

RESEARCH ARTICLE

PERCEIVED MANAGEMENT CAPACITY OF SCHOOL PRINCIPALS FOR THE EFFECTIVE IMPLEMENTATION OF THE UNIVERSAL BASIC EDUCATION PROGRAMME IN JUNIOR SECONDARY SCHOOLS IN SOUTH EAST, NIGERIA

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ABSTRACT

This study, determined the perceived management capacities of school principals for the effective implementation of the Universal Basic Education in junior secondary schools in South East Nigeria. To achieve this purpose, six specific objectives and six corresponding research questions were formulated to guide the study. The descriptive survey research design was employed for the study. The population of the study comprised all the principals and teachers in public secondary schools in five states of Abia, Anambra, Ebonyi, Enugu and Imo states in south east geopolitical zone. The sample of the study was 1239, made up of 162 principals and 1077 teachers drawn from three states of Anambra, Eboni and Enugu states using proportionate simple random sampling techniques. The research instrument used to collect data for the study was questionnaire (Perceived Management Capacity Assessment Questionnaire). Five experts validated the instrument. Crombach Alpha reliability method was used to determine the internal consistency of the PMCAQ items which gave Alpha reliability coefficient of 0.89. The data collected were analyzed using mean and standard deviation to answer the research questions. It was found out that school principals require 16 capacities in instructional leadership, 12 capacities in staff personnel, 14 capacities in student personnel, 10 capacities in school plant, 10 capacities in school finance and 12 capacities in school-community relations management for the effective implementation of the UBE programme in junior secondary schools in South East, Nigeria. Based on the findings, it was recommended that Government and her agencies in charge of education administration should sponsor and encourage school principals to attend and compulsorily participate in re-training programmes, like workshops, seminars, symposia, among others to acquire the required capacities for the effective implementation of the UBE programme. Principals of secondary schools should utilize the findings of the study to seek for avenues to improve themselves through collaboration and other capacity building re-training strategies to acquire the required capacities for better service delivery. Curriculum planners should incorporate the findings of this study in the curriculum of teacher education so that the would-be schools principals will be well grounded in capacities required for the effective implementation of educational programmes.

Key words: capacity, education management, School principal, Task areas of school principals, Universal basic education.

INTRODUCTION

Globally, education is one of the most crucial instruments for achieving national development. The United Nations Organization (UNO), article 26 of 1948 on the Universal Declaration of Human Rights described education as one of the inalienable rights of every human being. The right to education provides that young people should be given educational opportunities necessary for the acquisition of knowledge, skills, attitudes and values which will enable them live happily as individuals and contribute to national development. Since 1948 till now, the effective implementation of educational programme to achieve this objective has been seriously deficient and many countries all over the world, especially developing countries Nigeria inclusive, are still far from achieving this objective. Infact since independence, the Nigeria government has made several efforts to achieve the effective implementation of her educational programmes but these

efforts have not achieved the desired objectives, hence the reoccurring ineffective implementation of educational programmes in Nigeria. On 30th September, 1999, the Federal Government again formally launched the Universal Basic Education (UBE) programme. The UBE programme therefore suggests that the fundamental basic education needed for survival by man, which is basically the possession of reading, literacy and numeracy skills should be acquired by all without any form of discrimination. In Nigeria, it covers the first nine years of schooling, six years in the primary/lower basic school and three years in the upper basic or junior secondary school (UBEC, 2008). It is meant to provide free, compulsory and continuous 9-year education in two levels: 6 years of primary and 3 years of junior secondary education for all school-aged children (UBE digest, 2005). It is envisaged that at the end of nine years of continuous schooling every child that passes through the universal basic education (UBE) programme should acquire appropriate levels of literacy, communication, manipulative and life-long skills and be employable, useful to himself/herself and the society at large, by possessing relevant ethical, moral and civic values (Ayeni, 2012). According to the

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UBEC annual report, (2008), the UBE programme is packaged to achieve the following specific objectives:

Develop in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion, Provide free, compulsory universal basic education for every Nigerian child of school going age; Reduce drastically the dropout rate from the formal school system through improved relevance and efficiency, Cater for drop outs and out-of-school children/adolescent through various forms of complementary approaches to the promotion and provision of basic education, Ensure the acquisition of the appropriate levels of literacy, numeric, manipulative and life skills (as well as ethical, moral and civic values) needed for laying the foundation for life-long learning. P. 34

Junior secondary school is the preparatory ground for the achievement of the UBE objectives. According to National Policy on Education (2013) the school principal is the administrative head of junior secondary school, responsible for the day-to-day activities and all that goes on in the school. A high percentage of school principals have formal education up to university education. Yet, most of them manage their schools yearly without caring to determine their effectiveness in the implementation of school programmes in relation to their capacity in the management task areas of their job which contribute significantly to their performance in the achievement of the UBE objectives in schools. The principals only determine their effectiveness in the implementation of the UBE programme by the number of students they graduate from their schools which is not a true measure as it does not express the school principal's capacity in the management task areas or their interaction to achieve the effective implementation of the UBE programme. The problem might be that the school principals were not given the required capacities in the management task areas while in school to achieve the effective implementation of the UBE programme.

Capacity in the management task areas of the school principal is one of the key determinants of effective implementation of the UBE programme. Van Rooyen (2012) stated that management performs four main management tasks namely planning, organising, leading and controlling which are applied to specific management areas such as administration affairs, financial affairs, physical facilities, school community affairs, staff affairs and learner affairs. Mgbodile (2004) stated the effectiveness of the school principal results from his/her capacity in the component parts of the management task areas, namely instructional leadership, staff personnel management, student personnel management, financial management, school plant management, and school-community relations management and the interaction that occur between these six components. Therefore, the capacity of the school principal in the effective implementation of the UBE programme depends on the effective functioning of his/her capacity in the component parts of the task areas. Instructional leadership is one of the components of the task areas of the school principal. It is an indispensable tool required for the effective implementation of the UBE programme but it is hardly performed in schools. Gupton (2003) defines instructional leadership as the actions a school principal does or delegates to others, to promote effective teaching and learning. Instructional leadership involves setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans and evaluating teachers. It got a lot to do with

leadership which is influencing or motivating people intentionally towards achieving organisational goals. The role of a principal as an instructional leader is to give instructions, offer inspiration, build teamwork, use set examples and gain the respect of others (Whalley, 2011). The instructional leader makes suggestions, give feedback, modelling effective instruction, soliciting opinions and suggestions, supporting collaborations, providing capacity building opportunities and rewarding effective teachers. He/she provides resource for effective teaching and learning, supervises and evaluates teachers, sets school objective, defines the purpose of schooling and create collegial relationship with and among teachers. Capacity in instructional leadership will enhance the school principals' ability to promote effective instruction, identify and translate instructional goals to action, observe the teacher in class during instructional delivery to evaluate the teacher's mastery of the content, method of lesson delivery, the use of teaching aids, techniques of asking questions, evaluation techniques, manner of involving students in active learning, create conducive learning environment and class control. It will also help the principal to ensure that meaningful teaching and learning is taking place in all the classes. Student performance is enhanced and teaching methods are improved when school leaders maintain a safe and orderly environment, demonstrate strong instructional leadership role, have high expectations for student achievement and have a clear mission (Waters & Marzano, 2006).

