

Management of Post Primary Education: The Contributions of All Nigeria Conference of Principals of Secondary Schools

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ABSTRACT This study identified; the contributions of all Nigeria Conference of principals of secondary schools (ANCOPSS) towards the management of Post-Primary Education, problems affecting the achievement of her objectives and possible solutions to identified problems. A thirty items questionnaire was administered to 5234 respondents used in this study. Three research questions were raised and answered using percentages. Five hypotheses were formulated and tested using chi-square, at 0.05 level of significance. The study revealed; provision of statistical information to examination bodies on how to conduct successful examination and unity among active members as contributions of ANCOPSS towards the management of Post-Primary Education. Differences in social status among members, inadequate disciplinary power over members and inadequate funding are problems affecting achievement of the objectives of the conference, as revealed in this study. The study also showed that there is no significant difference between the views of male and female Principals on the identified contributions of ANCOPSS and between principals and teachers on the identified solutions to the problems affecting the achievement of the objectives of ANCOPSS in Delta State, Nigeria.

INTRODUCTION

On January 3rd 1957, 32 Principals met at the Nigeria College of Arts, Science and Technology at Ibadan, under the Chairmanship of Miss N. C. Wedmore of St. Anne's School, Ibadan, to discuss topics which included; Aims of Secondary Education, School discipline and citizenship. They also discussed the need for unified system in Nigeria for Schools and the Teaching Profession. This was the genesis of the all Nigeria Conference of principals of secondary schools (ANCOPSS) in 1957, (Steward, 1982).

ANCOPSS is a professional body of principals of government approved schools in Nigeria. It comprises both civil-servant and non-civil servant principals, with branches in the thirty-six state of the Federation and at the Federal Capital Territory, Abuja. It is affiliated to African Convention of Principals (ACP) and International Confederation of Principals (ICP).

According to Olisah (2005:5) the aims and objectives of ANCOPSS are:

1. To provide an opportunity for Principals of secondary schools in Nigeria to exchange views and make recommendations on matters affecting education in the country.
2. To present to government and the public an informed and independent body of opinions in such matters.

3. To publish findings on matters affecting education considered to be in public interest.
4. To raise the standard of secondary school education through dedication to duty and all methods deemed fit by the conference to promote academic excellence.
5. To encourage research and experiment in education.
6. To promote principals productivity and efficiency.

The attainment of the Objectives of ANCOPSS requires the following strategies.

1. Co-operating with Government, Ministries of Education, Teaching Service Commission Boards of Education and any other authorised government agencies.
2. Promoting standard and excellence in secondary Education in Nigeria by enhancing teaching.
3. Securing and maintaining high standard of academics and professional qualifications through loyal and dedicated services of members.
4. Offering principals advises and assistance in education and professional matters.
5. Promoting, organizing, conducting and participation in Conferences, Seminars, Workshops and other meetings related to secondary schools administration.

6. Encouraging and conducting researches into educational problems and disseminating the results of such researches for policy formulation by educational authorities. (Ajinomisanghan and Emojevwe 2002).

The Principal Roles in School Administration and as a Member of ANCOPSS

The secondary school principals as the administrative head has direct dealing with the following groups of persons. The Ministry of Education, the Post – Primary Education Board (PPEB), members of Staff Teaching and Non-teaching, the students, Old Students Association, Parents and other members of the Community. According to Oshevire (2004: 5)

The principals as the Chief Executive, Oversees all the activities in the school. The set goals of the school are therefore, for him to achieve. He is therefore expected to mobilize the human and materials resources available in the school for this purpose. He has to work hard, the burden he is made to carry notwithstanding to achieve the goals using his acquired knowledge and wisdom.

The knowledge and skill acquired from ANCOPSS could assist principals in the performance of their administrative tasks. The principal also performs the following functions which are in line with the aims and objectives of ANCOPSS; the structuring of the school for the purpose of instruction, curriculum development, development of teaching, staff, students relations function, community relation and financial functions. (Olele 1995)

Problems Affecting the Performance of ANCOPSS

The excellent/brilliant aims and objective of ANCOPSS could not totally be achieved due to the following problems.

1. Teachers perception of the activities of ANCOPSS.
2. Inadequate funds to carryout researches, organise seminars/workshops and conferences more frequently.
3. Unco-operative attitude of some principals who refused to be active members and pay ANCOPSS dues.
4. Examination malpractice, which is being encouraged by some principals and teachers

in secondary schools (Ajinomisanghan and Emojevwe 2002).

