary schools in Oyo State was selected for participation in the study.
Procedures for Analysis of Data

At the conclusion and receipt of the test, the data was punched into cards for automatic data processing by the computer center at North Texas State University.

Testing of Hypotheses

The chi-square statistic was used to test the four hypotheses in this study. The .05 level was used as the level to determine the statistical significance.

Organization of the Study

Chapter I has provided an introduction and a statement of the problem of the study, the purposes, the hypotheses, background and significance of the study, and definition of terms. The limitations, basic assumptions and the organization of the study were also presented.

Chapter II is devoted to a description of the evolution of education in Nigeria and a report of selected literature pertaining to educational change, leadership of the principal and school discipline.

Chapter III describes the study, defines the population, the instrument, the procedures for collecting the data, and the methods for treating the data.
Chapter IV presents the findings and an analysis of the related data.

Chapter V presents a summary of the study, conclusions based on the findings, and recommendations for action and further study.
CHAPTER BIBLIOGRAPHY


CHAPTER II

REVIEW OF RELATED LITERATURE

The purposes of this study were to provide needed objective information concerning the perceptions of principals toward selected educational issues, and to compare the relationships between the variables. Because of the vast number of publications, professional articles and recent doctoral dissertations already published regarding the attitudes of the professional and the public towards educational issues, and because the present study is mainly concerned with the perceptions of principals toward educational issues in the climate of social and educational changes, this discussion will be limited to the presentation of articles and studies which have the greatest impact on the problem under study. This review is arranged into the following sub-topics:

Evolution of Education in Nigeria
Educational Changes
Leadership of the School Principal

Evolution of Education in Nigeria

Adams (1, pp. 162-168) contended that if education and training in Nigeria could tell its own story—in the context of the fact and fiction, doubt, apprehension,
concern, and anticipation about current happenings on the African continent, it would be a most interesting one.

That was his views on education in Nigeria in 1959 when the country was on the verge of independence. Adams' report also stated that there were about 17,000 primary schools, and 500 secondary schools throughout the country at that point in time. Many forces—political, economic and nationalistic—played parts in the development of education in the pre-independence era. It was a great development made due to the efforts of the Nigerian populace, the Christian missions, and of course, the colonial masters.

Despite that pace of educational development, there were a magnitude of problems that permeated the educational environment. There were the problems of inadequate buildings and of untrained and uncertificated teachers, to mention two. The Christian missions provided the impetus for early education in Nigeria in the pre-independence era especially in the western and eastern regions. At that time, a majority of primary, secondary and teacher training colleges were operated by the missions or voluntary agencies, with the respective regional governments providing grants-in-aid for staff salaries and for building purposes.

In each of the then three regions in Nigeria—Western, Eastern, Northern—and the federal level, there was a
ministry of education headed by Nigerians as ministers. The most senior post responsible for administration, which is the permanent secretary, was held by expatriates in each of the ministries. There were, and presently are, the administrative, professional and executive divisions in each ministry which are responsible to the ministers through the permanent secretaries. Figure 1 (Appendix A) shows a general organizational pattern of all the Ministries of Education in Nigeria, with minor modifications in the then different regions and in the different states of the present era. The professional division is solely responsible for the quality of instruction in schools and for research and planning while the administrative division is responsible for general policy in terms of decision making, and for seeing that the decisions are implemented.

In carrying out its duties, this division normally relies on the advice of the professional division, though it is not bound to accept such advice. By and large, the general pattern of education in pre-independence Nigeria represented one type of British education. It was structured on a six to eight-year primary school program with secondary education consisting of a five or six year program before entrance into the University. A basic dilemma which Nigeria educational scene faced during the pre-independence era revolves around the political leadership of the period.
and the aspect of education which that leadership chose to emphasize. Educational innovations of that era, the increase in the award of scholarships for overseas training, the pressure for Nigerianization of the then public services put a tremendous thrust on the politician rather than the pedagogue as the initiator of change in both educational policy and practice.

Historically, there has always been an upward growth in the development of education in Nigeria since independence. There were, however, imbalances in the developmental phases in each sector of the country. Overall progress has indeed helped to eliminate the unevenness in the level of educational opportunities in different parts of the country. As will be portrayed below, Nigeria's advancement in the educational scene has greatly altered the statistic of the educational development in the pre independence era.

In 1967, the new military government that came into power after the 1966 coup d'etat divided Nigeria, which was formerly made up of four regions, into twelve states. Also, the counter coup d'etat of 1975 which brought in another military government further sub-divided Nigeria into nineteen states as shown in Figure 2 (Appendix A). The implication that these changes in government have for education was that primary, secondary and teacher training
institutions were brought under the jurisdiction of the state governments. Consequently, instead of four ministries of education before 1966, there are at present nineteen ministries of education with the Federal Ministry of Education in Lagos serving as the national headquarters.

Recognizing the need for a unified educational system within the country and that education was the most important instrument of change and the greatest investment that the nation could make for development of its economic, political and sociological human resources (20, p. 873), the Federal Military Government of Nigeria set up a seminar of Nigerian educational experts in 1973 under the Chairmanship of Chief Samuel Adebo, a former Nigerian Permanent Representative at the United Nations and a former Director of the United Nations Institute of Training and Research (UNITAR). It was the duty of this body to examine all aspects of Nigerian Policy on Education and make recommendations to the Federal Government. The final report of this body was accepted by the federal government on September 28, 1976 and, thus, the new Nigerian Policy on Education was born (24, pp. 1-36). This policy is arranged in twelve sections which are briefly described below.

Section 1 deals with the philosophy of Nigerian education, the five main national objectives, and prescribes
a strategy for realizing these through a purposeful National Education policy.

Section 2 defines and sets out clearly the objectives of pre-primary education and critically appraises the nature and the structure under which Nursery Schools could be established and administered.

Section 3 discusses the objectives and the role of primary education.

Section 4 deals with the new secondary education system of six year duration to be given in two stages—a junior secondary stage and a senior secondary stage, each of three year duration.

Section 5 reviews the role and objectives of higher education and recommends a tuition-free university education.

Section 6 deals with technical education and recommends a broadened program that can cope with the tremendous demand for technical expertise to implement our development programs across sections of the Nigerian economy.

Section 7 deals with the adult and non formal education.

Section 8 which focuses on Special Education explains the strategies to be utilized in providing for both the handicapped and the gifted children.
Section 9 presents a strategy for improving the quality of our teaching personnel and discusses the need for Teacher Education to ensure the success of our educational schemes.

Section 10 presents a list of educational services which are essential to the realization of desirable results in the educational programs.

Sections 11 and 12 deal with the administration, planning and financing of education, and recommends the organizational structure most suitable for achieving those objectives defined above.

