

TITLE PAGE

**APPRAISAL OF PLANNING PRACTICES OF SECONDARY EDUCATION
MANAGEMENT BOARD OF ABIA STATE**

BY

**EGBE, THERESA IFEOMA
REG. NO: PG/Ph.D 09/51987**

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SUPERVISOR: PROF. N.O. OGBONNAYA

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APPROVAL PAGE

**THIS PROJECT HAS BEEN APPROVED FOR THE DEPARTMENT OF
EDUCATIONAL FOUNDATIONS, UNIVERSITY OF NIGERIA, NSUKKA.**

BY

**PROF. N. O. OGBONNAYA
SUPERVISOR**

INTERNAL EXAMINER

EXTERNAL EXAMINER

**PROF. C. J. A ONWUKA HEAD
OF DEPARTMENT**

**PROF. (MRS.) U. C. UMO
DEAN, FACULTY OF EDUCATION**

CERTIFICATION

EGBE, THERESA, IFEOMA a post-graduate student in the Department of Educational Foundations with Registration number: PG/Ph.D 09/51987 has satisfactorily completed the requirements for a research work for the award of the degree of Doctor of Philosophy (PhD) in Educational Administration and Planning.

The work embodied in this thesis is original and has not been submitted in part or full for any other diploma or degree of this university or any other university.

PROF. N. O. OGBONNAYA
SUPERVISOR

EGBE, THERESA IFEOMA
STUDENT

DEDICATION

This work is dedicated to the Father Almighty who gave me the grace and strength to complete this work, may His name be ever glorified.

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Egbe, Theresa Ifeoma

PG/Ph.D/09/51987

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ABSTRACT

The general purpose of this study was to appraise the planning practices of secondary education management board in Abia State. Six research questions and six null hypotheses were formulated to guide the study. A descriptive survey design was used for the study and the population consisted of 658 subjects, comprising 372 experienced staff and 286 less experienced staff of three education zones in Abia State. The whole six hundred and fifty-eight senior staff of the board was used, due to its manageable size. A 40-item questionnaire was the instrument developed by the researcher and used to collect the required data for the study. Data collected were tested for reliability using Cronbach's Alpha method. The results obtained were as follows: cluster A=0.92, cluster B=0.85, cluster C=0.88, cluster D=0.83, cluster E=0.91, cluster F=0.73. Overall reliability estimate result=0.95. Mean and standard deviation were used to answer research questions while the hypotheses were tested using t-test. The data collected from the respondents were analysed using means, standard deviations and t-test statistic. Result obtained revealed that planning practices manual were not used effectively, therefore there were poor planning for calendar of events, insufficient funds, lack of qualified personnel, inadequate physical facilities and equipment, poor supervision of instruction and lack of supervision materials, among others. The results also showed that there was no significant difference between the mean ratings of more experienced senior staff and less experienced senior staff of the secondary education management board Abia state in their planning practices. Based on the findings of the study, some recommendations were made and the implications of the findings as well as the limitations of the study were highlighted and then suggestions for further research were also made.

CHAPTER ONE

INTRODUCTION

Background of the Study

In educational organization appraisal is used to ascertain the effectiveness, efficiency and also the quality of education, therefore appraisal refer to all the activities that an individual or organization undergoes in an effort to ensure that goals are achieved. Appraisal as noted by Babalola (2003) has to do with measures put across as means of actualizing planning. Babalola also noted that appraisal involves the co-ordination or harmonization of the actual educational programs so as to achieve educational objectives. Aghenta (2001) states that appraisal involves all the activities of the planner geared towards achieving set goals. According to Mgbodile (2007) appraisal encompasses any prepared course of future action towards a goal realization. Mgbodile states that such activities include identification of objectives, the problem to be solved, various ways of reaching the goals and the evaluation of the chosen alternative for the solution of the problem. In the context of this work, the appraisal of planning practices of senior staff of secondary education management board involves planning of calendar of events, fund management, personnel management, physical facilities and equipment and supervision of instruction as a means of achieving or actualizing educational objectives. Coombs (2008) defined appraisal as the process of obtaining information in order to judge the worth and value of an activity or programme. Nworgu (2006) is in support of this definition of appraisal when he remarked that it is generally used in two broad senses. Firstly, appraisal is used to refer to the process of making value judgments or decisions based on empirical data or information made available through measurement. Secondly, appraisal is used as a process of seeking, obtaining and quantifying data with a view to making value judgment about objects, events, activities, programmes or their characteristics. It focuses the attention on both the classroom activities and activities outside the classroom. This means that appraisal involves both the classroom assessment and the evaluation of school-wide curricular issues. It deals with learning outcomes that demonstrate the ability to judge the value of subject matter that is learned in relation

to specific purpose. It is the highest intellectual ability and makes use of the other levels to function. The above view of Nworgu clearly illustrates that appraisal is a systematic process that involves a controlled observation of the principals and teachers as it affects teaching and learning in secondary schools in Abia State. The systematic collection of data and the use of such data determined the extent to which the organizers and managers of this adhere to the established guidelines for its management. Thus, appraisal is operationally defined in this study as the process of assessing or determining the effectiveness, efficiency and quality of the appraisal of planning practices of senior staff of secondary education management board in comparison with the established standard and guideline of the manual. Sinclair (2004) stated that making appraisal of something means considering it carefully and forming opinion about it. On the other hand, Hornby (2006) defined appraisal as a judgment of the value, performance or nature of somebody or something. Nwangwu (2005) defined appraisal as a process designed to arrive at judgments in aspect of individual's past and present performance taking into consideration his work environment as well as his potentials for the system. A critical examination by Nwangwu on the above definitions show that it has to do with making a careful and value judgment on individual performance so as to form opinion whether one has done well or not.

Considering the title of this work, one can say that appraisal is a process of considering carefully the planning practices of Secondary Education Management Board of Abia state with an attempt to judge the board's past and present performances. This is with the view of helping staff to attain personal growth in skills as well as for the schools's benefit by suggesting ways of improving their practices to yield such success. In the context of this work, the appraisal of planning practices of Secondary Education Management Board involves planning of calendar of events, fund management, personnel management, physical facilities and equipment and supervision of instruction as a means of achieving or actualizing educational objectives. Thus, appraisal is operationally defined in this study as the process of accessing or determining the effectiveness, efficiency and quality of the appraisal of planning practices of Secondary Education Management Board in comparison with the established standard and guidelines of the manual.

It then becomes imperative that individuals who are occupying supervisory positions should at all times create an atmosphere in which everybody is constantly on the alert to improve him/her self and assist others to grow professionally. There should be an appraisal of the staff member's knowledge of the resources available and how they can use them to enrich the curriculum as well as upgrade the material resources of instruction. Appraisal is a continuous comprehensive process which utilizes verity of procedure which is inescapably related to the objectives of the educational programme, but because of differences in attitude (no matter how typical the group is assumed) not all will attain mastery at the same time. It then becomes very important that good appraisal is always done.

Planning is one of the most important activities that permeate all institutions. All organizations whether government or non-governmental require effective planning in order to achieve their desired goals. For an individual, group or an organization to work for the attainment of a predetermined goal; there is always the need for careful planning. Babalola (2003) defined planning as a process which essentially involves deciding in advance the specific future course of action to be adopted with a view to optimizing the use of limited organizational resources towards desirable and specific goal attainment. Mgbodile (2004) defined planning as the act of getting prepared in advance or preparing an action ahead of time to achieve a desired objective. The above definitions of planning imply that planning is concerned with deciding in advance what to do, how to do it, when to do it and who is to do it. In the context of this study, planning entails thinking out in advance of what to do to achieve predetermined goals. In other words, planning does not end in putting down on paper what needs to be done but it also concerns itself with implementation. Planning is purpose oriented. Effective planning in education leads to effective realization of goals. Planning is a team work and is done by the Secondary Education Management Board (SEMB). Generally, the board is in charge of the management of all secondary schools in the state. They appoint and promote staff and are also responsible for the payment of salaries of staff. The board enhances effective teaching and learning in our secondary schools through good quality assurance and maintenance of discipline among the staff and students (SEMB, 2013)

The needs to plan all human activities that involve the use of resources to accomplish objective have become very necessary for many reasons. The fact that economic resources are limited relative to the competing demand for them makes it desirable that activities should be planned to ensure economic use of these resources. A well-directed activity facilitates delegation of duties, enhances control and forms a rational basis for evaluation. Planning enables people pre-empt future consequences of educational activities which is desirable to adjust action thereby avoid time wastage of all types in educational planning (Ogbonnaya, 2012)

Educational planning is defined as a rational, intelligent, systematic and futuristic analysis of the process of educational development geared towards providing adequate and reliable guide in terms of strategies, resources and timing towards achieving educational goals (Mgbodile, 2007). Also Iwuchukwu (1990) explained that educational planning represents the activities of drawing up a detailed large-scale scheme and proposed method of accomplishing educational aims and objectives. Taking advantage of the above explanation, it can be inferred that educational planning is a rational and scientific process by which a given society consciously directs its future action in the field of education, with a view to optimizing available resources used in the pursuit of desirable educational goals.

Educational planning is a process of setting out in advance a pattern of action to bring about given overall national policies by the choicest possible articulation of means and ends, (Ezeocha 1990). It is the business of identifying goals and objectives and of working out ways and means of achieving them. Educational planning then is a process of identification of educational needs. Agabi (2007), posited that educational planning provides a sense of direction and guidance to the conduct of educational planning as well as a thought out plan and strategies for achieving educational objectives in secondary schools, because secondary education is very important for nations building, Ogbonnaya (2000) writes that secondary education is a stepping stone to higher education. It provides an opportunity for primary school leavers to acquire more knowledge, develop skills and prepare them to live effectively in our changing society. It helps in the development of the potentials of our youths. Ogbonnaya noted too that secondary education help to produce good citizens through

hard-work, tolerance, diligence, kindness and consideration for others. The broad and the diversified curriculum of secondary schools provide opportunities that necessitate adequate and effective planning practices in the board.

The Secondary Education Management Board (SEMB) is a corporate body established by the law of the state. It is the arm of the State Ministry of Education, which has statutory functions of achieving the national objectives of secondary education. The composition and functions of the board is determined by the law establishing it. The executive secretary is the highest member of the board. The staff of the board ranges from grade level 05-08 which is tagged less experienced senior staff while grade level 09 and above are the more experienced senior staff of the board but the grade level 17 is the executive grade level. The executive secretary of the board is on grade level 17 and his salary is consolidated, that is, his salary is being determined by the state government (SEMB, 2013).

One important function of the board is the zoning of all the secondary schools. The Secondary Education Management Board is responsible for planning of administrative functions in their respective zones and they carry out their planning practices in consultation with the executive chairman, and those in planning through meetings. They are in charge of administration of zonal offices, interpretation and application of established curricular, fund management, distribution and maintenance of physical facilities, staff and student enrolment and sports (SEMB, 2013)

The Abia State Secondary Education Management Board has a manual that guides the board in the appraisal of their planning practices. This manual which was published in 1993 is divided into five sections, namely calendar of events, fund management, personnel management, physical facilities and equipment management as well as supervision of instruction. The planning manual (2013) stipulates that ministry of education and the board plan the programme of activities for school. It states that the objectives of education particularly at the senior secondary school level are taken into consideration during planning process. The Secondary Education Management Board selects dates for opening and closing of schools and takes into consideration personnel, funds and facilities in planning programme of events.

All organization needs proper management in other to achieve the set out goals of the organization. Management is simply getting things done through others. Obgonnaya (2009) deducted that management is a social process which has goals to achieve; involves planning, organizing, staffing, leadership, directing, controlling and coordinating of the efforts of people towards the achievement of goals; and is the guidance or direction of people towards organizational goals or objectives, which is the systematic arrangement of human material and human resources for the purpose of achieving the stated objectives. Agatha (2001) defined management as a process involving organizing, planning, leading, measuring and controlling as well as undertaking of risk and handling of uncertainty, planning and innovation, coordinating and routine supervision. Management is also a process designed to ensure the co-operation, participation, intervention and involvement of personnel in the effective achievement of a given objectives (Fubunmi, 2000). Management was also described by Chiaha (2013) as a continuous process through which members of the organization seek to co-ordinate their activities, using the resources in other to fulfil the various task of the organization as effectively as possible. The effective management of secondary schools by the board depends on certain management procedures and functions such as effective supervision of instructions, provision and training of adequate personnel. (Ajayi; 2001, Babalola, 2002; Egwunyenga, 2005; Adeyemi 2008). The above definitions imply that proper management aids the board to plan and make useful decisions thereby enhancing the efficiency and effectiveness of the organization and administration of schools.

The manual provides a road-map for actions tailored towards meeting specific goals. According to Jaiyeoba and Atanda (2005), educational manual presents definite courses of action proposed by the government and adopted as expedient to the issues and problems of education. The educational manual which may take the form of ordinance, code or even an act have been observed to change with changes in the leadership of Abia State. Principals of schools are often caught in this web when government changes existing education manual. The manual for calendar of events can be explained as statements, which expresses goals, and the means of achieving

them. The inconsistencies in educational manual have been argued to be responsible for the poor service delivery in secondary schools in Abia State.

Fund is a sum of money for special purpose; therefore fund management according to Ogbonnaya (2012) refers to the procurement, disbursement and utilization of funds for the implementation of educational programmes. The planning manual (2013) stipulates that the state ministry of education plans for the procurement of funds and that the expenditure of secondary schools is built into the state budget. The (2013:178) manual states that the secondary education management board plans for procurement and utilization of funds. They instruct and encourage secondary school principals on how to procure funds and make elaborate plans to ensure that expenditure of funds by principals are made in accordance with the state financial regulations. For any organization to function effectively fund needs to be managed. There is need to raise and manage fund appropriately in teaching and learning. Fund is required for purchasing of teaching materials. Poor management of fund leads to inefficiency and low production of teaching in schools (Ehiametator, 2001). Also Ocho (2005) observed that to create suitable environment for teaching and learning and produce the materials and equipment for teaching, financial outlay is a necessity. This is so because the vital issue of the nature, quantity, quality and efficacy of appraisal largely depend on the level as well as the appropriateness of the financial provision.

Inadequate funding is one of the obstacles to effective appraisal of secondary education in Abia state. According to Aghenta (2001) the success of any secondary school depends upon the resources available to it. Money is very important in this respect because by it, all other vital elements in the school can be obtained, such as school building, purchase of equipment, payment of teachers's salaries and allowances and running expenses. Omerigie (2005) noted that inadequate funding has resulted to poor teaching and dilapidated buildings in secondary schools. There is no doubt whatsoever, that the inadequate funding of the secondary schools in Abia state has hindered the accomplishment of some of the aims and objectives of this level of education as contained in the National Policy on Education.

Planning manual (2013) stipulates that recruitment is usually planned ahead the reopening of schools every year. The manual stipulates that qualifications and experiences of staff are taken into consideration in the selection process and that plans are made by the Board on ways and means of encouraging staff to perform through adequate incentives. Also plans for the appraisal of teaching and non-teaching staff are regularly taken at the beginning of the school year. According to Odenuiyede (2004) personnel management is the effective utilization of human resources to achieve the objectives of the enterprise and the satisfaction and development of the employee. The aims of personnel management in a school organization according to Adeyemi (2009) are to develop the kinds of personnel that would effectively perform the various tasks, provide effective leadership and create a climate conducive to maximum productivity, influence members of staff in performing effectively and assess what constitutes the needs of the organization. From the forgoing personnel management therefore needs to be effectively managed towards achieving the organizational goals.

On physical facilities and equipment, the planning manual (2013:179) stipulates that the state usually plans for the distribution of textbooks to schools and that principals themselves plan for the maintenance of school facilities and equipment in their schools. It also specifies that the state usually approve sites for schools ahead of their development every year or as the need arises. The manual specifies that there are laid down procedures for the procurement of schools equipment and that principals receive instructions every year on how to keep records of school equipment. Also some staff are appointed ahead of time to inspect all physical facilities and equipment in schools. Facilities are very important in teaching and learning processes. According to Ehiametalor (2001) facilities and equipment are those factors which enable production workers to achieve the goals of an organization. In a school where buildings are not enough, the classes are overcrowded, where seats are inadequate, learning becomes difficult, this situation decreases productivity. Ehiametalor further noted that; schools that have well enough facilities and instructional materials such as libraries with books, equipped laboratories, teaching and learning materials both visual and audio ÷ visual perform better than where the facilities are not available. On

the other hand dilapidated buildings, leaking roofs, abandoned projects, over-grown trees and lawns, dingy and dark buildings have demoralizing effects, especially on the adolescents (Obidoa, 2006). As a result; the principals have the responsibilities of ensuring that these facilities are in good shape. Jaiyeiba and Atanda (2005) posited that educational facilities are those things which enable a skilful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided. Ahmed (2003) revealed that in most of the secondary schools, teaching and learning takes place under a most un-conducive environment, lacking the basic materials and thus hindered the fulfilment of educational objectives. The state of infrastructural decay in many secondary schools in Abia state is a manifestation of lack of poor funding of the schools.

On supervision of instruction, the (2013) manual stipulates that supervision of instruction is planned by the supervisory unit of the Secondary Education Management Board and that chief supervisory principals meet quarterly to plan for school supervision. Also, supervisors are well equipped with folders and report forms during the planning process. The activities to be undertaken and areas to be supervised are clearly laid out during the planning process like supervision of teaching and learning in the state public schools and developing a blue print based on the report of the supervision. The manual also stipulates that the duration of full scale supervision will be between one and two weeks while others will be between one to two days.

Effective supervision of instruction in secondary schools is enhanced through regular supervision. Ayodele (2002) argued that secondary schools are presently supervised by two categories, internal supervisors-the within supervisors which include the principals, vice-principals and heads of departments and external supervisors-the designated officials of the board and officials from the three education zones Aba, Ohafia and Umuahia. The primary responsibilities of supervisors are to see that high standards are maintained and that schools are run in accordance with the laid down regulations. Unfortunately in Abia state the supervision from the board appear non-functional as they seldom visit schools to monitor the operations in these schools. This has invariably hinder effective teaching-learning in schools in the state.

