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THE DEVELOPMENT OF A MODEL TRAINING PROGRAM
IN EDUCATIONAL PLANNING AND MANAGEMENT
FOR THE PREPARATION OF SCHOOL
ADMINISTRATORS IN NIGERIA

By

Michael Alasa Ogunu

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ABSTRACT

THE DEVELOPMENT OF A MODEL TRAINING PROGRAM
IN EDUCATIONAL PLANNING AND MANAGEMENT
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ADMINISTRATORS IN NIGERIA

By

Michael Alasa Ogunu

This study had four major purposes:

1. To identify topics that experts in school administration recommend for the training and development of school administrators.
2. To identify topics which Nigerian School administrators and Ministry of Education officials consider important for effective preparation of school administrators in Nigeria.
3. To determine the relative importance which practicing school administrators in Nigeria and the Ministry of Education officials to whom they are responsible attach to certain topics suggested for the preparation of school administrators in Nigeria.
4. To develop a model training program in Educational Planning and Management for the effective preparation of school administrators in Nigeria.

To provide data for the development of the model, an intensive review of research and literature was done in four areas, including the roles and functions of school administrators, criteria for effective administration of schools, and the pre-service and in-service preparation of

school administrators. Data on school administrator training and development (including programs) were obtained from universities, institutes, national and international professional organizations and individuals. Information obtained from the review of research and literature was used as a framework for the design of the research questionnaire. The questionnaire was sent to a sample of 200 Nigerian school administrators and Ministry of Education officials. A return of 87 percent, 93 percent and 90 percent of responses was obtained from 65 primary school headmasters, 70 post-primary school principals and 45 Ministry of Education officials respectively. The data obtained from the needs assessment survey supported the following conclusions:

1. Seventy-six and nine-tenth (76.9) percent of the primary school headmasters and 75.7 percent of the post-primary school principals in Nigeria had no formal training in school administration.
2. There is a high need for the education of Nigerian primary school headmasters and post-primary school principals in Educational Planning and Management.
3. Programs in school administration designed specifically for primary school headmasters and post-primary school principals are urgently needed.
4. With the exception of five of the thirty topics suggested, there was a high degree of consensus among all the raters as to the relative importance of the topics.
5. The consistently high percentage of raters (above 70 percent) who rated the following

Michael Alasa Ogunu

topics as being "extremely important" or "very important" would suggest that competencies in the topics are critically essential for primary school headmasters and post-primary school principals and should be highly emphasized in their training programs. The topics are:

Human Relations

Curriculum and Instructional Planning

Student Evaluation

School Budgeting and Financial Management

Educational Planning Methods

Administrative Leadership

Maintenance of Order and Discipline

School-Community Relations

Curriculum Evaluation

Maintenance of School Records

Instructional Supervision

Time Table Preparation

Classroom Management

Introducing and Implementing Change Effectively

To meet the special needs of primary school headmasters and post-primary school principals in Nigeria, a model training program was developed for each group of school administrators, based on the findings from the review of research and literature on school administrator training and development and the results of the questionnaire study of the educational planning and management training needs of school administrators in Nigeria. Major components of the model included:

Michael Alasa Ogunu

(a) aims, (b) program objectives, (c) a program for primary school headmasters, (d) a program for post-primary school principals, (e) instructional approaches, and (f) program evaluation.

The ultimate goal of the model was to help primary school headmasters and post-primary school principals acquire and develop educational planning and management competencies needed for effective administration of schools and to improve the quality of education in the Nigerian public school system. The model which may be referred to as the Professional Educationist-Cum-Administrator Specialist (PECAS) training model, emphasized both professional and administrative competencies.

A systems approach was recommended with regard to the implementation of the model. School administrator effectiveness was perceived as a function of six factors: (1) sound moral character, (2) leadership aptitude, (3) professional and administrative competencies, (4) motivation, (5) necessary tools and facilities to work with, and (6) organizational support. All six factors should be considered in appointing candidates to school administrator positions, in selecting them for training and in evaluating their post-training performance.

Other recommendations included the following cooperation between Nigerian Universities and Ministries of Education in the organization, design and administration of

Michael Alasa Ogunu

training programs for school administrators; school administrators' participation in the design of their training programs; a list of priority topics for school administrator training and development; and a suggestion for establishment of a National Institute of Educational Planning and Management for school administrators in Nigeria.

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1983

Dedicated to the Memories of

my father

BELLO OKEGBE OGUNU

my mother

LEKIA OMOME OGUNU

and my daughter

MARIA-CONSOLATA OGUNU

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TABLE OF CONTENTS

	PAGE
LIST OF TABLES	xii
LIST OF FIGURES	xiv
 CHAPTER	
I. INTRODUCTION	1
The Problem	1
Purpose of the Study	2
Importance of the Study	3
Theoretical Basis of the Study	3
Assumptions	6
Limitations of the Study	6
Definition of Terms	7
Organization of the Study	9
II. THE BACKGROUND	11
Nigeria: Geographical Setting	11
Political Background	14
Education System	20
Historical Foundations	20
Philosophical Foundations	23
Organization of Education	23
Primary Education	24
Secondary Education	26
Teacher Education	32
Types	33
Organization	34
Curriculum	34
Future Re-Organization	36
Higher Education	36
Administration of Education	38
The Role of the Federal Government	38
The Role of State Government	40
Functions of State Ministries of Education	41
State Management of Education	42
Teaching Service Commission	42
Functions	43
Local Education Administration	44
Local Government Education Committee.	44

	PAGE
Local Teaching Service Committee . . .	45
Function	45
Board of Governors	46
Functions	47
Parent-Teacher Associations	47
School Committee	48
Functions	48
State Advisory Council on Education . .	49
Headmasters and Principals	50
Primary School Headmasters	50
Post-Primary School Principals	51
Role and Function	51
The Inspectorate	51
Federal Inspectorate	52
State Inspectorate	53
Functions	53
Summary	53
 III. REVIEW OF RELATED RESEARCH AND LITERATURE	 55
Introduction	55
The Role and Functions of School Administrators	56
Competencies Required for Effective School Administration	75
Guidelines for Preparation of School Administrators	88
School Administrator Training Programs and Practices in Developed and Developing Countries	94
Planned Change and Innovation	104
Summary	109
 IV. DESIGN OF THE STUDY	 111
Introduction	111
Population	112
Selection of Research Methodology . . .	113
Questionnaire Development	114
Validation and Pilot Testing	116
Method of Rating	117
Administration of the Questionnaire . .	117
Distribution of the Questionnaire . . .	117
Return of the Questionnaire	118
Analysis of Data	118
The Model	120
Summary	121

	PAGE
V. ANALYSIS OF DATA	122
Background Characteristics of Primary School Headmasters	125
Background Characteristics of Post-Primary School Principals	131
Analysis of Responses to Suggested Topics for the Preparation of Primary School Headmasters	132
Rank Order of Means of All Topics for Primary School Headmasters and Ministry of Education Officials Combined	132
Relative Importance of Suggested Topics for the Preparation of Primary School Headmasters as Perceived by Headmasters	134
Importance of Suggested Topics for the Preparation of Primary School Headmasters as Perceived by Ministry of Education Officials	134
Importance of Suggested Topics for the Preparation of Primary School Headmasters as Perceived by Primary School Headmasters and Ministry of Education Officials (Combined)	147
Chi-Square Values for Differences Between Observed and Expected Frequencies of Responses for Primary School Headmasters and Ministry of Education Officials for all Topics on the Rating Instrument	151
Chi-Square Values of Significant Topics ($P < .05$) and Means of the Separate Groups of Raters	151
Analysis of Responses to Suggested Topics for the Preparation of Post-Primary School Principals	155
Rank Order of All Topics for Post-Primary School Principals and Ministry of Education Officials Combined	155
Importance of Suggested Topics for the Preparation of Post-Primary School Principals as Perceived by Post-Primary School Principals	157
Importance of Suggested Topics for the Preparation of Post-Primary School Principals as Perceived by Ministry of Education Officials	157

	Importance of Topics for the Preparation of Post-Primary School Principals as Perceived by the Principals and the Ministry of Education Officials Combined	168
	Chi-Square Values for Differences Between Observed and Expected Frequencies of Responses for Post-Primary School Principals and Ministry of Education Officials for all Topics on the Rating Instrument	173
	Chi-Square Values of Significant Topics ($P < .05$) and Means of the Separate Groups of Raters	173
VI.	A MODEL PROGRAM FOR THE PREPARATION OF SCHOOL ADMINISTRATORS	178
	Aims	178
	Program Objectives	179
	Program for Primary School Headmasters	180
	Program for Post-Primary School Principals	185
	Instructional Approaches	189
	Program Evaluation	190
	Summary	199
VII.	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	200
	Summary	200
	Findings	204
	Conclusions	209
	Recommendations	210
	Suggestions for Further Research	216
APPENDICES		
A.	Supplementary Tables	217-218
B.	Research Questionnaire (for Primary School Headmasters and Post-Primary School Principals)	219-226
C.	Research Questionnaire (for Ministry of Education Officials	227-237
D.	Sample Letter of Introduction by Dr. John H. Suehr to the Permanent Secretaries of Nigerian Ministries of Education	238
E.	Sample of Letter of Introduction by Dr. John H. Suehr to School Headmasters/Principals/Ministry of Education Officials in the Federal Republic of Nigeria	239

	PAGE
F. Sample Letter of Introduction by the Researcher to the Permanent Secretaries of Nigerian Ministries of Education . .	240-241
G. Letter of Introduction from the Ministry of Education, Anambra State of Nigeria .	242
H. Response from the Ministry of Education, Benin-City, Nigeria	243
I. Response from the Ministry of Education, Horin, Nigeria	244
J. Response from the Ministry of Education Benue State of Nigeria	245
K. Sample Letter of Request for School Administrator Training Programs.	246-247
L.- W. Responses to Requests for School Administrator Training Programs	248-259
X. List of Individuals, Institutions and Organizations Which Supplied Information and/or Programs on School Administrator Training and Development	260
BIBLIOGRAPHY.	261-291

11. Rank Order of Means of All Topics for Post-Primary School Principals and Ministry of Education Officials Combined.....	156
12. Primary School Headmasters' Perceptions of the Importance of Topics for the Preparation of Post-Primary School Principals in Nigeria.....	158
13. Ministry of Education Officials' Perceptions of the Importance of Topics for the Preparation of Post-Primary School Principals in Nigeria.....	159
14. Percentage of Primary School Headmasters and Ministry of Education Officials Who Rated Suggested Topics for the Preparation of Post-Primary School Principals as Being "Extremely" or "Very Important".....	160
15. Importance of Topics for the Preparation of Primary School Headmasters as Perceived by Post-Primary School Principals and Ministry of Education Officials Combined.....	169
16. Percentage of Primary School Headmasters and Ministry of Education Officials (Combined) Who Rated the Suggested Topics for the Preparation of Post-Primary School Principals as "Extremely" or "Very Important".....	170
17. Chi-Square Values for Differences Between Observed and Expected Frequencies of Responses for Post-Primary School Principals and Ministry of Education Officials for All Topics on the Rating Instrument.....	174
18. Chi-Square Values for the Significant Topics (p .05) and Means of the Separate Groups of Raters (Principals and Ministry of Education Officials).....	176

APPENDIX TABLES

19. Means and Standard Deviations on All Topics For Separate Groups of Raters and Combined Group of Raters (Primary School Headmasters and Ministry of Education Officials).....	217
20. Means and Standard Deviations on All Topics for Separate Groups of Raters and Combined Group of Raters (Post-Primary School Principals and Ministry of Education Officials).....	218

LIST OF FIGURES

1. Getzels-Guba Model of Social Behavior.....	5
2. Map of West Africa Showing the Position of Nigeria.....	12
3. Map of Nigeria showing the Regional Structure.....	15
4. Nigeria: Twelve-State Structure 1967-1976.....	18
5. Nigeria: Nineteen-State Structure.....	19
6. The Structure of the Educational System in Nigeria.....	37
7. An Example of A Trainee Reaction Questionnaire.....	193
8. An Example of a Behavioral Questionnaire Completed by Subordinates.....	198

CHAPTER ONE

INTRODUCTION

The Problem

The Nigerian government is committed to providing education to its citizens in order that they may develop themselves to their fullest potential and be able to contribute to the social and economic development of the nation. If the national objectives for education are to be achieved, the system of education must be hinged on proper planning and efficient administration. Unless school administrators are proficient in planning and management, they are likely to fail in their work, for as Edmonds et al., have remarked, "enterprises seldom exceed the vision, knowledge and/or skills of their leaders."¹

Presently, headmasters and principals of Nigeria's primary and post-primary schools are recruited from a pool of teachers who have no training and experience in administration; their selection is based on their seniority as

¹Fred Edmonds, et al., Developing Procedures for the In-Service Education of School Administration. (College of Education, University of Kentucky, Lexington, Kentucky, 1966), p.1.

teachers. Thus, they assume administrative responsibilities that demand planning and management competencies for which their previous experience as teachers has not prepared them.

Programs in educational administration offered by the nation's institutions of higher learning are too general in their scope to be of direct relevance to the day-to-day problems of practicing headmasters and principals. The contents of these programs have been, for the most part, transplanted from foreign institutions, without consideration of their relevance to the Nigerian situation.

The problem of this study, then, was to construct appropriate educational planning and management training programs specifically designed to prepare primary school headmasters and post-primary school principals in Nigeria for effective administration of the country's schools.

Purpose of the Study

The purpose of the research was to:

1. identify topics that experts in school administration recommend for the training and development of school administrators.
2. identify topics that Nigerian school administrators and Ministry of Education officials consider important for effective preparation of Nigerian school administrators.
3. determine the relative importance that Nigerian school administrators and the Ministry of Education officials attach to some selected topics for the training and development of school administrators in Nigeria.

4. develop a model training program in educational planning and management for the preparation of school administrators in Nigeria.

Importance of the Study

The findings of this study may

1. provide an alternative to current university-level programs of educational administration that are not appropriate in the day-to-day practice of school administration in Nigeria.
2. contribute to improvement of training programs for school administrators.
3. provide guidelines for identifying the training needs of school administrators.
4. yield information that is valuable in planning pre-service and in-service training and development programs for prospective and practicing school administrators.
5. be useful for counseling prospective and practicing school administrators who may wish to take courses in educational planning and management.
6. provide guidelines for the development of a training program that is responsive to the actual needs of school administrators in Nigeria.

Theoretical Basis of the Study

The theoretical basis of the study draws heavily from behavioral or structuralist theories. Prominent among the theorists whose philosophical positions the study relies on are Chester Barnard, and Getzels and Guba.

In The Functions of the Executive Barnard dealt with formal organizations (impersonal systems of co-ordinated

human effort) and informal organizations (contacts or interactions of people without specific, conscious joint purpose).² He drew attention to the need for an understanding of both systems in any analysis of organizational behavior and described a successful organization as meeting two conditions: (1) "effectiveness" or meeting the goals of the organization; and (2) "efficiency" or satisfaction of individual motives.³

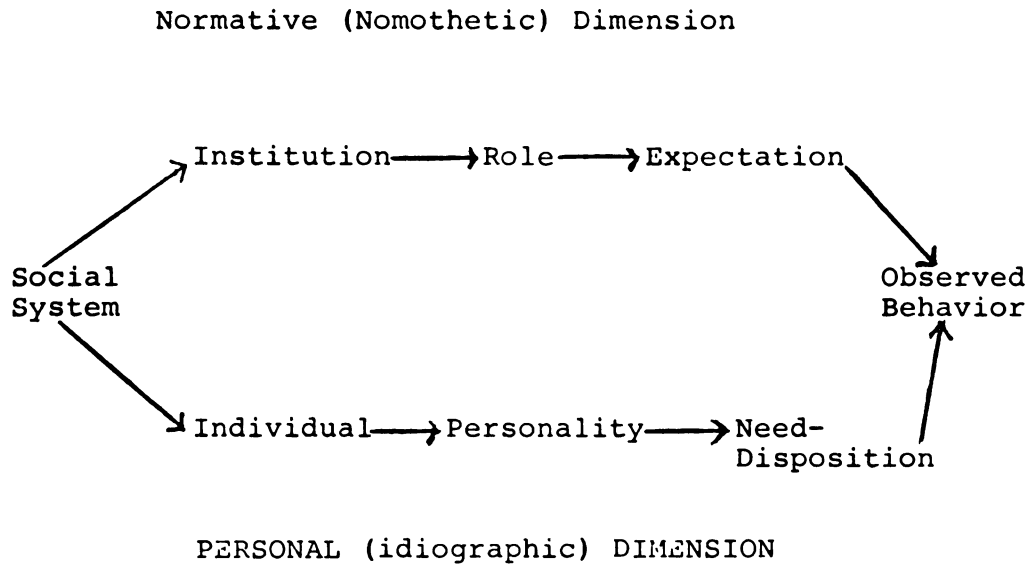
Getzels and Guba propounded a two-dimensional theory of human behavior. According to their model, the observed behavior of individuals within the organization is based on the interaction between the institutional (nomothetic) and the personal (idiographic) dimensions. The nomothetic dimension refers to absolute concern for people. Behavior is transactional when consideration is given both to achieving the organizational objectives and helping individuals who work in the organization meet their personal needs. The task of the administrator, says Guba, is to "produce behavior which is at once organizationally useful as well as individually satisfying."⁴ The Getzels-Guba Model of Administration as a social process is illustrated in Figure 1.

²Chester Barnard, The Functions of the Executive. Cambridge: Harvard University Press, 1938, p.1.

³Ibid, p.1.

⁴Egon G. Guba, "Research in Internal Administration--What do we know?" in Ronald F. Campbell and James M. Lippman (eds.) Administrative Theory as a Guide to Action. (Chicago: Midwest Administration Center, University of Chicago, 1960), pp. 131-141.

Figure 1
GETZELS-GUBA MODEL OF SOCIAL BEHAVIOR¹



¹Source: Ronald F. Campbell, et. al., Introduction To Educational Administration (fourth edition). Allyn and Bacon, Inc. 1971, p. 241.

Assumptions

For the purposes of this study several assumptions are made.

1. Mere teaching experience and theoretical courses of study in fields other than Educational Planning and Management are not adequate preparation for school administration.
2. Any training program should grow out of the needs of those for whom the program is designed.
3. Although school systems and their administration should grow out of the social ethos of the community they serve, any proposed program for improvement can benefit from the experiences of other communities and countries.

Limitations of the Study

The study has the following limitations:

First, "school administrators" refers only to primary school headmasters and post-primary school principals. Secondly, the findings of the study are limited by the nature of the measurement scale that was used. The accuracy of the data obtained was further limited by the perceptions of those who completed the questionnaire. Another limitation was time, which made testing the training model impossible.

The above limitations were minimized by ensuring that the instrument were valid, and by doing a thorough review of research and literature on what makes for effective school administration. The model has the characteristic of having

been developed largely from the recommendations of experts in school administration, and the self-perceived needs of the people for whom it was designed.

Definition of Terms

Planning--The Process of determining organizational goals and how they are to be achieved.

Management--The judicious use of resources, motivation of people and the provision of leadership in order to guide an organization towards its goals and objectives in an effective manner.

Training--A planned effort to facilitate the learning of job-related behavior on the part of employees.

Primary School--A school which provides a six-year basic course of full-time instruction suitable for pupils between the ages of six and twelve years. In the U.S.A. it is called "elementary school."

Post-Primary School--A school to which pupils are admitted after primary school, which provides full-time instruction based on syllabi approved by the appropriate authority.

Headmaster--An administrator appointed to be in charge of a primary school.

Principal--An administrator appointed to be in charge of a post-primary school.

School Administrator--A member of a school system associated, in this study, with primary and post-primary education, who occupies, or is preparing to occupy, a formal position in the organizational structure having responsibility beyond that of a classroom teacher.

Ministry of Education--A formally structured organization having legitimate authority for the purpose of educational decision-making and the implementation of decisions.

Ministry of Education Officials--These include Chief Inspectors and Deputy Chief Inspectors of Education, Inspectors of Education, Secretaries of State and Local Boards of Education.

In-Service Education--A planned educational experience for the purpose of improving the knowledge, skills and understanding of employees.

Teacher Training College--A post primary institution which provides teacher education leading to the award of Grade II teacher certification.

West African Examination Council--A body with equal representation from several West African countries which is responsible for the setting and grading of West African School Certificate final examinations. The body also sets the standards that the candidates must meet in order to pass such examinations.

West African School Certificate--A certificate awarded to a student who successfully completes the school certificate examination administered by the West African Examination Council after five years of secondary education. In the U.S.A. the equivalent is the high school diploma.

Model--Bross identified four types of models: physical, symbolic, verbal and mathematical. The term model is herein used to mean a verbal model or representation of an ideal to be achieved.

Organization of the Study

The study is organized as follows:

Chapter One contains the Introduction, including the statement of the problem, the purpose of the study, the importance of the study, theoretical basis of the study, assumptions of the study, limitations of the study, definition of terms, and organization of the study. Chapter Two is comprised of background information. Chapter Three is a review of literature and related research. Chapter Four contains a description of the research design. A presentation and description of the results of the treatment, and analysis of data and a statement of the findings are given in Chapter Five. A model of an educational planning and management training program for the preparation of school

administrators for Nigerian schools is developed in Chapter Six. Chapter Seven contains a summary of the study, conclusions and recommendations.

CHAPTER TWO

THE BACKGROUND

Nigeria: Geographical Setting

Location, Size and Population

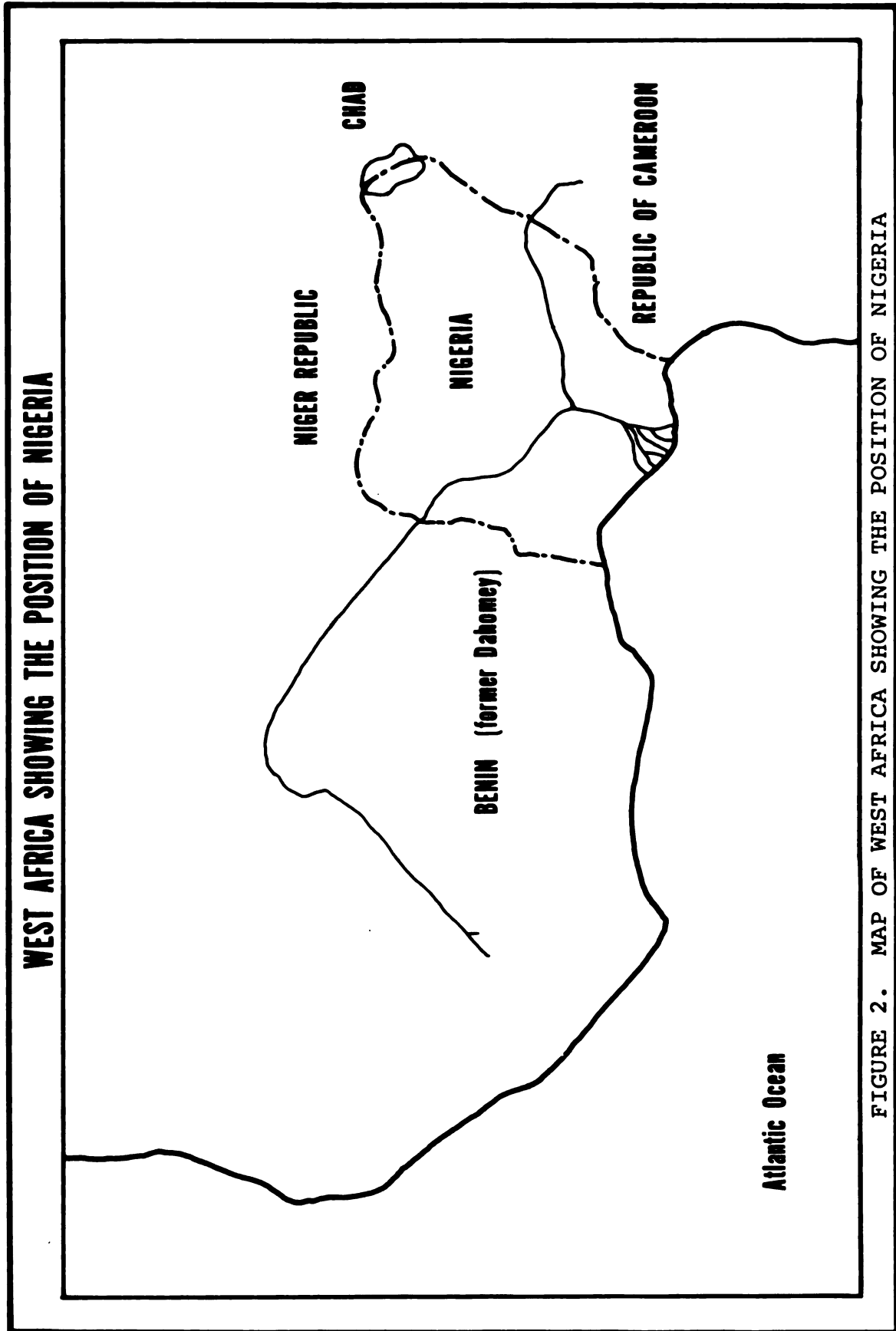
Nigeria is a country on the West Coast of Africa between longitudes 3° and 15° east of Greenwich meridian and between latitude 4° and 14° north of the equator.¹ It is bounded on the north by the Republics of Niger and Chad; on the west by the Republic of Benin (former Dahomey); on the East by the Republic of Cameroun; and, on the South by the Atlantic Ocean (See Figure 2).

Nigeria has an area of 923,768 square kilometers (356,669 square miles);² four times the area of the United Kingdom. The greatest distance from east to west is approximately 1,300 kilometers, and from north to south is about 1,100 kilometers.³

¹Nigeria Handbook, 1977 (Lagos, Federal Ministry of Information, 1976), p.1.

²Ibid.

³N.P. Iloeje, A New Geography of Nigeria (metricated edition, Longman Nigeria Ltd., 1978), p.15.



The country has a population of about 80 million, comprising nearly 250 cultural and linguistic groups, of which the largest are the Hausa, the Ibo and the Yoruba.⁴

Climate and Resources

Nigeria's climate is characterized by relatively high temperatures throughout the year. The average annual maximum temperature is about 30.55°C (87°F) in the coastal belt and about 34.44°C (94°F) in the north, with a normal decrease of about 1.4°C per 300m of altitude. The average annual minimum varies from 23°C (73.4°F) in the south to 18°C (64.4°F) in the north.⁵

Nigeria is an agricultural country that produces cattle, goats, poultry, fish and a variety of food and cash crops. Main agricultural exports are cocoa, oil palm products, groundnuts, rubber, cotton, benniseed, tobacco, hides and skins. Forestry export is timber from various woods. Agriculture is the mainstay of the economy, accounting for nearly half the national income and providing occupation and employment for about 70 percent of the population.

⁴Ibid.

⁵Akin L. Mabogunje, "Nigeria: Physical and Social Geography", In Africa South of the Sahara. (Europa Publications Ltd. 1981) p. 757.

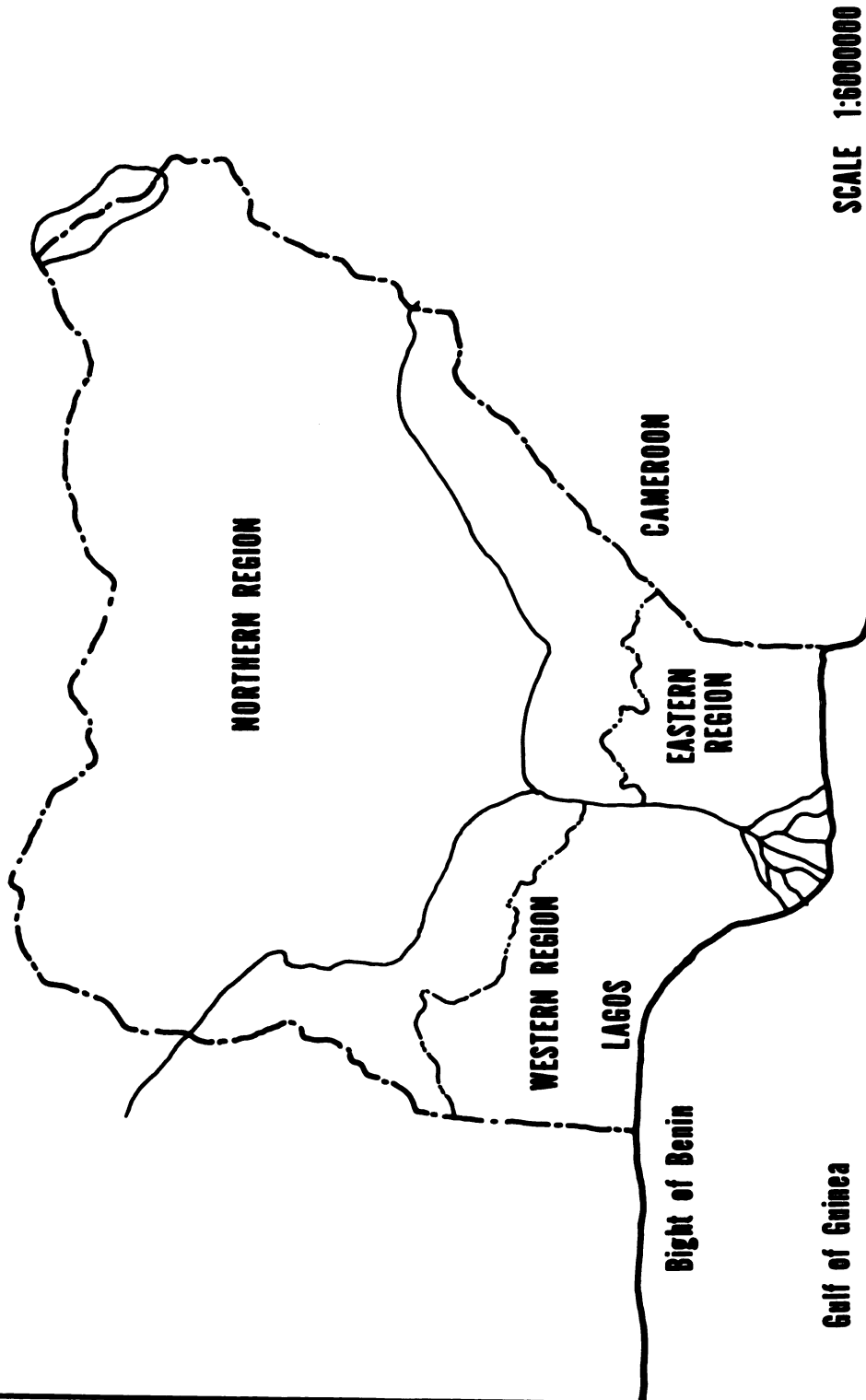
Mineral resources are varied. Tin is found in alluvial deposits on the Jos Plateau and has been exported from Nigeria for over fifty years. Associated with tin is columbite, of which the country is the world's largest producer. Fuel resources include sub-bituminous coal, oil and natural gas.

Political Background⁶

In 1954 Nigeria became a Federation comprised of five component parts: the Northern, Eastern and Western Regions, the Federal territory of Lagos and the quasi-Federal territory of the Southern Camerouns, now part of the Republic of Cameroun. (See Figure 3).

Nigeria gained independence from Great Britain in October 1960, and three years later, on October 1, 1963, became a Republic. Under the 1960 constitution, and upheld in the Republican Constitution, the Federal Government of Nigeria consisted of a Council of Ministers presided over by the Prime Minister, a Senate or Upper House, and a House of Representatives. Executive powers were vested in the Council of Ministers and legislative powers in the Senate and House.

⁶The Nigeria Year Book, 1979, pp. 481-484.

NIGERIA: SHOWING THE REGIONAL STRUCTURE - 1954**FIGURE 3. MAP OF NIGERIA SHOWING THE REGIONAL STRUCTURE**

The regions had similar constitutions, each with a governor. Executive power was in the hands of an Executive Council, presided over by a Premier, and legislative power was vested in a House of Chiefs, or Upper House, and two Houses of Assembly.

On January 16, 1966, the Armed Forces, following a coup d'etat, suspended the office of the President, the Prime Minister and Parliament and vested legislative and executive powers in the Federal Military Government comprised of a Supreme Military Council and a Federal Executive Council.

The Federal Military Government decreed a military government in each of the regions, which were responsible to the Federal Military Government. This decree also suspended the offices of the regional governors, premiers, and Executive Councils but provided for the continuance in office of the Judiciary, the Civil Service, the Nigerian Police Force and the Special Constabulary.

The January 1966 coup brought the late Major-General Johnson-Aguiyi-Ironsi to power as the Supreme Commander of the Armed Forces of Nigeria. He was succeeded on August 1, 1966 by General Yakubu Gowon.

On March 17, 1967, the government issued the Constitution (Suppressed and Modification) Decree of 1967.

This decree replaced the former Constitutional Decree which had been in force since its promulgation on January 17, 1966 and provided for the vesting of all legislative and executive powers in a Supreme Military Council. Two months later, on May 27, 1967 the Supreme Military Council issued a decree which created twelve states out of the four existing regions. The twelve states (See Figure 4) were: Western, Midwest, Rivers, South-western, East Central, Kwara, Benue-Plateau, North-western, North Central, Kano and North-eastern.

On July 29, 1975, the Armed Forces overthrew the government of General Gowon in a bloodless coup, the third since January 15, 1966. General Murtala Ramat Mohammed (then Brigadier) became the new Head of State and Commander-in-Chief of the Armed Forces.

On February 3, 1976, seven more states were created, making a total of 19 states in the Federation: Sokoto, Kaduna, Kano, Borno, Bauchi, Plateau, Gongola, Benue, Niger, Kwara, Oyo, Ondo, Ogun, Lagos, Bendel, Anambra, Imo, Rivers, and Cross River. (A map of Nigeria showing the nineteen states is presented in Figure 5).