On the national level, the Federal Military government in 1978 set up a National Education Policy Implementation Task Force under the Chairmanship of Professor Sanya Onabamiro. The committee was to translate the policy into a workable blueprint; coordinate and monitor the implementation; advise the government on and assist in providing the structure for policy implementation and to provide a continuous assessment of the aims, objectives and targets of the policy and propose modifications of any aspect as might be found necessary. The new civilian government which came into being in October 1979 has pledged strict adherence to the revamped educational structure which the preceding military governments put into operation. In addition, this civilian government has created a Federal
Ministry of Science and Technology to cater to that aspect of education which has hitherto never been given the attention which the government thought it deserves in a developing economy. Section 6 of the Policy on Education explains fully the intention of the government as regards Technical Education.

Adesina, in Appendix A, presented a composite view of trends in educational revolution in post-independent Nigeria (2, p. 50). As shown in the table, secondary education has recorded a modest growth since independence. There were about 883 secondary schools in Nigeria in 1960 with an average daily attendance of 135,364 students. By 1964, the secondary schools had increased to 1,327 with a student population of 205,002. The decline that is evident between 1964 and 1971 came from two sources. Firstly, some substandard schools were forced to close and, secondly, the civil war brought about the closure of some secondary schools, especially in the war-affected areas. This table shows a projection of 2,300 secondary schools in Nigeria in 1980 with an average daily attendance of 1,533,180. As always, there are variations in the increment phases of these institutions in each of Nigeria's nineteen states.

In an article entitled, "Revolution in Free Mass Education" (18, p. 7), Odetola reported the historical admission of 95,244 primary school graduates to secondary schools in Oyo State only, in the 1980-1981 academic
A total of about 300,000 students were enrolled into the secondary schools in the five states of Oyo, Ogun, Ondo, Bendel and Lagos for the 1980-1981 session. What is unique in this enrollment is that all the primary school leavers were provided a place in the secondary schools. Hitherto, all primary school leavers who aspire to secondary schools must take and pass a Common Entrance Examination which has always been a device for reducing the number of secondary school placements. This device was abrogated in 1980 by each of these five states. In effect, these five states have automatically set the minimum level of education at the secondary school which terminates at the age of 17. Under the title of "Free Education and the Issue of Quality," Okanlawon enumerated some advantages and problems of such a tremendous development in the advancement of secondary education which is "food for thought" for those who direct and control education in Nigeria, most especially in these five states wherein the evolution is tremendous. According to Okanlawon, a completely free education system

(1) is a guarantee against illiteracy, ignorance, superstition and sometimes religious fanaticism,

(2) improves the democratic process by increasing the political awareness of the populace,

(3) contributes to the well-being and health of the people,

(4) improves the social and economic conditions of the citizens.
The problems of a completely free education system, as concluded by Okanlawon, include

(1) the enormous cost,

(2) the great increase in the number of students and the maintenance of academic quality,

(3) the supply of physical facilities, teachers and other infrastructures,

(4) the employment and jobs for the products of the education system,

(5) the control of the schools under such a large scheme.

There is no doubt that educational development has come of age in post independent Nigeria. Advancement in the social, educational, cultural and economical developments of any nation always carry with them distinct problems and challenges which if not faced with the same amount of vigor that ushered in the development processes in the first place, can easily render the progressive phases to be wasteful and disastrous. There is a great future for educational advancement in the Nigerian education scene. Nigerians should be alive to the responsibilities which the changes and innovations are apt to bring, to the problems of management of schools, to the inherent hardship in disciplining students in this revolutionary period. Perhaps the assertion of Rhea with regards to student participation in activities and school size should be challenging for educational planners in Nigeria. Rhea affirmed that:
The future of education in the large high school will depend upon our ability to reorganize its structure around educational practices. It is possible to shape structure to serve educational ends by giving priority to educational means, so the maxim that form should follow function is the organizational version of that old educational slogan, "Schools are for Students" (22, p. 41).

Educational Change

Educational institutions must constantly look to the future if for no other reason than to avoid being its victim. There is a tremendous change in the world at all times and it is obvious that the process of change in education is of vital necessity in order for the educational institutions to remain active tributaries to the overall society rather than detached from it or even from becoming refugees from same. The society will forever be dynamic rather than static and it will be the duty of educational managers to move with the times. Educational managers should utilize the experiences of the past to mold the present, and, in effect plan for the future, for as Gribbin said, "Three things are certain about the future: it will be radically different from the past; it will be somewhat different from the present; and it will be rather different from what we expect it to be" (9, p. 238).

It may be an erroneous idea to believe that school organizations are incapable of changing themselves in the same way that businesses can utilize change effectively
and constantly. It is apparent that educational institutions are "domesticated organizations" (8, p. 6) and that schools possess a number of distinctive characteristics that distinguish them from the other organizations, and have implications for the administration of change not universally found in all organizations. According to Owens and Steinhoff (21, p. 33), these characteristics are as follows.

1. They are people changing organizations.
2. They have involuntary membership.
3. Their goals are diffuse and ambiguous.
4. They are responsive to political control.
5. They have low internal independence.
6. There is ongoing conflict between their semiprofessional participants and hierarchical organizational control.

Change, however, is possible in any organization given commitment and perseverance by those trying to bring it about. The essential ingredient in any planned change effort, as postulated by Miles (14, p. 375) is that any planned change effort should be deeply conditioned by the state of the system in which it takes place. It was the contention of Milstein (16, p. 195) that organizational dynamics should be the focus of attention rather than change strategies for the greatest amount of change to occur with the least amount of agony. Milstein emphasized that this focus is not a chicken or egg situation; rather, it is the chicken (the organization) that must first receive the attention if it is to produce the egg (change). Planned change efforts, he said, should be focused on the
organization's health rather than the structure of the curriculum or the teaching process. Milstein thus concluded that changes in the curriculum and the teaching processes will certainly occur after the health factors have been improved and the proper climate exists.

Since organizations are composed of individuals, especially the educational setting wherein the teacher serves as the implementor of change and the principal acts as the manager, it may be an ideal thing to focus first upon the health of organization members before embarking upon the whole organization. It is a difficult thing to attempt to identify precisely a healthy member of an organization but social psychologists have identified a healthy individual as one who is functioning effectively and efficiently. In the view of Cribbin (9, pp. 243-244), if an innovator is accepted as being healthy, the following traits tend to distinguish a healthy individual:

- Is intellectually inquisitive.
- Is constructively critical.
- Seeks to improve things.
- Has firm convictions.
- Is somewhat unconcerned about protocol.
- Carries on in spite of opposition.
- Does not relate easily to authority but accepts it.
- Is zealous about his ideas and programs.
- Prefers complexity.
- Deviates only when necessary.
- Is willing to persevere for lasting results.
- Listens to ideas of others.
Pushes ideas to completion.  Is genuinely interested in the success of the organization.