Staff personnel management is another task area of the school principal. According to Asaolu (2010), capacity in staff personnel management is the principals' abilities to determine and manage staff needs, delegate responsibilities, resolve conflicts and effectively mobilize all human resources in the school to achieve the school goals. It enables the school principals to attract qualified staff, assign duties, maintain good labour relations and put human resources into effective use. Staff personnel management according to Oboegbulem (2007) is the determining and satisfying personnel needs as well as improving staff welfare needs. It is the duties of staff personnel manager to organize and manage human resources, namely teachers, students and other categories of staff for effective teaching and learning to take place and ensures that schools' objectives are met. In the context of this study, capacity in staff personnel management is the ability of the school principal to determine and satisfy staffs' needs to achieve the effective implementation of the UBE programme. This is why the study identified the required capacities in staff personnel management needed by the school principals for the effective implementation of the UBE programme. Student personnel management is another serious function of the school principal where he/she needs the required capacities. Cole (2005) observed that capacity in student personnel management refers to the ability of the school principal to identify, plan, organize and address the welfare needs of the entire students' population. The required capacities will enhance the principal's performance in the planning, coordination and satisfaction of learners' needs in the areas of provision of admission, registration, orientation, hostel accommodation, health services, orientation and other services to cater for the welfare and well being of students. Such services according to Ezeocha (1990) include: teaching, feeding, health care, sports, security, moral instruction, transportation, organization among others. Capacity in student personnel management in this study refers to the ability and commitment of the school principal to determine and provide

services to meet the needs of students. The effective provision of these students' welfare services requires capacities in student personnel management. Unfortunately, many scholars have observed that principals were unable to effectively perform their student personnel responsibilities creditably. This is evident from the views of Barbara (2011) who stated that the provision of welfare services in secondary schools is inadequate and seemed to be responsible for learners' low level of satisfaction and performance, incessant students' unrest and other acts of indiscipline and poor motivation to learning. From the views of the authors cited above, the current situation of student personnel services rendered to students in secondary schools in the south east Nigeria is grossly inadequate and requires urgent attention. In the opinion of the researcher, there is a serious need gap in the capacity of school principals in student personnel management for effective implementation of the UBE programme in south east Nigeria.

The school principals also need the required capacity in school plant management. According to Asiabaka (2006), school plant consists of all types of buildings and equipment for academic and non-academic activities, areas for sports and games, landscape, farms and gardens including trees, roads and paths. Others include furniture and toilet facilities, lighting, acoustics, storage facilities and packing space, security, transportation, ICT, cleaning materials, food services, and special facilities for the physically challenged persons. Mgbodile (2004) described school plant as the space interpretation of the school curriculum, including the site, buildings, play grounds, classrooms, laboratories and other facilities found in the school. The achievement of goals and objectives of education depends on the availability, relevance, adequacy, usage and maintenance of these facilities and the principals' ability to effectively manage and use it to contribute to academic achievement.

This researcher is of the opinion that use of facilities to implement a programme and the extent the objectives of the programme are achieved depends to a great extent on the school plant capacities possessed by the school principal. At the moment, there are indications that problems exist in the management of school plant in south east states. Oboegbulem (2007) also stated that school principals are incompetent in managing school facilities and observed that school principals charged with the task of managing the available scarce resources allow it to decay due to incompetence. In a situation where available resources are not enough to meet the needs of staff, the researcher saw an urgent need to save the system from collapse and therefore sought to identify the required capacities in school plant management necessary to achieve effectively performance in this task area. The required capacity in finance management is very crucial in the achievement of the UBE objectives, since all other activities of the school and its ultimate performance depends on it. Ogbonnaya (2000) defined financial management as the acquisition and management of financial resources in order to achieve specified organizational goals. Ayeni (2002) stated that capacity in financial management will help the school principal perform the following tasks: planning, budgeting, fund raising, accounting, reporting, auditing and reviewing. In the context of this study, capacity in school financial management refers to the ability of the school principals' to budget, raise funds as well as spend and account for the generated funds in most effective and expertly manner. Even if a school has sufficient fund, if it is not efficiently managed, it may result to lack of

fund. That is why the capacity of school principals should be built to enhance their capacity to perform school financial duties in an effective and efficient manner to achieve educational goals. Olowe (2003) observed that school principals embezzled school funds, imposed unauthorised levies on students, collude with contractors to inflate cost of school projects, do not adhere to budgetary provisions and abandon school projects. The views of these scholars and decaying infrastructure in secondary schools in south east Nigeria are evidence of incompetence and lack of capacity to perform financial management responsibilities effectively..

School-community relationship is an aspect of school principals' responsibilities where they need the required capacities. According to Benedetto (2009), school community relations is a series of planned public relation activities through which the schools seek to learn about their community, inform the community about, and interpret when necessary, the purposes, programmes, problems and needs of the school and involve the community in the management of school policies and programmes. It is a two-way healthy symbiotic relationship through which the school and the community cooperate with each other to achieve the school's goals and objectives. The required capacities will help the school principal to study and understand the community in which the school is located, harness unlimited human and physical resources in the community that can be organized and used to facilitate effective school-community relations, regularly inform the community about the conditions, achievements, and needs of the school, use public relations skills to seek and maintain student cooperation in organizing the school community public relations programmes. The researcher observed that this relationship hardly exist in the public secondary schools in South East Nigeria and school management hardly interact with its host communities beyond inter-house sports. In the context of this study school-community relationship management is public relation activity organized by the school principal to create, maintain and sustain community participation in school activities to ensure adequate provision of facilities for the education of the students who in turn would be useful to the community at the long run.