Statement of the Problem

The continuous existence of examination malpractice in Delta State Secondary Schools, resulting into perceived fall in standard of education calls for very great concern among stakeholders in the education industry. There are reported cases of principals' sale of school properties, embezzlement of school fees and unclaimed salaries of retired, dead or transferred teachers. There are also series of report about teachers and principals collecting money from students for the award of inflated marks and aiding and abetting examination malpractice in the writing of Junior and Senior School, Certificate Examination. In the words of the Delta State Commissioner of Education (2004:3)

It has been reported that some principals and Headmasters are still collecting unauthorized levies from unsuspecting parents and innocent children. Chief Inspectors of Education, Local Government Education Secretaries, Principals and Headmasters are hereby warned to desist from collecting unauthorized levies.

In the light of the above observation certain pertinent questions could be asked. Could the present laxity and unseriousness on the part of students, teacher and principals be attributed to ineffective implementation of the aims and objective of ANCOPSS as a body and by individual principals' as members? Does ANCOPSS treat her members like other professional bodies such as: the Nigerian Bar Association and the Nigerian Medical Association, what are the contributions of ANCOPSS towards effective management of post-primary education. What are the problem affecting the achievement of the aims and objectives of ANCOPSS and the possible solutions to these problems in Delta State, Nigeria?

Purpose of the Study

The study identified and examined the contributions of ANCOPSS towards the management of post – primary education. It also identified problems affecting ANCOPSS and possible solutions to these problems in Delta State, Nigeria.

Research Questions

The following research questions were raised and answered in this study.

1. What are the contribution of ANCOPSS towards the management of post – primary education.
2. What are the problems affecting the achievement of the aims and objectives of ANCOPSS.
3. What are the possible solutions to these problems affecting ANCOPSS in Delta State, Nigeria.

Hypotheses

The following Hypotheses were formulated and tested in this study.

1. There is no significant difference between principals and teachers views on the identified contribution of ANCOPSS towards the management of post – primary education.
2. There is no significant difference between male and female principals views on the identified contributions of ANCOPSS towards the management of post – primary education.
3. There is no significant difference between less experience and experience teachers views on the identified contributions of ANCOPSS towards the management of post – primary education.
4. There is no significant difference between principals and teachers views on the problems affecting the achievement of the aims and objectives of ANCOPSS.
5. There is no significant different between the views of teacher and principal on the identified solutions to the problems affecting the achievement of the aims and objectives of ANCOPSS in Delta State, Nigeria.

METHOD AND PROCEDURE

The population of this study consisted of the 351 principals and 11,007 teachers in the 351 secondary schools in Delta State, Nigeria. The proportional stratified random sampling techniques was used to select 281 (80%) schools from the three senatorial districts. The sample was made-up of 146 male and 135 female principals, 2414 male and 2539 female teachers (i.e 5234 respondents).

The instrument used for data collection was a thirty –item questionnaire patterned after the four likert rating scales. The questionnaire was defined to elicit responses on contributions of ANCOPSS towards the management of Post-Primary Education, problems affecting the achievement of the aims and objectives of ANCOPSS and possible solutions to the identified problems in Delta State, Nigeria.

It was validated by experts in Educational Administration and Policy Studies and has a test-re-test reliability of 0.82 when it was administered to a group of eight principals, 20 male and 30 female teachers, within an interval of two weeks.

The reliability of 0.82 is an indication that the instrument was adequate and reliable for the study. Scientifically, this is suggestive of variability of instrument (Onocha and Okpala 1995).

The researchers, post-graduate students, that is master degree and post graduate Diploma in Education Students in the Departments of Educational Administration and Policy Studies and science Education, Delta State University, Abraka administered the instrument. Of the 5,500 administered, 5330 useable questionnaire were retrieved and 5233 used for the study.

Collection of Data: Each subject was scored on the basis of his/her response to the statement. Scoring was done in order of strongly Agree (4) Agree (3) Disagree (2) strongly disagree (1)

Data Analysis: In analyzing the data collected, the researcher made use of the weighted scores from responses by principals and teachers. The research questions were answered using weighted scores (grand total) percentage and mean and the hypotheses were tested with chi-square at 0.05 level of significance. The strongly agree and agree merge to become agree, disagree and strongly disagree merge to disagree in testing the five null hypotheses.

RESULTS

Research Question 1:

What are the contributions of ANCOPSS towards the management of Post – Primary Education in Delta State, Nigeria.

The result in table 1 revealed that ANCOPSS have contributed towards Post-Primary Education in five ways; namely, foster unity among principals, promotion of students to Senior school

Table 1: Identified contribution of ANCOPSS towards the management of post – primary education.