Is not bothered by disagreement.

On the other hand, a healthy organization is one that is able to cope adequately with its environment over a long period of time in an effective and efficient manner. A healthy school system is, thus, one that accomplishes its goal in an effective and efficient manner with the product being well-educated, self-sufficient, decision-making, relatively happy and productive students.

Miles (14, p. 378) developed ten dimensions of organizational health that have to do with the organization's continuing ability to cope with its environment and to achieve its goals. The ten dimensions are goal focus, communication adequacy, optimal power distribution, resource utilization, cohesiveness, morale, innovativeness, autonomy, adaptation, and problem-solving adequacy. Organizational health can only be developed through good management and such development is based on a growing knowledge relating to ways which organizations can best adapt to the changes in the society. Bennis (7, p. 1) describes this as

. . . a response to change, a complex educational strategy intended to change the beliefs, attitudes, values, and structure of organizations so that they can better adapt to new technologies, markets, and challenges, and the dizzying rate of change itself.
Leadership of the Principal

Journals and textbooks are full of studies and experimental surveys which separate leadership styles from leadership behavior, from personal qualities for leadership and from stages of leadership, to mention a few. In defining leadership style, Moser (17, pp. 1-4) identified three styles of administrative leadership:

The nomothetic style is characterized by behavior which stresses goal accomplishment, rules and regulations, and centralized authority at the expense of the individual. Effectiveness is rated in terms of behavior toward accomplishing the organization's objectives.

The idiographic style is characterized by behavior which stresses the individuality of people, minimum rules and regulations, decentralized authority, and highly individualistic relationships with subordinates. The primary objective is to keep subordinates happy and contented.

The transactional style is characterized by behavior which stresses goal accomplishment, but which also makes provision for individual need fulfillment. The transactional leader balances nomothetic and idiographic behavior and he judiciously utilized each style as the occasion demands.

The individual's personality is inherent in his leadership style although no one should be overstereotyped in his or her leadership style. Just as no two studies are alike, neither can two principals be found with identical characters in like situations. However, leadership style can be controlled, varied, and in effect tailored to the occasion. Decision-making is an art by itself and the best style one can adopt is what functions for one in any
situation. The theory that perfectly fits a person's style may be very difficult to find and if partially developed, would be more difficult to follow rigorously. For a teacher who prefers the moderate stance in most situations, a moderate approach to decision making is desirable. In describing the effective decision maker, Singleton (23, p. 50) stated:

He will always be looking for wide involvement and consultation but he will always accept the reality of his role as a leader and his personal accountability. Each decision will bring into play a slightly different emphasis of the balancing factors. The nature of the problem will dictate the extent of participation.

Alutto (3, pp. 27-41) gave three reasons for employing shared decision making: to satisfy the desire by teachers for increased participation in organizational life, to combat the conflict between the teacher's professional aspirations and the bureaucratically operated school system, and to achieve desirable organizational outcomes that are associated with increased participation. Shared decision making should be a desirable thing to aim at in any organization that gives priority to and subscribes to the development of potential administrators. Thus, according to Belasco (6, pp. 44-58), by providing an opportunity for leadership development, a district can be assured that a sufficient supply of skilled manpower will be available to carry out the basic tasks.
Miller (15, p. 22) remarked that the most traditional patterns for dealing with leadership style has been to describe a demonstrative behavior as being authoritarian, democratic, or laissez-faire. The autocratic leader is typical of the master sergeant drill instructor. He takes authority and assumes full responsibility. The art instructor typifies the democratic leader who always assumes that his students want to perform their best and that he should make it easy for them by supporting and not commanding them. This style is also referred to as participative or consultative leadership because such a leader consults with his students concerning decisions that will affect them or that they will carry out. The laissez-faire leader, sometimes classified as an extreme democratic leader, assumes that the group is mature and needs to learn by itself. This leader offers advice or guidance only when the group requests it. Evans recommended this type of leadership when the group is composed of individuals competent to perform on their own or when experience has shown that such a group functions more effectively when authority is sparingly applied (11, p. 61).

Bartky (5, pp. 4-7) positioned educational leadership into three approaches. An educational administrator could favor only the needs of the educational organization and, thus, would be an autocratic leader. He could favor
the needs of the faculty and students by being democratic and permissive. If the leader chose to approach his role from the "total health" point of view, his behavior would have to be flexible-autocratic for some situations and democratic for others. It was the view of Bartky that a leader has to diagnose a leadership situation and prescribe the proper leadership approach. Thus, he is apt to state that one can be a situational leader wherein one combines the best of many theories, and selects theoretical constructs that will assist one in making the proper decision at the necessary moment. To a situational leader, the labelling of a person with any particular leadership theory is difficult.

Anderson and Fielder (4, p. 227) looked into the effect of participatory and supervisory leadership on group activity. As expected, the leaders in the participatory groups were actively involved but allowed the group to discuss and arrive at situations with reference to a particular problem given them. In the supervisory group, the leaders gave suggestions on procedure and either praised or rejected ideas. The study report showed that participatory groups came up with a greater quantity of solution to problems, while the supervisory groups came up with a greater quality of group solutions.
Having discussed leader behavior extensively, Hersey and Blanchard (13, p. 87) summarized that empirical studies tended to show that there is no normative (best) style of leadership and that successful leaders do adapt their leader behavior to meet the needs of the group and of the particular situation. Effectiveness, as Hersey and Blanchard postulated depends upon the leader, the follower(s) and other situational variables.

In effect, it will not be an over-exaggeration to remark that in the midst of rising costs of education, of accountability, of increasing students rights, of high rate of indiscipline to mention a few, educational leaders of today and of the future are bound to be flexible in the leadership approaches which they take in solving educational problems. There are complexities which are inherent in the educational leader's job and it would definitely be up to the practitioners to live up to this gigantic task that the society thrusts upon them. They should take cues from what Heller called the "ABC's of Leadership" (12, pp. 33-36).

Summary

This chapter has reviewed the available literature and endeavored to substantiate the awareness of educational problems. The review approached this concept from these three distinct areas:
1. Educational development in Nigeria in the pre-independence compared to the post-independence;

2. Educational changes abound in any developing environment;

3. Factors associated with the leadership role of the principal.

As a result of the reviewing of the literature acknowledged as pertinent to the above concepts, one could readily conclude that education evolves and changes in any developing environment. The principalship in the Nigerian society is changing also, due in large part to the pressures on society in general and on education in particular. There is no doubt that the principalship will have to change to meet the challenges of the increase in pressure on the schools to assume a more dynamic role in the amelioration of social injustices, the greater militancy and professionalization of teachers, the growing militancy of students and the growing complexity of all educational institutions. It would seem that as the manager and administrator of an attendance center, the principalship is in a demanding position as well as one of considerable significance in determining the direction of public education. It would be appropriate, therefore, for the Ministry of Education to always seek and utilize the viewpoints of principals in the development and the implementation of educational policies.
CHAPTER BIBLIOGRAPHY


CHAPTER III

PROCEDURES FOR COLLECTING AND TREATING DATA

This chapter consists of a description of the study, the definition of the population, the instrument, the procedures for the collection and analyzing the data.

