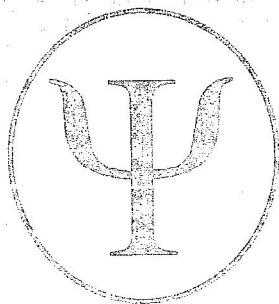


VOLUME 22 NUMBER 1, 2017
VOLUME 23 NUMBER 1, 2018

THE NIGERIAN JOURNAL OF GUIDANCE AND COUNSELLING



ISSN 0792-0881

THE NIGERIAN JOURNAL
OF
GUIDANCE AND COUNSELLING:
An International Journal

**TNJGC, VOLUME 22, NUMBER 1, 2017 EDITION &
VOLUME 23, NUMBER 1, 2018 EDITION**

Published by:
The Department of Counsellor Education,
Faculty of Education,
University of Ilorin, Ilorin, Nigeria

Unilorin Press
University of Ilorin,
P.M.B. 1515,
Ilorin,
Nigeria.
Email: unilorinpress@gmail.com

© Department of Counsellor Education,
University of Ilorin, Ilorin, Nigeria

Published 2018

ISSN: 0794-0831

All Rights Reserved

Apart from any fair dealing for the purpose of research, private study, criticism or review, as permitted under the Copyright, Designs and Patents Act of Nigeria, this publication may not be reproduced, stored in any form, or by any means, except with the prior permission in writing of the Department of Counsellor Education, University of Ilorin or in the case of reprographic reproduction, in accordance with the terms of licenses issued by the Copyright Licensing Agency; enquires concerning reproduction outside those terms should be sent to the following address:

Department of Counsellor Education,
University of Ilorin,
P. M. B. 1515,
Ilorin, Nigeria.
metnjogc@unilorin.edu.ng

The Editor-in-Chief,

Professor Irene A. Durosaro,
Department of Counsellor Education,
University of Ilorin
P.M.B. 1515, Ilorin.
Nigeria.
metnjogc@unilorin.edu.ng

OR

Email Addresses:

ireneduro@unilorin.edu.ng
durosaroirene@yahoo.com
Telephone: +2348033777005

Managing Editor,

Prof. Mary.O.Esere
Department of Counsellor Education.
University of Ilorin,
P.M.B. 1515, Ilorin,
Nigeria.
Email Address
eserem@unilorin.edu.ng

The Business Editor,

Dr. Abdulrazaq O. Oniye,
Department of Counsellor Education,
University of Ilorin,
P.M.B. 1515, Ilorin.
Nigeria.

Email Addresses:

metnjogc@unilorin.edu.ng
oniyeraz@gmail.com
Telephone: +2348033824865

NOTES ON CONTRIBUTORS

Omotosho, Joshua Adebisi, is a Professor of Educational Guidance & Counselling in the University of Cape Coast, Ghana.

Jacks, C. Stella is a lecturer at the Department of Guidance & Counselling, University of Calabar, Calabar, Cross-River State.

Maris, Agyeiwaa is a teacher at Mbem D/A Basic School, Ghana.

Engene, Kwarteng-Nantin is a Professional Counsellor at the Counselling centre of the University Cape Coat Ghana.

Bakari, Yusuf Dramanu is a lecturer at the Department of Education and Psychology, University of Cape Coast, Ghana.

Lebbaeus, Asamani is a lecturer at the Department of Education and Psychology, University of Cape Coast, Ghana.

Abdulaziz, I. is a Lecturer at the Department of Social Sciences Education, Faculty of Education, University of Ilorin.

Zakariyah, Abdul-Hameed Akorede is a Counsellor at the Guidance and Counselling Unit Government Day Secondary School, Okekere, Ilorin

Adeniji Saidat Morenike is a Lecturer at the Department of Science Education, University of Ilorin, Ilorin, Nigeria.

Afe, Titilayo Temiloluwa, is a postgraduate student at the Department of Counsellor Education, Faculty of Education, University of Ilorin, Ilorin, Nigeria.

Agubosi Lydia Akunna is a Lecturer at the Department of Counsellor Education, Faculty of Education, University of Ilorin, Ilorin, Nigeria.

Ajiboye, Samuel Kolawole is a Lecturer at the Department of Counsellor Education, Faculty of Education, University of Ilorin.

Akinsemoyin, L.O. is a Lecturer at the Department of Social Sciences Education, Faculty of Education, University of Ilorin.