S. No.	Items	Principals				Teachers				Total		
		Male		Female		Male		Female		Score	%	Mean
		Score	%	Score	%	Score	%	Score	%			
1	Foster unity among all principals in the state	516	88	350	65	8388	87	8040	79	17294	82.6	3.3
2	Reduce standard of secondary education through unconstitutional admission of students into Junior School	404	69	322	60	5794	60	6447	63	12967	61.9	2.48
3	Promotion of students to S.S. I without Junior School Certificate	415	71	346	64	5982	62	6805	67	13548	64.7	2.59
4	Enrollment of external candidates in J.S.C., S.S.C. and N.E.C.O. examinations	381	65	336	62	6177	64	7010	69	13904	66.41	2.66
5	Admission of students between J.S. I and S.S.3 without transfer certificates.	383	66	363	67	6257	65	5982	59	12985	62.02	2.48
6	Principals are positively dedicated to duty	392	73	336	62	6665	69	6783	67	14176	67.71	2.71
7	Implementation of the 6-3-3-4 system in relation to national norms.	372	69	332	62	4713	49	6417	63	11834	56.52	2.26
8	Regularly organise seminars to members and teachers on teaching methods and school administration	363	62	308	57	5645	58	4875	48	11191	53.45	2.14
9	Carryout research on problems facing teaching and learning in schools.	335	57	326	60	6869	71	5476	54	13006	62.12	2.48
10	Provides scholarship to brilliants students.	311	53	343	63	6168	64	5271	52	12093	57.76	2.31
11	Encouragement and give moral support to teachers professional growth.	414	71	312	58	4784	50	6266	62	11776	56.25	2.25
12	Advise government on ways of promoting secondary education.	427	73	384	71	4925	51	6355	63	12091	57.75	2.31
13	Help savage indiscipline members from being dismissed.	352	60	422	78	4442	46	5812	57	11028	52.7	2.11
14	Promote colleague co-operation among teachers.	410	70	405	75	5405	56	6707	66	12927	61.7	2.47
15	Encourage inter-school instructional supervision technique.	321	55	346	64	5973	62	6009	59	12649	60.4	2.42

Table 1: Contd.....

S. No.	Items	Principals				Teachers				Total		
		Male		Female		Male		Female		Score	%	Mean
		Score	%	Score	%	Score	%	Score	%			
16	Provide statistical information to examination bodies on how to conduct successful examination	396	68	363	67	6150	64	7161	71	14070	67.2	2.6

Note: these data were generated thus: Sampled size: Male Principals 146,
 Total score 146 x 4 = 584
 Female Principals n2 = 135, total score 135 x 4 = 540
 Male Teachers n3 = 2414, total score 2414 x 4 = 9656
 Female Teachers n4 = 2539, total score = 2539 x 4 = 10156
 N = n1 + n2 + n3 + n4 = 5234, overall total per item = 5234 x 4 = 20936
 Mean per item = $\frac{\text{total score per item}}{50234}$
 Percentage = $\frac{\text{total score per item}}{20936} \times \frac{100}{1}$

without junior school certificate, enrollment of eternal candidates in junior and senior certificate examinations, positive dedication of members to duty and provision of statistical information to examination bodies on how to conduct successful examination.

Research Question 2

What are the problems affecting the achievement of the objective of ANCOPSS in Delta a State, Nigeria.

The result in table 2 showed that inadequate disciplinary power over members like other professional bodies and differences in social status among members as major problems affecting the achievement of the objectives of ANCOPSS in Delta State, Nigeria

Research Question 3

What are the possible solutions to the problems affecting the achievement of the objectives of ANCOPSS in Delta State, Nigeria.

The result in table 3 revealed that all principals must be active members, government should fund and make a law to empower ANCOPSS discipline her members, as possible solution to the problems affecting the achievement of the objectives of ANCOPSS in Delta State, Nigeria.

Hypothesis 1: There is no significant difference between principals and teachers views on the identified contributions of ANCOPSS towards the management of post primary education.

Since calculated chi-square value is greater

Table 2: Identified problems affecting the achievement of the objective of ANCOPSS in Delta State, Nigeria.