The Study

The problem of this study was to determine the perceptions of secondary school principals in Oyo State, Nigeria, concerning the seriousness of educational issues. The purposes were to (1) provide needed objective information concerning the perceptions of principals toward selected educational issues; (2) compare the relationships between the perceptions and the variables of location of schools, age of principals, student enrollment and years of experience as principal; and (3) formulate and give recommendations to the Ministry of Education in Oyo State, Nigeria as bases for educational reforms.

As stated in Chapter I, these are the bases for the division of the independent variables.

1. Location of Schools: This was based on the administrative divisions established by the State government purposely for the convenience of local administration. It was decided not to alter these boundaries.
2. Age of Principals: There are very few principals under the age of 30, and there are also few over 60 years of age. Thus, it was felt that dividing into equal brackets was logical.

3. Student Enrollment: The lowest level of 0-299 was considered appropriate for the secondary schools in the villages. Generally, it was felt that schools with below 300 student population would have similar problems, schools with 300-599 would have similar problems and schools with over 600 students would have similar problems.

4. Experience as a Principal: The grouping on experience was based upon the premise that some of the newest schools will have principals of least years in experience and that few principals would have more than thirteen years of experience. Principals with more than thirteen years are considered very experienced and those with less than six years are considered to be inexperienced.

Definition of the Population

Oyo State is one of the most populous states in Nigeria. It has a population of 5,208,944 (latest census, 1963), with an area of 42,862 square kilometers (5, p. 9). The latest information (1980-1981) on staffing showed that there were two hundred and seventy-three secondary schools in the state under the financial and administrative controls of the State government through the Central State School Board which also oversees the Teacher Training Institutions.
The principal of each of the two hundred and seventy-three secondary schools was selected to participate in this study.

Description of the Instrument

The main instrument used to collect data was a Likert type scale on a continuum of six spaces extending from "not very serious" issue on one end to "very serious" issue on the other end. The task of each respondent was to indicate, for each issue, the direction of his or her ranking by placing a checkmark on one of the six spaces.

Not very serious 1 2 3 4 5 6 Very serious

The questionnaire used in this study consisted of twenty contemporary educational issues in Nigeria, especially in Oyo State. The issues were gathered by the author from the literature and from the speeches of eminent Nigerians within the last decade whose themes were on educational reforms. These individuals attempted to show the existence of some shortcomings and, thus, called for consolidated efforts to everyone for acceptable solutions. The complete list of twenty educational issues was gathered from:

1. Fafunwa, a Nigerian educationist (1, pp. 207-208);
2. Educational speeches made by the last Military Governor of Oyo State, 1977-1979 (3, pp. 19, 60, 92, 106; 6, pp. 19, 20, 114); and
The issues discussed by these three persons were also printed in articles in some Nigerian newspapers. Since these sources can be viewed as reliable, as far as Oyo State is concerned, and since the twenty issues are the ones most commonly discussed by these "experts," it was concluded that only these twenty issues should be used for this study.

Procedures for the Collection of Data

Early in the Fall of 1980, a letter was sent to the Chairman, Oyo State Central School Board in Ibadan with explanations for the purposes of this study and requesting permission to administer the instruments throughout the secondary schools in Oyo State. The official letter of permission to administer the instrument was received in November, 1980 (Appendix B).

The questionnaires (Appendix B) were mailed by an educator in Nigeria with the necessary instructions for the sending of the instrument to every principal. A cover letter was included with each instrument (Appendix B) explaining the reasons for the survey and requesting the cooperation of each principal. The completed questionnaires were returned to the educator in Nigeria and they were then mailed by the educator to the researcher for analysis.
Procedures for the Analysis of Data

The data collected from the instruments were processed by the North Texas State University Computer Center using the SSPS Systems. Each item on the instrument was assigned a score from 1 through 6 in the same manner indicated on the questionnaires. The mean score of principals on the seriousness of the issues was determined. The chi-square statistic was utilized to determine the statistical significance of the data. The .05 level was used as the level of significance in this study (2). A response rate of 70.7% was realized for the study.
CHAPTER BIBLIOGRAPHY


CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Description of the Data

In order to investigate the hypotheses, data were obtained from principals of secondary schools in Oyo State. The data collected in this study were analyzed in order to determine the perception of principals as regard the seriousness of educational issues and to compare the relationships between the perceptions and the variables of location of schools, age of principals, student enrollment and years of experience as principals.

A total of 193 out of 273 questionnaires sent out were returned, which represents a 70.7 percent return. The data in Tables I through IV illustrate the distribution of respondents in relation to the four categories of the independent variables.

Table I reveals that there were 57 (29.5%) respondents from Ibadan zone and 69 (35.8%) respondents from Oshogbo zone. There were 26 (13.5%) respondents from Oyo and 41 (21.2%) respondents from Ilesha zones.

Table II shows that there were 56 (29.02%) respondents in the 30-39 age category; 118 (61.14%) respondents in the
40-49 age category and 19 (9.84%) respondents over 50 years of age.

**TABLE I**

Distribution of Respondents According to Location

<table>
<thead>
<tr>
<th>Location</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ibadan</td>
<td>57</td>
<td>29.5</td>
</tr>
<tr>
<td>Oshogbo</td>
<td>69</td>
<td>35.8</td>
</tr>
<tr>
<td>Oyo</td>
<td>26</td>
<td>13.5</td>
</tr>
<tr>
<td>Ilesha</td>
<td>41</td>
<td>21.2</td>
</tr>
</tbody>
</table>

**TABLE II**

Distribution of Respondents According to Age

<table>
<thead>
<tr>
<th>Age (Years)</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-39</td>
<td>56</td>
<td>29.02</td>
</tr>
<tr>
<td>40-49</td>
<td>118</td>
<td>61.14</td>
</tr>
<tr>
<td>50 and over</td>
<td>19</td>
<td>9.84</td>
</tr>
</tbody>
</table>

**TABLE III**

Distribution of Respondents According to Age

The data in Table III reveals that there are 41 (21.24%) respondents in secondary schools with enrollments under 300; 85 (44.04%) respondents are in secondary schools with 300-599 enrollment; and 67 (34.71%) respondents are in secondary schools with 600 or more students enrolled.
TABLE III

Distribution of Respondents According to Enrollment

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 300</td>
<td>41</td>
<td>21.24%</td>
</tr>
<tr>
<td>300-599</td>
<td>85</td>
<td>44.04%</td>
</tr>
<tr>
<td>600 and over</td>
<td>67</td>
<td>34.71%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>193</strong></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>

The data in Table IV shows that there were 131 (67.87%) respondents who have been principals for less than 6 years; 41 (21.24%) respondents have been principals between 7 and 13 years, and 21 (10.89%) respondents have been principals for more than 13 years.

