**ASSESSMENT OF PRINCIPALS’ ROLE ON STUDENTS’ SERVICE DELIVERY IN SECONDARY SCHOOLS IN ABUJA MUNICIPAL AREA COUNCIL,**

**ABUJA NIGERIA**

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**AUGUST, 2018**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER DEGREE (M.Ed) IN ADMINISTRATION AND PLANNING**

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM FACULTY OF EDUCATION,**

**AHMADU BELLO UNIVERSITY ZARIA**

**JULY, 2018**

# DECLARATION

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

**Abdullahi Igagwu ADEMU Date**

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# CERTIFICATION

This dissertation titled “ASSESSMENT OF PRINCIPALS‟ ROLE ON STUDENTS‟ SERVICE DELIVERY IN SECONDARY SCHOOLS IN ABUJA MUNICIPAL AREA

COUNCIL, ABUJA NIGERIA” by Abdullahi Igagwu ADEMU, meets the regulations governing the award of the Master‟s Degree in Education (Educational Administration and Planning) of Ahmadu Bello University; Zaria-Nigeria is approved for its contribution to knowledge and literary presentation.

**Dr. A.M. Jumare Date**

**Chairman, Supervisory Committee**

**Dr. E.I. Makoju Date**

**Member, Supervisory Committee**

**Dr. M.I. Harbau Date**

**Head of Department**

**Prof. S. Z. Abubakar Date**

**Deans’, School of Postgraduate Studies**

# DEDICATION

This work is dedicated to my spouse Aisha and my family members for all the love and support I enjoyed while I was undergoing the programme.

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# TABLE OF CONTENTS

## Content Page

Title Page i

[Declaration ii](#_TOC_250053)

[Certification iii](#_TOC_250052)

[Dedication iv](#_TOC_250051)

Acknowledgments v

[Table of Contents vi](#_TOC_250050)

List of Table vii

Abbreviation vx

[Operational Definition of Terms xiii](#_TOC_250049)

Abstract xiv

[CHAPTER ONE: INTRODUCTION](#_TOC_250048)

* 1. [Background to the Study 1](#_TOC_250047)
  2. [Statement of the Problem 4](#_TOC_250046)
  3. [Objectives of the Study 6](#_TOC_250045)
  4. [Research Questions 7](#_TOC_250044)
  5. [Research Hypotheses 8](#_TOC_250043)
  6. [Basic Assumptions 9](#_TOC_250042)
  7. Signifiance of the Study 10
  8. [Scope of the Study 11](#_TOC_250041)

CHAPTER TWO: REVIEW OF RELATED LITERATURE

* 1. [Introduction 12](#_TOC_250040)
  2. Conceptual Framework 12
     1. [Assessment 13](#_TOC_250039)
     2. [Role 13](#_TOC_250038)

Content Page

* + 1. [Meaning of Students Services 15](#_TOC_250037)
    2. [Students‟ Health Care Services 16](#_TOC_250036)
    3. [Students‟ Guidance and Counseling Services 16](#_TOC_250035)
    4. [Students‟ Recreational Services 16](#_TOC_250034)
    5. [Students Hostel Accommodation Services 17](#_TOC_250033)
    6. [Students‟ Library/ICT Services 17](#_TOC_250032)
    7. [Students‟ Security Services 18](#_TOC_250031)
    8. [Students‟ Cafeteria Services 18](#_TOC_250030)
  1. [Theoretical Framework 19](#_TOC_250029)
  2. Principals‟ Role on Students‟ Healthcare Services in Secondary Schools 21
     1. [Aspects of Students‟ Healthcare Service Delivery in Secondary Schools 22](#_TOC_250028)
     2. [Uses of Students‟ Healthcare Service Delivery in Secondary School 25](#_TOC_250027)
     3. [Challenges to Students‟ Healthcare Service Delivery in Secondary Schools 25](#_TOC_250026)
  3. Students' Guidance and Counseling Services in Secondary Schools 27
     1. Aspects of Students‟ Guidance and Counseling Service Delivery in Secondary Schools 29
     2. [Uses of Students‟ Guidance and Counseling Service Delivery in Secondary Schools 30](#_TOC_250025)
     3. Challenges to Students‟ Guidance and Counseling Service Delivery in

Secondary Schools 31

* 1. Students' Recreational Services in Secondary Schools 32
     1. [Aspect of Students‟ Recreational Service Delivery in Secondary Schools 34](#_TOC_250024)
     2. [Uses of Students‟ Recreational Service Delivery in Secondary Schools 34](#_TOC_250023)
     3. [Challenges to Students‟ Recreational Service Delivery in Secondary Schools 36](#_TOC_250022)

Content Page

* 1. Students' Hostel Accommodation services in Secondary Schools 37
     1. Aspect of Students‟ Hostel Accommodation service Delivery in Secondary

Schools 38

* + 1. Uses of Students' Hostel Accommodation service Delivery in Secondary Schools 39
    2. [Challenges to Students‟ Hostel Accommodation Service Delivery in Secondary Schools 41](#_TOC_250021)
  1. Students‟ Library/ICT Services in Secondary Schools 42
     1. [Uses of Students‟ Library/ICT Service Delivery in Secondary Schools 47](#_TOC_250020)
     2. [Challenges to Students‟ Library/ICT Service Delivery in Secondary Schools 48](#_TOC_250019)
  2. Students' Security Services in Secondary Schools 49
     1. [Aspect of Students‟ Security Service Delivery in Secondary Schools. 50](#_TOC_250018)
     2. [Uses of Students‟ Security Service Delivery in Secondary Schools 52](#_TOC_250017)
     3. [Challenges to Students‟ Security Service Delivery in Secondary Schools 52](#_TOC_250016)
  3. Students‟ Cafeteria Services in Secondary Schools 53
     1. Aspect of Students‟ Security Service Delivery in Secondary Schools. 54
     2. Uses of Students‟ Security Service Delivery in Secondary Schools 55
     3. Challenges to Students‟ Security Service Delivery in Secondary Schools 55
  4. [Empirical Studies 56](#_TOC_250015)
  5. [Summary 63](#_TOC_250014)

[CHAPTER THREE: RESEARCH METHODOLOGY](#_TOC_250013)

* 1. [Introduction 65](#_TOC_250012)
  2. [Research Design 65](#_TOC_250011)
  3. [Population of the Study 65](#_TOC_250010)
  4. Sample and Sampling Technique 67
  5. [Instrumentation 67](#_TOC_250009)
     1. Validity of the Instrument 68

Content Page

* + 1. [Pilot Study 68](#_TOC_250008)
    2. [Reliability of the Instrument 69](#_TOC_250007)
  1. [Procedure for Data Collection 69](#_TOC_250006)
  2. [Procedure for Data Analysis 69](#_TOC_250005)

# CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

|  |  |
| --- | --- |
| 4.1 Introduction | 71 |
| 4.2 Analysis of Demographic Information | 71 |
| * 1. Answering of Research Questions      1. Respondents‟ Opinion on Principals Role on Students‟ Health Care Service | 72 |
| Delivery in Secondary Schools in Abuja Municipal Area Council. | 73 |
| 4.3.2 Respondents‟ Opinion on Principals Role on Students‟ Guidance and |  |
| Counseling Service Delivery in Secondary Schools in Abuja Municipal Area |  |
| Council | 74 |
| 4.3.3 Respondents‟ Opinion on Principals‟ Role on Students‟ Recreational Service |  |
| Delivery in Secondary Schools in Abuja Municipal Area Council. | 76 |
| 4.3.4 Respondents‟ Opinion on Principals Role on Students‟ Hostel |  |
| Accommodation Service Delivery in Secondary Schools in Abuja |  |
| Municipal Area Council. | 78 |
| 4.3.5 Respondents‟ Opinion on Principals Role on Students‟ Library/ICT Service |  |
| Delivery in Secondary Schools in Abuja Municipal Area Council. | 80 |
| 4.3.6 Respondents‟ Opinion on Principals‟ Role on Students‟ Security Service |  |
| Delivery in Secondary Schools in Abuja Municipal Area Council. | 82 |
| 4.3.7 Respondents‟ Opinion on Principals Role on Students‟ Cafeteria Service |  |
| Delivery in Secondary Schools in Abuja Municipal Area Council. | 86 |
| 4.4 Hypotheses Testing | 85 |
| 4.5 Summary of the Findings | 96 |

**Content Page**

4.6 Discussion of Major Findings 97

**CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

* 1. [Introduction 106](#_TOC_250004)
  2. [Summary 106](#_TOC_250003)
  3. [Conclusions 108](#_TOC_250002)
  4. [Recommendations 109](#_TOC_250001)
  5. Suggestions for Further Studies 109

[References 111](#_TOC_250000)

# LIST OF TABLES

## Table Pages

1. Population of the Study 66
2. Sample of the Study 67
3. Bio-data of Respondents 71
4. Opinions of Respondents on the Principals‟ Role Performance on Students‟ Health Care Services in Secondary Schools in

Abuja Municipal Area Council, Abuja Nigeria 77

1. Opinions of Respondents on the Principals‟ Role Performance on Students‟ Guidance and Counseling Services in Secondary

Schools in Abuja Municipal Area Council, Abuja Nigeria 75

1. Opinions of Respondents on the Principals‟ Role Performance on Students‟ Recreational Services in Secondary Schools in

Abuja Municipal Area Council, Abuja Nigeria 77

1. Opinions of Respondents on the Principals‟ Role Performance on Students‟ Hostel Accommodation in Secondary Schools in

Abuja Municipal Area Council, Abuja Nigeria 79

1. Opinions of Respondents on the Principals‟ Role Performance on Students‟ Library/ICT Services in Secondary Schools in

Abuja Municipal Area Council, Abuja Nigeria 81

1. Opinions of Respondents on the Principals‟ Role Performance on Students‟ Security Services in Secondary Schools in

Abuja Municipal Area Council, Abuja Nigeria 83

1. Opinions of Respondents on the Principals‟ Role Performance on Students‟ Cafeteria Services in Secondary Schools in

Abuja Municipal Area Council, Abuja Nigeria 85

1. Analysis of Variance (ANOVA) Summary on the Principals‟ Role Performance on Students‟ Health Care Services in Secondary

Schools in Abuja Municipal Area Council 87

1. Analysis of Variance (ANOVA) Summary on the Principals‟ Role Performance on Students‟ Guidance and Counseling Services in

Secondary Schools in Abuja Municipal Area Council 88

1. Analysis of Variance (ANOVA) Summary on the Principals‟ Role Performance on Students‟ Recreational Services in Secondary

Schools in Abuja Municipal Area Council 89

## Table Page

1. Summary of Scheffe‟s Multiple Comparison Test on Students‟ Recreational Services in Secondary Schools in Abuja Municipal

Area Council 89

1. Analysis of Variance (ANOVA) Summary on the Principals‟ Role Performance on Students‟ Hostel Accommodation Services in

Secondary Schools in Abuja Municipal Area Council 90

16 Summary of Scheffe‟s Multiple Comparison Test on Students‟ Hostel Accommodation Services in Secondary Schools in Abuja

Municipal Area Council 91

1. Analysis of Variance (ANOVA) Summary on the Principals‟ Role Performance on Students‟ Library/ICT Services in Secondary

Schools in Abuja Municipal Area Council 92

1. Analysis of Variance (ANOVA) Summary on the Principals‟ Role Performance on Students‟ Security Services in Secondary

Schools in Abuja Municipal Area Council 93

1. Analysis of Variance (ANOVA) Summary on the Principals‟ Role Performance on Students‟ Cafeteria Services in Secondary

Schools in Abuja Municipal Area Council 94

1. Summary of the Seven Null Hypotheses Tested 95

# LIST OF FIGURES

## Figure Pages

1. Inputs-Outputs models 20
2. Cycle of health care delivery 24

# ABBREVIATIONS

AMAC - Abuja Municipal Area Council ANOVA - Analysis of Variance

WAEC - West African Examination Council UBE - Universal Basic Education

FMOE – Federal Ministry of Education SMOE – State Ministry of Education

SUBEB – State Universal Basic Education Boards LGEA – Local Government Education Authority ICT – Information and Communication Technology JSS - Junior Secondary School

SSS - Senior Secondary School

SPSS - Statistical Package for Social Sciences

UNESCO - United Nations Educational, Scientific and Cultural Organization

# ABSTRACT

This study was carried out to assess the Principals‟ Role on Students‟ Service Delivery in Secondary Schools in Abuja Municipal Area Council. Abuja, Nigeria. Seven objectives were postulated in line with research questions and null hypotheses that guided the study. The objectives were set to: assess the principals‟ role on students‟ health care services, guidance and counseling services, recreational services, hostel accommodation services, library/ICT services, security service and principals‟ role on students‟ cafeteria services in secondary schools in Abuja Municipal Area Council. The following were some of the research questions and null hypotheses ; what way do the principals perform role on students‟ health care services in secondary schools in Abuja municipal area council?, how do principals perform role on students‟ guidance and counseling services? And what is the principals‟ role on students‟ security services? On null hypotheses, there is no significant difference in the opinions of principals, teachers and students on the principals‟ role on students‟ hotel accommodation services and there is no significant difference in the opinions of principals, teachers and students on the principals‟ role on students‟ cafeteria services in secondary schools in Abuja municipal area council. The study used descriptive survey design. The total population of the study comprised of 21 principals, 1,476 teachers and 21,246 students making total of 22,743. A total of 1305 questionnaire were distributed, 5 principals, 204 teachers and 1096 students were sampled. The selection of sample size was based on the recommendation of Krejcie and Morgan (1970) in Cohen, Manion and Marrson (2000) table of sample determination. Stratified sapling technique was used. The instrument used for the data collection was structured questionnaire developed by the researcher. The instrument was validated by the supervisors. To ensure the reliability of the instrument, Pearson Product Moment Correlation Coefficient was used during the pilot study in Abuja Municipal Area Council. This yielded a reliability coefficient of r= 0.85 at significant level of 0.05. Seven (7) null hypotheses were tested using Analysis of Variance (ANOVA). The result revealed that: That principals instructed students to visit health care centre whenever they were sick and ensured that qualified nurses were in the school health care centre in secondary schools in Abuja Municipal Area Council. Principals closely monitored and prevent students from drugs addiction and cultism and Principal ensured food sold to students meet the required balance diet and also ensured price fair is within the reach of the students in secondary schools in Abuja Municipal Area Council. In conclusion therefore, principals provided modern security gadget to assist security personnel to protect the students and principals also provided the resources for the security unit to produce students‟ identification cards. The study recommended that, provision of hostel accommodation services with water supply, light, lobbying space, rules and regulations should be introduced in the secondary schools by the principals, and provision of adequate students‟ library/ICT services with internet services, seats, valuable and resourceful textbooks should be encouraged by the principals in secondary schools in Abuja Municipal Area Council.

## Operational Definition of Terms

**Assessment:** Assessment can also be defined as a process of gathering information to monitor progress and make educational decisions. It is used to gather evidence about the quality of current principal practices to identifying areas of strength and improvement.

**Students’ Services:** students‟ services in the school involve all the activities and service that one renders to the students for the achievement of the educational objectives which are not the normal classroom instructions. It can also be refers to as non – instructional programmed or services that aid, supplement and support teaching and learning in the school.

**Students’ Healthcare Services:** health services connote provision and maintenance of health facilities in the school system. These include drugs, medical equipment, nurses, clinic and storage facilities.

**Students’ Guidance and Counseling Service:** Guidance and counseling is a professional field which has a broad range of activities, program and services geared toward assisting individuals to understand themselves, their problems, their school environment and their world and also to develop adequate capacity for making wise choices and decisions.

**Students’ Recreational Services:** are facilities or equipment provided to assist students exercise their body at a stipulated time. Recreational facilities could be indoor and outdoor such as soccer pitch, hockey field, tennis court, etc. or in-door facilities like badminton court, swimming pool, gymnastic etc.

**Students' Hostel Accommodation services:** hostel accommodation services refer to provision of place and facilities required by students to live and aid learning. These include power supply, water supply, toilet facilities and others.

**Students’ Library Services:** Libraries are the deposition of knowledge that provide vital under pinning for national development. The library is the bedrock of the school which aimed at providing teaching learning and students‟ services.

**Information and Communication Technology (ICT):** Technology is application of scientific discovery and the material products to technology. Information and communication technology (ICT) is a collective term covering all those technologies, both hardware and software, dedicated to the capture, storage, processing, transmission, and presentation of information.

**Students' Security Services:** Security services are the services rendered to protect the lives of the occupants in the school – students, teachers, non-teaching staff, parents and other visitors **Students’ Cafeteria Services:** Students‟ cafeteria services are those services which offers a varied menu and comfortable surroundings enables students to experience a sense of *“home”* while on campus where they can engage in leisurely conversation and interactive activities with their peers.

# CHAPTER ONE INTRODUCTION

## Background to the Study

Education in Nigeria has been rated high esteem and accorded high priority. So, the demand for education has become unequivocal by both government and individual members of the society. The qualitative education at all levels be it primary, secondary and tertiary institution must be acquired by Nigerians. Secondary level of education serves as a foundation or stepping stone for tertiary education and equally serves as a means through self-employment if the candidate cannot proceeds to achieve tertiary education. Secondary education needed to be properly structured to avoid the foundation from been shaking, in order not to lead to national disaster. To concretize this effort, all the stakeholders in secondary education must make their best input in order to ensure that solid foundation is made. The quality of education at the secondary education is the education capable of achieving the overall secondary objectives as stipulated in the nation policy on education (FGN, 2004).

The broad goals of secondary education shall be to prepare the individual for:

1. Useful living within the society; and
2. Higher education.

In specific term:

1. One of the objectives of secondary education is to provide all primary school leavers with the opportunity for education of a higher level irrespective of sex, social status, religious or ethnic background.
2. It equally offers diversified curriculum to cater for the differences in talents and opportunities so that they can be good models in the society.
3. Trained manpower in the applied science, technology and commerce should be provided at all sub-professional levels.
4. Furthermore, it equally helps in Develop and promotes Nigerian languages, arts and culture in the context of world‟s cultural heritage.
5. The objective aimed at inspires students with desire for self-improvement and achievement of excellence.
6. It equally fosters national unity with emphasis on the common ties that unite us in our social, economic, cultural, ethnic and religious diversity.
7. Another specific objective of secondary education is to raise a generation of people who can think for themselves, respect the view and feeling of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens.
8. One of the objectives is to provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.

In secondary school, the principal is the administrator, (Okonkwo, 2011). To this end, his failure and success depends on the principal‟s administrative effectiveness. The principal has formal responsibilities for the provision of students‟ service delivery. Such as health care services, guidance and counseling, recreational services, hostel accommodation, security, library/ICT services, students cafeteria and bookshop services. The principal as an important figure in secondary education should purchase number of qualities that enhance his performances. Odo, (2005) opined that, among other qualities, the following are expected of the principal: commitment, energy, vision, drive, common sense and mental alertness. Peters, (1996) stated that the principal should be wise and capable of moral

leadership, academic and professional competent. Provision of students‟ services is very important aspect of education. Education has been described as the bed rock of social change, mobility and transformation all over the world. Countries all over the world agreed that the best way out of bottle neck in the society is through education. However, the educational standard set in the secondary school education must be demanding to meet the yearning of the students and the society, from the perspective of students as a stakeholders in secondary education, ensuring their performance with the provision of students services by the school should be a major concern for the principal (Banwet and Datta, 2003). Since the services offered by school largely impact students level of performance, studies on students‟ service delivery performance should be of great importance to all authorities in education (Webster, 2012; Poturak, 2014). According to Olaniyonu, Adekoya and Gbenu (2008), secondary schools are established by the government to provide services to students. All these institutions are expected to function and operate the same curricular and admit students that have completed their primary education.

Government is also expected to provide the necessary teaching and learning facilities such as classroom, instructional materials, libraries, laboratories, recreational facilities and other students‟ services. Secondary education in Nigeria is said to be occupying important position in the nation, this is in consonant with consumer and producer status. I.e. consuming the produce of the primary school and producing candidates for higher education (Yabo, 2006). Ayodele, (2000) opined that no matter how efficient and effective administration is, he hardly achieves success without the support and operation of well qualified and dedicated staff. Qualified staff is the golden egg of educational asset. On the relationship between the provision of educational students‟ services delivery and students‟

academic performance, Idiaghe, (2004) concludes that teachers‟ qualification and adequate facilities such as libraries, cafeteria, recreational services, guidance and counseling, sick bay, security etc. were determinant of students success and that such students‟ service delivery influence the academic performance of the students. Nwangwu, (1997) said that educational resources facilitate teaching and learning processes.

## Statement of the Problem

Provision of health care services in secondary schools in Abuja Municipal Area Council is not visible in some schools. The first – aid boxes are not adequately equipped, and as a result of this, AMAC chairman embarked on replenish the first-aid boxes in 2013. Despite this, some secondary schools are not closer to the primary and secondary health care especially schools in the rural areas. FCT SEB, (2015). In the event that there is an outbreak of any disease, such as cholera, snake bite and accident, students will be prevented from attending to their lessons, wasting of time or time lost, and above all a lot of financial resource will be spent. A stitched in time saves nine.

More so, Nwachukwu, (2007) identified guidance and counseling services which include placement services, referral services, evaluation, follow-up, counseling services, appraisal services, vocational guidance services, consultancy and research services. So, as a vital component of secondary school services, the absence of non-utilization of these services in the present school system led to the unprecedented rise in the crime wave, violence among students, fuelled cultism, wrong career choice and wrong subject combination in the schools.

Recreational facilities include indoors and outdoors facilities like gymnastic, soccer pitch, hockey field, tennis court, table tennis track and field event, swimming facilities to

name a few. According to FCT SEB, (2015), some secondary schools in Abuja Municipal Area Council lack some of these services due to limited land mass of the schools. The space of the schools is also small that it cannot accommodate some sporting facilities. Students are expected to be exposing to curricular and extra – curricular activities. So, lack of recreational services in secondary schools in Abuja Municipal Area Council in no small way affect the academic performance of the students.

A hostel is a building that houses students. Hostel were initially meant for students whose house were far from the schools, but recently, even students from the same town are opting for hostel accommodation. Appropriate academic environment basically provides learning tendencies that enable students to work privately after classroom learning so as to attain mastery of their studies. Some secondary schools in Abuja municipal area council are not provided with hostel accommodation. Students are forced to stay with their parents at home and face a lot of domestic activities which will lead to wasting of their precious time that supposed to have been spent on their studies. Furthermore, some students have to travel long distance before getting to school. In some cases, female students are afraid of been kidnap, rape and attack by hoodlum or bad boys. So, lack or bad hostel accommodation constitutes a constraint to learning process thereby affect students‟ academic performances.

The library is the bedrock of the school which aimed at providing teaching learning and students‟ services. Libraries are the deposition of knowledge that provide vital under pinning for national development, lack of library/ICT services in some secondary schools in Abuja Municipal Area Council deprived students of reading and research culture.