General Murtala Muhammed was assassinated in an abortive coup staged on Friday, February 13, 1976 by Lt. Col. B.S. Dimka, Director of the Army Physical Training Corps, to reinstate the ousted General Yakubu Gowon. On February 14, 1976, the Chief of Staff of Supreme Headquarters,

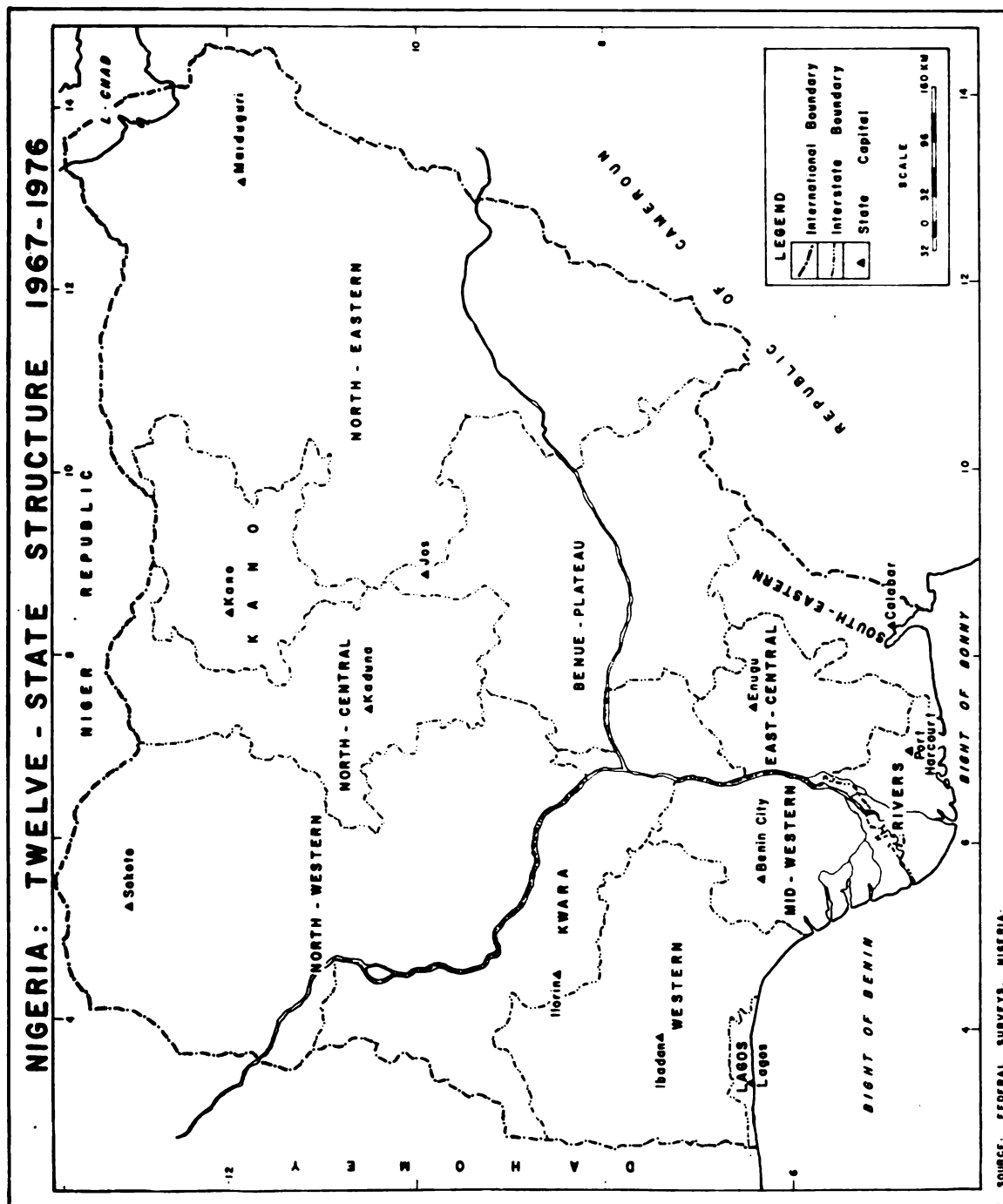


FIGURE 4. NIGERIA: TWELVE STATE STRUCTURE 1967-1976

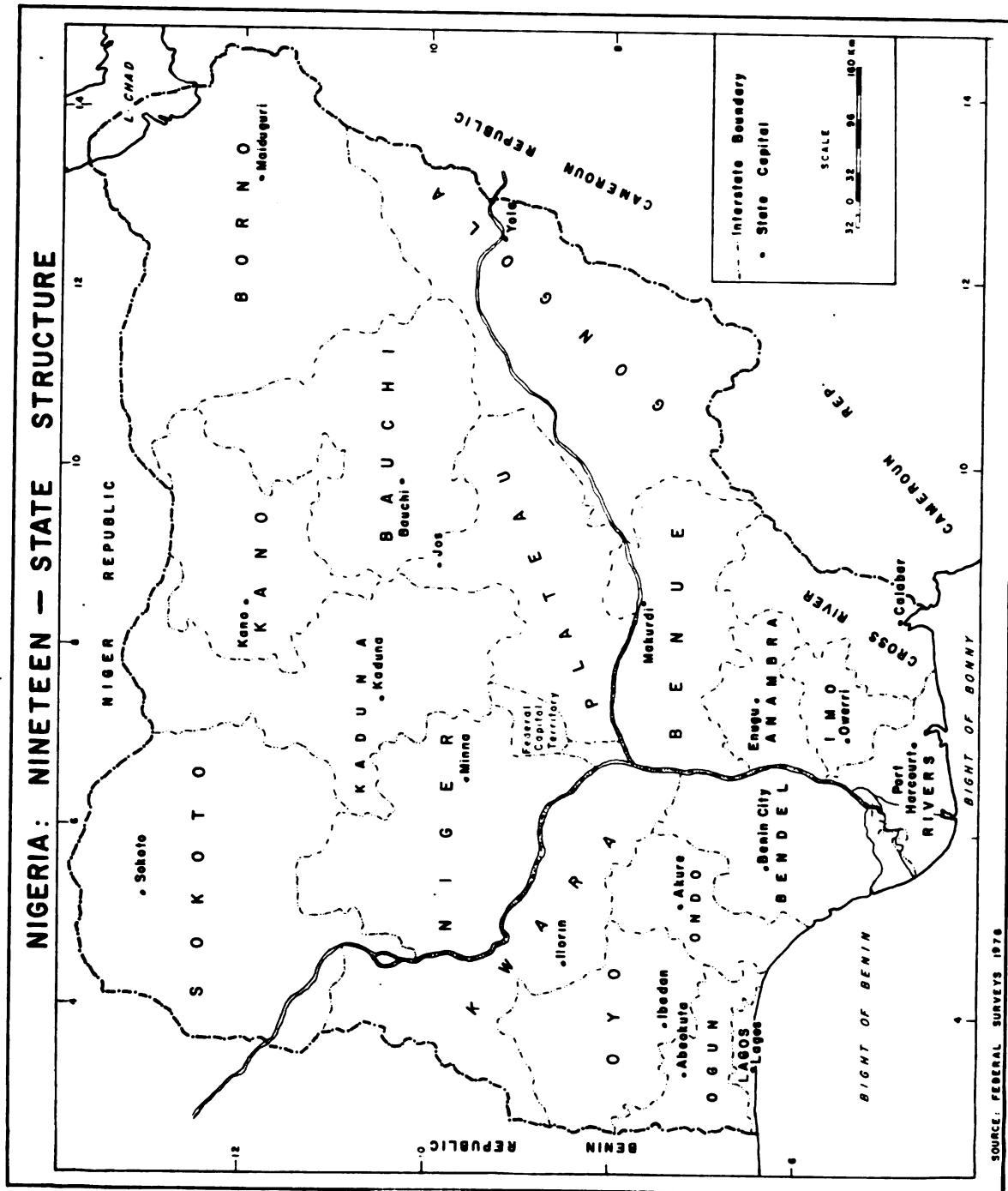


FIGURE 5. NIGERIA: 19-STATE STRUCTURE

Lt. General Olusegun Obasanjo succeeded General Muhammed as Head of State and Commander-in-Chief of the Armed Forces.

In 1979, the Federal Military Government handed power back to civilians and Nigeria was returned to civil rule. A new Constitution (1979) was adopted, as well as a presidential system of government based on the American model, with Alhaji Shehu Shagari as president.

Educational System

Historical Foundations

Western education was first introduced to Nigeria in the sixteenth century by Portuguese Roman Catholic missionaries. In response to an invitation by the Oba (king) of Benin, the King of Portugal sent Roman Catholic missionaries to Benin.⁷ Fafunwa in his History of Education in Nigeria relates that missionary activities started in Benin in 1515 "when some Catholic missionaries set up a school in the Oba's palace for his sons and the sons of his chiefs who were converted to Christianity."⁸ The Catholic missionaries established a seminary in Sao Thome off the

⁷ A.B. Fafunwa, History of Education in Nigeria. (London: George Allen and Unwin, Ltd., 1976), p.74.

⁸ Ibid.

coast of Nigeria in 1571 to train African priests and teachers. From Sao Thome they visited Warri where they set up schools and preached the gospel. The impact of these pioneering missionary and educational activities was short-lived due to the growth of trans-Atlantic slave trade during the seventeenth and eighteenth centuries.

After abolition of the slave trade, English-speaking Wesleyan Methodist missionaries came to Nigeria (Badagry) in 1842 and built schools and churches in Badagry and Abeokuta. The Methodists were followed by the C.M.S. mission (1845), the United Free Church of Scotland Mission (1846), the American Baptist Mission (1850), the Roman Catholic Mission (1868), the Qua-Ibo of Northern Ireland (1887), the Primitive Methodist Missionary Society (1892) and the Basel Mission. For nearly half a century, educational provision in Nigeria was entirely dependent upon the efforts of the Christian missions, supported by their home churches.

In 1877, the Lagos administration of the British Colonial Office made grants of two hundred British pounds (sterling) to three missionary societies carrying out educational work in Nigeria: The Church Missionary Society, the United Free Church of Scotland, and The Baptist Mission. Apart from this financial contribution, the Colonial administration did not intervene in education.⁹ The grants were

⁹Ibid.

made annually until 1883 when the West African Education ordinance was promulgated and applied to the colony of Lagos.

For more than 100 years (1842-1960) education in Nigeria was provided mainly by Christian missionaries. In 1968, Christian missions still had responsibility for eighty percent of the schools, ninety percent of the teachers and seventy-seven percent of the pupils.¹⁰

As observed by F. H. Hilliard,

. . . No tribute can be too high to pay to the early missionaries in Nigeria; they faced not only the rigours of a tropical climate in days when the price to be paid for residence in West Africa was paid in lives, but also, in the earliest period, the additional hazards of tribal wars, in which many of their hardly established schools were destroyed.¹¹

After independence, a rising demand on the part of some citizens, for government takeover of the schools led to the eventual assumption of responsibility for the schools by state governments in the 1970's. State officials set up state and local school boards to manage the schools.

¹⁰A. G. Anwukah, "A History of the Development of Nigerian Education 1960-1976." (Doctoral Dissertation, University of Washington, 1978), p. 25.

¹¹F. H. Hilliard, A Short History of Education in British West Africa, (Thomas Nelson and Sons, Ltd., 1960), p. 126.

Philosophical Foundations

Nigeria's philosophy of education is based on the integration of the individual into a sound and effective citizen and equal educational opportunities for all citizens of the nation at the primary, secondary and tertiary levels, both inside and outside the formal school system.¹²

In consequence, the quality of instruction at all levels is oriented towards inculcating the following values:

1. respect for the worth and dignity of the individuals;
2. faith in man's ability to make rational decisions;
3. moral and spiritual values in interpersonal and human relations;
4. shared responsibility for the common good of society;
5. respect for the dignity of labor; and
6. promotion of the emotional, physical and psychological health of all children.¹³

Organization of Education

Education is organized in four stages, namely, pre-primary, primary, secondary and higher, of which the last three constitute the statutory system of public education.

¹²Federal Republic of Nigeria: National Policy on Education (Revised), 198, p. 3.

¹³Ibid.

Pre-primary education is given to children aged three to five years in nursery schools, prior to their entering the primary schools. Nursery schools are found mostly in the big cities and university environments. They are outside the public school system, privately owned, but regulated and controlled by the government which seeks to ensure that the staff members are adequately trained and that essential equipment is provided. In recent years, state governments have established some nursery schools to meet the increasing demand for such schools by working mothers.

Primary Education

Primary education is a six-year course given to children aged six to twelve. The national objectives of primary education as set down in the national policy on education are as follows:

1. the inculcation of permanent literacy and numeracy, and the ability to communicate effectively;
2. the laying of a sound basis for scientific and reflective thinking;
3. citizenship education as a basis for effective participation in and contribution to the life of the society;
4. character and moral training and the development of sound attitudes;
5. developing in the child the ability to adapt to his changing environment,

6. giving the child opportunities for developing manipulative skills that will enable him to function effectively in the society within the limits of his capacity;
7. providing basic tools for further educational advancement, including preparation for trades and crafts of the locality.¹⁴

The primary schools in Nigeria follow a fixed curriculum. The following curricular activities are those prescribed by the government of Bendel State, Nigeria. Its primary schools are typical of primary schools in Nigeria.

1. Speech training, diction, and conversation in the local language and in simple English
2. Elements of reading and writing in the local language and English
3. Handwriting
4. Mathematics
5. Creative Arts: handicrafts, drawing and printing
6. Nature study and gardening (rural science)
7. Religious instruction
8. Hygiene
9. Physical education (sports and games)
10. Singing (music)
11. Drama and folklore
12. English

¹⁴Ibid, p.8.

- 13. Social studies
- 14. Geography
- 15. General science
- 16. Modern languages
- 17. Nigerian languages¹⁵

Success in the final examination at the end of primary education qualifies students for the First School Leaving Certificate. According to the National Policy on Education:

Government plans that progress along the educational cycle will be based on continuous overall guidance-oriented assessment by teachers and headmasters.... Government will look into the possibility of abolishing the primary school leaving certificate examination as soon as the processes for continuous assessment have been worked out and validated.¹⁶

The need for primary school headmasters to be skilled in continuous assessment techniques is thus implied.

Secondary Education

Secondary education is given to children from the age of twelve in a variety of post-primary institutions, excluding

¹⁵Mid-Western State of Nigeria: Education Edict, 1972, Third Schedule, Section 19(2).

¹⁶National Policy on Educaiton, p.10.

teacher training, technical and vocational institutions. Normally a five-year course, leading to the West African School Certificate, secondary schools include the following types of post-primary institutions:

1. secondary grammar schools, including those teaching technical subjects,
2. secondary commercial schools, which offer commercial and general education, and
3. comprehensive high schools--multi-lateral schools offering a wide range of subjects.

A small number of grammar schools offer a further two-year course leading to the Higher School Certificate Examination of the University of Cambridge (in the United Kingdom). All secondary schools are fee-paying, with a very few exceptions in the technical field. Admission to secondary schools is generally determined by competitive examinations taken at the end of the primary school course. Most of the schools are boarding facilities.

Secondary commercial schools are similar in many respects to the secondary grammar schools except that their curriculum emphasizes commercial subjects such as book-keeping, accountancy, shorthand and typewriting. Like the grammar schools, secondary commercial schools prepare their students for the West African School Certificate Examination, the University of London General Certificate of Education Examination (Ordinary Level) or for other examinations

conducted by professional bodies such as the Royal Society of Arts of London.

Secondary Modern Schools offer a three-year course to post-primary school pupils. The program leads to the Secondary Modern III Certificate, obtained by means of a final examination. Secondary Modern Schools exist in a few states, and are now being phased out.

The curriculum of the typical Nigerian secondary (grammar) school includes the following subjects:

1. English Language
2. English Literature
3. Mathematics
4. Science (Physics, Chemistry, Biology, Botany, Zoology)
5. Agricultural Science
6. Nigerian Languages and Literature
7. Modern Languages
8. History
9. Geography
10. Economics, Government and Sociology
11. Health Science and Health Education
12. Religious Studies
13. Music
14. Creative Arts: Fine Arts, Handicrafts, Printing and Technical Drawing.
15. Engineering Subjects

16. Building Subjects

17. Home Economics.¹⁷

Technical and vocational education is offered in secondary commercial schools, trade centers, craft schools, junior technical schools, junior commercial schools and technical schools, and a few grammar schools, for periods ranging from three to five years.

The aims of the technical/trade schools are to provide training in selected trades which can produce tradesmen for industry. They also prepare students with special aptitudes for further studies at polytechnics and colleges of technology and produce technicians for the states. Most of the technical/trade schools offer courses in electrical wiring, motor mechanics, carpentry and welding, for boys; while typing, accounting, stenography, and home economics are provided for girls. Some general education courses which include English language and English literature, Bible knowledge, history and government are also taught in many of the schools. The courses are geared toward the examinations of the City and Guilds of London and the Royal Society of Arts. Both examinations are administered by the West African Examination Council.

¹⁷Mid-Western State of Nigeria: Education Edict.

A plan for reorganization of secondary education in the country was proposed in the national policy on education issued in 1977 and revised in 1981. According to Section 4 of the revised plan:

Government plans that secondary education should be of six-year duration and be given in two stages, a junior secondary school stage and a senior secondary school stage, each stage being of three-year duration.... The junior secondary school will be both prevocational and academic; it will be free as soon as possible and will teach all the basic subjects which will enable pupils to acquire further knowledge and develop skills.¹⁸

The curriculum would be structured as follows:

<u>Core Subjects</u>	<u>Pre-Vocational Subjects</u>	<u>Non-Vocational Subjects</u>
Mathematics	Woodwork	Arabic Studies
English	Metal Work	French
Nigerian Languages(2)	Electronics	
Science	Mechanics	
Social Studies	Local Crafts	
Art and Music	Home Economics	
Practical Agriculture	Business Studies	
Religious and Moral Instruction		
Physical Education		
Pre-Vocational Subjects(2) ¹⁹		

¹⁸ National Policy on Education, p.12-13.

¹⁹ Ibid.

Students who leave school at the junior high school stage may go on to an apprenticeship system or some other out-of-school vocational training.

The senior secondary school will be for those able and willing to have a complete six-year secondary education. It will be comprehensive but will have a core-curriculum designed to broaden pupils' knowledge and outlook. The core-curriculum is the group of subjects which every pupil must take in addition to his or her specialities.²⁰

The recommended core subjects are:

1. English language
2. One Nigerian language
3. Mathematics
4. One of the following alternative subjects-- physics, chemistry and biology.
5. One of: literature in English, history and geography
6. Agricultural science or a vocational subject.²¹

Electives, out of which "Every student will be expected to select 3...depending on the choice of career up to the end of the second year and may drop one of the non-compulsory subjects out of the 9 subjects in the last year of the Senior High School course"²² are as follows:

²⁰Ibid.

²¹Ibid.

²²Ibid., p. 14.

Biology	Agricultural Science
Physics	Home Economics
Chemistry	Bible Knowledge
Additional Mathematics	Islamic Studies
Commerce	Arabic Studies
Economics	Metal Work
Bookkeeping	Electronics
Typewriting	Technical Drawing
Shorthand	Woodwork
History	Auto Mechanics
English Literature	Music
Geography	Art
French	
Physical Education	
Health Science	
Government ²³	

Teacher Education

The purposes of teacher education in Nigeria, as stated in the national policy on education, are:

1. to produce highly motivated, conscientious and efficient classroom teachers for all levels of our education system;

²³Ibid.

2. to encourage further the spirit of enquiry and creativity in teachers;
3. to help teachers to fit into the social life of the community and society at large and to enhance their commitment to national objectives;
4. to provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to any changing situation, not only in the life of their country, but in the wider world;
5. to enhance teachers' commitment to the teaching profession.

Types

Professional training for teachers is given by the following institutions:

1. Grade II Teachers' Colleges (Teacher Training High Schools)
2. Advanced Teacher's Colleges
3. Colleges of Education
4. Institutes of Education
5. National Teachers' Institute
6. Teachers' Centres.²⁴

Grade II Teacher training Colleges are teacher training post-primary institutions (high schools with a strong

²⁴Ibid, p.34.

professional education bias) which provide academic and professional education courses for students of varying academic backgrounds to prepare them for teaching in the nation's primary schools.

Organization

The colleges were restructured in 1974, as described below, to enhance their capacity to train additional teachers for the university primary education (U.P.E.) scheme launched in 1976:

1. A five-year training program for students who have completed a primary school course successfully.
2. A three-year program for students who have Modern III S.75 certificate (both are awarded for successful completion of a junior high school program).
3. A two-year training program for students who have completed their secondary education but could not obtain the West African School Certificate.
4. A one-year training program for students who have completed five years' work in a secondary school.

Curriculum

The curriculum for the Grade II teacher training colleges includes the following subjects:

English Language
 English Literature
 Social Studies
 Mathematics
 General Science
 Biology
 Agricultural Science
 Geography
 History
 Home Economics
 Cultural and Creative Arts
 Health and Physical Education
 Religious and Moral Education
 Principles and Practice of Education
 Teaching Practice.²⁵

To qualify for the award of the Teachers' Grade II Certificate, students are expected to pass the Grade II Certificate examination jointly conducted by the State Ministry of Education and the West African Examinations Council, satisfy the State Ministry of Education in teaching practice and pass examinations in English language and other subjects prescribed by the State Ministry of Education.

²⁵ National Policy on Education, pp.35-36.

Future Re-Organization

The national policy on education proposes that the 3-year post-junior-secondary will replace all the existing Grade II teacher training programs and especially the 5-year post-primary. "All future Grade II trainees will complete the 3-year junior secondary before entering Teacher Training College."²⁶ The existing "pivotal" 1-year post-WASC teacher training course will be cancelled and WASC products will train at the Nigerian Certificate in Education (NCE) or degree levels.²⁷

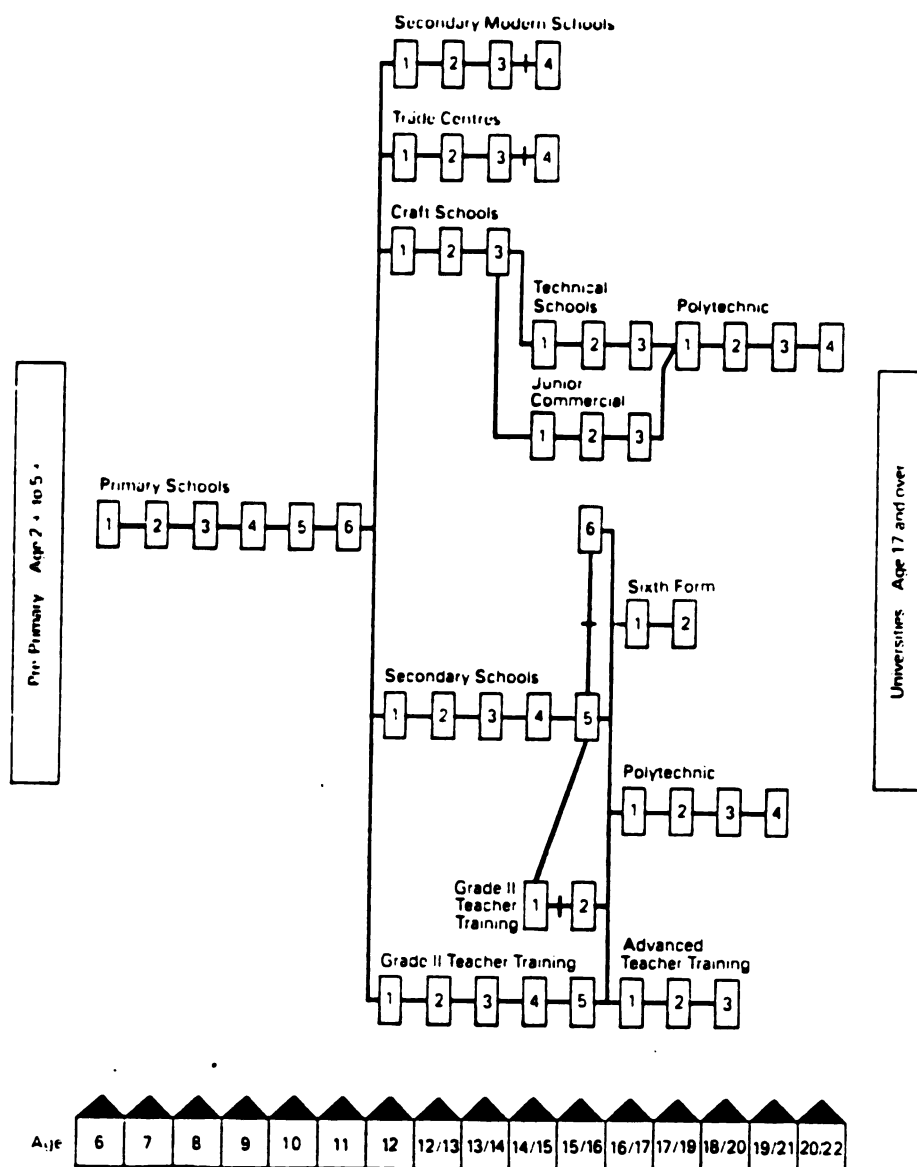
Higher Education

Higher education is given in post-secondary institutions, namely, universities, colleges of education and advanced teacher training colleges, polytechniques and colleges of technology. The structure of the education system in Nigeria is given in Figure 6.

²⁶Ibid.

²⁷Ibid.

THE STRUCTURE OF THE EDUCATION SYSTEM IN NIGERIA



Source: C. O. Taiwo, The Nigerian Educational System (Thomas Nelson (Nigeria) Limited, 1980) p. 199.

Administration of Education

Under Nigerian law, Federal and state governments administer and control the educational system. They delegate some responsibilities to local governments. Federal and state governments carry out their responsibilities through their Ministries of Education. The day-to-day administration of primary and post-primary schools in the country is the responsibility of headmasters and principals.²⁸

Under the immediate direction of their headmasters or principals, teachers carry out their teaching functions and perform supervisory or administrative duties that may be assigned to them.

The ministries, through the inspectorates, exercise control, supervision and guidance in respect to the national objectives for education and the quality of education provided. In addition, parents, governing bodies of schools and colleges, local educational communities, professional organizations of teachers, advisory and consultative councils all play roles of varying importance in the educational system.

The Role of the Federal Government

The Federal Ministry of Education generally exercises federal administration and control of education. At the head of the Ministry is the Minister of Education, who is appointed by the President of the Federation and assigned the responsibility for education if his nomination is confirmed by the

²⁸C. O. Taiwo, The Nigerian Education System. (Thomas Nelson (Nigeria) Limited, 1980), p. 202.

Senate. Under the Minister is a corps of civil servants-- administrators, professional officers and supporting staff-- who assist the Minister in policy and decision-making and perform the functions of the Ministry in its responsibility for education. The head of the civil servants in the Ministry is the Permanent Secretary, who is appointed by the President. He is the chief adviser to the Minister and is responsible to him for the day-to-day administration of the Ministry and the institutions under it.²⁹

The Federal Ministry of Education is responsible for the following:

- a. the determination of a national policy on education, in order to ensure uniform standards and quality control;
- b. co-ordination of education practices in Nigeria;
- c. advisory services in respect to all levels of education below the university;
- d. Federal Inspectorate advisory service to help improve and maintain standards;
- e. planning and research on a national scale;

²⁹C. O. Taiwo, p. 203.

- f. co-ordination of non-formal education including adult education, vocational improvement centres, correspondence courses;
- g. co-ordination of educational services;
- h. international cooperation in education;
- i. co-ordination of national school examinations and relevant teacher examinations, testing and evaluation
- j. establishment of a Central Registry of teachers. 30

The Role of State Governments

The pattern of administration in a state is similar to that in the Federal Government. Each state has a Ministry of Education at the head of which is a Commissioner of Education, who is appointed by the Governor of the state, if the nomination of the commissioner is confirmed by the House of Assembly of the state. Under the Commissioner are civil servants, who carry out the administrative and professional duties of the Ministry. The head of the civil servants in the Ministry is the Permanent Secretary, who is appointed by the Governor of the state. He is the chief adviser to the commissioner and is responsible for him for the day-to-day administration of education in the state.

³⁰ National Policy on Education, p.42.

Each state is divided into education zones, each covering one or more Local Government areas. Administrative and professional officers of the Ministry are based in each zone, close to the Local Government and the educational institutions in the zone. They maintain a close contact with the headquarters staff, with whom they work as a team. The more senior officers are based at the headquarters and are responsible to the Permanent Secretary for their respective assignments covering the whole state.

Functions of State Ministries of Education

The functions of State Ministries of Education include the following:

- a. Policy, control and administration of education at primary and secondary (post-primary) at state levels;
- b. Planning, research and development of education at the state level;
- c. Inspectorate services to improve and maintain standards;
- d. Education services;
- e. Co-ordination of the activities of School Board and/or Local Education Authorities.
- f. Examination, particularly certification of primary school teachers, testing and evaluation.
- g. Establishment of State Registers of Teachers.³¹

³¹Ibid.

State Management of Education

Each State Ministry of Education has an agency charged with responsibility for the appointment, promotion, transfer and discipline of all teachers in all schools and training colleges in the state, except those in Federal Government and private institutions. Teachers in Federal and private institutions are subject to discipline for professional misconduct by the Federal Public Service Commission and the School Board of the private institutions, respectively. The Ministry of Education Agencies responsible for the state-wide management of the schools are called by different names in the states: Central School Board, School Management Board, Teaching Service Commission, State Schools Board, and so on. The organization and functions of the state and local agencies of the Ministry of Education in Bendel State, Nigeria, described below, is typical of the pattern of state and local systems of educational administration in Nigeria.

Teaching Service Commission

In accordance with Section 5 of Bendel State Education Law, 1981, a "Unified Teaching Service Commission" was established in the state.

The Commission consists of a full-time chairman (an educationist), five full-time members, a representative of the Bendel State Branch of the Nigerian Union of Teachers (part-time member) and a representative of the non-academic staff of primary and post-primary institutions (part-time member). Members of the Commission including the chairman are appointed by the Governor subject to confirmation by the State House of Assembly.

Functions

The functions of the Commission include the following:

- a. administration of the Unified Teaching Service;
- b. appointment, promotion and dismissal of persons in the Unified Service;
- c. disciplinary control over teachers in primary schools in the State;
- d. transfer, posting and deployment of teachers from one Local Government Council Area to another;
- e. appointment, promotion, dismissal and disciplinary control over teachers in post-primary institutions in the State;
- f. compilation and maintenance of teachers' records;
- g. internal auditing;
- h. payment of salaries and allowances.³²

³²Bendel State of Nigeria, Education Law, 1980, Section 6(1).

Local Education Administration

Agencies

Educational administration at the local level is a function of four bodies: Local government Education Committee, Local Teaching Service Committee, Board of Governors and School Committees of Parent-Teacher Associations. Following is a description of each of the local administrative agencies.

(1) Local Government Education Committee

Functions

Every Local Government Council Area in the State has a local government education committee charged with the following functions:

- a. establishment on behalf and with the approval of the appropriate local government council and Ministry of Education of public primary institutions and the expansion of such institutions;
- b. maintenance of infrastructural facilities of public primary institutions, including repair of the buildings and furniture;
- c. provision of school equipment and furniture;
- d. keeping of up-to-date school inventory;
- e. local arrangement for, and organization and supervision of, adult education and literacy campaigns;

- f. ensuring the establishment of, and support for parent/teacher associations and school committees.³³

(2) Local Teaching Service Committee

There is also established in each local government council area a committee called the local teaching service committee, consisting of a chairman and three other full-time members and one part-time member (representing the Nigerian Union of Teachers). Members of the Committee are appointed by the Governor and hold office for a period of four years though eligible for re-appointment.

Functions

The local teaching service committee performs the following functions, inter alia, delegated to it by the State Teaching Service Commission:

- a. appointment, recommendation for promotion, posting, transfer and deployment of teachers in public primary schools in its local government council area;
- b. exercise of disciplinary control over the teachers (the disciplinary power does not include power to dismiss or terminate appointments);
- c. appointment of teachers to public post-primary institutions in its local government council area on temporary basis.

³³ Bendel State of Nigeria, Education Law, 1980, op. cit. Section 9 (1).

- d. posting, transfer and deployment of teachers in public primary institutions in its local government council area from one public institution to another;
- e. ensuring the establishment of, and support for Parent/Teacher Associations and School Committees;
- f. paying the salaries and allowances of members of Unified Teaching Service in its local government area;
- g. any other matter which may from time to time be assigned to it by the Commission.³⁴

(3) Board of Governors

Every public post-primary institution in the State has a Board of Governors, consisting of eight members: a chairman, the officer in charge of the Ministry of Education in the local government council area in which the institution is situated or his representative (ex-officio member), the head of the institution, a representative of the Parent/Teacher association of the institution, and four other persons representing the community in which the institution is situated.

The Board of Governors is responsible to the local government council in the area in which the institution is situated.

³⁴ Ibid, Section 11 (1).

Functions

The functions of the Board include:

- a. advising on the physical development, equipment and furnishing of the institution;
- b. ensuring that the educational facilities in the school are maintained and fully utilized for the maximum benefit of the school;
- c. ensuring that school funds are utilized for the purpose for which they are intended;
- d. preparation of the annual estimates of revenue and expenditure of the institution;
- e. such other functions as may be assigned to it by the local government council.³⁵

(4) Parent-Teacher Associations

Every public primary and post-primary institution in the state has a Parent/Teacher association, consisting of the parents of all the pupils and all the teachers in the institution. Parent-teacher associations provide a link and a forum for communication between the teachers and the parents or guardians of the pupils attending the institution with regard to matters affecting the institution.

³⁵Ibid, Section 12 (7).

School Committee

The functions of the Parent-Teacher associations are carried out on its behalf by the executive committee of the association called "School Committee".

A school committee consists of twelve members of whom four are selected from amongst the staff of the institution including the head of the institution, the supervisory councillor for education of the local government or his representative and the other seven members are selected from amongst the parents of pupils attending the institution.

The chairman of every school committee must be a parent and the secretary must be a senior member of staff of the institution appointed by the parent-teacher association.³⁶

Functions

The functions of a school committee include, inter alia,

- a. provision of suitable liaison between teachers and parents on one hand and between the parent/teacher association and the Board of Governors or the local teaching service committee, as the case may be, on the other hand;
- b. co-ordinating local voluntary efforts such as the provision of financial or other assistance to the school;

³⁶ Ibid, Section 14 (3).

- c. making representations on behalf of the Parent/Teacher association to the Board of Governors or the Local teaching service committee, as the case may be, in respect of matters affecting the institution;
- d. doing such other things as may effectively enhance the tone and efficiency of the institution.³⁷

State Advisory Council on Education

In addition to the foregoing structures, the State has an Advisory Council on Education consisting of a chairman and sixteen other members representing each of the following interests in the State:

- a. the Ministry of Education
- b. the State Teaching Service Commission
- c. Universities
- d. the State Polytechnic
- e. Colleges of Education
- f. the Conference of Principals of Secondary Schools
- g. the Conference of Principals of Teacher Training Colleges
- h. the Association of Headmasters of Primary Schools
- i. the Nigerian Union of Teachers
- j. Boards of governors of post-primary institutions
- k. Parent/teacher associations

³⁷ Ibid, Section 15.

- l. business and commerce
- m. industry
- n. three other persons.³⁸

The duty of the Advisory Council is to advise the State Government on all matters relating to education in the State.

Headmasters and Principals

Primary school headmasters and post-primary school principals play important roles in educational administration in Nigeria. Theirs is the responsibility for the day-to-day functioning of the schools.

Primary School Headmasters

Qualifications: The basic qualification of the Nigerian primary school headmaster is the Teachers' Grade II Certificate; with a minimum of 5-years teaching experience in a primary school. In recent years, additional qualifications such as possession of the Associateship Certificate in Education obtained after a one-year full time (or its part-time equivalent) post-secondary professional education course in a University or College of Education are being increasingly required in some of the states.

³⁸*Ibid*, Section 4(1).

Appointment: Headmasters are appointed from the rank and file of Grade II classroom teachers based on seniority and good performance as teachers. Their appointment, posting, transfer, promotion, discipline or dismissal is the responsibility of State Teaching Service Commission or its approved agency described above.

Post-Primary School Principals

Qualifications: The basic qualification of principals of Nigeria's post-primary schools is a bachelor's degree and a Post-graduate Diploma in Education or its equivalent.

Appointment: Like primary school headmasters, post-primary school principals are appointed directly from the rank and file of classroom teachers. Their appointment, promotion, discipline, transfer or dismissal is the responsibility of the State Teaching Service Commission or its approved agency.

Role and Functions: The role and functions of primary school headmasters and post-primary school principals in Nigeria are described below under the literature review.

The Inspectorate

There are two types of Education Inspectorates in Nigeria: Federal and State. Both are based on the H.M. Inspectorate model of the English educational system.

Federal Inspectorate

According to Lt. Col.(Dr.) A.A. Ali, former Federal Commissioner for Education, the aims and objectives of the Federal Inspectorate are as follows:

1. the maintenance of common minimum standards of teaching, particularly in those areas where a common curriculum or syllabus does not operate, and the development of such standards throughout the Federation.
2. the development of a common system of education throughout the country, partly through national visits and inspections beyond state boundaries and partly by influencing the nature of the curriculum through inspectors' experience in the classroom situation.
3. the provision of objective, considered and positive evaluative reports on all institutions visited, without the restrictions of purely local considerations.
4. the need to ensure that Government funds are being properly spent in the improvement of classroom instruction, with a view to ensuring maximum utilization of funds.³⁹

The Federal Inspectorate is a division of the Federal Ministry of Education, with staff deployed in the Federal Ministry of Education headquarters and in each of the State capitals where they carry out their federal inspectorate duties and join, on request, their state counterparts in the inspection of educational institutions in the state.

³⁹In Taiwo, C.O. op. cit. p.214.

State Inspectorate

Apart from the Federal Inspectorate, there are also State Inspectorates. The State Inspectorate, is a branch of the State Ministry of Education and is headed by a Chief Inspector of Education or Director of Education as he is called in Bendel State, Nigeria. State Inspectors are deployed in the State Capital and in the headquarters of each Local Government Council areas in the state.

Functions

As stated in the Bendel State Education Law (1981), the functions of the Inspectorate in each of the Local Government Council Areas include:

- a. inspection of schools;
- b. assessing and reporting on the efficiency of every institution including its teaching staff;
- c. furnishing the Ministry of Education, the State Teaching Service Commission and the Local Government Council, with up-to-date information about the educational standards, the problems and the potentialities of the institutions inspected;
- d. examining such school records as are required to be kept by institutions in accordance with the State Education Law.⁴⁰

Summary

In this chapter, the geographical, political and educational background of the study is described. The

⁴⁰ Bendel State of Nigeria, Education Law, 1980, op. cit.

purpose is to provide a context in which the present research and its findings could best be appreciated. Among other things, the chapter provides insight into the political environment in which the Nigerian headmaster and principal must operate, the historical and philosophical foundations of the educational system, and the structure and administrative set up of the system.

Against this background, topics for training programs for school administrators in Nigeria must be identified. A report of the review of literature and related research on the preparation of school administrators is presented in the following chapter.

CHAPTER THREE

REVIEW OF RELATED RESEARCH AND LITERATURE

Introduction

The research and literature in four basic areas was reviewed previous to the development of a suggested list of topics for the training and development of school administrators. The first area investigated was the role and functions of school administrators (Primary school headmasters and post-primary school principals). The administrative tasks and processes derived from the search provided a basis for the identification of competencies (knowledge, skills and abilities) required for effective school administration. Identification of competencies was the second stage of the research and literature review. Thirdly, literature in the area of preparation was reviewed to determine the needs and guidelines suggested by professional administrators, experts in school administration, researchers, theorists and significant others, and, to study administrative training and developments practices and programs in developed and developing countries, including the United States of America (USA), Europe, Britain, Africa and Asia. Such an international approach provided the researcher with a broad perspective from which suggestions for training topics and guidelines

for the preparation of school administrators could be gleaned. Fourthly, literature was reviewed in the area of planned change and innovation.