Therefore, the school principal's performance in the effective implementation of the UBE programme to a large extent depends on his/her capacity in these task areas. Capacity according to Fullan (2008) is the knowledge, skills, and abilities which the principal uses to effectively perform his/her job well. Fullan further stated that it includes personal attributes, for example, motives, commitment and values, relevant knowledge and skills to accomplish a task or goal in an effective manner. Capacity in the management tasks will equip the school principal to plan and decide on the best alternative between variety of alternatives to carry out various managerial functions in order to achieve predetermined goals (Edgell, 2012) and enhances his/her ability to identify and solve problems in a sustainable manner. Effective application of management tasks also provides staff members with a sense of direction and purpose, and states the tasks they have to perform and explains how it contributes to organisational goals (Lunenburg, 2010). In order words, capacity enables the school principal to achieve practical result. It plays significant role in policy implementation and enables the holder to effectively perform key functions in an expert manner (Lee, 2008). According to Makinde (2005), programme

implementation is a specified set of activities designed to put into practice an activity or program of known dimensions. Makinde further stated that implementation activities are purposeful and described in sufficient detail such that stakeholders can detect the strength and weakness of the "specific set of activities" related to implementation. It includes what is going to be done, who is going to do it and when is it going to be done (Litman, 2012), with a view to achieve the goals of the programme (Farooq, 2012).. Effective implementation of the Universal Basic Education Programme is the process of determining the activities to be performed, arranging these activities to administrative units, as well as assigning managerial authority and responsibilities to people employed in the school (Ezzat, 2007) to create an environment for human performance, adequate teaching and learning resources, positive school climate, adequate facilities, adequate financial support and professional development of school administrators and teachers (Olum, 2004). Effective implementation can only take if the school can effectively utilize the management tasks, namely planning, organizing, leading and controlling. Lunenburg, (2010) stated that planning updates principals on what to do, organising notifies principals on how to do it and leading informs principals why the staff member should want to do it. Control is determining accomplishments, evaluating performance and applying measures to allow goals and objectives to be reached according to the original plans (Kimani, 2010). School principals who effectively utilize the management tasks play an important role in the development of shared visions and cultures, and ensuring an effective use of resources as well as co-ordinating activities accurately to ensure the effective implementation of the UBE programme (Gronow, 2007).

However, seventeen years of the launch of the UBE programme, Aguba (2009) observed that the implementation of the UBE programme is going like past educational programmes launched in Nigeria that suffered poor implementation and failed to achieve its objectives. He cited mass illiteracy, high rate of school drop-out, high rate of out of school children, low students' academic achievements, among others are indicators that the school principals lack capacity to effectively perform their functions and the UBE objectives are far from been achieved. Ugwu (2011) also observed that many school principals pay little or no attention to their instructional leadership responsibilities in secondary schools in South East Nigeria. Arikewuyo (2009) stated that the problem was caused by poor training and appointment of principals into Nigerian secondary schools. It is obvious that principals who were appointed to manage the schools are incompetent and lacked the required capacity to effectively mobilize the school's human and material resources for effective implementation of the UBE programme. This is a source of worry to all stakeholders in education in the zone. It is clear that the capacity of the school principals is inadequate to perform the myriads of duties required to achieve the effective implementation of the UBE programme in the study area and they, therefore, require additional training to acquire the required capacities to perform the expected tasks to the expected level. Therefore there must be a school principal with the required capacities for the effective implementation of the UBE programme to take place. It is not clear if the government agencies have developed and made available the required capacities necessary to achieve and guide the effective implementation of the UBE programme. The absence of the required capacities could result to school principals not aware

of the core capacities they are expected to possess to effectively carry out their implementation responsibilities creditably and in a professional manner. Besides, research effort has shown that there is little or no information on the capacities required for the implementation of the Universal Basic Education (UBE) programme in schools. This appears to be a neglected area due to prevalence of school principals' capacity deficiency issues in secondary schools in the study area. It is necessary therefore to determine the required capacities by school principals in their six task areas for the effective implementation of the UBE programme in junior secondary schools in South East Nigeria.

Statement of the Problem

Over the years, there have been comments in the mass media on the fallen standard of education and poor quality of secondary school products in the country and in South Eastern States in particular. Statistics from available JSSCE and WAEC results and research findings show that students have been performing poorly in these external examinations. This unfortunate development has been a great concern amongst parents and the public who usually put the blame of poor performance and increasing incidence of students' drop out, indiscipline and bad behaviours on poor implementation of education programmes by the school principal and dereliction of duty on the part of teachers. The academic climate and culture of most of our schools is not conducive for effective teaching and learning. Incidences of role conflict among teachers, duplication of functions, lateness and absenteeism and general lack of direction in task performance by secondary school principals have also been observed in secondary school in South East Nigeria. These problems result to wastages in the use of human and material resources, poor learning outcomes and products quality.

Another problem is the appointment/promotion of a principal from among senior classroom teachers. Such an appointment/promotion into the highest office, takes the principal from a position where he/she is competent to a position where he/she is incompetent and as such, places school's implementation processes and team in the hands of technically unqualified and incompetent personnel. The principal who is appointed in this way does face difficult challenges because of wide range of roles he/she does not have capacity to perform. Research evidence has shown that their capacities and competencies are grossly insufficient to cope with the myriads of implementation roles, challenges and problems facing the implementation of the UBE programme in Nigerian. It was observed that secondary school principals do not have the required capacities as a result of poor training to implement the UBE programme and so do not know how to prepare yearly academic calendar, code of conduct for teachers and students, financial and resources management guidelines, monitoring and coordination of academic activities in the school. From the background, it has been shown that the managerial capacity of school principals to provide effective instructional leadership, staff management, student administration, financial control, facility management and community relations to achieve the effective implementation of the UBE programme has been very deficient in the South East Nigeria. Also, principals learn the art of school leadership and management through different methods, backgrounds and training. As a result the quality of their academic training, qualifications, knowledge of the subject matter, competence

and capacity for the effective implementation of the UBE programme varies. It is not clear whether the Universal Basic Education Commission (UBEC) and other Government agencies have developed and made available the required capacities for the effective implementation of the UBE to guide the performance and implementation of the programme. The absence of the performance guide could result to school principals not aware of the required core capacities they are expected to possess to effectively carry out their implementation responsibilities creditably and in a professional manner. Consequently, the determination of the required capacities of school principals for the effective implementation of the universal basic education scheme in junior secondary schools in South Eastern states of Nigeria is the problem this work intends to solve.

Purpose of the Study

The study determined the required capacities of school principal for the effective implementation of the universal basic education scheme in South Eastern States of Nigeria. Specifically, the study achieved the following objectives:

1. Determined the required capacities in instructional leadership for the effective implementation of the Universal Basic Education (UBE) programme.
2. Determined the required capacities in staff personnel management for the effective implementation of the Universal Basic Education (UBE) programme.
3. Determined the required capacities in student personnel management for the effective implementation of the Universal Basic Education (UBE) programme.
4. Determined the required capacities in school plant management for the effective implementation of the Universal Basic Education (UBE) programme..
5. Determined the required capacities in school finance management for the effective implementation of the Universal Basic Education (UBE) programme.
6. Determined the required capacities in school-community relations management for the effective implementation of the Universal Basic Education (UBE) programme.

Significance of Study

The study has both theoretical and practical significance. Theoretically, this study is anchored on situational or contingency management theory. The theory states that situation determines the type of capacity to be adopted. The contingent leader sees schools as open systems that need careful management to satisfy and balance the needs of its subsystems and adapt to the environmental circumstances. It argues that there is no best way of management.