Effective planning therefore ensures the deployment of key financial personnel and material resources to where they are important to the competitive advantage of the school organization. The lack of effective use of the manual has posed so much constraint in the planning practices of Secondary Education Management Board of Abia state. Secondary school principals and teachers have complained about constant changes in dates of reopening of schools in Abia state. Ukaegbu (2013) had indicted the Board for frequent changes in dates of reopening and closing of terms, stating that it affects the academic programs of the school. Teachers had also on their own indicted the board for not ensuring that principals and bursars keep appropriate financial records of their schools. Adetoro (2009) asserted that the management of both human and material resources in education is very important because of its role in the academic achievement of educational objectives. This study will therefore appraise the planning practices of the Abia state Secondary Education Management Board. The adequate provision of quality manpower, funds and equipment will ensure optimum management of schools, however, inadequate or non-availability of these resources has brought problems and challenges in the school management by the board which affected the achievement of educational goals and objectives of secondary education management board, of Abia state. The problem of this study put in question form is: To what extent are the planning practices of Secondary Education Management Board carried out in line with the laid down guidelines of the Board?

Statement of the Problem

One of the major ways of achieving the goals and objectives of the Secondary Education Management Board is through effective planning and management of policies, activities and programmes. In the management of the board, the planning of calendar of events for secondary schools, fund management, personnel, physical facilities and equipment as well as supervision of instruction are some key areas that are mostly emphasized.

Serious concerns are being expressed by teachers, parents and the general public in Abia state over the performance of the Secondary Education Management Board which seems to be unsatisfactory. A visit to the Board reveals poor state of

affairs as principals and teachers always complain of poor allocation of funds from the Board, delays in the payment of staff salaries and allowances and weaknesses in personnel management practices. Principals had in their All Nigeria conference of principals of secondary schools (ANCOPPS) meeting held in Umuahia on April 2014 indicted the Board for delays in the payment of staff salaries and allowances as well as lack of provision for staff appraisal. This may be as a result of non-adherence to the manual on planning practices of the Board. The problem of this study therefore is: To determine the extent to which the planning practices of the Abia State Secondary Education Management Board are carried out in line with laid down guidelines of the Board?

Purpose of the Study

The general purpose of the study was to determine the extent to which the planning practices are carried out in line with the laid down guidelines of Secondary Education Management Board of Abia State, Nigeria. Specifically, the study sought to:

1. Ascertain the extent to which the Abia State Secondary Education Management Board are guided by the planning practices manual in planning their calendar of events every academic session.
2. Find out the extent to which the Abia State Secondary Education Management Board are guided by the planning practices manual in planning for fund management.
3. Find out the extent to which the Abia State Secondary Education Management Board are guided by the planning practices manual in planning for personnel for their schools.
4. Determine the extent to which the Abia State Secondary Education Management Board are guided by the planning practices manual in planning for physical facilities and equipment for schools.
5. Investigate the extent to which the Abia State Secondary Education Management Board are guided by the planning practices manual in planning for supervision of instruction in schools.

6. Identify the factors that militate against the effective planning practices of the Abia State Secondary Education Management Board.

Significance of the Study

The findings of this study have both theoretical and practical significance. Theoretically, it is based on planning and system theory. The planning theory was propounded by Locke, E. A. and Lathan, G. P in 2002 and it emphasises goal setting which enhances motivation and learning. But, the present study is anchored on the systems theory. The systems theory was propounded by Ludingvon Bertanlaffy in 1936 and was based on the fact that an organisation is a sysem made up of intergrated parts. The systems theory emphasized the need for organizational linkage and that no organization can function independently. Appraisal of planning practices by Secondary Education Management Board cannot take place in isolation of the different units and human elements who supply information for planning purposes.

Practically, the findings of the study will be of benefit to the following: the government, principals, policy makers, teachers and students.

The study will help the government and policy makers to improve on the appraisal of planning practices of the board in order to improve their work performance for the academic benefit of the students and people of the Abia State Nigeria.

The principals will benefit as findings of the study will help to sensitize the board to provide them with infrastructure; library and laboratory materials will be supplied for effective teaching and learning.

The data generated from the findings of the study will bring to the knowledge of the educational administrators, the strategies they can adopt to improve the planning practices of the board.

Teachers will benefit since the board will be in a better position seminars and workshop for their professional goals.

The students will benefit also as they would be made to enjoy quality teaching and learning through the adequate provision of instructional materials needed.

Scope of Study

The study was conducted in Secondary Education Management Board in Abia State Nigeria. The content scope of the study was on the planning of: Calendar of events, fund management, personnel management, physical facilities and equipment and supervision of instruction.

Research Questions

The following research questions guided the study.

1. How do the mean ratings of experienced and less-experienced staff differ on the extent to which they are guided by the planning practices manual in planning their calendar of event every academic session?
2. How do the mean ratings of experienced and less- experienced staff differ on the extent to which they are guided by the planning practices manual in planning for fund management?
3. How do the mean ratings of experienced and less-experienced staff differ on the extent to which they are guided by the planning practices manual in planning for personnel for their schools?
4. How do the mean ratings of experienced and less-experienced staff differ on the extent to which they are guided by the planning practices manual in planning for physical facilities and equipment for schools?
5. How do the mean ratings of experienced and less-experienced staff differ on the extent to which they are guided by the planning practices manual in planning for supervision of instruction in schools?
6. What factors militate against effective planning practices of the Abia state secondary education management board?

Hypotheses

The following null hypotheses were formulated to guide the study and they were tested at 0.05 level of significance:

- Ho₁ There is no significant difference between the mean ratings of experienced and less-experienced staff on the extent to which they are guided by the planning practices manual in planning their calendar of events every academic session.

- Ho:₂ There is no significant difference between the mean ratings of experienced and less-experienced staff on the extent to which they are guided by the planning practices manual in planning for fund management.
- Ho:₃ There is no significant difference between the mean ratings of experienced and less-experienced staff on the extent to which they are guided by the planning practices manual in planning for personnel for their schools.
- Ho:₄ There is no significant difference between the mean ratings of experienced and less-experienced staff on the extent to which they are guided by the planning practices manual in planning for physical facilities and equipment for schools.
- Ho:₅ There is no significant difference between the mean ratings of experienced and less-experienced staff on the extent to which they are guided by the planning practices manual in planning for supervision of instruction in schools.
- Ho:₆ There is no significant difference between the mean ratings of experienced and less-experienced staff on the factors that militate against effective planning practices of the Abia State Secondary Education Management Board.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter is concerned with a review of related literature. The review was organized under the following sub-headings: conceptual framework, theoretical framework, empirical studies and summary of literature review.

Conceptual Framework

- Concept of appraisal
- Concept of planning
- Concept of management
- Concept of secondary education

Theoretical Framework

- Planning Theories
- The Behavioral Science Theory
- The Human Relations Theory
- The System Theory

Review of Empirical Studies

- Studies related to calendar of events
- Studies related to fund management
- Studies related to personnel
- Studies related to physical facilities and equipment
- Studies related to supervision of instruction

Summary of Literature Review

Conceptual Framework

Concept of Appraisal

Appraisal refers to all the activities that an individual or organization undergoes in an effort to ensure that all goals are achieved. Oji (2002) defines appraisal in two categories— Oral appraisal and Multi-technique appraisal. The oral study skills developed by the system of education then were reading aloud, oral testing and observation. The oral testing requires candidates to recite or memorize passages or read aloud some carefully chosen passages, and sometimes offer brief explanation

of the theme and content of such passage. Ability to write or copy out passage was also assessed. This was a step forward in development of educational evaluation making appraisal to become less casual and more technical. The teacher focused on manifestation of specific physical and social behaviour skills as well as knowledge, attitudes and values while the multiple-technique appraisal involves the use of tests, rating scales, check list, inventories, interview, observation, projects among others. Of all these, the use of tests are now in existence, but the most indicated in classroom transaction is achievement test. According to Ughamadu (2006) achievement testing was developed in 3000 B.C when placement-evaluation tests were used to select candidates or applicants for employment and promotion in the civil service and since then, appraisal has become an indispensable activity in educational programs as Edwin (2002), succinctly defined appraisal as an assessment of the worth of a programme. According to Della and Adam (2003), appraisal is the process of making judgment about how successful, effective or valuable a person, situation or a programme is; while Hornby (2006) viewed it as an assessment of the value, quality or nature of something. These viewpoints explained why Ogbonnaya (2000) clearly conceptualized appraisal as a process of ascertaining the extent to which educational administrators have been able to achieve identified objectives.

The above definitions of appraisal clearly indicate that appraisal is a conscious and systematic process of making qualitative judgments on the extent to which the management or implementation of an activity or a programme meets pre-determined standards for the effective and efficient achievement of its identified objectives. Therefore, appraisal can be said to be a formal assessment of how well educational programmes are being implemented or managed compared with a state of standards, guidelines or pre-determined criteria.

The process of ascertaining the functionality of educational programmes and practices in a systematic manner is called educational appraisal. According to Adeyemi (2009) appraisal refers to a systematic and formal assessment of employees made in a prescribed and uniformed manner at a specific time. Hence, appraisal is a designed set of activity orderly carried out in organizations to improve performance. It involves making quantitative judgments about the extent to which the learning

experiences and techniques satisfy set criteria or standards. Appraisal is a process which systematically and objectively attempts to determine the relevance, efficiency, effectiveness and impact of project activities in the light of set objectives

In essence, the purpose of appraisal is to realize output, costs, services levels, input delivery, coverage participation levels and other performance compared with the envisage level in the specific objectives. Ravallion (2001) pointed out that the overall objective of appraisal is to access programme effectiveness. The extent to which objectives are being attained becomes the measure of policy effectiveness which can be measured in terms of costs, strategy of delivery, timeliness, coverage, targeting efficiency and other relevant performances related indicators. This implies that in appraising an entity, as in this study, the benchmark or yard stick with which the performance can be measured will involve laid down guidelines or best practices; that is similar practices that has been adjudged effectively and efficiently. According to Onah (2008) reasons why appraisals are carried out in organizations are to: identify an individual's current level of job performance, identify employee's strengths and weaknesses, and enable employees to improve their performance and provide a basis for rewarding or judging employees in relation to their contribution to organizational goals and to motivate individuals. In essence, programme evaluators should be clear in their mind about what (specific) questions they are asking in evaluation process. In this case, evaluators should be more interested in determining what extent the intended beneficiaries are being reached. In this study appraisal implies a critical examination of the extent to which the Secondary Education Management Board comply to the set manual in their planning with the view to passing useful judgments on the planning practices of the board under study.

Concept of Planning

Planning is to make viable decisions for the future to achieve desired goals. Heyward and Makisvcs (2002) wrote that planning is an endeavour to reconcile probable and possible forecast with what is politically desired and this is normally attempted through the strategic use of instruments of economic and social organization to attain explicit objectives in short, medium and long-terms. Planning as

in Ezeocha (1990), and Peretomode (1995), is specifically viewed as a process of applying scientific and natural procedures to the process of growth and development so as to ensure the efficiency and effectiveness of the educational system. Planning is also a process of preparing a set of decisions for future actions directed in achieving goals by optimal means.

From this perspective, planning can be seen as futuristic design or arrangement aimed at clearing the road to effective achievement of stated objective. The process of deciding in advance, the activities to be performed, the objectives to be achieved and the methods to be used to achieve the objective is what can be called planning. Ejiogu (1990) wrote that planning means dreams, the practical thinking, scheduling actions and activities that would be performed in order to achieve the objectives for which the enterprise is set up. He noted that the essence of planning is to prepare for and predict future events and that failure to plan gives rise to inefficiency and lack of direction. Akilaiya (2001), and Mgbodile (2004), viewed planning as a process of taking decisions for actions in future, with the aim of achieving the objectives, goals and purposes of an organization by an optimal means as well as considering possible alternatives and recommending changes to be made. These definitions and explanations suggest that planning has to do with forecasting, predicting and determining in advance the processes and procedures that could be taken to achieve effectively and efficiently pre-stated objectives.

From the above deductions, one can appreciate the need to plan by the Secondary Education Management Board with the view of finding out how to help students improve in their academic performance. As noted by Ejiogu effective planning helps an organization to achieve its goals while poor planning on the other hand result to inefficiency. If the government, the school and the society at large should benefit from the huge resources invested in education, much effort should be made in ensuring that those factors which act as a bottleneck to the effective and efficient appraisal of planning practices of Secondary Education Management Board should be addressed.

Educational planning involves the allocation of the scarce resources to the process of educational system in order to achieve the goals of education in the society.

According to Aghenta (2001), educational planning is disciplined examination of the many different parts of the educational system with a view to directing and re-directing the course of education to the services of students and the society. Aghenta also noted that educational planning is done to ensure that the various educational interests and demands of interest group like students, parents, schools, managers, community members and teachers are harmonized with those of the society in terms of needs, capacity and constraints. The above deductions present educational planning as a rational, intelligent, systematic and futuristic analysis of the process of educational development geared towards providing adequate and reliable guide in terms of methods means and strategic resources (human and materials), timing and procedure required to achieve the targeted educational goals.

However, plan could occur at different levels in an organization and also covers specific time range. Agabi (2007), states that planning in education can be classified under two main criteria during and scope or content of the plan, all depending on the time or period covered by the plan. Under this classificatory scheme, an educational plan can be short-term, medium term and long-term. If programme of education is designed to last for a period of one or two years, such a plan is said to be short-term. A medium term plan refers to a plan of education, which can be designed to achieve its purpose within the period of three to five years after which the programme will be restructured and the long-term educational planning programme are designed to last for more than five years. The other of plan is the regular and emergency plan, according to Okeke (1997) regular planning is concerned with certain routine and regular activities such as planning curriculum, source of income and expenditure, layout of school building, students's enrolment. Regular-planning involves the constant review and updating of existing plans to meet the needs of the time why emergency planning deals with situations or problems that are not anticipated during the regular planning which may require mediate consideration because any delay may disrupt the progress and success of the system.

They are many types of educational planning to ensure the success of new programmes and projects in education. According to Ogbonnaya (2012), the need for new programmes and project development arise to address felt need or satisfy new

yearnings of the people. In such situations, attention is turned towards educational planning to chart the course of realizing the propelling objectives of these programmes like the new programmes outlined in the National Policy on Education such as the continuous assessment Programme (C.A.P), the guidance and counselling programme, the introductory technology programme in secondary schools.

Different authors have described types of planning from different perspectives. Peretomode (1995) asserted that educational planning constitutes reactive planning and proactive planning. In reactive planning, Peretomode observed that an administrator solves one crisis after another, and each crisis provides opportunity for new direction. On the other hand, proactive planning provides room for most of the major environmental factors that affects a plan. Although, it does not allow organization to take complete care of all that will happen to it but it does improve control, gives room for more effective necessary reactions and needed security for administrators to act more freely. In terms of scope a plan there are of two categories: micro-level planning (management planning) and macro-levels (strategic) planning, Agabi (2007) explained that Micro-level planning is carried out at the local government or the institution level while macro-level planning on the other hand involves policy making and broad target setting at the state, local, national or even at international level.

The summary of the above report by Agabi is that different types of educational planning can be identified on the basis of the management level involved in the decision-making process. These could either be strategic or management. Strategic educational planning involves the setting of broad targets and definition of policies at the executive level (commissioner, minister,) while management planning involve operationalizing policy decisions which takes place at the micro-level (Local government and schools). However, according to Alu (1997) there is a middle-range plan or middle term plan which refers to a plan of education which can be designed to achieve its purpose within a period of three to five years after which the programme will be restructured, examples include building for students, short training courses for teachers or other workers. Alu also noted that a comprehensive plan is the one that

focuses on the formal and informal systems of education that cover all level of education, in both primary, secondary and tertiary levels.

This type of educational plan looks at the problems of the society and does not ignore the realities of developmental direction of the nation in all fronts while the fixed term planning is where successive fixed term duration like three, four or five years is defined for accomplishing a specific set of educational objectives, example the Nigerian National Development Plan of 1970 - 1975, 1975 ï 1980, 1980 ï 1985 and so on and the rolling term planning is where the time span rolls every year and incorporate one year each time to replace it in terms of tasks to be accomplished. While rolling plans are characterized by yearly revision but fixed term plans are rigid with the defined period.

The following different types of planning have also been reported: programme planning, instructional planning, financial planning, physical planning, and perspective plan (Bosah, 1997). Bosah noted that programme planning in general terms determines how a programme is to be implemented such as nature of teachers and staff associated with the programme while instructional planning is undertaken by the individual teacher when implementing curriculum plan in his/her own class. Financial planning deals with arrangement and plans for the procurement, allocation and expenditure of funds to the various projects to be executed within the plan period. It is very important for calculating cost and benefits of the various projects. Physical planning attempts to work out the implication of the development effort in terms of factor allocations and product yields so as to maximize increase and employment. It enables proper evaluation of the relations between investment and output. Perspective planning is a long-term planning of about 15, 20, and 25 years or more. It is a government programme of development to be undertaken over a long period. The principal objective of this plan is to provide a background to the short-term plan of about 4, 5, or 6 year plan, so that problems have to be taken into account in planning over a shorter term.

Planning is the backbone of successful business enterprise. It is a vital and inevitable process in the pursuit of organizational goals. One, is to formulate policies and objectives in education, another is to achieve the formulated goals and objectives.

Thus unless a strategy is designed for the attainment of the objective, the activities of the implementers cannot be possibly coordinated.

Buttressing the importance of planning in educational organization, the United National Educational Scientific and Cultural Organization (UNESCO) conference which assembled ministers of education of Asia and Oceania, in Colombia, July 1978, stated that "educational planning is now well established in the development of the machinery of most governments of the region and that the mechanisms for educational management and administration are being progressively strengthened" (Dieuzade, 2000).