The purpose of this chapter is to present relevant research and literature in the four areas:

1. the role and functions of school administrators (primary school headmasters and post-primary school principals)
2. competencies required for effective school administration
3. the preparation of school administrators
4. planned change and innovation

The Role and Functions of School Administrators

Typical of the role and functions of Nigerian primary school headmasters and post-primary school principals are the following items included in the list of "Duties and Obligations of Principals/Headmasters", put out by the Ministry of Education of the former East Central State of Nigeria for the Headmasters and Principals in that State:

...to maintain proper order and discipline in the school; to prepare and conduct the school according to a timetable...to ensure the health and comfort of pupils, the cleanliness of the school buildings, the care of all school property and grounds,... the Principal/Headmaster of a school shall as may be directed by the Board or the Ministry of Education make a written annual report on the work of every teacher appointed to that school in that school year and make such other written reports on teachers as may be required by the Board or the Ministry of

Education;...to keep all school records that may be required by Regulation;...to organize a virile Teachers/Parents Association in the school.¹

The duties and responsibilities of the principal, stipulated in Financial Memoranda No. 5 of the Bendel State of Nigeria, include the following:

(a) to ensure that all revenue and fees due to the institution are properly collected and accounted for... (b) to prepare the estimates of the institution and submit them to the School Committee for consideration before they are sent to the Divisional Education Board for further action. (c) to ensure that the safeguards laid down for protection against fraud and other irregularities are being effectively maintained; (d) to ensure that an accurate account of all moneys received and disbursed is kept...²

Griffiths identified the job components of educational administrators.

1. Maintaining effective interrelationship with the community;
2. Improving educational opportunity;
3. Obtaining and developing personnel;
4. Providing and maintaining funds and facilities.³

¹In Chinyere Patience Nosiri, "The Perception of Roles and Responsibilities of Secondary School Principals: A Survey Study in Owerri Division, East Central State, Nigeria." (Doctoral Dissertation, University of Pittsburgh, 1976), pp. 61-62.

²Bendel State of Nigeria. Financial Memoranda (n.d.) p.6.

³D.E. Griffiths, Human Relations in School Administration, pp.4-5 .

In a study of 2,000 educators, Austin summarized the important duties and responsibilities of high school principals.

1. Leadership in the professional improvement of the staff
2. Improving the classroom instruction
3. Building and improving the curriculum
4. Maintaining order and discipline
5. Building and improving the curricula program
6. Self-improvement and growth on the job
7. Informal relations with students
8. Public relations and community responsibilities
9. Making the schedule of classes
10. Guidance and adjustment of pupils
11. School business management activities
12. Provision and upkeep of buildings
13. Relations with supervisors.⁴

A study conducted by the Southern States Cooperative Program in Educational Administration (U.S.A.) identified eight tasks areas as important components of school administration.

⁴ D.E. Austin, "A Study of the High School Principalship in Pennsylvania." National Association of Secondary School Principals Bulletin, 37:118, December, 1953.

1. Instruction and Curriculum development
2. Pupil personnel
3. Community-school leadership
4. Staff personnel
5. School plant
6. Organization and structure
7. School finance and business management
8. Transportation

The critical tasks performed in each of the eight areas are listed below.

1. Instruction and Curriculum
 - a. Providing for the formulation of curriculum objectives;
 - b. Providing for the determination of curriculum content and organization;
 - c. Relating the desired curriculum to available time, physical facilities, and personnel;
 - d. Providing materials, resources, and equipment for the instructional program;
 - e. Providing for the supervision of instruction;
 - f. Providing for in-service education of instructional personnel.
2. Pupil Personnel
 - a. Initiating and maintaining a system of child accounting and attendance;
 - b. Instituting measures for the orientation of pupils;

- c. Providing counseling services;
- d. Providing health services;
- e. Providing for individual inventory service;
- f. Providing occupational and educational information services;
- g. Providing placement and follow-up services for pupils;
- h. Arranging systematic procedures for the continual assessment and interpretation of pupil growth;
- i. Establishing means of dealing with pupil irregularities;
- j. Developing and coordinating pupil activity programs;

3. Community School Leadership

- a. Helping provide an opportunity for a community to recognize its composition;
- b. Assisting a community to identify its potential for improvement through the use of natural and human resources;
- c. Determining the educational services;
- d. Helping to develop and implement plans for the improvement of community life;
- e. Determining and rendering services which the school can best provide in community improvement with and through the cooperation of other agencies;
- f. Making possible the continual re-examination of acceptable plans and policies for community improvement with particular reference to the services which the schools are rendering.

4. Staff Personnel

- a. Providing for the formulation of staff personnel policies;
- b. Providing for the recruitment of staff personnel;
- c. Selecting and assisting staff personnel;
- d. Promoting the general welfare of the staff;
- e. Developing a system of staff personnel records;
- f. Stimulating and providing opportunities for professional growth of staff personnel;

5. School Plant

- a. Determining the physical plant needs of the community and the resources which can be marshalled to meet those needs;
- b. Developing a comprehensive plan for the orderly growth and improvement of school plant facilities;
- c. Initiating and implementing plans for the orderly growth of school plant facilities;
- d. Developing an efficient program of operation of maintenance of the physical plant.

6. School Transportation

- a. Determining school transportation needs and conditions (roads, location of schools, and so on) under which transportation services must be rendered;
- b. Procuring equipment and supplies through approved methods of purchase and contract;
- c. Organizing and providing an efficient system of school transportation maintenance;
- d. Providing for the safety of pupils, personnel, and equipment;
- e. Developing an understanding and use of the legal provisions under which transportation system operates.

7. Organization and Structure

- a. Establishing working relationships with local, state, and federal agencies to provide services needed by the school system;
- b. Working with the board of education in the formulation of school policy and plans;
- c. Designing appropriate operational units within the school system;
- d. Developing a staff organization as a means of implementing the educational objectives of the school program;
- e. Organizing lay and professional groups for participation in educational planning and other educational activities.

8. School Finance and Business Management

- a. Organizing the business staff;
- b. Determining sources of school revenues;
- c. Formulating a salary schedule;
- d. Preparing the school budget;
- e. Administering capital outlay and debt services;
- f. Administering school purchasing;
- g. Accounting for school monies;
- h. Accounting for school property;
- i. Providing for a school insurance program;
- j. Providing for a system of internal accounting.⁵

⁵O.B. Graff and C.M. Street. Improving Competence in Educational Administration, pp. 166, 199-215.

The Nigerian headmaster or principal operates a curriculum pre-determined by the Ministry of Education or the West African Examinations Council. His functions do not include "providing for school insurance program," but he is expected to perform most of the other functions contained in the foregoing list of critical tasks.

A comprehensive list of the managerial duties of the principal was presented by Fillers. He classified them in two broad categories, curriculum and extra-curricular, each having three sub-categories of clerical, general in control, inspectorial and co-ordinating.

Curricular duties include all of those functions that have to do with the management of a school insofar as the problems of classification, instruction, and discipline are concerned . . . Extra-curricular duties are concerned with those modern adjuncts of a school called student activities. These include athletics, debating clubs, . . . literary societies, school publications, school dances, and similar activities which give color to the life of the school and develop its spirit.⁶

A detailed outline of the duties of the principal as presented by Filler is as follows:

⁶H. D. Filler, "The Managerial Duties of the Principal," The School Review, Vol. XXXI, January-December, 1973, p. 49.

A. Curricular duties

I. Clerical

1. Keeping a record of school attendance
2. Keeping a record of tardiness
3. Handing out re-admission slips
4. Making reports to parents of absences, tardiness, and pupils' work
5. Making statistical reports to the superintendent
6. Summarizing reports of teachers
7. Keeping accurately a permanent record of pupils credits
8. Making requisitions for supplies
9. Reporting repairs needed
10. Caring for free textbooks and other equipment or supplies
11. Keeping a record of books or material loaned to pupils and teachers
12. Collecting tuition and other fees and sending to proper officer
13. Making and reporting pupil transfers
14. Distributing books and supplies through co-operation of teachers
15. Answering telephone calls
16. Keeping a record of the teachers (this will include their absences)
17. Recording names of substitute teachers and exact dates taught
18. Making out college-entrance certificates
19. Tabulating tentative program cards of pupils.

II. General in Control

1. Interpreting the tabulation of tentative program cards;
2. Classifying pupils;
3. Holding group and individual conferences with pupils for the purpose of explaining schedule, course of study, and requirements;
4. Scheduling each pupil's work;
5. Arranging a daily schedule for the school;
6. Checking daily schedule against the time distribution of individual pupils and teachers;
7. Holding teacher conferences for the purpose of improving the schedule and explaining the control of the school;
8. Working out plans for handling problem cases in attendance, tardiness, instruction, and discipline;
9. Co-operating with teachers in setting up standards in the school in discipline, instruction, and social life for the pupils;
10. Working out effective plans for keeping the attendance and permanent records of the pupils;
11. Arranging for class, hall and yard control;
12. Inspecting and directing the work of janitors;
13. Working out a plan for controlling the use of school telephones;
14. Conferring with the superintendent regarding ideals and larger objectives of the school;

15. Holding conferences with parents;
16. Laying, with the advice and counsel of officers and teachers, plans for the constructive growth of the school;
17. Outlining plans for revising the course of study and setting the teachers to work on the problem.

III. Inspectorial and Co-Ordinating

1. Inspecting the character of pupil accounting;
2. Handling problem cases arising therein;
3. Checking the keeping of records and reports;
4. Advising teachers on points that will improve classroom and study-hall discipline;
5. Co-ordinating the marking done by the different teachers;
6. Co-ordinating instructions in related departments of the school;
7. Checking up the outcome in the problem cases assigned to teachers;
8. Checking the clerical work and work in general control delegated to others;
9. Developing right attitudes toward the school and its objectives in the minds of teachers and pupils.

B. Extra-Curricular Duties

I. Clerical

1. Keeping an account of fees collected and payments made in each separate activity;
2. Recording the credits due each pupil for participation;

3. Making and filing a list of officers of each club or activity;
4. Keeping a list of faculty advisers;
5. Listing dates of regular meetings and adding dates of special meetings;
6. Keeping on one calendar a list of the dates of the meetings of all organizations;
7. Making a record of special plans and suggestions.

II. General in Control

1. Holding conferences with each organization;
2. Conferring with the officers of each organization;
3. Conferring with the students' council, if school has one;
4. Appointing faculty advisers and holding conferences with them;
5. Delegating specific duties to faculty advisers, to club officers through advisers, to organizations, and to school clerks;
6. Suggesting the making of budgets for each activity;
7. Approving budget for athletics, clubs, and all other activities;
8. Approving any new policy or procedure before it is put into effect;
9. Arranging assembly programs;
10. Devising schemes for improving the work in the activities;
11. Setting up ways and means of giving publicity to athletics, debating clubs, and other organizations;

12. Developing plans for checking up the value of the work done in all of the extra-curricular activities of the school.

III. Inspectorial and Co-Ordinating

1. Checking actual expenditures of each activity against budget;
2. Co-ordinating the programs of the different organizations;
3. Checking all activities in the light of what they are really doing to promote the ends for which they exist;
4. Keeping in close touch with the athletics, social life, and school publications;
5. Seeing that publicity plans are put into effect;
6. Determining the value of the activities to the school and to the pupils by weighing the outcome of the work;
7. Holding all organizations in line with their proposed programs.

According to Elicker, the general responsibilities of the secondary school principal can be classified under several headings.

1. General administrative duties;
2. Personnel management of schools;
3. Supervision of class and out-of-class activities;
4. Supervision of school clerical workers and records;

⁷H.D. Fillers, pp.49-51.

5. Development of a professional morale;
6. Planning the improvement of the educational program;
7. Cooperating in community responsibilities;
8. Evaluating the effectiveness of the school enterprise.⁸

Roe and Drake divided the job of the secondary school principal into two broad categories: those duties with an administrative-managerial emphasis and those with an educational leadership emphasis.⁹

Major duties involved with an administrative-managerial emphasis were reported to be:

- a. Maintaining adequate school records of all types;
- b. Preparing reports for the central office and other agencies;
- c. Budget development and budget control;
- d. Personnel administration;
- e. Student discipline;
- f. Scheduling and maintaining a schedule;
- g. Building administration.

⁸Paul E. Elicker. The Administration of Junior and Senior High Schools. (Englewood Cliffs, N.J. Prentice Hall), 1964, p.20.

⁹William H. Roe and Thelbert L. Drake, The Principals-ship, (New York, MacMillan, 1974), p. 13.

- h. Administering supplies and equipment;
- i. Pupil accounting;
- j. Monitoring programs and instructional processes prescribed by the central office.¹⁰

Those functions which emphasized an educational and instructional leadership included:

- a. stimulate and motivate staff to maximum performance;
- b. develop with the staff a realistic and objective system of accountability for learning;
- c. develop cooperatively operable assessment procedures for on-going programs to identify and suggest alternatives for improving weak areas;
- d. work with staff in developing and implementing the evaluation of the staff;
- e. work with staff in formulating plans for evaluating and reporting student progress;
- f. provide channels for involvement of the community in the operation of the school;
- g. encourage continuous study of curricular and instructional innovations;
- h. provide leadership for students in helping them to develop a meaningful but responsible student government;
- i. establish a professional learning resources center and expedite its use.¹¹

¹⁰Ibid, p.13.

¹¹Ibid, p.14.

Anderson and Van Dyke reported that the secondary school principal is generally responsible for:

1. leadership in curriculum planning;
2. study and discussion of educational theory and current developments in secondary education with the professional staff and school patrons;
3. organization of a program of studies appropriate to the needs of the pupils, community, and nation;
4. development of guidance and counseling services;
5. management of auxiliary services such as health, transportation and cafeteria;
6. procurement and organization of library and instructional facilities and services;
7. participation in the selection of teachers and organization of the faculty to provide high quality instruction;
8. development of conditions within the school conducive to high school morale and development of good citizenship on the part of the students;
9. development and maintenance of good faculty morale;
10. development and maintenance of an effective program of in-service education for the faculty;
11. development and maintenance of a sound program of extra-class activities for all pupils;
12. organization of the school day and year so that the instructional program functions effectively;
13. organization and management of records and office routine;
14. provision of leadership for participation of citizens in school affairs;
15. interpretation of the program of the school to the community, the superintendent of schools and the board of education;

16. participation in co-ordinating educational services for youth in the community;
17. management and supervision of the maintenance of the high school plant and other physical facilities;
18. participation in developing plans for future buildings;
19. maintenance of cooperative and effective relations with legal agencies, accrediting agencies, and other educational institutions;
20. contributing to the advancement of the teaching profession.¹²

According to Brookover and Lezotte, some of the leadership functions exercised by principals in effective schools are:

interpreting the school's mission to staff,

providing guidance and support to students and staff, and

establishing communication procedures among staff and parents and supervising and monitoring pupil progress and staff performance.¹³

In The Study of the Secondary School Principalship, Austin and Brown assert that in fulfilling his role of leadership the principal is called upon to perform a variety of tasks, most of which are related to six major areas or functions.

¹²Lester W. Anderson and Lauren A. Van Dyke, Secondary School Administration, (Boston: Houghton Mifflin, 1972), pp.8-9.

¹³Lezotte, "A Policy Prospectus for Improving Urban Education," p.6.

1. School management
2. Staff personnel
3. Community relations
4. Student activities
5. Curriculum and instruction
6. Pupil personnel¹⁴

Dawson, in Stoops and Johnson's Elementary School Administration, details the business duties of principals.

In spite of the fact that the (elementary) principal's primary objective is the education of children, he cannot neglect his business duties. These consist of: (1) operating and maintaining the school plant, (2) administering supplies, equipment, and the materials of instruction; (3) helping prepare a school budget and operating within the adopted budget; (4) supervising the school cafeteria; (5) record keeping of all types; and (6) pupil and personnel accounting.¹⁵

Commenting on the principal's relationship with his staff, Dawson noted that,

the success of any school depends upon the quality of his teachers.... Regardless of any other duties which the principal has and they are numerous, his major duty, is the management of his teaching staff. In a sense, he is the personnel manager of the school.¹⁶

¹⁴David B. Austin and L. Brown Jr., "The Study of the Secondary School Principalship" NASSP Bulletin, Vol.3, 1970, pp. 101-102.

¹⁵In Emery Stoops and Russell E. Johnson, Elementary School Administration, (McGraw-Hill Book Co., 1967), p.19.

¹⁶Ibid, p.20.

He was no less emphatic about the principal's supervisory duties.

Supervision of the instructional program is, without question, the most important role the principal must play. If the educational program is not effective, the principal has failed. It is the principal's duty to see that all the agreed-upon goals and purposes of education are met insofar as it is possible to do so. Since the principal cannot educate children himself, he must depend upon his teachers. It is, therefore, his responsibility to assist and guide them in producing quality teaching.¹⁷

The foregoing outlines of the role and functions of school headmasters and principals show that the school administrator is expected to perform a wide variety of duties. Although most of the literature deals with the roles and functions of the secondary school principal, most are also applicable to primary school headmasters. With the tasks of the school administrator identified, the competencies required for the successful performance of these tasks, as reported by professionals and experts in school administration, will be reviewed.

¹⁷Ibid, p. 21.

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Competencies Required for Effective School Administration

As observed by Goldman,

a list of the competencies required of school principals (including primary school headmasters), is of necessity, limited by the incompleteness in knowledge of what constitutes successful administration. In truth, the total study of educational administration is still in its early stages and much yet remains to be learned. However, on the basis of what is already known about administration, education and society, certain inferences can be drawn concerning the competencies universally needed by school administrators...¹⁸

He then lists seven universally needed competences.

1. Understanding the teaching and learning process and being able to contribute to its development.
2. Understanding school organization and being able to lead and coordinate the activities of the highly trained professional personnel who comprise this organization.
3. Understanding the nature and the composition of the school-community and being able to maintain satisfactory relationships between the school and its many community groups.
4. Understanding the technical aspects of school administration (e.g., school building maintenance, management functions and the like) and being able to obtain and allocate resources in an effective and efficient manner.
5. Understanding the change process and being able to bring about necessary and appropriate changes in school, and society.

¹⁸ Goldman, Samuel, The School Principal, (The Center for Applied Research in Education, Inc., New York, 1966), p.97.

6. Understanding various cultures and being able to plan and implement programs which will meet the unique needs of each culture in the school.
7. Understanding and being able to use the findings of relevant research.¹⁹

The National Conference of Professors of Educational Administration (U.S.A.), in the early 1950s, developed a list of competencies by which principals (and headmasters) could meet the demands of their positions. Included in the list are "development of school-community techniques, the instructional program, organizational techniques, and the development of personal qualities."²⁰

In a study of competencies needed by school administrators and supervisors in Virginia, Woodard suggests that competencies in several areas are essential for both administrative and supervisory positions.

Communications

Educational Foundations

Human Relations

Curriculum

Instructional and Guidance Activities

Supervisory Services

Evaluation and Research²¹

¹⁹ Ibid

²⁰ John T. Wholguist, The Administration of Public Education, (New York: Ronald Press, 1952), pp. 582-587.

²¹ Prince Briggs Woodard, "A Study of Competencies Needed by School Administrators and Supervisors in Virginia with Implications for Pre-Service Education" (Doctoral Dissertation, University of Virginia, 1954).

Woodard recommends that specialized training designed to develop various competencies in five areas, including personnel administration, school organization and management, construction, operation and maintenance of school plant should be provided in preservice training programs for school administrators, supervisors and superintendents.²²

In planning a pre-service training program for educational administrators, Humphries recommends emphasis on development of the following skills:²³

1. planning, organizing and evaluating the total school program
2. human relations
3. concepts and values in the curriculum and instruction
4. problem solving
5. co-ordination and
6. school-community relations

A study by Engstrom (1975) suggested that four content areas should be required for all elementary principal candidates.

²²Ibid.

²³Jack Wood Humphries, "A Model Program for the Preparation of Academic Administrators". (Doctoral Dissertation, Texas A & M University, 1969).

1. Elementary administration and personnel management--stressing the communication and personnel management skills...and utilizing the lecture method
2. School finance and legal aspects--stressing decision-making and conflict management skills, ... and extensively utilizing guest speakers and case studies.
3. Elementary curriculum leadership--stressing planning and leadership skills
4. Internship/field-work--stressing coordination and public relations skills.²⁴

The consensus of the respondents in Deros' study of "Competencies Required by Connecticut High School Principals as perceived by the High School Principals and those within the School System who Influence his Role" indicated a need for increased emphasis upon those competencies which address themselves to the instructional process.²⁵

Among the professional competencies needed by the high school principal according to Jones, Salisbury and Spencer are the following:

²⁴ Kenneth G. Engstrom, "A Model Curriculum for the Professional Development of Secondary School Principals." (Doctoral Dissertation, University of Southern California, 1975).

²⁵ Charles Louis Deros, "A Study of Competencies Required by Connecticut High School Principals and Those Within the School System Who Influence His Role." (Doctoral Dissertation, The University of Connecticut, 1975).

1. to understand the nature of learning and to have specific knowledge related to his own teaching field
2. a deep understanding of the technical aspect of administration
3. to be able to relate his knowledge and skills to others
4. to be a skilled teacher
5. to have a good understanding of the social sciences, humanities, and other related disciplines
6. to be able to relate well to groups and individuals
7. to be flexible in his thinking and to adjust to changing situations.²⁶

The report of a Program Development Workshop conducted by the UNESCO Regional Office for Education in Asia and Oceania in Bangkok, Thailand (1978) indicated that competencies are needed, in both knowledge and skills, for effective school administration in Asia.

Knowledge

Education

Economics of education

Problems in educational development

Trends and innovation evaluation

Community participation

Education and national development

²⁶J.J. Jones, C.J. Salisbury, and R.L. Spencer, Secondary School Administration, pp. 166-169.

Educational Management

Principles of management

Organization

Personnel Management

Supervision - school and office

Motivation

Leadership

Decision-making

Information

Communication theory

Public relations

Human relations

Delegation

Educational Planning

Planning all aspects

Education Law

Education codes and regulations

Skills

Educational

Preparation of instruments of evaluation

Test preparation

Time table preparation

Educational Management

Communication

School supervision

Reporting

Decision-making

Educational PlanningComputational skills.²⁷

A committee composed of professors of educational administration and supervision, superintendents, principals, and graduate students at the University of Akron, Ohio, reported that secondary school principals should have skills and knowledge about:

1. financial affairs of secondary schools
2. legal aspects of secondary education
3. research and evaluation
4. instruction and curriculum
5. human relations
6. effective communications
7. decision-making
8. learning environment
9. negotiations
10. social awareness
11. change, innovation and diffusion

²⁷"Educational Planning and Management--Trends, Development and Needs." Report of a Program Development Workshop, (UNESCO Regional Office for Education in Asia and Oceania, Bangkok, Thailand, 27 November-5 December, 1978).

12. systems analysis for educational planning
13. scheduling and school organization.²⁸

The Nigerian school administrator operates in a situation in which he implements goals which are defined by officials in the Ministry of Education, their agencies, and political leaders. Analyses of competencies needed by administrators who operate in complex situations where they have no mandate to impose purely personal viewpoints, are relevant for Nigeria. These competencies include:

1. the ability to function effectively in a situation marked by ambiguity, and to work in conflict situations and with divergent groups
2. an understanding and acceptance of a range of outlooks and views, and an ability to define and justify one's own values and commitments
3. the ability to work in ambiguous situations where accountability is a difficult problem
4. the ability to select and give coherence to an effective team made up of persons of diverse views and abilities
5. the ability to lead toward constructive change while retaining sufficient stability for effective action. ²⁹

²⁸McDonald, cited by Charles L. Wood, "Preparation In-Service for Leaders," NASSP Bulletin, vol. 58, no. 382, Sept. 1974, p.113.

²⁹Theodore Reller, "Educational Administration in Metropolitan Areas," Bloomington, Phi Delta Kappan, 1974.

Speaking in the context of Southeast Asia, Noor makes the point that the educational administrator in developing countries must have a clear sense of national needs. He must possess adequate educational and administrative training to perform the role of translating given educational policies and ideas into acceptable programs and workable plans.³⁰

Many authorities in school administration believe that to effectively and efficiently perform the tasks of school administration, the principal (or headmaster) must utilize what Katz has called the "Three Skills Approach". These include:

(technical skills)...an understanding of, and proficiency in a specific kind of activity, particularly one involving methods, processes, procedures, or techniques... (human skills) the executive's ability to work effectively as a group member and to build cooperative effort within the team he leads... (and conceptual skills) the ability to see the enterprise as a whole; it includes recognizing how the various functions of the organization depend upon one another, and how changes in any one part affect all the others. ³¹

Conceptual ability permits principals to see their problems in broad perspective; human skills and understandings enable them to act upon their conceptual bases; and

³⁰ Mohd. Noor, "Projected Issues in the Preparation of Educational Administrators in the Southeastern Asian Context" (in R. Farguhar and I. Housego, Canadian and Comparative Educational Administration)...pp.266-267.

³¹ Robert Katz, "Skills of an Effective Administrator", Havard Business Review, January-February, 1955.

technical skills are the translations of conceptual and human skills into improved educational opportunities.³²

Explaining the characteristics of a curriculum based on the three skills, the authors of "Professional Administrators for America's Schools" have commented thus:

The crucial task of the school administrator is that of helping people to make good decisions. The well-prepared school administrator, then, not only must understand people and how they work and live and get along together; he also must be able to use that understanding in getting the best out of people, individually and in groups.³³

Well-developed conceptual skills enable one to see the totality of an enterprise as well as its parts, to grasp the interrelationships among the elements in a complex situation, and to establish and maintain the delicate balance that fosters both unity and diversity in an organization...³⁴

The preparation program that could seriously presume to develop the conceptual skills would be characterized by activities leading to:

(a) adequate functional knowledge in each of the major areas of curriculum

³² Luverne L. Cunningham, "Continuing Professional Education for Elementary School Principals," National Elementary Principal, Vol. 44 (April, 1965), pp.60-66.

³³ American Association of School Administrators, "Professional Administrators for American Schools", Thirty-Eighth Yearbook, 1960.

³⁴ Ibid.

- (b) thorough grounding in all of the services required in a program of modern education
- (c) understanding of the psychological make-up of the children, youths, and adults with whom school leaders come into contact, and
- (d) a strong and consistent philosophical basis for action.³⁵

From their study intended to identify competencies actually needed for principalship, Olivero and Arminstead derived five competencies on which there was the greatest consensus among the principals surveyed.

1. School Climate. The principal should be able to analyze the relationship of school morale, climate, and policies and actively work toward the development of a positive school climate.
2. Personnel Evaluation. The principal should be able to provide leadership in the development of teaching performance standards and demonstrate ability to evaluate teaching performance.
3. Team Building. The principal should be able to demonstrate the application of interpersonal relations skills in articulating responses to staff needs and developing morale.
4. Internal Communications. The principal should be able to establish an effective two-way communication system utilizing a variety of procedures that allow for clarification and facilitation of communication among staff members, students, community members, and district level personnel.

³⁵ Ibid.

5. Supervision. The principal should be able to utilize an effective planning model for developing and implementing curriculum designed to improve and maintain a high quality instructional program.³⁶

The investigators observed that the consensus competencies were chosen by principals irrespective of whether their assignments were rural, suburban, or urban.

Employing the critical incident technique, Sternloff studied what constitutes effective administrative behavior. Administrators and school board members who participated in the study were told that those conducting the study were "interested primarily in incidents of major importance, where what the administrator did led to a high degree of success or a high degree of failure." Incidents of notable success were termed "effective incidents"; those of notable failure were termed "ineffective incidents." Sternloff's analysis of his data yielded what he called 128 critical requirements of effective school administrators. Using reduction techniques he developed a list of 27 rank-ordered general behaviors of effective school administrators.

1. Interprets adequately the status, needs, problems, policies, and plans of the school.
2. Provides pertinent information concerning school problems, and suspends judgment until the pertinent facts have been examined.

³⁶James L. Olivero and Lew Armistead, "Schools and Their Leaders--Some Realities About Principals and Their In-Service Needs," NASSP Bulletin, October 1981, p.106.

3. Conducts all school affairs in an honest, ethical, and tactful manner
4. Utilizes consultants and specialists outside the school and cooperates with them in solving educational problems
5. Encourages all persons who will be affected to participate in policy development, and stimulates co-operative planning
6. Administers discipline effectively
7. Deals impartially and equitably with all individuals and groups
8. Shows a sincere interest in the welfare of school personnel
9. Organizes citizen or parent advisory groups, and cooperates with them in study and solution of problems
10. Willingly devotes extra time to important school affairs
11. Thoroughly understands the important requirements of jobs under his supervision, selects and assigns persons according to the requirements, and promotes growth of personnel
12. Courageously demands that recommendations he considers necessary for the welfare of the school be accepted and holds to these recommendations in the face of unjust pressures and influences, inspite of jeopardy to his personal position
13. Accepts criticism gracefully
14. Conducts meetings and conferences effectively
15. Organizes the schools to offer community services and provides community use of school facilities
16. Accepts full responsibility for achieving the educational objectives of the school system
17. Ably defends the school, school personnel, and himself from unwarranted criticism and unjust action

18. Safeguards the health of school personnel and provides for their personal safety
19. Sets a good example by his own personal behavior
20. Encourages interested persons to visit the schools and board meetings
21. Provides counseling and other guidance services for school personnel
22. Administers the budget prudently and keeps accurate financial records
23. Speaks effectively
24. Initiates action promptly in cases of emergency
25. Familiarizes himself with school board policy before making public statements or taking action
26. Identifies himself with the policies of the school system, and supports those policies
27. Utilizes parents, and cooperates with them, to solve pupil problems satisfactorily.³⁷

Guidelines for Preparation of School Administrators

Although the view has developed that preservice preparation for school administrators at all levels of education should be uniform, there are certain special learnings that are uniquely suited to the various levels of principalship. In this regard, McNally and Dean recommend that those preparing for elementary school administration should be required to engage in specific study of:

³⁷ Reported in William Savage and Harlan Beem "The Effective Administrator," Administrators Note Book, Vol. 11, October, 1953, no.2.

1. basic background learning in the objectives, curriculum, methodology, and organization of elementary education;
2. specific problems and characteristics of the elementary school and its community as social systems;
3. knowledge and techniques important in supervision and the improvement of the instructional program;
4. development psychology of children of elementary school age;
5. psychology of elementary school subjects and methodology (e.g., the psychology of learning to read, psychology underlying integrative subject matter organization);
6. substantive knowledge involved in the administration of the elementary school program.³⁸

The American Association for School Administrators (AASA) holds that preparation programs for principals should include a general core of introductory studies; advanced studies dealing with the content and process of administration, such as instruction, finance, administrative behavior, policy formulation, and community analysis; and on-the-job learning through various types of field experiences.³⁹

The need to include field experience or internship in the curriculum for the preparation of school administrators

³⁸ Harold J. McNally and Stuart E. Dean. "The Elementary School Principal," In Donald J. Leu and Herbert C. Rudman eds., Preparation Programs for School Administrators: Common and Specialized Learnings (East Lansing, Michigan: College of Education, Michigan State University, 1963), p.121

³⁹ Ebel, Encyclopedia of Educational Research, 1969, p.997.

has been stressed by several writers. Butzback gives five reasons why the internship is of value to the pre-service training of the potential administrator.

1. An administrative internship offers opportunities for training in the techniques of leadership and in the understanding of people.
2. An administrative internship will help to bridge the gap between theory and practice.
3. An administrative internship will give students a broader, more comprehensive view of the situation in its entirety, and will provide a first-hand knowledge of co-ordinated functioning.
4. An administrative internship will aid in the development of skill in the techniques as well as the knowledge essential in administrative posts.⁴⁰

In "The New Public Personnel Administration," Nigro and Nigro pointed out that

The fundamental purpose of the internship is to place students in an environment where they can begin to form personal comprehension of the administrative process. The internship is a way of bringing students face to face with the fact that administration involves real people, real choices, and real consequences. Working in a real-world organization allows interns to test the concepts and techniques they have learned in the classroom and to see how they are applied in practice.⁴¹

⁴⁰ Arthur G. Butzback, "Internships for the Neophyte Administrator," American School Board Journal, CXIX, December 1949, p.13.

⁴¹ Felix A. Nigro and Lloyd Nigro, The New Public Personnel Administration. F.E. Peacock Publishers, Inc., Hasca, Illinois.

Shurster asserts that at least four areas of preparation (for the primary school headmaster) are basic. First, a general kind of preparation will provide understanding from a liberal arts point of view. The individual will have an academic major in a field of his interest, with supporting work in other disciplines. Second, he will have core courses in the field of general administration, as well as specific courses emphasizing the development of administrative leadership. This integrated program will include supervision, curriculum, guidance, tests and measurements, and specific administration courses. Third, are the various human relations courses that will develop the individual's understanding of his role in society. Fourth, he should be enrolled in a direct internship program.⁴²

In the "Guidelines for the Preparation of School Administrators," prepared by the American Association of School Administrators, the characteristics recommended for such a program are described.

The academic program in school administration should have the characteristics of a professional school rather than the qualities of a graduate study in a single academic discipline. This preparation should be performance-based, field oriented, and incorporate concepts, theories, and research findings from other academic

⁴²Albert H. Shuster and D.H. Stewart, The Principal and the Antonomous Elementary School. (Columbus, Ohio, Charles E. Merrill Company, 1973), p.40.

disciplines... The process of administration will be stressed with emphasis upon the cognitive basis of management science and skill development through laboratory preparation. These processes of leadership include: goal setting, planning, organizing, coordinating, communicating, directing, decision-making, evaluating organizational goals and working with people involved in such processes.⁴³

Recognizing that many fields of learning have contributions to make to the solution of educational leadership problems, the association recommended "an interdisciplinary approach under the jurisdiction of a school district or institution of higher education".

Contributions from such broad fields as law, business and economics, science and humanities can best be made when the representatives of those disciplines take an active part in the preparation of school administrators. High priority should also be placed on the ability to communicate as well as an understanding and working knowledge of the uses of the various forms of communication.⁴⁴

The Association also stressed that

School administrators should be specifically prepared in the tools of research to deal effectively with needs assessment, short and long range planning, goal setting and the achievement of specific educational objectives. Administrators should be prepared to deal effectively with the problems of analysis and interpretation, the forecasting of consequences, and the formulation of alternatives.⁴⁵

⁴³ American Association of School Administrators: Guidelines for the Preparation of School Administrators, 1979, pp.6-7.

⁴⁴ Ibid.

⁴⁵ Ibid, p. 8.

On field experiences or internship, the Association suggested that "A year long internship should be an essential and integral part of the preparation program for school administrators."⁴⁶

In "Preparation for the Principalship: Some Recommendations from the Field," Hills advanced several proposals for the improvement of preparation programs for administrators.

1. Social-behavioral science content for principal preparation programs should be selected on the basis of its contributions to the development of generalized conceptions of human beings, organizations, and societies.
2. Preparation programs for principals should lead students to develop a relatively articulate, consistent, administrative philosophy.
3. Preparation programs for principals should emphasize the acquisition of educational as well as administrative knowledge.
4. Preparation programs for principals should place heavy emphasis on the development of critical-analytical and problem-solving skills.
5. Preparation programs for principals should concentrate on processes rather than on substance.
6. Some members of departments of educational administration should hold joint appointments, administering a school and professing administration at the same time.
7. Preparation for the principalship should involve a year-long internship with a carefully selected administrator (preferably one with a joint appointment).⁴⁷

⁴⁶ Ibid, p.9.

⁴⁷ Jean Hills, "Preparation for the Principalship: Some Recommendations from the Field," Administrator's Note Book, Vol. XXIII, No. 9, 1975.

Some alternative approaches to organizing a program for the preparation of school administrators have been suggested by Cunningham. One approach is to devote attention to the tasks that headmasters (and principals) ordinarily perform on the job. Emphasis could be placed upon the traditional task areas, such as supervision, curriculum, construction, personnel management, budgeting, and pupil accounting. "The assumption here would be that some principals in the field need to strengthen their understandings of the technical aspects of their jobs." Another alternative is to center programs around significant administrative processes such as decision-making, communicating, and morale building. The third and fourth alternatives, are the development of a curriculum around the school as a social institution, focusing on theoretical formulations such as systems theory, organizational theory, and personality theory, and the organization of a strong program of continuing professional growth around the technical, human and conceptual skills suggested by Katz.⁴⁸

School Administrator Training Programs and Practices in Developed and Developing Countries

The United States of America (U.S.A.)