The best form of management depends on the kind of task or environment one is dealing with. Management must be concerned with achieving harmony and good fit. The relevance and premise of the contingency idea is that effective implementation is contingent upon a proper match between the school principal's capacities and the job. The findings of the study will either confirm the theory or vitiate it. On the practical significance, the findings of the study will be of great benefit to the following group of persons: educational planners, State Universal Basic Education Board (SUBEB) officials, school principals, teachers and students of basic schools, and society, at large.

Research Questions

The following research questions were formulated to guide the study:

1. What are the required capacities in instructional leadership for the effective implementation of the Universal Basic Education (UBE) programme?
2. What are the required capacities in staff personnel management for the effective implementation of the Universal Basic Education (UBE) programme?
3. What are the required capacities in student personnel management for the effective implementation of the Universal Basic Education (UBE) programme?
4. What are the required capacities in school plant management for the effective implementation of the Universal Basic Education (UBE) programme?
5. What are the required capacities in school finance management for the effective implementation of the Universal Basic Education (UBE) programme?
6. what are the required capacities in school-community relations management for the effective implementation of the Universal Basic Education (UBE) programme?

RESEARCH METHOD

This study made use of descriptive survey research. The design is appropriate for this study since it used questionnaire for collecting data from the respondents for determining the required capacity of school principals for effective implementation of the Universal Basic Education Programme in basic secondary schools in South Eastern states of Nigeria. The study was carried out in South East, Nigeria made up of Abia, Anambra, Ebonyi, Enugu and Imo states. These states are mainly Igbo speaking areas of Nigeria. The major occupation of people from these states are trading and farming. The people are industrious. There are many educational institutions in this area ranging from primary to tertiary institutions. The people of South East geopolitical zone love education and are interested in acquiring quality education and the training their children receive. The choice of this zone for this study was informed by the noticeable indicators of ineffective implementation and administrative lapses by school principals in secondary schools manifesting in indiscipline among staff and students, poor performance in internal and external examinations, poor product quality of secondary schools, low job moral among staff, financial mismanagement, decrease in male enrolment, increase in dropout rates, examination malpractice, abandonment of school projects, decaying infrastructure and antagonism between communities and schools. Most of these lapses are attributable to principals' lack of capacity or incompetence to effectively implement the UBE programme and achieve its goals. If the required capacities needed for effective service delivery are identified and the school principals retrained to acquire them, it will address this situation and sustain the people's interest in education.

The population of the study comprised all the principals and teachers in public secondary schools in South East, Nigeria. Based on 2014 statistical data of the Federal Ministry Education, the population was 11, 028 consisting of 1497 principals and 9531 teachers in the South East geopolitical zone. The distribution of principals in the states is stated as

follows Abia-231, Anambra-339, Ebonyi-186, Enugu-285 and Imo-456 making a total of 1497 principals while that of teachers is Abia-1638, Anambra-2950, Ebonyi-707, Enugu-1724, and Imo-2512 making a total of 9531 (Federal Ministry of Education Statistics Unit, 2010-2014). The secondary school principals are included in the population of the study because, as the administrative head of secondary school and in charge of the implementation of the UBE programme in the schools, they are the group of people that need the required capacity for effective implementation of UBE programme. They can tell better the capacities they require to effectively implement the UBE programme in each task area of their function. The inclusion of teachers in the population of the study was considered appropriate because some of them are potential principals who will in turn manage and control the UBE implementation activities. They are the category of staff that works directly with the principals in the implementation of educational programmes and needs instructional support, direct services and motivation from school principals to effectively implement the UBE curriculum. Another reason is that both principals and teachers are officers in charge of the day-by-day implementation of the Universal Basic Education programme in secondary school in the South East Nigeria.

The sample of the study was 162 principals and 1076 teachers drawn from the three states of South-East, Nigeria. Multi stage sampling technique was used to select the sample for the study. In the first stage, three states were purposively sampled in the South-east, Nigeria. The next stage used proportionate sampling technique (20%) to obtain the sample size of 162 principals and 1076 teachers from the three states of Anambra, Ebonyi and Enugu. In the third stage purposive sampling technique was used to select three education zones from each of the sampled three states of Anambra, Ebonyi and Enugu states namely Aguata, Awka, Onitsha for Anambra State; Abakiliki, Afikpo, Onueke for Ebonyi State; and Enugu, Nsukka and Obollo afor education zones for Enugu State respectively. Finally simple random sampling technique, involving balloting without replacement, was used to sample the schools from each state used in the study. The 162 principals and 1076 teachers making a total of 1238 respondents were chosen. The percentage is considered adequate because Mkpa (1997) advocated that when the study population runs into several thousands, a sample of 5 to 30 percent is ideal. 20% is within the range of the author's suggestion and 20% is what the researcher could manage conveniently.

The instrument for data collection was researcher-developed instrument titled "Perceived Management Capacity Assessment Questionnaire" (PMCAQ) developed from related literature on management task areas of the school principal. The instrument was divided into two parts, Part 1 and part 2. Part 1 was used to collect information on the personal data of the respondents while Part 2 contains clusters structured according to the research questions. Part 2 was grouped into six clusters A, B, C, D, E and F on the required capacity of school principals. Cluster A has 16 items, which deals on capacities in instructional leadership management. Cluster B has 12 items, which elicits information on capacities in staff personnel management. Cluster C has 14 items and seeks information on capacities in student personnel management. Clusters D has 10 items, will be used to collect information on capacities in school plant management. Cluster E has 10 items, will be used to collect information on capacities in school finance and

business management, and Cluster F has 12 items, will be used to collect information capacities in school community relations management for effective implementation of UBE programme in South East Nigeria. Each cluster in part 2 had response category of required and has five response rating scale options as follows: Highly Required (HR) = 5 points, Required = 4 points; Averagely Required (AR) = 3 points, Slightly Required (SR) = 2 points and Not Required (NR) = 1 point. The questionnaire was face validated by five research experts, two in the department of Educational Foundations, two in the department of Arts Education and one in Measurement and Evaluation, all from the Faculty of Education, University of Nigeria, Nsukka. The experts were requested to review and criticize the various items on the instrument in terms of their relevance, appropriateness of language and response patterns as they related to the study. Their criticisms, suggestions and modifications were incorporated into the relevant items that gave the instrument its final structure and content.