It is obvious that with the current security challenges in the country, some secondary schools in Abuja Municipal Area Council need to be adequately secured. The perimeters of

some of the school premises are not fenced. There by exposed the occupants, - students, teachers, and non – teaching staff including the visitors to risk of being attack. It is equally noticed that few security personnel were employed to secure schools in Abuja Municipal Area Council, without adequate and modern security gazettes. It is equally disheartening to see old men who had worked and retired employed as security personnel leaving young energetic work force out of the system. Students are being adopted or kidnap today from various schools across the country there by creating fear and anxiety and consequently affecting their academic performance.

Some secondary schools in Abuja Municipal Area Council are not provided with school cafeteria. Foods are sold by food vendors who are not adequately regulated and supervised. The foods sold by the food vendors do not a times contained enough balance diet, equally the hygienic conditions of the vendors and the environment called for serious concern. Students may get sick from eating unbalanced diet which deprived them from attending to their studies. This incidentally affects their academic performance.

## Objectives of the Study

The study was to achieve the following objectives:

1. Assess principals‟ role on students‟ health care service delivery in secondary schools in Abuja Municipal Area Council, Abuja;
2. Determine principals‟ role on students‟ guidance and counseling service delivery in secondary schools in Abuja Municipal Area Council, Abuja;
3. Examine principals‟ role on students‟ recreational service delivery in secondary schools in Abuja Municipal Area Council, Abuja;
4. Ascertain principals‟ role on students‟ hostel accommodation service delivery in secondary schools in Abuja Municipal Area Council, Abuja;
5. Find out the principals‟ role on students‟ library/ICT service delivery in secondary schools in Abuja Municipal Area Council, Abuja;
6. Determine principals‟ role on students‟ security service delivery in secondary schools in Abuja Municipal Area Council, Abuja; and
7. Assess principals‟ role on students‟ cafeteria service delivery in secondary schools in Abuja Municipal Area Council, Abuja.

## Research Questions

The following research questions were formulated to guide the study.

1. What way do the principals perform role on students‟ health care service delivery in secondary schools in Abuja Municipal Area Council, Abuja?
2. How do principals perform role on students‟ guidance and counseling service delivery

in secondary schools in Abuja Municipal Area Council, Abuja?

1. What is the principals‟ role on students‟ recreational service delivery in secondary schools in Abuja Municipal Area Council, Abuja?
2. How do principals perform role on students‟ hostel accommodation service delivery

in secondary schools in Abuja Municipal Area Council, Abuja?

1. What way do principals perform role on students‟ library/ICT service delivery in secondary schools in Abuja Municipal Area Council, Abuja?
2. What is the principals‟ role on students‟ security service delivery in secondary schools in Abuja Municipal Area Council, Abuja?
3. What way do principals perform role on students‟ cafeteria service delivery in secondary schools in Abuja Municipal Area Council, Abuja?

## Research Hypotheses

The following hypotheses were formulated:

Ho1: There is no significant difference in the opinions of principals, teachers and students on the principals‟ role on students‟ health care service delivery in secondary schools in Abuja Municipal Area Council, Abuja;

Ho2: There is no significant difference in the opinions of principals, teachers and students on the principals‟ role on students‟ guidance and counseling service delivery in secondary schools in Abuja Municipal Area Council, Abuja;

Ho3: There is no significant difference in the opinions of principals, teachers and students on the principals‟ role on students‟ recreational service delivery in secondary schools in Abuja Municipal Area Council, Abuja;

Ho4: There is no significant difference in the opinions of principals, teachers and students on the principals‟ role on students‟ hostel accommodation service delivery in secondary schools in Abuja Municipal Area Council, Abuja;

Ho5: There is no significant difference in the opinions of principals, teachers and students on the principals‟ role on students‟ library/ICT service delivery in secondary schools in Abuja Municipal Area Council, Abuja;

Ho6; There is no significant difference in the opinions of principals, teachers and students on the principals‟ role on students‟ security service delivery in secondary schools in Abuja Municipal Area Council, Abuja; and

Ho7; There is no significant difference in the opinions of principals, teachers and students on the principals‟ role on students‟ cafeteria service delivery in secondary schools in Abuja Municipal Area Council, Abuja.

## Basic Assumptions

The study was based on the following assumptions that:

1. Provision of students‟ health care services by secondary school principals in Abuja Municipal Area Council improves the health status of the students and thereby improves the academic performance of the students in the schools;
2. Principals of secondary schools in Abuja Municipal Area Council provide students with guidance and counseling services which in turns helps in stimulating students‟ direction and academic performances;
3. Recreational services provided by secondary school principals in Abuja Municipal Area Council improve all round development of the students;
4. Provision of hostel accommodation services by secondary school principals in Abuja Municipal Area Council induced students learning capacity in the schools;
5. Provision of library/ICT services by secondary school principals in Abuja Municipal Area Council equally improves students‟ reading/research culture in the schools;
6. Provision of students‟ security services by principals of secondary schools in Abuja Municipal Area Council helps students to concentrate on their studies; and
7. Provision of students‟ cafeteria services in secondary schools by the principals help in refreshing students and optional diet in the schools.

## Significance of the Study

The principals‟ role on the provision of students‟ service delivery in the education of young children as leaders of tomorrow is unequivocal and has far reaching consequences on the tone of the school, if these services are not provided it will have negative consequences on the academic performances of the students. Again, it has led to distortion of school academic calendar at one time or the other in the life of Nigeria educational system.

Therefore, this study is significant because the finding will be useful to:

The primary beneficiaries who are principals, teachers and the students in that, it will enable principals to provide students‟ services which will in turn improved teachers capacities and academic performances of the students.

The result of the study will be of useful to the ministry of education in the realization of providing students‟ services in various secondary schools in Abuja.

The finding of the study will provide useful information and data to the lawmakers and policy makers on the role play by the principals in the provision of students‟ services in secondary schools in Abuja Municipal Area Council.

The information gathered will equally broaden the knowledge of other stakeholders in secondary schools on the importance of providing students‟ services.

Finally, other researchers will find this study as sources of secondary literature in the research of the related topic like the impact of students‟ services on the learning climate, and assessment of the management of students‟ services facilities.

## Scope of the Study

The study is concerned with the provision of students‟ service delivery by the principals in public secondary schools in order to improve teaching and learning and enhances students‟ academic performances in Abuja Municipal Area Council. There are five

zones in Abuja Municipal Area Council which comprises of Airport Road, City Centre, Gwagwa-Karimo, Karshi and Nyanya Zones. The study focused on the Assessment of Principals‟ Role on Students‟ Service Delivery in Secondary Schools in Abuja Municipal Area Council. Abuja, Nigeria.

# CHAPTER TWO

**REVIEW OF RELATED LITERATURE**

## Introduction

The review of related literature focused on:

* 1. Conceptual Framework
  2. Theoretical Framework
  3. Principal‟s role on students‟ health care service delivery in secondary school
  4. Principal‟s role on students‟ guidance and counseling service delivery in secondary schools
  5. Principal‟s role on students‟ recreational service delivery in secondary schools
  6. Principal‟s role on students‟ hostel accommodation service delivery in secondary schools
  7. Principal‟s role on students‟ library/ICT service delivery in secondary schools
  8. Principal‟s role on students‟ security service delivery in secondary schools
  9. Principal‟s role on students‟ cafeteria service delivery in secondary schools
  10. Empirical Studies
  11. Summary

## Principal

Principals are very unique as managers in the school organization. According to Idowu (1998), the job of managing a school involves among other things the provision of students‟ services, leadership, coordinating human, materials and time resources to ensure the achievement of organizational goals. In the school system, the principal as an administrator should influence his teachers and students to achieve the goals and objectives of the school. Ukeje (2000), the unsatisfactory performance often experienced in schools by students and educational programs is always attributed to lack of basic infrastructure, lack of adequate and accurate statistics, inadequate funding, embezzlement, bureaucratic bottleneck

and poor attitude to work. The principal must develop, support and equip staff with knowledge and skills to respond positively to the ever changing phenomenon of education to meet contemporary societal challenges. Abdulkareem (2011), opined that to achieve this, there must be continuous increase and adequacy of educational facilities, because the existing ones are often overstretched, and cannot provide desirable, creative and harmonious problem – solving skills.

## Assessment

Assessment can also be defined as a process of gathering information to monitor progress and make educational decisions. It is used to gather evidence about the quality of current principal practices to identifying areas of strength and improvement. Information about the quality and outcomes of one‟s performance is important to the development and refinement of practice because it disrupts ineffective behavior and can increase motivation to develop more effective practices (Kuger and Denisi, 1998: Thomas, Holdaway, and Ward, 2000). Assessment hold significant promise in providing educators with much- needed information that can be used to improve leadership practices, provide information for accountability purposes (Reeves, 2005; Water and Grubb, 2004). Principals directly or indirectly influence many aspects of the school, which means that principal performance could be assessed in many ways. Principal assessment should be practical and focused on areas of provision of student‟s service delivery which have an important impact on the quality of education in schools (Thomas et al., 2000).

## Role

Sociologists use the term role to mean the patterns of action and behavior associated with a particular status. A role is concerned with what a person does and how he behaves.

Role expectations consist of shared attitude held by individuals defining role. The expectation might include attitudes about what an incumbent should do or not do. The various offices in an organization carry with them certain expectations of behavior held both by all workers and by the persons occupying the role. Every incumbent of a status is being observed and evaluated by individuals and groups of people who have interest in the way he performs his/her role. So, role expectations could be referred to as the appropriate ways principals should act and behave in the schools.

Equally, social role is a set of connected behaviors rights and obligations as conceptualized by actors in a social situation. It is an expected, free or continuously changing behavior and may have a given individual and social position. According to Fullan, (2003), social role assume the following about social behavior:

1. Social role include appropriate and permitted forms of behavior, guided by social norms, which are commonly known and hence determine the expectations for appropriate behavior in these roles.
2. The division of labour in society takes the form of the interaction among heterogeneous specialized positions we call roles.
3. Roles are occupied by individuals, who are called actors.
4. When individuals approve of social role, they will incur costs to conform to role norm, and will also incur costs to punish those who violate role norms.

Finally, the role concept helps one to understand the functions of the principal in the school system.

## Meaning of Students Services

The concept of student services is a relatively new phenomenon, until the early part of the nineteenth century, the teaching faculty and a few clerical assistants handled the non – instructional functions for students, e.g. accommodation, food service, student discipline, advice and some activities.

Academics, who were previously handling these functions, even though they knew next to nothing about administering such initiatives and counseling students, began for more assistance in carrying out these non – instructional duties. In the United States, Dean of Women, Dean of Men, and Dean of Students began to be appointed because of the increase in number and type of students who were enrolling in the school. These staff members were now in charge of not only housing and feeding students, but also physical on many institutions. Recreation, cultural activities, sports, testing, orientation, career assistance, job placement, financial assistance, and disability services all become unity in many countries.

Students‟ services refer to those school services that supplement and support the instructional program of a school. Duffy in Ejionueme (2010) stated that although students‟ services have received very little attention in professional literature and school administration, it remain administrative function that is critical to the effective operation of any school system. In another development, Ezeocha (1992), students‟ services in the school involve all the activities and service that one renders to the students for the achievement of the educational objectives which are not the normal classroom instructions. So, students‟ personnel services involve decision- making and implementation of policies of a school with regard to students‟ education. Okeke (2002), defined students‟ services to be all those

special classroom supporting services, outside the curriculum offering, that impinge upon the maturation of the students.

## Students’ health care services

The WHO‟s expert committee on comprehensive school health education and promotion notes that “to learn effectively children need good health” good health supports successful learning and successful learning support good health. School health care services as an essential component of effective school health program ensure that children are healthy and able to learn at all times. It is an essential component for achieving education for all. National School Policy (2006), defined school community to mean "all the people living/working within the school premises including pupils/students, the teaching and non - teaching staff as well as members of their families".

## Students' Guidance and Counseling Services

Guidance and counseling has been conceptualized as a program of activities which has provided us with the gateway out of the existing problems in the present age of complex scientific and technological development (Okobiah and Okorodudu, 2004). Perhaps the best definition of guidance is that offered by Johnes (as cited in Nayak, 2004). Guidance involves personal help given by someone. It is a designed to assist person to decide where he wants to go, what he wants to do, when he wants to do, or how he can best accomplished his purpose. It helps him to solve problems that arise in his life.

## Students' Recreational Services

Physical education, physical activity and sport have been shown to impact positively on the extent to which young people feel connected to their school, the aspirations of students, the extent to which positive social behaviours exist within schools; and the

development of leadership and citizenship skills, (Stead and Neville, 2010). More physically fit students have improved brain function, higher academic achievement scores and superior cognitive performance than less fit students, (Chaddock, 2012). Provision of recreational activities for students has been linked to positive self - esteem, skill development, skeletal and cardiovascular health, and general healthy development.

## Students' Hostel Accommodation Services

Accommodation has to do with privacy, personal space, and territoriality. Accommodation concerns an individual's freedom of choice in a given physical setting. With regard to what happens in it from one movement to another. Ozioko (1997), adequate accommodation is one of the student personnel services that chance the achievement of educational objectives. Accommodation entails a place where students live; it is usually situated within school compound. The reason could be to enable students to feel the impact of school environment on the learning activities. Clark, and Meaye (1992), see hostel accommodation as somewhere people, especially (students) live away from home, can stay and eat fairly cheap.

## Students’ Library/ICT Services

Libraries are the deposition of knowledge that provide vital under pinning for national development. The library is the bedrock of the school which aimed at providing teaching learning and students‟ services. In secondary school, library has a prominent role to play in supporting secondary education to fulfill its objectives. Students in secondary education are to be provided with the facilities and services necessary for improving their academic performances. Classroom instructions alone will not provide all the opportunities needed for attaining all these educational objectives. It is here that libraries come to help

students. It provides access to various resources in order to support teaching, learning and research activities, (Vishala and Bhandi, 2009). In secondary schools, both teachers and students depend on library resources and facilities.

## Students' Security Services

The issues that confront schools are different, sophisticated frequent and complex. For instance, Kiumi, et'al., (2012) describes the condition of student discipline in secondary schools as disheartening because violent behaviour incidences are wide spread and frequent. Violent behaviour manifests in a wide range of aggressive acts from name calling to physical assault to sexual abuse (Dunne, et' al., 2010). Some of these aggressive acts have grown in sophistry due to technology advancement, for instance, bullying now include cyber

- bullying, texting, through social media, through emails and through silent treatment. Dunne, et‟ al., (2010) observe that physical and psychological bullying are prevalent in many schools and students experience them on daily basis. Bullying is one among others forms of violence in school. Others violence include sexual violence, rioting and fighting.

## Students’ Cafeteria Services

School cafeteria which offers a varied menu and comfortable surroundings enables students to experience a sense of *“home”* while on campus where they can engage in leisurely conversation and interactive activities with their peers (Norhati and NurHafisah, 2013; Raman and Chinniah, 2011). Research in China indicates that the impacts of food services operation on students‟ education are vital. Providing healthy, tasty, and high quality food is said to be so important that it is an important guarantee of both teaching and learning, (Xiao, 2008).

## Theoretical Framework

The following are the theories relevant to the study.

### Theory in Educational Administration

The uses of theory in education make it unequivocal for administration to be able to relate every practice to theory. Administrative decisions are expected to be guided by theories, because practice and theory are inter-woven. Theory can be defined as a set of observed and tested rules or principles which help the administrations in understanding, interpreting or predicting events (Enyi, 2003). Nwankwo in Mgbodile (2003) opined that theory is a systematic and deductive way of thinking about reality in order to describe and understanding such reality. Mgbodile (2003), theory is a set of interrelated concepts, ideas and propositions that present a systematic view of phenomena by specifying relation among variables with the purpose of explaining and predicting the phenomena. To this end, theory helps an administrator to use the knowledge gotten from other disciplines to deal with educational issues. It provides a directive to administrators‟ actions. It equally helps the administrators to for see what to expect if a particular action is chosen. Therefore, theory that is relevant to this study is systemic theory.

### The System Theory

The system theory holds that an organization is a social system made up of integrated parts. A system is a unit with series of interrelated and interdependent parts, such that the interplay of any part affects the whole system. A system is therefore, a structure with interdependent parts (Nwankwo in Mbgodile 2003). Ukeje, (2002), a system refers to the integration of different components and relationships between them and their attribute, such that they form a functionally related whole. Every organized enterprise such as

educational system does not exist in a vacuum. It is rather known to depend on its external environment or societies (Weihrich, 2008). A social system receives inputs from the environment, engage in processes, and generate outputs. So, as a social system, the administration of secondary school system in Abuja Municipal Area Council receives inputs, transforms them and exports the outputs to the society or environment.

## Figure 2.1: Inputs-Outputs Model.

Inputs

Transformation Process

Outputs

External Environment

**Source:** Weihrich, (2008)

1. **Inputs:** The composition of inputs from the external environment to the school system includes students, infrastructure, personnel- teaching and non- teaching staff and of Couse financial supports. It also includes the numerous claimants- groups of people making demands on the school system, such as employers, stakeholders, local, state and federal governments.
2. **Transformation Process:** The quality of inputs influences the quality of processing; students are the subjects of processing. So, in the school organization, inputs are transformed in an effective and efficient manner- changing students into outputs from unknown to known and unskilled to skilled personnel.
3. **Outputs:** The processed quality determined the quality of outputs of the system.

Students are the educated manpower- outputs which were consumed by the society.

1. **External environment:** As a component of the system model, the external environment plays a key role in the transformation of inputs into outputs. The already processed individuals by the school system go back to the environment inform of skilled personnel such as teachers, doctors, lawyers and bankers etc. to develop the environment. It is worthy of note that in the system model, some of the outputs become inputs again.

Implementation of students‟ services is a vital aspect of students‟ services management and as such an important area of secondary school administration. This theory is related to this study because, secondary school students in AMAC form part of the institutions as a system. Again, the theory is related to this study because, the attainment of the objectives of any educational institution depend on the effective utilization and administration of the different parts that constitute the school as a system, especially the provision of services that will make the students achieve all round development.

## Principals’ Role on Students’ Healthcare Service Delivery in Secondary Schools

The school healthcare services is directed at the well-being and health of the school community (learners, teachers and non - teachers). The school healthcare services are meant to promote the health of the school community. Without it there will be drastic reduction in learning, this is because learning is a factor of physical, mental and social well-being. It is only with this, that intelligence, absorptive and retain memory is developed. National School Policy (2006) defined school community to mean "all the people living/working within the school premises including pupils/students, the teaching and non - teaching staff as well as members of their families". Udoh, Fawole, Ajala, Okafor, Nwanu and Obayan (2000) stated that the cardinal objective of school health care services as a component of school health program is to promote and maintain the health of the school child and the school personnel.

An individual health status is the ranking of the absence or presence of the determinant of health, which according to the world health organization (1948), include, the level of physical, mental, and social well-being plus the absence of disease or infirmity. School healthcare services counters provision and maintenance of health facilities in the school system. Health facilities according to Edem (2009) and Nwokafor, et‟al., (1999) cited in Abubakar, (2016) include drugs, medical equipment, Nurses, the clinic and storage facilities. Healthcare services include pre - entry medical screening, routine screening examination, school health records, first - aid and referral services (NSHP, 2006). Also include is the provision of advisory and counseling services for the school community and parents. The objectives are to provide basic services for disease prevention and management of injuries and infections.

The WHO‟s expert committee on comprehensive school health education and promotion notes that “to learn effectively children need good health” good health supports successful learning and successful learning support good health. School health care services as an essential component of effective school health program ensure that children are healthy and able to learn at all times. It is an essential component for achieving education for all (EFA) inclusive of children with special needs. School health care services are preventive and curative services provided for the learners and staff within the school setting. The purpose is to help students at school to achieve the maximum health possible for them to obtain full benefit from their education. School health care services are provided by the physicians, dentists, school health nurses, teachers and other appropriate personnel to appraise and promote the health of members of the school community, (F.M.E, 2006).

## Aspects of Students’ Healthcare Service Delivery in Secondary Schools

Aspect of students‟ health care services according to Asaad, (2008) refers to the fields of school health as follows: the field of health services that includes providing medical care and treatment services to students, detecting infected cases between students to be isolated and transferred to the hospital, providing medicines and tools to aid emergencies. As for the field of the services of school environment, it includes paying attention to the maintenance and cleanliness of the school building and classrooms as well as maintenance of school furniture to be renewed when needed and fixing water sources and reservoirs periodically, moreover, cleaning the toilet facilities daily, providing adequate and healthy food in the cafeteria, protecting the school environment from pollution.

1. **Pre-entry Medical and Dental Screening:** This will assist with the evaluation of the health status of a student prior to entering school; that is, before commencing primary, secondary school and tertiary education. A pre-employment/dental examination should also be conducted for all other members of the school community including food handlers.
2. **School Health Record:** A record keeping system provides for consistency, confidentiality and security of records in documenting significant health information and the delivery of health care services.

## Routine Health Screening and Examination: Such as:

* 1. **Teacher’s Observation of the Student:** This is to identify those students who require special attention, periodical inspection of the learners to assess their general cleanliness and detect discharging ears/eyes, inability to see the black/white board and skin rashes.
  2. **Referrals:** Pre-identified (nearby) health facilities should be used

## Figure 2.2: Cycle of health care service delivery



Secondary Health

Institutions

Tertiary Health

Institutions

School Health

Centre

**Source:** Federal Ministry of Education

The figure above shows referral point whereby a sick student will be refers from the school clinic to secondary healthcare institution/designated private clinic or tertiary health institution for medical care and attention.

## C. Counseling

There shall be fulltime counselors in schools to offer counseling services to the school community and parents in all area of living. Learners should be encouraged to see the counselor as a matter of routine, (FME, 2006).

The school health focuses on the precautionary side that is based on scientific bases and global experiences that keep pace with the latest founding of the developed countries as well as the recommendation issued by World Health Organization (WHO) in this area. Those interested in school health care service recognized the importance of strengthening and improving the students‟ health, the school health and improve the health of students through

active participation of the education of family in this area, and that the school has a large role in activating the health care service program, (Melhen, 2003).

## Uses of Students’ Healthcare Service Delivery in Secondary School

The uses of health care services as highlighted by Abubakar (2016) include among others;

1. Promote and enhance the good health and well – being of students which support students‟ academic success and quality of life on campus.
2. Offers effective on – campus primary health care and information services on health at little or no cost to registered students.
3. Promotes students health education awareness and well – being program.
4. Reduces outbreak of diseases among students.
5. Provides counseling on health issues or matters to students.

Other functions or uses of students‟ health care services provided by Igoe and Campos, (1991) are:

* 1. Organized and arrange for health screening and assist in registration of students.
  2. Make referral and evaluation process for placement of special education students.
  3. Identifies health needs of students and personnel.
  4. Provides health counseling.
  5. Maintains health and accident records.
  6. Maintains immunization records of students.