S. No.	Items	Principals				Teachers				Total		
		Male		Female		Male		Female		Score	%	Mean
		Score	%	Score	%	Score	score	%				
		<i>n=146</i>		<i>n135</i>		<i>n=2414</i>		<i>n=2539</i>		<i>n=5234</i>		
		<i>t.s.=584</i>		<i>t.s.=520</i>		<i>t.s.=9656</i>		<i>t.s.=10156</i>		<i>t.s.=20936</i>		
1.	Lack of legal support	404	69	412	76	6426	67	6801	67	14043	67.1	2.68
2.	Inadequate funding	376	64	370	69	6585	68	6769	67	14100	67.3	2.69
3.	Inadequate disciplinary power over members like other professional bodies.	479	82	416	77	6816	71	7515	74	15226	72.73	2.91
4.	Lack of unity among members.	355	61	292	54	5955	62	5281	52	11883	56.75	2.27

Table 3: Identified solutions to the problems affecting the achievement of the objectives of ANCOPSS in Delta State, Nigeria.

S. No.	Items	Principals				Teachers				Total		
		Male		Female		Male		Female		Score	%	Mean
		Score	%	Score	%	Score	%	Score	%			
1.	All principals must be active members	430	74	443	82	7748	80	8237	81	16858	80.6	3.22
2.	Power to discipline members should be approved by government (law)	427	73	429	79	7278	75	7887	78	16021	76.5	3.06
3.	Government should fund ANCOPSS	432	74	450	83	7437	77	7839	77	16158	77.2	3.09
4.	Only member should be allowed to continue as principals of secondary schools	394	68	398	74	6274	65	6042	59	13108	62.6	2.5

Sources: Computed from field work.

than chi-square table value i.e. $51.025 > 7.81$, reject null hypotheses. There is a significant difference between principals and teachers views on the identified contributions of ANCOPSS towards the management of Post – Primary Education.

Hypothesis 2: There is no significant difference between male and female principals views on the identified contributions of ANCOPSS towards the management of post primary education.

Since chi-square calculated value less than chi-square table value i.e. $3.431 < 7.81$, the result is not significant that is there is no significant

difference between male and female principals views on the identified contributions of ANCOPSS towards the management of Post – Primary Education.

Hypothesis 3: There is no significant difference between less experience and experience teachers views on the identified contributions of ANCOPSS towards the management of Post-Primary Education.

Since chi-square calculated value is greater than chi-square table value i.e. $36.381 > 11.07$, the result is significant and the null hypothesis rejected. There is a significant difference between

Table 4: Chi-square contingency table showing the views of principals and teachers on the identified contributions of ANCOPSS towards the management of post primary education.

Rank / Sex	Like Scale		Total
	Agree	Disagree	
Male Principals	103 (94.4)	43 (51.6)	146
Female Principals	110 (87.3)	25 (47.7)	135
Male Teachers	1640 (1561.2)	(852.8) 774	2414
Female Teachers	1532 (1642)	1007 (896.9)	2539
Total	3385	1849	5234

Source: Computed from field work.

Df = 3, $\chi^2_{cal.} = 51.025$ χ^2 table value 7.81, significant at 0.05

Table 5: Chi-square contingency table showing the views of male and female principals on the identified contributions of ANCOPSS towards the management of post primary education.

Location /Sex of Principals	Likert Scale		Total
	Agree	Disagree	
Rural male	76 (73.8)	17 (19.2)	93
Rural female	50 (49.2)	12 (12.8)	62
Urban male	37 (42)	16 (10.9)	53
Urban Female	60 (58)	13 (15.1)	73
Total	223	58	281

Source: Computed from field work.

DF = 3, $\chi^2_{cal.} = 3.43$, χ^2 table value = 7.81, is not significant at 0.05.

Table 6: Chi-square contingency table showing the views of less experience and experience teachers on the identified contributions of ANCOPSS towards the management of Post – Primary Education.

<i>Sex/ Working Experience</i>	<i>Likert Scale</i>		<i>Total</i>
	<i>Agree</i>	<i>Disagree</i>	
Female Teachers 1 – 10yrs	796 (753.5)	346 (388.5)	1142
Female Teachers 11 – 20yrs	501 (502.8)	261 (259.2)	762
Female teachers 21 – 35yrs	378 (419)	257 (216)	635
Male teachers 1 – 10yrs	670 (716.5)	416 (369.5)	1086
Male teachers 11 – 20yrs	513 (477.7)	211 (246.5)	724
Male teacher 21 – 35yrs	410 (398.5)	194 (205.5)	604
Total	3268	1685	4953

Source: Computed from field work.

Df = 5, χ^2 cal = 36.381 > 11.07, χ^2 table value significant at 0.05.

the views of less experience and experience teachers on the identified contributions of ANCOPSS towards the management of Post – Primary Education in Delta State, Nigeria.

Hypothesis 4: There is no significant difference between principals and teachers views on the problems affecting the achievement of the aims and objectives of ANCOPSS.