Generally, planning in educational organizations helps to programme education to serve the needs of the society. Education should be planned to solve the social, physical and economic problem which characterized the changing character of the society. Education is a powerful weapon with which Abia state can achieve consciousness and contribute its quota for national building. The national policy in maximizing the use of available resources helps to bring about an intelligent forecast and accurate analysis of the future educational need of the country (Uwazuruike, 1991). Planning serves as a tool for monitoring what goes on in our educational institutions, and to appraise the strengths and weaknesses of their operations, as well as detect the existing opportunities with a view to exploiting them, it ensures the success of new programmes and projects in education, which has to address the needs of the people from time to time. Uwazuruike noted that planning helps the administrators to appreciate the value of statistics in educational administration and to ensure fiscal financial planning and allocation of fund to areas of strategic interest.

Educational planning provides a sense of direction and guidance to all conduct of educational management. Without efficient educational planning, the administration of our educational system will be more or less chaotic, undirected and largely dependent on the whims and caprices of educational goals. It provides well thought out plans and strategies for achieving educational goals and objectives (Mgbodile, 2004). The Mgbodile further states that educational planning is immensely important for economic consideration within the context of national development.

Education competes with other sectors like health, industries, rural and urban water scheme, electrification and other infrastructural needs. So allocation of scarce resources needs careful planning so as not to create unnecessary imbalance in distribution of funds and making sure that priority, programmes and needs receive attention. Educational planning which involves identification of needs at all levels of the system, helps to minimize waste which comes from poor foresight, hence unnecessary duplication of facilities is avoided.

From the above deduction, one can deduce that if education is to serve the need of the society, it should solve the social, physical and economic problems which characterize the changing dynamic character of the society. In the words of Nwagwu (2002), Nigeria has not actually developed a plan significantly meant for achieving proper educational goals and national development. What unfortunately passed as policy making in education is often a mere attempt to rationalize political decision hastily and expediently conceived and executed. For Nwagwu, the consequence is that the educational policies are not reduced to those goals and objectives which can easily be attained given the range of problems and feasibilities involved in the allocation and utilization of available human and material resources. Modern organizations are large and complex, with many units and sub-units, performing various sub-tasks of the organization and without careful planning. Planning ensures that the various units have the potential for operating in concert. It will be a unit to aid and reinforce the efficiency of each other rather than frustrate it.

Objectives and Approaches to Educational Planning

Before the advent of colonial or western type of formal education into the geographical surroundings of Nigeria, there existed some form of education that was quite distinct from the western type. Through it children acquire knowledge, skills and competencies as well as worthwhile values and attitudes useful in the community. The formal curricular and objectives of education were not clearly defined. There was a marked absence of centralized planning for schools in Nigeria, hence the advent of the National Policy on education (Ogbonnaya, 2000).

The importance of education in the third world countries like the Federal Republic of Nigeria (FRN) are usually reflected in the goals of the country's National

development plan. Nigeria is taken as an example and five cardinal goals for national development were stated in the national development plan (FRN, 2004:1); A free and democratic society, a just and egalitarian society, a united, strong and self-reliant nation, a great and dynamic economy, a land of bright and full of opportunities for all Citizens.

These goals formed the basis for the formulation of the national policy on education of which the guiding philosophy is based on the integration of the individual into a sound and effective citizen and equal educational opportunity for all citizens of the nation at the primary, secondary and tertiary levels. Thus the philosophy of education contains the following as national education objectives in Nigeria (FRN, 2004:2)

The inculcation of national consciousness and national unity. The inculcation of the right type of values and attitude for the survival of the individual and the Nigerian society. The training of mind in understanding of the world around, and the acquisition of appropriate skills, abilities and competences both mental and physical as equipment for the individual to live and contribute to the development of his society.(p.2)

In order to realize the above goals/objectives, planning of education becomes imperative. Okeke (1997) noted that the objective for educational planning could be categorized under general, functional and special objectives. Explaining further on this, the author states that functional objective refer to school facilities, manpower planning and appraisal while the special objectives deals with the primary, secondary, university, technical and adult educational planning with several dimension like political, economic, cultural, scientific and technological objectives.

Educational objectives of any nation have to be a part of the national objectives for effective educational planning because any development that skips the educational system tends to affect educational aims and objectives. It is therefore very important that educational goals of any nation be consistent with national objectives and development goals. The above objectives highlight the need for educational agencies to maintain efficient machinery for planning. The objectives of the educational service as contained in section II of the Nigeria National Policy on Education (FRN, 2004:36)

was to ensure adequate and effective planning for educational services and to provide efficient administration and management control for the maintenance and improvement of the system. A neglect to plan is an assurance to total failure.

In conclusion the national policy results are hardly to come by when adequate plan are not drawn. The Federal Republic of Nigeria in her National Policy on Education (2004:39), states that the objectives of the planning, administrative, inspectorate, supervisory and financial services in education are to:

- Ensure adequate and effective planning of all educational services;
- Provide efficient administrative and management control for the maintenance and improvement of the system;
- Ensure quality control through regular and continuous supervision of instructional and other educational services;
- Provide adequate and balanced financial support for all educational services;
- Enhance teaching and improve the competence of teachers by promoting in service education;
- Make learning experiences more meaningful for children by making education more cost-effective;
- Develop and promote effective use of innovative materials in schools.

It then means that to accomplish these objectives the Secondary Education Management Board has to maintain and adequately fund the planning units of their organization. Also, there are some approaches to educational planning which are, the social demand approach, the manpower requirement approach, the cost-benefit approach and the synthetic approach. According to Coombs (2008) social demand approach refers to the aggregate popular demand for education. It means the planning of education to accommodate the educational demands of the society. This involves planning of education to provide schools as well as human and material resources for all candidates who are seeking for admission and who qualify to be admitted. Agabi (2007) specified that; if a sufficiently qualified citizen stands at the door of any type of school, he must be admitted and it is the responsibility of any appropriate government authority to anticipate his requests so that school capacity will be adequate to accommodate him.

This approach for appraisal of planning practices of the board is a doubtful approach and has been regarded by many as unsatisfactory. This is because it hardly recognizes the principle of resource allocation. It ignores the quality and type of manpower needed in the economy.

The manpower demand approach according to Enyi (2004), states that it is based on the simple concept that there is a direct link between economic development and qualified manpower and that education can be used to develop the manpower for educational planner. It can be used to plan the educational system in order to meet the future manpower needs of the society. This means that provisions for future manpower needs are made in the present educational arrangements and different categories of manpower needs are provided for in the educational system.

This approach therefore for appraisal of planning practices of the board should consider its cost implications against the background of the national economy and the demands of other sections of the economy and projections must therefore be limited to the available resources.

Similarly the cost benefit approach according to Enyi (2004) accepted that education is a form of investment on human beings which yield benefits to the society as social returns and therefore contribute to the general economic growth. Indeed, the main logic behind this theory as a planning approach is to determine the benefit it has in education by calculating and comparing the total life-time earnings of the educated and uneducated workers then the difference will provide an estimate of the benefits on secondary education. This approach could be seen as a planning technique to evaluate investment in education through secondary education management board. This approach analyses the alternatives, investments and financial implications before highlighting the total cost and benefits that will accrue from the investments. This approach to appraisal of planning practices has a number of criticisms for instance, it is unrealistic to link productively with education alone, the full employment of all educated individuals is always assured in this analysis and it is difficult to measure the opportunity cost of students's time, especially in periods of mass unemployment.

In conclusion, it should be noted that despite the limited problems associated with this approach, it still remains one of the most rational tools for addressing the issue of resource allocation to secondary education management board.

However, the synthetic approach is the mixture of a number of planning approaches in educational system. Since no single approach can be successfully used to meet the educational needs of a country, this is why Layard in Mgbodile (2004) developed this approach which recommends that secondary education should be appraised on the basis of manpower requirements approach.

The basic advantage of this approach is that it is able to combine different approaches to appraisal the planning practices of the board at different levels of education within the same educational system. This is why this approach is called integrated approach. Since no single approach enjoys universal appeal, the Secondary Education Management Board is therefore advised to adopt the integrated approach.

Planning as a process has a number of characteristics which several authors have reported on the educational planning. Emetarom (1991), and Nduka (1992), in their different works reported that any good plan must reflect the following characteristics namely: awareness of opportunities, clearly defined objectives, identification of options, flexibility, ability to fight constraints, evaluation of alternative courses, and availability of resources. In terms of awareness of opportunities, present and future opportunities are considered. In other words, an awareness of present constraint needs solution. When the objectives of such plans are set down, we define what is to be accomplished by the network of strategies and programmes.

Identification of option makes an efficient planning as it explores the virgin area to find our helpful option. It is considered necessary because recommendations need to be made to authorities for onward consideration. Flexibility characterizes an efficient plan. A plan must be able to be amended or adjust itself to latest developments without losing sight of its set goals and objectives. Any good plan must possess the ability to resist constraints, as it sees such constraints and devise appropriate remedies to avert such difficulties. Emetarom and Nduka noted that an effective plan must not only identify options or alternative course of action, but also

be able to evaluate closely the human and financial aspect and other options to get the optimum result, but if such plan cannot take care of these aspects of human situation and eventualities, it hardly can achieve the optimum result it expects. According to Ogbonnaya (2004) the problem of the present 6-3-3-4 system of education in Nigeria is lack of resources which include human and material. The short fall in resources can be attributed to the decline in the economy of the nation. He also stated that educational plans collapse due to the fact that implementers did not consider the available human and material resources like teachers, buildings, classroom -equipment and all other infrastructure in the school.

The forgoing is a pointer that these characteristics make educational plans workable and also lend such plans the pragmatism that is demanded.

There are also processes of educational planning; governments especially in developing countries are always under strong pressure to provide more, better and yet, cheaper education. In an attempt to do this, government often face a number of problems that border on how to increase school enrolments, allocate adequate financial resources to educational programmes, meet their current and future manpower needs. All these constraints have implications for proper planning of the educational system (Abonyi, 2003).

Educational planning follows a process and some writers have tried to identify the stages involved in this process. For example, Peretomode (1995) shows that educational planning has six mutually inter-related and reinforcing stages. These include plan survey and deliberation, definition of goals and objectives, programme design and specification, programme provision, implementation and control, plan evaluation and plan regeneration. Peretomode noted that the process involves the survey of the existing conditions, potentials, constraints, and the definition of the new educational objectives to be pursued as well as technical planners who would reduce already defined educational objectives to specific task. The implementation process requires the provision of adequate resources, supervision and evaluation of the programme to examine the flows in the plan projection and problem encountered in the implementation stage and finally linking the subsequent plan with previous plan in terms of feedback or learning experiences.

The above planning processes are in agreement with the report by Enyi (2004), who stated that educational planning has six stages which involve an almost continuous system of inter-related activities. Thus, the planning process is set in motion, starting from programme identification to programme evaluation. The first step in the process would be the identification of manpower to be developed which is related to programme identification in the planning process. Having identified the most needed man power, for example if technicians have been identified as the most urgently needed manpower, then a planning programme will be started for increasing their number under the directive of the ruling authority. The next step according to Enyi will be to identify the broad and specific objective in line with government directives which in this case would be to increase the number of needed man-power to meet the social, political and economic needs of the country.

The third stage will be to identify the various courses of action which would be required to achieve the stated goals and objectives like in-service training programme for serving board workers, teachers and training more science and mathematics teachers to enhance the teaching of these subjects in secondary schools. The fourth state will involve the analysis and selection of the most appropriate courses of action/strategies by weighing the advantages/disadvantages and cost of each action.

The implementation stage is very crucial because, the original idea might change due to lack of finance, inaccurate data, or lack of trained man power. In most cases the board is frustrated at this stage, for they find it difficult to operate effectively because the government may be unable to match plan proposal with resources. Finally, after a programme has been implemented for some time, it is evaluated against the set goals and objectives to identify militating problems and to find out whether the stated objectives are being achieved or not. The evaluation is usually written in form of progress report. The result show whether the programme will be continued or modified depending on the stage the problem was located. If the problem is located at the identification stage, the planning process could be rejuvenated from that stage. That is why the planning process is said to involve an almost continuous operation of interrelated activities. Dieuzeide (2000) stated that educational planning process must be seen as specialized task to be handled by those who have the training

and competence and who should also link harmoniously with administrative practices to achieve significant success in evolving highly powered technological society.

Concept of Management

Management has been variously conceptualized but the framework is similar. Management implies planning, coordinating and controlling of activities in organization with the aim of achieving the set goals and as well as satisfying the needs of the workers. It is the pinnacle of the growth and development of organization. Ogbonnaya (2009) had deduced from the various definitions of management that management is a social process which has goals to achieve; involves planning, organizing, staffing, leadership, directing, controlling and coordinating of the efforts of people towards the achievement of goals; and it is the guidance of direction of people towards organizational goals or objectives.

Management is a social process with the aim of achieving goals. UNESCO in Ogunu (2000) defined management as a social process which is designed to ensure the cooperation, participation, intervention and involvement of others in the effective achievement of a given or predetermined objective. Obi (2003) stated that management is a process of planning, organizing operations, in order to achieve a co-ordination of human and material resources essential to the effective and efficient attainment of set objectives. It is the art of purposeful action of planning, organizing, directing, communicating and controlling scarce human and material resources to achieve organisational goals. Osuola (2004) asserted that management is the process of achieving an organisation's goal through the coordinated performance of five specific functions namely: planning, organizing, staffing, directing and controlling.

Management has become a major challenge of modern organisations including educational institutions. This is because without proper management and coordination of both human and material resources, the achievement of educational goals and objectives will be a mirage. In line with the above, Ogbonnaya (2009) stated that the importance of management to any organization cannot be over-emphasized. It is with efficient management that an organisation or institution can plan, organize staff, control, direct and coordinate its activities to achieve predetermined goals. Adetoro (2009) asserted that the management of both human and material resources in

education is very important because of its role in the academic achievement of educational objectives. This implies that in colleges of education without management the attainment of educational goals will not be possible.

In certain respects we are all involved in management. This is probably why Onuka (2009) had viewed management as everyday phenomenon where nobody can be left out since all persons get involved in one form or another possibly without knowing that they are. This implies that management is the collective responsibility of all the staff in organisations including colleges of education.

Concept of Secondary Education

At the end of the Nigerian-Biafra war in 1970 the East Central State of Nigeria took the lead in taking over the ownership, control, provision and administration of education at all levels. This example was quickly followed by other states of the federation. Thus, a new change in school administration in Nigeria was ushered in which in turn brought a new shift and emphasis in the administration of education. There became a need to establish a centralized national plan of education to replace the old regional planning which had hitherto existed. It is the objectives of Nigerian education to produce men and women who are knowledgeable in the administration of education, and to whose shoulders will fall the responsibility to steer the educational industry and more importantly, to translate educational objectives to concrete behavioural activities which are vital for the achievement of the country's educational goals (SEMB, 2013).

The composition of the board consist of full-time chairman who is the chief executive and accounting officer of the board, who is experienced educationist of proven integrity. Four members, two of whom is on full-time basis and the other two appointed on part-time basis to represent various interests professions and the secretary. The chairman and part-time members of the board hold office subject to the pleasure of the governor, for a period of three years, and thereafter is eligible for reappointment for a further period of two years. The office of a member becomes vacant if he resigns by a written notice to the governor or is removed from office by the Governor (SEMB, 2013).

The Secondary Education Management Board (2013) manual stipulates that the board has some functions and powers which include-the management and control of all post-primary schools, recruitment, keeping of all forms of records, promotions, appointments and regularization of appointments, postings and transfers of all cadres in the post-primary schools, inter-zonal transfer including principals and vice-principals of schools and all other personnel matters like, reinstatement of staff after approval for leave of absence, study leave without pay and special leave, overall disciplinary control of the staff of the board and post-primary schools, preparation, collation and recommendation to the chairman of the budget of the board, placement of first year students and transfer of students in post-primary schools owned by the government, subject to regulations laid down by the ministry, responsibility for the collection of all approved revenue in post-primary schools in the state, periodic and regular supervision of all post-primary schools, conversion, upgrading and handling all pension matters. The secondary education management board aims at providing adequate mechanisms for monitoring what goes on in the schools and for enhancing the quality of teaching and learning that go on in them through efficient quality assurance and standard. The board also plans for physical facilities, personnel administration, fund management, and strategies to improve educational practices in secondary schools. (Mgbodile, 2004). According to Mgbodile the board also solicit and provide reliable statistics using data base that will help ascertain the general health of the educational system in such area as student enrolment age and sex of pupils including dropout rate, teacher demand and supply, movement of teachers their qualifications, cost of education, distributions morale and productivity state of infrastructural facilities like buildings, classroom space, accommodation problems, school plant provision and maintenance of laboratory equipment. The secondary education management board also establishes effective evaluation mechanism for the education system for the purpose of applying corrective measures in areas of deficiencies, re-defining the goals and objectives, modifying or fine-tuning them for greater effectiveness.

The board is responsible for local daily administration, management and quality control of schools within their jurisdiction. In addition it servers as feedback

institution to state ministries with respect to curriculum and material development techniques of teaching and evaluation procedures (2013).

The planning manual (2013) stipulates that the Board maintains nominal roll of staff in the various zones, processes and advises staff on matters concerning their conversion to a new cadre, compiling and publishing lists of retirees annually, keeping personal and secret files of all staff. The structure of headquarter office of the board consist of departments, the office of the executive secretary of the board, the internal audit unit, also office of the board in the zones for the effective performance of duties by the board. All zonal offices of the board have divisions for the effective performance of their duties and are headed by a zonal assistant secretary who is on grade level 15 or 16, but in a very exceptional case, not below the rank of chief education officer and is appointed and posted by the Secondary Education Management Board.

According to the planning practices manual, (2013) the functions of the zonal office of the board include the following-management and control of all state post-primary schools in the zone on behalf of the board, preparation of annual budgets for post-primary schools in the zone and forwarding same to the board, allocation of funds and distribution of equipment to post-primary schools within the zone subject to the approval of the board, monitoring of the activities of the board of governors, parents-teachers associations and principals of post-primary schools in the zone, exercising all forms of disciplinary control over all staff on salary grade level 06 and below, payment of salaries and allowance of tutorial and non-tutorial staff, collation of all statistical returns and budget proposal from all State post-primary schools within the zone, maintaining of school and personnel records of board staff in the zone, ensuring high performance by regular and continuous supervision of post-primary schools by supervisory principals, overseeing revenue collection and expenditure in post-primary schools in the zone, granting annual, casual, maternity and sick leave, annual performance appraisal, for all staff in the zone including principals and vice-principals and conducting quarterly meeting of supervisors from the three educational zones.