## Challenges to Students’ Health care Service Delivery in Secondary Schools.

Result taken from research on the needs that educators have related to assessing and caring for students with poor health revealed that teachers often feel unprepared to assist students with health problems. These findings indicated that a lack of information existed

about the specific health problems that children experienced as they related to their classroom adaptation, school policies concerning medication and the involvement of children with health problems in physical education activities, (Johnson, Lubker, and Fowler, 1988).

On average, research indicates that one school nurses is available to provide health care services to more than 800 students, youth and school personnel in a single public school setting (Igoe and Giordano, 1992). In a large urban school district that ratio may exceed 1000 to 1 nurse. Research equally indicates that health assistants are becoming more involved in administering health care services in public schools (Fryer and Igoe, 1996). These assistants are usually employed by the public school and include unlicensed clerks and paraprofessionals for whom school health care services responsibilities are secondary to other responsibilities. They also tend to be assigned more basic tasks including administering first-aid and medication to students and are reportedly not being used to supplant more expensive nurses and other health care personnel (Fryer and Igoe, 1996). Other challenges include lack of infrastructure in place to cater for the overwhelming students, lack of funds to support day to day running of the institution.

Ademiju and Ayanlaja (2006) assessed teachers' perception of school health care services and concluded that public primary teachers are aware of school health care and their benefit to pupils and the school community and that non - provision of varied services by school. Ogwu and Ayabiogbe (2010) studied school health care services in public and private senior secondary schools and observed that health services in Kogi state do not include frequent measurement of weight and height, inspection of food in public schools, vaccination in public schools, health appraisals in private schools, provision of potable water

and drugs in public schools, and that both private and public schools have inadequacy of provision of health care services among others.

## Students' Guidance and Counseling Service Delivery in Secondary Schools

Guidance and counseling has been conceptualized as a program of activities which has provided us with the gateway out of the existing problems in the present age of complex scientific and technological development (Okobiah and Okorodudu, 2004). The UNESCO module on guidance and counseling (2000a) also posited that guidance is a program of services to individuals based on their needs and the influence of environmental factors. Guidance and counseling is a professional field which has a broad range of activities, program and services geared toward assisting individuals to understand themselves, their problems, their school environment and their world and also to develop adequate capacity for making wise choices and decisions. Perhaps the best definition of guidance is that offered by Johnes (as cited in Nayak, 2004). Guidance involves personal help given by someone.

It is a designed to assist person to decide where he wants to go, what he wants to do, when he wants to do, or how he can best accomplished his purpose. It helps him to solve problems that arise in his life. Guidance is friendly and personal help offered by a competent individual known as the guide or guidance expert, to one who is in need of such assistance his problems and to overcome his hurdles. Lack of guidance is liable to lead an individual to inadequate thought and behaviour, wrong decision and maladjustment, (Abdul Rauf, 2002). Hasnain, (2004) described the definition given by Mathewson in which he says that guidance is the systematic professional process of helping the interpretative procedure, to gain a better understanding of his own characteristics and potentialities and to relate him

more satisfactory to social requirements and opportunities in accord with social and moral values.

In the same vein, Dash (2003), defines guidance as “aspect of educational program which is concerned especially with helping the student become adjusted to his present situation and to plan his future in the line with his interests, abilities and social needs. Counseling is the word which usually comes along with guidance always or synonymous to it, there is a slight difference between the two. It is generally observed that counseling in school involves helping students individually or small groups to deal with their concern or difficulties, they are experiencing. It was actually in 1963 that the relationship between counseling and school was first officially discussed in Britain at seminar held by National Association for Mental Health (NAMH) under the chairmanship of Lord James. It was agreed that many very few forms have been more loosely or interchangeably used than the terms “guidance” and “counseling”. According to Dash (2003), counseling, is a major part of guidance program. Counseling and guidance are used in school to solve the problems of students.

In its trust sense, percentage of our population is not capable of handling its problems independently without the cooperation and guidance of others, Chauhan (2001). Kolo, (1992) defines guidance as an assistance given to someone in order to make him aware and know the direction he or she is coming from and going in life. Orhungujr, (2007) defines counseling, it involves some person or persons called: counselor” being hired by another person‟s or persons called “clients”, to help the client solve some sort of personal or social problems.

In a related development, Olayinka (1999), defined guidance as a process of information – giving to an individual; this providing him with a diversity of choice. Olayinka (1999), views counseling as a face – to – face, person – to – person relationship in which a person (client) seeks the help of or seeks to effectively communicate with another person (counselor). According to Okoye (2000), defined guidance as a service aimed at helping an individual in making choices and adjustments and in resolving personal problems. It also aids the individual to be aware of his abilities and interest and be able to take independent actions which will help lead to better orientation in his environment.

## Aspect of Students’ Guidance and Counseling Service Delivery in Secondary Schools

Experts agreed that there are three major components of guidance and counseling. These are educational guidance, vocational guidance and personal social guidance (UNESCO Module, 2000a). Under these three major areas, there are several guidance and counseling services such as appraisal, information, placement, orientation, evaluation, referral and follow – up (Denga, 2001). Each of these major components of guidance and counseling alone with their services address students' needs, challenges and problems. Students need guidance and counseling at various levels of their educational development. According to Olayinka (1999), identified aspects of counseling services in our educational institutions as follows:

1. **Academic Counseling:** The academic content and subjects taught each child should be based on the child‟s interest, ability and aptitude and not merely on chance factor. Ugbe, et‟al (2002), tertiary education is the apex of the educational hierarchy, even

at that level students still require guidance in the new environment to familiarize themselves with existing facilities.

1. The Problem of Dishonesty and Examination Malpractice that has become one of the melodies of our educational system could be eradicated, if students are properly guided.

Similarly, Ugbe (2002), identified students vocational information need about the world of work and available job opportunities in the community, the job requirements as well as the prospects and hazards of each job.

## Uses of Students’ Guidance and Counseling Service Delivery in Secondary Schools

The goal of guidance and counseling services is to enable each learner in institutions of learning to derive optimal educational benefits so as to actualize his/her potentialities" National Policy on Education (1998) states "in view of the apparent ignorance of many young people about career prospects and in view of personality adjustments among school children, career officers and counselors will be appointed in post - primary institutions and tertiary levels ''. A human need necessitates new inventions. Although guidance and counseling was focused on career development, contemporary social economic issues such as unemployment, drug, unstable families, truancy, etc. have necessitated the incorporation of professional guidance and counseling in secondary schools.

This is because guidance and counseling is safe to apply for holistic development of students, their behaviour notwithstanding. Ayieko, (1988) says guidance and counseling plays a pivotal role in students‟ behaviour management and correction in schools. Counseling can be curative measuring in addressing school discipline and to avert and/or

correct indiscipline among students. Vocational guidance provides information about job opportunities and factors affecting the job, market such as unemployment information technology and international relation. Mutie and Ndambuki (1999), look at the aims of vocational guidance as having an expanding function to aid in placing talent where it is needed. Through education guidance, a learner is better informed about the subject they study and subject choices; and that to attain success in one‟s academic requires learners going an extra mile in their studies. The kind of knowledge to learner is especially important to the youth who are less exposes and limited in their understanding the world of work.

Parents, teachers and society are observing and reporting a marked decline in the level of indiscipline and good behaviour among secondary school students. Most of these students generally lack courtesy, respect, self-control, decency and social etiquette. The values they portray and disrespect towards authority, promiscuity, drug abuse, and addiction behaviour. A learner in a new school is to cope with new environment through guidance. They are helped to develop a better understanding of whom they are and appreciate of their background. Learners are guided on the self-awareness, peer group, relationships, manners, personality difference and social etiquette, social role and conflict resolution through personal and social. Guidance, a student is helped to overcome indiscipline as a quest for freedom. So, indiscipline among secondary school students is a result of a feeling of un- fulfillment, lack of constructive freedom and frustration.

## Challenges to Students’ Guidance and Counseling Service Delivery in Secondary Schools

Anwana, (1984) and Abiri, (1996) argued that if the society is not to be plaque by a band/group of disgruntled, frustrated and unrealistic individuals, it is desirable that adequate guidance and counseling and career information be provided to enable the school and

society arrive at a legalistic vocational choice for their children/words with due realization of their potentialities. Previous studies such as of Achebe, (1986); Denga, (2001); Edet, (2008), have shown that principals and teachers constitute the greatest obstacle to the success of guidance and counseling services in schools. The report showed a negative attitude of school authorities to guidance services and to counselors in particular.

Adimula, (1988), also attributed the negative attitude to the ignorance of principals and teachers about the relevance of guidance services in schools. Achebe (1986) explained that the counselor is being seen as a new corner to the school system that is still being regarded with some sense of suspicion and caution and distancing. Bulus (2001) believed that principals and teachers misconceived the counselor‟s status which often creates conflicts between them and in most cases teachers and principals who believe in the need for counselors in the school may see no reason why there should be full-time counselors in schools.

In a related development, Denga (2001), stressed that the principals who know little about counseling will not in any way appreciate the need for the counselor to be relieved of heavy teaching load and other co-curricular duties. Such principals will stifle the counselor‟s work by withholding budgetary allocation for guidance services in the school. Achebe (1986) stated that some principals are rigid and traditional and would not welcome new ideas. She said even when principals are aware that modern schools require the practice of the counselor, they may deliberately bark at the idea of implementing the guidance services in the school practice for the erroneous argument that historically, the school has operated successfully without formal guidance, (p2).

## Students' Recreational Service Delivery in Secondary Schools

Provision of recreational activities for students has been linked to positive self - esteem, skill development, skeletal and cardiovascular health, and general healthy development. It is now widely established that childhood is the best time to establish positive attitudes and behaviour relating to physical activity and a healthy life style. Young people spend a significant amount of time at school and therefore school environments need to be supportive of students being physically active. School recreational services are an important part of a comprehensive approach to providing this support. School recreational services offer the school community opportunities to build a strong identity and culture of excellence. Traditional values of respect, fairness, responsibility and resilience are developed as part of students' participation.

Recreational services improve students' concentration, memory, behaviour and academic performance. Schools can lift the performances and outcomes for their students by offering programs designed to maximize participation, enjoyment and personal reword. High performing schools utilize school sport and physical education programs to help motivate students and support learners in their academic performance. This position is supported by growing evidence that recreational services have positive influences on students' academic achievement. Physical activity has been demonstrated to have a positive effect on concentration, memory, and classroom behaviour. Students who have increased time participating in sports and physical education have increased academic performance as a result, Francois Trudeau and Roy Shephard, (2008). Physical education, physical activity and sport have been shown to impact positively on the extent to which young people feel connected to their school, the aspirations of students, the extent to which positive social

behaviours exist within schools; and the development of leadership and citizenship skills, (Stead & Neville, 2010). More physically fit students have improved brain function, higher academic achievement scores and superior cognitive performance than less fit students, (Chaddock, 2012).

## Aspect of Students’ Recreational Service Delivery in Secondary Schools

Recreational facilities could be in an open place such as soccer pitch, hockey field, tennis court, etc. or in-door facilities like badminton court, swimming pool, gymnastic etc. recreational sport is a service provided to offer students an opportunity to participate in sports and fitness activities. Most schools provided a wide variety of programs and activities through such things as intramural sport, informal sport, club sports, and fitness programs, (Young, Rose and Barcelona, 2003). Alexander Astin‟s theory of involvement (1993) provided a powerful argument in favour of participation in extra-curricular students‟ activities and organization by indicating that such participation contributed to the education of students. Astin (1993) asserted the involved students tend to achieve better grade, and are more satisfied with their school experience. Garland (1985), reported that students involved in extracurricular activities tend to be more satisfied with their experience and are more likely to graduate.

## Uses of Students’ Recreational Service Delivery in Secondary Schools

Research has identified regular moderate to vigorous physical activity or recreational services helps improve adolescents‟ academic performance, and particularly seems to help girls do better in science. A close response relationship has been identified the more intensive exercise undertaken, the greater the impact on test results (Booth, et‟al, 2013). Singh (2012), states a positive link between movement and academic performance in

students. More physically fit students have improved brain functions, higher academic achievement scores and superior cognitive performance than less fit students, (Chaddock, 2012). Other uses of students‟ recreational services can be trace to psycho-social benefits. According to World Health Organization, (2011) students‟ recreational services assist a child‟s social development by providing opportunities for self- expression and building self- confidence. Both of which are important for the developing child. Again, recreational services help to raise academic achievement, self – esteem and confidence and when competitive physical activity is undertaken it can raise educational aspirations (Stead and Neville, 2010). Bailey (2006), states that it support the development of student‟s social skills and social behaviours, self – esteem and attitudes. Young individuals who participate in organized sport demonstrate lower rates of anti-social behaviour (World Health Organization, 2011). Students who from participating in as little as 10 minutes of additional organized recreational activities a day, gain the most benefit in terms of enhanced cognitive function, improved classroom behaviour and consequently enhanced academic performance.

It is equally used to energize and develop gross motor, thinking and team building skills, physical activity and creative play session at lunchtime were developed. Recreational activities equally developed in students analytical and communication skills in English and mathematics. Banta, et‟al, (1991) used the National Instrument Recreational Sports Association‟s Quality and Important of Recreational Sport (QIRS) instrument to assess the impact of campus recreation. Programs at six different universities found that students gave the most frequent responses to eight items regarding benefit resulting from their participation in recreational sports. These included (1) stress reduction (2) sense of accomplishment (3) weight control (4) feeling of physical well-being (5) sport skills (6)

physical strength (7) fitness and (8) friendship. According Shepherd (2008), school recreational services improve students‟ concentration, memory, behaviour and academic performance. School can lift the performances and outcomes for their students by offering programs designed to maximize participation, enjoyment and personal record. High performing schools utilize school sport and physical education programs to help motivate students and support learners in their academic work. Other uses of recreational sport services include: (1) raise young people‟s level of physical competency (2) redress young people‟s declining health and fitness levels, and (3) ensure an increase in the participation rate of students in physical activities. School sport gives all students the opportunity to continue their physical, social and personal skills education through sporting competition at school and with other schools at local, state, national and international levels.

Other uses of recreation facilities to students enumerated by Abubakar (2016) include:

1. Create healthy living for better learning in the body system.
2. Assist students learn unity of purpose and team work irrespective of tribe or religion.
3. Develop behaviour and sense of accepting defeat among students for future life uses.
4. Enable students to interact more with other non-classmate students within the school.
5. Build future national athletics professionals.

## Challenges to Students’ Recreational Service Delivery in Secondary Schools

The administration of human endeavor is filled with phenomenon and the provision of students‟ services in secondary schools education cannot be an exception. Most challenges to effective provision of students‟ services arise as a result of some factors. In addition, there is the problem of poor maintenance culture exhibited in secondary education. Recreational facilities are not adequately maintained. Nwuzor (2001) noted that the physical

condition under which a very large number of our children are taught are very dehumanizing. Functional students‟ recreational facilities are acute in secondary schools. Omu (2006) observed that schools are in state of disrepair, buildings are poorly ventilated while equipment and other services such as recreational services are obsolete.

One of the most serious challenges facing our secondary education is increase in enrolment without proportionate increase in students‟ services. Osagie (2005) observed that the increase in enrolment in recent times has led to more twenty students sharing bed spaces and other services like recreational facilities meant for few students. Another impediment to effective provision of students‟ services and others is the poor funding of the education sector. Education is an expensive social service and requires adequate financial provision from government. The success of any educational program is highly contingent upon the extent the program is adequately financed (FRN, 2004). Other challenges could be the qualification of P.E. teachers, only few teachers are sent to a school to handle large number of students thereby rendered teaching, learning and the provision of recreational services ineffective in secondary schools.

## Students' Hostel Accommodation in Secondary Schools

Accommodation has to do with privacy, personal space, and territoriality. Accommodation concerns an individual's freedom of choice in a given physical setting. With regard to what happens in it from one movement to another. Ozioko (1997), adequate accommodation is one of the student personnel services that chance the achievement of educational objectives. For the purpose of this study, hostel accommodation entails a place where students live; it is usually situated within school compound. The reason could be to enable students to feel the impact of school environment on the learning activities. Clark,

and Meaye (1992), see hostel accommodation as somewhere people, especially (students) live away from home, can stay and eat fairly cheap. In the same vein, Hornby (2000) see hostel as building in which board and lodging are provided (with the support of the authorities concerned) for students and workmen in training. According to Onyegiri (2004), the essence of hostel accommodation in secondary schools is to accommodate students and to encourage effective teaching and learning. Student accommodation can be seen as a place of abode for students; it is also a place where students live and it is usually situated within the school premises. Ezeukwu, (1999), this hall of residence, apart from protecting students from sun, rain, heat and cool, represent a learning environment which has tremendous impact on the comfort, safety and academic performance of students.

According to Abubakar, (2016) opined that hostel accommodation services refers to provision of place and facilities required by students to live and aid learning. The facilities could include among others power supply, water supply, toilet facilities and bed spaces. Hostel accommodation gives students rest for better energy regain for learning. Pp. 34.

## Aspect of Students’ Hostel Accommodation service Delivery in Secondary Schools

The aspect of students‟ hostel accommodation could be classified into core service products and supplementary service elements. According to Normann, (1991), core service is that part of the entire service offering that is supposed to meet the most basic purpose for providing the service. In the context of students‟ hostel or hall of residence accommodation, the core services or aspect of students‟ hostel accommodation refers to the most basic reason for renting student accommodation for a time period. Thus, the core service will include

such things as bedroom, toilet, and bath facilities since these appears to be so basic that a student seeking hostel accommodation to rent would have to consider them probably first.

Apart from the core service, the service product also consists of other supplementary services (Lovelock and Wirtz, 2007). Supplementary services have been variously described as auxiliary services by Gronroos, (1990) peripheral by Normann, (1991). Gronroos, (1990), further subdivides supplementary or peripheral services into enabling (Facilitating) and enhancing (supporting) services. In the context of student hostel or hall of residence accommodation, facilitating or enabling service of supplementary services that are necessary for sound accommodation could include utility facilities (e.g. water, electricity, etc.), security, rules and regulation, among others. Supporting services on the other hand, may include such value added services desirable at student hostel or hall accommodation like common room, T.V room, entertainment hall, reading room, library, case of transportation to lectures, garage, among other things. Supporting services are only desirable if they are available but may not be the most important in renting of student accommodation.

Furthermore, the cost of accommodation and the perceived overall quality could be important factors. In many service provision context, the price or cost paid by students in acquiring the accommodation has long being found to be an important quality factor, (Cronin, et‟al, 2000; Gera, 2011; Nimako, 2012). The monetary and searching costs, among others costs, may affect students‟ choice of the accommodation. Where students pay more, they are more likely to expect better accommodation service quality provision.

## Uses of Students' Hostel Accommodation service Delivery in Secondary Schools

Those who have lived in hostels provided by schools will attest to the usefulness of the provision of the facilities for students. Olotuah, (2001) identified some of the benefits of hostel accommodation.

1. **Facilitating Reading:** At any level of education i.e. primary, secondary and tertiary, staying in the hall of residence or hostel does enhance the desire to read. The reasons being that there can be control and the activities of studious colleagues can force less serious ones to read. It is easier to relate with colleagues and teachers who are close by.
2. **Co-curricular Activities:** Students in hostels have a greater opportunity of participating in sports, games, clubs, and social activities that are expected to make them more rounded individuals than those living off-school premises who may found themselves forced into domestic activities once they are at home.
3. **Security:** Students in secondary schools are indeed more secured on campus than those off-campuses in spite of the menace of cult activities even in the secondary schools across the country. This is because the security personnel in the school do monitor the activities of students.
4. **Private Relationship:** Private relations in hostel rooms could blossom into live time positive relationships that would be beneficial to both parties in secondary schools.
5. **Pupil Personnel Management (PPM):** Housing of students is one of the aspects of PPM, which is indeed a statutory function of schools. Ukeje, et‟al, (1992) and Husen, et‟al, (1985) opened that, not only parents but also the society at large expects the administrations of schools to provide these students‟ services.

In a related development, Abubakar (2016) enumerated the importance of students‟ hostel accommodation services as follows:

* 1. Control students‟ movement at night.
  2. Helps students‟ rest and regain energy for better performance.
  3. Inculcates habit of cleanliness among students.
  4. Inculcates unity and team work among students as well as respect for constituted authorities.
  5. Avails students with opportunities to get involved in governance opportunities in residence life and organization activities.
  6. Inculcates in students independent manners of living before maturity and away from parents. Pp. 34.

## Challenges to Students’ Hostel Accommodation Service Delivery in Secondary Schools

Lack of living space among students is one of the causes of difficulties and the likely hood of disposition to aggression among students when they are not properly accommodated or when they are overcrowded. This is because when an environment is not conducive it results in aggressive behaviours emanating from such environment. Ozioko, (1997), the quality of an environment goes a long way to influence the behaviour of the individuals found in and around it. According to Omu, (2006) stated that human behaviour is fundamentally related to attributes of physical environment, therefore, the physical environment of the school including condition of hostels and the transport system affect student behaviour either positively or negatively.

While lamenting on the ills associated with inadequate accommodation facilities in the Nigerian secondary institutions, Ezukwu (1999) posited that students frequently forfeit

their academic work for a long time in search of accommodation. Students are reported to miss lectures, and examination as a result of problems arising from inadequate accommodation. Again¸ there are frequent cases of frustration, conflict, friction and open confrontation, among roommates in overcrowded student hostels, on usage hostel accommodation are not only appears to be inadequate but some of the existing ones are dilapidated and impose danger to the health of the students. According to Mboto, (2000) today cracked, decaying walls, sagging roofs, blown-off roofs and bushy surroundings are common problems in schools. Onyegiri, (2004) noted that the problems emanating from inadequate hostel accommodation are enormous because a room which is meant and structurally designed for two students now accommodates eight to twelve students. As a result of this, house hood facilities like water, electricity, and toilet are over used.

## Students’ Library/ICT Service Delivery in Secondary Schools

In secondary school, library has a prominent role to play in supporting secondary education to fulfill its objectives. Students in secondary education are to be provided with the facilities and services necessary for improving their academic performances. Classroom instructions alone will not provide all the opportunities needed for attaining all these educational objectives. It is here that libraries come to help students. It provides access to various resources in order to support teaching, learning and research activities, (Vishala and Bhandi, 2009). In secondary schools, both teachers and students depend on library resources and facilities. No doubt that quick and easy access to such resources facilitates students' academic performances. Secondary school library support course curriculum and assist students to create new knowledge successfully (Higham, 1980). Khan and Bhatti, (2012) noted that academic institutions could not achieve their two - fold mission of spreading

knowledge and extending its research progress without first enriching and enhancing library resources and services. So, school authority should have a cyclic and systematic evaluation policy in place in order to maintain and further improve the quality of library services to meet information needs of users. Hussain and Abdulkhail (2013), evaluation of the quality of library services could be achieved by taking feedback from students.