The data used for computing the reliability indices were obtained from the questionnaire instrument administered on thirty (30) principals and fifty (50) teachers randomly selected from public secondary schools from Edo state. The data collected were analyzed using Cronbach Alpha Reliability method to determine the internal consistency of the PMCAQ items. The Alpha reliability of 0.89 was obtained for the required category. The high reliability index of 0.89 indicated that the instrument was reliable. The researcher employed the services of nine research assistants to help administer the instrument by hand to the principals and teachers in the nine education zones at one assistant per zone. The research assistants were students of the University of Nigeria, Nsukka from each of the sampled state. They were instructed on what to do when distributing and retrieving the copies of the questionnaire from the respondents. This method enabled the researcher to record high rate of return of the questionnaire. The research assistants assisted the researcher to distribute a total of 1238 copies of the questionnaire in all the sampled secondary schools in the nine education zones. After two weeks, the research assistants went back to the sampled schools for collection of the completed questionnaire that they were not able to collect albinio. The research assistants retrieved 1228 completed copies of the questionnaire and returned to the researcher.

Descriptive statistics were used in the analysis of data collected for the study. The data collected from the respondents from items 1 to 74 in clusters A to F of the questionnaire were analyzed using mean and standard deviation to answer research questions 1 to 6. The mean of each item obtained in this study is interpreted by the use of limits of real numbers. In taking decision on the mean values, the real limit of numbers was used as follows; 4.5 to 5.00 highly required; 3.50 to 4.49 required; 2.5 to 3.49 averagely required, 1.5 to 2.49 slightly required; and 0.5 to 1.49 not required. The tool used for data analysis was Statistical Package for Social Sciences (SPSS), version 17.0. The data collected from the respondents were analyzed using mean and standard deviation was used to answer the research questions.

RESULTS

The data for answering research questions were presented in table 1 to 6.

Table 1. Mean Ratings of the Responses of School Principals and Teachers on the Management Capacities of School Principals in Instructional leadership for Effective Implementation of the UBE programme in South East Nigeria

N = 1228 (162 principals and 1066 teachers)

Cluster A. Capacity item statement		Principals N = 162			Teachers N = 1066		
S/N	Required Capacities in instructional leadership	\bar{X}_p	SD	Decision	\bar{X}_t	SD	Decision
1	Assigns teachers with ideas and suggestions that engender effective instructional delivery.	4.74	.35	HR	4.70	.68	HR
2	Assigns teachers to classes according to area of specialization.	4.70	.64	HR	4.66	.54	HR
3	Assigns teachers to classes where they will be most effective.	4.78	.55	HR	4.74	.62	HR
4	Reassigns teachers from time to time depending on need.	4.74	.60	HR	4.70	.38	HR
5	Provides teaching aids and ensuring that they are used.	4.86	.36	HR	4.82	.54	HR
6	Ensures that students are placed in classes where they will maximally benefit.	4.64	.75	HR	4.60	.76	HR
7	Ensures that meaningfully learning is taking place in all the classes.	4.90	.34	HR	4.86	.36	HR
8	Ensures that teachers are teaching what they are supposed to teach.	4.90	.34	HR	4.82	.54	HR
9	Ensures that teachers teach in a manner that students understand and enjoy their lessons.	4.86	.36	HR	4.82	.54	HR
10	Inspect teacher notes of lessons periodically.	4.50	.77	HR	4.42	.68	R
11	Observes teachers during class delivery.	4.74	.60	HR	4.70	.64	HR
12	Examine students work to determine quality and quantity of exercises given to them.	4.90	.35	HR	4.86	.36	HR
13	Enforces punctuality to ensure effective learning.	4.74	.62	HR	4.70	.68	HR
14	Enforces regularity to ensure meaningful learning.	4.74	.62	HR	4.70	.68	HR
15	Supervises teachers to ensure discipline and general good behaviour.	4.44	.68	R	4.40	.60	R
16	Monitors teachers manner of dressing, talking and relating.	4.80	.36	HR	4.76	.52	HR

key:

\bar{X}_p = Mean responses of school principals, \bar{X}_t = Mean responses of teachers,

\bar{X}_T = Mean responses of both principals and teachers, SD = Standard deviation from the Mean Decision: HR = Highly Required, A = Required

Table 2. Mean Ratings of the Responses of the School Principals and Teachers on the Management Capacities of School Principals in Staff personnel management for Effective Implementation of the UBE programme in South East Nigeria

N = 1228 (162 principals and 1066 teachers).

Cluster B: capacity item statement

Principals
N = 162

Teachers
N = 1066

S/N	Required capacity in staff personnel management	\bar{X}_p	SD	Decision	\bar{X}_T	SD	Decision
17	Identifies the staff needs.	4.50	.77	HR	4.42	.64	R
18	Has clear channel of communication with staff	4.80	.54	HR	4.76	.62	HR
19	Supervises teachers effectively	4.86	.36	HR	4.82	.52	HR
20	Employs staff appraisal as a control measure to establish a standard for all staff	4.64	.75	HR	4.60	.68	HR
21	Delegates responsibilities according to capacity	4.64	.74	HR	4.60	.56	HR
22	Encourages staff participation in decision making.	4.50	.84	HR	4.42	.68	R
23	Manages time effectively	4.44	.78	R	4.40	.78	R
24	Strives to get adequate number of teachers	4.86	.36	HR	4.82	.54	HR
25	Make adequate provision for staff welfare	4.44	.78	R	4.40	.78	R
26	Pays attention to the staff needs	4.50	.77	HR	4.42	.76	AR
27	Welcomes and encourages initiatives and originality.	4.70	.64	HR	4.66	.76	HR
28	Gives praise and commendation when deserved	4.44	0.78	R	4.40	0.72	R

Table 3. Mean Ratings of the Responses of the School Principals and Teachers on the Management Capacities of School Principals in Student personnel management for Effective Implementation of the UBE programme in South East Nigeria

N = 1228 (162 principals and 1066 teachers).

Cluster C. Capacity item statement

Principals
N = 162

Teachers
N = 1066

S/N	Required Capacities in student personnel management	\bar{X}_p	SD	Decision	\bar{X}_T	SD	Decision
29	Allocation of hostel accommodation to students	4.26	.86	R	4.22	.86	R
30	Registration of students	4.76	.50	HR	4.72	.63	HR
31	Communicating effectively with student.	4.80	.54	HR	4.76	.52	HR
32	Orientation of new students.	4.66	.74	HR	4.62	.78	HR
33	Offering counseling services to students	4.74	.60	HR	4.72	.63	HR
34	keeping of records and filling of students personal data	4.80	.54	HR	4.76	.52	HR
35	Always available for consultation with students	4.72	.63	HR	4.66	.74	HR
36	Defusing tense situations and negotiates a solution with students	4.70	.64	HR	4.66	.74	HR
37	Plan extra curricular activities for students	4.50	.77	HR	4.42	.78	R
38	Sanctions students who are always involved in indiscipline behaviours	4.70	.64	HR	4.66	.74	HR
39	Communicates school rules and regulations to students as needed	4.50	.77	HR	4.46	.76	R
40	Encourages proper dressing habit in the school	4.34	.81	R	4.30	.82	R
41	Modeling behaviours he/she expects from others	4.74	.62	HR	4.78	.57	HR
42	Rewards and gives incentives to the best behaved student at the end of every term	4.70	.64	HR	4.66	.74	HR

Table 4. Mean Ratings of the Responses of the School Principals and Teachers on the Management Capacities of School Principals in School Plant management for Effective Implementation of the UBE programme in South East Nigeria

N = 1228 (162 principals and 1066 teachers).