ANYANWU Chioma Akudo is a Lecturer at the Department of Guidance and Counselling, Faculty of Arts And Education, University of Africa, Toru Orua, Bayelsa State

TABLE OF CONTENTS

	page
Prof. Joshua Adebisi Omotosho, Mavis Agyeiwaa, Mr. Eugene Kwarteng-Nantwi, Jukwa – Mbem, Dr. Bakari Yusuf Dramanu, Dr. Lebbaeus Asamani Gender as a Factor in the Prevalence and Perceived Influence of Insomnia on the Academic Performance of University of Cape Coast Undergraduate Students	1
Rejuaro, F. M., Umar, N. J., Imam, A. A., Ibraheem, M. A., Umar, G. A., Onasoga, O. A. and Yusuf, A. G. Socio-Demographic Factors as Determinant of Gastroenteritis among Children under Five Admitted into Children Specialist Hospital, Ilorin, Kwara State.	13
Adeniji Saidat Morenike and Salman M. Folorunsho An Investigation into the Potency of Computer-Animation in a Cooperative Setting on Senior School Students' Performance in Mathematics	23
Iyekolo, A. O., Abdulaziz, I., Okafor, I. P., Akinsemoyin, L. O. and Oniye, R. K. A Survey of Difficulties and Coping Strategies experienced by Leadership of Secondary Schools in Kwara State, Nigeria	35
Ajiboye Samuel Kolawole, Raphael Samuel Tunde and Afe Titilayo Temiloluwa Counselling Needs of Internally Displaced Women as Perceived by Counselling Psychologists in Kwara State	45
David Adebayo Oluwole, PhD. Influence of Gender, Parental Education, Parental Involvement, Achievement Motivation and Internet Self Efficacy on Career decision making among undergraduates in Oyo State	55
Agubosi, Lydia Akunna, Uyanne, Elizabeth Obiageli and Anyanwu Chioma Akudo Counselling- Panacea for Promoting Social Values, Social Reconstruction and Security as Perceived by Counsellors in Lagos State	71
Zakariyah Abdul-Hameed Akorede, ADISA Salman A. and GARBA Hussain Kehinde Effects of Solution Focused Brief Counselling Techniques on Secondary School Academic Underachievers in Ilorin Metropolis, Nigeria	79
Stella C. Jacks Assessment of Psychosocial Challenges of Internally Displaced Women in Dalori Camp, Maiduguri: the Need for Counselling Services.	89
Mulikat Ladi MUSTAPHA (Ph.D) Sexual Health Knowledge and Risky Sexual Behaviours of In-school Adolescents in Ifelodun Local Government Area of Kwara State	103



A SURVEY OF DIFFICULTIES AND COPING STRATEGIES EXPERIENCED BY ADMINISTRATIVE OF SECONDARY SCHOOLS IN KWARA STATE, NIGERIA



IYEKOLO A. O. (Ph.D), ABDULAZIZ I. (Ph.D), OKAFOR I.P. (Ph.D), AKINSEMOYIN

L.O. & ONIYE R.K.

Department of Social Sciences Education,
Faculty of Education, University of Ilorin
iyekolo.ao@unilorin.edu.ng

Abstract

This study investigated the difficulties encountered and the coping strategies applied by administrators of private and public secondary schools in the governance of their schools in Kwara State. Population for the study included persons in the administrative cadre of public and private secondary schools in the State. The sample consisted of 60 principals and 146 Vice-principals selected using stratified random sampling technique. A researcher developed questionnaire titled "Difficulties and Coping Strategies Questionnaire (DCSQ)" was used for data collection. Content validity was used to validate the instrument while a reliability coefficient of 0.61 was obtained. The data were analyzed using percentages and t-test statistics at 0.5 alpha level of significance. Findings revealed that administrator and public secondary schools in the State encountered inadequate facilities and inapplicability of some of the school policies enacted by the State Government. The findings further revealed that the school administrators delegated authority, utilized PTA and hosting community resources and used collaborative interpretation of school policies as coping strategies to handle the difficulties and these were found to significantly vary on the basis of the administrators' gender, school type and year of leadership experience. Based on these findings, it was recommended that government and owners of private schools should provide needed facilities for the governance of their schools. They should also make sure that the educational policies enacted for the secondary schools are practicable.