The socio-economic and cultural development of a nation depends to a large extent on the achievements made by it on education and research. Libraries play a vital role in all stages of education especially in secondary education. Libraries in schools are the natural supporting centers for individual‟s intellectual development and are particularly important today in view of the shift in emphasis towards individualized and heuristic learning, (Kumar, 1994). The change in instructional methods had been reflected in the function and role of libraries in learning process. This renewed role of the library prompts it to provide documents and services for intellectual as well as recreational needs of individuals. Secondary school library becomes a “source and force for educational excellence” only when it functions as an integral component of the total teaching – learning process. The educational programs and library programs are interdependent and inseparable and have undergone tremendous change since second half of the 20 century. Dean, (1969) and Akinyotu, (1971) have among other things called on institutions like library schools, universities and ministries of education to come to the aid of school libraries to enable them to improve on their services. The authors mentioned above have acknowledged school libraries as an integral part of the school and a teaching aid in supporting the educational program (Olaosun, 1978).

In the same vein, Abolaji, (1981) emphasized the roles of a school library resource centre in making the teaching and learning of history more lively and interesting to both the teachers and students. He noted that certain materials which are not within the reach of both the teachers and the students, for reasons of cost and availability, should be provided by the library. The information and communication technology revolution has helped every organization to improve its efficient/productivity both qualitatively and quantitatively. The school libraries also fell in line with others to become not only the traditionally perceived learning environment as physical space but also the virtual learning environment. With the advent of computers, the nature of school library management and services has changed phenomenally. In the developed countries school libraries are developing internet sections in collaboration with big corporations to promote greater interest in library by making available latest and easily accessible information to the school students, (Shenton and Johson, 2007).

Recent research has revealed that internet is the most preferred information source used by students for project in school libraries followed by digital information sources which are preferred over print and audio – visual materials. The main reasons identified for using different information sources by Shaheen and Kanagasabai, (2007) are “accessibility”, “ease of use” and “appropriateness”.

## Information and Communication Technology (ICT)

Since the school is a formal organization, there is need for accurate, timely, sufficient and relevant information, which are kept in the form of record and they provide information on the past, present, and anticipated future activities of the school. The traditional method of gathering, processing, preservation and presentation of large volume of

information in print media has failed to facilitate work in the school system because of its attendant problems ranging from limited capacity to total loss of important information. Consequently, information and communication technology (ICT) became indispensable to the administration of schools. The ICT is technology - based and knowledge - driven and its application in all spheres of human activities has changed the face of the earth. It is used in health delivery, engineering, industry, business and education to name a few. The school is an open system that is in constant interaction with the external environment. The world is undergoing tremendous changes as a result of advances in science and technology, consequently, the school exists in a technological environment.

According to Ogburn (1979), technology is application of scientific discovery and the material products to technology. He further stated that technological environment consist of such fabricated objects as buildings, vehicles, processed foods, clothing, machines, ships and laboratories. The Commonwealth Secretariat (1991) stipulates that the phrase information technology is used to encompass a range of new technologies and their application, including all aspects of the use of computers, microelectronic devices, satellite, and communication technology. Vernon (2001), stated that information and communication technology (ICT) is a collective term covering all those technologies, both hardware and software, dedicated to the capture, storage, processing, transmission, and presentation of information. Hawkridge, Jaworski and McMahon, (1990) computer are at the heart of the ICT revolution because they are fast information processing machines, configured to receive input in the form of information systematically process the input and provide organized information that serves the needs of the users. It has the adequate age of improving overall quality of teaching and learning.

## Aspect of Students’ Library/ICT Service Delivery in Secondary Schools

School library/ICT services provide a quiet, well-lit study place and environment that is conductive to mental concentration. Adesoji, (2007) cited Omoniwa (1995), to posit that libraries have been associated with the concept of life-long reading and learning. It was stated further that library especially school libraries are desirable in order to inculcate into the students very early in life the habit of reading for various purposes, education, pleasure, information and culture. Students‟ academic performance is predicated on study and reading skills. However, parents are often advised to have a particular study area in their home for their child‟s homework, stick to a specific schedule, and do once task at a time (Stephens, 2010). Parents can certainly play a major role in providing the encouragement, environment, and materials necessary for successful studying to take place at home.

Meanwhile, without good study and reading habits, students would not be able to perform excellently in their tests and examination. According to Bakare (1994), as cited by Asikhia, (2010) poor academic performance is any performance that falls below a desired standard. Poor academic performance of students in promotion examination or terminal examination will hinder the student from being promoted to the next class or securing admission to higher institution of learning. Williamson (2010) contended that many students suffer low grade in schools because of failure to use the school library/ICT services and its resources to expand their study habits has a negative effect on their academic performance. Dent (2006), reported a study conducted by Lance (2000), to show that students in middle school with libraries had 18 percent higher achievement test scores than their counterparts without a library/ICT services.

In addition, Gettinger and Siebert, (2002) asserted that effective study skills are necessary for a college student to excel academically; they further stated that student must develop these skills in order to retain information learned in the present for their future benefit. According to international federation of library association (2009) the following are essential to the development of literacy, information literacy, learning and culture, and are core school library services:

* + - 1. Supporting and enhancing educational goals as outlined in the school mission and curriculum.
      2. Offering opportunity for experiences in creating and using information for knowledge, understanding, imagination and enjoyment.
      3. Providing access to local, regional, national and global resources and opportunities that expose learners to diverse ideas, experiences and opinions.
      4. Working with students, teachers, administration and parents to achieve the mission of the school.
      5. Promoting reading and resources and services of the school library/ICT to the whole school community and beyond.

## Uses of Students’ Library/ICT Service Delivery in Secondary Schools

School library/ICT services are very important in shaping students‟ skills as regard reading for leisure, to pass examination and to obtain information on different aspect of life (George, 2011). Library users make use of library/ICT for different purposes. While some users use it for reading their notes and personal books, others use library/ICT to do assignments. Yet others visit library to prepare for examination, recreation and relaxation.

Ogunbote and Odunewu (2008) cited Kumar (1991) and stated that the performance of students could be improved considerably if they use the library regularly.

Students should therefore maximize the use of school libraries/ICT to their advantage since school libraries provide conducive environment where the students can discover and develop their potential and talents as well as improving their reading culture and study skills. The teacher in a school system is a resource person while the library/ICT is a resource Centre for both students and teachers. Therefore, provision of good library/ICT services is essential for academic excellence to include trained library personnel and stocking of sufficient good reference books. While stressing the need for a good library/ICT services in secondary schools, a good library must be spacious, keep adequate records of books loaned and retuned. Similarly, proper ventilation, adequate furniture, provision of machines for book repairs are essential requirement in a good library. In his own view on the importance of library/ICT services in secondary schools system, Falodun (1984) regrets the terrible state of school libraries in Nigeria. According to him, the problem was not that there were no books alone but that even the few in them are absolute. A well-equipped library is essential for excellent academic performance and must be considered when introducing any new educational program.

## Challenges to Students’ Library/ICT Service Delivery in Secondary Schools

Conversely, not every school can boast of library or its services. The reason is that the library has not been actively involved with information transfer activities (Aboyade, 1987). This is because the policy makers often exhibit the notion that libraries generally are not on their priority list, how much less libraries for public schools. However, lack of computer and ICT skills, time consuming, limited access to computer terminal and too much

information retrieval, using electronic resources, often detracts from doing work (Ojo & Akande, 2005). These challenges among users may detract them from using electronic information sources. To this, Omekwu (2001) stated that the success of online searching depends on the ability of the user. Meanwhile, other challenge to students‟ library/ICT services in secondary schools includes; (i) Lack of adequate finance. Danuta (1996) asserted that finance is a major resource for organizational effectiveness and without it nothing meaningful will be achieved. It should be borne in mind right from the onset that computerization of library operation like acquisition and circulation control is an expensive venture, and a time consuming process. Also, Ikem and Ajala (2004) noted that the problem of funding is a major constraint of ICT application in libraries. (ii) Unavailability of local communication experts and computer communicating internally, testing and installation of gadgets in computer-based system, skilled and experienced personnel are needed on a permanent basis who can convert the existing manual bibliographic data into machine readable form. (iii) Lack of infrastructure.

## Students' Security Service Delivery in Secondary Schools

Review of literature reveals serious and wide spread security management issues in educational institutions across the globe. For instance, Kirui, et‟ al., (2011) and voice of America (2011), report on the growing concern of security management in secondary schools in Kenya. They further note that students' unrest has been on the rise in the last decade and it is violent and destructive in nature. In Nigeria, Aluede, et al., (2005) report that protests and unrest are regular features in educational institutions. Mnyaka (2006), report that violence is an issue of the decade in South Africa. Furlong and Morrisons, (2000) in Dunnes, et‟ al., (2010) also reports about the Atkansas, (in the U.S.A) incident where the

eleven and thirteen years old fired at their classmates at the playground and killed four girls as a result of rejection from female classmates. The forgoing examples demonstrate that schools are not safe anymore and also that the culture of learning has deteriorated (Matsoga, 2003). The examples also highlight the scale or magnitude and impact of violence in educational institutions. It is also in line with Medlen's, (2012) view that *"times have changed inside schools; there is no doubt about that"*.

## Aspect of Students’ Security Service Delivery in Secondary Schools.

The issues that confront schools are different, sophisticated frequent and complex. For instance, Kiumi, et'al., (2012) describes the condition of student discipline in secondary schools as disheartening because violent behaviour incidences are wide spread and frequent. Violent behaviour manifests in a wide range of aggressive acts from name calling to physical assault to sexual abuse (Dunne, etal., 2010). Some of these aggressive acts have grown in sophistry due to technology advancement, for instance, bullying now include cyber

- bullying, texting, through social media, through emails and through silent treatment. Similar views are also expressed by Medlen, (2012) who reflecting on the impact of cyber - bullying observes that "a lot of students will go home distressed from school which is a shame because school should be a positive component of child's life". Dunne, et‟ al., (2010) observe that physical and psychological bullying are prevalent in many schools and students experience them on daily basis. Bullying is one among others forms of violence in school. Others violence include sexual violence, rioting and fighting.

Studies have identified factors attributable to various forms of violence in school including poor academic performance, high absenteeism, leaving school early and unstructured free time (UN 2005 in Dunne, etal., 2010). Equally, studies have strongly

associated violence in schools with consumption of alcohol substance abuse and drug abuse (Ngesu, et‟ al., 2008). Ngesu, et‟ al., (2008), report on the acts of indiscipline among students in the Nigerian educational institutions which were blamed on the use and abuse of drugs. These acts of indiscipline have been reported on two institutions namely, Kilys College in Lagos and that of Methodist boys high schools in Ooron. NakPocha, (2010) states that where order is lacking the school system crumbles the upright will be squeezed into the mould of the wicked, the school environment will be unsafe, for the good and right hearted because of the activities of the bullies.

Violence is acknowledging as a worldwide phenomenon and is viewed as a gender issue because *“women bear the highest cost of violence, particularly in the categories of sexual assault and rape”* (Matsoga, 2003). Similar view is expressed in South Africa by Wood and Jewkes, (1997) in Dunne, et‟al., (2010) indicate that *“girls experienced acts of aggression such as beating and slapping by male friends demanding sex and a starting 30% of girls stated that they were forced to have sex the first time”*. Other studies conducted in South Africa also reveal that girls were raped in school toilets, empty classrooms, hostels and dormitories (Dunne, et‟al., 2010). The impact of sexual violence include unexpected teenage pregnancies, transmission of sexually transmitted diseases such as HIV/AIDS and Hepatitis, and serious depression leading to suicide, dropout from school and death, (Ruto, 2009; Hunt, 2008). Studies have identified factors responsible to various forms of violence in the school including poor academic performance, high absenteeism, leaving school early and unstructured free time (UN, 2005 in Dunne, et‟al., 2010).

Furthermore, Ngesu, et‟al., (2008) reports that drug consumption and dependence among secondary schools students led to unrest that resulted in wide ranging destruction of

life and property. Students‟ drug abuse is attributable to peer-pressure, curiosity, parental influence, availability of cash, easy availability of drugs, harsh treatment of students by the school administration, lack of freedom on the side of students create stress which lead to the abuse of drugs. Kirui, et‟al., (2011) report that drug abuse is usually associated with aggressive behaviour, irritability and over excitement among other anti-social behaviours thus leads to violence and destruction of school property. Beside drugs use undermines the students‟ academic performance.

## Uses of Students’ Security Service Delivery in Secondary Schools

The uses of students‟ security services cannot be over emphasized. The following are enumerated as the uses of students‟ security services in the schools.

* + - 1. Security services are used to protect the lives of the occupants in the school – students, teachers, non-teaching staff, parents and other visitors.
      2. Security services are used to protect the school properties.
      3. It is equally used to check the essence of students‟ behaviour in teams of cultism, and other mal-social behaviours.
      4. It is equally used to check examination malpractices.
      5. Security services are used to check other forces from outside the school into the school compound.
      6. It is used to maintain law and order in case of students‟ unrest.

## Challenges to Students’ Security Service Delivery in Secondary Schools

The following security challenges can be noticed in some secondary schools in AMAC.

* + - 1. Lack of perimeter fetching of the school compound.
      2. Lack of qualified staff or trained security personnel to man various positions in the school.
      3. Lack of modern security gazette or apparatus such as GSM, phone and dedicated security lines.

Lack of dialogue between the administration and students has been identified as a factor in indiscipline in secondary schools (Kiprop, 2012). Therefore, principals also have to pay special attention to relationship among teachers and students because disharmonious relationships can negatively impact on the process of education and routines of teachers and students (Stungtong, 2007). Mnyaka, (2006) underscores the importance of effective leadership and governance, arguing that they are *“vital in turning schools from a centre of violence and disruption to a place of safety and learning”.* In Southern Thailand, principals work under intensity and vulnerable situation, insufficient funding and also dealing with the effect of the intensity of cultural unrest and safety of students and staff, (Sungtong, 2007). Other challenges that affect principals including issues with security and inadequate financial resources, (Shafa, 2001). The effects of alcohol and drug use are wide spread; these include conditions such as insomnia, prolonged loss of appetite, great risk of HIV/AIDs infections, cancer, decline of normal body functions and accelerated heartbeat, students who get any of these conditions will find it difficult to continue with normal learning due to frequent absenteeism from school, (Kyalo and Mbugua, 2011; Dube, 2007).

## Students’ Cafeteria Service Delivery in Secondary School

School cafeteria which offers a varied menu and comfortable surroundings enables students to experience a sense of *“home”* while on campus where they can engage in leisurely conversation and interactive activities with their peers (Norhati and NurHafisah,

2013; Raman and Chinniah, 2011). Food quality is related to students' satisfaction and services with the quality of fast - food served to them (John and Howard, 1998; Law, et‟ al., 2004; Kivela, et‟ al., 1999). Hwang et‟ al., (2003) and Quin and Prybutok, (2009) noted that food properties were found to be the best predictor of students' services as compared to reliable interpersonal service and environment presentation. Students can enjoy wide food selections when local area vendors frequently provide fresh food for the students' diversity of food, food hygiene and environment (Kim and Kim, 2004). Research in China indicates that the impacts of food services operation on students‟ education are vital. Providing healthy, tasty, and high quality food is said to be so important that it is an important guarantee of both teaching and learning, (Xiao, 2008). Chinese researchers have concluded that a student‟s nutritional level affects his physical; mental health and learning abilities, (Ye, et‟al., 2006). Research has found that food service at Chinese schools is related directly with students‟ health, mood, completion of the students‟ studies, and even the stability of the campus, and as such, food service quality was one of the most important issues in school logistic management, (Pan, 2009).

## Aspects of Students’ Cafeteria Service Delivery in Secondary Schools

On price, Herrmann, et‟ al., (2007) believed price perception influence students judgments directly as well as indirectly through perception of price fairness. Moartin – Consuegra, et‟ al., (2007) found that perceived price fairness positively influences students' satisfaction. Cafeteria ambiance is determined by the spatial arrangement of the setting, quality of the interior design, and the suitability of the background music, which is important contributors to the high satisfaction of diners (Namkung and Jang, 2009). Immediate food packaging, plate size and design, lighting in dining companions at the

cafeteria influence the individuals immediate setting (Story, et‟ al., 2008). The design of the cafeteria environment influences student's food choices and eating behaviours which call the personal food environments to promote wellness, combat obesity and complement interventions at higher levels (Raman and Chinniah, 2011; Wansink, et' al., 2001). Prior research by Flegal, et‟ al., (2010) found that there are relationships between food information, food quality, eating behaviour, eating environments and food distribution environments. Factors which favorably impress students and increase their satisfaction now include such things as dining environment and atmosphere, meal price, service attitude, food taste, hygiene, and coordination with campus culture, (Ma, 2009). According to Gao, (2009) opined that one main factors affecting student satisfaction; namely dining environment, perception of the dining hall factors affect student satisfaction differently.

## Uses of Students’ Cafeteria Service Delivery in Secondary Schools

Provision of students‟ cafeteria services has many uses. Student satisfaction, quality of teaching and learning, the physical and mental health of students, students learning ability, the effectiveness of the educational institutions, stability of schools and development have all be narrated as factor or benefits which the quality of cafeteria services may affect. Meals provided in school lunch program and school breakfast program must meet a range of food – based and nutrient – based standards to ensure they contribute effectively to good diet, (Wojcicki, et‟al., 2006). Furthermore, Wojcicki, (2006) opened that eating behaviours can also be shaped by the cafeteria and lunch room setting, such as the display and description of food and beverages, pricing and methods of payment and the length of time and time of day made available to eat. Some experiment indicates that these factors can promote healthy choices. Provision of students‟ cafeteria services help the schools to be

aware of factors that can impact a child‟s decision about what to eat, including food allergies and religious restrictions.

## Challenges to Students’ Cafeteria Service Delivery in Secondary Schools

There are particular institutional factors inherent in secondary school food service operations that render it difficult for schools to satisfy students. One such factor or challenge is the typical lowly financial status of a secondary school student. This of course, requires food service operations to offer inexpensive food, and inexpensive food is difficult to make attractive, (Li, 2008). Another challenge is the fact that a student is often a captive consumer – it is often difficult for student to find alternatives to the dining hall. This means that a student is often forced to eat meals at the school dining hall. This regular monotony is inherently liable to compel a student‟s dissatisfaction, (Chen, 2006). However, probably the most significant factor hindering the improvement of student‟s cafeteria services operations is the simple fact that cafeteria services quality is not included in the assessment criteria by school management officials. For instance, in China, government officials from the ministry of education (MOE) produce an annual evaluation reports, the report do not include quality of food services as a factor of assessment; hence, there is no incentive for officials to push for improvement, (MOE, 2004).

## Empirical Studies

In this section, the researcher reviewed some of the related work previously carried out by other researchers. Akpan and Onabe, (2016) performed a study on the management of students‟ personnel service and sustainable secondary education in Calabar education zone of Cross River State, Nigeria with the following objectives to find out the extent to which management of: (1) Guidance and counseling service relate to sustainable secondary

education. (2) Recreation service relate to secondary education. A survey design was adopted for the study with the population of the study comprised 6131 senior secondary, two students (SS II) in the area. The stratified random sampling technique was used to select a sample of 735, SS II students for the study. The instrument for data collection was titled “Management of Students‟ Personnel Services and Sustainable Secondary Education Questionnaire, (MSPSSSEQ)”. This was tailored around a 4-point modified likert Scale. Strong Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). Pearson product moment correlation coefficient statistical tool was used to analyze the data. The finding shows that; (i) Management of students‟ guidance and counseling services are significantly correlated with sustainable secondary education.

The positive nature of the correlation coefficients showed that the more guidance and counseling service are effectively managed in secondary schools, the higher the level of sustainable secondary education. (ii) Management of recreational services significantly correlated with sustainable secondary education. This finding could be attributed to the government renewed commitment to the provision of recreational facilities in secondary schools. This study is related to the current study in its focus on students‟ services, descriptive survey design and the use of questionnaire. More so, it is related in the area of scope- secondary schools.

Another empirical study carried out by Gilbert, (2011). Management of students‟ hostel accommodation problems in federal colleges of Education in South Eastern Nigeria with the following objectives to: (1) find out the nature of students‟ hostel accommodation problems in the federal colleges of education. (ii) Identify the factors responsible for student‟s hostel accommodation problems in these colleges. (iii) Find out the implication of

accommodation problems on academic performance of students in these colleges. The design of the study was descriptive survey design. The population of the study consisted of all students and staff of the students affairs. Available population was 15,000 students and 148 staff. The sample of the study consists of 300 students of the three colleges of education in the South-East, Eastern Nigeria. Also, simple random sampling techniques were used to draw 30 staff from each of the three federal colleges of education in South-East Nigeria.

The instrument for data collection was a questionnaire which titled “Management of Students Hostel Accommodation Problems Questionnaire, (MSHAPQ). The rating scale was on a 4-point likert Strong Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD), the statistical tool used are mean (X) scores and standard deviation (SD). The t-test statistics was used to analyze null hypotheses at 0.05 level of significance.

The summary of the finding include:

1. Whereas students agreed that inadequate hostel accommodation, overcrowding, location of hostel very far from classroom area, inadequate supply of social amenities, inadequate toilet facilities, poor sanitation, poor communication network, insufficient water supply and dilapidated hostel building do constitute nature of students‟ hostel accommodation problems. The staff disagreed with this view.
2. The staff indicated that factors such as increase in student‟s enrolment, poor funding from government, lack of maintenance culture, inadequate trained personnel, lack of partnership between government and private individuals and organization in the ownership and management of students hostel and lack of space for construction of new hall of residence are factors responsible for students‟ hostel accommodation problem in the federal colleges of education.
3. Poor hostel accommodations have a negative implication on the academic performance of the students. This study is related to the present study because students‟ hostel accommodation is part of students‟ services. Again both studies employed descriptive survey design. It differs significantly in scope.

According to Ozioko, (2014) carried out a study titled „implementation of student personnel service in federal and state college of education in South-East Nigeria‟, the main purpose of the study was to investigation the extent of implementation of student personnel services in federal and state colleges of education in South-East Nigeria with the following objectives. The study intended to: (1) ascertain the extent of availability of student personnel services in federal and state colleges of education in South-East Nigeria. (2) Determine the adequacy of student personnel services in colleges of education in South-East Nigeria. (3) Identify the constraints to the effective implementation of these services. The study adopted descriptive survey design to ascertain the extent of implementation of student personnel services in federal and state colleges of education in South-East Nigeria. The population of the study consisted of seven (7) colleges of education, the senior administrative staff of student affairs department of federal and state with grade level eight (8) and above, and final year students of both federal and state colleges of education in South-East Nigeria.

The breakdown of the figure shows that the senior administrative Staff of federal and state was 6,184, while that of final year students of both colleges were 8,569. The sample of the study was 770 respondents. Proportionate stratified random sampling technique was used to select the sample. 10 (%) percentage of the total population of each was used. This is made up of federal 330 (30 staff and 300 students), while that of state was 440 (40 staff and

400 students), five (5) hall supervisors and 5 hall wardens were randomly selected. On the whole, a total of 770 respondents were used for the study.