Cluster D. Capacity item statement		Principals N = 162			Teachers N = 1066		
S/N	Required Capacity in school plant management	\bar{X}_p	SD	Decision	\bar{X}_T	SD	Decision
43	Providing immediate replacements to damaged classroom equipment	4.46	.76	R	4.42	.78	R
44	Ensuring that resources are distributed according to the norm	4.62	.76	HR	4.54	.62	HR
45	Showing concern on school performance in examinations	4.34	.80	R	4.30	.82	R
46	Develop inventory of school facilities	4.70	.64	HR	4.66	.74	HR
47	Keeping record of renovated facilities and time	4.78	.36	HR	4.74	.62	HR
48	Keeps record of facilities borrowed or returned	4.34	.86	R	4.30	.82	R
49	Determining adequacy of facilities	4.70	.64	HR	4.66	.74	HR
50	Involve all stakeholders in the repair or replacement of damaged facilities	4.74	.62	HR	4.70	.64	HR
51	Inspection of cleanliness of facilities like toilets, urinals, classrooms and libraries.	4.50	.77	HR	4.46	.76	R
52	Making available facilities accessible to all teachers and students	4.50	.77	HR	4.46	.76	R

Table 5. Mean Ratings of the Responses of the School Principals and Teachers on the Management Capacities of School Principals in School finance management for Effective Implementation of the UBE programme in South East Nigeria

N = 1228 (162 principals and 1066 teachers).

Cluster E. Capacity item statement		Principals N = 162			Teachers N = 1066		
S/N	Required Capacity in financial management	\bar{X}_p	SD	Decision	\bar{X}_T	SD	Decision
53	Ensures judicious utilization of money.	4.66	.76	HR	4.62	.74	HR
54	Making budget estimates for his/her school	4.42	.78	R	4.34	.82	R
55	Gives account of money collected and generated	4.42	.76	R	4.34	.86	R
56	Evaluating the use of financial resources	4.50	.78	HR	4.42	.78	R
57	Obtaining revenue from appropriate quarters for school use.	4.42	.68	R	4.34	.66	R
58	Generate funds from students farm produce and school canteen	4.26	.86	R	4.22	.78	R
59	Obtain funds from rent of school facilities such as halls for social, cultural and school activities	4.42	.78	R	4.34	.76	R
60	Availability and distribution of the financial resources according to norm?	4.26	.86	R	4.22	.86	R
61	Sees that proper accounting procedure is followed	4.78	.57	HR	4.74	.64	HR
62	Encourages and ensures that imprest is properly maintained and used for the purpose for which is given	4.74	.62	HR	4.70	.64	HR

Table 6. Mean Ratings of the Responses of the School Principals and Teachers on the Management Capacities of School Principals in School Community Relations management for Effective Implementation of the UBE programme in South East Nigeria

N = 1228 (162 principals and 1066 teachers).

Cluster F. Capacity item statement		Principals N = 162			Teachers N = 1228		
S/N	Required Capacity in school-community relations management	\bar{X}_p	SD	Decision	\bar{X}_T	SD	Decision
63	Approves school facilities for communities use	4.34	.81	R	4.30	.82	R
64	Interpret school programmes to the community	4.50	.78	HR	4.46	.64	R
65	Determine school expectations from the community	4.22	.74	R	4.20	.78	R
66	Invite some community leaders to chair some important events in the school.	4.26	.87	R	4.22	.88	R
67	Communicate with the parents through pupils, media and group conference	4.50	.76	HR	4.46	.76	R
68	Solicit help from community for development of the school	4.50	.86	HR	4.42	.68	R
69	Invite the community to participate in the school activities e.g. inter house sport and send-forth	4.24	.87	R	4.20	.76	R
70	Recruit teachers into the school from the community	4.24	.87	R	4.20	.87	R
71	Honour invitations from the community	4.26	.64	R	4.22	.84	R
72	Give proper account to the communities on matters that concern through them through P.T.A.	4.78	.57	HR	4.74	.62	HR
73	Explains cultural values of the host community to students	4.34	.86	R	4.30	.82	R
74	Establishes recreational programme for students and the community	4.26	.86	R	4.22	.78	R

Data in Table 1 above revealed that the mean responses of schools principals on 15 out of 16 items had their mean ranged from 4.50 to 4.90 while the mean responses of teachers on 14 out of 16 items had their mean ranged from 4.60 to 4.86. This indicated that school principals in South East, Nigeria think that 15 out of the 16 capacity items were highly required in instructional leadership for the effective implementation of the UBE programme in junior secondary schools in south east, Nigeria while teachers were of the opinion that 14 out of the 16 items were highly required for the effective implementation of the UBE programme. Data in Table 1 also revealed that one

out of the 16 items in the mean responses of the school principals had a mean of 4.44 while teachers also had their mean responses on 2 out of 16 items 4.40 and 4.42 respectively. This indicated that school principals were of the opinion that an item was required for the effective implementation of the UBE programme while teachers were of the opinion that two items were required for the effective implementation of the UBE programme. The sixteen (16) capacity items in instructional leadership for principals and teachers had their standard deviation range from 0.36 to 0.77. This indicated that the respondents were homogenous, not far

from the mean and from one another in their responses. This added values to the reliability of the means. Data in Table 2 above revealed that the mean responses of schools principals on 9 out of 12 items had their mean ranged from 4.50 to 4.86 while the mean responses of teachers on 6 out of 12 items had their mean ranged from 4.60 to 4.82. This indicated that school principals in South East, Nigeria think that 9 out of the 12 capacity items were highly required in staff personnel management for the effective implementation of the UBE programme in junior secondary schools in south east, Nigeria while teachers were of the opinion that 6 out of 12 items were highly required for the effective implementation of the UBE programme. Data in Table 2 also revealed mean responses of schools principals on 3 out of 12 items had their mean as 4.44 while teachers also had their mean responses on 6 out of 12 items ranged from 4.40 and 4.42 respectively. This indicated that school principals were of the opinion that 3 items was required in staff personnel management for the effective implementation of the UBE programme while teachers were of the opinion that 6 items were required for the effective implementation of the UBE programme in the study area. The twelve (12) capacity items in staff personnel management for principals and teachers had their standard deviation range from 0.36 to 0.84. This indicated that the respondents were homogenous, not far from the mean and from one another in their responses. This added values to the reliability of the means.