Preparation programs for school administrators in the U.S.A. were summarized in a study by Watson, who

⁴⁸ Luvern L. Cunningham, Continuing Professional Education for Elementary School Principals, The National Elementary School Principal, Vol. XLIV, No. 5, April 1965, p. 63.

examined primarily inservice training efforts. According to him, school administrator preparation programs in the U.S.A. were initiated by a variety of agencies, including state and city departments of education and professional organizations. "They were established either in response to perceived needs of administrators, identified through survey techniques, or at the instigation of the directing agency to increase the effectiveness of administrative performance."⁴⁹ Attempts were made by these directing agencies to clarify program goals, generally by listing knowledge and skill objectives to be developed in certain content areas. Goals were generally based upon perceptions of the needs of the administrators in the target area, often derived using survey techniques or by involving potential participants in joint, co-operative formulations of objectives. Such participation increased the probability that members would identify themselves with programs and develop greater enthusiasm and commitment to them. "The most common program offerings were those directly concerned with crucial, contemporary educational issues with direct practical applicability..."⁵⁰

⁴⁹ Grant William Watson. A Model for the In-Service Education of School Administrators Within the State of New South Wales, Australia, (Doctoral Dissertation, The University of Florida, 1970) pp. 135-143.

⁵⁰ Ibid.

In-service training offers one credible means of preparation for school administrators. Another means is professional pre-service training. Most American universities and colleges offer part-time and full-time programs in educational administration leading, in most cases, to the award of a degree. Farguhar and Martin (1972) lamented the fact that most U.S. training institutions fail to provide for the varied interests and needs of individuals in their programs.

Generally, for example, the prospective researcher and the future superintendent are recruited from the same talent pools, required to pursue similar courses of study, expected to complete equally scholarly dissertations, and judged by identical standards. Yet their projected careers involve very different skills, motivations, behaviors, settings, and products. Consequently, many preparatory programs are of limited pertinence to either researchers or practitioners of educational administration.⁵¹

Europe

Western Europe lags far behind North America in providing for professional development of educational administrators. With the exception of France, specially designed professional pre-service programs to prepare individuals for the role of educational administrator do not exist.... In nearly all cases, building

⁵¹Farguhar and Martin, p.28.

administrators, heads or assistant heads are recruited from a teaching position; some of course, are transferred from another building administrator position. No qualifications are required other than a university degree, usually in the subjects taught.⁵²

Dalin's summary of the preparation of school administrators in France is brief but vivid:

The situation in France is somewhat different from that in Sweden and Germany. During the last four years, school leaders in France have been required to take a 12 weeks' training course during April-June of the year prior to the first headmaster position. At a later stage, when they eventually seek another leadership position, they take a two-week seminar. The same basic course structure applies to headmasters as well as school inspectors. The 12-week course is a combination of theory and practice. The candidates take practice in a firm, an internship in a school, and work in seminars with other candidates on a wide range of administrative and general administrative issues; they visit district offices, make case studies of the problems of a specific school district and spend two weeks under supervision in their new schools...⁵³

South America

"The make-up of the professional development curricula (for educational administrators) in South America

⁵²Per Dalin, "Preparation of Educational Administrators in Europe--Present and Future Perspectives" in R. Farguhar and I. Housego, Canadian and Comparative Educational Administration. 4th Intervisitation Program, 1978, p.216.

⁵³Ibid.

varies from country to country," reports Carlos Correa Mascaro. "But one can detect the tendency to emphasize the disciplines of teaching, sociology, economics, and administrative science."⁵⁴

Australia

An essential issue in the preparation of educational administrators in Australia, according to Hughes, is the need for the content of programs for administrator preparation to begin to emphasize experiences intended to develop administrator competence in the areas of community participation and decision-making, conflict resolution and the relationship between theory and practice.⁵⁵

Asia

There is a keen awareness of the need to have trained personnel in educational planning and management in the countries of Asia. With the assistance of UNESCO,

⁵⁴ Carlos Correa Mascaro, "Projected Issues in the Preparation of Educational Administrators: Viewed from the South American Context" in Canadian and Comparative Educational Administration, op. cit., p.264.

⁵⁵ Canadian and Comparative Educational Administration, op. cit., p.269.

educational planning and management programs are being designed to meet the need for skilled manpower in educational planning. A training program designed in 1969 by the Korean National Commission, for UNESCO, is typical of efforts in other areas of the Asian Continent. Curricula for the training program fall into three areas of general, professional and technical emphasis.

1. General Area

- a. Problems of Education
- b. Trend of Educational Innovation
- c. Introduction to Educational Planning
- d. Educational Planning and National Development
- e. Trend of Worldwide Educational Planning
- f. Contents of Educational Planning
- g. Model of Educational System

2. Professional Area

- a. Economic Development and Educational Planning
- b. Social Change and Educational Planning
- c. Population Mobility and Educational Planning
- d. Political Change and Educational Planning
- e. Development of Science and Technology and Educational Planning
- f. Manpower Development and Educational Planning
- g. Foundation of Educational Planning Method

- h. Educational Planning Approach
- i. Models of Educational Planning

3. Technical Area

- a. Statistical Technique:
 - a.1 Method of collecting and analyzing information on the movement of student population
 - b.2 Method of collecting and analyzing data on the movement of teachers
 - b.3 Method of collecting and analyzing information on curricula
 - d.4 Method of collecting and analyzing information on facilities
 - d.5 Method of collecting and analyzing information on financial resources.
- b. Forecasting Technique:
 - a.1 Concept of Forecasting
 - b.2 Forecasting Method
 - b.3 Limitation of Forecasting
- c. Educational Planning Technique by area:
 - a.1 Student Planning
 - b.2 Teacher Planning
 - c.3 Curriculum Planning
 - d.4 Facility Planning
 - e.5 Finance Planning.⁵⁶

⁵⁶UNESCO. Report of a Program Development Workshop,
p. xxix-xxxi

Africa

The preparation of school administrators in the African countries has evolved from what was once done by the European countries, of which the African countries were colonies. Thus, former British colonies followed the British educational model which, in the present context, means that there was no formal pre-service administrative training for headmasters and principals. Some of the African universities now offer programs in school administration; programs that generally suffer from the same short-comings as the American university-based educational administration programs discussed by Farquhar. That is, they are generalist and not designed to prepare candidates for specific administrative functions.

Nigeria

Research and information on the preparation of school administrators in Nigeria was found to be sparse. The experience of this researcher was the same as that noted by Gajir.

Although a diligent search was made neither literature nor research reports dealing directly with programs of preservice preparation of the post-primary school principalship (in Nigeria) could be located. Perhaps the reason for this dearth of information is the fact that Nigeria, following the historic model of Great Britain, has not seen it fit

to either require special pre-service preparation for the principalship or to even make special preparation programs available to those who aspire to become principals. ⁵⁷

Of the research studies on Nigerian education located in the study, the only ones that seemed to be relevant were those of Nosiri (1976), Olugbemi (1977), Gajir (1978) and Mereni (1978).

Secondary school principals' perceptions of their jobs and responsibilities, in Owerri Division in Nigeria, were surveyed by Nosiri in 1976. The sample for his study consisted of only two officers from the Ministry of Education in the former East Central State of Nigeria, two officials from the East Central Board of Education and fifteen secondary school principals. ⁵⁸

The principalship in Nigeria's Advanced Teachers Colleges was the subject of Olugbemi's research (1977). Although the study provided some insight into perceptions of principalship, it concerned the administration of institutions of professional education, ⁵⁹ The present study is concerned with the administration of schools only at the primary and secondary levels.

⁵⁷ Ignatius Aker Gajir, "The In-Service Education Needs of the Post-Primary School Principals in the Benne State of Nigeria and Suggested Techniques for Meeting Those Needs." (Doctoral Dissertation, Ohio State University, 1978), p.39.

⁵⁸ Nosiri, p. 61-62

⁵⁹ Samuel Adebawale Olugbemi, "The Principalship in Advanced Teachers' Colleges in Nigeria," (Doctoral Dissertation, Columbia University Teachers College, 1977).

In 1978, Gajir investigated the "in-service education needs" of post-primary school principals in the Benue State of Nigeria. One limitation of this study was that its findings could not be generalized to all school administrators (primary school headmasters and post-primary school principals) because the sample for the study was limited to "post-primary school principals" drawn from only one state. Another limitation of the study, as stated by Gajir himself, was that "the instrument used in data collection restricted subjects to a choice of only five out of twenty-nine in-service education topics... rather than asking them to rate each topic according to need."⁶⁰ Finally, Mereni (1978) proposed a theoretical framework for utilizing the Phi Delta Kappa in-service/professional renewal process model for the development of Nigerian educators.⁶¹

The review of research on the pre-service and in-service preparation of school administrators, then, yielded no evidence of any nationwide study undertaken to determine Nigerian Ministry of Education officials' and practicing school administrators' perceptions of topics that should

⁶⁰Ignatius Aker Gajir, p. 175.

⁶¹Joseph Ibewuik Mereni, "The Inservice/Professional Renewal Process Model: Recommended Application for Professional Development of Nigerian Educators." (Doctoral Dissertation, The University of Akron, 1978).

constitute the components of a training program designed for the preparation of school administrators in Nigeria. Although many studies have been done in the U.S.A. to determine the knowledge areas and skills that ought to be included in preparation programs for American school administrators no such study had been undertaken with regard to Nigerian school administrators.

Planned Change and Innovation

The research and literature on planned change and innovation abound with descriptions or recommendations of theories of change in individuals, organizations or systems. "Such theories, Zaltman et al., point out, "provide the change planner with a structure for conceptualizing the change process and the background necessary for developing change strategies."⁶²

As an alternative to nonintervention and radical intervention methods of bringing about change in the contemporary scene, "planned change" is that in which social technology is used to solve the problems of a social system. Bennis, Benne and Chin defined it as, "a conscious, deliberate, and collaborative effort to improve the operations of a system...through the utilization of scientific

⁶²G. Zaltman, et al., Dynamic Educational Change. (The Free Press, 1977), p.51.

knowledge."⁶³ Chin, in a separate article published in a collection edited by Morphet and Ryan, described some of the characteristics of planned change.

Strategies of change is interpreted as including, but not limited to, dissemination and provisions for utilization of permanent information regarding all aspects of the proposed plan; ways of identifying and dealing with internal and external (environmental) constraints as well as facilitating influences; ways of identifying potential opposition, conflicts and tensions and of resolving them advantageously; appropriate means of helping individuals, organizations and agencies to affect needed change in their perspectives; and procedures (guidelines) for implementing proposed change.⁶⁴

According to Zaltman et al., "innovation is facilitated by the meaningful and early involvement of those who will implement change, and seriously hampered when participants are not involved."⁶⁵

⁶³ Warren Bennis, Kenneth Benne, and Robert Chin, The Planning of Change (New York: Holt Rinehart and Winston, 1961), p.2.

⁶⁴ Robert Chin, "Basic Strategies and Procedures in Effecting Change," in Morphet and Ryan (eds.), Planning and Effecting Needed Changes in Education (Denver: Publishers Press, 1967), p.40.

⁶⁵ G. Zaltman, et al., p. 95.

The need for participant involvement was also stressed by Guest (1962) who explained that changes imposed by the top of a hierarchy do not assure the cooperation of subordinates; rather there must be some kind of involvement from below which makes it possible for subordinates to accept and even initiate a certain amount of change themselves.⁶⁶ In researching participation in planning, Herbert A. Simon also concluded that, "significant changes in human behavior can be brought about rapidly only if persons who are expected to change participate in deciding what the change shall be and how it shall be made."⁶⁷

Numerous researchers, such as Benne, Lewin, and Jenkins, among others, have used force field analysis as a tool for diagnosing situations and developing a change strategy. A classic piece of work in this area is Kurt Lewin's theory of quasi-stationary equilibrium, which holds that individuals and systems are held in equilibrium by driving forces on one hand and restraining forces on the other.⁶⁸ Lewin found that levels of quasi-stationary

⁶⁶Robert H. Guest. Organizational Change: The Effects of Successful Leadership. (Homewood, Ill: Dorsey Press, Inc., 1962.

⁶⁷Herbert A. Simon, Research Frontiers in Politics and Government (Washington, D.C.: Brookings, 1955), p.23-24.

⁶⁸David H. Jenkins, "Force Field Analysis Applied to a School Situation," in Bennis, Bennis, and Chin, The Planning of Change, p. 241.

equilibrium can be altered, either by increasing the strength of the driving forces or decreasing the strength of the restraining forces. Jenkins stated that "changes will occur only as the forces are modified so that the level where the forces are equal is changed."⁶⁹

According to Miles, characteristics of change strategies found most effective include the following: Comprehensive attention to all stages of the diffusion process; creation of new structures, especially by systems outside the target system; congruence with prevalent ideology in the target system; reduction of pressures on relevant decision-makers; and the use of coalitions or linkage between existing structures, or between old and new structures.⁷⁰

Theories concerning sequence of change are contradictory. Two examples are the propositions of Watson and Le Baron. Watson found that change strategies may deal with social structures, or with processes occurring within the structure. His conclusion was that structural approaches

⁶⁹Ibid., p. 241.

⁷⁰Matthew Miles (ed.) Innovation in Education (New York: Teachers College Press, 1954), p. 648.

appear most productive. In his S-P-A formula he theorized that an effective sequence involves structures first, altered interaction processes as a result, and attitudes last.⁷¹ In a similar vein, Le Baron observed that there are three kinds of change: (1) changes in people; (2) changes in institutions or organizations; and (3) changes in program or process. But unlike Watson, he suggested that personnel responsible for effecting needed change should proceed in the order given, that is, from people to organization to program.⁷² What both approaches suggest to the present writer is the need for a systems approach to change, an approach that takes into account not only the people in a system but the total environment in which they function.

"Change, to be maintained," says Bradford, "must be well rooted in the individual and well supported by forces in his external worlds."⁷³ Elements that are important in "internalizing" an innovation, that is, maintaining a change after it has been brought about have been

⁷¹Goodwin Watson, Social Psychology, (Philadelphia: Lippincott, 1966).

⁷²Leonard Duhl, "Planning and Predicting" Dardalus, Summer 1957, p.780.

⁷³Leland P. Bradford, "The Teaching-Learning Transaction" in Bennis, Benny Chin Planning of Change, p.501.

summarized by Havelock. These are: (1) continuing rewards, (2) practice and routinization, (3) structural integration in the system, (4) continuing evaluations, (5) provision for continuing maintenance and (6) continuing adaptation capacity.⁷⁴

In Roose's synthesis of research on change, administrative support was identified as a key factor in maintaining an innovation, as evidenced by expressed continuing interest in the program, money for supplies and training, provision of time for planning and training, flexibility in scheduling and lack of bureaucratic rigidity, and clear commitment by an administrator to the principles of the innovation.⁷⁵

Summary

In this chapter, relevant literature in the following areas has been reviewed:

1. the role and functions of primary school headmasters and post-primary school principals,
2. criteria for effective school administration,
3. preparation for school administrators (with emphasis on program content), and
4. planned change and innovation.

⁷⁴L.G. Havelock, Change Agents' Guide to Innovation in Education (Englewood Cliffs, N.J.: Educational Technology Publications, 1973).

⁷⁵Carol Ann Roose, "The Process of Implementing A Curriculum Innovation" (Doctoral Dissertation, Kent State University, 1976).

On the basis of the findings derived from the review of research and literature, it was concluded that:

1. no research had yet been done on a national level to determine Nigerian school administrators' and Ministry of Education officials' perceptions regarding topics they consider important (and relevant) for the effective preparation of school administrators in Nigeria.
2. programs in educational planning and management, designed specifically for the preparation of primary school headmasters and post-primary school principals in Nigeria, are non-existent.

The review of research and literature also yielded information on competencies that researchers and professionals in administration had found important for successful administration of schools, and for effective school administrator programs and practices in both developed and developing countries. Finally, factors and strategies to consider in efforts to introduce change and innovation that affect people and organizations, were discussed.

CHAPTER FOUR

DESIGN OF THE STUDY

Introduction

This study was conducted in three phases. In phase 1, a review of research and literature relating to the following four areas was done: (1) The role and functions of primary school headmasters and post-primary school principals, (2) criteria for effective administration of schools, (3) preparation of school administrators, and (4) planned change and innovation. This was followed by a survey of school administrator training programs obtained through correspondence from various national and international institutions and organizations in Nigeria, the United States, Europe and Asia. Samples of letters of request for programs and list of organizations and institutions which supplied information on school administrator training programs are provided in Appendix K and Appendix X. The contents of the training programs were studied in terms of their relevance to school administration in Nigeria. The primary aim of phase 1 was to develop a specific list of task-related concerns of school administrators that would be used as a basis for the survey questionnaire used in phase II of the

study. Such concerns and findings from the questionnaire were then incorporated into the model program developed from the results of the study.

In Phase II, the research instrument was developed according to knowledge gained from the review of research and literature. The instrument was tested, validated, and administered to a representative sample of the population of the study. Data thus obtained were analyzed, interpreted and used in Phase III, to construct a model program in Educational Planning and Management for use in preparing school administrators in Nigeria.

In this chapter, the methods used by the researcher to gather, process and analyze study data are described. Major topics covered are: population, selection of research methodology, development of questionnaire, pilot testing, method of rating, administration of questionnaires, and the analysis of data and development of the proposed training model.

Population

The population for this study included all the school administrators (primary school headmasters and post-primary school principals) and Ministry of Education officials in Nigeria (approximately 16,000). The study involved a total

sample of 200, including 75 primary school headmasters, 75 post-primary school principals and 50 Ministry of Education officials. The sample was drawn from all parts of the country and selected at random so that it would be representative of all the school administrators and Ministry of Education officials in the country. Questionnaires were personally handed to the 200 school administrators and Ministry of Education officials. Ninety-five percent of the instruments were collected and ninety percent of the instruments were useable.

Selection of Research Methodology

Survey method was used for this study because it is, according to experts in personnel research, the best method for gathering data on training needs.¹ In an article intended as a basic guide for the training of personnel who plan, develop, approve, administer and manage professional development programs, Lester suggests that, "Training of-
ficials should utilize the survey method...in collecting primary data on the training subject to be investigated." He points out that

¹Richard Lester, Training Research: "Identification of Training Needs". Personnel Journal, March 1973, p.182.

Surveys of trainees to determine their training interests, skills, needs, ambitions, etc., have the advantage of getting to the original source of information. In fact, at present, this may be the best way to find out the training motives, opinions and intentions of prospective or active trainees. The survey is still the most widely used method of collecting primary data.²

In Management Development Through Training, Watson states that, "Checklists of management training needs completed by superiors and those for whom training is being designed generally provide data on specific subject areas which are perceived to be most in need of further development."³

"Another approach that can be employed to make administrative staff development more relevant is simply to ask administrators what kinds of training they need to help them do their jobs more effectively..."⁴

Questionnaire Development

Construction of the Questionnaire

A two-part instrument designed to obtain descriptive data needed to fulfill the objectives of the study was developed from three sources:

²Ibid, p.82.

³Charles Watson, Management Development Through Training. (Addison-Wesley Publishing Company, 1979), p.83.

⁴Leonard O. Pellicer, "Effective Staff Development Programs for Administrators," The Clearing House, Volume 54, March 1981, p.306.

1. Job descriptions for the position of primary school headmasters and post-primary school principals by Nigerian Ministries of Education.
2. Related research studies and professional literature on (a) the role and functions of primary school headmasters and post-primary school principals; (b) competencies required for effective administration of schools; and (c) the preparation of school administrators.
3. Survey instrument developed by Gajir in a 1978 study of "The In-Service Education Needs of the Post-primary School Principals in the Benue State of Nigeria..." (Done for his doctoral dissertation, Ohio University). This survey instrument was field-tested and validated in Nigeria.

The instrument for the study at hand was used to collect information from primary school headmasters, post-primary school principals and Ministry of Education officials regarding their perceptions of the importance of including various topics in training programs designed to effectively prepare Nigerian school administrators. Part 1 of the survey instrument was made up of items relating to the personal, educational, and professional background of headmasters and principals. This section was designed to obtain demographic data about headmasters and principals selected for the sample, including age, sex, and locations, types and enrollments of the schools they administered. They were also asked to provide data about their qualifications, years of teaching experience, years of experience in school administration, whether they had had formal training in school administration and whether they thought they

needed training or additional professional preparation in school administration. Since this part of the questionnaire concerned the actual preparation of current headmasters and principals, they were the only ones asked to complete this section.

Part II of the survey instrument was designed to obtain information concerning participants' perceptions of the need to include 30 selected planning and management topics in a training program for Nigerian school administrators. Both the school administrators and Ministry of Education officials were asked to complete this section of the questionnaire. Ministry of Education officials were asked to respond twice to the 30 items according to: (1) they related to the administration of primary schools, and (2) they related to the administration of post-primary schools. Each section of the survey instrument included directions for completing that portion of the survey form.

Validation and Pilot Testing

The survey instrument was reviewed by members of the researcher's doctoral guidance committee. Suggestions regarding the questionnaire items were considered and alterations made. Copies of the instrument were then sent, for pilot testing, to a sample of Nigeria school administrators studying in American universities. The data derived from

their responses and their suggestions and comments were considered in the preparation of the final version of the questionnaire.

Method of Rating

In Part I of the survey instrument, sample headmasters and principals were requested to respond to each item by writing in the required information or checking an appropriate response(s) for each question.

In Part II of the survey instrument, all study participants were requested to rate each of 30 selected topics in terms of their importance in a training program for effective preparation of Nigerian school administrators. Likert scale of responses ranging from "not important" to "extremely important" was provided for this purpose.

Administration of the Questionnaire

Distribution of the Questionnaire

Permission was sought and received from the Permanent Secretaries of the Ministries of Education for administration of the research questionnaires to their staff members (headmasters, principals and Ministry of Education officials). Copies of the letters to the Permanent Secretaries of

Nigerian Ministries of Education and of their responses granting the researcher permission to conduct the research are included as Appendix D and Appendix H.

The questionnaires were delivered to the participants by hand. This was possible with the help of assistants trained in the task of correctly filling out questionnaires.

Return of the Questionnaires

Most of the completed questionnaires were collected from the respondents by hand. Others were returned by post. All completed questionnaires received by the cut-off date of December 30, 1982 were used in the data analysis. Any returned after that date were not used.

Analysis of Data

The following procedures were used in treating and analyzing the data from responses to the questionnaires.

1. Data collected from the questionnaires were transferred to IBM 360 data processing cards and key-punched at the Michigan State University Computer Center.
2. The Statistical Package for the Social Sciences (SPSS) was used to calculate means, frequencies, and percentage responses to the questionnaire items.
3. The chi-square test was used in the data analysis to enable the researcher to determine the differences between observed and expected frequencies of responses for (a) primary school headmasters and Ministry of Education officials

and (b) principals and Ministry of Education officials for all topics in the questionnaire instrument.

4. The Chi-square values of those topics significant at the .05 level and the means of the separate groups of subjects were identified.
5. The data from the computer print-out were arrayed in frequency, percentage distribution and Chi-square tables prepared for that purpose. Those tables reflected the following:
 - a. Background characteristics of the primary school headmasters.
 - b. Background characteristics of the post-primary school principals.
 - c. Rank Order of means of all topics for primary school headmasters and Ministry of Education officials combined.
 - d. Ratings of the selected topics for the preparation of primary school headmasters by primary school headmasters, Ministry of Education officials and by both groups combined.
 - e. The Chi-square values of differences between observed and expected frequency of responses for primary school headmasters and Ministry of Education officials for all topics on the rating instrument.
 - f. The Chi-square values of those topics (for the preparation of headmasters) significant at the .05 level and the means of the separate groups of subjects on the topics.
 - g. Means and standard deviations of ratings on all topics for separate groups of subjects and the combined groups of subjects (primary school headmasters and Ministry of Education officials).
 - h. Rank Order of Means of all topics for post-primary school principals and Ministry of Education officials combined.
 - i. Ratings of the suggested topics for the preparation of post-primary school principals

by post-primary school principals and Ministry of Education officials and by both groups combined.

- j. The Chi-square values of differences between observed and expected frequency of responses for post-primary school principals and Ministry of Education officials for all topics on the rating instrument.
- k. The Chi-square values for those topics (for the preparation of principals) significant at the .05 level and the means of the separate groups of subjects on the topics.
- l. Means and standard deviations of ratings on all topics for separate groups of raters and combined groups of raters (post-primary school principals and Ministry of Education officials).

The Model

A model training program in educational planning and management was developed for the preparation of school administrators in Nigeria. The model was based on information from:

- a. the review of research and literature on the role and functions of primary school headmasters and post-primary school principals, competencies required for effective administration of schools, information on the preparation of school administrators derived from the professional literature on school administration and an intensive review of school administrator training and development programs and practices in both developed and developing countries;
- b. job descriptions for the primary school headmasters and post-primary school principal positions developed by the Nigerian Ministry of Education; and
- c. responses to the survey instrument.

Summary

A description of the research methodology employed in conducting this study has been presented. The processes involved in the identification of the population to be studied, sample selection, development of the research instrument, data collection and analysis of data, are specifically described, as well as the sources for developing a model program for the preparation of school administrators in Nigeria. That program is detailed in Chapter Six.

CHAPTER FIVE

ANALYSIS OF DATA

The purpose of this chapter is to present a summarization and analysis of the data in regard to:

- a. the perceptions of primary school headmasters and Ministry of Education officials as to the suggested topics for the preparation of primary school headmasters, and
- b. the perceptions of post-primary school principals and Ministry of Education officials as to the suggested topics for the preparation of post-primary school principals.

The chapter is organized as follows:

1. Administration of the questionnaire and treatment of the data.
2. Background characteristics of the primary school headmasters.
3. Background characteristics of the post-primary school principals.
4. Rank Order of Means of all topics for primary school headmasters and Ministry of Education officials combined.
5. Ratings of the suggested topics by the headmasters, the Ministry of Education officials and by both groups combined.
6. Chi-Square values for differences between observed and expected frequencies of responses for primary school headmasters and Ministry of Education officials for all topics on the Rating Instrument.

7. Chi-Square values of significant topics ($p < .05$) and Means of the separate groups of raters (headmasters and Ministry of Education officials).
8. Rank Order of Means of all topics for post-primary school principals and Ministry of Education officials combined.
9. Ratings of the suggested topics by the principals, the Ministry of Education officials, and by both groups combined.
10. Chi-Square values for differences between observed and expected frequencies of responses for post-primary school principals and Ministry of Education Officials for all topics on the Rating Instrument.
11. Chi-Square values of significant topics ($p < .05$) and Means of the separate groups of raters (principals and Ministry of Education officials).

Administration of the Questionnaire and Treatment of the Data

A questionnaire was designed to collect selected background data concerning primary school headmasters and post-primary school principals and to elicit the perceptions of the headmasters and principals as well as those of the Ministry of Education officials regarding the relative importance of 30 suggested topics for the preparation of primary school headmasters and post-primary school principals in Nigeria. The questionnaire was delivered to 75 primary school headmasters, 75 post-primary school principals and 50 Ministry of Education officials randomly selected from the entire Federation of Nigeria. Sixty-five, or 87 percent, of the

headmasters, seventy or 93.0 percent of the principals, and forty-five or 90 percent of the Ministry of Education officials returned their questionnaires correctly completed. Consequently, 180 school administrators and Ministry of Education officials participated in the study.

The information from the completed survey forms was transferred to IBM 360 data processing cards for key-punching at the Michigan State University Computer Center, where the Statistical Package for Social Sciences (SPSS) was utilized to yield means of responses, as well as frequency and percentage distribution and Chi-Square tables for:

- a. Primary school headmasters
- b. Ministry of Education officials
- c. Headmasters and Ministry of Education officials combined with respect to the topics as they relate to primary school administration
- d. Post-primary school principals
- e. Ministry of Education officials
- f. Principals and Ministry of Education officials combined with respect to the topics as they relate to post-primary school administration.

Two tables--one concerning the background information about primary school headmasters, and the other concerning background information about the post-primary school principals, were prepared. Profiles of the typical

primary school headmaster and the typical post-primary school principal in Nigeria were identified.

The topics suggested for the preparation of school administrators were ranked from first to thirtieth for headmasters and principals, respectively, based on the combined means of the ratings of each topic by (a) both the headmasters and the Ministry of education officials, and (b) both the principals and the Ministry of Education officials. Topics which had mean score ratings that fell within a training need indicator range of 3.0 to 5.0 were considered topics that may be included in preparation programs for school administrators. (Note: 5.0 meant that the topic was considered "extremely important".) Also presented in the tables were the frequency of selection and percent of judgments at each degree of importance of the topics for the separate groups of raters and the combined groups. Comparisons of perceptions of the headmasters and the Ministry of Education officials, and of the principals and the Ministry of Education officials were made as to the importance of the topics for the training and development of headmasters and principals.

Background Characteristics of the Primary School Headmasters

The headmasters were asked to complete Part I of the Questionnaire, designed to gather background information

about the headmasters. Both the headmasters and the Ministry of Education officials were asked to complete Part II of the Questionnaire. The Ministry of Education officials were included because it would be their responsibility (and that of Nigerian Universities) to determine the implementation of any recommendations that might grow out of the study. Another reason for including the Ministry officials is that they are the supervisors and evaluators of the headmasters and principals. Apart from the desire to secure Ministry of Education officials' commitment to the recommendations, it was considered desirable to determine whether or not substantive differences of perception existed between the headmasters and the Ministry of Education officials as to what should constitute the components of headmasters' preparation programs.

A summary of the headmasters' responses to Part I of the Questionnaire is presented in Table 1.

Examination of Table 1 reveals that at the time of this study the typical primary school headmaster in Nigeria was more than 41 but less than 50 years of age (49.2 percent), was male (75.4 percent), was located in a rural area (72.3 percent), was responsible for a school with an enrollment of fewer than 600 pupils but more than 350 pupils (49.2 percent), was a non-graduate--that is, had no bachelor's degree (96.9 percent), had up to

TABLE 1: PERSONAL AND PROFESSIONAL CHARACTERISTICS OF THE
PRIMARY SCHOOL HEADMASTERS IN NIGERIA (N=65)

Background Characteristics	Frequencies F	Percentages %
<u>Age</u>		
Under 30		
31-40	28	43.1
41-50	32	49.2
51 and over	5	7.7
<u>Sex</u>		
Male	49	75.4
Female	16	24.6
<u>Location of School</u>		
Urban	18	27.7
Rural	47	72.3
<u>School Enrollments</u>		
1-349	19	29.2
350-599	32	49.2
600-849	6	9.2
850 and over	8	12.3
<u>Education Preparation</u>		
Non-graduate (has no Bachelor's Degree)	63	96.9
Bachelor's degree without teaching qualification		
Bachelor's degree with teaching qualification	2	3.1
Higher degree		
<u>Years of Teaching Experience</u>		
1- 5		
6-10		
11-15	10	15.4
16-20 and over	55	84.6
<u>Years of Experience as Headmaster</u>		
1- 5	19	29.2
6-10	30	46.2
11-15	10	15.4
16-20 and over	6	9.2
<u>Had formal training in School Administration</u>		
No	50	76.9
Yes	15	23.1

TABLE 1: (Cont)

Background Characteristics	Frequencies F	Percentages %
<u>Need for Training in Educational Planning and Management</u>		
None		
Low	4	6.2
High	41	62.1
Very High	20	30.8

TABLE 2: PERSONAL AND PROFESSIONAL CHARACTERISTICS OF THE POST-PRIMARY SCHOOL PRINCIPALS IN NIGERIA (N=70)

Background Characteristics	Frequencies F	Percentages %
<u>Age</u>		
Under 30	2	2.9
31-40	15	21.4
41-50	37	52.9
51 and over	16	22.9
<u>Sex</u>		
Male	48	68.6
Female	22	31.4
<u>Location of School</u>		
Urban	44	62.9
Rural	26	37.1
<u>School Enrollments</u>		
1-349	6	8.6
350-599	24	34.3
600-849	11	15.7
850 and over	29	41.4
<u>Education Preparation</u>		
Non-graduate (that is, has no Bachelor's degree)	1	1.4
Bachelor's degree without teaching qualification	2	
Bachelor's degree with teaching qualification	55	78.6
Higher degree	12	17.1
<u>Years of Teaching Experience</u>		
1- 5		
6-10	1	1.4
11-15	20	28.6
16-20 and over	49	70.0
<u>Years of Experience as Principal</u>		
1- 5	22	31.4
6-10	29	41.4
11-15	13	18.6
16-20 and over	6	8.6
<u>Had Formal Training in School Administration</u>		
No	53	75.7
Yes	17	24.3

TABLE 2: (Cont)

Background Characteristics	Frequencies F	Percentages %
<u>Need for Training in Educational Planning and Management</u>		
None	3	4.3
Low	3	4.3
High	54	77.1
Very High	10	14.3

16 or more years of teaching experience (84.6 percent), had held a headmastership for less than eleven years (75.4 percent), had no formal training in school administration (76.9 percent), and expressed a high need for training in educational planning and management (63.1 percent).

Background Characteristics for the Post-Primary School Principals

The post-primary school principals were asked to complete Part I of the Questionnaire designed to obtain background information. Both the principals and the Ministry of Education officials were asked to complete Part II of the Questionnaire. The Ministry of Education officials who completed Part II of the Questionnaire to determine the importance of the training topics for principals' preparation were the same officials who rated the topics with regard to their importance for the preparation of post-primary school principals. The rationale for including the Ministry of Education officials for rating the topics as they relate to the principals was the same as that given for primary school headmasters.

A summary of the principals' responses to Part I of the Questionnaire is presented in Table 2.

Examination of Table 2 shows that at the time of this study the typical post-primary school principal in Nigeria was more than 40 but less than 51 years of age

(52.9 percent), was male (68.6 percent), was located in an urban area (62.9 percent), was responsible for a school with an enrollment of 850 students and over (41.4 percent), had a bachelor's degree with teaching qualification (78.6 percent), had up to 16 or more years of teaching experience (70.0 percent), had held a principalship for less than 11 years (72.8 percent), had no formal training in school administration (75.7 percent), and expressed a high need for training in educational planning and management (77.1 percent).

1. Analysis of Responses to Suggested Topics for the Preparation of Primary School Headmasters

Rank Order of Means of All Topics for Primary School Headmasters and Ministry of Education Officials Combined

The combined means of ratings of each of the topics by both the primary school headmasters and the Ministry of Education officials are shown in Table 3.

Table 3 shows that 29 of the 30 suggested topics for the preparation of primary school headmasters had means ranging from 3.10 to 4.46 inclusive, which considerably exceeded the mean value of 3.0, the minimum value at which a topic was recommended for inclusion in a training program. Only one topic, Organization Theory, with a mean of 2.97, received a value of less than moderate importance. The raters felt that this topic should not be emphasized in preparation for school administrators. Eleven of the topics had means ranging from 4.00 and above. The topics are:

TABLE 3: RANK ORDER OF MEANS OF ALL TOPICS FOR PRIMARY SCHOOL HEADMASTERS AND MINISTRY OF EDUCATION OFFICIALS COMBINED

Topics	Rank Order	Means
Human Relations	1	4.46
Curriculum and Instructional Planning	2	4.36
Maintenance of Order and Discipline	3	4.33
School-Community Relations	4	4.25
Student Evaluation	5	4.24
Maintenance of School Records	6	4.22
Educational Planning Methods	7	4.19
Instructional Supervision	8	4.16
Administrative Leadership	9	4.15
School Budgeting and Financial Management	10	4.07
Time Table Preparation	11	4.01
Classroom Management	12	3.99
Curriculum Evaluation	13	3.98
Management of School Property	14	3.90
Staff Evaluation	15	3.81
Organization and Administration of Education in Nigeria	16	3.80
Education Law	17	3.79
Introducing and Implementing Change Effectively	18	3.77
Office Management	19	3.71
Time Management	20	3.69
Maintenance of School Grounds and Buildings	21	3.68
Communication Skills	22	3.64
Elementary Statistics and Educational Research Methods	23	3.56
Decision Making	24	3.49
Procedures for Admission and Transfer of Students	25	3.50
Guidance and Counseling	26	3.46
Administration of Extra-Curricular Activities	27	3.38
Grievance Handling	28	3.28
Administrative Theory and Practice	29	3.10
Organization Theory	30	2.97

Human Relations
Curriculum and Instructional Planning
Maintenance of Order and Discipline
School-Community Relations
Student Evaluation
Maintenance of School Records
Educational Planning Methods
Instructional Supervision
Administrative Leadership
School Budgeting and Financial Management
Time Table Preparation

Relative Importance of Suggested Topics for the Preparation
of Primary School Headmasters as Perceived by Headmasters

An analysis of the responses of the 65 primary
school Headmasters is presented in Table 4.