Keywords: Difficulties, Copping strategies and Leadership

Introduction

Education is the bedrock of all forms of development. It is an instrument needed for long time survival of states and individuals. In almost all nations of the world, the provision and administration of education is often in the hand of the government. Though private ownership of schools is allowed in many parts of the world. However, the establishment and development of education sector in each nation often depend on the economic and political strength of each nation (Giddens, 2001). The developed nations may fair better than developing nations in the development of education. For example, Nigeria is a developing country; it is a country trying to develop its resources for the growth that can make it prominent and prosperous in the committee of nations. Like many growing

nations, Nigeria has joined many other countries to identify education as the major tool for development. It has joined nations around the world to uphold series of educational policies that are structured to advance access to basic education (Federal Republic of Nigeria, 2004).

Definitely, Nigeria has come to see education as the aggregate of all the process by which a child or young adult (male or female) develop abilities, attitude and other forms of behavior that assist his experience in the society. It has come to accept the fact that education helps an individual to maximize his or her physical, mental and emotional capabilities that are useful to him or her and the society. Education is a process through which a person acquires knowledge, skills, habit and values that enable him or her to function effectively as a member of the society (Dewey, 2006). Education is not only to be able to read, write and calculate or be proficient in a given job but to be able to develop good character that does not put the education effort in question. With the recognition of education as the tool for development, Nigeria has been investing in developmental education since the days of colonialisation. For example, the first secondary school in the country was established as far back as 1846 (Begede, 1988) and ever since then, series of efforts have been put in place to encourage public and private ownership of education. Though the initial enrolment in the first secondary school was low, indeed, roughly within 25 students, the country educational sector has witnessed influx of children seeking classroom education. While the enrolment increases, the administration of schools becomes more complex.

The human and non-human resources needed for functional education gradually become inadequate. Teachers in particular have become inadequate so much that yearly, the government of the country comes up with different reforms that are channeled towards advancing teacher production and retention for schools and colleges (Parakoyi, 2009). While Raja (2015) noted that school leadership and their capacity building have largely remained ignored in the educational landscape. It is the responsibility of the principal to establish clear lines of authority, job and discipline to achieve a wide and goal. Abdulrasheed and Bello (2015) noted that the principal must be in a position to exploit all possible means to keep a healthy environment for the students, staff and general public.

Apart from the human resources needs of schools, there are increasing needs for basic facilities that can make students love schooling. Students in school need chairs and adequate number of classroom. For meaningful education to take place, schools must not lack facilities like games equipment to keep students relaxed outside classroom activities or lack laboratories for thorough scientific training of the students. Otherwise, the school may not achieve the set objectives. No doubt, availability of school facilities boost result oriented academic work and keep school focused. Adequacy of school facilities help students acquire the education they desire. In addition to this, school development requires funds (Parakoyi, 2009). Ewurum (2009) reported that there is a significant relationship between achievement and the condition of the building environment. Oladipupo (2008) also opined that materials such as textbooks, cartooned pictures, film-strips, charts and bulletin board go a long way in assisting the teaching and learning process. In Nigeria today, the cost of education has grown beyond what ordinary citizen can afford likewise the government alone cannot be left alone with the responsibility. Because of all these many things are left undone which makes the administration of schools difficult.

Much of efforts are therefore put on school administrators as they transform education policies to reality in their daily running of the schools. Basically, the school administrators are expected to be creative in coming up with policies and skills with which to utilize the available school facilities. However, a school administrator such as the principal of a secondary school can only run school smoothly through good training in school management coupled with his teaching experience. The principals also need the co-operation of his staff and students so as to be able to achieve the goal set. Thus effective leadership involves alignment of people within the school. This means getting people to share the same vision and moving forward in the same direction, setting a strategy for school improvement and helping to cope with the changing environment. Aina (2011) posited that leadership is about concern for social justice, compassion for the under privileged, dedicated to the growth of self-reliance, commitment, ability to communicate, courage to take risks, make bold decisions, ability to achieve the desired results and faith in the people's ability.

However, school administrators today face series of problems in discharging their duties. They are faced with even some problems that may be peculiar to their school and that may even defy ministries' solutions (Haralambos & Holborn, 2008). In this situation, principals often develop some coping strategies to handle their problem. Mate (2014) conducted a research on stress and coping strategies. The respondents adopted coping strategies such as confronting, distancing, self controlling, seeking social support, accepting responsibilities among others as coping strategies. Developing coping strategies is important as a school is not expected to be become redundant in the face challenges. Yet, identifying the problems schools are facing and the coping strategies they adopt is essential. It is on this premise that this study was designed to find out the difficulties and coping strategies employed by administrators of public and private secondary schools in Kwara State, Nigeria.