The instrument for the data collection was “Questionnaire on Implementation of Student Personnel Services” (QISPS) and observation schedule known as “Student Personnel Services Observation Schedule” (SPSOS). The instrument has four response modes; very great extent (VGE), great extent (GE), little extent (LE), and very little extent (VLE). For cluster A & B. Cluster C & D have responses modes of strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD), mean scores and standard deviations were used to answer the research questions. Real limit of numbers 0.50 – 1.49, 1.50 – 2.50,

2.50 – 3.49, and 3.5 – 4.00 were used to interpret the result. The null hypotheses were tested using the t-test statistics. The following constitute the major finding of the study.

1. The respondents were of the opinion that most of these student personnel services in federal and state colleges of education were available, but are of poor quality.
2. In respect to the adequacy of student personnel services, the study revealed that all the student personnel services investigated ware in adequate.
3. The respondents equally agreed that there were problems that hindered the effective implementation of these services. The work is related to the present study in its focus on student personnel services and a descriptive survey design. The study dwelt much on implementation of student personnel services in federal and state colleges of education in South-East Nigeria. The present study focus its attention on the assessment of principals‟ role performances on students‟ services in secondary schools in Abuja Municipal Area Council Abuja Nigeria, as its difference.

In a related development, Ugomma, Ochai and Obasi, (2014) carried out another research titled, management of student personnel services in Nigeria universities through the application of information and communication technology. The purpose of the study is to find out the problem of ICT in the management of student personnel service. Specifically, the study intent to: (1) find out area in which ICT can be applied in the management of students personnel service (2) ascertain procedures for the application of ICT in the management of student personnel service and (3) determine likely problems that could hinder the application of ICT in the management of student personnel service. The study adopted a descriptive survey design. The population of the study comprised 1,284 (federal 763 and state 531) personnel in federal and state universities in the North Central Zone of Nigeria. The categories of personnel used for the study include personnel in student affair department, library, bursary and personnel in various faculties within the universities. The sample of the study consists of 484 personnel and students were selected for the study. Applied stratified random sampling technique, four universities (two federal and two states) were randomly selected from universities in North central zone of Nigeria. Simple random sampling technique was used to select 281 personnel in student affairs, bursary department, library department and personnel in various faculties in federal and 167 personnel in state universities bringing the total sample to 448 personnel.

The instrument for data collection was research developed questionnaire titled “Application of ICT in the Management of Student Personnel Services Questionnaire (AICTMSPQ). The instrument was structured on a 4 point rating scale of strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD). The data collected were analyzed using mean (X) and standard deviation. The t-test statistics was used in answering the null

hypotheses at significance level of 0.05.Considering the finding of the study, it was concluded that there were areas in which ICT can be applied in the management of student personnel services. (1) This is evident in the findings of this study which indicated a high level of application in the collection of student data, computation of students‟ results, record keeping and allocation of hostel accommodation. (2)Students and personnel require training in the use of ICT for effective student personnel services. (3) Intermitted disruption of electricity and lack of adequate funds to procure ICT equipment are major problems inhibiting the application of ICT in the management of student personnel services in universities in North Central Zone of Nigeria. The previous study is related to the current study in the area of student personnel services and differs significantly in the scope. The previous study was conduct at university level and the latter is in secondary education level.

Another empirical study carried out by Ashiq (2011), titled, need assessment of students‟ guidance and counseling controller examination, university of education, college road, township, Lahore, Pakistan. The objectives of the study include to: (1) identify the counseling needs of the students at secondary level, (2) identify the student‟s need of educational, vocational, social, behavioural guidance, (3) find out the most problematic area of students‟ needs in which they need counseling. The researcher adopted descriptive survey design. The population of study was all the students of government secondary school in Lahore city. According to the convenience of the researcher only 05 girls school were selected, so students of these schools were the population. These schools are:

1. Federal Government Girls High School.
2. M. C. Government Girls High School.
3. Government Lady Macligon Girls High School.
4. Government Madrisa Tul Binat Girls High School.
5. City District Government Girls High School.

A sample of 60 students (from 9th & 10th classes) was taken on the convenient basis from available students on the particular day of visit. Need Assessment Questionnaire was developed as an instrument for the study. Frequencies percentage and Bar Diagram were used for final result finding:

* 1. The results of the study explore that secondary school students are seeking guidance and counseling in vocational and emotional areas. Need of vocational guidance is highest among secondary school students.
  2. The result of this research also explore that a majority of secondary school students have the need of emotional guidance and counseling. Secondary school students are in transitional period of their age from childhood to adulthood so they have need of emotional counseling and guidance.
  3. A small portion of secondary school level students have educational needs. It may be due to, that almost all teachers guide their student academically. This study is related to the present study because provision of guidance and counseling services is also part of students‟ services. The study equally used descriptive survey design to carry out the study. The study is equally related in the area of scope – secondary schools. The difference is that the previous study was carried out in Pakistan and the present study is being carrying out in Nigeria.

## Summary

The review was done under the following: conceptual framework and empirical studies. Under the conceptual framework, the following concepts were reviewed: concept of role, concept of students‟ services, principals‟ role on students‟ health care services, principals‟ role on students‟ guidance and counseling, principals‟ role on students‟ recreational services, principals‟ role on students‟ hostel accommodation, principals‟ role on students, library/ICT services, principals‟ role on students‟ security services, and principals‟ role on students‟ cafeteria services in secondary schools in Abuja municipal area council, Abuja Nigeria. The literature discussed the concept of students‟ services, the aspect of students‟ services, the uses of students‟ services and the challenges to students‟ services in secondary schools in AMAC. These services include health care, guidance and counseling, recreational, hostel accommodation, library/ICT, security and students‟ cafeteria services.

In the review of empirical studies, 5 empirical studies related to the present study were reviewed. It was observed that some studies have be done on student personnel services such as management of student personnel services in Nigeria Universities through the application of information and communication technology. All of the studies reviewed, no known study was done on provision of students‟ services in secondary schools in Abuja municipal area council, Abuja Nigeria. Bearing in mind that findings of the various works reviewed differ from one another on the qualities and provision of these studies, it become obvious and pertinent that the provision of students‟ services be researched on with a view to evolving strategies for improvement hence the present study.

# CHAPTER THREE RESEARCH METHODOLOGY

## Introduction

This chapter deals with the research procedures taken in carrying out the study. It is designed under the following sub-headings: research design, population of the study, sample and sampling techniques, instrumentation for data collection, validation of the instrument, pilot study, reliability of the instrument, procedure for data collection and procedure for data analysis.

## Research Design

The design of this study was descriptive survey design which aimed at Assessing Principals‟ Role on Students‟ Service Delivery in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria. Descriptive survey design according to Ali, (2006) is a study mainly concerned with describing and explaining events as they are without any manipulation of what is being observed. As a matter of fact, this design is considered for this study, because it investigates the present status of Assessment of Principals‟ Role on Students‟ Service Delivery in Secondary Schools in Abuja Municipal Areas Council, Abuja Nigeria.

## Population of the Study

The population of the study consisted all principals, teachers and students of secondary schools in Abuja Municipal Area Council. Available statistics showed that there are twenty – one (21) secondary schools, one thousand four hundred and seventy six teachers (1,476) and twenty – one thousand two hundred and forty six (21, 246) students in secondary schools in Abuja Municipal Area Council. (Source: FCT, Secondary Education Board, 2016).

Table 1 shows the population of the principals, teachers and students.

## Table 1: Population of the Study

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **s/no** | **No of Schools** | **No of Teachers** | **No of**  **Principals** | **No of**  **Students** |
| 1. | Airport GSS | 39 | 1 | 625 |
| 2. | Apo GSS | 68 | 1 | 933 |
| 3. | Asokoro GSS | 59 | 1 | 509 |
| 4. | Garki GSS | 80 | 1 | 1488 |
| 5. | Gwagwa GSS | 58 | 1 | 1149 |
| 6. | Gwarinpa GSS | 94 | 1 | 1470 |
| 7. | Jabi GSS | 62 | 1 | 778 |
| 8. | Jikwoyi | 39 | 1 | 1436 |
| 9. | Jiwa GSS | 59 | 1 | 1163 |
| 10. | Kabusa GSS | 31 | 1 | 519 |
| 11. | Karshi GSS | 116 | 1 | 1527 |
| 12. | Karu GDSS | 94 | 1 | 985 |
| 13. | Karu GSS | 119 | 1 | 1900 |
| 14. | Lugbe GSS | 77 | 1 | 1608 |
| 15. | Mabushi GSS | 36 | 1 | 573 |
| 16. | Maitama ADSS | 52 | 1 | 440 |
| 17. | Maitama MSS | 77 | 1 | 736 |
| 18. | Nyanya GSS | 96 | 1 | 1570 |
| 19. | T/Wada GSS | 70 | 1 | 520 |
| 20. | Wuse GSS | 87 | 1 | 682 |
| 21. | Wuse II GDSS | 63 | 1 | 635 |
|  | **TOTAL** | **1, 476** | **21** | **21, 246** |

**Source:** FCT Secondary Education Board, (2016).

## Sample and Sampling Techniques

The sample for the study consisted of 1305 subjects. There are five (5) supervisory units in Abuja Municipal Area Council. Out of the total number of 21 senior secondary schools in AMAC, Stratified sampling technique was used to draw five (5) secondary schools translating to five (5) principals; three (3) schools were selected from the urban and two (2) schools from rural areas, based on the recommendation of Krejcie and Morgan (1970) in Cohen, Manion and Marrison (2000), table of sample determination, they observed that as the population increases, the sample size decreases at a diminishing rate, hence pointed out that for a population of 275, the size of 204 is suffice, and a population of 2,987, the size of 1096 is enough, totally one thousand three hundred and five (1305) respondents. Table 2 shows the sample of the study.

## Table 2: Sample of the Study

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **S/No** | **Name of Schools** | **Number of Teachers** | **Sample** | **Number of Students** | **Sample** | **Number of Principals** | **Sample** |
| 1. | Airport GSS | 39 | 28 | 625 | 228 | 1 | 1 |
| 2. | Asokoro  GSS | 59 | 44 | 509 | 196 | 1 | 1 |
| 3. | Jabi GSS | 62 | 44 | 778 | 248 | 1 | 1 |
| 4. | Maitama  MSS | 52 | 44 | 440 | 196 | 1 | 1 |
| 5. | Wuse II  GDSS | 63 | 44 | 635 | 228 | 1 | 1 |
|  | **TOTAL** | **275** | **204** | **2,987** | **1,096** | **5** | **5** |

## Instrumentation

The instrumentation for data collection was Principal Teacher Student Research Questionnaire (PTSRQ) with 60 items addressing the research questions. It consisted of two

section, the first section explained personal data of the respondents while the second section contained 7- clusters namely; students‟ health care services, students‟ guidance and counseling services, students‟ recreational services, students‟ hostel accommodation services, students‟ library/ICT services, students‟ security services and students‟ cafeteria services. The instrument was developed by the researcher using modified Likert scale. The modified scale contain only 5 items, strongly agreed (SA) ---- 5, agreed (A) 4,

undecided (U) --- 3, disagreed (D) --- 2, strongly disagreed (SD) 1

## Validation of Instrument

Principal Teacher Student Research Questionnaire (PTSRQ) was validated by two experts from Educational Foundations and Curriculum Administration and Planning, and one expert from Measurement and Evaluation Ahmadu Bello University Zaria. These experts were requested to critically examine the instrument in terms of relevance of the contents and clarity of the statement. They were also requested to advice the suitability of the rating scale. The comments from the experts were taken into consideration while developing the final draft. This is supported by Abdusalam (2005) opined that the validation of the content of questionnaire items by the experts is an important obligation of every researcher to accomplish in a descriptive research.

## Pilot Study

Pilot study was conducted by administering forty (40) questionnaires to the principals, teachers and students in secondary schools in Abuja Municipal Area Council. The data collected was analyzed with the statistical V. 20 (SPSS) statistical package social science. The Codiran Alpha method and split half method were used to determine the

reliability. This method was chosen in order to determine if the items are internally consistent and reliable.

## Reliability of the Instrument

To ascertain the reliability of the instrument, twenty (20) copies each of Principal Teacher Student Research Questionnaire (PTSRQ) was administered in two secondary schools in Abuja Municipal Area Council. The researcher adopted a split-half method of odd and even numbers to test the reliability of the instrument by calculating their reliability coefficient using person product moment correlation coefficient to calculate the correlation between the two sets of scores. The reliability coefficient of about .846 was obtained. Mean that the instrument can be considered reliable and internally consistent for the study. (Tuckman, 1975) and (Kerlinger, 1973). This is also in line with the proposition of Mikherjee (1980) that the average value of the correlation coefficient must be high, around 0.80.

## Procedure for Data Collection

The researcher used direct delivery method to administer the instrument to the respondents. The researcher equally trained three research assistants to secure services for distribution and retrieval of the instrument. The research assistants were trained in the area of personal relations and data gathering techniques that assisted them in the distribution and collection of the questionnaire from the respondents.

## Procedure for Data Analysis

The data collected were analyzed using mean (X) scores and standard deviation (SD). The mean scores and standard deviation was employed in answering the research

questions. The inferential statistic of the F-test one-way analysis of Variance (ANOVA) was used to test null hypotheses at 0.05 level of significance. This formed the basis to permit decision making on whether to reject or retain null hypotheses after being tested.

* 1. **Introduction**

# CHAPTER FOUR

**DATA PRESENTATION AND ANALYSIS**

The chapter presented the data collected, the analysis carried out and the discussion of the results obtained. The analyses were presented in sections. The first section presented the frequency and percentage distribution of bio data of respondents and nominal questions as responded by respondents. The second section presented the answers to the research questions using descriptive parameters of mean scores, standard deviation and standard errors. The third section presented the testing and interpretation of seven null hypotheses using parametric statistical techniques of Analysis of Variance statistics. All hypotheses were tested at 0.05 alpha level of significance. The major findings are then revealed before the discussion of the major findings.

## Analysis of Demographic Information

Descriptive statistics was used to analyze the demographic information of the respondents; these included the use of frequency and percentage. Table 3 revealed the bio-data of the respondents

## Table 3: Bio-Data of Respondents

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/N** | **Bio-data** | **Category** | **Frequency** | **Percentage** |
|  |  | Principals | 5 | .4 |
| 1 | Status | Teachers | 204 | 15.6 |
|  |  | Students | 1096 | 84.0 |
| 2 | Years of | 1-5years | 937 | 71.8 |
|  | Experience | 6-10years | 143 | 11.0 |
|  |  | 11years and above | 225 | 17.2 |
| 3 | Educational | ND | 66 | 5.0 |
|  | Qualification | NCE | 77 | 5.9 |

HND

B.A.Ed. B.Ed.

54

653

456

4.1

50.1

34.9

Table 3 shows that the status of the respondents, 5 representing (.4%) are principals, 204 representing (15.6%) are teachers, while 1096 representing (84.0%) are students. The years of working experience of the respondents from the table below showed that, 937 people representing (71.8%) each have worked between 1-5years, 143 people representing (11.0%) have worked between 6-10 years while 225 people representing (17.2%) have 11years and above working experience . The educational qualification of the respondents from the table below showed that, 65 people representing (5.0%) had ND, 77 people representing (5.9%)

had NCE, 54 people representing (4.1%) had HND, 653 people representing (50.1%) had B.A.Ed. while 456 people representing (34.9%) had B.Ed. qualification.

## Answering of Research Questions

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

SA - 5point

A - 4point

UD - 3point

D - 2point

SD - 1point

5+4+3+2+1 = 15 = 3.000 (Decision mean)

5 5

## Respondents’ Opinion on Principals Role on Students’ Health Care Service

**Delivery in Secondary Schools in Abuja Municipal Area Council.**

This section presents the Opinions of Respondents on Principals‟ Role on Students‟ Health care Service Delivery in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria. Items 1-8 in the questionnaire relate to the section present in table 4.

## Table 4: Opinions of Respondents on Principals’ Role on Students’ Health Care Service Delivery in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **Item Statement** | **Categories of Respondents** | **SA** | **A** | **U** | **D** | **SD** | **Mean** |
| 1 | Principal provides healthcare centre | Principals | 4 | 1 | - | - | - | 4.20 |
|  | in the school | Teachers | 42 | 95 | 27 | 21 | 19 | 3.63 |
|  |  | Students | 391 | 451 | 72 | 48 | 134 | 3.92 |
| 2 | Principal ensures qualified nurses | Principals | 1 | 2 | - | - | 2 | 3.40 |

are in the school health care centre

Teachers 48 93 28 15 20 3.68

the school

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Students | 339 | 442 | 109 | 71 | 135 | 3.77 |
| 3 | Principal insists students medical | Principals | 5 | - | - | - | - | 5.00 |
|  | records are properly checked into | Teachers | 69 | 63 | 35 | 13 | 24 | 3.74 |

Students 405 385 143 64 99 3.88

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 4 | Students | first-aid | boxes | are | Principals | 2 | 2 | - | - | 1 | 4.00 |
|  | replenish | and supervised by | | the | Teachers | 30 | 85 | 44 | 10 | 35 | 3.44 |
|  | principal |  | |  | Students | 252 | 436 | 210 | 84 | 114 | 3.60 |
| 5 | Principal | inform parents on | | the | Principals | 2 | 3 | - | - | - | 4.00 |
|  | need of | referring students | | to | Teachers | 45 | 82 | 35 | 11 | 31 | 3.58 |

secondary health care centre for proper medical attention

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Students | 332 | 392 | 190 | 67 | 114 | 2.74 |
| Principals | 3 | 2 | - | - | - | 4.60 |
| Teachers | 70 | 119 | 5 | 5 | 5 | 4.20 |

6 Principal instructs students to visit school health care centre whenever

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| they are sick | Students | 547 | 411 | 42 | 58 | 38 | 4.23 |
| **7** Instruction is given to students by | Principals | 3 | 2 | - | - | - | 4.60 |
| the principal to carry out weekly | Teachers | 60 | 102 | 25 | 4 | 13 | 3.99 |
| sanitation | Students | 485 | 437 | 80 | 32 | 62 | 4.17 |
| 8 Principal allows non-governmental | Principals | 1 | 4 | - | - | - | 4.20 |
| organization to enlighten the | Teachers | 67 | 119 | 12 | - | 6 | 4.21 |
| students on healthcare preventive | Students | 470 | 419 | 113 | 34 | 60 | 4.12 |

measures

Table 4 shows item 1-8 in the Opinions of Respondents on Principals‟ Role on Students‟ Health care Services in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria. Item 1 shows that Principal provides healthcare services in the school, this could be seen from the responses of the respondents where the mean of principals was 4.20,

teachers were 3.63 and students were 3.92. From item 2, the responses of the respondents were all agreed that Principal ensures qualified nurses are in the school health care centre with the mean score of principals 3.40, teachers 3.68 and students 3.77. From items 3, the principals strongly agreed that Principal insists students medical records are properly checked into the school with the responses of principal 5.00, teachers was 3.74 and students was 3.88 agreed respectively. It was also all agreed from items 4,5 and 6 that Students first- aid boxes are replenish and supervised by the principal, Principal inform parents on the need of referring students to secondary health care centre for proper medical attention and Principal instructs students to visit school health care centre whenever they are sick. From item 7, the responses of the principals strongly agreed that Instruction is given to students by the principals to carry out weekly sanitation with the mean score of principals 4.60, teachers and students agreed with mean score of teachers 3.99 and students 4.17. Items 8, from the respondents were all agreed that Principal allows non-governmental organization to enlighten the students on healthcare preventive measures with the responses of principals 4.20, teachers 4.17 and students 4.29 respectively.

## Respondents’ Opinion on Principals Role on Students’ Guidance and Counseling Service Delivery in Secondary Schools in Abuja Municipal Area Council.

This section presents the Opinions of Respondents on Principals‟ Role on Students‟ Guidance and Counseling Service Delivery in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria. Items 1-8 in the questionnaire relate to the section present in table 5.

## Table 5: Opinions of Respondents on Principals’ Role on Students’ Guidance and Counseling Service Delivery in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **Item Statement** | **Categories of Respondents** | **SA** | **A** | **U** | **D** | **SD** | **Mean** |
| 1 | Guidance and counseling interaction provided by the principal identify students‟  academic weak area | Principals | 4 | 1 | - | - | - | 4.80 |
|  | Teachers | 74 | 99 | 7 | 3 | 21 | 4.08 |
|  | Students | 507 | 454 | 46 | 24 | 65 | 4.24 |
| 2 | Principal ensures guidance and counseling services evaluate students‟ experiences in relation to  their level of maturation | Principals | 3 | 2 | - | - | - | 4.60 |
|  | Teachers | 50 | 123 | 17 | - | 14 | 4.02 |
|  | Students | 390 | 532 | 98 | 18 | 58 | 4.11 |
| 3 | Principal instructs students to check guidance and counseling services in making career choice | Principals | 3 | 2 | - | - | - | 4.60 |
|  | Teachers | 79 | 106 | 15 | - | 4 | 4.27 |
|  | Students | 586 | 400 | 61 | 18 | 31 | 4.37 |
| 4 | Principal instructs counselor to identify students with academic challenges for proper counseling | Principals | 3 | 2 | - | - | - | 4.60 |
|  | Teachers | 98 | 92 | 4 | 1 | 9 | 4.36 |
|  | Students | 586 | 390 | 51 | 22 | 47 | 4.37 |
| 5 | Principal instructs the school counselors to organize orientation  /re-orientation for students to adapt to the school environment | Principals | 3 | 2 | - | - | - | 4.60 |
|  | Teachers | 108 | 74 | 13 | - | 9 | 4.38 |
|  | Students | 620 | 320 | 83 | 30 | 43 | 4.33 |
| 6 | Principal recommends students with special abilities for proper counseling on talent development | Principals | 3 | 2 | - | - | - | 4.60 |
|  | Teachers | 67 | 89 | 30 | 2 | 16 | 4.00 |
|  | Students | 443 | 446 | 103 | 40 | 64 | 4.08 |
| **7** | Principal encourages students to avail themselves opportunities to interact with counselor and get useful information | Principals | 3 | 2 | - | - | - | 4.60 |
|  | Teachers | 77 | 98 | 15 | 4 | 10 | 4.15 |
|  | Students | 527 | 425 | 86 | 29 | 29 | 4.27 |
| 8 | The counselor / students relationship is fully supported by the school principal | Principals | 3 | 2 | - | - | - | 4.60 |
|  | Teachers | 71 | 110 | 10 | 1 | 12 | 4.17 |
|  | Students | 523 | 438 | 84 | 24 | 27 | 4.29 |

Table 5 shows item 1-8 in the Opinions of Respondents on Principals‟ Role on Students‟ Guidance and Counseling Service Delivery in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria. Item 1 shows that guidance and counseling interaction provided by the principals identify students‟ academic weak area, this could be seen from the responses of the principals, strongly agreed where the mean scores of principals was 4.80, teachers was 4.08 and students was 4.24, agreed respectively. From item 2, the responses of the principals were all strongly agreed that Principal ensures guidance and counseling services evaluate students‟ experiences in relation to their level of

maturation, where the mean score of principals was 4.60, teachers and students were all agreed with the mean score of teachers 4.02 and students 4.11. From Items 3, the principals were all strongly agreed that Principal instructs students to check guidance and counseling services in making career choice with the responses of principals 4.60, teachers 4.27 and students 4.37 agreed respectively. It was all strongly agreed by the principals from items 4 that Principal instructs counselor to identify students with academic challenges for proper counseling where the responses of principal was 4.60, and all agreed by the teachers and students with the mean score of teachers 4.38 and students 4.34. Items 5, 6 and 7 equally agreed that Principal instructs the school counselors to organize orientation /re-orientation for students to adapt to the school environment, Principal recommends students with special abilities for proper counseling on talent development and Principal encourages students to avail themselves opportunities to interact with counselor and get useful information. From item 8, the responses of the respondents were all agreed that counselor / students relationship is fully supported by the school principal with the mean score of principals 4.00, teachers 4.17 and students 4.29 respectively.