Importance of Suggested Topics for the Preparation of Primary
School Headmasters as Perceived by Ministry of Education
Officials

The responses of the 45 Ministry of Education Of-
ficials for the suggested Headmaster preparation topics
are presented in Table 5.

Topics which were rated as "extremely important" or
"very important" by the separate groups of respondents
(Headmasters/Ministry of Education Officials) are presented
in Table 6, in rank order, based on frequency of selection

TABLE 4: HEADMASTERS' PERCEPTIONS OF THE IMPORTANCE OF TOPICS FOR THE PREPARATION OF PRIMARY SCHOOL HEADMASTERS

Topic	Degree of Importance									
	Extremely Important		Very Important		Important		Slightly Important		Not Important	
	No.	%	No.	%	No.	%	No.	%	No.	%
Educational Planning Methods	24	36.9	28	43.1	11	16.9	1	1.5	1	1.5
Decision Making	8	12.3	26	40.0	22	33.8	9	13.8		
Education Law	15	23.1	24	36.9	15	23.1	8	12.3	3	4.6
Curriculum and Instructional Planning	29	44.6	30	46.2	5	7.7	1	1.5		
School Budgeting and Financial Management	21	32.3	30	46.2	10	15.4	3	4.6	1	1.5
Time Management	14	21.5	21	32.3	23	35.4	5	7.7	2	3.1
Time Table Preparation	21	32.3	28	43.1	8	12.3	8	12.3		
Administrational Leadership	26	40.0	22	33.8	15	23.1	1	1.5	1	1.5
Instructional Supervision	27	41.5	22	33.8	15	23.1	1	1.5		
Administrative Theory and Practice	6	9.2	18	27.7	24	36.9	15	23.1	2	3.1
Organization Theory	2	3.1	15	23.1	24	36.9	22	33.8	2	3.1
Human Relations	35	53.8	25	38.5	5	7.7				
Communication Skills	13	20.0	20	30.8	22	33.8	8	12.3	2	3.1
Office Management	15	23.1	28	43.1	18	27.7	4	6.2		
Maintenance of School Records	24	36.9	30	46.2	9	13.8	2	3.1		
Maintenance of School Property	17	26.2	32	49.2	10	15.4	6	9.2		
Classroom Management	15	23.1	35	53.8	14	21.5	1	1.5		
Maintenance of Order and Discipline	31	47.7	25	38.5	8	12.3	1	1.5		
Guidance and Counseling	9	13.8	25	38.5	20	30.8	9	13.8	2	3.1
Guidance Handling	8	12.3	18	27.7	23	35.4	12	18.5	4	6.2
Student Evaluation	31	47.7	22	33.8	9	13.8	1	1.5	2	3.1
Staff Evaluation	17	26.2	23	35.4	19	29.2	6	9.2		
Curriculum Evaluation	20	30.8	31	47.7	12	18.5	2	3.1		
Introducing and Implementing Change Effectively	12	18.5	33	50.8	16	24.6	3	4.6	1	1.5
School-Community Relations	24	36.9	33	50.8	5	7.7	1	1.5	2	3.1
Maintenance of School Grounds and Building	12	18.5	32	49.2	18	27.7	2	3.1	1	1.5
Organization and Administration of Education in Nigeria	19	29.2	24	36.9	19	29.2	3	4.6		
Procedures for Admission and Transfer of Students	13	20.0	24	36.9	13	20.0	14	21.5	1	1.5
Administration of Extra Curricular Activities	1	1.5	29	44.6	21	32.3	13	20.0	1	1.5
Elementary Statistics and Educational Research Methods	18	27.7	14	21.5	19	29.2	13	20.0	1	1.5

TABLE 5: MINISTRY OF EDUCATION OFFICIALS' PERCEPTIONS OF THE IMPORTANCE OF TOPICS FOR THE PREPARATION OF PRIMARY SCHOOL HEADMASTERS

Topic	Degree of Importance							
	Extremely Important No.	%	Very Important No.	%	Important No.	%	Slightly Important No.	Not Important No.
Educational Planning Methods	22	48.9	16	35.6	5	11.1	2	4.4
Decision Making	6	13.3	14	31.1	20	44.4	5	11.1
Education Law	17	37.8	13	28.9	15	33.3		
Curriculum and Instructional Planning	28	62.2	8	17.8	8	17.8	1	2.2
School Budgeting and Financial Management	16	35.6	19	42.2	10	22.2		
Time Management	12	26.7	16	35.6	14	31.1	2	4.4
Time Table Preparation	17	37.8	16	35.6	11	24.4	1	2.2
Administrative Leadership	19	42.2	18	40.0	7	15.6	1	2.2
Instructional Supervision	20	44.4	14	31.1	9	20.0	2	4.4
Administrative Theory and Practice	4	8.9	13	28.9	21	46.7	9	20.0
Organization Theory	24	53.3	7	15.6	23	51.1	11	24.4
Human Relations	11	24.4	17	37.8	14	31.1	3	6.7
Communication Skills	6	12.2	16	35.6	19	42.2	4	8.9
Office Management	25	55.6	9	20.0	10	22.2	1	2.2
Maintenance of School Records	10	22.2	21	46.7	12	26.7	2	4.4
Management of School Property	17	37.8	12	26.7	15	33.3	1	2.2
Classroom Management	23	51.1	15	33.3	6	13.3	1	2.2
Maintenance of Order and Discipline	10	22.2	10	22.2	16	35.6	8	17.8
Guidance and Counseling	8	17.8	11	24.4	16	35.6	10	22.2
Grievance Handling	18	40.0	22	48.9	4	8.9	1	2.2
Student Evaluation	11	24.4	19	42.2	12	26.7	3	6.7
Staff Evaluation	10	22.2	23	51.1	9	20.0	2	4.4
Curriculum Evaluation	11	24.4	15	33.3	15	33.3	4	8.9
Introducing and Implementing Change Effectively	23	51.1	15	33.3	7	15.6		
School-Community Relations	6	13.3	15	33.3	20	44.4	4	8.9
Maintenance of School Grounds and Building	9	20.0	16	35.6	15	33.3	5	11.1
Organization and Administration of Education in Nigeria	5	11.1	19	42.2	13	28.9	8	17.8
Procedures for Admission and Transfer of Students	7	15.6	15	33.3	20	44.4	3	6.7
Administration of Extra Curricular Activities	9	20.0	16	35.6	13	28.9	6	13.3
Elementary Statistics and Educational Research Methods								

TABLE 6: PERCENTAGE OF PRIMARY SCHOOL HEADMASTERS AND MINISTRY OF EDUCATION OFFICIALS WHO RATED SUGGESTED TOPICS FOR THE PREPARATION OF PRIMARY SCHOOL HEADMASTERS AS BEING "EXTREMELY IMPORTANT" OR "VERY IMPORTANT".

Primary School Headmasters		Ministry of Education Officials	
Topic	Extremely/ Very Important(%)	Topic	Extremely/ Very Important(%)
Human Relations	92.3	Human Relations	93.3
Curriculum and Instructional Planning	90.8	Student Evaluation	88.9
School-Community Relations	87.7	Educational Planning Methods	84.5
Maintenance of Order and Discipline	86.2	Maintenance of Order and Discipline	84.4
Maintenance of School Records	83.1	School-Community Relations	84.4
Student Evaluation	81.5	Administrative Leadership	82.2
Educational Planning Methods	80.0	Curriculum and Instructional Planning	80.0
School Budgeting and Financial Management	78.5	School Budgeting and Financial Management	77.8
Curriculum Evaluation	78.5	Maintenance of School Records	75.6
Classroom Management	76.9	Instructional Supervision	75.5
Time Table Preparation	75.4	Time Table Preparation	73.4
Management of School Property	75.4	Curriculum Evaluation	73.3
Instructional Supervision	73.8	Management of School Property	68.9
Administrative Leadership	73.8	Education Law	66.7
Introducing and Implementing Change Effectively	69.3	Staff Evaluation	66.6
Maintenance of School Grounds and Building	67.7	Classroom Management	64.5
Office Management	66.2	Time Management	62.3
Organization and Administration of Education in Nigeria	66.1	Communication Skills	62.2
Staff Evaluation	61.6	Introducing and Implementing Change Effectively	57.7
Education Law	60.2	Organization and Administration of Education in Nigeria	55.6
Procedures for Admission and Transfer of Students	56.9	Elementary Statistics and Educational Research Methods	55.6
Time Management	53.8	Procedures for Admission and Transfer of Students	53.3
Decision Making	52.3	Office Management	48.9
Guidance and Counseling	52.3	Administration of Extra Curricular Activities	48.9
Communication Skills	50.8	Maintenance of School Grounds and Building	46.6
Elementary Statistics and Educational Research Methods	49.2	Guidance and Counseling	44.4
Administration of Extra Curricular Activities	46.1	Decision Making	44.4
Grievance Handling	40.0	Grievance Handling	42.2
Administrative Theory and Practice	36.9	Administrative Theory and Practice	28.9
Organization Theory	26.2	Organization Theory	24.5

with the rankings of the headmasters in the left column, and those of the Ministry of Education officials in the right column.

An examination of the data in Table 6 shows that there was substantial agreement between headmasters and Ministry of Education officials. Topics which were rated very highly by both groups include the following.

Human Relations

Ninety-two and three-tenths percent (92.3) of the Ministry of Education officials rated Human Relations as very or extremely important. This topic had the highest rating by both groups of raters. The Nigerian culture is very people-oriented. Genuinely warm interpersonal relations are highly prized. As the leader of the primary school community, the Nigerian primary school headmaster is expected to demonstrate effective human relations skills in his dealings with his diverse clientele--pupils, teachers, parents, members of the local community and Ministry of Education officials. The extent to which he is perceived as a fine human person may also determine the amount of co-operation he receives from the local community. Such co-operation is now being increasingly seen as invaluable to the success of the schools since the Ministry of Education now relies more on local financing of the schools.

Curriculum and Instructional Planning

This topic was rated as extremely or very important by 90.8 percent of the headmasters and 80 percent of the Ministry of Education officials. The high rating given to this topic may be explained in terms of many factors. The Nigerian primary school curriculum has increased far beyond the 3R's (reading, writing and arithmetic) of the early colonial period to a long list of subjects, which now include home economics and science. The diversification of the curriculum demands curriculum and instructional planning skills beyond that normally acquired in a Teachers' Grade II Training Program. Unlike the staffing of schools in developed countries like the U.S.A. and Britain, where the elementary schools are staffed by curriculum specialists with bachelor's degrees in education, Nigerian primary schools are headed by generalists whose level of professional education is far below the graduate level. Also, owing to the establishment of more primary schools (to meet the demand for places under the Universal Primary Education Scheme), many of the teachers recruited to the schools under the U.P.E. Scheme are deficient in instructional planning skills. In such a system, it becomes extremely important that the professional head of the schools is competent to give professional leadership to the staff especially in matters of curriculum and instructional planning. A

study by Godfrey showed that effective skills in curriculum planning are also considered important in developed countries. Principal and teacher interviewees in Godfrey's study agreed that the problem areas most often considered by staff include curriculum and text-book selection.¹

School-Community Relations

School-Community Relations was selected as extremely or very important by 87.7 percent of the headmasters and 84.5 percent of the Ministry of Education Officials. The high congruence of opinion on this topic may be due to the fact that the Nigerian parent tends to regard the primary school as an extension of the child's home. The high expectations of Nigerian parents for the role of primary schools in the moral, social and educational development of the child necessarily bring them into frequent contact with the school, especially when the child's educational progress is being adversely affected by some unhappy school-related event. As stated already, with increasing local participation in the provision of primary education, it has become absolutely necessary for headmasters to be skilled in dealing with members of the local community.

¹Godfrey, Margaret P. "Staff Participation in Decision-Making Procedures in Elementary Schools." Doctoral Dissertation, the University of Connecticut, 1968.

Maintenance of Order and Discipline

Eighty-six and two-tenths percent (86.2) of the headmasters and 84.4 percent of the Ministry of Education officials assigned a rating of "extremely" or "very important" to this topic. One explanation of this high rating of the topic is that African culture like ancient Jewish and Roman cultures, places very high emphasis on the good moral upbringing of children. The virtues most extolled are honesty, obedience to, and respect for elders and those in positions of authority. Thus, the undisciplined acts of youth so prevalent in some modern-day societies are severely condemned. The principals in Godfrey's study cited above agreed that discipline was among the problem areas most often considered by elementary school staff.²

Maintenance of School Records

Maintenance of school records was perceived as extremely or very important by 83.1 percent of the headmasters and 75.6 percent of the Ministry of Education officials. The high level of agreement between headmasters and Ministry of Education officials on the importance of the topic may perhaps be indicative of real deficiency in that skill area

²Ibid.

among primary school headmasters. If this is true, a possible explanation of the deficiency is the inadequate pre-service education of the headmasters. The Nigerian primary school headmaster is required by law to keep, among others, the following records:

- a register of admission, progress and withdrawal (of pupils). . .
- a register of attendance
- teachers' weekly diaries of all work done
- stock book showing items of equipment.

Effective maintenance of school records requires not years of teaching experience, but some basic knowledge of school business administration which includes knowledge and skill areas like bookkeeping, stock-taking and basic accounting. None of the above listed courses are offered in Grade II Teacher Training Colleges in which the vast majority of Nigerian headmasters have been prepared as professional teachers. Ability to keep good records also requires a good knowledge of the language in which the records are written. Although the English Language is Nigeria's official language, competence in it is not especially evident, even among primary school teachers from which the headmasters are drawn.

Educational Planning Methods

Eighty percent of the 65 headmasters who responded to this topic, and 84.5 percent of the Ministry of Education officials rated the topic as extremely or very important.

Support for the importance of competency in educational planning may be found in other research studies. For example, "Planning" was among the courses which received the strongest stress by leadership trainees and sixty elementary principals in a study by Engstrom (1975).³

School Budgeting and Financial Management

School Budgeting and Financial Management was perceived as extremely or very important by 78.5 percent of headmasters and 73.3 percent of the Ministry of Education officials. The high rating of this topic by both groups is not surprising because of the role effective budgeting and financial management plays in these days of a declining economy in Nigeria. With scarce resources, headmasters are being expected to keep the system going with whatever funds they derive from local contribution to the schools. The experiences of the United States of America and the United Kingdom show that the greater the local contribution to education, the greater the demand for accountability from those who are entrusted with the responsibility of managing the school finances.

³Engstrom, Kenneth G., "A Model Curriculum for the Professional Preparation of Elementary School Principals," Doctoral Dissertation, University of Southern California, 1975.

The Nigerian primary school headmaster, therefore, operates in an economic environment in which he must demonstrate considerable fiscal management and budgeting skills to survive on his job. This fact is underscored by Section 26(3) of Part 6 of the Bendel State of Nigeria Education Law, Cap. 55, which, among other things, states that

...the head of every public institution in the State is required to prepare and submit to the Education Office in the Area, for its consideration and review, estimates of the proposed revenue and expenditure of the institution during the financial year.

Although there was a great deal of agreement in the perceptions of the headmasters and Ministry of Education officials regarding the importance of the topics, divergence of opinion occurred in a few topics. Two such topics are Classroom Management and Maintenance of School Ground and Buildings.

Classroom Management

Whereas 76.9 percent of the headmasters considered classroom management as extremely or very important, only 64.5 percent of the Ministry of Education officials rated it as extremely or very important. The difference in perception between the two groups on this topic is substantial. The headmasters' higher rating of the topic may be due to their being closer to the problems of classroom management.

Maintenance of School Ground and Buildings

Maintenance of School Grounds and Buildings was yet another topic on which there was a great deal of difference in the perceptions of both groups. Whereas 67.7 percent of the headmasters regard the topic as extremely or very important, only 46.6 percent of the Ministry of Education officials rated the topic as extremely or very important. It is not very clear why the difference of opinion exists, but it can be hypothesized that headmasters perceive the problem of school ground and buildings maintenance as a skill problem whilst the Ministry of Education officials perceive it as a financial problem, the solution of which is the direct responsibility of the Ministry of Education and its state and local agencies.

Two topics--"Administrative Theory and Practice" and "Organization Theory".received the lowest rating by both groups. Only 36.9 percent of the headmasters and 28.9 percent of the Ministry of Education officials rated Administrative Theory and Practice as being extremely or very important. With regard to "Organization Theory," only 26.2 percent of the headmasters and 24.5 percent of the Ministry of Education officials regarded it as extremely or very important. The low ratings assigned to the two topics by both groups of respondents may not necessarily mean that they do not regard the topics as important in themselves; it is possible that the topics were rated low

relative only to the other topics. The comparatively low ratings may also be attributable to level of education, intellectual sophistication or practice/theory orientation of the respondents. It is also possible that the headmasters are not sufficiently aware of what the theory content of the two topics really is, and how they apply to their day-to-day practical problems. Nigerian primary school headmasters may be very far from the academic scenes of the Theory-Practice debate among experts of public administration but the consistency with which more than 90.0 percent of the respondents assigned low ratings to the theory topics may indicate that the issues involved in the debate are of inter-national and inter-cultural relevance.

This analysis shows that there was considerable agreement in the perceptions of both primary school headmasters and the Ministry of Education officials in most of the topics suggested for the preparation of primary school headmasters. Marked differences could be noticed with regard to their perceptions of the "extremely important" "very important" status of only a few of the topics, among which were: Classroom Management, Maintenance of School Grounds and Buildings, Office Management, Guidance and Counseling. Possible reasons for the differential perceptions were explained.

Importance of Suggested Topics for the Preparation of Primary School Headmasters as Perceived by Primary School Headmasters and Ministry of Education Officials (Combined).

The data contained in Table 7 were the ratings of perceptions of the 30 topics by the headmasters and the Ministry of Education officials combined into a single group. In an effort to better ascertain the relative importance which the two groups combined attach to the topics suggested for the preparation of primary school headmasters. Their ratings of the topics were combined.

Presented in Table 8 in Rank Order, based on the frequency (in percentages) with which each topic was selected as "extremely important" or "very important," is a list of the 30 topics rated by the combined group of 110 primary school headmasters and Ministry of Education officials.

An examination of Table 8 shows that "Human Relations" was rated as being of top most priority, with more than 90.0 percent of the combined group of respondents rating it as being extremely or very important. More than 50.0 percent of the combined group rated 25 of the 30 topics as being extremely or very important. The 25 topics are:

Human Relations

Curriculum and Instructional Planning

School Community Relations

Maintenance of Order and Discipline

TABLE 7: IMPORTANCE OF TOPICS FOR THE PREPARATION OF PRIMARY SCHOOL HEADMASTERS AS PERCEIVED BY PRIMARY SCHOOL HEADMASTERS AND MINISTRY OF EDUCATION OFFICIALS COMBINED

Topic	Degree of Importance									
	Extremely Important		Very Important		Important		Slightly Important		Not Important	
	No.	%	No.	%	No.	%	No.	%	No.	%
Educational Planning Methods	46	41.8	44	40.0	16	14.5	3	2.7	1	.9
Decision Making	14	12.7	40	36.4	42	38.2	14	12.7	1	.9
Education Law	32	29.1	37	33.6	30	27.3	8	7.3	3	2.7
Curriculum and Instructional Planning	57	51.8	38	34.5	13	11.8	2	1.3		
School Budgeting and Financial Management	37	33.6	49	44.5	20	18.2	3	2.7	1	.9
Time Management	26	23.6	37	33.6	37	33.6	7	6.4	3	2.7
Table Preparation	38	34.5	44	40.0	19	17.3	9	8.2		
Administrative Leadership	45	40.9	40	36.4	22	20.0	2	1.8	1	.9
Instructional Supervision	47	42.7	36	32.7	24	21.8	3	2.7		
Administrative Theory and Practice	6	5.5	31	28.2	45	40.9	24	21.8	4	3.6
Organization Theory	6	5.5	22	20.0	47	42.7	33	30.0	2	1.8
Human Relations	59	53.6	43	39.1	8	7.3				
Communication Skills	24	21.8	37	33.6	36	32.7	11	10.0	2	1.8
Office Management	21	19.1	44	40.0	37	33.6	8	7.3		
Maintenance of School Records	49	44.5	39	35.5	19	17.3	3	2.7		
Management of School Property	27	24.5	53	48.2	22	20.0	8	7.3		
Classroom Management	32	29.1	47	42.7	29	26.4	2	1.8		
Maintenance of Order and Discipline	54	49.1	40	36.4	14	12.7	2	1.8		
Guidance and Counseling	19	17.3	35	31.8	36	32.7	17	15.5	3	2.7
Grievance Handling	16	14.5	29	26.4	39	35.5	22	20.0	4	3.6
Student Evaluation	49	44.5	44	40.0	13	11.8	2	1.8	2	1.8
Staff Evaluation	28	25.5	42	38.2	31	28.2	9	8.2		
Curriculum Evaluation	30	27.3	54	49.1	21	19.1	4	3.6	1	.9
Introducing and Implementing Change Effectively	23	20.9	48	43.6	31	28.2	7	6.4	1	.9
School-Community Relations	47	42.7	48	43.6	12	10.9	1	.9	2	1.8
Maintenance of School Grounds and Building	18	16.4	47	42.7	38	34.5	6	5.5	1	.9
Organization and Administration of Education in Nigeria	28	25.5	40	36.4	34	30.9	8	7.3		
Procedures for Admission and Transfer of Students	18	16.4	43	39.1	26	23.6	22	20.0	1	.9
Administration of Extra Curricular Activities	8	7.3	44	40.0	41	37.3	16	14.5	1	.9
Elementary Statistics and Educational Research Methods	27	24.5	30	27.3	32	29.1	19	17.3	2	1.8

TABLE 8: PERCENTAGE OF PRIMARY SCHOOL HEADMASTERS AND MINISTRY OF EDUCATION OFFICIALS (COMBINED) WHO RATED THE TOPICS FOR THE PREPARATION OF PRIMARY SCHOOL HEADMASTERS AS "EXTREMELY IMPORTANT" OR "VERY IMPORTANT"

Topic	Percentage
Human Relations	92.7
Curriculum and Instructional Planning	86.3
School Community Relations	86.3
Maintenance of Order and Discipline	85.5
Student Evaluation	84.5
Educational Planning Methods	81.8
Maintenance of School Records	80.0
School Budgeting and Financial Management	78.1
Administrative Leadership	77.3
Curriculum Evaluation	76.4
Instructional Supervision	75.4
Time Table Preparation	74.5
Management of School Property	72.7
Classroom Management	71.8
Introducing and Implementing Change Effectively	64.5
Staff Evaluation	63.7
Education Law	62.7
Organization and Administration of Education in Nigeria	61.9
Maintenance of School Grounds and Buildings	59.1
Office Management	59.1
Time Management	57.2
Procedures for Admission and Transfer of Students	55.5
Communication Skills	55.4
Elementary Statistics and Educational Research Methods	51.8
Guidance and Counseling	49.1
Decision-Making	49.1
Administration of Extra-Curricular Activities	47.3
Grievance Handling	40.9
Administrative Theory and Practice	33.7
Organization Theory	25.5

Student Evaluation

Educational Planning Methods

Maintenance of School Records

School Budgeting and Financial Management

Administrative Leadership

Curriculum Evaluation

Instructional Supervision

Time Table Preparation

Management of School Property

Classroom Management

Introducing and Implementing Change Effectively

Staff Evaluation

Education Law

Organization and Administration of Education in Nigeria

Maintenance of School Grounds and Buildings

Office Management

Time Management

Procedures for Admission and Transfer of Students

Communication Skills

Elementary Statistics and Educational Research Methods

The two topics which had very low ratings were "Administrative Theory and Practice" and "Organization Theory." As already stated, only 33.7 percent of the combined group perceived Administrative Theory and Practice as being extremely or very important, and less than 30.0 percent (25.5 percent) thought Organization Theory was extremely or very important.

CHI-SQUARE VALUES FOR DIFFERENCES BETWEEN
OBSERVED AND EXPECTED FREQUENCIES OF RES-
PONSES FOR PRIMARY SCHOOL HEADMASTERS AND
MINISTRY OF EDUCATION OFFICIALS FOR ALL
TOPICS ON THE RATING INSTRUMENT.

The Chi-square values for differences between observed and expected frequencies of responses for primary school headmasters and Ministry of Education officials for all topics on the rating instrument are presented in Table 9. Topics whose Chi-square values were significant at .05 level are indicated in Table 10.

CHI-SQUARE VALUES OF SIGNIFICANT TOPICS ($P < .05$)
AND MEANS OF THE SEPARATE GROUPS OF RATERS.

Of the thirty topics only five topics had Chi-square values that were significant at .05 level of differences between the observed and the expected frequencies of responses for primary school headmasters and Ministry of Education officials. The five topics are:

Education Law

Curriculum and Instructional Planning

Maintenance of School Records

Classroom Management

Administration of Extra-Curricular Activities

The means and standard deviations of all raters combined and for the separate groups of raters is presented in Table 19 (Appendix A).

TABLE 9: CHI-SQUARE VALUES FOR DIFFERENCES BETWEEN OBSERVED AND EXPECTED FREQUENCIES
OF RESPONSES FOR PRIMARY SCHOOL HEADMASTERS AND MINISTRY OF EDUCATION OFFICIALS
FOR ALL TOPICS ON THE RATING INSTRUMENT

Topics	Statistical Results			Remarks	
	Chi-Square	Degrees of Freedom	Significance Level	Significant or Not Significant	
Educational Planning Methods	3.419	4	.49	not significant	
Education Law	11.127*	4	.03	significant	
School Budgeting & Financial Management	3.629	4	.46	not significant	
Time Management	1.036	4	.90	not significant	
Administrative Leadership	1.822	4	.77	not significant	
Administrative Theory & Practice	5.037	4	.28	not significant	
Organization Theory	5.819	4	.21	not significant	
Communication Skills	2.921	4	.57	not significant	
Guidance and Counseling	3.807	4	.43	not significant	
Grievance Handling	3.611	4	.46	not significant	
Student Evaluation	3.863	4	.42	not significant	
Curriculum Evaluation	2.389	4	.66	not significant	
Introducing & Implementing Change Effectively	4.480	4	.34	not significant	
School-Community Relations	6.689	4	.15	not significant	
Maintenance of School Grounds and Building	6.499	4	.16	not significant	
Procedures for Admission and Transfer of Students	3.244	4	.52	not significant	
Administration of Extra Curricular Activities	13.023*	4	.01	significant	
Elementary Statistics and Educational Research Methods	3.310	4	.51	not significant	
Decision-Making	1.538	3	.67	not significant	
Curriculum and Instructional Planning	10.146*	3	.02	significant	

TABLE 9: CONT:

Topics	Statistical Results			Remarks	
	Chi-Square	Degrees of Freedom	Significance Level	Significant	Not Significant
Time Table Preparation	6.179	3	.10	not significant	
Instructional Supervision	1.052	3	.79	not significant	
Office Management	3.641	3	.30	not significant	
Maintenance of School Records	8.354*	3	.04	significant	
Management of School Property	2.734	3	.43	not significant	
Classroom Management	8.044*	3	.05	significant	
Maintenance of Order and Discipline	.346	3	.95	not significant	
Staff Evaluation	.632	3	.89	not significant	
Organization and Administration of Education in Nigeria	2.591	3	.45	not significant	
Human Relations	.056	2	.97	not significant	

153

*Significant at .05 level of confidence.

TABLE 10: CHI-SQUARE VALUES OF SIGNIFICANT TOPICS ($p < .05$)
AND MEANS OF THE SEPARATE GROUPS OF RATERS (HEAD-
MASTERS/MINISTRY OF EDUCATION OFFICIALS)

Topic	χ^2 Values	Head- masters Means	Ministry of Edu- cation Officials Means
Education Law	11.127	3.62	4.04
Curriculum and Instructional Planning	10.146	4.34	4.40
Maintenance of School Records	8.354	4.17	4.29
Classroom Management	8.044	3.99	4.05
Administration of Extra- Curricular Activities	13.023	3.25	3.58
		N=65	N=45

2. Analysis of Responses to Suggested Topics for the Preparation of Post-Primary School Principals

Rank Order of Means of All Topics for Post-Primary School Principals and Ministry of Education Officials Combined

The combined means of ratings of each of the topics by both the principals and the Ministry of Education officials are shown in Table 11.

An examination of Table 11 shows that Human Relations was ranked highest, with a mean of 4.47, followed by Curriculum and Instructional Planning (4.45), Student Evaluation (4.41), School Budgeting and Financial Management (4.40), Educational Planning Methods (4.38 percent), and Administrative Leadership (4.37 percent). The 30 topics, with means ranging from 3.49 to 4.47, inclusive, considerably exceed the mean value of 3.00, the minimum value at which a topic was recommended for inclusion in a preservice and in-service training program. Of the 30 topics, 14 topics had mean values of 4.0 and above. The 14 topics are listed below in rank order:

Human Relations

Curriculum and Instructional Planning

Student Evaluation

School Budgeting and Financial Management

Educational Planning Methods

Administrative Leadership

Maintenance of Order and Discipline

TABLE 11: RANK ORDER OF MEANS OF ALL TOPICS FOR POST-PRIMARY SCHOOL PRINCIPALS AND MINISTRY OF EDUCATION OFFICIALS COMBINED

Topics	Rank Order	Means
Human Relations	1	4.47
Curriculum and Instructional Planning	2	4.45
Student Evaluation	3	4.41
School Budgeting and Financial Management	4	4.40
Educational Planning Methods	5	4.38
Administrative Leadership	6	4.37
Maintenance of Order and Discipline	7	4.32
School-Community Relations	8	4.30
Curriculum Evaluation	9	4.19
Maintenance of School Records	10	4.18
Instructional Supervision	11	4.17
Time Table Preparation	12	4.10
Classroom Management	13	4.08
Introducing and Managing Change Effectively	14	4.05
Staff Evaluation	15	3.97
Decision-Making	16.5	3.94
Management of School Property	16.5	3.94
Office Management	18	3.88
Guidance and Counseling	19	3.91
Education Law	20	3.84
Communication Skills	21.5	3.83
Organization Theory	21.5	3.83
Time Management	23	3.80
Organization and Administration in Nigeria	24	3.75
Grievance Handling	25	3.73
Elementary Statistics and Educational Research Methods	26	3.58
Maintenance of School Grounds and Buildings	27	3.57
Administrative Theory and Practice	28	3.51
Procedures for Admission and Transfer of Students	29.5	3.49
Administration of Extra-Curricula Activities	29.5	3.49

School-Community Relations

Curriculum Evaluation

Maintenance of School Records

Instructional Supervision

Time Table Preparation

Classroom Management

Introducing and Implementing Change Effective.

Importance of Suggested Topics for the Preparation of Post-Primary School Principals as Perceived by Post-Primary School Principals

An analysis of the perceptions of the 70 post-primary school principals regarding the importance of the suggested topics for the preparation of post-primary school principals is presented in Table 12.

Importance of Suggested Topics for the Preparation of Post-Primary School Principals as Perceived by Ministry of Education Officials

An analysis of the perceptions of the 45 Ministry of Education officials regarding the importance of the suggested topics for the preparation of post-primary school principals is presented in Table 13.

Topics which were rated as being "extremely important" or "very important" by the separate groups (principals and Ministry of Education officials) are presented in Table 14, in rank order, based on frequency of selection,

TABLE 12: POST-PRIMARY SCHOOL PRINCIPALS' PERCEPTIONS OF THE IMPORTANCE OF TOPICS FOR THE PREPARATION OF POST-PRIMARY SCHOOL PRINCIPALS

Topic	Degree of Importance							
	Extremely Important		Very Important		Slightly Important		Not Important	
	No.	%	No.	%	No.	%	No.	%
Educational Planning Methods	39	55.7	19	27.1	11	15.7	1	1.4
Decision Making	21	30.0	32	45.7	16	22.9	1	1.4
Education Law	14	20.0	21	30.0	31	44.3	4	5.7
Curriculum and Instructional Planning	38	54.3	28	40.0	3	4.3	1	1.4
School Budgeting and Financial Management	36	51.4	23	32.9	11	15.7		
Time Management	22	31.4	19	27.1	24	34.3	5	7.1
Time Table Preparation	27	38.6	26	37.1	14	20.0	2	2.9
Administrative Leadership	36	51.4	24	34.3	9	12.9	1	1.4
Instructional Supervision	26	37.1	27	38.6	17	24.3		
Administrative Theory and Practice	7	10.0	29	41.4	25	35.7	8	11.4
Organization Theory	3	4.3	25	35.7	33	47.1	9	12.9
Human Relations	37	52.9	29	41.4	4	5.7		
Communication Skills	34	48.6	21	30.0			5	7.1
Office Management	18	25.7	27	38.6	22	31.4	3	4.3
Maintenance of School Records	28	40.0	27	38.6	14	20.0	1	1.4
Management of School Property	16	22.9	37	52.9	16	22.9	1	1.4
Classroom Management	19	27.1	44	62.9	5	7.1	2	2.9
Maintenance of Order and Discipline	37	52.9	29	41.4	4	5.7		
Guidance and Counseling	13	18.6	36	51.4	15	21.4	6	8.6
Grievance Handling	12	17.1	34	48.6	19	27.1	4	5.7
Student Evaluation	40	57.1	22	31.4	7	10.0	1	1.4
Staff Evaluation	19	27.1	33	47.1	12	17.1	6	8.6
Curriculum Evaluation	27	38.6	30	42.9	12	17.1	1	1.4
Introducing and Implementing Change Effectively	29	41.4	25	35.7	14	20.0	2	2.9
School-Community Relations	30	42.9	31	44.3	9	12.9		
Maintenance of School Grounds and Building	9	12.9	30	42.9	23	32.9	8	11.4
Organization and Administration of Education in Nigeria	11	15.7	33	47.1	24	34.3	2	2.9
Procedures for Admission and Transfer of Students	13	18.6	27	38.6	19	27.1	9	12.9
Administration of Extra Curricular Activities	3	4.3	32	45.7	28	40.0	6	8.6
Elementary Statistics and Educational Research Methods	6	8.6	33	47.1	23	32.9	8	11.4

TABLE 13: MINISTRY OF EDUCATION OFFICIALS' PERCEPTIONS OF THE IMPORTANCE OF TOPICS FOR THE PREPARATION OF POST-PRIMARY SCHOOL PRINCIPALS

Topic	Degree of Importance									
	Extremely Important	Very Important	Important	Slightly Important	Not Important	Extremely Important	Very Important	Important	Slightly Important	Not Important
	No.	%	No.	%	No.	No.	%	No.	%	No.
Educational Planning Methods	21	46.7	21	46.7	3	6.7				
Decision Making	10	22.2	19	42.2	12	26.7	4	8.9		
Education Law	18	40.0	17	37.8	8	17.8	2	4.4		
Curriculum and Instructional Planning	26	57.8	12	26.7	7	15.6				
School Budgeting and Financial Management	26	57.8	14	31.1	5	11.1				
Time Management	10	22.2	18	40.0	14	31.1	2	4.4	1	2.2
Time Table Preparation	18	40.0	15	33.3	11	24.4	1	2.2		
Administrative Leadership	27	60.0	9	20.0	9	20.0				
Instructional Supervision	19	42.2	19	42.2	6	13.3	1	2.2		
Administrative Theory and Practice	8	17.8	17	37.8	14	31.1	5	11.1		
Organization Theory	6	13.3	15	33.3	19	42.2	5	11.1	1	2.2
Human Relations	25	55.6	16	35.6	4	8.9				
Communication Skills	15	33.3	21	46.7	8	17.8	1	2.2		
Office Management	12	26.7	18	40.0	14	31.1	1	2.2		
Maintenance of School Records	19	42.2	17	37.8	8	17.8	1	2.2		
Management of School Property	10	22.2	22	48.9	11	24.4	2	4.4		
Classroom Management	15	33.3	15	33.3	14	31.1	1	2.2		
Maintenance of Order and Discipline	15	33.3	20	44.4	9	20.0	1	2.2		
Guidance and Counseling	16	35.6	20	44.4	6	13.3	3	6.7		
Grievance Handling	8	17.8	20	44.4	13	28.9	4	8.9		
Student Evaluation	25	55.6	13	28.9	6	13.3	1	2.2		
Staff Evaluation	16	35.6	15	33.3	14	31.1				
Curriculum Evaluation	15	33.3	24	53.3	6	13.3				
Introducing and Implementing Change Effectively	15	33.3	11	24.4	18	40.0	1	2.2		
School-Community Relations	20	44.4	19	42.2	6	13.3				
Maintenance of School Grounds and Building	4	8.9	21	46.7	16	35.6	4	8.9		
Organization and Administration of Education in Nigeria	9	20.0	18	40.0	15	33.3	3	6.7		
Procedures for Admission and Transfer of Students	3	6.7	17	37.8	18	40.0	7	15.6		
Administration of Extra Curricular Activities	6	13.3	18	40.0	17	37.8	4	8.9		
Elementary Statistics and Educational Research Methods	10	22.2	13	28.9	19	42.2	3	6.7		

TABLE 14: PERCENTAGE OF POST-PRIMARY SCHOOL PRINCIPALS AND MINISTRY OF EDUCATION OFFICIALS WHO RATED SUGGESTED TOPICS FOR THE PREPARATION OF POST-PRIMARY SCHOOL PRINCIPALS AS BEING "EXTREMELY IMPORTANT" OR "VERY IMPORTANT"

Topics	Post-Primary School Principals		Ministry of Education Officials	
	Extremely/ Very Important (%)	Topics	Extremely/ Very Important (%)	
Curriculum and Instructional Planning	94.3	Educational Planning Methods	93.4	
Human Relations	94.3	Human Relations	91.2	
Maintenance of Order and Discipline	94.3	School Budgeting and Financial Management	88.9	
Classroom Management	90.0	Curriculum Evaluation	86.6	
Student Evaluation	88.5	School-Community Relations	86.6	
School-Community Relations	87.2	Curriculum and Instructional Planning	84.5	
Administrative Leadership	85.7	Student Evaluation	84.5	
School Budgeting and Financial Management	84.3	Instructional Supervision	84.4	
Educational Planning Methods	82.8	Administrative Leadership	80.0	
Curriculum Evaluation	81.5	Communication Skills	80.0	
Maintenance of School Records	78.6	Maintenance of School Records	80.0	
Introducing and Implementing Change Effectively	77.1	Guidance and Counseling	80.0	
Management of School Property	77.1	Education Law	77.8	
Decision Making	75.7	Maintenance of Order and Discipline	77.7	
Time Table Preparation	75.7	Time Table Preparation	73.3	
Instructional Supervision	75.7	Management of School Property	71.1	
Staff Evaluation	74.2	Staff Evaluation	68.9	
Guidance and Counseling	70.0	Office Management	66.7	
Grievance Handling	65.7	Classroom Management	66.6	
Office Management	64.3	Decision Making	64.4	
Organization and Administration of Education in Nigeria	62.8	Time Management	62.2	
Time Management	58.5	Grievance Handling	62.2	
Procedures for Admission and Transfer of Students	57.2	Organization and Administration of Education in Nigeria	60.0	
Maintenance of School Grounds and Building Methods	55.8	Introducing and Implementing Change	57.7	
Elementary Statistics and Educational Research	55.7	Maintenance of School Grounds and Building	55.6	
Administrative Theory and Practice	51.4	Administrative Theory and Practice	55.6	
Education Law	50.0	Administration of Extra Curricular Activities	53.3	
Administration of Extra Curricular Activities	50.0	Elementary Statistics & Educational		
Communication Skills	48.6	Research Methods	51.1	
Organization Theory	40.0	Organization Theory	46.6	
		Procedures for Admission & Transfer of Students	44.5	

with the rankings of the principals in the left column, and those of the Ministry of Education officials in the right column.