TABLE IV

Distribution of Respondents According to Years of Experience

<table>
<thead>
<tr>
<th>Experience (Years)</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-6</td>
<td>131</td>
<td>67.87%</td>
</tr>
<tr>
<td>7-13</td>
<td>41</td>
<td>21.24%</td>
</tr>
<tr>
<td>14 and Over</td>
<td>21</td>
<td>10.89%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>193</strong></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>
Analysis of the Data

The descriptive part of this analysis provides a basis for finding out the relationships among the mean scores of principals with regard to the seriousness of the educational issues. The descriptive part was designed to utilize the total mean score of each issue in determining the seriousness of issues. If the total mean score on an issue is 2.5 or less, the issue was considered not very serious; if the total mean score is between 2.5 and 4.2, the issue was considered as serious, and if the mean score on an issue is above 4.2, the issue was considered very serious.

The data in Table 5 depicts the total mean scores of the respondents as regard the seriousness of each issue. The data reveals that the perceptions of the respondents are generally in agreement with the Nigerian Educational experts' views with sixteen of the twenty issues being rated as serious or very serious. There were 4 issues in the category of "not very serious"; 13 issues in the "serious" category; and 3 issues in the category of "very serious issues". The total mean scores range from a very low of 1.68 to a very high of 4.77.

The hypotheses for this study are presented in the null form. The four hypotheses were tested for statistical significance at the .05 level. The chi-square tests for contingency tables was used to determine the statistical
TABLE V  
Total Mean Scores on Seriousness of Issues

<table>
<thead>
<tr>
<th>Issues</th>
<th>Total Scores</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Profiteering in schools</td>
<td>325</td>
<td>1.68</td>
</tr>
<tr>
<td>Very Boarding facilities in secondary schools</td>
<td>334</td>
<td>1.73</td>
</tr>
<tr>
<td>Serious State control of nursery schools</td>
<td>427</td>
<td>2.21</td>
</tr>
<tr>
<td>Issues Transportation of students to distant schools</td>
<td>465</td>
<td>2.40</td>
</tr>
<tr>
<td>Serious Student activism, such as strikes</td>
<td>507</td>
<td>2.62</td>
</tr>
<tr>
<td>Serious Overly authoritarian management practices in schools</td>
<td>508</td>
<td>2.63</td>
</tr>
<tr>
<td>Serious Growing federal involvement in educational matters</td>
<td>550</td>
<td>2.84</td>
</tr>
<tr>
<td>Serious Use of media in an effective manner in schools</td>
<td>554</td>
<td>2.87</td>
</tr>
<tr>
<td>Serious Frequent transfers of principals and teachers</td>
<td>632</td>
<td>3.27</td>
</tr>
<tr>
<td>Serious Education of the handicapped</td>
<td>641</td>
<td>3.32</td>
</tr>
<tr>
<td>Serious Student truancy</td>
<td>664</td>
<td>3.44</td>
</tr>
<tr>
<td>Serious Assessment of educational outcome</td>
<td>699</td>
<td>3.62</td>
</tr>
<tr>
<td>Serious Involvement of the community in school-related matters</td>
<td>715</td>
<td>3.70</td>
</tr>
<tr>
<td>Serious Demands for new ways of teaching</td>
<td>735</td>
<td>3.80</td>
</tr>
<tr>
<td>Serious Staff discipline</td>
<td>743</td>
<td>3.84</td>
</tr>
<tr>
<td>Serious Demands for new methods of evaluating principals and teachers</td>
<td>750</td>
<td>3.88</td>
</tr>
<tr>
<td>Serious Continuous evaluation of student progress</td>
<td>758</td>
<td>3.92</td>
</tr>
<tr>
<td>Very Financing of schools</td>
<td>821</td>
<td>4.25</td>
</tr>
<tr>
<td>Very Government take-over of schools</td>
<td>860</td>
<td>4.56</td>
</tr>
<tr>
<td>Serious Rapidly increasing student enrollment</td>
<td>922</td>
<td>4.77</td>
</tr>
</tbody>
</table>

significance of the coefficients. The null hypothesis was rejected on each of the issues if the calculated statistic was equal to or greater than the tabled value: if the calculated statistic was smaller than the tabled value, the null hypothesis was retained. The statistical tests
utilized four independent variables across twenty dependent variables. The results of these tests are presented in Tables VI through IX.

Data Relative to Hypothesis 1

Hypothesis 1 stated that there would be no significant differences toward the educational issues that could be ascribed to the location of schools. Data in Table VI presents the means of the four zonal locations, and the chi-square values as related to the zonal location of schools. The hypotheses on six of the issues that relate to the zonal location of schools were rejected. The data reveals that significant differences could be ascribed to the zonal locations with respect to "the demands for new methods for evaluating principals and teachers," "profiteering in schools," "the taking over of schools," "the state control of nursery schools," and "the use of media and boarding facilities in secondary schools."

Even though significant differences could be ascribed with regard to the six issues, looking at the means it is evident that all the four zonal groupings considered "demands for new methods for evaluating" and the "use of media" to be serious issues; all the four zonal groupings considered "profiteering in schools" and the "provision of boarding facilities" as not very serious issues. It is evident, also, that Ibadan zone considered the "taking over
<table>
<thead>
<tr>
<th>Issues</th>
<th>Means</th>
<th>Calculated $X^2$ Values</th>
<th>Tabled $X^2$ Values</th>
<th>Retained or Rejected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financing of schools</td>
<td>Ibadan 4.17</td>
<td>21.24</td>
<td>24.99</td>
<td>Retained</td>
</tr>
<tr>
<td></td>
<td>Oshogbo 4.28</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Oyo 4.26</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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TABLE VI (continued)

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<td>23.98</td>
<td>24.99</td>
<td>Retained</td>
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</tr>
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<td>24.99</td>
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<td>3.28</td>
<td>19.17</td>
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</table>

Degrees of Freedom = 15
of schools" to be a serious issue while Oshogbo, Oyo and Ilesha zones considered it a very serious issue; and that Ibadan, Oshogbo and Oyo zones considered "control of nursery schools" not to be a serious issue, while Ilesha zone considered it a serious issue.

Data Relative to Hypothesis 2

Hypothesis 2 predicted no significant differences toward the educational issues that could be ascribed to the age of principals. Table VII presents the means and the chi-square values as related to the ages of principals. The result of the analysis disclosed that there were significant differences that could be ascribed to the ages of respondents with regard to "staff discipline" and "the use of media in schools." Thus the hypotheses on these two issues as related to the age of principals were rejected.