Research Questions

The following research questions were raised and answered in the study:

1. What are the major administrative difficulties faced by secondary school administrators?
2. What are the leadership strategies employed by private and public secondary school administrators to tackle various administrative difficulties?

Research Hypotheses

The following null hypotheses were generated for the study:

- H₀1: There is no significant difference in the administrative difficulties experienced by the secondary school administrators on the basis of school types.
- H₀2: There is no significant difference in the administrative difficulties faced by secondary school administrator on the basis of gender.
- H₀3: There is no significant difference in the administrative difficulties faced by secondary school administrators on the basis of years of experience.
- H₀4: There is no significant difference in the coping strategies used by secondary

- school administrators on the basis of school types.
- H₀5: There is no significant difference in the coping strategies used by secondary school administrators on the basis of gender.
- H₀6: There is no significant difference in the coping strategies used by secondary school administrators on the basis of year of leadership experience.

Methodology

The study was a descriptive research. The descriptive survey method enables the researcher to obtain the opinion of the representative sample of the target population. It is a method which involves acquiring and describing information about one or more groups of people's characteristics, opinions, attitudes or previous experiences (Best & Khan, 2009). The population for the study consisted of persons in the administrative cadre of public and private secondary schools in the State. From the population, 206 school administrators consisting of 60 principals and 146 vice Principals were purposively sampled. Schools in the Kwara State were stratified into public and private schools. Simple random sampling technique was used to select 106 public and 100 private schools for the study. A total of 206 respondents participated in the study.

To obtain data for the study, the researcher developed a questionnaire titled 'Difficulties and Coping Strategies Questionnaire (DCSQ)'. The instrument was validated using content validity approach. Then a test-retest analysis of the instrument items provided a reliability coefficient of 0.61 for the items. This was found to be good enough and which makes the research instrument reliable for the purpose of collecting data for the study. Collected data were analyzed using percentages and t-test statistics.

Result Description of Respondents' Biodata

Table 1: Description of the Sampled Respondents

Gender				School Type				Leadership Experience			
Male		Female		Public		Private		Long LE		Short LE	
N	%	N	%	N	%	N	%	N	%	N	%
108	52.42	98	47.5	106	51.45	100	48.54	116	56.31	90	43.68

As can be seen on the above table, out of the total 206 school administrators sampled for this study, 108 (52.4%) were male and 98 (47.5%) were female. Also, 106 (51.45%) were administering public secondary schools and another 100 (48.54%) administered private secondary schools. In leadership experience, 116 (56.31) of the sample had long time years leadership experience while another 90 (43.68%) had short time announcement.

Research Question 1: What are the major administrative difficulties faced by secondary school administrators in Kwara State?

Table 2: Specifications of administrative difficulties in the governance secondary schools

Items	n	%
1 Complex and inapplicable school policies	113	54.8
2 Uncooperative school personnel	65	31.55
3 Inadequate school facilities	182	88.34
4 Strained and obstructive school and hosting community relationships	24	11.65
5 High rate of school indiscipline	61	29.61

From the data on Table 2, the major school administrative difficulties that 182 (88.34%) of the sampled administrators of private and public secondary schools in Kwara State faced is inadequate school facilities. Following this is the complexity and inapplicability of school policies enacted for implementation by educational ministries and agencies. Another major difficulty identified by 65 (31.55%) of the school administrators is uncooperative relationship among school personnel. The last and least difficulty identified by 61 (29.61%) administrators is high rate of school indiscipline.

Research Question 2: What are the management strategies employed by private and public secondary school administrators to tackle various administrative difficulties?

Table 3: Specifications of management strategies employed against the difficulties

Items	n	%
1 Collaborative interpretation of school policies	87	42.23
2 Delegation of authorities and duties	148	71.84
3 Sanctions	82	39.80
4 Intimidations	11	5.33
5 Utilization of PTA and community interventions	119	57.76

On Table 3, it can be seen that 87 (42.23%) of sampled school administrators admitted that they used collaborative interpretations of school policies when they were faced with administrative difficulties. Also, 148 (71.84%) administrators say they adopted delegating school duties to all school staff; 82 (39.80%) said they used sanctions while 11 (5.33%) said they resulted in using intimidations. Yet another 119 (57.76%) of the administrators said they resolved to utilization of PTA and community interventions.

Hypotheses Testing

H01 *There is no significant difference in the administrative difficulties experienced by the secondary school administrators on the basis of school types.*

Table 4: t-test analysis of administrative problems faced by school administrators.