An examination of the data in Table 14 shows that a high degree of agreement regarding the importance of the topics existed between post-primary school principals and Ministry of Education officials. Both groups rated most of the topics very highly. Among the topics which they perceived as being extremely or very important are the following.

Educational Planning Methods

Eighty-two and eight-tenths of the principals (82.8) and 93.0 percent of the Ministry of Education officials rated Educational Planning Methods as extremely or very important. The Nigerian post-primary school principal, like his counterpart elsewhere, is a very busy administrator. The multiplicity of issues he has to attend to are staggering. Not only must he ensure that teachers are available to teach the students, he must also endeavor to ensure that the teachers and other staff are, in fact, doing their work. Parents' complaints, school-related community projects, directives from the Ministry of Education are all part of his daily schedule. Unlike the U.S.A. and Great Britain, Nigeria is not yet a computerized country. Thus a lot of administrative planning has to be

done without the aid of computers for storage and retrieval of information. Principals are expected to be skilled in student and teacher projection techniques, facilities planning, and needs assessment. In a system where teacher supply falls far short of the need, where resources are scarce, and student enrollment far exceeds the capacity of the system to cope, planning skill is a most desired asset.

Human Relations

The principals and the Ministry of Education officials rated Human Relations above all other topics, with 94.3 percent of the principals rating it as extremely or very important, and 91.2 percent of the Ministry of Education officials selecting it as extremely or very important. Several other research studies also found support for the importance of this skill area. Green (1976) found human relations ranked highest among the competencies believed by practicing junior high school principals to be essential to the successful performance of the principalship.⁴

⁴Green, Raymond James. "The Identification of Prime Competencies to be Used in Training Programs for Junior High School Principals in the State of Washington." Doctoral Dissertation, University of Washington, 1976.

Maintenance of Order and Discipline

The principals gave their highest rating to Maintenance of Order and Discipline (together with Human Relations). Ninety-four and three-tenths (94.3) percent of the principals and 77.7 percent of the Ministry of Education officials thought this topic was extremely or very important for inclusion in training programs for principals. The high rating given to competency in maintenance of order and discipline by principals may be due to the many problems of student discipline they contend with in their schools. Undisciplined acts of students, sometimes culminating in rioting and vandalism, are perceived by principals as undermining their leadership capability and lowering their esteem among professional colleagues, and as potentially leading to loss of their promotion opportunities. Principals also sometimes have to deal with problems of undisciplined staff whose behavior is detrimental to the maintenance of effective discipline in the school. Such problems, especially when they are very serious, are reported to the Ministry of Education for its intervention.

School-Community Relations

More than 80.0 percent of the principals (87.2 percent) and the Ministry of Education officials (86.6 percent) rated School-Community Relations as being extremely or very important. The reasons for the high ratings are similar

to those given above in the discussion of the topic in relation to primary school headmasters. The importance of competence in School-Community Relations was emphasized by a Chief Inspector of Education in the Bendel State of Nigeria, at a seminar for principals and vice-principals of post-primary schools in the State. Among other things, the Chief Inspector noted that:

The new Principals are going to head mostly community schools. These schools are sited in rural environments. The local communities regard them (the schools) as their property having contributed generously towards their building. Their leaders will interfere in the administration of the schools, even to the extent of becoming inspectors. They would want to know what goes on in the school and at times make request for some obligation. For example, they may request for the use of school chairs during the burial ceremony of a chief. My advice is that you cooperate with them as far as possible without compromising the ideals of the school and the directives of education authorities. Where impossible demands are made, you have to be tactfully firm in your refusal.⁵

Guidance and Counseling

Seventy percent of the principals and 80 percent of the Ministry of Education officials ranked guidance and counseling extremely or very important. Judging from the

⁵T.A. Osigbemhe, "The Role of Principals in Execution of Educational Plans in Bendel State"--A Lecture delivered at a Seminar for Principals and Vice-Principals of post-primary Institutions in Bendel State, 31st July, 1980.

high percentage of those who rated the topic highly, one can conclude that Nigerian post-primary schools need principals who are skilled in guidance and counseling. This contrasts with the relatively low rating given to the topic by primary school headmasters. The difference in the ratings of both types of administrators may be due to differences in the type and magnitude of problems they face. The stormy problems of adolescence posed by post-primary school students may be more challenging than the problems of primary school pupils, 90.0 percent of whom are under ten. Frequent student riots of the post-primary schools have been of increasing concern to principals, teachers, parents and Ministry of Education officials. These have led, not infrequently, to the temporary closing down of the schools. Causes of students' riots are varied and complex, ranging from students' unrealistic demand for more food to principals' inexperience in handling students' problems.

Many studies in other cultures found guidance to be given great importance by respondents. The American Association of School Administrators reported that guidance was one of the ten most listed subjects for the preparation of administrators,⁶ and Swearingen reported guidance was the most

⁶Waltz, James Edwin, "Recommended Curriculum Content in Graduate Preparation Programs for Junior College Administrators." Doctoral Dissertation, Arizona State University 1967, p. 37.

frequently mentioned area which respondents wished they might have had or could have in the near future.⁷

Not all topics were equally perceived by both groups of raters as extremely or very important. In a few cases, substantial differences of opinion existed. Two such topics are Classroom Management and Communication Skills.

Classroom Management

Classroom Management was perceived as being extremely or very important by 90.0 percent of the principals and 66.6 percent of the Ministry of Education officials. The gap between the principals and the Ministry of Education officials in their ratings of this topic may be due to the fact that, being closer to the day-to-day problems of maintaining discipline in the classrooms, principals may be more sensitive to the problems than the Ministry of Education officials.

Communication Skills

There was a considerable difference of opinion between the principals and the Ministry of Education officials

⁷Ibid.

regarding the importance of this skill. Whereas only 48.6 percent of the principals rated this topic as extremely or very important, 80.0 percent of the Ministry of Education officials rated it as extremely or very important. Shakespeare's remark that the "eye does not see itself except by reflection on some other things" may be relevant here in assessing the principals' rating of this topic.

Although the question was impersonally framed, principals' responses to it may have been ego-defensive. Communications was ranked second in the list of ten competencies considered essential for both administrative and supervisory positions by validating juries utilized in Woodard's study of competencies needed by school administrators in Virginia, U.S.A.⁸ In the present study, the Ministry of Education officials, to whom most of the principals' official communications (letters, memos, reports, and so on) are addressed, are certainly in a strong position to assess the importance of this skill for effective school administration in Nigeria.

The topic which had the least rating by both groups of respondents was Organization Theory. Only 40.0 percent

⁸Woodard, Prince Briggs. "A Study of Competencies Needed by School Administrators and Supervisors in Virginia with Implications for Pre-Service Education." Doctoral Dissertation, 1954.

of the principals and 46.6 percent of the Ministry of Education officials rated the topic as being extremely or very important. Explanation of this low rating is similar to that given in the discussion of the topic in relation to primary school headmasters.

The foregoing analysis reveals that there was considerable agreement between the principals and the Ministry of Education officials in their perceptions of the "Extremely Important"/"Very Important" status of many of the topics suggested for the training and development of principals. Only in a few topics, such as Communication Skills and Classroom Management, did the two groups differ substantially. The probable reasons for the differences were explained.

Importance of Topics for the Preparation of Post-Primary School Principals as Perceived by the Principals and the Ministry of Education Officials Combined

The data contained in Table 15 were the ratings of the perceptions of the 30 topics by the post-primary school principals and the Ministry of Education Officials combined. The rationale for this combination was the same as that for the combination of the primary school headmasters ratings and those of the Ministry of Education officials already indicated.

Listed in Table 16 in rank order, based on the frequency (in percentages) with which each topic was selected as "extremely important" or "very important," were the 30

TABLE 15: IMPORTANCE OF TOPICS FOR THE PREPARATION OF POST-PRIMARY SCHOOL PRINCIPALS AS PERCEIVED BY POST-PRIMARY SCHOOL PRINCIPALS AND MINISTRY OF EDUCATION OFFICIALS (COMBINED)

Topics	Degree of Importance									
	Extremely Important		Very Important		Important		Slightly Important		Not Important	
	No.	%	No.	%	No.	%	No.	%	No.	%
Educational Planning Methods	60	52.2	40	34.8	14	12.2	1	0.9		
Decision Making	31	27.0	51	44.3	28	24.3	5	4.3		
Education Law	32	27.8	38	33.0	39	33.9	6	5.2		
Curriculum and Instructional Planning	64	55.7	40	34.8	10	8.7	1	0.9		
School Budgeting and Financial Management	62	53.9	37	32.2	16	13.9				
Time Management	32	27.8	37	32.2	38	33.0	7	6.1	1	0.9
Time Table Preparation	45	39.1	41	35.7	25	21.7	3	2.6	1	0.9
Administrative Leadership	63	54.8	33	28.7	18	15.7	1	0.9		
Instructional Supervision	45	39.1	46	40.0	23	20.0	1	0.9		
Administrative Theory and Practice	15	13.0	46	40.0	39	33.9	13	11.3	2	1.7
Organization Theory	9	7.8	40	34.8	52	45.2	14	12.2		
Human Relations	62	53.9	45	39.1	8	7.0				
Communication Skills	24	20.9	55	47.8	29	25.2	6	5.2	1	0.9
Office Management	30	26.1	45	39.1	36	31.3	4	3.5		
Maintenance of School Records	47	40.9	44	38.3	22	19.1	2	1.7		
Management of School Property	26	22.6	59	51.3	27	23.5	3	2.6		
Classroom Management	34	29.5	59	51.3	19	16.5	3	2.6		
Maintenance of Order and Discipline	52	45.2	49	42.6	13	11.3	1	0.9		
Guidance and Counseling	29	25.2	56	48.7	21	18.3	9	7.8		
Grievance Handling	20	17.4	54	45.0	32	27.8	8	7.0	1	0.9
Student Evaluation	65	56.5	35	30.4	13	11.3	2	1.7		
Staff Evaluation	35	30.4	48	41.7	26	22.6	6	5.2		
Curriculum Evaluation	42	36.5	54	47.0	18	15.7	1	0.9		
Introducing and Implementing Change Effectively	44	38.3	36	31.3	32	27.8	3	2.6		
School-Community Relations	50	43.5	50	43.5	15	13.0				
Maintenance of School Grounds and Building	13	11.3	51	44.3	39	33.9	12	10.4		
Organization and Administration of Education in Nigeria	20	17.4	51	44.3	39	33.9	5	4.3		
Procedures for Admission and Transfer of Students	16	13.9	44	38.3	37	32.2	16	13.9	2	1.7
Administration of Extra Curricular Activities	9	7.8	50	43.5	45	39.1	10	8.7	1	0.9
Elementary Statistics and Educational Research Methods	16	13.9	46	40.0	42	36.5	11	9.6		

TABLE 16: PERCENTAGE OF POST-PRIMARY SCHOOL PRINCIPALS AND MINISTRY OF EDUCATION OFFICIALS (COMBINED) WHO RATED THE TOPICS FOR THE PREPARATION OF POST-PRIMARY SCHOOL PRINCIPALS "EXTREMELY IMPORTANT" OR "VERY IMPORTANT"

Topic	Percentage
Human Relations	93.0
Curriculum and Instructional Planning	90.5
Maintenance of Order and Discipline	87.8
Educational Planning Methods	87.0
School-Community Relations	87.0
Student Evaluation	86.9
School Budgeting and Financial Management	86.1
Administrative Leadership	83.5
Curriculum Evaluation	83.5
Classroom Management	80.9
Maintenance of School Records	79.2
Instructional Supervision	79.1
Time Table Preparation	74.8
Guidance and Counseling	73.9
Management of School Property	73.9
Staff Evaluation	72.1
Decision-Making	71.3
Introducing and Implementing Change Effectively	69.6
Communication Skills	68.7
Office Management	65.2
Grievance Handling	64.4
Organization and Administration of Education in Nigeria	61.7
Education Law	60.8
Time Management	60.0
Maintenance of School Grounds and Buildings	55.6
Elementary Statistics and Educational Research Methods	53.9
Administrative Theory and Practice	53.0
Procedures for Admission and Transfer of Students	52.2
Administration of Extra-Curricula Activities	51.3
Organization Theory	42.6

topics rated by the combined group of 115 post-primary school principals and Ministry of Education Officials.

An examination of Table 16 shows that Human Relations was rated as being extremely important or very important by the highest percentage of the post-primary school principals and the Ministry of Education officials (combined (93.0 percent), followed by Curriculum and Instructional Planning (90.5 percent), Maintenance of Order and Discipline (87.8 percent). More than 50.0 percent of the combined groups rated 29 topics out of the 30 topics as being extremely or very important. The topic which had the least rating was "Organization Theory." Only 42.6 of the combined group considered it extremely or very important. The reasons for this low rating have been explained. In Table 13, although only 42.6 percent of the combined group rated "Organization Theory" as being extremely or very important, another 45.2 percent of the combined group rated it as being "important." Judging from the percentage distribution of the raters on the topics, it would appear that although all the topics may be included in training programs for post-primary school principals, 19 of the topics--rated as being extremely or very important by significantly more than 65.0 percent (that is, 65.5 percent and above) of the both the principals and the Ministry of Education officials may be considered critically important, and should therefore be given top priority in preparation programs for post-primary school principals. The 19 topics were as follows:

Human Relations
Curriculum and Instructional Planning
Maintenance of Order and Discipline
Educational Planning Methods
School-Community Relations
Student Evaluation
School Budgeting and Financial Management
Administrative Leadership
Curriculum Evaluation
Classroom Management
Maintenance of School Records
Instructional Supervision
Time Table Preparation
Guidance and Counseling
Management of School Property
Staff Evaluation
Decision-Making
Introducing and Implementing Change Effective, and
Communication Skills

The combined responses of the principals and the Ministry of Education officials with regard to five of the topics would seem to indicate that although the percentage of the respondents who rated them as being extremely or very important was a little over 50.0 percent, the topics

should not be overemphasized in preparation programs for post-primary school principals. The five topics were:

Maintenance of School Grounds and Buildings

Elementary Statistics and Educational Research Methods

Administrative Theory and Practice

Procedures for Admission and Transfer of Students

Administration of Extra-Curricular Activities

"Organization Theory" was rated as being extremely important or very important by less than 50.0 percent of the combined groups of respondents.

CHI-SQUARE VALUES FOR DIFFERENCES BETWEEN
OBSERVED AND EXPECTED FREQUENCIES OF RESPONSES
FOR POST-PRIMARY SCHOOL PRINCIPALS AND MINISTRY
OF EDUCATION OFFICIALS FOR ALL TOPICS ON THE
RATING INSTRUMENT.

The Chi-Square values for differences between the observed and expected frequencies of responses for post-primary school principals and Ministry of Education officials on all topics on the rating instrument are presented in Table 17. Topics whose Chi-square values were significant at the .05 level are indicated in Table 18.

Chi-Square Values of Significant Topics ($P < .05$), and Means of the Separate Groups of Raters

Of the 30 suggested topics, only 4 topics had chi-square values that were significant at .05 level for differences between the observed and expected frequencies of

TABLE 17: CHI-SQUARE VALUES FOR DIFFERENCES BETWEEN OBSERVED AND EXPECTED FREQUENCIES OF RESPONSES FOR POST-PRIMARY SCHOOL PRINCIPALS AND MINISTRY OF EDUCATION OFFICIALS FOR ALL TOPICS ON THE RATING INSTRUMENT

Topics	Statistical Results			Remarks
	Chi-Square	Degree of Freedom	Significance Level	
Time Management	4.208	4	.38	Not Significant
Time Table Preparation	1.059	4	.90	Not Significant
Administrative Theory and Practice	1.634	4	.80	Not Significant
Communication Skills	9.060	4	.06	Not Significant
Grievance Handling	1.175	4	.88	Not Significant
Procedures for Admission and Transfer of Students	5.63	4	.23	Not Significant
Administration of Extra-Curricular Activities	3.75	4	.44	Not Significant
Educational Planning Methods	5.916	3	.12	Not Significant
Decision-Making	4.359	3	.23	Not Significant
Education Law	10.199*	3	.02	Significant
Curriculum and Instructional Planning	6.104	3	.11	Not Significant
Administrative Leadership	3.851	3	.28	Not Significant
Instructional Supervision	3.470	3	.32	Not Significant
Organization Theory	3.124	3	.37	Not Significant
Office Management	.360	3	.95	Not Significant
Maintenance of School Records	.207	3	.98	Not Significant
Management of School Property	1.073	3	.78	Not Significant
Classroom Management	14.575*	3	.00	Significant
Maintenance of Order and Discipline	8.868*	3	.03	Significant
Guidance and Counseling	4.518	3	.21	Not Significant
Student Evaluation	.439	3	.93	Not Significant
Staff Evaluation	8.109*	3	.04	Significant
Curriculum Evaluation	1.743	3	.63	Not Significant

TABLE 17: CONT

Topics	Statistical Results			Remarks
	Chi-Square	Degree of Freedom	Significance Level	
Introducing and Implementing Change Effectively	5.560	3	.14	Not Significant
Maintenance of School Grounds and Building	.699	3	.87	Not Significant
Organization and Administration of Education in Nigeria	1.526	3	.68	Not Significant
Elementary Statistics and Educational Research Methods	7.258	3	.06	Not Significant
School Budgeting and Financial Management	,047	2	.98	Not Significant

*Significant at .05 level of confidence

TABLE 18: CHI-SQUARE VALUES OF SIGNIFICANT TOPICS ($p < .05$), AND MEANS OF THE TOPICS FOR THE SEPARATE GROUPS OF Raters (POST-PRIMARY SCHOOL PRINCIPALS/MINISTRY OF EDUCATION OFFICIALS)

Topics	χ^2 Values	Principals Means	Ministry of Educa- tion Officials Means
Education Law	10.199	3.64	4.13
Classroom Management	14.575	4.14	3.98
Maintenance of Order and Discipline	8.868	4.47	4.09
Staff Evaluation	8.109	3.93	4.04
		N=70	N=45

responses for post-primary school principals and Ministry of Education officials. The four topics are:

Education Law

Classroom Management

Maintenance of Order and Discipline, and

Staff Evaluation

The means and standard deviations of all raters combined and for the separate groups of raters is presented in Table 20 (Appendix A).

Summary

In this chapter, the data collected in the course of conducting this study was presented, treated and analyzed.

Included were summarizations of:

- a. the perceptions of the primary school headmasters and the Ministry of Education officials in Nigeria as to the importance of suggested topics for the preparation of primary school headmasters in Nigeria.
- b. the perceptions of the post-primary school principals and the Ministry of Education officials in Nigeria.

Similarities and differences in perceptions among each of the two groups of respondents were examined, and topics considered critically important for the preparation for primary school headmasters and post-primary school principals in Nigeria were identified.

In the next chapter, a model program for the preparation of primary school headmasters and post-primary school principals in Nigeria will be developed.

CHAPTER SIX

A MODEL PROGRAM FOR THE PREPARATION OF SCHOOL ADMINISTRATORS

This chapter is used specifically to set forth a description of the proposed model training program for the preparation of school administrators in Nigeria. The model is based on a synthesis of findings from the review of literature and related research on the training and development of school administrators and the findings from the research survey.

The model is comprised of the following components:

1. aims
2. program objectives (general)
3. a program for primary school headmasters
4. a program for post-primary school principals
5. instructional approaches
6. program evaluation

Aims

The program is intended to accomplish two major goals. The first is the professional development of individual administrators; to help primary school headmasters and post-primary school principals in Nigeria acquire and develop

professional and administrative competencies needed for effective administration of schools. The second is to improve the quality of education within the Nigerian public school system.

Program Objectives (General)

In keeping with the overall intent of the model program goals, several general objectives for the program were defined, to provide benchmarks for later program and personnel evaluation.

On successful completion of the program it was determined that participants should be able to:

1. demonstrate knowledge of the educational system of Nigeria, including its philosophical and legal foundations, goals and objectives, as well as its organization and administration.
2. understand and effectively apply the principles and techniques of educational planning.
3. effectively lead pupils and staff (professional and administrative) in all school-related matters, especially in matters of school policy, instruction, staff development and school evaluation.
4. manage and supervise staff effectively.
5. formally and informally assess and evaluate pupils and staff.
6. maintain order and discipline effectively and create a healthy teaching-learning atmosphere conducive to the moral, social, intellectual and physical development of pupils in the school.

7. understand and apply the principles and techniques of school budgeting and financial management, accounting and school business processes.
8. demonstrate knowledge and skill in how to apply public relations principles and practices and foster good human relations in the school.
9. communicate effectively--in speech and writing--with pupils, staff, parents, the community, the Ministry of Education and significant others.
10. demonstrate knowledge and skill in how to effectively introduce and implement change and innovation.
11. demonstrate knowledge and skill in applying basic management processes including: decision-making, planning, communicating, organizing, controlling and evaluating.
12. develop and implement a daily schedule for classes, pupils and staff members.
13. maintain records required by law.
14. understand and apply basic statistical techniques and research methods applicable to education.
15. manage time effectively.

In constructing the model program, it was determined that there were discrete requirements for primary school administrators and post-primary headmasters as far as their educational qualifications and experience were concerned. Thus, two programs were developed.

Program for Primary School Headmasters

Program Orientation

The program for primary school headmasters shall consist of two-year, full time basic professional and administrative

training (at the undergraduate level) aimed at intensive preparation of primary school headmasters for effective administration of schools.

Entry Qualifications

Minimum requirements for admission to the program are as follows:

1. sound moral character and emotional stability vouched for by competent and reliable sources.
2. teachers' Grade II Certificate or its professional equivalent with a minimum of five years teaching experience in a primary school. Candidates who already possess the Nigeria Certificate in Education (N.C.E.) or the Associateship Certificate in Education or their approved equivalents may be exempted from the professional education component of the program and may complete the program in one calendar year. Preference is given to candidates who are already primary school headmasters or assistant headmasters provided they have the required entry qualifications.
3. demonstrated leadership aptitude.

Program Content

The content of the training program for primary school headmasters consists of professional (education) and administrative components. The courses recommended for each component are as outlined below:

A. Professional Education

Child Growth and Development

Psychology of Learning

Tests and Measurements

Philosophical Foundations of Education
Sociological Foundations of Education
Curriculum and Instruction
Guidance and Counseling for Primary Schools*
Elementary Statistics.*

B. Basic Administrative Training

Unit 1: National System of Education

Historical and Philosophical Foundations
Organization
Administration

Education Laws and Regulations

Unit 2: Leadership and Supervision

Administrative Leadership
Instructional Leadership
Instructional Supervision
Management of Change and Innovation

Unit 3: Personnel Management

Pupil Assessment and Evaluation
Staff Assessment and Evaluation
Staff Development
Grievance Handling and Discipline

*Content indicated should not be emphasized in the program for primary headmasters.

Unit 4: Curriculum and Instruction

Curriculum and Instructional Planning

Curriculum Evaluation

Instructional Methods

Instructional Technology

Classroom Management

Unit 5: School Business Administration

Office Management

Physical Plant Administration

Elementary Bookkeeping and Accounting

Management of School Records

Unit 6: Budgeting and Financial Management

Sources of School Revenue

School Budgeting

Financial Management

Financial Instructions and

Memoranda of the Ministry of Education

Unit 7: Human Relations and Communication

Human Relations

Public Relations

Communication Skills (Oral and Written)

Organizational Communication

Unit 8: The Role and Functions of a Primary School Headmaster

The Headmaster and the Instructional Program

The Headmaster and the Staff

The Headmaster and the Pupils

The Headmaster and the Community

Effective Management of the School's
Financial and Physical Resources

Unit 9: Educational Planning

Educational Planning Concepts,
Techniques and Application

Quantitative and Qualitative Aspects
of Educational Planning

Educational Planning Process, Models
and Strategies

Evaluation Strategies in Educational
Planning and Implementation.

Unit 10: Organization and Administration Theory

Organization Theory*

Administration Theory*

Group Dynamics

School Organization

Unit 11: Administrative Field Experience/Internship

This unit shall be designed to provide opportunities for the application of administrative theories to real-life administrative situations. It shall include:

Case studies, simulation and other practical exercises; independent consultation visits to observe and discuss administrative practices in a variety of schools; supervised internship in educational planning and management in schools and other educational organizations such as the Ministries of Education, Teaching Service Commission, School Boards and Local Education Authorities.

*Content indicated should not be emphasized in the program for primary school headmasters.

Certification

Successful completion of the requirements of the program will qualify the candidate for a Diploma in School Administration.

Program for Post-Primary School Principals

Program Orientation

The program for post-primary school principals is a two-year course of full-time basic professional and administrative training (at the graduate level), aimed at the effective preparation of post-primary school principals.

Entry Qualifications

Minimum entry requirements for the principalship program include the following:

1. Sound moral character and emotional stability vouched for by competent and reliable sources.
2. A bachelor's degree with a minimum of five years teaching experience in a post-primary school. Candidates who have a Bachelor's degree in Education, or the post-graduate Diploma in Education or their approved equivalents may be exempted from the professional education component of the program, provided there is satisfactory evidence that the candidates have already studied, and are able to demonstrate competency in, all the professional education courses. Any deficiency in a candidate's professional education background must be remedied before the candidate is allowed to proceed to the administrative training component of the program.

3. Demonstrated leadership aptitude. In considering candidates for admission to the program, preference is given to principals and officially appointed vice-principals and others who have been selected for appointment or promotion to the position of principal, provided they satisfy the minimum entry requirements described above.

Program Content

The content of the training program for post-primary school principals shall consist of professional education and administrative training components. The courses recommended for each component are described below.

A. Professional Education

Philosophical Foundations of Education

Sociological Foundations of Education

Educational Psychology (with emphasis on Adolescent Psychology and Psychology of Learning)

Tests and Measurement

Guidance and Counseling

Curriculum and Instruction

Educational Statistics and Research Methods

B. Basic Administrative Training ...

Unit 1: National System of Education

Historical and Philosophical Foundations

Organization

Administration

Education Laws and Regulations

Unit 2: Leadership and Supervision

Administrative Leadership

Instructional Leadership

Instructional Supervision

Management of Change and Innovation

Unit 3: Personnel Management

Pupil Assessment and Evaluation

Staff Assessment and Evaluation

Staff Development

Grievance Handling and Discipline

Unit 4: Curriculum and Instruction

Curriculum and Instructional Planning

Curriculum Evaluation

Instructional Methods

Instructional Technology

Classroom Management

Unit 5: School Business Administration

Office Management

Physical Plant Administration

Elementary Bookkeeping and Accounting

Management of School Records

Unit 6: Budgeting and Financial Management

Sources of School Revenue

School Budgeting

Financial Management

**Financial Instructions and Memoranda of the
Ministry of Education**

Unit 7: Human Relations and Communication

Human Relations

Public Relations

Communication Skills (Oral and Written)

Organizational Communication

Unit 8: The Role and Functions of the Post-Primary School Principal

The Principal and the Instructional Program

The Principal and the Staff

The Principal and the Students

The Principal and the Community

Effective Management of the School's Financial and Physical Resources

Unit 9: Educational Planning

Educational Planning Concepts, Techniques and Application

Quantitative and Qualitative Aspects of Educational Planning

Educational Planning Process, Models and Strategies

Evaluation Strategies in Educational Planning and Implementation.

Unit 10: Organization and Administration Theory

Organization Theory*

Administration Theory*

Group Dynamics

School Organization

Unit 11: Administrative Field Experience/Internship

This unit shall be designed to provide opportunities for the application of administrative

*Content should not be emphasized in training programs for post-primary principals.

theories to real-life administrative situations. It shall include:

Case studies, simulation and other practical exercises; independent consultation visits to observe and discuss administrative practices in a variety of schools; supervised internship in educational planning and management in schools and other educational organizations such as the Ministries of Education, Teaching Service Commission, School Boards and Local Education Authorities.

Certification

Successful completion of the requirements of the program will qualify the candidate for a Master of Education (M.Ed.) degree in School Administration.

Instructional Approaches

A variety of methods and techniques may be used for instruction in the Headmasters' and Principals' programs. The particular method used would depend on: (a) the nature of the content to be taught, (b) the characteristics of the students and (c) the instructional setting. The following instructional methods are suggested:

1. lecture/teaching
2. case studies and simulations
3. role playing
4. use of guest speakers
5. model school visitation
6. others, appropriate to the circumstances.

Program Evaluation

Evaluation has been defined as "the determination of the worth of a program, product, procedure, or objective, or the potential utility of alternative approaches designed to attain specified objectives."¹ It consists of procedures designed to systematically collect the descriptive and judgmental information necessary to make effective training and educational decisions.²

According to Kirkpatrick, evaluation procedures should consider outcome at four levels: reaction, learning, behavior, and results.³ Delineation of outcome criteria at each of these four levels is provided in the pages that follow.

Reaction concerns how the trainees felt about the program in which they participated (includes trainees' reactions to the content of the program, the trainer, the

¹Blaine R. Worthen and James R. Sanders, Educational Evaluation: Theory and Practice. (Washington, Ohio: Charles A. Jones Publishing Company, 1973), p.19.

²Irwin I. Goldstein, Training Program Development and Evaluation. (Brooks/Cole Publishing Company, 1974), p.49.

³Ibid, p.59.

methods used, and the surrounding in which the training took place). Learning involves the extent to which the trainees have absorbed the knowledge and skills that have been taught. The extent to which the trainees can apply what they have learned in training to their job settings is termed behavior. Results are the extent to which cost-related behavioral outcomes have been affected by the training.⁴

Reaction and learning measures are concerned with outcomes of the instructional program itself. Hence, they are often referred to as "internal" measures of training success. Behavior and results measures deal with the outcomes of the training program as applied to the job environment, and are usually defined as "external" measures.⁵

The training model proposed in this chapter may be evaluated using these four levels of criteria recommended by Kirkpatrick. With regard to reaction criteria, specific reaction objectives can be formulated consistent with the objectives of the model described. Once the objectives for teaching a particular topic or topics have been formulated,

⁴K.N. Wexley, and Gary P. Latham, Developing and Training Human Resources in Organizations. (Scott, Foresman and Company, 1981), p.89.

⁵Ibid, p.89.

a comment sheet similar to the one presented in Figure 7 can be designed to record reactions.

It should elicit reactions to training objectives, permit anonymous answers, and allow the trainees to write additional comments not covered by the questions. In addition, two or three items that have no relationship to the training program might be included on the reaction questionnaire, to determine whether the trainees are responding thoughtfully or blindly.⁶

Although favorable reactions to a training program do not necessarily guarantee that learning has taken place or that behavior of the trainees has changed as a result of the program, reaction measures are important, nevertheless, to assess the success of training efforts, and to provide trainers with information which may help them plan future programs. Using "self-report" reaction measures, in which trainees are asked to evaluate themselves on certain variables related to the purpose of the training such as leadership, budgeting, or time management, the difference between self-report measures taken at the start of the training program (pre-test) and those taken at the end of training (post-test) serves as a way of assessing the trainees' reaction to the usefulness of the program.⁷

⁶Ibid, p.79.

⁷Ibid, p.81-84.

FIGURE 7: AN EXAMPLE OF A TRAINEE REACTION QUESTIONNAIRE

Evaluation Questionnaire

(Please return this form unsigned to the Training & Development Group)

1. Considering everything, how would you rate this program?
(Check one)
Unsatisfactory___Satisfactory___Good___Outstanding___

Please explain briefly the reasons for the rating you have given:

2. Were your expectations exceeded___matched___fallen below___? (Check one)

3. Are you going to recommend this training program to other members of your department? Yes___No___ If you checked "yes", please describe the job titles held by the people to whom you would recommend this program?

4. Please rate the relative value (1=very valuable; 2=worthwhile; 3=negligible) of the following components of the training program to you:

Videocassettes	_____	Role-Playing exercises	_____
Workbooks	_____	Small Group Discussions	_____
Small Group Discussions	_____	Lectures	_____
Cases	_____	Readings: Articles	_____

5. Please rate the main lecturer's presentation (1=not effective; 2=somewhat effective; 3=effective) in terms of:

Ability to Communicate	_____
Emphasis on Key Points	_____
Visual Aids	_____
Handout Materials	_____

FIGURE 7: Cont.

6. Please rate the following cases, readings and videocassettes by placing a checkmark in the appropriate column:

	<u>Excell.</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
Overcoming Resistance to Change				
Reviewing Performance Goals				
Setting Performance Goals				
Handling Employee Complaints				
Improving Employee Performance				
The Village Headmaster				
Father Galvin Visits His Schools				
McGregor's Theory X and Y				
Mr. Ajayi v. the Parents				
The Community School Principal				
Ojefua Takes Over				

7. Was the ratio of lectures to cases (check one): High___
OK___Low___?
8. Were the videocassettes pertinent to your work? (check one)
- To most of my work?_____
- To some of my work?_____
- To None of my work?_____

9. To help the training director and the staff provide further improvements in future programs, please give us your frank opinion of each case discussion leader's contribution to your learning (Place your checkmarks in the appropriate boxes).

	Excellent	Above Average	Average	Below Average	Poor
Agboifo					
Nwafor					
Osilama					
Placida					
Jacinta					
Okonkwo					
Isome					
Sr. Consolata					
Ogbaghada					

10. How would you evaluate your participation in the program?
(check)

Overall workload: Too heavy___ Just right___ Too light___
 Case preparation: Too much___ Just right___ Too little___
 Homework assignments: Too heavy___ Just right___ Too little___

11. What suggestions do you have for improving the program?

12. Please add any additional comments, criticisms, or suggestions that you think might be helpful for the training group to know before scheduling future programs:

Source: Adapted from Wexley, Kenneth N. and Gary P. Latham, Developing and Training Human Resources in Organization, op cit. p.79-81.

Learning criteria are used to assess the knowledge and skills that were absorbed by the trainees. In the case of the model programs presented in this chapter, knowledge of the suggested content may be measured by a variety of methods including paper-and-pencil tests similar to those taken in university courses. "Regardless of the learning tests used" suggest Wexley and Latham "it is essential that the test is based directly on the program's learning objectives."⁸ The learning objectives for the model program would consist of the knowledge and skills that have been identified (through the review of literature and the research survey) as necessary prerequisites for satisfactorily performing the school administrator's job.