## Respondents’ Opinion on Principals’ Role on Students’ Recreational Service

**Delivery in Secondary Schools in Abuja Municipal Area Council.**

This section presents the Opinions of Respondents on Principals‟ Role on Students‟ Recreational Service Delivery in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria. Items 1-8 in the questionnaire relate to the section present in table 6.

## Table 6: Opinions of Respondents on Principals’ Role on Students’ Recreational Service Delivery in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **Item Statement** | **Categories of Respondents** | **SA** | **A** | **U** | **D** | **SD** | **Mean** |
| 1 | Principal provides sport wears for | Principals | 2 | 3 | - | - | - | 4.00 |
|  | students in the school. | Teachers | 45 | 82 | 35 | 11 | 31 | 3.58 |
|  |  | Students | 332 | 392 | 190 | 67 | 114 | 2.74 |
| 2 | Principal ensures that recreational | Principals | 3 | 2 | - | - | - | 4.60 |
|  | avenues are free of sharp and | Teachers | 70 | 119 | 5 | 5 | 5 | 4.20 |
|  | dangerous objects | Students | 547 | 411 | 42 | 58 | 38 | 4.23 |
| 3 | The participation of students in | Principals | 3 | 2 | - | - | - | 4.60 |
|  | field and tract events is largely | Teachers | 60 | 102 | 25 | 4 | 13 | 3.99 |
|  | encouraged by the principal | Students | 485 | 437 | 80 | 32 | 62 | 4.17 |
| 4 | Principal helps to promote safety | Principals | 1 | 4 | - | - | - | 4.20 |
|  | measures on students‟ recreational | Teachers | 67 | 119 | 12 | - | 6 | 4.21 |
|  | grounds | Students | 470 | 419 | 113 | 34 | 60 | 4.12 |
| 5 | Inter-house sport competition | Principals | 4 | 1 | - | - | - | 4.20 |
|  | organized by the school principal | Teachers | 42 | 95 | 27 | 29 | 19 | 3.63 |

helps to develop students‟ physical

fitness

Students 391 451 72 48 134 3.92

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 6 | Principal caries | | out regular | | Principals | 1 | 2 | - | - | 2 | 3.40 |
|  | maintenance on facilities | | students‟ sport | | Teachers Students | 48  339 | 93  442 | 28  109 | 15  71 | 20  135 | 3.68  3.77 |
| **7** | Principal ensures that first-aid | | | | Principals | 5 | - | - | - | - | 5.00 |
|  | teams are on ground during sport | | | | Teachers | 69 | 63 | 35 | 13 | 24 | 3.74 |
|  | activities | | | | Students | 405 | 385 | 143 | 64 | 99 | 3.88 |
| 8 | Principal | instructs | | physical | Principals | 2 | 2 | - | - | 1 | 4.00 |
|  | education | teachers to | | acquaint | Teachers | 30 | 85 | 44 | 10 | 35 | 3.44 |
| students with brain-storming games | | | | | Students | 252 | 436 | 210 | 84 | 114 | 3.60 |

for mental development

Table 6 shows item 1-8 in the Opinions of Respondents on Principals‟ Role on Students‟ Recreational Services in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria. . It was all agreed from items 1,2 and 3 that Principal provides sport wears for students in the school, Principal ensures that recreational avenues are free of sharp and dangerous objects and participation of students in field and tract events is largely encouraged by the principal. From item 4, the responses of the principals were all strongly agreed that Principal helps to promote safety measures on students‟ recreational grounds, with the mean score of principals 4.60, teachers and students agreed with the mean score of

teachers 3.99 and students 4.17. Items 5, from the respondents were all agreed that Inter- house sport competition organized by the school principal helps to develop students‟ physical fitness with the responses of principals 4.20, teachers 4.17 and students 4.29 respectively. Item 6 were all agreed that Principal caries out regular maintenance on students‟ sport facilities, this could be seen from the responses of the respondents where the mean of principals was 4.20, teachers was 3.63 and students was 3.92. From item 7, the responses of the respondents were all agreed that Principal ensures that first-aid teams are on ground during sport activities with the mean score of principals 3.40, teachers 3.68 and students is 3.77. Items 8, from the responses of principals were all strongly agreed that Principal instructs physical education teachers to acquaint students with brain-storming games for mental development with the responses of principals 5.00, teachers 3.74 and students 3.88, agreed respectively.

## Respondents’ Opinion on Principals Role on Students’ Hostel Accommodation Service Delivery in Secondary Schools in Abuja Municipal Area Council.

This section presents the Opinions of Respondents on Principals‟ Role on Students‟ Hostel Accommodation Service Delivery in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria. Items 1-8 in the questionnaire relate to the section present in table 7.

## Table 7: Opinions of Respondents on Principals’ Role on Students’ Hostel Accommodation Service Delivery in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **Item Statement** | **Categories of Respondents** | **SA** | **A** | **U** | **D** | **SD** | **Mean** |
| 1 | Principal ensures that students‟ | Principals | 4 | 1 | - | - | - | 4.20 |
|  | hostel accommodation is properly | Teachers | 42 | 95 | 27 | 29 | 19 | 3.63 |
|  | bed spaced | Students | 391 | 451 | 72 | 48 | 134 | 3.92 |
| 2 | Rules and regulations guiding | Principals | 1 | 2 | - | - | 2 | 3.40 |
|  | students‟ hostel accommodation are | Teachers | 48 | 93 | 28 | 15 | 20 | 3.68 |
|  | provided by the principal | Students | 339 | 442 | 109 | 71 | 135 | 3.77 |
| 3 | Principal ensures water supply to | Principals | 5 | - | - | - | - | 5.00 |
|  | the students‟ hostel is regular | Teachers | 69 | 63 | 35 | 13 | 24 | 3.74 |
|  |  | Students | 405 | 385 | 143 | 64 | 99 | 3.88 |
| 4 | Principal provides alternative | Principals | 2 | 2 | - | - | 1 | 4.00 |
|  | power supply to the students‟ hostel | Teachers | 30 | 85 | 44 | 10 | 35 | 3.44 |
|  |  | Students | 252 | 436 | 210 | 84 | 114 | 3.60 |
| 5 | Adequate lobbying space is created | Principals | 2 | 3 | - | - | - | 4.00 |
|  | by the principal for students‟ easy | Teachers | 45 | 82 | 35 | 11 | 31 | 3.58 |
|  | movement | Students | 332 | 392 | 190 | 67 | 114 | 2.74 |
| 6 | Weekly hostel inspection is carried | Principals | 3 | 2 | - | - | - | 4.60 |

out by the principal to ensure

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | cleanliness of students‟ hostel | Students | 547 | 411 | 42 | 58 | 38 | 4.23 |
| **7** | Principal replaces dead bulbs, | Principals | 3 | 2 | - | - | - | 4.60 |
|  | broken windows, doors and ceiling | Teachers | 60 | 102 | 25 | 4 | 13 | 3.99 |

Teachers 70 119 5 5 5 4.20

in the students‟ hostel.

Students 485 437 80 32 62 4.17

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 8 | Principal ensures that | security | | Principals | 1 | 4 | - | - | - | 4.20 |
| personnel are present | | in | the | Teachers | 67 | 119 | 12 | - | 6 | 4.21 |
| students‟ hostel | |  |  | Students | 470 | 419 | 113 | 34 | 60 | 4.12 |

Table 7 shows item 1-8 in the Opinions of Respondents on Principals‟ Role on Students‟ Hostel Accommodation in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria. Item 1 shows that Principal ensures that students‟ hostel accommodation is properly bed spaced, this could be seen from the responses of the respondents where the mean of principals was 4.20, teachers was 3.63 and students was 3.92. From item 2, the responses of the respondents were all agreed that Rules and regulations guiding students‟ hostel accommodation are provided by the principal with the mean score of principals 3.40, teachers 3.68 and students 3.77. Items 3, from the responses of principals were all strongly agreed that Principal ensures water supply to the students‟ hostel is regular with the

responses of principals 5.00, teachers 3.74 and students 3.88, agreed respectively. It was also all agreed from items 4, 5 and 6 that Principal provides alternative power supply to the students‟ hostel, Adequate lobbying space is created by the principal for students‟ easy movement and Weekly hostel inspection is carried out by the principal to ensure cleanliness of students‟ hostel. From item 7, the responses of the respondents were all strongly agreed that Principal replaces dead bulbs, broken windows, doors and ceiling in the students‟ hostel with the mean score of principals 4.60, teachers 3.99 and students 4.17, agreed. Items 8, from the respondents were all agreed that Principal ensures that security personnel are present in the students‟ hostel with the responses of principal 4.20, teachers 4.17 and students 4.29 respectively.

## Respondents’ Opinion on Principals Role on Students’ Library/ICT Service

**Delivery in Secondary Schools in Abuja Municipal Area Council.**

This section presents the Opinions of Respondents on Principals‟ Role on Students‟ Library/ICT Service Delivery in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria. Items 1-8 in the questionnaire relate to the section present in table 8.

## Table 8: Opinions of Respondents on Principals’ Role on Students’ Library/ICT Service Delivery in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria.

time- table

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **Item Statement** | **Categories of Respondents** | **SA** | **A** | **U** | **D** | **SD** | **Mean** |
| 1 | Computer systems provided by the | Principals | 3 | 2 | - | - | - | 4.60 |
|  | principal provide students with ICT | Teachers | 108 | 74 | 13 | - | 9 | 4.38 |
|  | knowledge | Students | 620 | 320 | 83 | 30 | 43 | 4.33 |
| 2 | Principal organizes orientation to | Principals | 3 | 2 | - | - | - | 4.60 |
|  | acquaint the students with library | Teachers | 67 | 89 | 30 | 2 | 16 | 4.00 |
|  | usage. | Students | 443 | 446 | 103 | 40 | 64 | 4.08 |
| 3 | Principal ensures that the use of | Principals | 3 | 2 | - | - | - | 4.60 |
|  | library is included in the school | Teachers | 77 | 98 | 15 | 4 | 10 | 4.15 |

Students 527 425 86 29 29 4.27

services

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 4 Principal ensures that students‟ | Principals | 3 | 2 | - | - | - | 4.60 |
| library is equipped with valuable | Teachers | 71 | 110 | 10 | 1 | 12 | 4.17 |
| and resourceful textbooks | Students | 523 | 438 | 84 | 24 | 27 | 4.29 |
| 5 Principal ensures that students‟ | Principals | 4 | 1 | - | - | - | 4.80 |
| library is equipped with internet | Teachers | 74 | 99 | 7 | 3 | 21 | 4.08 |

Students 507 454 46 24 65 4.24

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 6 Principal provides adequate seats in | Principals | 3 | 2 | - | - | - | 4.60 |
| the students‟ library | Teachers | 50 | 123 | 17 | - | 14 | 4.02 |
|  | Students | 390 | 532 | 98 | 18 | 58 | 4.11 |
| **7** Principal ensures cooling system is | Principals | 3 | 2 | - | - | - | 4.60 |
| provided in the students‟ library | Teachers | 79 | 106 | 15 | - | 4 | 4.27 |
|  | Students | 586 | 400 | 61 | 18 | 31 | 4.37 |
| 8 Principal ensures that the school | Principals | 3 | 2 | - | - | - | 4.60 |
| time table is structured to give | Teachers | 98 | 92 | 4 | 1 | 9 | 4.36 |
| students adequate time to research | Students | 586 | 390 | 51 | 22 | 47 | 4.37 |

in the library

Table 8 shows item 1-8 in the Opinions of Respondents on Principals‟ Role on Students‟ Library/ICT Services in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria. Item 1 shows that Computer systems provided by the principal provide students with ICT knowledge, this could be seen from the responses of the respondents where the mean of principals was 4.60, teacher was 4.38 and student was 4.33. From item 2, the responses of the respondents were strongly agreed that Principal organizes orientation to acquaint the students with library usage with the mean score of principals 4.60, teachers 4.08 and students 4.00, agreed. Items 3, from the respondents were strongly agreed that Principal ensures that the use of library is included in the school time- table with the responses of

principals 4.60, teachers 4.60 and students agreed with the mean score of 4.00. It was also all agreed from items 4 that Principal ensures that students‟ library is equipped with valuable and resourceful textbooks with responses of principals 4.00, teachers 4.38 and students 4.34. Items 5, 6 and 7 equally agreed that Principal ensures that students‟ library is equipped with internet services, Principal provides adequate seats in the students‟ library and Principal ensures cooling system is provided in the students‟ library. From item 8, the responses of the respondents were strongly agreed that Principal ensures that the school time table is structured to give students adequate time to research in the library with the mean score of principals 4.60, teachers 4.36 and students 4.37, agreed respectively.

## Respondents’ Opinion on Principals’ Role on Students’ Security Service Delivery

**in Secondary Schools in Abuja Municipal Area Council.**

This section presents the Opinions of Respondents on Principals‟ Role on Students‟ Security Service Delivery in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria. Items 1-8 in the questionnaire relate to the section present in table 9.

## Table 9: Opinions of Respondents on Principals’ Role on Students’ Security Service Delivery in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria.

to protect the students

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **Item Statement** | **Categories of Respondents** | **SA** | **A** | **U** | **D** | **SD** | **Mean** |
| 1 | Principal set up anti- cultism team | Principals | 4 | 1 | - | - | - | 4.80 |
|  | in the school to checkmate students | Teachers | 74 | 99 | 7 | 3 | 21 | 4.08 |
|  |  | Students | 507 | 454 | 46 | 24 | 65 | 4.24 |
| 2 | Principal ensures students are | Principals | 3 | 2 | - | - | - | 4.60 |
|  | closely monitored to prevent them | Teachers | 50 | 123 | 17 | - | 14 | 4.02 |
|  | from drug addiction. | Students | 390 | 532 | 98 | 18 | 58 | 4.11 |
| 3 | Principal provides modern security | Principals | 3 | 2 | - | - | - | 4.60 |
|  | gadget to assist security personnel | Teachers | 79 | 106 | 15 | - | 4 | 4.27 |

Students 586 400 61 18 31 4.37

are provided by the principal to

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 4 | Principal | provides | perimeter | Principals | 3 | 2 | - | - | - | 4.60 |
|  | fencing of | the school | to prevent | Teachers | 98 | 92 | 4 | 1 | 9 | 4.36 |
| external invasion / intruders | | | | Students | 586 | 390 | 51 | 22 | 47 | 4.37 |
| 5 Principal ensures a consistent check | | | | Principals | 3 | 2 | - | - | - | 4.60 |
| in and out of students and visitors | | | | Teachers | 108 | 74 | 13 | - | 9 | 4.38 |
| in the school. | | | | Students | 620 | 320 | 83 | 30 | 43 | 4.33 |
| 6 Emergency dedicated security lines | | | | Principals | 3 | 2 | - | - | - | 4.60 |

Teachers 67 89 30 2 16 4.00

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | ensure easy response | Students | 443 | 446 | 103 | 40 | 64 | 4.08 |
| **7** | Principal involves security | Principals | 3 | 2 | - | - | - | 4.60 |
|  | personnel in screening and | Teachers | 77 | 98 | 15 | 4 | 10 | 4.15 |
|  | monitoring of students during | Students | 527 | 425 | 86 | 29 | 29 | 4.27 |
| examination | |  |  |  |  |  |  |  |
| 8 Principal provides the resources for | | Principals | 3 | 2 | - | - | - | 4.60 |
| the security unit to produce | | Teachers | 71 | 110 | 10 | 1 | 12 | 4.17 |
| students‟ identification cards | | Students | 523 | 438 | 84 | 24 | 27 | 4.29 |

Table 9 shows item 1-8 in the Opinions of Respondents on Principals‟ Role on Students‟ Security Services in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria. Item 1 shows that Principal set up anti- cultism team in the school to checkmate students, this could be seen from the responses of the respondents where the mean of principals was 4.80, teachers and students agreed with the mean score of teachers 4.08 and students 4.24. From item 2, the responses of the respondents were strongly agreed that Principal ensures students are closely monitored to prevent them from drug addiction with the mean score of principals 4.60, teachers 4.02 and students 4.11, agreed respectively. Items 3, from the respondents were strongly agreed that Principal provides modern security

gadget to assist security personnel to protect the students with the responses of principals 4.60, teachers and students agreed with the mean score of teachers 4.27 and students 4.37 respectively. It was also strongly agreed from items 4 that Principal provides perimeter fencing of the school to prevent external invasion / intruders with responses of principals 4.60, teachers 4.38 and students 4.34, agreed respectively. Items 5, 6 and 7 equally agreed that Principal ensures a consistent check in and out of students and visitors in the school, Emergency dedicated security lines are provided by the principal to ensure easy response and Principal involves security personnel in screening and monitoring of students during examination. From item 8, the responses of the respondents were all agreed that Principal provides the resources for the security unit to produce students‟ identification cards with the mean score of principals 4.00, teachers is 4.17 and students is 4.29 respectively.

## Respondents’ Opinion on Principals Role on Students’ Cafeteria Service Delivery

**in Secondary Schools in Abuja Municipal Area Council.**

This section presents the Opinions of Respondents on Principals‟ Role on Students‟ Cafeteria Service Delivery in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria. Items 1-8 in the questionnaire relate to the section present in table 10.

## Table 10: Opinions of Respondents on Principals’ Role on Students’ Cafeteria Service Delivery in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria.

rendered by cafeteria

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **Item Statement** | **Categories of Respondents** | **SA** | **A** | **U** | **D** | **SD** | **Mean** |
| 1 | Principal ensures cafeteria services | Principals | 4 | 1 | - | - | - | 3.60 |
|  | provide students with options / | Teachers | 37 | 96 | 28 | 6 | 37 | 3.59 |
|  | varieties of meals | Students | 280 | 419 | 152 | 115 | 130 | 3.56 |
| 2 | Principal pays attention to the | Principals | - | 2 | 2 | - | 1 | 3.20 |
|  | standard of hygiene in the students‟ | Teachers | 41 | 95 | 41 | 13 | 13 | 3.67 |
|  | cafeteria | Students | 256 | 449 | 167 | 139 | 83 | 3.55 |
| 3 | Principal ensures students get value | Principals | - | 4 | - | 1 | - | 3.40 |
|  | for their money in the services | Teachers | 49 | 75 | 44 | 10 | 26 | 3.62 |

Students 220 378 220 156 122 3.35

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 4 | Principal provides seats, | light and | | Principals | - | 4 | - | - | 1 | 3.60 |
|  | music to ensure | students | | Teachers | 15 | 66 | 47 | 34 | 42 | 2.93 |
|  | satisfaction |  | | Students | 144 | 227 | 270 | 257 | 198 | 2.82 |
| 5 | Principal ensures food | | sold to | Principals | 4 | 1 | - - - | | | 3.40 |
|  | students meet the required | | balance | Teachers | 27 | 85 | 50 20 22 | | | 3.38 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| diet Students | | 212 | 392 | 198 | 156 | 138 | 3.33 |
| 6 Principal pays attention to Principals | | - | 4 | - | 1 | - | 3.40 |
| ventilation in the students‟ cafeteria | Teachers | 30 | 83 | 50 | 23 | 18 | 3.39 |
|  | Students | 213 | 350 | 226 | 154 | 153 | 3.29 |
| **7** Principal ensures that students | Principals | - | 4 | - | 1 | - | 3.40 |
| patronize school cafeteria | Teachers | 34 | 85 | 30 | 21 | 34 | 3.38 |
|  | Students | 222 | 368 | 225 | 134 | 147 | 3.36 |
| 8 Principal ensures price fair is within | Principals | 2 | 2 | - | 1 | - | 3.80 |
| the reach of the students | Teachers | 44 | 88 | 35 | 12 | 27 | 3.59 |
|  | Students | 240 | 398 | 187 | 153 | 118 | 3.41 |

Table 10 shows item 1-8 in the Opinions of Respondents on Principals‟ Role on Students‟ Cafeteria Services in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria. Item 1 shows that Principal ensures cafeteria services provide students with options

/ varieties of meals, this could be seen from the responses of the respondents where the mean of principals was 3.60, teachers was 3.59 and students was 3.56. From item 2, the responses of the respondents were all agreed that Principal pays attention to the standard of hygiene in the students‟ cafeteria with the mean score of principals 3.20, teachers 3.67 and students

3.55. Items 3, from the respondents were all agreed that Principal ensures students get value for their money in the services rendered by cafeteria with the responses of principals 3.40,

teachers 3.62 and students 3.35 respectively. Items 4 review that Principal provides seats, light and music to ensure students satisfaction with responses of principals 3.80 agreed, while teachers 2.93 and students 2.82 were disagreed. Items 5, 6 and 7 equally agreed that Principal ensures food sold to students meet the required balance diet, Principal pay‟s attention to ventilation in the students‟ cafeteria and Principal ensures that students patronize school cafeteria. From item 8, the responses of the respondents were all agreed that Principal ensures price fair is within the reach of the students with the mean score of principals 3.80, teachers 3.59 and students 3.41 respectively.

## Hypotheses Testing

This section explained hypothesis testing. The hypotheses are related to variables identified in the research objectives. These issues include Students‟ Health care Services, Guidance and Counseling, Recreational Services, Hostel Accommodation, Library/ICT Services, Security Services and Cafeteria Services in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria. The seven (7) hypotheses were tested using Analysis of Variance (ANOVA) at 0.05 level of significance. A hypothesis is rejected if the p-value is less than the level of significance set by the study.

## Hypothesis 1

There is no significant difference in the opinions of principals, teachers and students on the Principals‟ Role on Students‟ Health Care Service Delivery in Secondary Schools in Abuja Municipal Area Council.