The functions of the board as stipulated by the manual (2013) of governors are to formulate policies as may guide the principals in matters relating to- budgeting and preparation of financial statement of the school, raising and management of funds subject to guidelines as may from time to time be approved by the board, overseeing the collecting of funds and revenue, disbursement of all funds including funds made available to the school, maintenance and protection of school land, building and other property, approval of jobs and supplies of materials to schools, general welfare of the school, general supervision of the school, to enforce discipline in accordance with the provision of the handbook on school administration, parent or guardian can appeal to the zonal office against any punishment meted their ward by the school, promotion of active parents-teachers association in the school and such other duties as may be assigned to it from time to time by the board. The secretary to the board of governors of post-primary school normally sends copies of the minutes of each meeting of the board of governors to the zonal headquarters of the board and to the office of the chairman.

The (2014) manual stipulates that the board has some financial provisions of being self-accounting, example the board receive and collect funds and manage same in the most effective and efficient manner for the implementation of the activities of board. The board may delegate to the zonal offices the power to collect approved revenue and disburse same on behalf of the board also grants from the federal and state government and any income derived from any property or investment of the board, any loans made to the board, equipment levies and other fees and other moneys or property that accrue to the board from any other source. The board submits to the ministry of education an estimate of its income and expenditure for the next financial year in respect of all schools and staff of the board. The zonal offices of the board prepare and submit the estimates of their income and expenditure to the board. The accounts of the board are audited annually by the state auditor-general. The state auditor-general submits a report on the audited accounts of the board to the executive governor.

The board also submits a full report of its activities including the report of its zonal offices during that school year to the ministry of education. All monies collected by

the board, zonal offices and schools except the part approved by the board are to be retained by the principals of schools for the running of their schools; others are paid into government account. All principals of post-primary schools keep account of the money received and expended in the exercise of their functions. Principals prepare and transmit to the board through the zonal offices the annual accounts of their schools in respect of that financial year. If a principal defaults, disciplinary measures are taken against the defaulting principal (Manual, 2013)

It is the responsibility of the principals of post-primary schools to collect any approved revenue accruing to the board and to pay the money collected promptly into board's account. The principals also submit the annual budget and financial statement of the school to the appropriate zonal office of the board for onward transmission to secondary education management board. The principals of post-primary schools keep accurate records of all monies received and funds allocated to the school. However no money is to be expended without the approval of the head of the appropriate zonal office of the board. Each principal is the accounting officer of the school. The zonal office in each educational zone makes available an impress from monies received or funds allocated to the schools to the principals in its area of jurisdiction for the day-to-day running of the school, including purchase of chalk, stationery, furniture and the execution of minor repairs. The chairman presides over all meetings of the board when present, and in his absence, the members present at the meeting shall elect one of their members to preside and shall have all the powers of the chairman for the meeting, (Manual, 2013).

The administrators implement policies of both federal and state ministries of education. The board has units that take charge of specific roles, these units are: The research and statistic division which according to (2013) manual include the following-defence of all component in collaboration with accounts department, prepares work plans for effective implementation of the activities of the board towards proper secondary education in the state and collects and compiles monthly programme reports on educational activities from the schools, zones and headquarters. It is the duty of the administrators to control and direct educational polices in accordance with

government regulations, directives and education laws of the state for the attainment of organizational goals.

The personnel management unit according to (2013) manual focuses on determining the personnel needs and requirements of various schools at all levels. This unit plans for the recruitment, posting, transfer, promotion, disciplining of staff, retirement and pension of staff, training and development, compensations, issuance of annual, casual and maternity leave, ensuring adequate stock and replenishment of consumables, stationary office equipment and ensuring the cleanliness of office environment through effective supervision. In general, personnel unit lay down procedures for the employment of personnel and the provision of adequate remuneration for them.

The finance and accounts unit according to (2013) manual ensures the planning arrangement of the board to-receive and collect funds and advice the board on the activities of the board, facilitate the disbursement of funds allocated to various activity centres within the board, keep adequate records on all financial transactions in the board and manage funds made available by the state government/school to the board. In order to raise fund to complement the efforts of the government, the principals are normally advised to establish a very good rapport with the parents-teachers association, board of governors and old students association for their fund raising and the monies denoted are judiciously utilized. The principals mark out special occasions like cultural dances, exhibition of our culture through dressing (Igbo, Yoruba, Housa and Efik attire) through which friends of the school donate monies generously to them. Principals may also ask parents to raise fund based on the issues faced by students in the school for instance provision of recreational materials. The unit is also in charge of revenues which accrue from school fees, overhead from government and subventions which are distributed to principals, process payment to retired staff, transfer accounting officers, arrange and raise payment vouchers and in-charge of per-rolling (payment of salaries) and issues financial instructions to the school principals. This unit also transfer accounting officers and raise monthly disbursement schedule. Mgbodile (2004), states that under no circumstances can education be regarded as

free, since it must be paid for, either by public taxation and levies or through the payment of fees of all kinds by parents and guardians.

The planning research and statistics (PRS) unit of (2013) manual has three divisions known as the planning, research and statistics divisions which work together to achieve the objectives of this department. The planning unit co-ordinates the Board's budget including defence of all Board's account, monitors and evaluates the implementation of educational plans/projects of the Boards, collates and compiles monthly programme report on educational activities from the schools, one and headquarters and also co-ordinates the Board's budgets with the accounts department. The research unit is in charge of conducting research on secondary education such as research on students' performance in Mathematics or English and male/female dropout in schools and has the responsibility of the official publication of the quarterly or yearly schools statistics for proper guidance of the government and general public. They are also involved in collecting and analyzing of secondary education data from some organization, such as WAEC, NECO and Junior WAEC. This unit also coordinates board's workshop and training programmes, providing feedback on the best method of achieving results. The statistics unit is in charge of collection, collation and analyses of data from the statistical returns from schools, zones and headquarters, give summary of analysed data at the end of each academic session, build up data bank for the Board and gives analysis of data on school building, number of buildings, equipments, laboratories and libraries. Enyi (2004) stated that for any plan to be effective, such a plan must identify the programs to be implemented as well as the goals to be achieved, the strategies and resources for achieving the objectives must be clearly spelt out. The plans should be flexible enough to accommodate changes which may be coming up from time to time.

School supervision unit's main job is supervision of instructions in schools. This department according to (2013) manual is divided into 2 sections, (i) field service (ii) evaluation section. The field service section are in-charge of supervision of teaching and learning in the state public schools, overseeing the operations of the zonal offices, posting of newly recruited teachers and conducting quarterly meetings of supervisors from the three educational zones. The evaluation section uses the result

of supervision report to analyze and determine the best administrator/principal, best teacher and best school, determine the extent of attainment of access, quality and provide information for continuous review and feedback from supervision. It is concerned with those aspects of administration aimed at maintaining the effort of personnel in line with the goals of administration. They maintain punctuality and discipline as well as facilitating change by updating patterns of work to modern techniques. It places successful candidates of common entrance examination to schools. They equally issue transfer certificate to schools and approves transfer cases in liaison with Ministry of Education. Asaya (2005), described supervision as a process of facilitating learning through planning and devising ways of improving teachers professionally and releasing their creative abilities so that they willingly improve the learning situations in the educational sector. The board also plan for the training of teachers through workshops and seminars. The chief supervisory principals in the zone meet quarterly to plan for school supervision.

The investigation and compliance unit (INCU) of (2013) manual are made up of mainly lawyers and they offer legal advice to the board. They bear the entire responsibility of handling all civil and criminal cases affecting the board. They also ensure that the board including zonal offices and public schools comply with regulations as stipulated in the financial and established circulars conduct investigations on illegal levy collection in schools as well as investigate financial matters in the zonal offices as directed by the board and represent the board in the panel on recovery of government funds and property. They also investigate on theft in schools and encroachment on any school property especially land. They try to preserve the school land by having survey plans and inventory in their states which they use in case of any encroachment on the school land, which help them in proper investigations.

The school development unit based on (2013) manual processes application for various project from schools processes handover notes from schools and zonal offices handles application for use of school premises. Processed application for approval of Parents Teachers Associations levies, from principals for award forwarding to ministry of Education. The unit is also involved with such services that pertain to

schools like boarding administration, schools clubs and societies in schools, parent Teachers Association, guidance and counselling services which conducts physiological tests and arranges for carrier guidance. They handle library matters, school inventories, school levies and use of equipment. It provides health and social services to all the secondary schools in their states. They as well plan for extra curriculum activities in secondary schools such as inter house competition and mid-term break which is observed throughout the states at the middle of each term. A good school programme ensures sequence and continuity which demands that the vertical and horizontal arrangement of the activity be smooth and realistic. Science and technology unit is in charge of monitoring teaching science subjects in schools: mathematics, physics, chemistry, biology, computer and internet service education. The board organizes seminars and workshops for science teachers prepare and update data bank for quiz competitions, monitors project exhibition by schools, places successful candidates into special science schools, monitors to ensure proper upkeep and regular use of the equipment in schools and publishes science journals.

The works and technical unit of the board plans for the maintenance of the school environment and its facilities. They construct new buildings, renovate and repair roofs of schools blown off by wind. They handle the installation of blackboards, generators, vehicles and maintain them. They are also in-charge of all school facilities. Statistical data from schools are used to distribute the facilities and equipment to various schools through the principals. School facilities are the material resources that facilitate effective teaching and learning in schools. Onwurah (2004) posited that maintenance of school plant is a critical aspect of school administration in Nigeria. Naturally school buildings and equipment depreciate in outlook as a result of factors such as age, weather, usage and carelessness, this situation calls for maintenance. For Onwurah school plant maintenance is the keeping of the school buildings and equipment in as near their original condition as possible in other words, it comprises all activities geared towards keeping of the school in a condition of wholeness and efficiency. The secondary education management board and the school administrators should ensure that all available facilities are regularly maintained, to maximize their utility.

The sports development unit organizes sporting activities in schools. They prepare students for inter-state sports, Inter-house competitions, zonal and national or company competitions and all other sporting activities in schools and maintain stores of sports equipment (2013). This unit is also responsible for all school sports, liaises with the state Ministry of Youth and Sports on sports matters and coordinates Children's Day celebrations as well as match past by the schools. The cultural civic and moral instruction (CCM) is a new department in the board. This department was formed because of the complaints of moral decadence of students particularly since the government took over schools from the missionaries. Ordained reverend ministers are mostly invited to speak to students. They organize morning prayers in offices, conduct moral instructions and take questions from students in the school (SEMB,2013).

Another important department is the statutory unit. There are two such statutory units in secondary education management board. These units are directly under the executive secretary of the board. First is the legal unit which offers legal advice to the board's staff, students and the schools. They defend cases pertaining to the board, represents the board in courts, offer legal advice to the board, uses police in case of burglary or stealing of science equipments and computers in schools while the second unit is the public relations unit. This unit is the mouth piece of the board. They are involved in dissemination of information of board activities through circulars, posters, press releases, press conferences, media coverage's of activities by both print electronic media, and in notice board. They also moderate all the functions organized by the board.

The curriculum development planning unit takes care of academic programs meant to bring about worthwhile learning experiences in a given unit. The federal ministry of education sends the curriculum to the state ministry who finally sends it to the secondary education management board. The board liaises with relevant parastatals in development and reviewing post-basic school scheme of work. It is the duty of the board to determine how these learning experiences could be arranged and organized to bring about meaningful learning. The chief supervisory principals from the zone are consulted for their input before distributing the scheme down to the

school heads. The scheme of work is unified so that every topic in every subject area is supposed to be taught in every school at the same time frame so that a child leaving one school to another, do not miss anything (2013).

Constraint to Planning in Secondary Education Management Board

The Secondary Education Management Board action plans have always faced so much constraint which has greatly affected them. According to Ogbonnaya (2004), the board is associated with a number of constraints which is basically their not using the manual effectively which include; calendar of event, fund management, personnel constraint, supervision of instruction, physical facilities and equipment constraints.

The use of calendar of event is so important in appraisal of educational programme because it serves as guide to planners, keeps them focused on what to be achieved at the academic year. Calendar of events are not planned ahead the commencement of the school yearly rather it's being up lifted from the previous plan and send to schools for use in that academic year. This method makes it impossible for previous mistakes to be corrected or new amendment to be effected in the curriculum. There is also problem of inaccurate data facing plan for calendar of event in statistical unit of the board in Abia state. It is even not a surprise that some secondary school principals do not know the number of buildings in their schools. This also makes it difficult for the management of the board to know the number and size of buildings to erect and number of facilities to provide for the academic year (Ogbonnaya, 2004).

Funds are important not only in formulating plans, but also, importantly, in executing or implementing plans. The Secondary Education Management Board in Abia state has inadequate funds for the payment of salaries and allowances, in some cases salaries are delayed. This board lack funds to procure stationeries, office equipment, refurbishing damaged school equipment and even to organize seminars and workshops for teachers (Ogbonnaya, 2000). The funds allocated to education generally from the national budget are usually not enough to service the various arms of education as expected. Similarly, schools especially at secondary level of our education lack adequate financial support and facilities for effective teaching and learning. Many programmes and services also suffer because of inadequate funds for setting up physical facilities and equipment, holding of workshops, seminars and

conferences. In most cases, the method of disbursing funds are very complicated for the fund to be adequately and timely disbursed by the Secondary Education Management Board.

The Secondary Education Management Board has inadequate school building, teaching aids and equipment for schools. According to Ogbonnaya (2004), lack of physical facilities and equipment constituted major problems to educational administrators in implementing educational programmes. Some secondary schools in Abia state have dilapidated structures and uncompleted buildings. The issue of inadequate physical facilities is more serious in Abia state and this is particularly in rural areas because they receive less attention from the government.

Supervision of instruction is one of the duties of the board but unfortunately the board lacks proper supervision of instruction like overseeing the operation of the zonal offices, supervision of teaching and learning in states public schools, which make it difficult to provide information for continuous review and feedback to the board.

Also contributing Ogbonnaya, Oboegbulem, Onwurah and Enyi (2013) noted that personnel constraint is one of the human factors constraining planning and implementation of educational programs. He noted that planning of educational program is usually integrated into the national development plan. The planners are mainly economists who plan all sectors of the economy including education. The author also stated that unit educational planning in Nigeria was largely undertaken by people who were not professionally trained in educational planning thereby putting a square peg in a round hole. In addition, since the directives for educational planning come mostly from politicians, and the planning policies and goals derive from the ideology and programs of the party in power the government takes the upper hand in determining those to be commissioned to plan educational programs. This often goes to non-experts who are party affiliates rather than those trained in educational administration and planning. The consequence of not using calendar of events, insufficient fund, inadequate personnel, inadequate physical facilities and equipment, lack of proper supervision of instruction in secondary schools has led to failure in planning practices of the board which has necessitated this study.

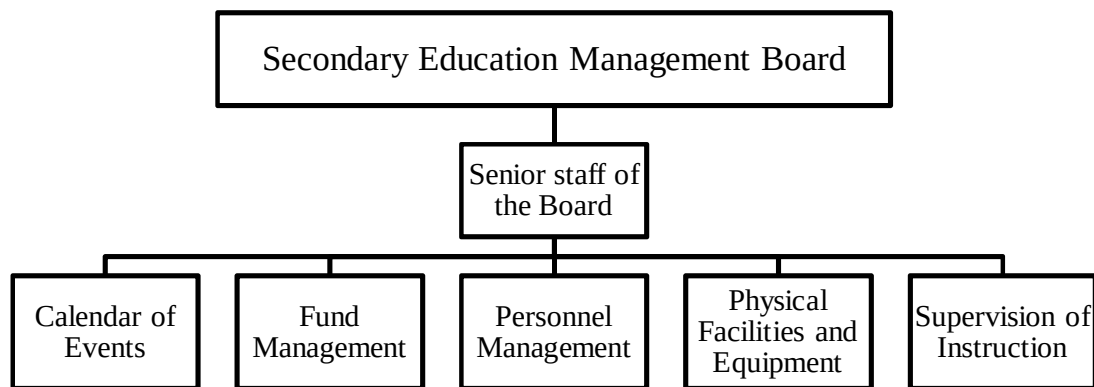


Figure 1: Schematic representation of the relationship between the major variables of the study

The above schema clearly reflects the inter-relationship between the key variables of the planning practices of the Secondary Education Management Board of Abia State. The schema shows that the board plan to achieve the desired objectives of education. This has, therefore, informed the need for this study which is to appraise the planning practices of Secondary Education Management Board of Abia state, Nigeria.

Theoretical Framework

Planning Theories

The mixed scanning model of planning was developed by Etzioni in 1968). Etzioni suggested that organizations plan on two different levels: the tactical and strategic. He posited that organizations could accomplish this by essentially scanning the environment on multiple levels and choose different strategies and tactics to address what they found there. Etzioni believed that mixed scanning approach would allow planning organizations work on both the functional and more big-picture oriented levels

2. Advocacy Planning Theory

This theory was propounded by Lane (2005). The advocacy planning takes the perspective that there are large inequities in the political system and in the bargaining process between groups that results in large numbers of people unorganized and unrepresented in the process of advocating for the interest of the underprivileged and

seeking social change. Again, public participation is a central tenet of this model. A plurality of public interest is assumed and the role of planning is essentially as facilitator who either advocates directly for underrepresented groups or encourages them to become parts of the process.

This shows that in planning therefore, goal setting is ultimate. Goals can be distinguished according to the specificity of their performance standards. Goals that incorporate specific standards (example: complete twenty problems in one hour) are more likely to enhance motivation and learning than are general goals (example: do your best) because specific goals better describe the amount of efforts needed to succeed. Motivational benefits are not as great with general goals because almost any level of performance satisfies the standard (Locke and Lathan, 2002)

The Behavioral Science Theory

The behavioral science theory is viewed as a synthesis of the scientific management, and the human relations theories. The proponent Chester Barnard (1938) advocates that the best approach to facilitate work and productivity in an organization is through an understanding of the worker, his job content, and the work environment. The theory postulates that productivity, and the worker should be integrated so as to achieve both organizational and personal goals. The behavioral science theory provides an integrative approach to educational planning. The theory is related to this study because secondary education management board will now consider the interest of the teachers, students and their environment by providing physical facilities like furniture for teachers and students, well equipped classrooms, good water supply and beautiful environment which will enhance teaching and learning in secondary schools in Abia state.