While a program may promote learning, the learning may not affect the trainee's behavior on the job. Therefore, it is necessary to distinguish learning criteria from behavioral criteria:

Learning is based upon the trainee's knowledge or skill performance in the training environment itself. Behavioral criteria, on the other hand, are concerned with the performance of the trainee in another environment, i.e., the on-the-job setting.⁹

⁸Ibid, p.86.

⁹Ibid, p.87.

Appraisals of the on-the-job behavior of headmasters and principals, who are given training in school administration using the suggested model, may be collected from various supervisory sources, such as Ministry of Education officials (e.g., Inspectors of Education) and from co-workers and subordinates, such as teachers, bursars, and school clerks. The appraisal should be done several months after training so that the trainee is given adequate opportunity to put into practice what has been learned during training.

An example of a behavioral questionnaire that could be used by teachers to assess the on-the-job behavior of their headmaster or principal, who has undergone training in conducting appraisal feedback interviews with employees, is given in Figure 8. The purpose of the questionnaire would be to evaluate the effectiveness of the training program.

"Results" criteria are used (in measuring the effectiveness of a program) to relate the results of the training program to organizational objectives.¹⁰ Results that could be examined in assessing the effectiveness of the model program include costs, turn-over, absenteeism,

¹⁰ Irwin I. Goldstein, p.60.

Figure 3 : An Example of a Behavioral Questionnaire
Completed by Subordinates

Compared to two years ago:

(CHECK ONE)
Yes No

1. Does your principal have a better understanding of how you perform your job?
2. Does he have a better understanding of you as an individual?
3. Does he better indicate recognition of your good work?
4. Does he better utilize your particular skills?
5. Do you have a better picture of what he expects from you in terms of job performance?
6. Do you have a better picture of how you stand with him over-all?
7. Does he discuss your job performance with you more frequently?
8. Do you have a greater opportunity to present your side of a story during those discussions?
9. Does he take a greater personal interest in you and your future?
10. Does he make a greater effort to help you develop yourself?

Adapted from C. G. Moon and T. Hariton, "Evaluating an Appraisal and Feedback Training Program, "Personnel, November - December (1958), New York: American Management Association, Inc., (1958), p. 40.

grievances, and morale. While changes in these measures can be attributed to factors unrelated to training, such as increased pay, promotion, changes in staff composition, better selection methods, and better equipment, the proportion of change due to training can be isolated by holding other factors constant or weighing all factors. Despite these problems, those implementing the program will seek cost-related evidence wherever possible, to demonstrate that training efforts affect organizational effectiveness. Where this is impossible, the program should be evaluated on the basis of behavioral criteria, that is, the extent to which the training program has brought about a relatively permanent change in the headmaster's or principal's behavior.

Summary

A model training program in educational planning and management, for the preparation of school administrators in Nigeria, has been presented, based on the findings from the review of related research and the findings from the survey. The model includes a program for primary school headmasters and one for post-primary school principals. In addition, goals and objectives, instructional approaches, and procedures for evaluating the program have been discussed.

CHAPTER SEVEN

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter is a general summary of the study, findings, conclusions and recommendations.

Summary

The purpose of this study was to:

1. Identify topics that experts in school administration recommend for the training and development of school administrators;
2. Identify topics which Nigerian school administrators and Ministry of Education Officials consider important for effective preparation of Nigerian school administrators.
3. Determine the importance which practicing school administrators in Nigeria and the Ministry of Education Officials to whom they are responsible attach to suggested topics for the preparation of Nigerian school administrators.
4. On the basis of all relevant information to develop a model training program in educational planning and management for the preparation of school administrators in Nigeria.

The study attempted to answer the following questions:

1. What topics should be included in a model educational program for school administrators who operate at the primary and secondary levels of an educational system?

2. What topics do Nigerian school administrators, and Ministry of Education officials to whom they are responsible, regard as important for preparation of administrators?
3. How important do Nigerian school administrators and Ministry of Education officials regard certain topics suggested for inclusion in a program specifically designed for the preparation of Nigerian school administrators?
4. How do Nigerian school administrators and the Ministry of Education officials differ in their perceptions of the importance of certain topics suggested for inclusion in an educational program for school administrators in Nigeria?

The importance of the study was seen as including the following:

1. Contribute to improvement of content of educational programs for school administrators.
2. Provide guidelines for identifying the educational needs of school administrators
3. Yield information that would be valuable in planning pre-service and in-service education and development programs for prospective and practicing school administrators.
4. Provide data for counseling prospective and practising school administrators who might wish to take courses in educational planning and management to develop their administrative skills.
5. Provide guidelines that might be useful as a basis for the development of an education program that would be responsive to the needs of school administrators in Nigeria.

This study assumes that an educational program would best serve the needs of those for whom it is designed, if they have themselves contributed to its development. Also, an educational program developed by those for whom it is

designed, the experiences of other countries, and the opinion of experts in the field, could be useful.

Limitations of the Study

This study had the follow-up limitations:

1. In the context of the study, "school administrators" referred only to primary school headmasters and post-primary school principals.
2. The nature of the measurement scale used.
3. Time constraint made a field-testing of the proposed model impossible.
4. The population studied was restricted to:
 - a. primary school headmasters
 - b. post-primary school principals
 - c. Ministry of Education officials.

Research Design

The following procedures were followed in conducting this study:

1. A review of literature and related research was made.
2. A list of content topics found in the literature was prepared.
3. On the basis of the content topics identified in the literature, a rating instrument was developed and used to evaluate the topics.
4. The rating instrument was reviewed by members of my doctoral committee and other distinguished professors in the fields of Research, Evaluation and Personnel Management.

5. The questionnaires were pilot tested by a sample of Nigerian school administrators studying in the United States of America. Suggestions were considered and alterations made.
6. The final form of the rating instrument was prepared. Copies of the rating instrument were sent to and completed by a sample of primary school headmasters, post-primary school principals and Ministry of Education officials in Nigeria. The topics were rated in terms of five degrees of importance for inclusion in an educational program.
7. The responses of the 180 raters were tabulated and statistically treated in the following manner:
 - a. Rank Order of Means of all topics for Primary School Headmasters and Ministry of Education Officials combined.
 - b. Ratings of the suggested topics by the Headmasters, the Ministry of Education Officials and both groups combined.
 - c. Chi-square values for differences between observed and expected frequencies of responses for Headmasters and Ministry of Education Officials on all topics on the rating instrument.
 - d. Means and Standard Deviations of ratings on all topics for separate groups of raters and combined group of raters (Primary School Headmasters and Ministry of Education Officials).
 - e. Rank Order of Means on all topics for post-primary school principals and Ministry of Education Officials combined.
 - f. Ratings of the suggested topics by the principals, the Ministry of Education officials, and by both groups combined.
 - g. Chi-Square values for differences between observed and expected frequencies of responses for Principals and Ministry of Education Officials on all topics on the rating instrument.

- h. Means and Standard Deviations of ratings on all topics for separate groups of raters and combined group of raters (Post-primary school Principals and Ministry of Education officials).
- 8. After the program content topics were identified, a model educational program for the preparation of school administrators in Nigeria was developed based on the findings from research and literature review, and from the survey instrument.

Findings of the Study

The major findings of this study were derived from, (a) the review of literature and related research presented in Chapter 3; and (b) the analysis of the data gained through the survey of primary school headmasters, post-primary school principals and Ministry of Education officials summarized in Chapter Five. The findings are:

- 1. The review of literature and related research showed no evidence of any nation-wide study that had been done on either the pre-service or in-service education of primary school headmasters and post-primary school principals in Nigeria.
- 2. The review also revealed that educational programs in educational planning and management designed specifically for the preparation of primary school Headmasters and post-primary school principals were non-existent.
- 3. Unlike in the United States where school administrators have to be certified before they can practice ("to protect the public against incompetent personnel"), no such requirements exist in Nigeria.
- 4. The high rate of response from the sample studied (87 percent of the Headmasters, 93 percent of the Principals and 90 percent of the Ministry of Education Officials) indicated considerable interest in the education of Nigerian school administrators.

5. The typical primary school headmaster in Nigeria was more than 41 but less than 50 years of age (49.2 percent); was male (75.4 percent); was located in a rural area (72.3 percent), in a school with an enrollment of fewer than 600 pupils but more than 350 pupils (49.2 percent); had no bachelor's degree (96.9 percent); had up to 16 or more years of teaching experience (84.6 percent); had held a headmastership for less than eleven years (75.4 percent); had no formal training in school administration (76.9 percent); and had a high need for education in planning and management (63.1 percent).
6. The typical post-primary school principal in Nigeria was more than 40 but less than 51 years of age (52.9 percent); was male (68.6 percent); was located in an urban area (62.9 percent) in a school with an enrollment of 850 students and over (41.4 percent); had up to 16 or more years of teaching experience (70.0 percent); had held a principalship for less than 11 years (72.8 percent); had no formal training in school administration (75.5 percent); had a high need for training in educational planning and management (77.1 percent).
7. There was a high degree of agreement between and among all the groups of respondents with regard to the importance of the suggested topics for the education and development of school administrators in Nigeria.
8. None of the thirty suggested topics for the preparation of primary school headmasters received a "Not Important" rating by up to 4.0 percent of the headmasters and Ministry of Education officials, either as separate or combined groups.
9. More than 50.0 percent of primary school headmasters and the Ministry of Education officials (combined) rated 25 of the 30 topics as extremely or very important. The 25 topics are:

Human Relations

Curriculum and Instructional Planning

School-Community Relations
 Maintenance of Order and Discipline
 Student Evaluation
 Educational Planning Methods
 Maintenance of School Records
 School Budgeting and Financial Management
 Administrative Leadership
 Curriculum Evaluation
 Instructional Supervision
 Time Table Preparation
 Management of School Property
 Classroom Management
 Introducing and Implementing Change Effectively
 Staff Evaluation
 Education Law
 Organization and Administration of Education in Nigeria
 Maintenance of School Grounds and Buildings
 Office Management
 Time Management
 Procedures for Admission and Transfer of Students
 Communication Skills
 Elementary Statistics and Educational Research Methods

10. None of the thirty suggested topics for the preparation of post-primary school principals received a "Not Important" rating by up to 2.0 percent of both the post-primary school principals and the Ministry of Education Officials either as separate or as a combined group.

11. With the exception of "Organization Theory" all other topics suggested for the training and development of post-primary school principals were rated as being "extremely important" or "very important" by more than 50.0 percent of the Principals and Ministry of Education Officials combined. The topics are:

Human Relations

Curriculum and Instructional Planning

Maintenance of Order and Discipline

Educational Planning Methods

School-Community Relations

Student Evaluation

School Budgeting and Financial Management

Administrative Leadership

Curriculum Evaluation

Classroom Management

Maintenance of School Records

Instructional Supervision

Time Table Preparation

Guidance and Counseling

Management of School Property

Staff Evaluation

Decision Making

Introducing and Implementing Change Effectively

Communication Skills

Office Management

Grievance Handling

Organization and Administration of Education
in Nigeria

Education Law

Time Management

Maintenance of School Grounds and Buildings

Elementary Statistics and Educational Research
Methods

Administrative Theory and Practice

Procedures for Admission and Transfer of
Students

Administration of Extra-Curricula Activities

12. The eleven topics whose mean ratings (by head-
masters and Ministry of Education officials
combined) ranged from 4.00 and above were:

Human Relations

Curriculum and Instructional Planning

Maintenance of Order and Discipline

School-Community Relations

Student Evaluation

Maintenance of School Records

Educational Planning Methods

Instructional Supervision

Administrative Leadership

School Budgeting and Financial Management

Time Table Preparation

13. The fourteen topics whose mean ratings (Principals
and Ministry of Education Officials combined)
ranged from 4.00 and above were:

Human Relations

Curriculum and Instructional Planning

Student Evaluation

School Budgeting and Financial Management
Educational Planning Methods
Administrative Leadership
Maintenance of Order and Discipline
School-Community Relations
Curriculum Evaluation
Maintenance of School Records
Instructional Supervision
Time-Table Preparation
Classroom Management
Introducing and Implementing Change Effectively

Conclusions

Based on the findings of this study, and subject to the limitations already stated, the following conclusions were drawn:

1. Seventy-six and nine-tenths (76.9) percent of the Primary School Headmasters and 75.7 percent of the post-primary school principals in Nigeria had no formal training in school administration.
2. There is a high need for the education of Nigerian primary school Headmasters and post-primary school principals in Educational Planning and Management.
3. Programs in school administration designed specifically for primary school headmasters and post-primary school principals are urgently needed.
4. With the exception of five of the thirty topics suggested, there was a high degree of consensus among all the raters as to the relative importance of the topics.

5. The consistently high percentage of raters (above 70 percent) who rated the following topics as being "extremely important" or "very important" would suggest that competencies in the topics are critically essential for primary school headmasters and post-primary school principals and should be highly emphasized in their training programs. The topics are:

Human Relations

Curriculum and Instructional Planning

Student Evaluation

School Budgeting and Financial Management

Educational Planning Methods

Administrative Leadership

Maintenance of Order and Discipline

School-Community Relations

Curriculum Evaluation

Maintenance of School Records

Instructional Supervision

Time Table Preparation

Recommendations

The recommendations proposed are consequential upon the review of the literature and related research and the findings of this research. The recommendations are not arranged in any specific order. Their implementation can lead to considerable improvement in the performance of the

job of the primary school headmasters and post-primary school principals. The recommendations are as follows:

1. Provision should be made by Nigerian Universities to offer pre-service and in-service programs in school administration for prospective and serving primary school Headmasters and post-primary school principals. The programs should be directly related to the roles and responsibilities of the Headmasters and principals, and should have three components: Professional education, administrative training and Administrative Internship/Field Experience. The programs should be flexible enough to permit candidates who already possess approved professional qualifications in education (e.g. a Diploma in Education or Bachelor of Education) to enter straight into the administrative training component of the programs, which should last at least one calendar year. Possession of a sound professional education certificate or Diploma relevant to the level of school administration of the prospective candidate for the program should be a requirement for admission to the program. Additionally, candidates must have sound moral character and leadership aptitude.
2. The model educational programs for the preparation of primary school Headmasters and post-primary school principals described in Chapter 6 above should serve as a guide to Nigerian Universities and Ministries of Education in planning pre-service and in-service education programs for primary school Headmasters and post-primary school principals.

The model may be known as the PROFESSIONAL EDUCATIONIST-CUM-ADMINISTRATOR SPECIALIST (PECAS) MODEL. It is a model which produces a school administrator who has a sound professional training in education relevant to the level of educational institution he is administering; and, a specialist training in school administration relevant to the level of school system in which he functions.

3. Appointment of headmasters and principals should be based not only on mere "seniority" and teaching experience but also on satisfactory evidence of sound moral character, demonstrated leadership

potential, and possession of both professional (education) and administrative qualifications.

4. Headmasters and Principals who do not have training in school administration but are otherwise qualified should be granted study leave to proceed for in-service training in school administration. Efforts should be made to ascertain that institutions (at home or abroad) where such serving officers propose to undertake their administrative training do in fact have sound and relevant programs in educational administration and that the trainees' learning experiences in the institution would be beneficial to the improvement of educational administration in Nigeria. On completing their training programs, trainees should be allowed to return to administer schools instead of the currently common practice of transferring them to the Ministry of Education or other non-school setting.
5. Future school administrators in Nigeria should be certified before they can be allowed to head schools. Federal and State Ministries of education should establish uniform certification standards for school administrators to guard the public against immoral, undisciplined and incompetent administrators.
6. Practice-oriented short-term and induction courses in Educational Planning and Management should be organized by Universities and Ministries of Education for newly appointed Headmasters and principals. Competencies that should be emphasized in the courses should include, but not limited to, competencies in the following areas:

Human Relations

Curriculum and Instructional Planning

Student Evaluation

School Budgeting and Financial Management

Educational Planning Methods

Administrative Leadership

Maintenance of Order and Discipline

School-Community Relations

Curriculum Evaluation

Maintenance of School Records

Instructional Supervision

Time Table Preparation

Classroom Management

Introducing and Implementing Change Effectively

7. University and College of Education lecturers in school administration should possess sound professional qualifications in education in addition to a doctorate degree in Educational Administration.
8. At least some of the staff (trainers) should have practical experience in school administration.
9. Persons who are not professional educators but who possess expertise in some technical aspect of administration related to school administration (e.g., Budgeting and Financial Management, Elementary Bookkeeping and Accounting) should be invited as guest speakers to lecture on topics of their expertise.
10. Federal and State Ministries of Education should give high priority to the professional and administrative training of primary school headmasters and post-primary school principals and should formulate policies which would encourage Headmasters' and Principals' regular attendance at conferences, local workshops and short courses at Universities and Colleges of Education.
11. Nigerian Universities and Ministries of Education should cooperatively ensure that books, journals and other resources on school administration are adequately provided.

12. Committees for in-service education of school administrators should be formed at national and state levels. The committees should comprise professors of Educational Planning and Management, Ministry of Education officials, Headmasters and Principals and other interest groups (e.g., representatives of the Nigerian Union of Teachers). The committees should be advisory and responsible to the Ministries of Education. Their functions should include the following:

Identify headmasters' and principals' in-service training needs; assist in planning and implementing in-service education programs for Headmasters and principals; establish procedures and techniques; provide for on-going feedback; arrange for evaluation procedures; and devise a systematic program of action for the future.

13. National or State Institutes of Educational Planning and Management or Administrative Staff Schools for school administrators should be established. The planning, organization, staffing and management of the institutes or schools should be a joint affair of the Ministries of Education and the Universities.
14. Successful school administration is a function of at least six factors: (1) sound moral character, (2) leadership aptitude, (3) possession of professional and administrative competencies (knowledge, skills, ability, and attitude), (4) motivation, (5) necessary tools and facilities to work with, and (6) organizational support. Therefore, a systems approach to the training and development of school administrators, which takes into consideration the six factors outlined above should be adopted. Efforts should be made to select the right type candidates for headship of Nigeria's primary and post-primary schools. The selected candidates should receive appropriate professional and administrative education to improve their leadership skills; motivate them through financial and non-financial rewards; provide them with tools and facilities to work with and formulate policies that would encourage institutional support of change and innovation.

15. For effective preparation of Nigerian school administrators, headmasters and principals should be given opportunities to participate actively in the development of programs--induction courses, short-term courses, seminars, workshops, refresher courses, long-term courses, etc., to ensure the programs address the actual needs of the school administrators for whom the programs are designed.
16. Evaluation procedures should be part of the pre-service and in-service training programs. Topics listed under the programs for primary school Headmasters and post-primary school Principals described in the Model Program in Chapter 6 should be part of educational programs for headmasters and principals.

Top priority should be given to competencies in the following topics:

Human Relations

Curriculum and Instructional Planning

Student Evaluation

School Budgeting and Financial Management

Educational Planning Methods

Administrative Leadership

Maintenance of Order and Discipline

School-Community Relations

Curriculum Evaluation

Maintenance of School Records

Instructional Supervision

Time-Table Preparation

Classroom Management

Introducing and Implementing Change Effectively

17. In view of the enormous variety of tasks performed by school administrators and the variability of the circumstances under which they are performed, no preparation for performance of a set of specific tasks can be adequate for all occasions. Therefore, it is strongly recommended that preparation programs emphasize administrative processes.
18. Consideration should be given to an interdisciplinary approach to program development; future school administrators can benefit from courses in psychology, sociology, philosophy, and business administration.

Suggestions for Further Research

In this study a model program for the training and development of school administrators was developed. There is need for further research to test the model.

Research is also needed to determine why primary school Headmasters and Ministry of Education Officials rate Organization and Administration Theories very low as topics for the training of primary school Headmasters.

The feasibility of establishing an all-Nigerian Administrative Staff School for school administrators in Nigeria needs further research.

APPENDIX A
SUPPLEMENTARY TABLES

TABLE 19: MEANS AND STANDARD DEVIATIONS OF RATINGS ON ALL TOPICS FOR SEPARATE GROUPS OF RATERS AND COMBINED GROUP OF RATERS (PRIMARY SCHOOL HEADMASTERS/MINISTRY OF EDUCATION OFFICIALS)

Topics	Primary School Headmasters		Rating Groups		Combined Group	
	Ministry of Education Officials		Ministry of Education Officials		Ministry of Education Officials	
	Means	S.D.	Means	S.D.	Means	S.D.
Educational Planning Methods	4.12	0.86	4.29	0.84	4.19	0.85
Decision Making	3.51	0.89	3.47	0.87	3.49	0.88
Education Law	3.62	1.11	4.04	0.85	3.79	1.03
Curriculum and Instructional Planning	4.34	0.69	4.40	0.86	4.36	0.76
School Budgeting and Financial Management	4.03	0.90	4.13	0.76	4.07	0.84
Time Management	3.62	1.01	3.80	0.97	3.69	0.99
Time Table Preparation	3.95	0.98	4.09	0.85	4.01	0.92
Administrative Leadership	4.09	.091	4.22	0.80	4.15	0.87
Instructional Supervision	4.15	0.83	4.16	0.90	4.16	0.86
Administrative Theory and Practice	3.17	0.99	3.00	0.84	3.10	0.93
Organization Theory	2.89	0.90	3.09	0.87	2.97	0.89
Human Relations	4.46	0.64	4.47	0.63	4.46	0.63
Communication Skills	3.52	1.05	3.80	0.89	3.64	0.99
Office Management	3.83	0.86	3.53	0.84	3.71	0.86
Maintenance of School Records	4.17	0.78	4.29	0.90	4.22	0.83
Management of School Property	3.92	0.89	3.87	0.82	3.90	0.86
Classroom Management	3.99	0.72	4.05	0.91	3.99	0.80
Maintenance of Order and Discipline	4.32	0.75	4.33	0.83	4.33	0.77
Guidance and Counseling	3.46	1.00	3.44	1.10	3.46	1.04
Grievance Handling	3.22	1.08	3.38	1.03	3.28	1.06
Student Evaluation	4.22	0.97	4.27	0.72	4.24	0.87
Staff Evaluation	3.79	0.94	3.84	0.88	3.81	0.91
Curriculum Evaluation	4.06	0.79	3.87	0.89	3.98	0.84
Introducing and Implementing Change Effectively	3.80	0.85	3.00	0.94	3.77	0.89
School-Community Relations	4.17	0.88	4.36	0.74	4.25	0.83
Maintenance of School Grounds and Building	3.80	0.83	3.51	0.84	3.68	0.85
Organization and Administration of Education in Nigeria	3.91	0.88	3.64	0.93	3.80	0.91
Procedures for Admission and Transfer of Students	3.52	1.09	3.47	0.92	3.50	1.01
Administration of Extra Curricular Activities	3.25	0.85	3.58	0.84	3.38	0.86
Elementary Statistics and Educational Research Methods	3.54	1.15	3.58	1.03	3.56	1.10

TABLE 20: MEANS AND STANDARD DEVIATIONS OF RATINGS ON ALL TOPICS FOR SEPARATE GROUPS OF RATERS AND COMBINED GROUP OF RATERS (POST-PRIMARY SCHOOL PRINCIPALS/MINISTRY OF EDUCATION OFFICIALS)

Topics	Rating Groups					
	Post-Primary School Principals		Ministry of Educa- tion Officials		Combined Group	
	Means	S.D.	Means	S.D.	Means	S.D.
Educational Planning Methods	4.37	.80	4.40	.62	4.38	.73
Decision Making	4.04	.77	3.78	.90	3.94	.83
Education Law	3.64	.87	4.13	.87	3.84	.90
Curriculum and Instructional Planning	4.47	.65	4.42	.75	4.45	.69
School Budgeting and Financial Management	4.36	.74	4.47	.69	4.40	.72
Time Management	3.83	.96	3.76	.93	3.80	.95
Time Table Preparation	4.09	.91	4.11	.86	4.10	.89
Administrative Leadership	4.36	.76	4.40	.81	4.37	.78
Instructional Supervision	4.13	.78	4.24	.77	4.17	.78
Administrative Theory and Practice	3.47	.88	3.58	.99	3.51	.92
Organization Theory	3.31	.75	3.49	.87	3.83	.80
Human Relations	4.47	.61	4.47	.66	4.47	.63
Communication Skills	3.64	.85	4.11	.78	3.83	.85
Office Management	3.86	.86	3.91	.82	3.88	.84
Maintenance of School Records	4.17	.80	4.20	.82	4.18	.80
Management of School Property	3.97	.72	3.89	.80	3.94	.75
Classroom Management	4.14	.67	3.98	.87	4.08	.75
Maintenance of Order and Discipline	4.47	.61	4.09	.79	4.32	.71
Guidance and Counseling	3.80	.84	4.09	.87	3.91	.86
Grievance Handling	3.74	.86	3.71	.87	3.73	.86
Student Evaluation	4.44	.74	4.38	.81	4.41	.76
Staff Evaluation	3.93	.89	4.04	.82	3.97	.86
Curriculum Evaluation	4.19	.77	4.20	.66	4.19	.82
Introducing and Implementing Change Effectively	4.16	.85	3.89	.91	4.05	.88
School-Community Relations	4.30	.69	4.31	.70	4.30	.69
Maintenance of School Grounds and Building	3.57	.86	3.56	.79	3.57	.83
Organization and Administration of Education in Nigeria	3.76	.75	3.73	.86	3.75	.79
Procedures for Admission and Transfer of Students	3.57	1.03	3.36	.83	3.49	.96
Administration of Extra Curricular Activities	3.43	.77	3.58	.84	3.49	.80
Elementary Statistics and Educational Research Methods	3.53	.81	3.67	.91	3.58	.85

APPENDIX B

**RESEARCH QUESTIONNAIRE (FOR PRIMARY SCHOOL HEADMASTERS
AND POST-PRIMARY SCHOOL PRINCIPALS)**

HM/P

QUESTIONNAIRE
A STUDY OF EDUCATIONAL PLANNING
AND MANAGEMENT TRAINING NEEDS

NOTES:

1. The purpose of this study is to find out what topics you think should be included in training programs designed specifically for the preparation of school administrators like you.
2. Your opinion and suggestions are needed to help plan future training programs.
3. Your responses to the questionnaire items and your suggestions will be treated as strictly confidential.
4. Please use back of the page where necessary.

INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE

1. Complete Parts I and II of the questionnaire.
2. Part II contains a list of Planning and Management topics.
3. Read each topic.
4. Please indicate the importance of including the topics in a training program for the preparation of Primary School Headmasters/Post-Primary School Principals in Nigeria by circling the appropriate numbers to the right of each topic.
5. Rate the topics as they apply to the role and functions of:
 - (a) Primary School Headmasters, if you are a Primary School Headmaster
 - (b) Post-Primary School Principals, if you are a Post-Primary School Principal

(Turn to the next page)

2

6. Use the following scale:

- 1 Not important
- 2 Slightly important
- 3 Important
- 4 Very important
- 5 Extremely important

7. Thank you for your time and cooperation.

(Turn to the next page)

HM/P

QUESTIONNAIRE
A STUDY OF EDUCATIONAL PLANNING
AND MANAGEMENT TRAINING NEEDS
HEADMASTERS'/PRINCIPALS' PERCEPTIONS

PART I: PERSONAL AND DEMOGRAPHIC DATA

Surname _____ Other Names _____

Age in years on your last birthday Check (✓) one

- _____ 1. Under 30
- _____ 2. 31 - 40
- _____ 3. 41 - 50
- _____ 4. 51 and over

Indicate your sex (check one)

- _____ 1. Male
- _____ 2. Female

Type of Institution (check one)

- _____ 1. Primary School
- _____ 2. Post-Primary School

Location of school (check one)

- _____ 1. Urban
- _____ 2. Rural

Enrollment of students in school (check one)

- _____ 1. 1 - 349
- _____ 2. 350 - 599
- _____ 3. 600 - 849
- _____ 4. 850 and over

2

How much formal education have you completed? (check one)

- _____ 1. Non-graduate (state your qualifications):
 _____ 2. Bachelor's degree without teaching qualification
 _____ 3. Bachelor's degree with teaching qualification
 _____ 4. Higher degree

Number of years of teaching experience (check one)

- _____ 1. 1 - 5
 _____ 2. 6 - 10
 _____ 3. 11 - 15
 _____ 4. 16 - 20 and over

Present Position/Designation _____

Number of years of experience as:

- (1) Primary School Headmaster _____
 (2) Post-Primary School Principal _____

Name of School _____

Town/State _____

Have you had any formal training in School Administration?

Check (✓) one: _____ No
 _____ Yes

Please indicate your need to update or further improve your Planning and Management Skills. Check (✓) one:

_____ None _____ Low _____ High _____ Very High

(Turn to the next page)

PART II: HEADMSTERS'/PRINCIPALS' PERCEPTIONS

DIRECTIONS: Please indicate the importance of including the topics below in a training program for the preparation of Primary School Headmasters (if you are a Primary School Headmaster) or Post-Primary School Principals (if you are a Post-Primary School Principal) in Nigeria, by circling the appropriate number to the right of each topic.

Use the following scale:
 1 Not important
 2 Slightly important
 3 Important
 4 Very important
 5 Extremely important

1. Educational Planning Methods (systematic step-by step method and process of identifying, selecting and outlining alternative courses of action to meet existing or possible future needs of the school; techniques for estimating and forecasting pupil enrollment, teacher supply and the instructional materials that would be needed).	1	2	3	4	5
2. Decision-Making (formal procedures and techniques, e.g., Nominal Group Technique, for making effective decisions).	1	2	3	4	5
3. Education Law (education laws and regulations of Nigeria; legal rights and responsibilities of school administrators and students).	1	2	3	4	5
4. Curriculum and Instructional Planning (relating curriculum to time, facilities and personnel; drawing up syllabuses, schemes of work and lesson plans. Planning and directing remedial instruction).	1	2	3	4	5
5. School Budgeting and Financial Management (how to prepare a school budget; procurement and management of funds in accordance with Ministry of Education Regulations).	1	2	3	4	5

- 1 Not important
 2 Slightly important
 3 Important
 4 Very important
 5 Extremely important

6. Time Management (methods of organizing time to minimize less essential activities and be able to work effectively).	1	2	3	4	5
7. Time-table Preparation (method of planning, arranging and controlling the sequence of activities of the school in terms of time, place and staff).	1	2	3	4	5
8. Administrative Leadership (planning, initiating, organizing, directing, influencing, guiding, motivating and controlling the attitudes, behavior and activities of staff and pupils).	1	2	3	4	5
9. Instructional Supervision (modern concepts of supervision; observation of teachers' classroom performance for the purpose of evaluation and/or feedback to teacher; review of educational programs to insure that they meet different pupils' needs).	1	2	3	4	5
10. Administrative Theory and Practice (theories about the art of administration).	1	2	3	4	5
11. Organization Theory (theories about the structure, functioning and performance of organizations and the behavior of groups and individuals within them).	1	2	3	4	5
12. Human Relations (establishing and maintaining good relationships with staff, pupils, parents, local community and Ministry of Education officials).	1	2	3	4	5
13. Communication Skills (effective oral and written communications; how to write official letters and prepare directives, memos and circulars).	1	2	3	4	5
14. Office Management (methods of planning, organizing and controlling work in the school office).	1	2	3	4	5
15. Maintenance of School Records (elementary bookkeeping and accounting methods; how to keep school records - registers, diaries, log-books, etc., to yield useful information).	1	2	3	4	5

(Turn to the next page)

- 1 Not important
 2 Slightly important
 3 Important
 4 Very important
 5 Extremely important

16. Management of School Property (ordering, receipt, distribution and maintenance of school equipment and supplies; taking inventory of stock).	1	2	3	4	5
17. Classroom Management (techniques of constructive classroom control; positive methods of handling classroom discipline problems).	1	2	3	4	5
18. Maintenance of Order and Discipline (methods of establishing and maintaining order in the school; procedures for effective discipline of pupils and staff).	1	2	3	4	5
19. Guidance and Counseling (basic principles, methods and techniques related to diagnosing, interviewing and providing guidance to pupils).	1	2	3	4	5
20. Grievance Handling (methods of dealing with grievances -- expressed feelings about real or perceived injury, injustice or mistreatment -- brought to the attention of the administrator by pupils, staff, parents and others).	1	2	3	4	5
21. Student Evaluation (continuous assessment techniques; weekly, terminal and end-of-year examinations of pupils in various subjects).	1	2	3	4	5
22. Staff Evaluation (techniques for assessing staff performance and helping them to improve their competence).	1	2	3	4	5
23. Curriculum Evaluation (procedures for keeping the staff informed of curriculum trends, new programs and materials; relating work to the requirements of examining bodies, e.g., West African Examination Council).	1	2	3	4	5
24. Introducing and Implementing Change Effectively (skills in introducing and implementing new ideas in ways that ensure cooperation from staff and pupils and others that may be affected by the change).	1	2	3	4	5

(Turn to the next page)

4

- 1 Not important
 2 Slightly important
 3 Important
 4 Very important
 5 Extremely important

25. School-Community Relations (establishing and maintaining cooperative relations with parents, local community organizations, parent-teacher associations; informing community of school problems, activities, and achievements and involving them in the programs and activities of the school).	1	2	3	4	5
26. Maintenance of School Grounds and Building (planning, construction and maintenance of school buildings and other physical facilities).	1	2	3	4	5
27. Organization and Administration of Education in Nigeria (the system of education in Nigeria; role of Federal, state and local government).	1	2	3	4	5
28. Procedures for Admission and Transfer of Students.	1	2	3	4	5
29. Administration of Extra-curricula Activities (organizing, coordinating and evaluating student activities: societies and clubs, games, sports and trips).	1	2	3	4	5
30. Elementary Statistics and Educational Research Methods (basic methods of collecting, organizing, analyzing and interpreting data about pupils, teachers, curricula and facilities to yield useful information for the improvement of the school).	1	2	3	4	5

LIST OTHER TRAINING TOPICS NOT COVERED IN THE LIST ABOVE WHICH YOU FEEL ARE IMPORTANT.

APPENDIX C
RESEARCH QUESTIONNAIRE (FOR
MINISTRY OF EDUCATION OFFICIALS)

QUESTIONNAIRE
A STUDY OF EDUCATIONAL PLANNING
AND MANAGEMENT TRAINING NEEDS

NOTES:

1. The purpose of this study is to find out what topics you think should be included in training programs designed specifically for the preparation of Primary School Headmasters and Post-Primary School Principals in Nigeria.
2. Your opinion and suggestions are needed to help plan future training programs.
3. Your responses to the questionnaire items and your suggestions will be treated as strictly confidential.
4. Please use back of the page where necessary.

INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE

1. Complete all sections of the questionnaire.
2. Listed in Sections A and B are some Planning and Management topics.
3. Read each topic.
4. In Section A, please indicate the importance of including the listed topics in a training program for the preparation of Primary School Headmasters in Nigeria by circling the appropriate number to the right of each topic.
5. In Section B, indicate the importance of including the listed topics in a training program for the preparation of Post-Primary School Principals in Nigeria by circling the appropriate number to the right of each topic.

(Turn to the next page)

2

6. Use the following scale:

- 1 Not important
- 2 Slightly important
- 3 Important
- 4 Very important
- 5 Extremely important

7. Thank you for your time and cooperation.

(Turn to the next page)

QUESTIONNAIRE
A STUDY OF EDUCATIONAL PLANNING
AND MANAGEMENT TRAINING NEEDS

MINISTRY OF EDUCATION OFFICIALS' PERCEPTIONS

SECTION A (PRIMARY SCHOOL ADMINISTRATION)

DIRECTIONS: Please indicate the importance of including the topics below in a training program for the preparation of Primary School Headmasters in Nigeria by circling the appropriate number to the right of each topic.