School Type	N	X ²	Sd	df	t.cal	t.crit
Private	100	58.35	12.62	248	2.04	1.96
Public	106	64.71	11.55			

As shown on Table 4, the t-test calculated value is 2.04 and this is higher than the t-test table value, 1.96. Thus, because of this, hypothesis 1 was rejected and it was concluded that there was significant difference in the administrative difficulties faced by secondary school administrators in private and public secondary schools in Kwara state.

H02 *There is no significant difference in the administrative difficulties faced by secondary school administrators on the basis of gender.*

Table 5: T-test analysis of administrative difficulties faced by school administrators.

Gender	N	X ²	Sd	df	t.cal	t.crit
Male	108	47.28	10.44	248	2.62	1.96
Female	98	53.52	12.26			

Data on Table 5 indicate that the t-test calculated value is 2.62 which is greater than the t-test table value; 1.96. As a result of this, hypothesis 1 was rejected and it was concluded that there was significant difference in the administrative difficulties encountered by secondary school administrators on the basis of gender.

H03 *There is no significant difference in the administrative difficulties faced by secondary school administrators on the basis of years of experience*

Table 6: t-test analysis of administrative problems faced by school administrators

Experience	N	X ²	Sd	df	t.cal	t.crit
LongEX	116	67.33	12.62	248	2.06	1.96
ShortEX	90	54.68	11.65			

Data on table 6 indicate that the t-test calculated value is 2.06. This is higher than the t-test table value 1.96. as a result of this, hypothesis 3 was rejected and it was concluded that there was significant difference in the administrative problems faced by secondary school administrators in Ilorin on the basis of years of leadership experience.

H04 *There is no significant difference in the coping strategies used by secondary school administrators on the basis of school types.*

Table 7: t-test analysis of management strategies adopted by school administrators.

School Type	N	X ²	Sd	df	t.cal	t.crit
Private	100	53.29	12.55	248	1.92	1.96
Public	106	55.42	11.57			

As shown on Table 7, the t-test calculated value is 1.92. This is less than the t-test table value, 1.96. Thus, hypothesis 5 was accepted and it was concluded that there was no significant difference in the management strategies employed by school administrators of public and private schools in the state.

H05 *There is no significant difference in the coping strategies used by secondary school administrators on the basis of gender*

Table 8: t-test analysis of management strategies adopted by school administrators.

Gender	N	X ²	Sd	df	t.cal	t.crit
Male	108	68.54	10.61	248	2.01	1.96
Female	98	64.55	11.20			

Data on Table 8 show that the t-test calculated value, 2.01 is higher than the t-test table value, 1.96. Thus, hypothesis 4 was rejected and it was concluded that there was significant difference in the management strategies adopted by male and female administrators of public and private schools when faced with administrative difficulties.

H06 *There is no significant difference in the coping strategies used by secondary school administrators in Kwara State on the basis of year of leadership experience*

Table 9: t-test analysis of management strategies adopted by school administrators.

Experience	N	X ²	Sd	df	t.cal	t.crit
LongEx	116	58.41	11.34	248	2.21	1.96
ShortEx	90	52.59	11.52			

Data on table 9 indicate that the t-test calculated value is 2.21. This is higher than the t-test table value, 1.96. As a result of this, hypothesis 6 was rejected and it was concluded that there was significant difference in the management strategies having long or short administrative experience employed to handle situations when faced with administrative problems.

Discussion

Every educational investment is expected to advance national and individual person's development. There are three levels of education in Nigeria, among these levels; secondary schools are established to serve as a bridge between basic education and tertiary education (FRN, 2007). This is why much is often expected from secondary level of education. Basically, secondary education is expected to produce functional adults who are equipped with moral values that encompass honesty, hard work, trust, courage, perseverance, patriotism, altruism, personal responsibility, optimism and faith, kindness, integrity, sociability and solidarity. All these, when advanced in man, are expected to lead to the development and growth of the nation and the society as a whole. Education therefore is for good character development as well as literacy, virtues and knowledge. It is an instrument to build a crop of youths who will use their intelligence to benefit others as well as themselves. However, education that is hindered by series of administrative problems cannot achieve maximally (Olagboye & Fadipe, 1988).