Although significant differences could be ascribed with regard to the two issues, the means showed that respondents in the 0-39 and 40-49 age categories considered "staff discipline" to be serious while respondents over 50 years of age considered "staff discipline" to be a very serious issue; and that all respondents considered the "Use of media" to be a serious issue. The hypotheses on the remaining eighteen issues that relate to age of principals were retained because no significant differences were found.


**TABLE VII**

Results of the Mean Scores and Chi-Square Analysis of Ages of Respondents with the Dependent Variables

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<tr>
<th>Issues</th>
<th>Means</th>
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<th>Tabled X²</th>
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<td>17.57</td>
<td>18.30</td>
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<td>Rapidly increasing student enrollment</td>
<td>4.62</td>
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<td>18.30</td>
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<td>Student activism</td>
<td>2.61</td>
<td>11.05</td>
<td>18.30</td>
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<td>Demands for new ways of teaching</td>
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<td>18.30</td>
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<td>Involvement of community members in school-related matters</td>
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<td>5.03</td>
<td>18.30</td>
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<td>Demands for new methods for evaluating principals and teachers</td>
<td>3.63</td>
<td>13.46</td>
<td>18.30</td>
<td>Retained</td>
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<td>Frequent transfers of principals and teachers</td>
<td>3.21</td>
<td>16.60</td>
<td>18.30</td>
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<tr>
<td>Overly authoritarian management practices</td>
<td>2.46</td>
<td>10.96</td>
<td>18.30</td>
<td>Retained</td>
</tr>
<tr>
<td>Growing federal involvement in educational matters</td>
<td>2.57</td>
<td>10.59</td>
<td>18.30</td>
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<tr>
<td>Profiteering in schools</td>
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<td>15.45</td>
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<tr>
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</tr>
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<td>Means</td>
<td>Calculated Values</td>
<td>Tabled Values</td>
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<td>Staff discipline</td>
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<tr>
<td>Student truancy</td>
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<tr>
<td>Use of media in an effective manner in the school</td>
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<td>Transportation of students to distant schools</td>
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<td>18.30</td>
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</table>

Degrees of Freedom = 10
Data Relative to Hypothesis 3

Hypothesis 3 stated that there would be no significant differences toward the educational issues that could be ascribed to the size of schools. Table VIII shows the means and chi-square values as related to the size of schools. The results of the analysis disclosed that there were significant differences that could be ascribed to the ages of respondents with regard to "the rapidly increasing student enrollments" and "the state control of nursery schools." Thus, the hypotheses on these two variables were rejected.

Although significant differences could be ascribed with regard to two issues, the means showed that respondents in all enrollment categories considered the "increase in school enrollment" to be a very serious issue; and that respondents in the 0-299 and over 600 enrollment categories considered the "control of nursery schools" as not a serious issue while respondents in the 300-599 enrollment category considered the "control of nursery schools" as a serious issue. The hypotheses on the other eighteen issues that related to the size of schools were retained because no significant differences were found.
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<td>4.80</td>
<td>21.88</td>
<td>18.30</td>
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<td>Student activism</td>
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<td>2.81</td>
<td>2.60</td>
<td>16.97</td>
<td>18.30</td>
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<td>11.39</td>
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<td>Assessment of educational outcome</td>
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<td>Demands for new methods for evaluating principals and teachers</td>
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<td>Overly authoritarian management practices</td>
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<tr>
<td>Growing federal involvement in educational matters</td>
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TABLE VIII (continued)

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<tr>
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<td>9.95</td>
<td>18.30</td>
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<td>15.93</td>
<td>18.30</td>
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<tr>
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<td>18.30</td>
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</tr>
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<tr>
<td>Transportation of students to distant schools</td>
<td>2.29 2.33 2.58</td>
<td>4.30</td>
<td>18.30</td>
<td>Retained</td>
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</table>

Degrees of Freedom = 10
Data Relative to Hypothesis 4

Hypothesis 4 stated that there would be no significant differences toward the educational issues that could be ascribed to the years of experience of principals. Table IX presents the means and the chi-square values as related to the years of experience of principals. The results show that significant differences exist that could be ascribed to the years of experience with regard to "student activism," "demand for new ways of teaching," "growing federal involvement," "state control of nursery schools," and "education of the handicapped." Thus, the hypotheses on these five issues were rejected.

Even though significant differences could be ascribed to the years of experience with regard to the five issues, it is evident that all respondents considered the "demand for new ways of teaching," the "federal involvement in education," and the "education of the handicapped" as serious issues. Respondents with less than 14 years of experience considered "student activism" to be a serious issue while respondents with over 14 years of experience considered it not to be a serious issue; respondents with less than 14 years of experience considered the "control of nursery schools" as not a serious issue while respondents with over 14 years of experience considered it to be a serious issue.
TABLE IX

Results of the Mean Scores and Chi-Square Analysis of Years of Experience with the Dependent Variables

<table>
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<th>Issues</th>
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<th>Tabled $X^2$</th>
<th>Retained or Rejected</th>
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<td>11.53</td>
<td>18.30</td>
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</tr>
<tr>
<td>Rapidly increasing student enrollment</td>
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<td>14.96</td>
<td>18.30</td>
<td>Retained</td>
</tr>
<tr>
<td>Student activism</td>
<td>2.57</td>
<td>21.66</td>
<td>18.30</td>
<td>Rejected</td>
</tr>
<tr>
<td>Demands for new ways of teaching</td>
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<td>25.15</td>
<td>18.30</td>
<td>Rejected</td>
</tr>
<tr>
<td>Assessment of educational outcome</td>
<td>3.55</td>
<td>10.49</td>
<td>18.30</td>
<td>Retained</td>
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<tr>
<td>Involvement of community members in school-related matters</td>
<td>3.66</td>
<td>17.86</td>
<td>18.30</td>
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<td>Demands for new methods for evaluating principals and teachers</td>
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<td>2.69</td>
<td>22.50</td>
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<tr>
<td>Profiteering in schools</td>
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<td>16.47</td>
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<td>2.79</td>
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<td>3.42</td>
<td>2.73</td>
<td>3.62</td>
<td>16.18</td>
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<td>2.73</td>
<td>3.62</td>
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<td>2.73</td>
<td>3.62</td>
<td>16.18</td>
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<td>2.73</td>
<td>3.62</td>
<td>16.18</td>
</tr>
<tr>
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<td>2.73</td>
<td>3.62</td>
<td>16.18</td>
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<td>Transportation of students to distant schools</td>
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<td>2.73</td>
<td>3.62</td>
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CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The problem of this study was to determine the perceptions of secondary school principals regarding the seriousness of educational issues. The methods and procedures employed in this study were designed to serve the major purposes of the study, which were (1) to provide objective information, and (2) to determine if the four independent variables of zonal location of schools, age of principals, enrollment in schools and years of experience have any bearing on the dependent variables (educational issues).