## Table 11: Analysis of Variance (ANOVA) Summary on the Principals’ Role on Students’ Health Care Service Delivery in Secondary Schools in Abuja Municipal Area Council

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Status** | **Sum of Square** | **Df** | **Mean Square** | **F** | **Prob.** | **F.critical** | **Decision** |
| Between groups  Within groups | 207.645  41237.938 | 2  1302 | 103.822  31.697 | 3.275 | .068 | 3.81 | **Ho1** was retained |
| **Total** | **41445.583** | **1304** |  |  |  |  |  |

Table 11 shows f-ratio value 3.275 at 2 df 1302 and at the level 0.05. The critical value 3.81 is greater than f-ratio values 3.275, the probability level of significance P .068 is greater than 0.05. This means that there is no significant difference in the opinions of principals, teachers and students on the principals‟ role on students‟ health care services in secondary schools in Abuja Municipal Area Council. Therefore, the null hypothesis is retained.

## Hypothesis 2

There is no significant difference in the opinions of principals, teachers and students on the Principals‟ Role on Students‟ Guidance and Counseling Service Delivery in Secondary Schools in Abuja Municipal Area Council.

## Table 12: Analysis of Variance (ANOVA) Summary on the Principals’ Role on Students’ Guidance and Counseling Service Delivery in Secondary Schools in Abuja Municipal Area Council

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Status** | **Sum of**  **Square** | **Df** | **Mean**  **Square** | **F** | **Prob.** | **F.critical** | **Decision** |
| Between groups  Within groups | 66.927  32438.302 | 2  1302 | 33.464  24.914 | 1.343 | .261 | 3.81 | **Ho2** was retained |
| **Total** | **32505229** | **1304** |  |  |  |  |  |

Table 12 shows f-ratio value 1.343 at 2 df 1302 and at the level 0.05. The critical value

3.81 is greater than f-ratio values 1.343, the probability level of significance P .261 is greater than 0.05. This means that there is no significant difference in the opinions of principals, teachers and students on the principals‟ role on students‟ guidance and counseling services in secondary schools in Abuja Municipal Area Council. Therefore, the null hypothesis is retained.

## Hypothesis 3

There is no significant difference in the opinions of principals, teachers and students on the Principals‟ Role on Students‟ Recreational Service Delivery in Secondary Schools in Abuja Municipal Area Council.

## Table 13: Analysis of Variance (ANOVA) Summary on the principals’ Role on Students’ Recreational Service Delivery in Secondary Schools in Abuja Municipal Area Council

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Status** | **Sum of**  **Square** | **Df** | **Mean**  **Square** | **F** | **Prob.** | **F.critical** | **Decision** |
| Between groups  Within groups | 423.550  34485.334 | 2  1302 | 211.775  26.486 | 7.996 | .000 | 3.81 | **Ho3** was rejected |
| **Total** | **34908.884** | **1304** |  |  |  |  |  |

Table 13 shows f-ratio value 7.996 at 2 df 1302 and at the level 0.05. The critical value

3.81 is less than f-ratio values 7.996, the probability level of significance P .000 is less than

0.05. This means that there is a significant difference in the opinions of principals, teachers and students on the principals‟ role on students‟ recreational services in secondary schools in Abuja Municipal Area Council. Therefore, the null hypothesis is rejected.

## Table 14: Summary of Scheffe’s Multiple Comparison Test on Students’ Recreational Service Delivery in Secondary Schools in Abuja Municipal Area Council

|  |  |  |
| --- | --- | --- |
| **Respondents** | **N** | **Mean** |
| Principals | 5 | 4.58230 |
| Teachers | 204 | 4.28161 |
| Students | 1096 | 3.03138 |

As indicated in Table 14, the mean score of principals 4.58230 was found to be closer to that of teachers 4.28161, implying that the difference between the two respondents was not significant. However, the mean score of students 3.03138 was found to be lower than that of principals and teachers. This implies that the students differred significantly in their opinions

regarding the principals‟ role on students‟ recreational services in secondary schools in Abuja Municipal Area Council.

## Hypothesis 4

There is no significant difference in the opinions of principals, teachers and students on the Principals‟ Role on Students‟ Hostel Accommodation Service Delivery in Secondary Schools in Abuja Municipal Area Council.

## Table 15: Analysis of Variance (ANOVA) Summary on the Principals’ Role on Students’ Hostel Accommodation Service Delivery in Secondary Schools in Abuja Municipal Area Council

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Status** | **Sum of Square** | **Df** | **Mean Square** | **F** | **Prob.** | **F.critical** | **Decision** |
| Between groups  Within groups | 2338.202  156259.579 | 2  1302 | 1169.101  120.015 | 9.741 | .000 | 3.81 | **Ho4** was rejected |
| **Total** | **158597.781** | **1304** |  |  |  |  |  |

Table 15 shows f-ratio value 9.741 at 2 df 1302 and at the level 0.05. The critical value 3.81 is less than f-ratio values 9.741, the probability level of significance P .000 is less than 0.05. This means that there is a significant difference in the opinions of principals, teachers and students on the principals‟ role on students‟ hostel accommodation services in secondary schools in Abuja Municipal Area Council. Therefore, the null hypothesis is rejected.

## Table 16: Summary of Scheffe’s Multiple Comparison Test on Students’ Hostel Accommodation Service Delivery in Secondary Schools in Abuja Municipal Area Council

|  |  |  |
| --- | --- | --- |
| **Respondents** | **N** | **Mean** |
| Principals | 5 | 3.17281 |
| Teachers | 204 | 3.28065 |
| Students | 1096 | 1.62131 |

As indicated in Table 16, the mean score of principals 3.17281 was found to be closer to that of teachers 3.28065, implying that the difference between the two respondents was not significant. However, the mean score of students 1.62131was found to be lower than that of principals and teachers. This implies that the students differred significantly in their opinions regarding the principals‟ role on students‟ hostel accommodation services in secondary schools in Abuja Municipal Area Council. Therefore, the null hypothesis is rejected.

## Hypothesis 5

There is no significant difference in the opinions of principals, teachers and students on the Principals‟ Role on Students‟ library/ICT Service Delivery in Secondary Schools in Abuja Municipal Area Council.

## Table 17: Analysis of Variance (ANOVA) Summary on the Principals’ Role on Students’ Library/ICT Service Delivery in Secondary Schools in Abuja Municipal Area Council

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Status** | **Sum of Square** | **Df** | **Mean Square** | **F** | **Prob.** | **F.critical** | **Decision** |
| Between groups  Within groups | 143.317  64084.040 | 2  1302 | 71.658  49.295 | 1.454 | .234 | 3.81 | **Ho5** was retained |
| **Total** | **64227.357** | **1304** |  |  |  |  |  |

Table 17 Shows f-ratio value 1.454 at 2 df 1302 and at the level 0.05. The critical value

3.81 is greater than f-ratio values 1.454, the probability level of significance P .234 is greater than 0.05. This means that there is no significant difference in the opinions of principals, teachers and students on the principals‟ role on students‟ library/ICT services in secondary schools in Abuja Municipal Area Council. Therefore, the null hypothesis is retained.

## Hypothesis 6

There is no significant difference in the opinions of principals, teachers and students on the Principals‟ Role on Students‟ Security Service Delivery in Secondary Schools in Abuja Municipal Area Council.

## Table 18: Analysis of Variance (ANOVA) Summary on the Principals’ Role on Students’ Security Service Delivery in Secondary Schools in Abuja Municipal Area Council

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Status** | **Sum of Square** | **Df** | **Mean Square** | **F** | **Prob.** | **F.critical** | **Decision** |
| Between groups  Within groups | 127.661  64620.712 | 2  1302 | 63.830  49.632 | 1.286 | .277 | 3.81 | **Ho6** was retained |
| **Total** | **64748.372** | **1304** |  |  |  |  |  |

Table 18 Shows f-ratio value 1.286 at 2 df 1302 and at the level 0.05. The critical value

3.81 is greater than f-ratio values 1.286, the probability level of significance P .277 is greater than 0.05. This means that there is no significant difference in the opinions of principals, teachers and students on the principals‟ role on students‟ security services in secondary schools in Abuja Municipal Area Council. Therefore, the null hypothesis is retained.

## Hypothesis 7

There is no significant difference in the opinions of principals, teachers and students on the Principals‟ Role on Students‟ Cafeteria Service Delivery in Secondary Schools in Abuja Municipal Area Council.

## Table 19: Analysis of Variance (ANOVA) Summary on principals’ Role on Students’ Cafeteria Service Delivery in Secondary Schools in Abuja Municipal Area Council.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Status** | **Sum of**  **Square** | **Df** | **Mean**  **Square** | **F** | **Prob.** | **F.critical** | **Decision** |
| Between groups  Within groups | 48.733  81675.030 | 2  1302 | 24.366  62.827 | 3.80 | .679 | 3.81 | **Ho7** was retained |
| **Total** | **81723.762** | **1304** |  |  |  |  |  |

Table 19 Shows f-ratio value 3.80 at 2 df 1302 and at the level 0.05. The critical value

3.81 is greater than f-ratio values 3.80, the probability level of significance P .679 is greater than 0.05. This means that there is no significant difference in the opinions of principals, teachers and students on the principals‟ role on students‟ cafeteria services in secondary schools in Abuja Municipal Area Council. Therefore, the null hypothesis is retained.

**Table 20: Summary of Hypotheses Tested**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **Ho Statement** | **Statistical Tested Used** | **Result** | **Level of Sig.** | **Decision** |
| **1** | There is no significance difference in the opinions of principals ,teachers and students on the principals‟ role on  students‟ health care service delivery in secondary schools in Abuja Municipal Area Council | Analysis of Variance (ANOVA) | f-ratio is 3.275, while f-critical is  3.81 and the P value was found to be .068. | 0.05 | Retained. |
| **2** | There is no significance difference in the opinions of principals ,teachers and students on the principals‟ role on  students‟ guidance and counseling service delivery in secondary schools in Abuja Municipal Area Council | Analysis of Variance (ANOVA) | f-ratio is 1.343, while f-critical is  3.81 and the P value was found to be .261. | 0.05 | Retained. |
| **3** | There is no significance difference in the opinions of principals ,teachers and students on the principals‟ role on  students‟ recreational service delivery in secondary schools in Abuja Municipal Area Council | Analysis of Variance (ANOVA) | f-ratio is 7.996  , while f-critical is 3.81 and the P value was found to be .000. | 0.05 | Rejected. |
| **4** | There is no significance difference in the opinions of principals ,teachers and students on the principals‟ role on students‟ hostel accommodation service delivery in secondary schools in Abuja Municipal Area Council | Analysis of variance (ANOVA) | f-ratio is 9.741, while f-critical is  3.81 and the P value was found to be .000. | 0.05 | Rejected. |
| **5** | There is no significance difference in the opinions of principals, teachers and students on the principals‟ role on  students‟ library/ICT service delivery in secondary schools in Abuja Municipal Area Council | Analysis of Variance (ANOVA) | f-ratio is 1.454, while f-critical is  3.81 and the P value was found to be .234. | 0.05 | Retained. |
| **6** | There is no significance difference in the opinions of principals, teachers and students on the principals‟ role on  students‟ security service delivery in secondary schools in Abuja Municipal Area Council | Analysis of Variance (ANOVA) | f-ratio is 1.286, while f-critical is  3.81 and the P value was found to be .277. | 0.05 | Retained. |
| **7** | There is no significance difference in the opinions of principals, teachers and students on the principals‟ role on  students‟ cafeteria service delivery in secondary schools in Abuja Municipal Area Council | Analysis of Variance (ANOVA) | f-ratio is 3.80, while f-critical is  3.81 and the P value was found to be .679. | 0.05 | Retained. |

## Summary of the Findings

The summary of major findings revealed that:

1. Principals instructed students to visit school health care centre whenever they were sick and ensured qualified nurses were in the school health care centre in secondary schools in Abuja Municipal Area Council;
2. Principals instructed school counselors to organize orientations/re-orientations for students to adapt to the school environment and students avail themselves opportunities to interact with the counselors and get useful information in secondary schools in Abuja Municipal Area Council;
3. Principals ensured that recreational avenue were free of sharp and dangerous objects and inter-house sport competition organized by the school principal helps to develop students‟ physical fitness;
4. Principals ensured that water and power supply to the students‟ hostel is regular and as well, security personnel are present in the students‟ hostel. Also, weekly hostel inspection is carried out by the principal to ensured cleanliness of students‟ hostel;
5. Principals ensured that students‟ library was equipped with valuable internet facilities, adequate seats and resourceful textbooks in secondary schools in Abuja Municipal Area Council;
6. Principals ensured that students were closely monitored and prevented from drugs addiction and cultism. Also emergency dedicated security lines were provided by the Principals to ensure easy response; and
7. Principals ensured that food sold to the students meet the required balance diet and also ensured price fair is within the reach of the students in secondary schools in Abuja Municipal Area Council.

## Discussions of the Findings

This study was aimed at Assessment of Principals‟ Role on Students‟ Service Delivery in Secondary Schools in Abuja Municipal Area Council. Abuja, Nigeria. It objectives were to assess the followings: assess principals‟ role on students‟ health care services**,** determine principals‟ role on students‟ guidance and counseling services in secondary schools in Abuja Municipal Area Council, examine principals‟ role on students‟ recreational services in secondary schools in Abuja Municipal Area Council, ascertain principals‟ role on students‟ hostel accommodation services in secondary schools in Abuja Municipal Area Council, find out the principals‟ role on students‟ library/ICT services in secondary schools in Abuja Municipal Area Council, determine principals‟ role on students‟ security services in secondary schools in Abuja Municipal Area Council and assess principals‟ role on students‟ cafeteria services in secondary schools in Abuja Municipal Area Council.

However, to give general description of the respondents on the issues raised, frequencies and simple percentage were used. The following are discussions arising from the major findings of the study.

Table 4 shows item 1-8 in the Opinions of Respondents on Principals‟ Role on Students‟ Health Care Services in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria. Item 1 shows that Principal provides healthcare centre in the school, this could be seen from the responses of the respondents where the mean of principals was 4.20,

teachers was 3.63 and students was 3.92. From item 2, the responses of the respondents were all agreed that Principal ensures qualified nurses are in the school health care centre with the mean score of principals 3.40, teachers 3.68 and students 3.77. Items 3, from the respondents were strongly agreed that Principal insists students medical records are properly checked into the school with the responses of principals 5.00, teachers 3.74 and students

3.88 agreed respectively. It was also all agreed from items 4, 5 and 6 that Students first-aid boxes are replenish and supervised by the principal, Principals inform parents on the need of referring students to secondary health care centre for proper medical attention and Principal instructs students to visit school health care centre whenever they are sick. From item 7, the responses of the respondents were strongly agreed that instruction is given to students by the principal to carry out weekly sanitation with the mean score of principals 4.60, teachers were 3.99 and students were 4.17 agreed.

Items 8, from the respondents were all agreed that Principal allows non- governmental organization to enlighten the students on healthcare preventive measures with the responses of principals 4.20, teachers 4.17 and students 4.29 respectively. The finding agreed with that of Amaizu (2003) that students‟ services would improve if adequate medical personnel are provided to cater for the health needs of the students and staff. Also the study is in line with Udoh, Fawole, Ajala, Okafor, Nwanu and Obayan (2000) stated that the cardinal objective of school health care services as a component of school health program is to promote and maintain the health of the school child and the school personnel.

Table 5 shows item 1-8 in the Opinions of Respondents on Principals‟ Role on Students‟ Guidance and Counseling Services in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria. Item 1 shows that guidance and counseling interaction provided by

the principal identify students‟ academic weak area, this could be seen from the responses of the respondents where the mean of principals was 4.80, teachers was 4.08 and students 4.24 agreed. From item 2, the responses of the respondents were strongly agreed that Principal ensures guidance and counseling services evaluate students‟ experiences in relation to their level of maturation with the mean score of principal 4.60, teachers and students agreed with mean score of teachers 4.02 and students 4.11. Items 3, from the respondents, the principals strongly agreed that Principal instructs students to check guidance and counseling services in making career choice with the responses of principals 4.60, teachers 4.27 and students

4.37 agreed respectively. It was also strongly agreed by the principals from items 4 that Principal instructs counselor to identify students with academic challenges for proper counseling with responses of principals 4.60, teachers 4.38 and students 4.34 agreed. Items 5, 6 and 7 equally agreed that Principal instructs the school counselors to organize orientation /re-orientation for students to adapt to the school environment, Principal recommends students with special abilities for proper counseling on talent development and Principal encourages students to avail themselves opportunities to interact with counselor and get useful information, From item 8, the responses of the respondents were all agreed that counselor / students relationship is fully supported by the school principals with the mean score of principals 4.00, teachers 4.17 and students 4.29 respectively.

The above was supported by (Denga, 2001) that each of the major components of guidance and counseling alone with their services address students' needs, challenges and problems. Students need guidance and counseling at various levels of their educational development. The UNESCO module on guidance and counseling (2000a) also posited that guidance is a program of services to individuals based on their needs and the influence of

environmental factors. Guidance and counseling is a professional field which has a broad range of activities, program and services geared toward assisting individuals to understand themselves, their problems, their school environment and their world and also to develop adequate capacity for making wise choices and decisions. It is also in correlation with Akpan and Onabe (2016) that guidance and counseling services relate to sustainable secondary education.

Table 6 shows item 1-8 in the Opinions of Respondents on Principals‟ Role on students‟ recreational services in secondary schools in Abuja Municipal Area Council, Abuja Nigeria. Item 1, 2 and 3 show that principal provides sport wears for students in the school, principal ensures that recreational avenues are free of sharp and dangerous objects and participation of students in field and track events is largely encouraged by the principal. From item 4, the responses of the respondents were strongly agreed that principal helps to promote safety measures on students‟ recreational ground with the mean score of principals 4.60, teachers 3.99 and students 4.17 agreed respectively. Item 5, from the respondents were all agreed that inter- house sport competition organized by the school principal helps to develop students‟ physical fitness with the responses of principals 4.20, teachers 4.17 and students 4.29 respectively. Item 6 were all agreed that principal caries out regular maintenance on students‟ sports facilities, this could be seen from the responses of the respondents where the mean score of principals was 4.20, teachers was 3.63 and students was 3. 92. From item 7, the responses of the respondents were all agreed that principal ensures that first-aid teams are on the ground during sports activities with the mean score of principals 3.40, teachers 3.68 and students 3.77. The principals strongly agreed from Item 8, that principal instructs physical education teachers to acquaint students with brain- storming

games for mental development with the responses of principals 5.0, teachers 3.74 and students 3.88 agreed respectively. This is supported by Chaddock, (2012) that more physically fit students have improved brain function, higher academic achievement scores and superior cognitive performance than less fit students. This is in correlation with Stead and Neville, (2010) that physical education, physical activities and sports have been shown to impact on the extent to which young people feel connected to their school, the aspirations of students, the extent to which positive social behavior exist within schools, and the development of leadership skills.

Table 7 shows item 1-8 in the Opinions of Respondents on Principals‟ Role on Students‟ Hostel Accommodation in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria. Item 1 shows that Principal ensures that students‟ hostel accommodation is properly bed spaced, this could be seen from the responses of the respondents where the mean of principals was 4.20, teachers was 3.63 and students was 3.92. From item 2, the responses of the respondents were all agreed that Rules and regulations guiding students‟ hostel accommodation are provided by the principals with the mean score of principals 3.40, teachers 3.68 and students 3.77. Items 3, from the responses of principals were strongly agreed that Principal ensures water supply to the students‟ hostel is regular with the responses of principals 5.00, teachers 3.74 and students 3.88 agreed respectively. It was also all agreed from items 4, 5 and 6 that Principal provides alternative power supply to the students‟ hostel, Adequate lobbying space is created by the principal for students‟ easy movement and Weekly hostel inspection is carried out by the principal to ensure cleanliness of students‟ hostel. From item 7, the responses of the respondents were strongly agreed that Principal replaces dead bulbs, broken windows, doors and ceiling in the students‟ hostel

with the mean score of principals 4.60, teachers and students agreed with the mean of teachers was 3.99 and students was 4.17. Items 8, from the respondents were all agreed that Principal ensures that security personnel are present in the students‟ hostel with the responses of principals 4.20, teachers 4.17 and students 4.29 respectively. According to Abubakar, (2016) opined that hostel accommodation services refers to provision of place and facilities required by students to live and aid learning. The facilities could include among others power supply, water supply, toilet facilities and bed spaces. Hostel accommodation gives students rest for better energy regain for learning (Pp. 34).

Table 8 shows item 1-8 in the Opinions of Respondents on Principals‟ Role on Students‟ Library/ICT Services in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria. Item 1 shows that Computer systems provided by the principal provide students with ICT knowledge, this could be seen from the responses of the respondents where the mean of principals was 4.60 strongly agreed, teachers 4.38 and students 4.33 agreed. From item 2, the responses of the respondents were strongly agreed that Principal organizes orientation to acquaint the students with library usage with the mean score of principals 4.60, teachers were 4.08 and students were 4.00 agreed. The responses of the principals and teachers from Items 3, strongly agreed that Principal ensures that the use of library is included in the school time- table with the responses of principals 4.60, teachers

4.60 and students 4.00 agreed. It was also all agreed from items 4 that Principal ensures that students‟ library is equipped with valuable and resourceful textbooks with responses of principals 4.00, teachers 4.38 and students 4.34. Items 5, 6 and 7 equally agreed that Principal ensures that students‟ library is equipped with internet services, Principal provides adequate seats in the students‟ library and Principal ensures cooling system is provided in

the students‟ library. From item 8, the responses of the principals were strongly agreed that Principal ensures that the school time table is structured to give students adequate time to research in the library with the mean score of principals 4.60, teachers was 4.36 and students was 4.37 agreed respectively. This was supported by Khan and Bhatti, (2012) that academic institutions could not achieve their two - fold mission of spreading knowledge and extending its research progress without first enriching and enhancing library resources and services. So, school authority should have a cyclic and systematic evaluation policy in place in order to maintain and further improve the quality of library services to meet information needs of users. This is equally supported by Ukeje (2002), noted that school library are meant to provide books for leisure reading as well as reference and information books, so that students can consult them as need arises, to develop in the students a lasting love for books and encourage personal collection of books, and to encourage responsibility and cooperation in taking care of borrowed books and returning them promptly as and when due.