Human Relations Theory

The first great proponent of human relation theory was Mary Parker Follett (1868). The human relations theory has as its central idea the notion that the human factor is very important in the achievement of organizational goals. The proponent of this theory held the view that workers will achieve better if their personal welfare was taken into consideration and that such problems can only be minimized when there is

cooperation among the workers. Follett emphasized coordination as the basis for any organizational effectiveness. According to this theory, it is only when individuals are treated humanely that they can have the motivation to participate actively in the achievement of organizational goals.

Though the human relationship theory has been accepted as the basis of democratic administration, it is seen as being too sentimental on workers, and sometimes detrimental to the achievement of organizational objectives. This theory is related to this study because the board in appraising principals and teachers through supervision of instruction, the board should also give non-monetary incentives by recognizing their personal values, developing interests in their welfare and maintaining open-door policy with the other members of the board staff. With the human relations theory the focus is on the people and how they interact. It is believed that the basic problem of any organisation whether it is an industry, educational system or even a family is the planning, building and maintenance of good relationship among the various group of people within the organisation. Lastly, this theory is related to this present study because both of them involve planning, budgeting, organisation as well as coordination.

The System Theory

The proponent of system theory was a German Biologist, Ludwig von Bertalanffy in (1936) who described a system as a set of actors interacting with each other in a situation that has an environmental aspect. The individual actors in a social system are motivated by their personal needs disposition. This approach is based on a set of interacting personalities bond together by social relationship. The system theory held that an organization is a social system made up of integrated parts. Ludwig von noted that a system is a structure with interdependent parts. They do not exist in a vacuum and its operations are mutually dependent on its internal and external environments

The secondary education management board is a social system that has structure and process. This theory is related to this study because it will enable the board to view the organization both as a whole and as a part of a larger environment

as they plan for calendar of event, fund management, personnel, physical facilities and equipment and supervision of instructions.

It is known that if any part of a system is not working well it will jeopardize the efficient working of the whole system. When calendar of events are not planned ahead of time, funds not allocated properly, supervision of instructions and physical facilities and equipment for schools not given due attention or when they are inadequate and of low quality, it will dampen the morale of students and teachers which may generate tension. This will of course affect the input in their studies and equally affect what they acquire in terms of knowledge, skills and values

With reference to the aforementioned theories, the researcher chose to anchor this work on the system theory. The system theory emphasizes the need for organizational linkages and that no organization can function independently. The board needs to embark on system theory in order to attain the stated educational goals in Abia State.

Review of Empirical Studies

Studies Related to Calendar of Events

Ogakwu (2009) conducted a study on Planning and Recruitment Practices of Public and Private Secondary Schools in Enugu State. The main purpose of the study was to compare the planning practices and recruitment procedures of public and private secondary schools in Enugu State. Two research questions were posed and two hypotheses were formulated and tested at 0.05 level of significance. Sample data obtained from the study were analyzed using mean, standard deviation, ANOVA, and t-test. The result of the analysis suggests that significant difference exist in their practices. The findings of the study indicated that planning is made ahead of time by the ministry of education before the commencement of secondary schools for the public schools while planning in private schools were not made ahead of time. Public secondary schools recruit professional teachers while private secondary schools recruit mostly non-professional teachers. Ogakwu (2009) study is related to the present study as both studies are concerned with the planning practices. This study is also related to the present study because they have the same purpose, but they differed

in area of study and population. Both differed in their topic, this study was on planning practices of public and private secondary schools in Enugu State, while the present study is on the appraisal of planning practices of secondary education management board, of Abia State.

Solomon (2012) conducted a study on Appraisal of adherence to universal Basic Education (UBE) Commission manual on management of Universal Basic Education (UBE) in South Eastern States. The purpose of the study was to appraise adherence to Universal Basic Education (UBE) to commission on management of universal Basic Education (UBE) in South-Eastern States of Nigeria. Five research questions were postulated and five null hypotheses were formulated and tested at the probability of 0.05 level of significance. Interview and observation were also used. A 42 item structured questionnaire was developed and used to elicit responses from the respondents. The population of the study was 5640 made up of 1440 staff of the State Universal Basic Education Board (SUBEBS) and 4200 (HPJSS). The study was a descriptive research design survey. Questionnaire, observation and interview were the instrument used for data collection. The data collected were analyzed using mean and standard deviation to answer the research questions. t-test statistics was adopted for testing the hypotheses and percentages were used for the observation. It was found that: the Board adhered to the Universal Basic Education (UBE) commission manual on financial management; provided staff training and development; kept inventories of physical facilities and equipment in schools; and organized regular pre-and post-supervisory meeting for supervisors of schools so that to assist them know the strengths and weakness of the school system. This study is related to the present study because both studies sought to find out the adherence of their organization to the approved guidelines. Both studies descriptive design and developed a researcher questionnaire for data collection. The two studies differed in population, area of study and this study made use of observation.

Olibie (2013) conducted a study on curriculum planning practices and challenges of secondary school principals in Anambra State in an era of knowledge and learning management. Two research questions guided the study. The descriptive survey design was used. The entire population of 268 principals was studied hence,

there was no sampling. A questionnaire titled, Principals' Curriculum Planning Practices and Challenges Survey (PCPPCS) containing 21 items was validated, tested for reliability and used as the data collection instrument. Mean scores were used in answering the research questions. The findings of the study indicated that there is insufficient curriculum planning among the principals. The perceived challenges faced by principals in school curriculum planning include: inadequate allocation of resources and funds for school curricula and co-curricular activities, incompetence and poor understanding of curriculum change visions inadequate training on curriculum innovations, and poor ability to use statistical data to make inferences for curriculum improvement. It was therefore recommended among other things that principals should pay serious attention and improve on their planning practices especially with respect to organising, controlling, planning, and coordinating practices of curriculum, in that order. The principals should engage in reading professional journals, peer mentoring, and participating in professional conferences and seminars to help them achieve excellence in school planning for curriculum and learning management. Olibie's study is related to the present study because they used the descriptive survey design and they both were concerned about the planning practices of secondary schools as it affects students' performance in their areas of study.

Arumah (2010) carried out a study on appraisal of management practices of National Examinations Council of Nigeria. The purpose of the study was to find out the extent the management of National Examinations Council (NECO) adhered to the provision of the manual in personnel, examination, infrastructural facilities, financial and supervisory management. The researcher postulated five research questions and formulated five null hypotheses to guide the study. Descriptive survey research design was adopted for the study. The population of the study consisted of 154 senior administrative staff and 44 heads of departments making a total of 198 respondents in all the 36 states on Nigeria including NECO offices in Abuja and Minna. No sampling was carried out due to the smallness of the population of the study. 50-items questionnaire was used for data collection. Mean scores and standard deviation were used for the analysis of the five research questions while t-test was used in testing the null hypotheses at the 0.05 level of significance. It was found out that NECO

management adhered to the manual in personnel management, examination, management, instructional facilities management, financial management and supervisory management. The similarity of the study on the present study is that both studies used the manual to appraise the planning practices of educational institutions with the aim of finding out whether or not these organizations adhere to the approved manual in their planning practices. The study differs from the present study because the study sought to find out the extent National Examination Council (NECO) management adhere to the provision of the manual in personnel, examination, infrastructural facilities, financial and supervisory management. But the present study sought to find out the extent to which the secondary education management board of Abia state adhered to the approved manual in calendar of event, fund personnel, physical facilities and supervision of instruction as the planning practices of the board.

Studies Related to Fund Management

Anikwe (2008) carried out a study on ñevaluation of financial management practices of provosts of colleges of education in South-eastern statesò. The research used five research questions and formulated five null hypotheses to guide the study. The target population was 86 staff, made up of 20 heads of department, 5 provosts and 61 bursary staff of federal colleges of education. The study found out that heads of department, provosts and bursary staff of federal colleges of education in the south-east states adhere to the manual on financial management practices. The study is related to the present study because both adhere to the use of manual provided for financial resources as one of the planning practices of their organization. However, the two studies differ because the present study focused on finding out the extent of fund management by the secondary education management board of Abia State in their planning practices; they also differ in population and area of study.

Similarly, Ifeanyi (2008) carried out a study on appraisal of financial management practice of two Enugu State-owned tertiary institutions. The main purpose of the study was to find out the extent of adherence to the manual issued to them on funds management by the Enugu State government. The researcher postulated five research questions and five null hypotheses which were formulated and tested for

at 0.05 level of significance. Descriptive survey research design was adopted and no sampling was done due to the smallness of the population of the study. 40-item questionnaire was developed and administered to 92 administrative head and 110 accounting officers totalling 202. Mean scores and standard deviation were used to answer the five research questions and t-test was used to test the five null hypotheses. Questionnaire was the instrument used to collect data. The findings revealed that in budget preparation, presentation and defence, people who actually operate the educational programme have a large share in budget proposal. The administrative heads, accounting officers and budget committee members plan the budget based on the accounting manual while the disbursement of funds were based on the accounting manual on guidelines to various unit heads on monthly basis. The study is related to the present study because both discussed financial resources management practices in their institutions, both studies also sought to find out adherence to the use of manual by the institutions. The two studies differ because Ifeanyi's study focused on financial resources while the present study focused on fund management practices. Both studies also differ in terms of scope, population and the purpose.

Another study by Bua and Adzongo (2014) investigated the impact of financial management on secondary school's administration in Zone A Senatorial District of Benue State-Nigeria. Two research questions and two hypotheses guided the study. The literature was reviewed under conceptual frameworks which identified the gap to be filled by this study. It also provides a roadmap as to the type of design to be used. The descriptive survey design was adopted for the study. The population of the study comprised 1229 teachers from 90 secondary schools, but 292 teachers were used for the study. A 10-item structured four-point rating scale questionnaire constructed by the researcher titled impact of financial management on secondary school administration questionnaire (IFMSSAQ) was used for collection of data for the study. A pilot test on the instrument was conducted before taken to the field. Data obtained from the field study were then analyzed using descriptive and inferential statistics. Means and standard deviations were used to answer the research questions while the chi-square (χ^2) test of goodness of-fit was used to test the hypotheses at 0.05 level of significance. It was found out that prompt payment of staff salaries and allowances

significantly impact on the management of secondary schools. More so that school fees and other revenue generated significantly impact on the provision of instructional materials in secondary schools in Zone A Senatorial District of Benue State .This study has relevance to the present study because both used descriptive survey design and also dealt with fund management and instructional materials, but differ in population and area of study.

The study by Oruwari (2011) investigated the constraints to financial management of secondary management schools in Owerri educational zone of Imo State as perceived by principals and bursars. Two research questions and two hypotheses were formulated to guide the study. A purposeful sampling technique was used to sample 40 schools from the area of study. The researcher made use of structured questionnaire consisting of 25 items as instrument for data collection. The data were analysed using, mean, Standard deviations and t-test statistics. The result of the analysis showed that poor knowledge of financial management skill by the bursars and accounting officers which always results in inadequate keeping of financial records, inadequate funding of schools which has created much difficulty to principals running of their schools, dishonest practices have many times resulted to interpolation of account books and embezzlement of school funds, Based on the findings, it was recommended among others that every effort should be made to appoint honest principals and bursars to avoid mismanagement and embezzlement of school funds, there should be increase in the allocation of funds to schools. This study has relevance to the present study because both used self developed questionnaire for data collection, standard deviation and t-test statistics, but differs in population and area of study. These studies differed in topic as this study is on constraints to financial management in secondary schools, while the present study is on fund management by the board.

Studies Related to Personnel

Mc Nulty (2005) carried out a study on improving employees' productivity through effective performance appraisal in colleges in Texas. The purpose of the study was to find out how to improve employees' productivity using effective performance

appraisal. The study adopted a descriptive survey design and was guided by two research questions. The population of the study consisted of 93 college principals in Texas and they were all used for the study. The instrument for data collection was a questionnaire designed by the researcher and tested for reliability using Cronbach's Alpha method. The data collected from the respondents were analyzed with percentage distributions. The findings of the study showed that staff performance appraisal improves employees' productivity by measuring the quality of services rendered by the employees, strengths and weakness, enabling employees to improve their performance, identifying training and development needs of employees and motivating employees for maximum performance. The above study is related to the present study because these studies were descriptive survey studies. It is also related to the present study by using the same instrument for data collection which was a questionnaire developed by the researchers. The relationship between these studies also lies in the fact that they were, among others, concerned with staff performance appraisal practices in educational institutions.

Twa-Twa (2009) carried out a study on the impact of appraisal of staff performance on staff productivity in secondary schools in Kampala. The study adopted a descriptive survey design and was guided by three research questions and two null hypotheses. The population of the study consisted of 89 male and female in the 89 secondary schools in Kampala. The entire population was used for the study due to its manageable size. The instrument used for data collection was researcher's developed questionnaire that was subjected to validity and reliability tests. The validity of the instrument was ascertained through its face validation by an expert in the field of education in Kampala. The instrument was trial tested on 12 subjects that were not part of the study so as to determine the internal consistency of the items and it yielded reliability co-efficient of 0.75. This figure was considered high enough to make the instrument reliable. The questionnaire was administered to the respondents in their various schools by the researcher and either research assistants. The data collected from the respondents were analysed using descriptive statistics of mean and standard deviation to answer the research questions, while z- test was used to test the null hypotheses that guided the study. The findings of the study revealed that appraisal

of staff performance impacts positively on staff productivity in secondary schools by enabling the principals to understand the present performance of their staff in their jobs in order to renew them fairly and identify those that need to be promoted, transferred or even dismissed; obtained necessary information for succession planning; identify potential performance; identify training and development needs of staff; and to motivate the staff of the institution, among others.

Twa-twa's study is related to the present study in the sense that both studies used the descriptive survey design. Both studies are also related by using the same instrument for data collection which was a questionnaire developed by the researchers and subjected to validity and reliability tests. These studies are also related by using the same methods of reliability estimate, data collection and descriptive analysis. Above all, these studies were, among others, concerned with staff performance appraisal in educational institutions and they are, therefore related.

Nnamdi (2006) carried out a study on staff performance appraisal as correlates of effective staff performance in state universities in South East Nigeria. The study adopted a correlation survey design and was guided by five research questions and five null hypotheses. The population of the study comprised 3,112 academic and non-academic staff of the five universities in South East Nigeria. In selecting the sample for the study, the researcher adopted a multi-stage sampling technique in which samples of 500 subjects were selected. This was made up of 250 academic staff and 250 non-academic staff. The instrument for data collection was a researcher-developed questionnaire and it was validated by three experts, two in educational administrations and planning, and one in measurement and evaluation at Abia State University, Uturu. The reliability of the instrument was determined by trial testing it on 20 academic staff at the Rivers University of Science and Technology, Port Harcourt. The Cronbach's Alpha method of reliability estimate was used to determine the internal consistency of the items and it generated a grand reliability of 0.82 which indicated that the instrument was reliable. The researcher and seven other researcher assistants administered the questionnaire to the respondents in their various schools. Means and standard deviation scores were used to answer the research questions, while a t-test statistic was used to test the null hypotheses of the study. The findings of

the study showed that there is a positive correlation between staff performance appraisal effective staff performance in universities based on the fact that: staff performance appraisal enables the staff to improve their work performance; it enable the institution to identify its employee's strengths and weaknesses; it provides a platform for rewarding staff in relation to their contributions to the realization of the goals of their institution; it is through staff performance appraisal reports that staff are promoted, transferred, demoted or even dismissed; it also helps to measure the quality of services rendered by the staff and for the retention of well qualified staff, among others.

The above study is related to the present study in the sense that both studies used the same sampling technique to select their study samples. These studies are also related by using the same instrument for data collection which is a questionnaire developed by the researcher and subjected to the same methods of validity and reliability tests. The above study is also related to the present study by adopting the same methods of data collection and analysis. In addition to these facts, both studies are related by the fact that they were concerned with personnel appraisal practices in organization, among others.

Ikinako (2008) conducted a study on human resource management skills required of technical college administrators in south-south Nigeria. The purpose of the study was to determine the human resource management in the technical colleges. Four research questions were developed and four null hypotheses were formulated and tested at the probability of 0.05 level of significance. A 55-item structured questionnaire was developed and used to elicit responses from the respondents. Three experts were engaged to face validate the instrument. The four areas of human resources management skills were tested for reliability with Cronbach alpha (α), internal consistency of 0.89, 0.88, 0.91 and 0.88 while the average reliability was 0.89. The population of the study was 238 respondents made up 54 technical college administrators and 184 technical teachers. The study was a survey. The instrument used for the collection of data was a questionnaire and the data collected were analyzed using mean and standard deviation to answer the research questions, and t-test statistics was adopted for testing the hypotheses.

The findings reveal that administrators carry out strategic human resource planning before selection process; specify recruiting and selection goals to ensure the type and number of individuals to be employed; select the best qualified candidate after test; orient new employees of their transition to the institution; and ensure that the employees know what to do and how to do it. It was also found out that the administrators design and carry out training programme for jobs; develop employees to have more knowledge to be more employable in the future; motivate employees to maximize human efficiency in job performance in these organizations; treat employees as human beings who deserve respect; praise employees publicly and criticize them privately; fulfil the social responsibilities of these institutions or organizations to the employees by improving their quality of life; care for employees' well being; ensure that the working environment is safe and healthy and avoid excess work-load and unrealistic time deadlines, which put an employee under pressure and subsequent stress. Ikinako's study is related to this present study because both studies used the same sampling technique to select their study samples. These studies are also related by using the same instrument for data collection which is a questionnaire developed by the researchers and subjected to the same methods of validity and reliability tests. The above study is also related to the present study by adopting the same method of data analysis. In addition to these facts, both studies are related by the fact that they were concerned with their personnel practices.