Use the following scale:
 1 Not important
 2 Slightly important
 3 Important
 4 Very important
 5 Extremely important

1. Educational Planning Methods (systematic step-by-step method and process of identifying, selecting and outlining alternative courses of action to meet existing or possible future needs of the school; techniques for estimating and forecasting pupil enrollment, teacher supply and the instructional materials that would be needed).	1	2	3	4	5
2. Decision-Making (formal procedures and techniques, e.g., Nominal Group Technique, for making effective decisions).	1	2	3	4	5
3. Education Law (education laws and regulations of Nigeria; legal rights and responsibilities of school administrators and pupils).	1	2	3	4	5
4. Curriculum and Instructional Planning (relating curriculum to time, facilities and personnel; drawing up syllabuses, schemes of work and lesson plans. Planning and directing remedial instruction).	1	2	3	4	5
5. School Budgeting and Financial Management (how to prepare a school budget; procurement and management of funds in accordance with Ministry of Education Regulations).	1	2	3	4	5

2

- 1 Not important
 2 Slightly important
 3 Important
 4 Very important
 5 Extremely important

6. Time Management (methods of organizing time to minimize less essential activities and be able to work effectively).	1	2	3	4	5
7. Time-table Preparation (method of planning, arranging and controlling the sequence of activities of the school in terms of time, place and staff).	1	2	3	4	5
8. Administrative Leadership (planning, initiating, organizing, directing, influencing, guiding, motivating and controlling the attitudes, behavior and activities of staff and pupils).	1	2	3	4	5
9. Instructional Supervision (modern concepts of supervision; observation of teachers' classroom performance for the purpose of evaluation and/or feedback to teacher; review of educational programs to insure that they meet different pupils' needs).	1	2	3	4	5
10. Administrative Theory and Practice (theories about the art of administration).	1	2	3	4	5
11. Organization Theory (theories about the structure, functioning and performance of organizations and the behavior of groups and individuals within them).	1	2	3	4	5
12. Human Relations (establishing and maintaining good relationships with staff, pupils, parents, local community and Ministry of Education officials).	1	2	3	4	5
13. Communication Skills (effective oral and written communications; how to write official letters and prepare directives, memos and circulars).	1	2	3	4	5
14. Office Management (methods of planning, organizing and controlling work in the school office).	1	2	3	4	5
15. Maintenance of School Records (elementary bookkeeping and accounting methods; how to keep school records - registers, diaries, log-books, etc., to yield useful information).	1	2	3	4	5

(Turn to the next page)

3

- 1 Not important
- 2 Slightly important
- 3 Important
- 4 Very important
- 5 Extremely important

16. Management of School Property (ordering, receipt, distribution and maintenance of school equipment and supplies; taking inventory of stock).	1	2	3	4	5
17. Classroom Management (techniques of constructive classroom control; positive methods of handling classroom discipline problems).	1	2	3	4	5
18. Maintenance of Order and Discipline (methods of establishing and maintaining order in the school; procedures for effective discipline of pupils and staff).	1	2	3	4	5
19. Guidance and Counseling (basic principles, methods and techniques related to diagnosing, interviewing and providing guidance to pupils).	1	2	3	4	5
20. Grievance Handling (methods of dealing with grievances -- expressed feelings about real or perceived injury, injustice or mistreatment -- brought to the attention of the administrator by pupils, staff, parents and others).	1	2	3	4	5
21. Student Evaluation (continuous assessment techniques; weekly, terminal and end-of-year examinations of pupils in various subjects).	1	2	3	4	5
22. Staff Evaluation (techniques for assessing staff performance and helping them to improve their competence).	1	2	3	4	5
23. Curriculum Evaluation (procedures for keeping the staff informed of curriculum trends, new programs and materials; relating work to the requirements of examining bodies, e.g., West African Examination Council).	1	2	3	4	5
24. Introducing and Implementing Change Effectively (skills in introducing and implementing new ideas in ways that ensure cooperation from staff and pupils and others that may be affected by the change).	1	2	3	4	5

(Turn to the next page)

4

- 1 Not important
 2 Slightly important
 3 Important
 4 Very important
 5 Extremely important

25. School-Community Relations (establishing and maintaining cooperative relations with parents, local community organizations, parent-teacher associations; informing community of school problems, activities, and achievements and involving them in the programs and activities of the school).	1	2	3	4	5
26. Maintenance of School Grounds and Building (planning, construction and maintenance of school buildings and other physical facilities).	1	2	3	4	5
27. Organization and Administration of Education in Nigeria (the system of education in Nigeria; role of Federal, state and local government).	1	2	3	4	5
28. Procedures for Admission and Transfer of Pupils.	1	2	3	4	5
29. Administration of Extra-curricula Activities (organizing, coordinating and evaluating pupil activities: societies and clubs, games, sports and trips).	1	2	3	4	5
30. Elementary Statistics and Educational Research Methods (basic methods of collecting, organizing, analyzing and interpreting data about pupils, teachers, curricula and facilities to yield useful information for the improvement of the school).	1	2	3	4	5

LIST OTHER TRAINING TOPICS NOT COVERED IN THE LIST ABOVE WHICH YOU FEEL ARE IMPORTANT:

(Turn to the next page)

QUESTIONNAIRE
A STUDY OF EDUCATIONAL PLANNING
AND MANAGEMENT TRAINING NEEDS

MINISTRY OF EDUCATION OFFICIALS' PERCEPTIONS

SECTION B (POST-PRIMARY SCHOOL ADMINISTRATION)

DIRECTIONS: Please indicate the importance of including the topics below in a training program for the preparation of Post-Primary School Principals in Nigeria by circling the appropriate number to the right of each topic.

Use the following scale:
 1 Not important
 2 Slightly important
 3 Important
 4 Very important
 5 Extremely important

1. Educational Planning Methods (systematic step-by-step method and process of identifying, selecting and outlining alternative courses of action to meet existing or possible future needs of the school; techniques for estimating and forecasting pupil enrollment, teacher supply and the instructional materials that would be needed).	1	2	3	4	5
2. Decision-Making (formal procedures and techniques, e.g., Nominal Group Technique, for making effective decisions).	1	2	3	4	5
3. Education Law (education laws and regulations of Nigeria; legal rights and responsibilities of school administrators and students).	1	2	3	4	5
4. Curriculum and Instructional Planning (relating curriculum to time, facilities and personnel; drawing up syllabuses, schemes of work and lesson plans. Planning and directing remedial instruction).	1	2	3	4	5
5. School Budgeting and Financial Management (how to prepare a school budget; procurement and management of funds in accordance with Ministry of Education Regulations).	1	2	3	4	5

2

- 1 Not important
 2 Slightly important
 3 Important
 4 Very important
 5 Extremely important

6. Time Management (methods of organizing time to minimize less essential activities and be able to work effectively).	1	2	3	4	5
7. Time-table Preparation (method of planning, arranging and controlling the sequence of activities of the school in terms of time, place and staff).	1	2	3	4	5
8. Administrative Leadership (planning, initiating, organizing, directing, influencing, guiding, motivating and controlling the attitudes, behavior and activities of staff and pupils).	1	2	3	4	5
9. Instructional Supervision (modern concepts of supervision; observation of teachers' classroom performance for the purpose of evaluation and/or feedback to teacher; review of educational programs to insure that they meet different students' needs).	1	2	3	4	5
10. Administrative Theory and Practice (theories about the art of administration).	1	2	3	4	5
11. Organization Theory (theories about the structure, functioning and performance of organizations and the behavior of groups and individuals within them).	1	2	3	4	5
12. Human Relations (establishing and maintaining good relationships with staff, students, parents, local community and Ministry of Education officials).	1	2	3	4	5
13. Communication Skills (effective oral and written communications; how to write official letters and prepare directives, memos and circulars).	1	2	3	4	5
14. Office Management (methods of planning, organizing and controlling work in the school office).	1	2	3	4	5
15. Maintenance of School Records (elementary bookkeeping and accounting methods; how to keep school records - registers, diaries, log-books, etc., to yield useful information).	1	2	3	4	5

(Turn to the next page)

3

- 1 Not important
 2 Slightly important
 3 Important
 4 Very important
 5 Extremely important

16. Management of School Property (ordering, receipt, distribution and maintenance of school equipment and supplies; taking inventory of stock).	1	2	3	4	5
17. Classroom Management (techniques of constructive classroom control; positive methods of handling classroom discipline problems).	1	2	3	4	5
18. Maintenance of Order and Discipline (methods of establishing and maintaining order in the school; procedures for effective discipline of students and staff).	1	2	3	4	5
19. Guidance and Counseling (basic principles, methods and techniques related to diagnosing, interviewing and providing guidance to students).	1	2	3	4	5
20. Grievance Handling (methods of dealing with grievances -- expressed feelings about real or perceived injury, injustice or mistreatment -- brought to the attention of the administrator by pupils, staff, parents and others).	1	2	3	4	5
21. Student Evaluation (continuous assessment techniques; weekly, terminal and end-of-year examinations of students in various subjects).	1	2	3	4	5
22. Staff Evaluation (techniques for assessing staff performance and helping them to improve their competence).	1	2	3	4	5
23. Curriculum Evaluation (procedures for keeping the staff informed of curriculum trends, new programs and materials; relating work to the requirements of examining bodies, e.g., West African Examination Council).	1	2	3	4	5
24. Introducing and Implementing Change Effectively (skills in introducing and implementing new ideas in ways that ensure cooperation from staff and students and others that may be affected by the change).	1	2	3	4	5

(Turn to the next page)

4

- 1 Not important
 2 Slightly important
 3 Important
 4 Very important
 5 Extremely important

25. School-Community Relations (establishing and maintaining cooperative relations with parents, local community organizations, parent-teacher associations; informing community of school problems, activities, and achievements and involving them in the programs and activities of the school).	1	2	3	4	5
26. Maintenance of School Grounds and Building (planning, construction and maintenance of school buildings and other physical facilities).	1	2	3	4	5
27. Organization and Administration of Education in Nigeria (the system of education in Nigeria; role of Federal, state and local government).	1	2	3	4	5
28. Procedures for Admission and Transfer of Students.	1	2	3	4	5
29. Administration of Extra-curricula Activities (organizing, coordinating and evaluating student activities: societies and clubs, games, sports and trips).	1	2	3	4	5
30. Elementary Statistics and Educational Research Methods (basic methods of collecting, organizing, analyzing and interpreting data about pupils, teachers, curricula and facilities to yield useful information for the improvement of the school).	1	2	3	4	5

LIST OTHER TRAINING TOPICS NOT COVERED IN THE LIST ABOVE WHICH YOU FEEL ARE IMPORTANT:

(Turn to the next page)

PERSONAL DATA

Please provide the following information by filling in or checking (✓) the blank spaces below as appropriate.

Surname _____ Other Names _____

Present Position/Designation _____

Office/Institution _____

Town/State _____

Highest Academic Qualification _____

Number of Years of Experience in Educational Administration _____

Sex: _____ Male

_____ Female

APPENDIX D

SAMPLE LETTER OF INTRODUCTION BY DR. JOHN H.
SUEHR TO THE PERMANENT SECRETARIES OF
NIGERIAN MINISTRIES OF EDUCATION

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION
DEPARTMENT OF ADMINISTRATION AND CURRICULUM
ERICKSON HALL

EAST LANSING, MICHIGAN 48824

July 30, 1982

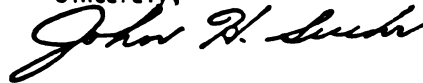
John H. Suehr, Professor
410A Erickson Hall
Michigan State University
East Lansing, MI 48824

The Permanent Secretary
Federal Ministry of Education
Lagos, Nigeria

Dear Sir,

This is to introduce Michael Ogunu from Nigeria, who is pursuing the Ph.D. degree in Educational Planning and Administration at Michigan State University. Mr. Ogunu will be conducting a survey on Educational Planning and Management Training Needs of School Administrators (Primary School Headmasters and Post-Primary School Principals) in Nigeria to obtain data that he could use in developing a model Educational Planning and Management Training Program for the preparation of school administrators in Nigeria. Mr. Ogunu is collecting the data for his doctoral dissertation. We believe his study will be of tremendous value to Nigeria. Please cooperate with him in any way possible as he conducts his research.

Sincerely,



John H. Suehr
Director of Research

APPENDIX E

SAMPLE OF LETTER OF INTRODUCTION BY DR. JOHN H.
SUEHR TO SCHOOL HEADMASTERS/PRINCIPALS/MINISTRY
OF EDUCATION OFFICALS IN THE FEDERAL
REPUBLIC OF NIGERIA

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION
DEPARTMENT OF ADMINISTRATION AND CURRICULUM
ERICKSON HALL

EAST LANSING, MICHIGAN 48824

July 30, 1982

School Headmasters/Principals/Ministry of Education Officials
Federal Republic of Nigeria

To Whom It May Concern:

This is to introduce Michael Ogunu from Nigeria, who is pursuing the Ph.D. degree in Educational Planning and Administration at Michigan State University. Mr. Ogunu will be conducting a survey on Educational Planning and Management Training Needs of school administrators (Primary School Headmasters and Post-Primary School Principals) in Nigeria to obtain data that he could use in developing a model Educational Planning and Management Training Program for the preparation of school administrators in Nigeria. Mr. Ogunu is collecting the data for his doctoral dissertation. The findings of the study will guide in planning future training programs for Nigerian school administrators so that they may be more relevant to their actual needs.

Please cooperate with Mr. Ogunu as he conducts his research. Your responses to the items on the research questionnaires will be treated in a most confidential manner.

Sincerely,


John H. Suehr
Director of Research

APPENDIX F

SAMPLE LETTER OF INTRODUCTION BY THE
RESEARCHER TO THE PERMANENT SECRETARIES
OF NIGERIAN MINISTRIES OF EDUCATION

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION
DEPARTMENT OF ADMINISTRATION AND CURRICULUM
ERICKSON HALL

EAST LANSING, MICHIGAN 48824

July 30, 1982

Michael A. Ogunu
Department of Administration
and Curriculum
410A Erickson Hall
Michigan State University
East Lansing, MI 48824
U.S.A.

The Permanent Secretary
Ministry of Education
Benin-City, Nigeria

Dear Sir,

I am Michael Ogunu, a Nigerian Post-graduate Research student in Educational Planning and Administration at Michigan State University, U.S.A. I am conducting a research project in order to fulfill one of the major requirements of the Ph.D. program in Educational Administration at Michigan State University. The purposes of the project are to determine the educational planning and management training needs of school administrators (Primary School Headmasters and Post-Primary School Principals) in Nigeria and to develop a model Educational Planning and Management training program based on the findings of the research.

In addition to helping me meet the requirements for the Ph.D. degree, it is hoped that the information gained through the research effort will be valuable in planning future training programs that would be relevant to the actual needs of our Primary School Headmasters and Post-Primary School Principals.

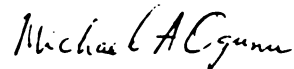
For the research project to be successful your cooperation is vital. Your state is one of the states in Nigeria selected to participate in this study. I should be grateful if you would complete the enclosed Research Questionnaire and return it to me in the enclosed stamped, self-addressed envelope to reach me by September 30th, 1982.

At the same time I am requesting the Primary School Headmasters, Post-Primary School Principals under your Ministry and the Ministry of Education Officials to whom they are directly responsible to complete the questionnaires. I should be further grateful, therefore, if you could introduce me to the Headmasters, Principals and Ministry of Education Officials and ensure their cooperation in the project.

-2-

Please be assured that responses of all participants in the project will be treated in a most confidential manner; only aggregate results will be enclosed in the final report of the research project.

Yours sincerely,

A handwritten signature in cursive script that reads "Michael A. Ogunu".

Michael A. Ogunu
Ph.D. Candidate

APPENDIX G

LETTER OF INTRODUCTION FROM THE

MINISTRY OF EDUCATION, ANAMBRA

STATE OF NIGERIA

GOVERNMENT OF ANAMBRA STATE OF NIGERIA

Telegrams :

MINISTRY OF EDUCATION

Telephone :

ZONAL INSPECTORATE OFFICE

Your ref.....

ONITSHA

Our ref. ONZ/SEI/169/231

(All replies to be addressed to the Permanent Secretary)




15th September, 82

The Area Inspectors of Education,
Onitsha Zone.

Educational Research in Educational
Administration and Planning

Mr. M. A. Ogunu, a student, in the United States, is carrying out a survey for his studies. The survey covers, among others, Onitsha educational zone.

2. You will please give your co-operation to Messers I. Osho and E. Kpeke who are carrying out the survey on behalf of Mr. Ogunu. You need to give them clearance which will enable them approach the Principals and Headmasters/Headmistresses in your Local Government Area as well as help direct them on the routes to follow to the schools.


A. E. N. Okonkwo,
Zonal Inspector of Education,
Onitsha.

APPENDIX H
RESPONSE FROM THE MINISTRY OF EDUCATION,
BENIN-CITY, NIGERIA

Telegrams: PERMEDUCAT BENIN

Telephones: 240348 & 240277



BENDEL STATE
MINISTRY OF EDUCATION
P.M.B. 1058
BENIN CITY
BENDEL STATE OF NIGERIA

Your Ref:

Our Ref: ADS 91T/138

25 August 82


Mr Michael Ogunu
 Dept of Administration & Curriculum
 410A Erickson Hall
 Michigan State University
 East Lansing
 Michigan M1 48824

Permission to Administer Educational
Questionnaire in any Primary and Post-Primary
Institutions in the State

I wish to refer to your application dated 30 July, 1982 on the above-subject and to convey approval for you to administer the educational questionnaire relevant to your survey on "educational planning and management training needs of school administrators in Nigeria" in any School in Bendel State.

2. This letter is expected to serve you as a permission to approach any of our Headmasters of primary schools or Principals of Secondary Schools for the purpose.

3. We share your belief and hope that your study will be of tremendous value in the development of school administration in Nigeria.


 Chief T. A. Osigbo
 Permanent Secretary
 (Primary, P-Primary & Planning Dept)

APPENDIX I
RESPONSE FROM THE MINISTRY OF EDUCATION,
ILORIN, NIGERIA

Telephone: 2480; 2489/321

Telegrams: SECEDUCATE, ILORIN



Ref. No. CDN.C.13/IX/.....

MINISTRY OF EDUCATION,
P.M.B. 1391,
ILORIN

.....14th September,....., 1982.

Michael A. Ogunu,
Department of Administration,
and Curriculum,
410A Erickson Hall,
Michigan State University,
East Lansing,
MICHIGAN 48824,
U.S.A.

QUESTIONNAIRE
A STUDY OF EDUCATIONAL PLANNING
AND MANAGEMENT TRAINING NEEDS

----- I forward herewith the questionnaire sent to this
Ministry duly completed please.

Wishing you all the best.

Yours sincerely,

(R.B. BALOGUN)
for: Permanent Secretary
Ministry of Education
Ilorin.

APPENDIX J
RESPONSE FROM THE MINISTRY OF EDUCATION,
BENUE STATE OF NIGERIA

BEN/PLAN/GEN/217/12

10th November, 82.

Michael A. Ogunu
Dept. of Administration,
and Curriculum,
410A Erickson Hall,
Michigan State University,
East Lansing MI 48824
U. S. A.

QUESTIONNAIRE

This is to return to you the questionnaire sent to the Ministry of Education Benue State of Nigeria in respect of your study of Educational planning. They have been completed. The delay in dispatching the questionnaire to you is caused by late receipt of your letter by us. We however hope you will still find our Contributive answers useful.


(C. M. AKULA)
for: Permanent Secretary.

APPENDIX K
SAMPLE LETTER OF REQUEST FOR SCHOOL
ADMINISTRATOR TRAINING PROGRAMS

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION
DEPARTMENT OF ADMINISTRATION AND CURRICULUM
ERICKSON HALL

EAST LANSING, MICHIGAN 48824

July 30, 1982

Michael A. Ogunu
Department of Administration
and Curriculum
410A Erickson Hall
Michigan State University
East Lansing, MI 48824
U.S.A.

The Director
Commonwealth Council for Educational
Administration
c/o University of New England
Armidale, New South Wales 2351

Dear Sir/Madam,

REQUEST FOR SCHOOL ADMINISTRATOR
PREPARATION PROGRAMS

I am Michael Ogunu, a Post-graduate Research student in Educational Planning and Administration at Michigan State University, U.S.A. I am conducting a research project in order to fulfill one of the major requirements for the Ph.D. degree in Educational Administration at the University.

The project is concerned with the development of a model program in Educational Planning and Management for the training and development of school administrators (Primary School Headmasters and Post-primary school Principals).

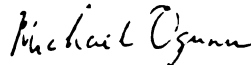
In view of the international dimensions of the project, it is hoped that the information gained through the research effort will be of value to institutions and agencies anywhere who are striving to develop programs to help primary and post-primary school administrators improve their planning and management skills.

For the research project to be successful I need your cooperation. Therefore, I shall be grateful if you will send me copies of your programs for pre-service and In-service education of school administrators (Primary school Headmasters and Post-primary school Principals) including: Program descriptions, Syllabuses, Course descriptions, Course Outlines, Seminar/Workshop materials and other relevant items of information.

-2-

I shall be further grateful if you could supply the above listed items to reach me by September 30, 1982. Your contribution will be duly acknowledged in my Dissertation. Thank you.

Sincerely,

A handwritten signature in cursive script, reading "Michael Ogunu".

Michael Ogunu
Ph.D. Candidate

APPENDIX L
RESPONSE TO REQUEST FOR SCHOOL
ADMINISTRATOR TRAINING PROGRAMS FROM:
AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

**AMERICAN ASSOCIATION
OF SCHOOL ADMINISTRATORS**

August 9, 1982

Michael A. Ogunu
Department of Administration
and Curriculum
410A Erickson Hall
Michigan State University
East Lansing, MI 48824

Dear Mr. Ogunu:

Paul Salmon, Executive Director of AASA has given me your letter requesting information on Guidelines for the Preparation of School Administrators. Our Committee for the Advancement of School Administration has been working on this subject for several years. I have enclosed the 1979 edition of a publication on the subject in the hope that it will be helpful to you.

CASA is currently working on a revision of these guidelines. However we don't expect a completed product for several months. It would of course be too late to help you in your project.

I am also enclosing information on our National Academy for School Executives which plans inservice education programs for school administrators.

AASA and its members pride themselves on providing leadership for learning. As this seems to be your interest also I have enclosed membership materials for you to look over. Please let us know if we can do anything further to help you towards achievement of your goal.

Sincerely,



Lolita K. English
Assistant to the Deputy
Executive Director

Enclosures

LKE/hlb

APPENDIX M

RESPONSE TO REQUEST FOR SCHOOL
ADMINISTRATOR TRAINING PROGRAMS FROM:
NIGERIAN INSTITUTE OF MANAGEMENT



NIGERIAN INSTITUTE OF MANAGEMENT

(a Member of Nigeria Association of Management Consultants)
7, Alhaji Murata Animashaun Close, off Adeniji Ogun Street, Surulere, P.O. Box 2857 Lagos Nigeria.
Telephone: 820565. Cable: NIMROD Lagos.

All correspondence should
be addressed to the Director General

re:
Our ref:
Your ref:
date:

REQUEST FOR SCHOOL ADMINISTRATOR PREPARATION PROGRAMS PO.7E/Vol.I/64

16th August, 1982.

PATRON:

Alhaji Shuhu Shagari
President of the
Federal Republic of Nigeria

VICE PATRONS:

Governor Jim Nwabodo
Anambra State
Governor Tafari Ali
Bauchi State
Governor Ambrose Alli
Bender State
Governor Ager Aku
Benue State
Governor Muhammad Goni
Borno State
Governor Clement Isong
Cross River State
Governor Abubakar Bards
Gongola State
Governor Sam Mbakwe
Imo State
Governor ~~Abdullahi~~ Rimi
Kaduna State
Governor Abubakar Rimi
Kano State
Governor Adams Attah
Kwara State
Governor Lateef Jakande
Lagos State
Governor Amud Ibrahim
Niger State
Governor Bai Oshobajo
Ogun State
Governor Michael Ajakaiye
Ondo State
Governor Bola Ige
Oyo State
Governor Solomon Lar
Plateau State
Governor Melford Okilo
Rivers State
Governor Garba Madama
Sokoto State

Dear Sir,

I acknowledge receipt of your letter of 30th July 1982 addressed to the Director of this Institute on the above subject.

I am directed to say that we do not undertake programs in Educational Planning and Management for the training and development of school administrators and therefore cannot help you in this regard.

However, we wish you a successful conclusion of your research findings and pray you fulfil all the requirements for the award of your Ph.D. degree in Educational Administration at your University.

Yours faithfully,

S. A. Animashaun
S. A. Animashaun (Mrs.)
Personal Secretary to the
DIRECTOR-GENERAL.

Mr. Michael A. Ogunu,
Department of Administration
and Curriculum,
410A Erickson Hall,
Michigan State University,
East Lansing, MI 48824,
U. S. A.

APPENDIX N

RESPONSE TO REQUEST FOR SCHOOL
ADMINISTRATOR TRAINING PROGRAMS FROM:
INSTITUTE OF EDUCATION, AHMADU BELLO
UNIVERSITY, ZARIA, NIGERIA



INSTITUTE OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA.

DIRECTOR: Professor J.O. NDAGI, B.Sc.(London), M.Sc., Ph.D.(WISCONSIN)

Your Ref:

Our Ref: IE/DPE/GEN/45/Vol.1.

Telephone: 3216, 3217, 2695, 3038

Telegram: INSTEDUCATE UNIBELLO

Date: 16th Aug. 1982

Michael A.Ogum
 Department of Administration & Curriculum
 410A Erickson Hall
 Michigan State University
 East Lansing, MI 48824
 U.S.A.

Dear Mr. Ogum

EDUCATIONAL PLANNING AND ADMINISTRATION

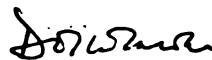
1. Thank you for your letter dated July 30, 1982. I am sending you the Institute prospectus for our in-service programmes. I hope you find them useful.

2. Are the following people in ERICKSON HALL?

(1) Prof. R. Featherstone

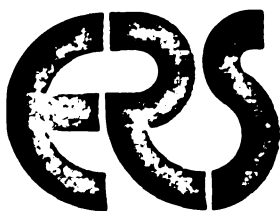
(2) Prof. C. Blackman?

My best wishes to them.


 Dr. D.O. Kolawole
 Head, Division of
 Primary Education.

APPENDIX O

RESPONSE TO REQUEST FOR SCHOOL
ADMINISTRATOR TRAINING PROGRAMS FROM:
EDUCATIONAL RESEARCH SERVICE, INC.



Educational Research Service, Inc.
1800 North Kent Street • Arlington, Virginia 22209
(703) 243-2100

Glen E. Robinson, President
Director of Research
John M. Forsyth
Vice President

BOARD OF DIRECTORS
Paul B. Salmon, Chairman
Executive Director, AASA
John M. Wherry, Secretary
Executive Director, NSPRA
Arch S. Brown, Member
Executive Director, AASPA
Donald G. Buchan, Member
Executive Director, ASBO
William F. Paros, Member
Executive Director, CCSSO
Samuel G. Sava, Member
Executive Director, NAESP
Scott D. Thomson, Member
Executive Director, NASSP
Thomas A. Shannon, Member
Executive Director, NSBA
Grace Baenger, Member-at-Large

August 17, 1982

Michael A. Ogunu
Dept. of Administration and
Curriculum
410A Erickson Hall
Michigan State University
East Lansing, MI 48824

Dear Mr. Ogunu:

The National Association of Elementary School Principals has forwarded your request for information to our office for reply. The NAESP is one of our sponsoring associations and forwards to us many requests it receives requiring research.

As you requested, we have enclosed materials concerning preservice and inservice education for administrators. This information was located in a search of our resource files, library, and a computer search of ERIC'S RESOURCES IN EDUCATION and CURRENT INDEX TO JOURNALS IN EDUCATION.

We are pleased to have had this opportunity to introduce you to ERS' On-Call Information Service. We hope that these materials will be useful to you in your research. In addition to those enclosures, we are sending a brochure describing our services and a list of our current publications.

Sincerely,

Peter A. Baynes
Information Specialist

APPENDIX P

RESPONSE TO REQUEST FOR SCHOOL
ADMINISTRATOR TRAINING PROGRAMS FROM:
UNIVERSITY OF LAGOS

**UNIVERSITY OF LAGOS
LAGOS, NIGERIA**

**M. OLUFEMI EPEROKUN, B.A. (Lond.) & A. (COLUMBIA)
REGISTRAR**



OFFICE OF THE REGISTRAR

Telephone: 41121, 41124, 41135

Telegrams: UNIVERSITY, LAGOS

Ref. REG/

19th August, 1982

**Mr. M. A. Ogunu
Department of Administration
and Curriculum
410A Erickson Hall
Michigan State University
East Lansing, MI 48824
U.S.A.**


Thank you for your letter dated July 30, 1982.

Your enquiry has been referred to:

**Dr. E. O. Fagbongbe
Head, Department of Educational
Administration
University of Lagos
Akoka, Yaba.**

**who may be in a position to help you. You should please
direct further enquiries on this matter to him.**

Thank you.


**A. A. Omotoso
for: Acting Registrar**

APPENDIX Q

RESPONSE TO REQUEST FOR SCHOOL
ADMINISTRATOR TRAINING PROGRAMS FROM:
SCOTTISH CENTRE FOR STUDIES IN SCHOOL ADMINISTRATION

SCOTTISH CENTRE FOR STUDIES IN SCHOOL ADMINISTRATION

MORAY HOUSE COLLEGE OF EDUCATION
HOLYROOD ROAD, EDINBURGH EH8 8AQ
TELEPHONE (031) 558 8455

Our Ref: JEAH/IP

24 August 1982

Mr M A Ogunu
Department of Administration
& Curriculum
410A Erickson Hall
Michigan State University
East Lansing MI 48824
U.S.A.

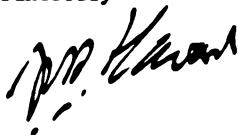
Dear Mr Ogunu

REQUEST FOR SCHOOL ADMINISTRATOR
PREPARATION PROGRAMS

I have received your letter dated 30 July and am pleased to enclose a calendar of courses which we run for those involved with the administration of schools in Scotland, a list of publications we produce and a brief paper about the work of this Centre.

Please do not hesitate to let me know if there is anything further that I can supply.

Yours sincerely



Encs.

DIRECTOR J.E.A. Harvard

APPENDIX R
RESPONSE TO REQUEST FOR SCHOOL
ADMINISTRATOR TRAINING PROGRAMS FROM:
UNIVERSITY OF IFE

UNIVERSITY OF IFE

Registrar:

E. O. ADETUNJI B. A. (Lond) M. A. (Birm) Ph. D. (Ibadan)

In reply, please quote—

Ref. No. RO.75/Vol.X/189



ILE-IFE - NIGERIA

Telephone: ILE-IFE 2291-2300 (10 lines)

Telegrams: IFEVARSITY

REGISTRAR'S OFFICE

25th August, 1982.

Mr. Michael A. Ogunu,
Department of Administration
and Curriculum,
410A Erickson Hall,
Michigan State University,
East Lansing,
Michigan 48824,
U . S . A.

Dear Mr. Ogunu,

REQUEST FOR SCHOOL ADMINISTRATOR
PREPARATION PROGRAMS

Thank you for your letter dated July 30, 1982 addressed to the Registrar on the above subject.

I am to inform you that your request is being passed to the Dean of this University's, Faculty of Education, for necessary attention and assistance. Please address further communication on this matter direct to him.

With best wishes.

Yours sincerely,


M. O. Akinbowale
for Senior Assistant Registrar,
Registrar's Office.

APPENDIX S

RESPONSE TO REQUEST FOR SCHOOL
ADMINISTRATOR TRAINING PROGRAMS FROM:
PROFESSOR MEREDYDD G. HUGHES, CHAIRMAN,
BRITISH EDUCATIONAL ADMINISTRATION SOCIETY



The University of Birmingham

FACULTY OF EDUCATION

Department of Social and Administrative Studies in Education
 Ring Road North, The University of Birmingham P.O. Box 363,
 Birmingham,
 B15 2TT
 Telephone 021-472 1301 Ext 2053

Head of Department Professor M. G. Hughes

MGH/JAN

8th September, 1982

Mr. Michael A. Ogunu,
 Department of Administration and Curriculum,
 410A Erickson Hall,
 Michigan State University,
 East Lansing, MI 48824,
 U.S.A.

Dear Mr. Ogunu,

I have received your letter of July 30th requesting details of school administrator preparation programs. If I am not mistaken you are the Michael Ogunu who did a Masters degree with me at University College, Cardiff, in which case I send you my warm greetings.

In relation to your research I think the best I can do is send you the enclosed paper arising out of research conducted within my department. Unfortunately I cannot send you the full report as it is already out of print. By separate mail I am also sending for your interest, a publication of the Commonwealth Secretariat in which I was involved which might well also be helpful to you in developing a model which would be particularly appropriate to developing countries.

With kind regards,

Yours sincerely,

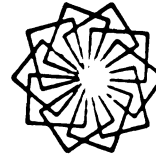
Meredydd G. Hughes
 Professor of Education
 (Social & Administrative Studies)

Enc.

APPENDIX T

RESPONSE TO REQUEST FOR SCHOOL
ADMINISTRATOR TRAINING PROGRAMS FROM:
COMMONWEALTH COUNCIL FOR EDUCATIONAL
ADMINISTRATION

COMMONWEALTH COUNCIL FOR EDUCATIONAL ADMINISTRATION
FACULTY OF EDUCATION - THE UNIVERSITY OF NEW ENGLAND
ARMIDALE N.S.W. 2351 AUSTRALIA
TELEPHONE: ARMIDALE (067) 72 2911 TELEX: 66 050



21st September 1982

Mr M. Ogunu,
College of Education,
Department of Administration and Curriculum,
Erickson Hall,
Michigan State University,
EAST LANSING MICHIGAN 48824

U.S.A.

Dear Mr Ogunu,

I have passed your letter of 30th July (which has just come to hand) to Dr K. Smith of the Armidale College of Advanced Education with a request that he supply the information that you need.

Yours sincerely,

H.T.B. Harris,
Executive Officer

APPENDIX U

RESPONSE TO REQUEST FOR SCHOOL
ADMINISTRATOR TRAINING PROGRAMS FROM:
ADMINISTRATIVE STAFF COLLEGE OF NIGERIA

ADMINISTRATIVE STAFF COLLEGE OF NIGERIA

P.M.B. 1004

TOPO - BADAGRY, LAGOS - NIGERIA

Department/Division

ADMINISTRATION

COURSE REGISTRAR

Telegrams:

Telephone:



Ref. No AF.134/Vol.IX/531

Date 22nd Sept. 1982

Michael A. Ogunu,
Department of Administration
and Curriculum,
410A Erickson Hall,
Michigan State University,
East Lansing, MI 48824,
U.S.A.

ASCON Brochure of Courses

With reference to your letter dated 30th July, 1982
I am directed to forward to you a copy of ASCON Brochure of
Courses for your guidance.

Please acknowledge receipt.

F. O. Adegoke
F. O. Adegoke (Mrs.)
for: Director-General
Administrative Staff College of Nigeria

APPENDIX V

RESPONSE TO REQUEST FOR SCHOOL
ADMINISTRATOR TRAINING PROGRAMS FROM:
UNIVERSITY COUNCIL FOR EDUCATIONAL
ADMINISTRATION



*UNIVERSITY
COUNCIL FOR
EDUCATIONAL
ADMINISTRATION*

The enclosed materials are illustrative of what we offer. If we can be of further assistance, please let us know.

Telephone 614/422-2564
29 West Woodruff Avenue • Columbus, Ohio 43210

APPENDIX W

RESPONSE TO REQUEST FOR SCHOOL
ADMINISTRATOR TRAINING PROGRAMS FROM:
UNIVERSITY OF NIGERIA

UNIVERSITY OF NIGERIA

Telegrams: NIGERSITY
 Telephone: NSUKKA 48, 49
 Ext.....
 RUN/T.5
 OUR REF:.....



NSUKKA
 ANAMBRA STATE

OFFICE OF THE REGISTRAR

(Admissions)

DATE: 27 January, 1983

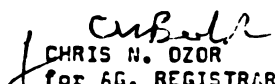
Michael A. Ogunu
 Department of Administration
 and Curriculum
 410A Erickson Hall
 Michigan State University
 East Lansing, MI 48824
 U.S.A.

REQUEST FOR SCHOOL ADMINISTRATOR
PREPARATION PROGRAMS

Thanks for your letter of 30 July, 1982.

--- I forward herewith a copy of our Sandwich Programme which might be useful to you.

Goodluck


 CHRIS N. OZOR
 for AG. REGISTRAR

APPENDIX X

LIST OF INDIVIDUALS, INSTITUTIONS AND ORGANIZATIONS
WHICH SUPPLIED INFORMATION AND/OR PROGRAMS ON
SCHOOL ADMINISTRATOR TRAINING AND DEVELOPMENT.

LIST OF INDIVIDUALS, INSTITUTIONS AND ORGANIZATIONS WHICH
SUPPLIED INFORMATION AND/OR PROGRAMS ON SCHOOL ADMINISTRATION
TRAINING AND DEVELOPMENT.

American Association of School Administrators

National Association of Elementary School Principals (U.S.A.)

National Association of Secondary School Principals (U.S.A.)

Educational Research Service, Inc., (U.S.A.)

University Council for Educational Administration (U.S.A.)

Harvard University, Cambridge, Massachusetts (U.S.A.)

Commonwealth Council for Educational Administration

Scottish Centre for Studies in School Administration

UNESCO Regional Office for Education in Asia and Oceania

Nigerian Ministries of Education

University of Ibadan, Nigeria

University of Nigeria, Nsukka, Nigeria

Administrative Staff College of Nigeria

Institute of Education, Ahmadu Bello University, Zaria,
Nigeria

Professor Mereddyd G. Hughes, Chairman of the British
Educational Administration Society.

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BIBLIOGRAPHY

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