This study finds out the series of problems encountered by administrators of public and private secondary schools in the discharge of their duties. The findings reveal that a high percentage (88.34%) of the sampled administrators of private and public secondary schools in Kwara States faced the problem of inadequate school facilities. Many of them reported not having adequate facilities that can make their schools function adequately. This problem was however found to be common to the administrators of public secondary schools in the State. This finding is in line with Ewurum (2009) who reported that there is a significant relationship between achievement and the condition of the building environment. Oladipupo (2008) also opined that materials such as textbooks, cartooned pictures, film-strips, charts and bulletin board go a long way in assisting the teaching and learning process. Similarly, some of the school administrators claimed they also faced difficulties in applying school policies enacted by educational ministries and

agencies. They are expressed that much of such policies are impracticable if there schools must develop. Another major difficulty identified by 65 (31.55%) of the school administrators is uncooperative relationship among school personnel. This could be a serious problem because schools cannot develop without enjoying good relationship with the hosting community.

On the aspect of the coping strategies, the school administrators admitted that they used collaborative interpretations of school policies when they were faced with administrative difficulties. This means that many of them collaborate with other administrators from other schools to decide on what to do with government policies before they are implemented in their individual schools. Doing this could lead to adjusting the policies to suit the administrative conditions in each school. In addition to this, 71.84% administrator stated that they adopted delegating school duties to all school staff while 39.80% said they used sanctions.

Further findings however prove that the difficulties faced by the administrators can vary on the basis of their gender and year of leadership experience. For example, just as Raheem (2009) find out in a different study, male school heads tend to experience different administrative difficulties when compare to their female counterparts. In this study, this was found to be true as significant difference was found in what the sampled administrators experienced on the basis of gender and year of headship experience.

Conclusion

Administrators of secondary schools in Kwara State do encountere series of administrative difficulties in their daily running of private and public secondary schools in the state. Some of the difficulties are however consequences of the policies and provisions of co-coordinating ministry of education in the state. In all, the difficulties encountered by the school administrators depend on the gender and year of leadership experience of the administrators.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Secondary Schools especially public need improvement in their facilities, therefore government should make provision for adequate facilities that will make school administrators in both public and private schools function properly.
- 2: Government, both state and federal should enact educational policies that are practicable.
3. Adequate monitoring of both public and private schools should be carried out by the ministry of education.
4. Government should make educational policies that can be executed timely and monitor the implementation.
5. Ministry of education should appoint leaders to school on the bases of merit which should include experience.

References

- Abdulrasheed, O. & Bello, S.A. (2015). Challenges to Secondary School Principals' Leadership in Northern Region of Nigeria. *British Journal of Education*. 3(3).
- Aina, S. (2011). Rudiment of Educational Management. 2nd edition, fountain training consult, Lagos-Nigeria.
- Begede, G. O. (1988). History of education in the millennium: Hints and guide for effectiveness. Owerri: Whyte and Whyte Publishers.
- Best, J.W. & Khan, J.V. (2000). Research in education. Sixth edition. New York
- Dewey, J. (2006). Contributors to the development of sociology of education, Ibadan: Spectrum books limited.
- Ewurum, C.I. & Yakubu A.F. (2009). The Effects of Poor Physical Facilities on Teaching and Learning in Rural Schools, *Nigerian Journal of Sociology of Education*. 111(3).
- Federal Republic of Nigeria (2004). National Policy on Education: Federal Government Press.
- Federal Republic of Nigeria (2007). Draft National Policy on Education: Federal Government Press.
- Giddens, A. (2001). Sociology of Education (4th Edition). United Kingdom, Cambridge: Polity Press.
- Haralambos, M. & Holborn, M. (2008). Sociology: Themes and perspectives, 7th edition London: Harper Colins Publishers Limited.
- Mate, S.G. (2013). Sources of Stress and Coping Strategies Adopted by Academic Senior Members in The University of Cape Coast. *International Journal of Research in Social Sciences*. 2013-2014.
- Oladipupo, S.O. (2008). Application and Practice in Education. Oyo: Andrian Publication Series.
- Olagboye, A. A. & Fadipe, J. O. (1988). Management of Nigerian Education: Law, Structures and Responsibilities. Ibadan: Daily Graphics (Nig) Ltd. Oxford
- Essential Dictionary (2003). Oxford University Press.
- Parakoyi, G. F. (2009). Coost and Benefits of In-service Training in Nigerian System of Education, Lagos: RandomAcademic Publications.
- Raja N.A (2015).The paradigm shift: Leadership challenges in the public sector schools in Pakistan Journal of education and practice vol.6 no. 19. Retrieved from www.iiste.org