Data in Table 3 revealed that the mean responses of principals on 12 out of 14 capacities required by school principals in student personnel management for effective implementation of the UBE programme in junior secondary schools in south East Nigeria ranged from 4.50 to 4.80 and the mean rating in 2 out of the 14 items ranged from 4.26 and 4.34. while mean responses of teachers on 10 out of the 14 capacity items required by school principals in student personnel management for effective implementation of the UBE programme ranged from 4.50 to 4.78 and the mean rating in 4 out of the 14 items ranged from 4.22 and 4.46. This indicated that school principals in South East, Nigeria were of the opinion that 12 out of the 14 capacity items were highly required and 2 items were required in student personnel management for effective implementation of the UBE programme while teachers were of the opinion 10 out of the 14 items were highly required and while 4 items were required in student personnel management for effective implementation of the UBE programme. The fourteen (14) capacity items in student personnel management for principals and teachers had their standard deviation range from 0.52 to 0.82. This indicated that the respondents were homogenous, not far from the mean and from one another in their responses. This added values to the reliability of the means.

Data in Table 4 revealed that the mean responses of schools principals on 7 out of 10 items had their mean ranged from 4.50 to 4.78 while the mean responses of teachers on 5 out of 10 items had their mean ranged from 4.54 to 4.74. This indicated that school principals in South East, Nigeria think that 7 out of the 10 capacity items were highly required in school plant management for the effective implementation of the UBE programme in junior secondary schools in south east, Nigeria while teachers were of the opinion that 5 out of 10 items were highly required for the effective implementation of the UBE programme in the study area. Data in Table 4 also revealed mean responses of schools principals on 3 out of 10

items had their mean ranged from 4.34 to 4.46 while teachers also had their mean responses on 5 out of 10 items ranged from 4.43 and 4.46. This indicated that school principals were of the opinion that 3 items were required in school plant management for the effective implementation of the UBE programme while teachers were of the opinion that 5 items were required for the effective implementation of the UBE programme in the study area. The ten (10) capacity items in school plant (facility) management for principals and teachers had their standard deviation range from 0.36 to 0.84. This indicated that the respondents were homogenous, not far from the mean and from one another in their responses. This added values to the reliability of the means.

Data in Table 5 revealed that the mean responses of schools principals on 4 out of 10 items had their mean ranged from 4.50 to 4.78 while the mean responses of teachers on 3 out of 10 items had their mean ranged from 4.62 to 4.74. This indicated that school principals in South East, Nigeria were of the opinion that 4 out of the 10 capacity items were highly required in school finance management for the effective implementation of the UBE programme in junior secondary schools in south east, Nigeria while teachers were of the opinion that 3 out of 10 items were highly required for the effective implementation of the UBE programme. Data in Table 5 also revealed mean responses of schools principals on 6 out of 10 items had their mean ranged from 4.26 to 4.42 while teachers also had their mean responses on 7 out of 10 items ranged from 4.22 to 4.42. This indicated that school principals were of the opinion that 6 items was required in school finance management for the effective implementation of the UBE programme while teachers were of the opinion that 7 items were required for the effective implementation of the UBE programme in the study area. The ten (10) capacity items in school finance management for principals and teachers had their standard deviation range from 0.57 to 0.86. This indicated that the respondents were homogenous, not far from the mean and from one another in their responses. This added values to the reliability of the means.

Data in Table 6 above revealed that the mean responses of principals on 4 out of 12 capacity items ranged from 4.50 to 4.78 and 8 out of the 12 items ranged from 4.22 and 4.34 while mean responses of teachers on one out of the 12 capacity items was 4.74 and 11 out of 12 items ranged from 4.20 and 4.46. This indicated that school principals in South East, Nigeria were of the opinion that 4 out of the 12 capacity items were highly required and 8 out of 12 capacity items were required in school community relations management for effective implementation of the UBE programme while teachers were of the opinion that only one out of the 12 items were highly required and 11 out of 12 capacity items were required in school community relations management for effective implementation of the UBE programme in South East Nigeria. The twelve (12) capacity items in school community relations management for principals and teachers had their standard deviation range from 0.62 to 0.87. This indicated that the respondents were homogenous, not far from the mean and from one another in their responses. This added values to the reliability of the means

Summary of the Findings

The following findings emerged from the study based on the research questions answered.

1. School Principals and Teachers agree that School Principals highly require capacities in instructional leadership for the effective implementation of the UBE programme in junior secondary schools in South East Nigeria
2. School Principals and Teachers agree that School Principals highly require capacities in staff personnel management for the effective implementation of the UBE programme in junior secondary schools in South East Nigeria
3. School Principals and Teachers agree that School Principals highly require capacities in student personnel management for the effective implementation of the UBE programme in junior secondary schools in South East Nigeria.
4. School Principals and Teachers agree that School Principals highly require capacities in school plant management for the effective implementation of the UBE programme in junior secondary schools in South East Nigeria
5. School Principals and Teachers agree that School Principals require capacities in school finance management for the effective implementation of the UBE programme in junior secondary schools in South East Nigeria
6. School Principals and Teachers agree that School Principals require capacities in school-community relations management for the effective implementation of the UBE programme in junior secondary schools in South East Nigeria
7. School Principals and Teachers agree that the respondents were homogenous, not far from the mean and from one another in their responses.

DISCUSSION OF FINDINGS

The findings of the study shows that School Principals and Teachers agree that School Principals in secondary schools in South East Nigeria highly required capacities in instructional leadership (16) items, staff personnel management (9), student personnel management (12) and school plant management (7) and require capacities in school finance (6) and school-community (8) items for the effective implementation of the UBE programme in junior secondary schools in South East Nigeria. The findings of the study were in conformity with the findings of Oredein (2006) who did a survey study on indicators of effective principals instructional leadership practices in Edo state, where it was found that school principals require the following instructional leadership competencies: principals' ability to monitor teachers' curriculum implementation, lesson planning and delivery. The findings were in agreement with the findings of Muozoba (2005) who stated that the following instructional leadership competencies were required by principals: for effective teaching and learning in schools, namely effective time table planning, guiding teachers to select what to teach, providing instructional materials and ensuring effective time table planning. The findings were also in conformity with the views of Fullan (2003) who stated that most crucial reason for carrying out instructional leadership in schools is to ensure that all stakeholders recognize teaching and learning as the main business of the school and each individual teacher within the school system is performing the duties for which he/she is employed. The findings of the study on the capacities in staff personnel management required for effective implementation of the UBE programme were in conformity with the study of

Anikweze (2005) in a study on principalship and leadership challenges in Nigeria Post-primary schools in Adamawa state, where it was found out that effective staff personnel management depends on principals' abilities to motivate their staff, identify with their problems, encourage personal development and assign relevant duties to them. The findings of this study are in agreement with the findings of Owojori and Asaolu (2010) in a study on the critical evaluation of personnel management problems in the Nigerian schools, where it was found out that the following capacities were required in staff personnel management, namely planning for staff needs, selecting and assigning the best qualified staff, providing opportunities for professional development, directing and delegation of responsibilities according to ability, providing and maintaining good interpersonal relationship and encourages staff participation as a way of facilitating the work of the school principal towards the effective implementation of the UBE programme, among others. This means that the authors above agree that effective staff personnel management has direct correlation to students' achievement.