Table 9 shows item 1-8 in the Opinions of Respondents on Principals‟ Role on Students‟ Security Services in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria. Item 1 shows that Principal set up anti- cultism team in the school to checkmate students, this could be seen from the responses of the respondents where the mean of principals was 4.80, teachers was 4.08 and students was 4.24 agreed. From item 2, the responses of the principals were all strongly agreed that Principal ensures students are closely monitored to prevent them from drug addiction with the mean score of principal 4.60, teachers was 4.02 and students was 4.11 agreed. Items 3, from the respondents were strongly agreed that Principal provides modern security gadget to assist security personnel to protect the students with the responses of principals 4.60, teachers and students agreed with

the mean of teachers 4.27 and students 4.37 respectively. It was also strongly agreed by the principals from items 4 that Principal provides perimeter fencing of the school to prevent external invasion / intruders with responses of principals 4.60, teachers 4.38 and students

4.34 agreed. Items 5, 6 and 7 equally agreed that Principal ensures a consistent check in and out of students and visitors in the school, Emergency dedicated security lines are provided by the principal to ensure easy response and Principal involves security personnel in screening and monitoring of students during examination. From item 8, the responses of the respondents were all agreed that Principal provides the resources for the security unit to produce students‟ identification cards with the mean score of principals was 4.00, teachers was 4.17 and students was 4.29 respectively. This is supported by Mnyaka (2006), he underscores the importance of effective leadership and governance, arguing that they are vital in turning schools from a centre of violence and disruption to a place of safety and learning.

Table 10 shows item 1-8 in the Opinions of Respondents on Principals‟ Role on Students‟ Cafeteria Services in Secondary Schools in Abuja Municipal Area Council, Abuja Nigeria. Item 1 shows that Principal ensures cafeteria services provide students with options

/ varieties of meals, this could be seen from the responses of the respondents where the mean of principals was 3.60, teachers were 3.59 and students were 3.56. From item 2, the responses of the respondents were all agreed that Principal pays attention to the standard of hygiene in the students‟ cafeteria with the mean score of principals was 3.20, teachers was

3.67 and students was 3.55. Items 3, from the respondents were all agreed that Principal ensures students get value for their money in the services rendered by cafeteria services with the responses of principals 3.40, teachers 3.62 and students 3.35 respectively. Items 4 review

that Principal provides seats, light and music to ensure students satisfaction with responses of principals 3.80 agreed, while teachers was 2.93 and students was 2.82 were disagreed. Items 5, 6 and 7 equally agreed that Principal ensures food sold to students meet the required balance diet, Principal pays attention to ventilation in the students‟ cafeteria and Principal ensures that students patronize school cafeteria. From item 8, the responses of the respondents were all agreed that Principal ensures price fair is within the reach of the students with the mean score of principals 3.80, teachers 3.59 and students 3.41 respectively. This was supported by Moartin – Consuegra, et‟ al., (2007), found that perceived price fairness positively influences students' satisfaction. Cafeteria ambiance is determined by the spatial arrangement of the setting, quality of the interior design, and the suitability of the background music, which is an important contributor to the high satisfaction of diners. Herrmann, et‟ al., (2007) believed price perception influence students judgments directly as well as indirectly through perception of price fairness. Wojcicki, (2006) opened that eating behaviours can also be shaped by the cafeteria and lunch room setting, such as the display and description of food and beverages, pricing and methods of payment and the length of time and time of day made available to eat.

# CHAPTER FIVE

**SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

## Introduction

This study has focused on Assessment of Principals‟ Role on Students‟ Service Delivery in Secondary Schools in Abuja Municipal Area Council. This chapter is discussed under the following headings:

* 1. Summary of the study;
  2. Conclusions;
  3. Recommendations; and
  4. Suggestion for Further Studies.

## Summary

The first chapter sets the tone and direction for the study. It introduced the background to the study and described the problems the researcher investigated. Seven objectives and research questions were set to guide the researcher. It‟s objectives were to assess the followings: assess principals‟ role on students‟ health care services**,** determine principals‟ role on students‟ guidance and counseling services in secondary schools in Abuja Municipal Area Council, examine principals‟ role on students‟ recreational services in secondary schools in Abuja Municipal Area Council, ascertain principals‟ role on students‟ hostel accommodation services in secondary schools in Abuja Municipal Area Council, find out the principals‟ role on students‟ library/ICT services in secondary schools in Abuja Municipal Area Council, determine principals‟ role on students‟ security services in secondary schools in Abuja Municipal Area Council and assess principals‟ role on students‟ cafeteria services in secondary schools in Abuja Municipal Area Council.

The study covered all public secondary schools in Abuja Municipal Area Council and is significant because information gathered will broaden the knowledge of stakeholders in secondary schools on the importance of providing students‟ services. The key variables are operationally defined to conclude the chapter. Descriptive survey design was adopted for the study and data was collected using a researcher designed questionnaire. The total population of the study was twenty – one (21) secondary schools, one thousand four hundred and seventy six teachers (1,476) and twenty – one thousand two hundred and forty six (21, 246) students in secondary schools in Abuja municipal area council. A total of (1305) questionnaire were administered, correctly filled and returned, out of which 5 principals, 204 teachers and 1096 students were used as the sample. The data gathered were analyzed using Analysis of variance (ANOVA) and hypotheses were tested at 0.05% level of significance.

Findings of the study reveal that: The respondents were of the opinions that principals provided students‟ health care services in all the secondary schools in Abuja Municipal Area Council. In respect to principals‟ role on students‟ guidance and counseling services, the study revealed that guidance and counseling services were adequate in all the secondary schools in Abuja Municipal Area Council. In respect to principals‟ role on students‟ recreational services, the study revealed that the responses of the respondents were all strongly disagreed. There was a significant difference in the opinions of principals, teachers and students on the principals‟ role on students‟ recreational services in secondary schools in Abuja Municipal Area Council. The respondents equally and strongly disagreed on the principals‟ role on students‟ hostel accommodation services. This is because most secondary schools in AMAC are not provided with hostel accommodation services. The respondents were of the opinions that the provisions of library/ ICT services by the principals were all

available in secondary schools in Abuja Municipal Area Council with adequate seats and resourceful textbooks in secondary schools. The respondents equally agreed that the principals perform role on students‟ security services by closely monitored and prevent students from drugs addiction and cultism. Also emergency dedicated security lines were provided by the principals. In respect to principals‟ role on students‟ cafeteria services, the study revealed that food sold to the students meet the balance diet and price fair is within the reach of the students. It was concluded that, principals allowed non-governmental organization to enlighten the students on healthcare preventive measures and students first- aid boxes are replenish and supervised by the principals.

## Conclusions

In view of the findings of this study, conclusions can be made that:

* + 1. Principals allowed non-governmental organization to enlighten the students on healthcare preventive measures and students first-aid boxes are replenish and supervised by the principals;
    2. Guidance and counseling interaction provided by the principals identified students‟ academic weak area. Principal encouraged students to avail themselves opportunities to interact with counselors and get useful information;
    3. The participation of students in field and tract events was largely encouraged by the principals. Principals also instructed physical education teachers to acquaint students with brain-storming games for mental development;
    4. Rules and regulations guiding students‟ hostel accommodation were provided by the principals. Principals ensured that ventilated areas of students‟ hostel were not blocked by the students‟ activities;
    5. Computer systems provided by the principals provide students with ICT knowledge both in and out of the school environment;
    6. Principals provide modern security gadget to assist security personnel to protect the students and Principals provided the resources for the security unit to produce students‟ identification cards; and
    7. Principals paid attention to the standard of hygiene in the students‟ cafeteria and ensured cafeteria services provide students with options / varieties of meals in secondary schools in Abuja Municipal Area Council.

## Recommendations

On the basis of the findings and conclusions, it is hence, recommended that:

* + 1. Provision of health care services centre, drugs, facilities, nurses, medical records, first-aid boxes, weekly sanitation, and referring of students whenever they are sick to secondary health care centre should be intensified by the school principals.
    2. Adequate provision of guidance and counseling services that will help recommend students with special needs and academic challenges should be highly encouraged by the secondary school principals;
    3. On the provision of recreational services, principals should provide adequate and organize inter-house sport competition, provide sport wears, carry out regular maintenance on recreational facilities, promote safety measures, and encourage first-aid teams to be on ground during sport activities;
    4. Provision of hostel accommodation services with supply of water, light, lobbying spaces, ventilated areas, security and conveniences like toilets, bathrooms, good

hygiene, rules and regulations should be introduced in secondary schools by the government / principals;

* + 1. Adequate provision of students‟ library/ ICT services with competent and qualified Liberians should be employed by government and manned by the principals; this will help to acquaint the students with library / ICT usage;
    2. Stakeholders should help in providing adequate modern security gadget to assist security personnel to protect the students in the schools. Principals should set up anti- cultism team in the schools to checkmate students and also free from drugs addict; and
    3. Principals should pay proper attention to the standard of hygiene in the students‟ cafeteria and ensure that food price fair is within the reach of the students in secondary schools in Abuja Municipal Area Council.

## Suggestions for Further Studies

* + 1. Further research should be conducted on the areas the present researcher could not penetrate such as assessment of principals‟ role on students‟ service delivery in private secondary schools in Abuja Nigeria, for more knowledge.
    2. A study could be furthered on maintenance of students‟ service delivery in secondary schools in other Area Councils in Abuja Nigeria. The reason for this is to determine whether the students‟ services provided are maintained.
    3. An investigation into the funding, disbursement and spending pattern of Secondary School Principals on Students‟ Service Delivery in Secondary Schools in Abuja Nigeria.

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# APPENDIX I

**QUESTIONNAIRE ON ASSESSMENT OF *PRINCIPALS’* ROLE ON STUDENTS’ SERVICE DELIVERY IN SECONDARY SCHOOLS IN ABUJA MUNICIPAL AREA COUNCIL, ABUJA NIGERIA**

**Section A: Personal Data**

1. **Status:** (a) Principal: ( ) (b) Teachers ( ) (c) Students: ( )
2. **Years of Experience:** (a) 1-5 yrs. ( ) (b) 6-10 yrs., ( ) (c) 11 yrs. and above ( ).
3. **Educational Qualification:** ND ( ) NCE ( ) HND ( ) BA.ED ( ) B.ED ( )

**Instruction:** Please using the response options the extent the following students‟ services are available.

Key:

Strongly Agree. (SA) Agree (A) Undecided (UD) Disagree (D)

Strong Disagree. (SD)

**Section B: Respondents’ Opinion on Principals’ Role on Students’ Health care Service Delivery in Secondary Schools**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S/No** | **Statement** | **SA** | **A** | **UD** | **D** | **SD** |
| 1 | Principal provides healthcare centre in the school. |  |  |  |  |  |
| 2 | Principal ensures qualified nurses are in the school  health care centre. |  |  |  |  |  |
| 3 | Principal insists students medical records are  properly checked into the school. |  |  |  |  |  |
| 4 | Students first-aid boxes are replenish and  supervised by the principal. |  |  |  |  |  |
| 5 | Principal inform parents on the need of referring students to secondary health care centre for proper  medical attention. |  |  |  |  |  |
| 6 | Principal instructs students to visit school health  care centre whenever they are sick. |  |  |  |  |  |
| 7 | Instruction is given to students by the principal to  carry out weekly sanitation. |  |  |  |  |  |
| 8 | Principal allows non-governmental organization to enlighten the students on healthcare preventive  measures. |  |  |  |  |  |

**Section C: Respondents’ Opinion on Principals’ Role on Students’ Guidance and Counseling Service Delivery in Secondary Schools**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| S/No | **Statement** | SA | A | UD | D | SD |
| 1 | Guidance and counseling interaction provided by  the principal identify students‟ academic weak area. |  |  |  |  |  |
| 2 | Principal ensures guidance and counseling services  evaluate students‟ experiences in relation to their level of maturation. |  |  |  |  |  |
| 3 | Principal instructs students to check guidance and  counseling services in making career choice. |  |  |  |  |  |
| 4 | Principal instructs counselor to identify students with academic challenges for proper counseling. |  |  |  |  |  |
| 5 | Principal instructs the school counselors to organize  orientation / re-orientation for students to adapt to the school environment. |  |  |  |  |  |
| 6 | Principal recommends students with special abilities  for proper counseling on talent development. |  |  |  |  |  |
| 7 | Principal encourages students to avail themselves opportunities to interact with counselor and get  useful information. |  |  |  |  |  |
| 8 | The counselor / students relationship is fully  supported by the school principal. |  |  |  |  |  |

**Section D: Respondents’ Opinion on Principals’ Role on Students’ Recreational Service Delivery in Secondary Schools**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S/NO** | **Statement** | **SA** | **A** | **UD** | **D** | **SD** |
| 1 | Principal provides sport wears for students in the  school. |  |  |  |  |  |
| 2 | Principal ensures that recreational avenues are free of sharp and dangerous objects. |  |  |  |  |  |
| 3 | The participation of students in field and tract  events is largely encouraged by the principal. |  |  |  |  |  |
| 4 | Principal helps to promote safety measures on  students‟ recreational grounds. |  |  |  |  |  |
| 5 | Inter-house sport competition organized by the  school principal helps to develop students‟ physical fitness. |  |  |  |  |  |
| 6 | Principal caries out regular maintenance on  students‟ sport facilities. |  |  |  |  |  |
| 7 | Principal ensures that first-aid teams are on ground  during sport activities. |  |  |  |  |  |
| 8 | Principal instructs physical education teachers to acquaint students with brain-storming games for  mental development. |  |  |  |  |  |

**Section E: Respondents’ Opinion on Principals’ Role on Students’ Hostel Accommodation Service Delivery in Secondary Schools**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S/NO** | **Statement** | **SA** | **A** | **UD** | **D** | **SD** |
| 1 | Principal ensures that students‟ hostel  accommodation is properly bed spaced |  |  |  |  |  |
| 2 | Rules and regulations guiding students‟ hostel  accommodation are provided by the principal. |  |  |  |  |  |
| 3 | Principal ensures power, water supply to the  students‟ hostel is regular |  |  |  |  |  |
| 4 | Adequate lobbying space is created by the principal  for students‟ easy movement. |  |  |  |  |  |
| 5 | Weekly hostel inspection is carried out by the  principal to ensure cleanliness of students‟ hostel. |  |  |  |  |  |
| 6 | Principal replaces dead bulbs, broken windows,  doors and ceiling in the students‟ hostel. |  |  |  |  |  |
| 7 | Principal ensures that security personnel are present  in the students‟ hostel. |  |  |  |  |  |
| 8 | Principal ensures that ventilated areas of students‟  hostel are not blocked by the students‟ activities. |  |  |  |  |  |

**Section F: Respondents’ Opinion on Principals’ Role on Students’ Library/ICT Service Delivery in Secondary Schools**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S/NO** | **Statement** | **SA** | **A** | **UD** | **D** | **SD** |
| 1 | Computer systems provided by the principal  provide students with ICT knowledge. |  |  |  |  |  |
| 2 | Principal organizes orientation to acquaint the  students with library usage. |  |  |  |  |  |
| 3 | Principal ensures that the use of library is included  in the school time- table. |  |  |  |  |  |
| 4 | Principal ensures that students‟ library is equipped  with valuable and resourceful textbooks. |  |  |  |  |  |
| 5 | Principal ensures that students‟ library is equipped  with internet services. |  |  |  |  |  |
| 6 | Principal provides adequate seats in the students‟  library. |  |  |  |  |  |
| 7 | Principal ensures cooling system is provided in the  students‟ library. |  |  |  |  |  |
| 8 | Principal ensures that the school time table is structured to give students adequate time to  research in the library |  |  |  |  |  |

**Section G: Respondents’ Opinion on Principals’ Role on Students’ Security Service Delivery in Secondary Schools**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S/NO** | **Statement** | **SA** | **A** | **UD** | **D** | **SD** |
| 1 | Principal set up anti- cultism team in the school to  checkmate students. |  |  |  |  |  |
| 2 | Principal ensures students are closely monitored to  prevent them from drug addiction. |  |  |  |  |  |
| 3 | Principal provides modern security gadget to assist  security personnel to protect the students. |  |  |  |  |  |
| 4 | Principal provides perimeter fencing of the school  to prevent external invasion / intruders. |  |  |  |  |  |
| 5 | Principal ensures a consistent check in and out of  students and visitors in the school. |  |  |  |  |  |
| 6 | Emergency dedicated security lines are provided by  the principal to ensure easy response |  |  |  |  |  |
| 7 | Principal involves security personnel in screening  and monitoring of students during examination. |  |  |  |  |  |
| 8 | Principal provides the resources for the security unit  to produce students‟ identification cards. |  |  |  |  |  |

**Section H: Respondents’ Opinion on Principals’ Role on Students’ Cafeteria Service Delivery in Secondary Schools**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S/NO** | **Statement** | **SA** | **A** | **UD** | **D** | **SD** |
| 1 | Principal ensures cafeteria services provide students  with options / varieties of meals. |  |  |  |  |  |
| 2 | Principal pays attention to the standard of hygiene  in the students‟ cafeteria. |  |  |  |  |  |
| 3 | Principal ensures students get value for their money  in the services rendered by cafeteria. |  |  |  |  |  |
| 4 | Principal provides seats, light and music to ensure  students satisfaction. |  |  |  |  |  |
| 5 | Principal ensures food sold to students meet the  required balance diet. |  |  |  |  |  |
| 6 | Principal pays attention to ventilation in the  students‟ cafeteria. |  |  |  |  |  |
| 7 | Principal ensures that students patronize school  cafeteria. |  |  |  |  |  |
| 8 | Principal ensures price fair is within the reach of the  students. |  |  |  |  |  |

# APPENDIX 2

## Distribution of Schools by Zones, Teachers and Students Enrolment

Zone 1 Airport Road

|  |  |  |  |
| --- | --- | --- | --- |
| S/No | Schools | Teachers‟ No | Students‟ No |
| 1 | Airport GSS | 39 | 625 |
| 2 | Lugbe GSS | 77 | 1608 |
| 3 | Kabusha GSS | 31 | 519 |

Zone 2 City Centre

|  |  |  |  |
| --- | --- | --- | --- |
| 4 | Apo GSS | 68 | 933 |
| 5 | Asokoro ADSS | 59 | 509 |
| 6 | Garki GSS | 80 | 1488 |
| 7 | Maitama MSS | 77 | 736 |
| 8 | Maitama ADSS | 440 | 52 |
| 9 | Tudu Wada GSS | 70 | 520 |
| 10 | Wuse GSS | 87 | 682 |
| 11 | Wuse 11 GDSS | 63 | 635 |
| 12 | Mabuchi GSS | 36 | 573 |

Zone 3 Gwagwa Karimo

|  |  |  |  |
| --- | --- | --- | --- |
| 13 | Gwagwa GSS | 58 | 1149 |
| 14 | Gwaripa GSS | 94 | 1470 |
| 15 | Jabi GSS | 62 | 778 |
| 16 | Jiwa GSS | 59 | 1163 |

Zone 4 Karshi

|  |  |  |  |
| --- | --- | --- | --- |
| 17 | Karshi GSS | 116 | 1527 |
| 18 | Jikwoyi GSS | 39 | 1436 |

Zone 5 Nyanya

|  |  |  |  |
| --- | --- | --- | --- |
| 19 | Nyanya GSS | 96 | 1570 |
| 20 | Karu GDSS | 94 | 985 |
| 21 | Karu GSS | 119 | 1900 |
|  | TOTAL: | 1,476 | 21,252 |

Required Sample Size+

I.e Research Advisors

# APPENDIX 3

Population Size

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 0.05 | 0.0 35 | 0.025 | 0.01 | 0.05 | 0.035 | 0.02 | 0.01 |
| 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| 20 | 19 | 20 | 20 | 20 | 19 | 20 | 20 | 20 |
| 30 | 28 | 29 | 29 | 30 | 29 | 29 | 30 | 30 |
| 50 | 44 | 47 | 48 | 50 | 47 | 48 | 49 | 50 |
| 75 | 63 | 69 | 72 | 74 | 67 | 71 | 73 | 75 |
| 100 | 80 | 89 | 94 | 99 | 87 | 93 | 96 | 99 |
| 150 | 108 | 126 | 137 | 148 | 122 | 135 | 142 | 149 |
| 198 | 131 | 158 | 175 | 194 | 153 | 173 | 184 | 196 |
| 264 | 157 | 198 | 225 | 257 | 189 | 221 | 240 | 260 |
| 300 | 169 | 217 | 251 | 291 | 207 | 246 | 270 | 295 |
| 400 | 196 | 265 | 318 | 384 | 250 | 309 | 348 | 391 |
| 559 | 228 | 327 | 410 | 528 | 304 | 396 | 462 | 541 |
| 639 | 240 | 352 | 452 | 559 | 326 | 434 | 515 | 615 |
| 700 | 248 | 370 | 481 | 653 | 341 | 462 | 554 | 672 |
| 800 | 260 | 396 | 526 | 739 | 363 | 503 | 615 | 763 |
| 900 | 269 | 419 | 568 | 823 | 382 | 541 | 672 | 854 |
| 1,000 | 278 | 440 | 606 | 906 | 399 | 575 | 727 | 943 |
| 1,125 | 287 | 462 | 450 | 1007 | 418 | 615 | 790 | 1054 |
| 1,500 | 306 | 515 | 759 | 1297 | 460 | 712 | 959 | 1376 |
| 1,987 | 322 | 562 | 867 | 1647 | 498 | 806 | 1137 | 1775 |
| 2,500 | 333 | 597 | 952 | 1984 | 524 | 879 | 1288 | 2173 |
| 3,800 | 350 | 653 | 1102 | 2774 | 567 | 1005 | 1580 | 3158 |
| 5,000 | 357 | 678 | 1176 | 3288 | 586 | 1066 | 1734 | 3842 |
| 7,500 | 365 | 710 | 1275 | 4211 | 610 | 1147 | 1960 | 5165 |
| 11,404 | 372 | 734 | 1354 | 5214 | 627 | 1210 | 2153 | 6758 |
| 25,000 | 378 | 760 | 1448 | 6939 | 646 | 1285 | 2399 | 9972 |
| 50,000 | 381 | 772 | 1491 | 8056 | 655 | 1318 | 2520 | 12455 |
| 75,000 | 382 | 776 | 1506 | 8514 | 658 | 1330 | 2563 | 13583 |
| 100,000 | 383 | 778 | 1513 | 8762 | 659 | 1336 | 2585 | 14227 |
| 250,000 | 384 | 782 | 1527 | 9248 | 662 | 1347 | 2626 | 15555 |
| 500,000 | 384 | 783 | 1532 | 9423 | 663 | 1350 | 2640 | 16055 |
| 1,000,000 | 384 | 783 | 1534 | 9512 | 663 | 1352 | 2647 | 16317 |
| 2,500,000 | 384 | 784 | 1536 | 9567 | 663 | 1353 | 2651 | 16478 |
| 10,000,000 | 384 | 784 | 1536 | 9594 | 663 | 1354 | 2653 | 16560 |
| 100,000,000 | 384 | 784 | 1537 | 9603 | 663 | 1354 | 2654 | 16584 |
| 264,000,000 | 384 | 784 | 1537 | 9603 | 663 | 1354 | 2654 | 16586 |

Confidence= 95.0% Confidence= 95.0% Curacy/Margin of Error Degree of Accuracy/Margin of Error

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The recommended sample size for a given population size, level of confidence,