Summary of Procedures

A total of 273 questionnaires were sent to the respondents through the representative. Of these, 193 (70.7%) completed questionnaires were received. The respondents were secondary school principals in Oyo State, Nigeria. The survey instrument consisted of two sections: (1) the independent variables which are solely demographic, and (2) the dependent variables which are the educational issues (Appendix B).
The data obtained from the completed and validated questionnaires were processed by computer data processing. The chi-square test was the statistical analysis utilized for this study. The chi-square tests were evaluated and based upon a .05 significance level.

Summary of Findings

The majority of respondents were between 40-49 years of age, most of them have been principals of secondary schools for less than seven years. The majority of the respondents are principals of schools with 300-599 students enrolled.

The respondents indicated that "the financing of schools," "the taking over of all schools by the government," and "the rapidly increasing student enrollment" are the most serious educational issues. The respondents felt that the following are serious educational issues: "authoritarian management practices in schools," "growing federal involvement in educational matters," "use of media in schools," "frequent transfers of principals and teachers," "education of the handicapped," "student truancy," "assessment of educational outcome," "involvement of the community in school-related matters," "demands for new methods of teaching and evaluating of staff," "staff discipline," and "continuous evaluation of student progress." The respondents felt that "profiteering in schools,"
"provision of boarding facilities," "state control of nursery schools," and "the transportation of students to distant schools" are not serious educational issues.

The general findings may be summarized as follows:

Hypothesis 1: There will be no significant differences in the educational issues that could be ascribed to the location of schools.

No significant differences were found concerning principals' perceptions on fourteen of the twenty issues when principals were grouped according to the zonal location of schools.

Those having significant differences were (1) new methods for evaluating principals and teachers, (2) use of media (respondents from all zones considered these to be serious issues); (3) profiteering in schools, (4) provision of boarding facilities (all respondents considered these as not very serious issues); (5) the taking over of schools (Ibadan zone considered this as a serious issue while the remaining three zones considered it a very serious issue); and (6) the state control of nursery schools (Ilesha zone considered it as a serious issue while the other three zones considered it as not very serious issue).

Hypothesis 2: There will be no significant differences in the educational issues that could be ascribed to the age of principals.
No significant differences were found concerning principals' perceptions on eighteen out of the twenty issues when principals were grouped according to their ages.

Those having significant differences were (1) staff discipline (respondents in the 0-39 and 40-49 age categories considered this to be a serious issue while respondents over 50 years of age considered it as a very serious issue), and (2) the use of media (all respondents considered this to be a serious issue).

Hypothesis 3: There will be no significant differences in the educational issues that could be ascribed to the size of schools.

No significant differences were found concerning principals' perceptions on eighteen out of the twenty issues when principals were grouped according to the size of schools.

Those having significant differences were (1) increase in school enrollment (all respondents considered this to be a very serious issue), and (2) the control of nursery schools (respondents in the 0-299 and over 600 enrollment categories considered this as not very serious issue while respondents in the 300-599 enrollment category considered it as a serious issue).

Hypothesis 4: There will be no significant differences in the educational issues that could be ascribed to the years of experience of principals.
No significant differences were found concerning principals' perceptions on fifteen out of the twenty issues when principals were grouped according to their years of experience.

Those having significant differences were (1) the demand for new ways of teaching, (2) the federal involvement in education, (3) education of the handicapped (all respondents considered these three issues as serious); (4) student activism (respondents with less than 14 years of experience considered this to be a serious issue while respondents with over 14 years of experience considered this as not very serious issue); (5) the control of nursery schools (respondents with less than 14 years of experience considered it as not very serious issue while respondents with over 14 years of experience considered it as serious issue).

Conclusions

The following conclusions are based upon the data that were collected in Oyo State, Nigeria and analyzed in this study.

1. Principals of secondary schools in Oyo State, Nigeria support the views of the educational critics that there are serious educational issues within the State.

2. Principals believe that the financing of schools, the taking over of schools by the government, and the rapid
increase in student enrollment are the most pressing issues which the educational environment faces.

3. Zonal location of schools has some impact on the perceptions of principals concerning the seriousness of the educational issues. The main one is the state control of nursery schools with the difference being mainly between Oyo and Ilesha zones. The reason for this difference may possibly be because Oyo zone has fewer nursery schools than Ilesha zone.

4. Years of experience has some impact on the perceptions of principals with regard to the seriousness of educational issues. The most important one is student activism which the most experienced principals do not consider a very serious issue while the medium and the experienced principals consider it a serious issue. The experienced principals have probably dealt with student activism many times and consider it as just another problem which they work with on a daily basis.

5. There seems to be a pattern as to the impact which the state control of nursery school has on the perceptions of principals. The least experienced principals consider this a less serious issue than principals with more experience. This indicates that as principals gain in experience, they consider the state control of nursery schools as a more serious issue.

6. It is noteworthy that principals do not consider profiteering in schools as a serious educational issue.
Implications

In light of the findings and conclusions, the following implications are offered:

1. Since the educational practitioners and the critics have agreed to the existence of serious educational issues, the Oyo State government should devise means to solve the challenges of (a) the rapidly increasing student enrollment, (b) the resultant future increase in educational expenditure in a period of limited resources and (c) the policy of complete taking over of all schools in the State.

2. The government should devise better methods for the evaluation of principals, teachers, student progress and the assessment of educational outcomes.

3. The government should revise its techniques with regard to its involvement in educational matters, in the frequent transfers of principals and teachers and in the education of the handicapped.

4. Principals should attend workshops and seminars whereby they could familiarize themselves with the latest methods of school management, student discipline, the use of media in schools and how to increase classroom attendance.

5. Principals should read widely from many sources to discover effective methods for handling student activism, of dealing with the community and of devising new methods for classroom teaching.
6. There should be a unified effort by the Oyo State Ministry of Education, the Oyo State Branch of the Nigerian Union of Teachers and any other educational bodies within the State to deliberate upon educational issues within the State from time to time.

Recommendations

These are the recommendations for this study.

1. There should be a follow-up of this study that will utilize a different statistical analysis and find out whether changes occur regarding the educational issues over a longer period of time.