Studies Related to Physical Facilities and Equipment

Study was conducted by Nwosu and Okolo (2009) on Indispensability of Infrastructural Reform in Primary Education for Effective Teaching and Learning in Nsukka Local Government Primary School Enugu State. The study examined the indispensability of infrastructural reform in primary education for effective teaching and learning. Two research questions guided the study. The sample for the study comprised 100 male and female teachers in Nsukka Local Government Primary Schools. The instrument for data collection was questionnaire. Mean score was used for data analysis. Results showed that poor infrastructural facilities such as shortage of classroom, lack of textbooks, inadequate instructional materials, lack of sports and

recreational facilities, lack of staff and pupils conveniences and shortage of furniture contribute to low standard and poor quality education. Results also revealed that infrastructural reforms such as building new classrooms, supply of textbooks, provision of instructional materials, furniture, building of staff and pupils' conveniences and provision of sports and recreational facilities will help improve learning outcomes that are of good and standard quality for youth development. Okolo and Nwosu's studies are related to the present study for they used researcher developed questionnaire for data collection. They are related for they adopted the use of mean for data analysis. They are also related because both emphasised the need of infrastructure for effective teaching and learning in secondary schools. Both studies differed in scope, population and in their sample of study.

Another study was conducted by Ifeanyieze (2006) on challenges and coping initiatives of provosts in the administrative of colleges of education (Technical) in Nigeria. The purpose of the study was to identify the challenges and coping initiatives of provosts in the administration of colleges of education in terms of management of instruction programmes, personnel administration, student administration, management of finance, physical resources management, maintenance of school-community relationship as well as relationships with other external bodies and management of time and stress arising from the administration of these colleges. The study was survey research design. The researcher developed seven research questions and six null hypotheses were formulated and tested at 0.05 level of significance. Three experts validated the instrument that contains 101 questionnaire items in sections A-G. Spearman's correlation coefficient was used to determine the reliability of the instrument with values of 0.89, 0.87, 0.86, 0.85, 0.87 and 0.84 respectively. The population for the study was 72. Mean and standard deviation were used to answer the research questions; analysis of variance (ANOVA) was used to test the null hypotheses one and two while the t-test statistic was used for testing hypotheses three, four, five and six. It was found out that the challenges arising from instructional programmes include lack of seats, textbooks and instructional materials in addition to the presence of obsolete textbooks and machines while provision of appropriate

facilities by involving non-governmental organizations and foreign agencies are the copy initiatives needed in management of instructional programmes.

Ifeanyi's study is related to this present study in that it highlighted the administrative practices of provost in colleges of education on inadequate facilities. The present study highlighted physical facilities and equipment as one of the planning practices of secondary education management board. The study differs from the present study because they have different scopes, hypotheses and significance.

Ejionueme and Ozioko (2008) had a study on provision of physical facilities in Secondary Schools in Enugu State. The main purpose of the study is to find out the position of physical facilities in secondary schools in Enugu state. The design of the study was descriptive survey design. Four research questions and five null hypotheses were used as statistical tool for data analysis. The population of the study consists of all the 279 secondary school principals and the 283 senior administrative staff of the post primary schools management board (PPSMB) Enugu. Questionnaires were applied as a data collecting instrument. The findings of the study show that Secondary education occupies a very strategic position in a nation's educational system. It determines the fate and dictates the pace of education at tertiary levels. The secondary level of education prepares the beneficiaries for adult life, promotes social change and social stability, helps young people to identify and choose their roles in their adult life and motivates them for continuing education. Ejionueme and Ozioko(2008) study is related to the present study as both are concerned with examining the poor state of physical facilities and equipment in secondary schools which drastically affected teaching and learning in secondary schools. This study is related to the present study because both studies were carried out on the school boards. These studies are similar for they used researcher developed questionnaire for data collection and they also used descriptive survey design for data analysis but differed scope, population and geographical area of study.

Adeyemi and Adu (2010) investigated enrolment analysis and physical facilities for the Universal Basic Education (UBE) programme in Ekiti State Nigeria. As a descriptive survey, the study population comprised all the 748 primary and 182 junior secondary schools in the State. The sample for the study was identical with the

population as all the schools were involved in the study. The instruments used for the study were two inventories, one for primary schools and the other for the junior secondary schools. The data collected were analyzed using frequencies, percentages and ratio. The findings showed that there was a rise in enrolment growth rate in UBE schools. The class-size was however, low in primary schools but high in junior secondary schools. The progression rates were high in both levels of education while the physical facilities were not adequate. It was concluded that the provision of physical facilities did not match the enrolment growth rate of pupils in primary and junior secondary schools in the State. Based on the findings, it was recommended that the State Government should ensure full implementation of UBE programme by making adequate provision of physical facilities, to cater for the increasing number of pupils in the schools. The above study is also related to the present study by adopting the same methods of data collection. These studies are related for they adopted descriptive survey design for data analysis. The above study is related to the present in the sense that both studies used the same sampling technique to select their study sample. In addition to these facts, both studies are related by the fact that they were concerned with infrastructural facilities in secondary schools. Both differ in purpose, population and area of study.

Alabi .F.O. (2012) investigated the influence of school types and facilities on students' academic performance in Ondo State. It was designed to find out whether facilities and students' academic performance are related in private and public secondary schools respectively. Descriptive survey design was used. Proportionate random sampling technique was used to select 50 schools in Ondo state. Two set of research instruments named School Facility Descriptive and Students Academic Performance Questionnaire (SFDAPQ) for principals; and School Facility Descriptive Questionnaire (SFDQ) for the teachers were used for the study. T- Test was used to analyze the data. All hypotheses were tested at a significant level of 0.05. The study revealed a significant difference in facilities available in public and private schools in Ondo State. It however revealed no significant difference in academic performance of students in the two types of secondary schools. Suggestions for the procurement of more facilities in public secondary schools were made in order to enhance students'

academic performance. This study is related to the present study by being a descriptive survey study. These are also related by using a researcher developed questionnaire. In addition to these similarities, both studies were concerned, among others, with physical facilities, student's performance and measure of effectiveness in secondary schools.

Owoeye and Yara (2011) looked at the provision of facilities as it relates to academic performance of students in agricultural science in Ekiti state of Nigeria between 1990 and 1997. The study population was results of the West African School Certificate Examinations (WASCE) conducted between 1990 and 1997 in 50 secondary schools in both rural and urban areas of the state. One validated instrument (STQF) was used for data collection. One hypothesis was formulated and answered. Data were analysed using mean and t-test. The results showed that there were no significant differences in the performance of students between rural and urban secondary schools in term of availability of library facilities ($t = 1.79$, $p < 0.05$), availability of textbooks ($t = 1.20$; $p < 0.05$) and availability of laboratory facilities ($t = 1.83$, $p < 0.05$). It has been established that facilities are potent to high academic achievement of students; therefore, Ekiti State Government should provide adequate material resources to rural/urban locations to enhance teaching and learning processes. The Parent Teacher Association (PTA), philanthropist and other charitable organizations are also implored to compliment the effort of the government to boost the performance of students in SSCE. This study is related because they dealt on physical facilities in secondary schools and also use data to analyzed their mean and t-test. These studies are also related because they have interest in school facilities and academic achievement of secondary schools in their states.

Studies Related to Supervision of Instruction

Eneremadu (2008) conducted a study on Reforms in School Inspection in Secondary Schools in Owerri education zone of Imo State. Three research questions and one hypothesis were formulated and tested at 0.05 level of significance. Descriptive survey design was used to investigate the strategies for improvement of quality assurance and standard in secondary school in Owerri education zone. The

sample comprised of all secondary school principals and all supervisors of secondary schools in the eleven local government area of Owerri education zone in Imo State. The result of the findings show that all the principals and supervisors are of the opinion that certain strategies in the area of provision of facilities and equipments must be adopted in order to improve the inspection of secondary schools in Owerri education zone of Imo State. Some of the strategies to be adopted according to the respondents are; provision of vehicles for inspection, provision of comfortable office, inspectors reports and inspectors updating themselves by reading current literature on inspection. The above study is related to the present study for both adopted the descriptive survey design for data analysis. The study is related to the present study as both are concerned with the improvement of supervision in secondary schools but they differed in scope, population, topic and area of study.

Ogba (2011) conducted a study on human resource management in secondary schools in Ebonyi State. The general purpose of the study was to investigate management of human resources in public and private secondary schools. The researcher formulated six research questions and four null hypotheses to guide the study. The instrument used for the study was questionnaire. The respondents expressed their opinions on the questionnaire items based on a response mode of strongly agree, agree, disagree and strongly disagree. The descriptive survey design was employed for the study. The population for the study was 4, 210 comprising tutorial, non-tutorial staff and principles of public and private secondary schools. Multi-stage sampling was adopted in order to ensure precision and thoroughness in the sample selection. A total of 57 items was generated for data collection. The validity of the instruments was established by subjecting the draft instrument to face validation. The instruments for data analyses were mean ($\bar{x}$) scores, standard deviation and t-test. It was found out that principals used disciplinary measures in public and private secondary schools to control staff as well as motivational techniques to encourage staff in public and private secondary schools. Supervisions of instruction in public and private secondary schools are very effective. Other findings are that qualified teachers of instruction are recruited in public schools while unqualified teachers abound in private secondary; however, there is no significant difference in the mean ratings of

responses of experienced and inexperienced principals on the effectiveness of supervision of instruction and in the mean ratings of responses of teachers from public and private secondary schools on the recruitment of qualified teachers. Ogba's study is related to the present for both used researcher developed questionnaire for data collection. This study is relevant to the present study because both used descriptive survey design to analyse their data. These studies are relevant for both subjected their instrument to face validation. The present study differs from Ogba's study in purpose, research questions, and the scope of the study.

Ugwu (2008) also conducted a study on reforms in education administration in secondary schools in Enugu State. This study was designed to ascertain the administrative practices and extent of principal's involvement in secondary schools in Enugu State. Two research questions and two null hypotheses were formulated to guide the study. The sample comprised 40 secondary school principals in two Local Government Areas of Nsukka and Uzo-Uwani termed urban and rural schools respectively. The instrument was a 27-item researcher-developed questionnaire in two clusters. Means and t-test statistics were used in data analysis. The result showed among others, that the principals of secondary schools are not actively involved in the administrative practices for secondary schools in Enugu state. The areas of inactive involvement according to the researcher include; monitoring of teachers, organizing workshops and seminars, empowering of teachers and students, home visitation, discipline of students and staff, provision of attractive environment, provision of computers and well equipped libraries among others. This study is related to the current study because they were descriptive studies. These studies are related by using the same instrument for data collection which is questionnaire that underwent the same validity and reliability tests. These studies are also related by adopting the same descriptive statistical tools of mean and standard deviation in answering their research questions.

Okendu, J.N. (2012) had a study that is designed to determine whether instructional processes and supervision have any measurable bearing on the academic performance of secondary school students in Degema (Delga) local government area, Rivers State, Nigeria. Four research questions and three null hypotheses were posed to

guide the study to a logical conclusion. A structured research questionnaire was administered on a sample size of seventy-seven (77) secondary school teachers in Degema local government area. Data generated from the research questions and null hypotheses were treated with statistical independent t-test of pooled and non-pooled variances and Pearson Product Moment Correlation Statistics (Pearson r). The results of the data analysis indicated that regular instructional supervision has a significant bearing on students' performance, instructional supervision has a significant relationship with instructional processes, instructional problems has a significant relationship with instructional supervision, and teachers classroom instructional processes has a significant difference on the academic performance of secondary school students while institutional administration has no significant bearing on teachers classroom supervision, instructional supervision has no significant relationship with educational planning and academic program planning of secondary schools in Delga. Recommendations were proffered based on the findings to improve instructional processes and instructional supervision and enhance the academic performance of students in secondary schools in Degema local government area, Rivers State, Nigeria. Okendu's study is related to the present study because they used researcher structured questionnaire and underwent the same face validation and reliability test. The above study is also related to the present study because they emphasised on regular instructional supervision of schools and academic performance of secondary schools.

Adenike, O.K. (2014) investigated the instructional supervisory roles of secondary school principals and inspectors of the ministry of education in Lagos state. A total of 20 principals and 20 inspectors were randomly selected. A descriptive research of the survey design was adopted for the study. Two sets of questionnaire were used to gather information from the sample chosen for the study. The validity of the instruments was ascertained. The internal consistency of the instruments was established through test-retest method which produced a coefficient of 0.76 and 0.78 respectively. Two hypotheses were generated and tested at 0.05 level of significance. The data collected were analyzed using Pearson product moment correlation to test the relationship. The study revealed that there was significant relationship between

principals and inspectors instructional supervision. The studies also showed that principals and inspectors were alert to the possibilities for improvement of instructions, possess the ability to work and actively engaged in discharging their duties in terms of monitoring and evaluation. Based on the findings, it was recommended that the Principals and inspectors should be given more necessary orientation which would guide them the more in their positions as instructional supervisors. They should be refreshed through working in conjunction with neighbouring universities. Workshops, seminars and in service training should be made available to them. Inspectors from the Ministry of Education should be equipped to make reports available and follow up to see that weaknesses identified in schools are corrected. Adenike's study is related to the present study for both used descriptive survey design. Both studies are related by using the same instrument for data collection which was a questionnaire developed by the researchers and subjected to validity of reliability tests. This study is also related by using the same methods of reliability estimate, data collection and descriptive analysis. Above all, these studies were among others, concerned with instructional supervisory role in secondary schools.

Summary of Literature Review

The literature reviewed centred on the conceptual and theoretical framework which looked into the definitions of the basic concepts of planning, educational planning, management and appraisal of planning practices. Planning entails thinking out in advance what to do in order to achieve a predetermined objective. Educational planning on the other hand involves the allocation of the scarce resources to the process of educational system in order to achieve the goals of education in the society. Management has been conceptualized as a social process which involves a sequence of co-ordinated activities that include planning, organizing, co-ordinating and controlling in order to use available resources to achieve specified aims and objectives effectively and efficiently. Appraisal of planning practices has been seen as the rational process of procuring the right personnel, calendar of events, funds, equipment and instructional materials with a view to enable the board contribute effectively to

goal achievement in the organisation. Whereas appraisal of planning practices has to do with the process of making value judgment based on empirical data made available through measurement. The review reveals the extent to which the secondary education management board use the manual in their planning practices, which involves: planning of calendar of event, planning for fund management, planning for physical facilities and equipment, planning for personnel, planning for supervision of instruction and the factors that militate against effective planning practices of the board.

Some constraints that hinder the effective implementation of the functions and their solutions were also proffered. Some of the constraints include: insufficient funds from the school board, insufficient qualified supervisory personnel, insufficient supervisory materials like folders and assessment report sheet, insufficient physical facilities and equipment, inconsistent plan for school calendar every academic year and inaccurate statistical data like the number of children in schools. The study also highlighted various modalities employed by the authorities for improving appraisal of planning practices of senior staff of Secondary Education Management Board for effectiveness. Some of these modalities were regular payment of staff salaries and allowances, making funds available to secondary education management board, employing qualified personnel and providing infrastructure among other things.

Some theories of planning were also reviewed and they include Fredrick Taylor's scientific management theory, Chester Barnard's behavioural science theory, Parker Follett's human relation theory and Bertalanffy's system theory. The scientific management theory emphasized productivity at the expense of the human worker. The behavioural science theory emphasized that the best approach to facilitate work in an organization is by understanding the worker, his job and work environment for the realization of set organizational goals. The human relation theory emphasized that workers will achieve better if their personal welfare are considered while the system theory highlighted the importance of organizational linkage and that no organization can function independently. For effective appraisal, different units and human elements in the units should supply accurate information, also materials for teaching and learning should be provided by the board. The researcher however, chose

to anchor the study on the systems theory as the basis for the achievement of the organizational goals.

Whilst reviewing the literature pertinent to this study the researcher observed with dissatisfaction that empirically, not much related work has been done on the planning practices of the board like: planning of calendar of events, fund management, personnel, physical facilities and equipment, and supervision of instruction. Although, the available literature offered much by way of information, no study has been carried out on appraisal of planning practices of Senior Staff of Secondary Education Management Board in Abia State. In view of these gaps in the available body of research, this study was carried out, in order to empirically appraise the planning practices of secondary education management board in Abia state.

CHAPTER THREE

RESEARCH METHOD

This chapter discusses the design of the study, area of the study, population of the study, sample and sampling techniques, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

Design of the Study

The study adopted descriptive survey research design to appraise the planning practices of Secondary Education Management Board of Abia State, Nigeria. According to Ali (2006), descriptive survey studies are mainly concerned with describing events as they are in their natural setting without any manipulation of what is being observed. The descriptive survey design was suitable for this study because data for the study were collected and used to describe in a systematic manner the characteristic features or facts about the Appraisal of Planning Practices of Senior Staff of Secondary Education Management Board of Abia State, Nigeria.

Area of the Study

The study was carried out at the Secondary Education Management Board in Umuahia, Abia State. Abia State is geographically located in South East Nigeria. Abia state is an Igbo speaking state. Abia state is predominantly farmers, traders and many others are civil and public servants. Abia State is bounded in the East by Cross River and Ebonyi State, North by Enugu State, South by Rivers and Akwa-Ibom and West by Imo State. Most of the public secondary schools in Abia State do not have adequate physical facilities and equipment for proper teaching and learning activities. Also, proper supervision of instruction seems to be a mirage, may be due to inadequate number of supervisory personnel.

It is noteworthy that this state has school board that plan for their practices for the delivery of education. Nevertheless, evidence on ground seems to suggest that this board is not delivering proper planning practices for education in their secondary

school, as a result of the ways in which board plans which, at the moment, lacks empirical knowledge. This has essentially necessitated the use of this area for the study with a view to ascertaining the Secondary Education Management Board's use of manual in their planning practices.

Population for the Study

The population of the study was six hundred and fifty-eight (658) respondents made up of more experienced and less experienced senior staff of Secondary Education Management Board, Abia State. The board covers three (3) education zones which include Aba, Umuahia and Ohafia education zones. Available statistics at the time of this investigation showed that this population comprised of 372 more experienced senior staff and 286 less experience senior staff of the board. (Statistic division of Secondary Education Management Board, Umuahia Abia State, 2013). (See Appendix A, p.111).