The findings are in agreement with Mary (2006) who stated that staff should be effectively supervised, motivated and evaluated for effective functioning of the school. According to her, effective motivation, evaluation and supervision is required for effective implementation of educational programme. The findings of the study on student personnel management were in agreement with the views of Nwadium (2005) in a study on the personnel management needs of school principals in Ebonyi State, where it was found out that school principals need skills in the satisfaction of learners' needs in the areas of provision of administration, registration, orientation, hostel accommodation health services, results, and supervision of school programmes. The findings of study are in line with the findings of Egboka (2008) in a study on strategic management competencies of secondary school principals in Anambra State, where it was found out that student personnel services, apart from the normal classroom instruction, facilitate the attainment of educational objectives. The findings of the study were in conformity with the views of Starcher (2006) that effective student personnel management increases students learning, improves the discipline and morale tone of the school, develops the ideals of right conduct, self control, co-operative efficiency and fairness and minimizes vices like gambling; drinking and smoking.

The findings of the study on school plant management were in agreement with the findings of Arumah (2010) in a study on the strategies for effective resource management in Enugu State secondary schools, where it was found that the following school plant management competencies, namely to ensure adequate provision of facilities and available facilities are distributed according to need, determining adequacy of facilities among others are necessary for effective teaching and learning to take place in school. The findings agree with views of Arumah that no meaningful teaching can take place in an atmosphere devoid of chairs, tables, windows, classrooms and other teaching materials. The findings are also in conformity with the views of Asiabaka (2006) in a study on the need for effective facility management in schools in Nigeria, where it was found out that principals highly require skills on how to involve all stakeholders in the repair or replacement of damaged facilities, inspection of cleanliness of facilities like toilets, urinals, classrooms and libraries and making available facilities accessible to all teachers and students. The findings of

the study are in agreement with the views of Adesina (2001) who studied School Plant Planning as Correlate of Students' Academic Performance in Southwest Nigeria Secondary Schools. The study revealed that the level of school plant planning and students' academic performance were relatively close and student academic performance was significantly related to instructional space planning, administrative space planning, circulation space planning, planning for accessories and space for convenience planning. Principals and teachers are unanimous that school principals highly require school plant management capacity for effective instructional space planning, administrative space planning, circulation space planning, planning for accessories and space for convenience planning for the effective implementation of the UBE programme. The findings on school finance management are in agreement with the findings of Okeke (2009) in a study on the appraisal of administrative competencies of secondary school principals in Anambra and Enugu States, where it was found out that school principals require capacity to coordinate school spending to avoid unnecessary expenses, see that proper accounting procedure is followed and check all account books to ensure funds raised are utilized in the most effective and efficient manner. No wonder Ogonnaya (2000) stated that without efficient management of funds, it will be impossible to provide for the needs and welfare of staff and maintain school facilities required for effective implementation of the UBE programme. The findings of the study are in conformity with the study of Ayeni (2002) in a study on alternative strategies for financing education in Nigeria; where it was found out the school principals need skills to perform the following tasks: planning, budgeting, fundraising, accounting, reporting, auditing and reviewing. There is no gain saying the fact that capacity in financial management is necessary for planning and preparing the school's budget.

The findings on school community relations are in agreement with the study of Nwune, (2012) in a study on competency Improvement Needs of Head Teachers in the Management of Primary Schools in Anambra State, where it was found out that school principals need competences on how to encourage community use of school facilities by allowing the school premises to serve as venue for important non-commercial activities such as the community meetings, church meetings, public health activities, utilize every opportunity at their disposal to speak at every public occasion in the communities. This in line with the views of the respondents who stated that school principals require effective communication skills to make the needs of the school known to the community.. The findings are in conformity with the study of Asaolu (2010) who found out that schools should be closer to its immediate community because of the support it hopes to get from the community and strategies to encourage continual parental involvement in school activities and its maintenance. He further found out that require skills to build healthy relationship and involve the community in school activities.

Conclusion and Recommendation

In South East Nigeria, incidences of capacity deficiencies in instructional leadership, staff personnel, student personnel, financial, school-community relations and school plant management among principals of secondary schools were observed. Principals are deficient in majority of the capacities required in instructional leadership, staff personnel, student personnel, financial, school-community relations and school plant management for the effective implementation of the UBE

programme based on literature review. The capacity deficiencies are likely to have negative effects on the performance of schools principals to achieve the effective implementation of the UBE programme if not addressed, thereby resulting in their ineffectiveness or poor performance of the UBE programme and poor performance of students in internal and external examination in secondary schools. The study identified the required management capacities to address the problem. The findings of this study have shown that school principals in the junior secondary schools in south east Nigeria highly require capacities in instructional leadership, staff personnel management, student personnel management, school plant management, school financial and school-community relations management to achieve the effective implementation of the UBE programme. The required capacities if given to school principals through training will enhance school principals' capacity in the management task areas which in turn will enhance teaching and learning in schools, the academic performance of students and the standard of living in the society. This is because schools produce academically sound children who come out to get well paid job which enhances the family wellbeing and the society at large.

Based on the findings of the study, the following recommendations were made. It was recommended that:

1. Principals of junior secondary schools should utilize the findings of the study on the capacities required for effective implementation to seek for sponsorship from the school management in order to attend re-training programme to acquire the required capacities to improve their competency in the effective implementation of the UBE programme.
2. The school administrators and State Universal Basic Education Board should utilize the findings of this study to approve requests for sponsorship from the school principals to participate in inservice training programmes to acquire the capacities required in instructional leadership, staff personnel management, student personnel management, school plant management, finance and school-community relations management; for effective implementation of the UBE programme and to enhance teaching and learning in schools.
3. The Government and administrators of secondary schools in South East Nigeria should utilize the findings of this study on the capacities required for effective implementation of educational programmes to organize internal training workshop in their educational zones for the retraining of principals. Management experts from the Universities can serve as resource persons. SUBEB, UBEC and other government agencies could use the findings of the study to approve and solicit for fund to organize workshops to train school principals on the required capacities to improve the principals' professionally for better performance of their job.
4. The relevant government agencies should integrate the findings of this study into the content of the curriculum of in-service training programme and pre-service programmes of higher institutions charged with the responsibility of training school principals in school administration and planning.
5. A comprehensive principal capacity building programme be evolved and organized from time to time to upgrade the administrative capacity of school principals to improve their performance in the implementation of the UBE programme.

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