2. There should be further studies made to determine and compare the perceptions of educational administrators and lecturers in Colleges of Education within the State, with those of the principals as regard the educational issues.
FIGURE 1
Recent Trends in Educational Development in Nigeria

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</table>

* Enrolment in Thousands
** Excluding the University Colleges (3)
*Compiled by Dele Ogundimu, Assistant Lecturer, University of Ife*
Legend for Figure 2

P.I.E. = Principal Inspector of Education
S.I.E. = Senior Inspector of Education
I.E. = Inspector of Education
H.A.I.E. = Higher Assistant Inspector of Education
C.R.P.O. = Curriculum, Research and Planning Officer
E.O. = Education Officer
P.A.S. = Principal Assistant Secretary
P.E.O. = Principal Executive Officer
S.EX.O. = Senior Executive Officer
S.A.E.O. = Senior Assistant Education Officer
F. and E. = Finance and Establishment
R.A.G. = Registration, Assessment and Grants
A.S. = Assistant Secretary
Reg. (X,) = Registrar (Examinations)
Senior Acct. = Senior Accountant
S. and S. = Students and Special Subjects
A.V.A. = Audio-Visual Aids
R.L. = Regional Librarian
FIGURE 3

NIGERIA

- Universities
Request for Permission to Obtain/Administer Survey

I wish to refer to your letter of August 25th, 1980 on the above mentioned subject, and to forward herewith the attached containing the list of the old Secondary Schools in Oyo State plus the names of their former principals. Where possible, some of the old principals are still there.

2. You are hereby permitted to visit the schools and interview the principals for the purpose of your dissertation.

3. Best wishes,

Tony Osanyin
for Secretary,
Central Schools Board.
Your responses to the following four questions are only for grouping with that of the other respondents of similar background and experience. Your responses will not be used to identify you individually. You are expected to place a checkmark (✔) on the line under any of the responses that fit into your own situation.

I. Location of Schools (zones)

<table>
<thead>
<tr>
<th>Ibadan</th>
<th>Oshogbo</th>
<th>Oyo</th>
<th>Ilesha</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-39 yrs</td>
<td>40-49 yrs</td>
<td>50&gt;</td>
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II. Age of Principal

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<th>Less than 300</th>
<th>300-599</th>
<th>600&gt;</th>
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III. Student Enrollment

<table>
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<tr>
<th>0-6 yrs</th>
<th>7-13 yrs</th>
<th>14&gt;</th>
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</table>

IV. Length of Experience as a Principal

| ✔️ | ✔️ | ✔️ |
EDUCATIONAL ISSUES IN OYO STATE, NIGERIA

INSTRUCTIONS: Below is a series of 20 educational issues in Oyo State. Below each issue is a continuum of six numbered spaces (1-6) beginning on the far left side with NOT VERY SERIOUS to the extreme right with VERY SERIOUS. You are expected to rank each issue on the continuum on how serious you perceive it to be. Please, do not leave an issue blank. Place a checkmark (✓) above the number of any of the six spaces that corresponds to how serious you perceive an issue to be. An example is given below:

CORPORAL PUNISHMENT IN SCHOOLS

Not Very Serious ✓ Very Serious

In placing a checkmark on space #4, you perceive the issue to be serious.

1. FINANCING SCHOOLS TO MEET INCREASING EXPENSES AND CAPITAL OUTLAY.

Not Very Serious Very Serious

2. RAPIDLY INCREASING STUDENT ENROLLMENT.

Not Very Serious Very Serious

3. STUDENT ACTIVISM, SUCH AS STRIKES, VANDALISM, ETC.

Not Very Serious Very Serious

4. DEMANDS FOR NEW WAYS OF TEACHING OR OF OPERATING EDUCATIONAL PROGRAM.

Not Very Serious Very Serious

5. ASSESSMENT OF EDUCATIONAL OUTCOME ON NATIONAL LEVEL.

Not Very Serious Very Serious
6. INVOLVEMENT OF THE COMMUNITY MEMBERS IN SCHOOL-RELATED MATTERS.

Not Very Serious 1 2 3 4 5 6  
Very Serious

7. DEMANDS FOR NEW METHODS FOR EVALUATING PRINCIPALS AND TEACHERS.

Not Very Serious 1 2 3 4 5 6  
Very Serious

8. FREQUENT TRANSFERS OF PRINCIPALS AND TEACHERS.

Not Very Serious 1 2 3 4 5 6  
Very Serious

9. OVERLY AUTHORITARIAN MANAGEMENT PRACTICES IN SCHOOLS.

Not Very Serious 1 2 3 4 5 6  
Very Serious

10. GROWING FEDERAL GOVERNMENT INVOLVEMENT IN EDUCATIONAL MATTERS.

Not Very Serious 1 2 3 4 5 6  
Very Serious

11. PROFITEERING IN SCHOOLS.

Not Very Serious 1 2 3 4 5 6  
Very Serious

12. GOVERNMENT TAKE-OVER OF SCHOOLS (NO PRIVATE SCHOOLS).

Not Very Serious 1 2 3 4 5 6  
Very Serious

13. STATE CONTROL OF NURSERY SCHOOLS.

Not Very Serious 1 2 3 4 5 6  
Very Serious

14. STAFF DISCIPLINE.

Not Very Serious 1 2 3 4 5 6  
Very Serious
15. STUDENT TRUANCY.
Not Very Serious 1 2 3 4 5 6 Very Serious

16. USE OF MEDIA IN AN EFFECTIVE MANNER IN THE SCHOOL.
Not Very Serious 1 2 3 4 5 6 Very Serious

17. CONTINUOUS EVALUATION OF STUDENT PROGRESS.
Not Very Serious 1 2 3 4 5 6 Very Serious

18. EDUCATION OF THE HANDICAPPED.
Not Very Serious 1 2 3 4 5 6 Very Serious

19. BOARDING FACILITIES IN SECONDARY SCHOOLS.
Not Very Serious 1 2 3 4 5 6 Very Serious

20. TRANSPORTATION OF STUDENTS TO DISTANT SCHOOLS.
Not Very Serious 1 2 3 4 5 6 Very Serious
Dear Sir/Madam,

As a Secondary School Principal in Oyo State, Nigeria, you are selected for the purpose of participating in an educational survey. This survey is designed to determine your perception toward selected educational issues in the state. Your anonymous response will be combined with that of other principals in Oyo State and will serve as the statistical basis for doctoral dissertation being written by me for the North Texas State University.

Enclosed is a copy of the official letter of permission to administer the survey from the Central State Schools Board in Ibadan. The enclosure of this copy is purely for your perusal, for it does not imply any compulsion for individual principal's participation. However, I am personally appealing to you directly as individual for your kind participation as a professional administrator and for the sake of togetherness in bettering the educational atmosphere of this state.

Also enclosed you will find the pre-addressed and stamped survey material. I would appreciate your taking about 15 minutes of your very busy day to complete same, fold with return name and address showing, staple and return by the next available mail to my representative.

Your participation and co-operation will be greatly appreciated.

Sincerely,

Oluwole Alege

Oluwole Alege

Doctoral Advisory Committee Chairman and Major Professor

Hoyt Watson
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