The researcher considered the senior staff of the board necessary for the study because they are directly involved in the planning of secondary education and they are, therefore, in a better position to make reliable responses in the appraisal of the planning practices of senior Staff of Secondary Education Management Board in Abia state.

Sample and Sampling Technique

The entire populations of six hundred and fifty-eight (658) senior staff of the Abia State Secondary Education Management Board were all used for the study. Since the population was not much, the researcher decided to use the entire population. Thus, there was no sample and sampling for the study as the result of the manageable size of the study population.

Instrument for Data Collection

The instrument used for the data collection was a structured questionnaire titled "Appraisal of Planning Practices Questionnaire" (APPQ). It consists of two sections-A and B. Section A was on personal data of the respondents while Section B comprised forty items in six clusters that reflected on the variables being appraised.

Cluster A to E of the instrument were scored on a 4 point rating scale which was as follows: Very Great Extent (VGE) 4 points, Great Extent (GE) 3 points, Little Extent (LE) 2 points, and Very Little Extent (VLE) 1 point. On the other hand, cluster F of the instrument was scored on a 4 point rating scale of Strongly Agree (SA) 4 points, Agree (A) 3 points Disagree (D) 2 points, and Strongly Disagree (SD) 1 point. Cluster A was on planning of calendar of events and it had six (6) items. Cluster B was on planning for fund management and it had seven (7) items. Cluster C was on planning for personnel and it had eight (8) items. Cluster D was on planning for physical facilities and equipment and it had seven (7) items. Cluster E was on planning for supervision and it had four (4) items while cluster F had eight (8) items that sought information on the factors that militate against effective planning practices of the school board.

Validation of the Instrument

To ensure success in the study, the initial draft of the instrument made of forty (40) items were face validated by three experts, two from Educational Administration and Planning and one from Measurement and Evaluation, all from the Faculty of Education, University of Nigeria, Nsukka. The experts were asked to critically examine the items concerning their adequacy, suitability of grammatical constructions and the structuring and sequencing of ideas. Corrections were eventually made on the items and on the research questions (See Appendix C, pp. 110).

Reliability of the Instrument

The reliability of the instrument was established using Cronbach's Alpha co-efficient to establish the internal consistency of the instrument. To determine the reliability of the instrument, a trial testing was done using 20 Senior Staff of Post Primary Schools Management Board Enugu. The respondents were drawn from Enugu State which is outside the study area to ensure that the subjects used in the reliability tests were not involved in the study. The reliability co-efficient for the six clusters of the questionnaire were: 0.85, 0.88, 0.84, 0.91, 0.73 and 0.96. The overall reliability co-efficient for the six clusters were: .92; which showed that the instrument was reliable in collecting the required data for the study (See Appendix D, pp. 132).

Method of Data Collection

Copies of the questionnaire on Appraisal of Planning Practices of Secondary Education Management Board were administered by the researcher through the help of four (4) research assistants. They ensured the coverage of the remote part of the areas. All the research assistants were personally met at their respective offices and they were educated on the contents of the instrument. The research assistants assisted the researcher in both the administration and collection of the questionnaire after they were completed by the respondents.

Method of Data Analysis

The data collected by administering the research instrument were analysed in line with each research question and hypothesis. Descriptive statistics which involves the use of mean ($\bar{X}$) and standard deviation were used to answer the research questions. Standard deviation was used to determine how close or otherwise are the responses of the respondent to the mean and to one another. Based on calculated mean, the following guidelines were used to interpret and take decision on the findings of the study. Any mean from 2.50 and above represents compliance or adherence to the manual, while any mean below 2.50 indicate non-compliance to the manual.

t-test statistics was employed to test the six null hypothesis formulated for the study at 0.05 level of significance and the appropriate degree of freedom. With respect to the hypotheses of the study, the null hypothesis of no significant difference was rejected for any cluster in which the calculated t-test was greater than the critical value. Where the critical values were not exceeded the null hypotheses were upheld.

CHAPTER FOUR

RESULTS

In this chapter, the results of data analysis and the summary of the research findings are presented in accordance with the research questions and the corresponding null hypothesis that guided the study.

Presentation of Results of Data Analysis

Research Question One

How do the mean ratings of experienced and less-experienced staff differ on the extent to which they are guided by the planning practices manual in planning their calendar of events every academic session?

The data providing answers to the above research question are presented on table below:

Table 1: Mean ratings and Standard Deviations of Respondents on the extent to which they are guided by the planning practices Manual in Planning the Calendar of Events Every Academic Session

S/N	Questionnaire Items	More Experienced Senior Staff N=372			Less Experienced Senior Staff N=286		
		$\bar{x}$	SD	Dec.	$\bar{x}$	SD	Dec.
1.	The school calendar of event is planned jointly by the ministry of education and the secondary education management board.	33.3	0.82	GE	3.34	0.82	GE
2.	The secondary education management board selects date of opening and closing	2.93	1.02	GE	2.85	1.06	GE

	of schools in each academic year.						
3.	The secondary education management board	2.80	1.03	GE	2.79	1.05	GE
4.	School calendar of events are usually planned ahead of the commencement of the school year.	3.15	0.94	GE	3.07	0.98	GE
5.	Senior staff of the board takes part in planning the calendar of events.	2.72	1.07	GE	2.56	1.05	GE
6.	Personnel funds and facilities are always taken into consideration in the planning of school calendar.	2.61	1.06	GE	2.53	1.04	GE
Cluster Mean		2.92	0.58	GE	2.86	0.55	GE

Table 1 presents the mean ratings and standard deviation of the respondents on the extent to which they are guided by the planning practices manual in planning their calendar of events every academic session. The table indicates that the mean ratings of more experienced senior staff ranged from 2.61 to 3.33 and their standard deviations ranged from 0.82 to 1.07. For the less experienced senior staff, their mean ratings ranged from 2.53 to 3.34, with standard deviations ranging from 0.82 to 1.06. The standard deviations of experienced and less experienced senior staff which ranged from 0.82 to 1.07 and 0.82 to 1.06 respectively show that the responses clustered around the mean scores. The implication of this is that the respondents did not deviate so much from the mean scores.

However, the cluster mean values of the extent to which the senior staff of the board are guided by the planning practices manual in planning their calendar of events

are 2.92 and 2.86 for more experienced senior staff and less experienced senior staff respectively. In view of the fact that the cluster mean values are within the range of 2.50 to 3.49, the senior staff of the Abia state secondary education management board are, to a great extent, guided by the planning practices manual in planning their calendar of events every academic session.

Hypothesis One

There is no significant difference between the mean ratings of experienced and less-experienced senior staff on the extent to which they are guided by the planning practices manual in planning their calendar of events every academic session.

The Summary of the t-test analysis for hypothesis is presented on the table 2 below:

Table 2: t-test Analysis of the Difference between the Mean Ratings of Experienced and less-experienced staff on the Extent to which they are guided by the Planning Practices Manual in Planning their Calendar of Events.

Categories of Respondents	N	$\bar{X}$	SD	df	t-Cal.	Sig.	Dec.
More Experienced Senior Staff	372	2.92	0.58	656	1.46	0.15	NS
Less Experienced Senior Staff	286	2.86	0.55				

$\alpha = 0.05$, NS = Not Significant

Table 2 shows that a t-value of 1.46 was obtained which was significant at 0.15. Since the Significant value of 0.15 is greater than the 0.05 level of significance at which the null hypothesis was tested, the null hypothesis is, therefore accepted. The implication of this is that there is no significant difference between the mean ratings of the experienced and less experienced senior staff on the extent to which they are guided by the planning practices manual in their calendar of events every academic session

Research Question Two

How do mean ratings of experienced and less-experienced staff differ on the extent to which they are guided by the planning practices manual in planning for fund management?

The data for answering the above research question are present on the table 3 below:

Table 3: Mean Ratings and Standard Deviations of Respondents on the Extent to which they are Guided by the Planning Practices Manual in Planning for Fund Management.

S/N	Questionnaire Items	More Experienced Senior Staff N=372			Less Experienced Senior Staff N=286		
		$\bar{x}$	SD	Dec.	$\bar{x}$	SD	Dec.
7.	The secondary education management board plans for the procurement of funds for secondary schools.	3.05	0.94	GE	3.08	0.95	GE
8.	The board gives detail on how principles should utilize funds made available to secondary schools.	2.90	0.88	GE	2.95	0.94	GE
9.	The secondary education management board instructs the principals on how to secure funds for their schools.	2.77	0.93	GE	2.80	0.98	GE
10.	The board makes elaborate plans to ensure that the expenditure of funds is made in accordance with the staff significant regulations.	2.92	0.96	GE	2.77	1.02	GE
11.	Principals and bursars are usually informed to keep	2.98	0.97	GE	2.99	1.00	GE

	appropriate financial records of their expenditure.						
12.	The allocation of funds in the budget for secondary schools is carried out in conformity with the accounting manual of the state.	2.82	1.00	GE	2.78	1.01	GE
13.	The school board has auditors who audit the accounts of secondary schools.	2.75	1.14	GE	2.91	1.09	GE
Cluster Mean		2.83	0.56	GE	2.90	0.57	GE

The results on table 3 above show the mean ratings and standard deviations of the respondents on the extent to which they are guided by the planning practices manual in planning for fund management. The table shows that the mean ratings of experienced senior staff ranged from 2.75 to 3.05, with standard deviations ranging from 0.88 to 1.14. The less experienced senior staff on the other hand, has mean ratings that ranged from 2.77 to 3.08, with standard deviations that ranged from 0.94 to 1.09. All the items have mean values greater than 2.50 which is the acceptance level.

The standard deviations which range from 0.88 to 1.14 for more experienced senior staff and from 0.94 to 1.09 for less experienced senior staff indicate that the respondents were not far from the mean scores which imply that the responses clustered around the mean. The cluster mean of more experienced senior staff is 2.88, with standard deviation of 0.56, while that of less experienced senior staff are 2.90 and 0.57 respectively. Based on the decision rule, it is like opinion of experienced and less experienced senior staff that they are, to a great extent, guided by the planning practices manual in planning for fund management.

Hypothesis Two

There is no significant difference between the mean ratings of experienced and less-experienced senior staff on the extent to which they are guided by the planning practices manual for fund management.

The summary of t-test analysis for hypothesis 2 is presented on table 4 below.

Table 4: t-test Analysis of the Difference between the Mean Ratings of Experienced and Less-Experienced Senior Staff on the Extent to which they are Guided by the Planning Practices Manual in Planning for Fund Management.

Categories of Respondents	N	$\bar{X}$	SD	df	t-Cal.	Sig.	Dec.
More Experienced Senior Staff	372	2.88	0.56	656	0.34	0.73	NS
Less Experienced Senior Staff	286	2.90	0.57				

a = 0.05, NS = Not Significant

Table 4 shows that a t-value of -0.34 was obtained and was significant at 0.73. In view of the fact that the significant value of 0.73 is greater than the 0.05 level of significance at which the null hypothesis was tested, the second null hypothesis of this study is therefore, accepted. This means that there is no significant difference between the mean ratings of experienced and less experienced senior staff on the extent to which they are guided by the planning practices manual in planning for fund management.

Research Question Three

How do the mean ratings of experienced and less-experienced staff differ on the extent to which they are guided by the planning practices manual in planning for personnel for their schools?

The data for providing answers to the above research question are presented on table 5 below:

Table 5: Mean Ratings and Standard Deviations of Respondents on the Extent to which they are Guided by the Planning Practices Manual in Planning for Personnel for their Schools.

S/N	Questionnaire Items	More Experienced Senior Staff N=372			Less Experienced Senior Staff N=286		
		$\bar{x}$	SD	Dec.	$\bar{x}$	SD	Dec.
14.	Recruitment exercises are planned well ahead of the time of re-opening of school every year.	2.91	1.15	GE	2.80	1.15	GE
15.	Recruitment exercises are well publicized at the beginning of every academic year to attract quality personnel.	2.61	1.05	GE	2.51	1.08	GE
16.	The selection process is usually done in consultation with principals of schools.	2.44	1.07	GE	2.36	1.14	GE
17.	Qualifications and experiences of staff are taken into consideration well ahead of the time of the selection process.	2.78	0.96	GE	2.83	1.03	GE
18.	The productivity level of staff is determined every year by a committee appointed to do so by the Board.	2.63	1.05	GE	2.60	1.07	GE
19.	Plans are usually made by the Board on how to encourage	2.51	1.07	GE	2.41	1.08	GE

staff to perform through adequate incentive schemes.						
20. Plans for appraisal of teaching and non-teaching staff are regularly made at the beginning of the school year.	2.55	0.98	GE	2.59	1.04	GE
21. There is always a provision for staff appraisal at the end of every academic year.	2.56	1.07	GE	2.58	1.05	GE
Cluster Mean	2.62	0.61	GE	2.58	0.63	GE

Table 5 presents the mean ratings and standard deviations of the respondents on the extent to which they are guided by the planning practices manual in planning for personnel for their schools. Looking at the table, one can see that the more experienced senior staff rated items 14, 15, 17, 18, 19, 20 and 21 great extents with mean ratings of 2.91, 2.61, 2.78, 2.63, 2.51, 2.55 and 2.56 respectively and standard deviations of 1.15, 1.05, 0.96, 1.05, 1.07, 0.98 and 1.07 respectively. Only item 16 was rated little extent with a mean score of 2.44 and a standard deviation of 1.07. For the less experienced senior staff, items 14, 15, 17, 18, 20 and 21 are rated great extent with mean ratings of 2.80, 2.51, 2.83, 2.60, 2.59 and 2.58 respectively and standard deviations of 1.15, 1.08, 1.03, 1.07, 1.04 and 1.05 respectively. Items 16 and 19 were rated little extent with mean scores of 2.36 and 2.41 respectively and standard deviations of 1.14 and 1.08 respectively.

The standard deviations which range from 0.96 to 1.15 for experienced and from 1.03 to 1.15 for less experienced senior staff show that the responses were close to the mean scores. This implies that there was not so much difference in the scores of the respondents. The cluster mean of experienced staff is 2.62, with standard deviation of 0.61 which is great extent, while the less experienced staff have a cluster mean of 2.58, with a standard deviation of 0.63 which is also great extent. Based on the decision rule, it is the overall opinion of both categories of respondents that they

are, to a great extent, guided by the planning practices manual in planning for personnel for their schools.

Hypothesis Three

There is no significant difference between the mean ratings of experienced and less experienced senior staff on the extent to which they are guided by the planning practices manual in planning for their personnel for their schools.

The summary of t-test analysis for hypothesis 3 is presented on table 6 below.

Table 6: t-test Analysis of Difference between the Mean Ratings of Experienced and Less-Experienced Senior Staff on the Extent to which they are Guided by the Planning Practices Manual in planning for Personnel for their Schools.

Categories of Respondents	N	$\bar{X}$	SD	df	t-Cal.	Sig.	Dec.
More Experienced Senior Staff	372	2.62	0.61	656	0.81	0.42	NS
Less Experienced Senior Staff	286	2.58	0.63				

$\alpha = 0.05$, NS = Not Significant

Table 6 reveals that a t-value of 0.81 obtained which was significant at 0.42. Since the associated significant value of 0.42 is greater than the 0.05 level of significance at which the null hypothesis was tested, the third null hypothesis of this study is therefore accepted. This means that there is no significant difference between the mean ratings of more experienced senior staff and less experienced senior staff on the extent to which they are guided by the planning practices manual in planning for personnel for their schools.

Research Questions Four

How do the mean ratings of experienced and less-experienced staff differ on the extent to which they are guided by the planning practices manual in planning for physical facilities and equipment for schools?

The answers to the above research question are provided on table 7 below:

Table 7: Mean Ratings and Standard Deviations of Respondents on the Extent to which they are Guided by the Planning Practices Manual in Planning for Physical Facilities and Equipment for Schools.

S/N	Questionnaire Items	More Experienced Senior Staff N=372			Less Experienced Senior Staff N=286		
		$\bar{x}$	SD	Dec.	$\bar{x}$	SD	Dec.
22.	The secondary education management board approve site ahead of their development every year.	2.82	1.06	GE	2.76	1.08	GE
23.	There are laid down procedures for the procurement of school equipment.	2.80	0.96	GE	2.73	0.90	GE
24.	The number of classroom blocks is used to determine student ratio in a session.	2.58	1.08	GE	2.48	1.11	LE
25.	Principals receive instructions every year on how to keep records of equipment.	2.70	1.00	GE	2.69	1.01	GE
26.	The secondary education management board plans for the distribution of textbooks to schools.	2.55	1.08	GE	2.56	1.01	GE
27.	The board plans for the maintenance of equipment for the schools.	2.41	1.02	LE	2.33	1.04	GE

28. The Board's staff are appointed ahead of time to inspect all physical facilities and equipment in schools.	2.51	1.02	GE	2.47	1.03	LE
Cluster Mean	2.62	0.64	GE	2.57	0.62	GE

The results on table 7 shows the mean ratings and standard deviations of the Senior Staff of Abia State secondary education management board on the extent to which they are guided by the planning practices manual in planning for physical facilities and equipment for schools. The table provides that the more experienced senior staff rated items 22, 23, 24, 25, 26 and 28 great extent with mean ratings of 2.82, 2.80, 2.58, 2.70, 2.55 and 2.51 respectively and standard deviations of 1.06, 0.96, 1.08, and 1.02 respectively. They rated only item 27 little extent with a mean score of 2.41 and a standard deviation of 1.02. The less experienced senior staff, on the other hand, rated items 22, 23, 25 and 26 great extent great extent with mean ratings of 2.76, 2.73, 2.69 and 2.56 respectively and standard deviations of 1.08, 0.90, 1.01 and 1.01 respectively. They rated items 24, 27 and 28 little extent with mean scores of 2.48, 2.33 and 2.47 respectively and standard deviations of 1.11, 1.04 and 1.03 respectively.