Since chi-square calculated value of 22.9978 is greater than chi-square table value of 7.81, the result is significant and the null hypothesis rejected. There is a significant difference between the views of Principals and teachers on the problems affecting the achievement of the aims and objectives of ANCOPSS in Delta State, Nigeria.

Hypothesis 5: There is no significant difference between principals and teachers views on the identified solution to the problems affecting the achievement of the objectives of ANCOPSS.

Since calculated chi-square value of 3.1505 is less than chi-square table value of 7.81, the result is not significant, the null hypothesis is accepted. There is no significant difference between principals and teachers views on the identified solutions to the problems affecting the achievement of the objectives of ANCOPSS in Delta State, Nigeria.

DISCUSSION

An empirical analysis of the contributions of

Table 7: Chi-square contingency table showing the views of principals and teachers on the identified problems affecting the achievement of the aims and objectives of ANCOPSS.

<i>Rank / Sex</i>	<i>Likert Scale</i>		<i>Total</i>
	<i>Agree</i>	<i>Disagree</i>	
Male Principals	102 (97.1)	44 (48.9)	146
females Principals	100 (89.8)	35 (45.2)	135
Male Teacher	1527 (1606)	887 (808)	2414
Female Teacher	1753 (1689.1)	(849.9) 786	2539
Total	3482	1752	5234

Source: Computed from field work.

Df = 3, χ^2 cal = 22.9978, χ^2 table value = 7.81 significant at 0.05.

Table 8: Chi-square contingency table showing the views of principals and teachers on the identified solutions to the problems affecting the achievement of the objectives of ANCOPSS.

<i>Rank/ Sex</i>	<i>Likert Scale</i>		<i>Total</i>
	<i>Agree</i>	<i>Disagree</i>	
Male Principals	108 (108)	38 (38)	146
Female Principals	107 (99.8)	26 (35.2)	135
Male Teachers	1776 (1784.9)	640 (629.1)	2414
Females Teachers	1879 (1877.3)	660 (661.7)	2539
Total	3870	1364	5234

Source: Computed from field work.

Df = 3, χ^2 cal = 3.1505, χ^2 table value 7.81 not significant at 0.05.

a professional body made-up of managers such as all Nigeria Conference of Principals of Secondary Schools towards the management of Post-Primary education in an educationally fast growing state such as Delta is of great importance.

This study revealed the provision of statistical information to examination bodies on how to conduct successful examination, unity among all principals, dedication to duty by principals as positive contributions of ANCOPSS, towards the management of post-Primary Education in Delta State. Promotion of students to senior school one without junior school certificate and enrolment of external candidates in junior and senior school certificate examinations are negative contributions of some non-active members of ANCOPSS towards the management of post Primary education, as revealed in this study. These negative contribution could be the causes of examination malpractice and illegal collection in schools. This result showed that some principals in the state work against the achievement of the objectives of ANCOPSS, secondary education, and national norms.

Identified problems affecting the achievement of the objectives of ANCOPSS are: inadequate funding, inadequate disciplinary power over members and differences in social status among members. These findings are consistent with the views of (Ajinomisanghan and Emojevwe 2002). These could be responsible for the non-active and non-financial commitment by some principals in the State. It could also be the cause of some principals working against the aims and objective of ANCOPSS and secondary education. The struggle for highly populated and urban schools by principals in the state, could also be as a result of these problems.

The problems, resulting from non-committed members, could be reduced if all principals are made to be active members by law and the conference funded by government. Principals and teachers have no significant difference on the identified solutions to the problems affecting the achievement of the objectives of ANCOPSS.

Also sex of principals does not affect their views on identified contributions of ANCOPSS towards the management of Post – Primary Education, but there is a significant difference between principals and teachers views on the identified contributions of ANCOPSS towards the management of Post – Primary education in Delta State, Nigeria.

CONCLUSION AND RECOMMENDATION

All Nigeria Conference of Principals of Secondary Schools have contributed positively to the management of Post – Primary Education in the provision of statistical data to examination bodies on how to conduct successful examination, dedication to duty and unity among active members. Some, non-committed members of ANCOPSS have worked against the successful implementation of the 6-3-3-4 system of education by promoting students to senior school one without junior school certificate and enrolment of external candidates in junior and senior school certificate examinations, resulting in examination malpractice and other forms of indiscipline in schools.

Problems affecting the achievement of the objectives of ANCOPSS are; Differences in social status among members, inadequate disciplinary power over members and indiscipline behaviour by some principals in the State.

Government should fund the conference and give legal support to the conference. All school principals should be active financial members.

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