The standard deviations which range from 0.96 to 1.08 for experienced senior staff and from 0.90 to 1.11 for less experienced senior staff show that the respondents did not deviate so much from the mean scores. The implication of this is that their responses clustered around the mean. The more experienced senior staff has a cluster mean of 2.62, with a standard deviation of 0.64 which is great extent; whereas the less experienced senior staff have a cluster mean of 2.57, with a standard deviation of 0.62 which is also great extent. Consequent upon the decision rule, it is the overall opinion of both categories of respondents that they are to a great extent, guided by the planning practices manual in planning for physical facilities and equipment for schools.

Hypothesis Four

There is no significant difference between the mean ratings of experienced and less-experienced senior staff on the extent to which they are guided by the planning practices manual in planning for physical facilities and equipment for schools.

The summary of t-test analysis for hypothesis 4 is presented on table 8 below.

Table 8: t-test Analysis of Difference between the Mean Ratings of Experienced and Less-Experienced Senior Staff on the Extent to which they are Guided by the Planning Practices Manual in planning for Physical Facilities and equipment for Schools.

Categories of Respondents	N	$\bar{X}$	SD	Df	t-Cal.	Sig.	Dec.
More Experienced Senior Staff	372	2.62	0.64	656	1.04	0.30	NS
Less Experienced Senior Staff	286	2.57	0.62				

a = 0.05, NS = Not Significant

Table 8 illustrates that a t-value of 1.04 was obtained which was significant at 0.30. Based on the fact that the associated significant at which the null hypothesis was tested, the fourth null hypothesis of this study is therefore, accepted. In other words, there is no significant difference between the mean ratings of experienced and less experienced senior on the extent to which they are guide by the planning practice manual in planning physical facilities and equipment for schools.

Research Questions Five

How do the mean ratings of experienced and less experienced staff differ on the extent to which they are guided by the planning practices manual in planning for supervision of instruction in schools?

The data provided on table 9 below were used to answer the above - stated research question:

Table 9: Mean Ratings and Standard Deviations of Respondents on the Extent to which they are Guided by the Planning Practices Manual in Planning for Supervision of Instruction in Schools.

S/N	Questionnaire Items	More Experienced Senior Staff N=372			Less Experienced Senior Staff N=286		
		$\bar{X}$	SD	Dec.	$\bar{X}$	SD	Dec.
29.	Supervision of instruction is usually planed by the supervisory unit of secondary education management board.	3.26	0.94	GE	3.32	0.95	GE
30.	Chief supervisory principals in the different zones meet quarterly to plan for school supervision.	2.86	0.90	GE	2.90	0.96	GE
31.	The duration of the supervision program-me is clearly stated during the planning process.	2.85	0.97	GE	2.81	0.93	GE
32.	Supervisors are usually well equipped with folders and assessment materials during the supervisory process.	2.73	1.02	GE	2.70	1.01	GE
Cluster Mean		2.93	0.68	GE	2.93	0.68	GE

The data presented on table 9 show the mean ratings and standard deviations of the respondent on the extent to which they are guided by the planning practices manual in planning for supervision of instruction in schools. The provisions of the table show that the mean ratings of more experienced senior staff ranged from 2.73 to 3.26 and their standard deviations ranged from 0.90 to 1.02. The less experienced

staff, on the other hand, have mean ratings ranging from 2.70 to 3.32 with standard deviations that ranged from 0.93 to 1.01. The standard deviations of the respondents which ranged from 0.90 to 1.02 for more experienced staff and 0.93 to 1.01 for less experienced staff reveal that their response were close to the mean scores. This suggests that there was not so much difference in the score of the respondents.

The cluster mean value of more experienced staff is 2.93 while that of less experienced staff is also 2.93, all of which indicate great extent. Based on the decision rule, the senior staffs of the Abia State Secondary Education Management Board are, to a great extent, guided by the planning practices manual in planning for supervision of instruction in schools.

Hypothesis Five

There is no significant difference between the mean ratings of more experienced and less experienced staff on the extent to which they are guided by the planning practices manual in planning for supervision of instruction in schools.

The summary of t-test analysis for hypothesis 5 is presented on table 10 below.

Table 10: t-test Analysis of Difference between the Mean Ratings of More Experienced and Less Experienced Senior Staff on the Extent to which they are Guided by the Planning Practices Manual in planning for Supervision of Instruction in Schools.

Categories of Respondents	N	$\bar{X}$	SD	Df	t-Cal.	Sig.	Dec.
More Experienced Senior Staff	372	2.93	0.68	656	-0.09	0.93	NS
Less Experienced Senior Staff	286	2.93	0.68				

a = 0.05, NS = Not Significant

Table 10 reveals that a t-value of -0.09 was obtained and was significant at 0.93. In view of the fact that the associated significant value of 0.93 is greater than the 0.05 level of significant at which the null hypothesis was tested, the fifth null hypothesis of this study is therefore accepted. This signifies that there is no significant different between the mean ratings of more experienced senior staff and less

experienced senior staff on the extent to which they are guided by the planning practices manual in planning for supervision of instruction in schools.

Research Question Six

What factors militate against effective planning practices of the Abia State Secondary education management board?

The data for providing answers to the above research question are presented on table 11 below:

Table 11: Mean Ratings and Standard Deviations of Respondents on the Factors that Militate Against Effective Planning Practices of Abia State Secondary Education Management Board.

S/N	Questionnaire Items	More Experienced Senior Staff N=372			Less Experienced Senior Staff N=286		
		$\bar{x}$	SD	Dec.	$\bar{x}$	SD	Dec.
33.	Insufficient funds from the state ministry of education.	3.25	0.86	A	3.30	0.81	A
34.	Insufficient qualified supervisory personnel.	2.78	0.91	A	2.71	0.96	A
35.	Insufficient supervisory materials like folders and assessments report sheets.	2.85	1.05	A	2.78	1.03	A
36.	Insufficient physical facilities and equipment.	2.66	1.04	A	2.78	1.12	A
37.	Inconsistent plan for school calendar every academic year.	2.56	1.05	A	2.70	1.10	A
38.	Inaccurate statistical data like number of students.	2.68	0.99	A	2.72	1.05	A
39.	The inability of supervisors to	2.76	0.97	A	2.84	0.94	A

ensure quality teaching and learning in their education zones.						
40. The activities to be undertaken and areas to be supervised are not clearly laid out during the planning process	2.69	1.02	A	2.72	1.01	A
Cluster Mean	2.78	0.53	A	2.82	0.57	A

Table 11 presents the mean ratings and standard deviations of the respondents on the factors that militate against effective planning practices of the Abia State secondary education management board. Looking at the table, one can see that the mean ratings of more experienced senior staff for items 33-40 are 3.25, 2.78, 2.85, 2.66, 2.56, 2.68, 2.76 and 2.69 respectively. These mean ratings have standard deviations of 0.86, 0.91, 1.05, 1.04, 1.05, 0.99, 0.97 and 1.02 respectively. Conversely the mean ratings of less experienced senior staff for these items 33 ÷ 40 are 3.30, 2.71, 2.78, 2.78, 2.70, 2.72, 2.84 and 2.72 respectively, with standard deviations of 0.81, 0.96, 1.03, 1.12, 1.10, 1.05, 0.94 and 1.01 respectively. The results show that all the items have mean ratings that are above the criterion mean of 2.50 which is an indication of agree. The standard deviations which fall between 0.86 and 1.05 for more experienced senior staff and 0.81 and 1.12 for less experienced senior staff indicate that the respondents were not far from the mean scores suggesting that their responses clustered around the mean.

The cluster mean value of more experienced senior staff is 2.78 while that of the less experienced senior staff is 2.82, which are above the acceptance level. Based on the decision rule, both categories of respondents agree that the listed questionnaire items 33 ÷ 40 are the factors that militate against effective planning practices of the Abia State secondary education management board.

Hypothesis Six

There is no significant difference between the mean ratings of more experienced and less experienced senior staff on the factors that militate against effective planning practices of the Abia state secondary education management board.

The summary of t-test analysis for hypothesis 6 is presented on table 12 below.

Table 12: t-test Analysis of Difference between the Mean Ratings of More Experienced and Less Experienced Senior Staff on the Factors that Militates Against Effective Planning Practices of the Abia State Secondary Education Management Board

Categories of Respondents	N	$\bar{X}$	SD	Df	t-Cal.	Sig.	Dec.
More Experienced Senior Staff	372	2.78	0.53	656	-0.95	0.34	NS
Less Experienced Senior Staff	286	2.93	0.68				

a = 0.05, NS = Not Significant

Table 12 indicates that a t-value of -0.95 was obtained and it was significant as 0.34. Based on the fact that the associated significant value of 0.34 is greater than the 0.05 level of significance at which the null hypothesis was tested, the sixth and last null hypothesis of this study is therefore accepted. The implication of this is that there is no significant difference between the mean ratings of more experienced senior staff and less experienced senior staff on the factors that militate against effective planning practices of the Abia State secondary education management board.

Summary of Findings

The findings of the study can be summarized as follows:

1. It was the opinion of more experienced and less experienced senior staff that the senior staff of the Abia State secondary education management board are, to a great extent, guided by the planning practices manual in planning their calendar of events every academic session. There is no significant difference between the mean ratings of more experienced senior staff and less experienced senior staff and on the extent to which they are

guided by the planning practices manual in planning their calendar of event every academic session.

2. It was the opinion of more experienced and less experienced senior staff that the senior staff of the Abia State secondary education management board are, to a great extent, guided by the planning practices manual in planning for fund management. There is no significant difference between the mean ratings of more experienced senior staff and less experienced senior staff on the extent to which they are guided by the planning practices manual in planning for fund management.
3. It was the overall opinion of the respondents that the senior staff of the Abia state secondary education management board are, to a great extent, guided by the planning practices manual in planning for personnel for their schools. There is no significant difference between the mean ratings of more experienced senior staff and the less experienced senior staff on the extent to which they are guided by the planning practices manual in planning for personnel for their schools
4. The respondent in overall reported that the senior staff of Abia State secondary education management board are to a great extent, guided by the planning practices manual in planning for physical facilities and equipment for schools. There is no significant difference between the mean ratings of more experienced senior staff and the less experienced senior staff on the extent to which they are guided by the planning practices manual in planning for physical facilities and equipment for schools.
5. It was the opinion of both categories of respondents that the senior staff of Abia State secondary education management board are, to a great extent, guided by the planning practices manual in planning for supervision of instruction in schools. There is no significant difference between the mean ratings of more experienced senior staff and the less experienced senior staff on the extent to which they are guided by the planning practices manual in planning for supervision of instruction in schools.

6. In terms of the factors that militate against effective planning practices of the Abia State secondary education management board, the respondents agreed that they include: insufficient funds, insufficient qualified supervisory personnel, insufficient supervisory materials, insufficient physical facilities and equipment, inconsistent plan for calendar and inaccurate statistical data among others. There is no significant difference between the mean ratings of more experienced senior staff and the less experienced senior staff on the factors that militate against effective planning practices of the Abia State secondary education management board.

CHAPTER FIVE

DISCUSSION, CONCLUSION, IMPLICATIONS, RECOMMENDATIONS, LIMITATIONS FOR FURTHER STUDIES AND SUMMARY

This chapter discusses the findings of the study based on the research questions and hypothesis that guided the study. It also highlights the conclusions, implications of the findings, recommendations, limitations of the study, suggestions for further studies and summary of the study.

Discussion of Findings

Extent of Guidance by the Manual in Planning for Calendar of Events

In terms of the extent to which the senior staff of the Abia State secondary education management board are guided by the planning practices manual in planning their calendar of events, the research findings indicate that they are, to a great extent, guided by the planning practices manual in planning their calendar of event every academic session. It follows, therefore, that the senior staff of Abia State secondary education management board are actually guided by the planning practices manual in planning their calendar of events. This finding is in agreement with the view of Agabi (2007) that any plan for the effective implementation of an educational programme or activity must be made in accordance with pre-determined standards and guidelines.

The result here is also consistent with the view of Ocho (2005) that it is through strict adherence to defined standards of operation that an educational institution can accomplish its educational goals and objectives effectively and efficiently. The research finding has actually shown the Abia State secondary education management board that to effectively plan its calendar of events every academic session, it must be effectively guided by the planning practices manual.

The t-test analysis of hypothesis 1 showed that there is no significant difference between the mean ratings of more experienced senior staff and the less experienced

senior staff on the extent to which they are guided by the planning practices manual in planning their calendar of events every academic session. Thus, hypothesis 1 was accepted. This finding is not surprising given the fact that these two categories of respondents are all senior staff and they perform similar administrative functions and share the same personality dimensions which probably informed the insignificant difference in their perceptions of planning for calendar of events every academic session.

Extent of Guidance by the Manual in Planning for Fund Management

The result of data analysis showed that it was the opinion of more experienced senior staff and less experienced senior staff of Abia State secondary education management board that they are, to a great extent guided by the planning practices manual in planning for fund management and that they do this by planning for the procurement of funds for schools, giving details of how principals should utilize funds, instructing principals on how to secure funds for their schools, ensuring the expenditure of funds is made in accordance with the state financial regulations, ensuring that appropriate financial records of expenditure are kept, ensuring that the allocation of funds in the budget is carried out in conformity with the accounting manual of the state, and by ensuring that they are auditors who audit the accounts of secondary schools.

The above findings are in agreement with the view of Ogbonnaya (2000) that fund management entails the systematic process of procuring funds for the implementation of educational programmes and ensuring that the funds so procured are properly utilized for effective implementation of the educational programmes and the ultimate realization of their goals. The findings amplify Ocho's (2005) assertion that the effective management of school funds is fundamental to quality education delivery in schools. Thus, Ehiamezor (2001) was right when he earlier observed that poor management of school funds leads to inefficiency and poor quality teaching and learning in schools. It can, therefore, be concluded that the delivery of quality education in secondary schools are the ultimate realization of the school goals and objectives demand that the senior staff of the Abia State secondary education

management board have to be effectively guided by the planning practices manual in planning for fund managements.

The t-test analysis of hypothesis 2 showed that there is no significant difference between the mean ratings of more experienced senior staff and less experienced senior staff on the extent to which they are guided by the planning practices manual in planning for fund management. Thus, hypothesis 2 was accepted. The no significant difference in the opinions of the two categories of respondents can be explained by the fact that they are all involved in planning for fund management and as such, they have the same view and experience of the planning for fund management. This probably informed the similarity of their responses in this regard.

Extent of Guidance by the Manual in Planning for School Personnel

The findings of the study revealed that the respondents in overall reported that the senior staff of the Abia State secondary education management board are, to a great extent, guided by the planning practices manual in planning for personnel for their schools. They do this by ensuring that recruitment exercises are well publicized at the beginning of every academic year, the selection process is done in consultation with principals, qualifications and experiences of staff are considered in the selection process, the productivity level of staff are determined every year, plans are made for adequate provision of incentives for staff performance, and that plans are made for regular staff performance appraisal.

The research findings agree with Nwangwu (2005) that the central idea in planning for school personnel is to plan for well publicized recruitment and selection exercises with due considerations to the qualifications and experience of job applicants, and for the provision of staff motivation and performance appraisal. The findings are also consistent with the view of Asaya (2005) that recruitment exercises in schools should be well publicized in advance in order to attract sufficient applications from suitable qualified candidates and that the selected staff should be provided with adequate incentives for maximum performance. These findings are understandable in view of the fact that a purposeful and goal oriented school personnel management demand that job vacancies in schools are widely advertised in

the media to attract many qualified applicants and that the candidates offered jobs have the required knowledge, skills and competencies to successfully occupy the position so as to perform maximally.

The t-test analysis of hypothesis 3 revealed that there is no significant difference between the mean ratings of more experienced senior staff and less experienced senior staff on the extent to which they are guided by the planning practices manual in planning for personnel for their schools. Thus, hypothesis 3 was accepted. For instance, both the more experienced senior staff and the less experienced senior staff indicated that, to a great extent, recruitment exercises are planned well in advance and are well publicized at the beginning of every academic year to attract quality personnel. The similarity of the opinions of the two groups of respondents is not surprising given the fact that they are all senior staff that have the same responsibilities for personnel management. Consequently, they are bound to have the same views and perceptions of the personnel management practices for their schools.

Extent of Guidance by the Manual in Planning for Physical Facilities and Equipment for Schools

With regards to the extent of guidance by the planning practices manual in planning for physical facilities and equipment for schools, the respondents in overall reported that they are, to a great extent, guided by the planning practices manual in planning for physical facilities and equipment for schools. This is by the virtue of the fact that they ensure that: site is approved ahead of their development every year, there are laid down procedures for the procurement of school equipment, the number of classroom blocks is used to determine student ratio, principals receive instructions on how to keep records of equipment, the Board plans for the distribution of textbooks to schools and maintenance of schools' equipment, and the Board's staff inspect all physical facilities and equipment in schools.

The above findings are in alignment with the view of Agabi (2007) that planning for schools' physical facilities and equipment enables educational agencies to plan for the distribution of textbooks and other instructional materials to schools as

well as the inspection and maintenance of schools' physical facilities and equipment. These findings have actually shown that Ajayi and Ayodele (2001) were right when they observed that without planning for physical facilities and equipment, it will be impossible for educational organizations to determine an appropriate school site and follow the established procedures for the procurement, distribution, utilization and maintenance of schools' physical facilities and equipment. Thus, the importance of planning for physical facilities and equipment makes it imperative that the senior staff of the Abia State secondary education management board have to be effectively guided by the planning practices manual in planning for physical facilities and equipment for schools.

The t-test analysis of hypothesis 4 indicated that the more experienced senior staff and the less experienced senior staff did not differ significantly in their opinions regarding the extent to which they are guided by the planning practices manual in planning for physical facilities and equipment for schools. The insignificant difference in the opinions of these two groups of respondents stem from the fact that they all belong to the senior staff cadre that are involved in the planning of physical facilities and equipment for schools. As a result of this fact, they share similar views and perceptions of planning for physical facilities and equipment for schools.

Extent of Guidance by the Manual in Planning for Supervision of Instruction in Schools

The findings of the study revealed that the senior staff of the Abia State secondary education management board are, to a great extent, guided by the planning practices manual in planning for supervision of instructions in schools because supervision of instruction is usually planned by the supervisory units of the Board, Chief supervisory principals in different meet quarterly to plan for school supervision, the supervisory activities to be undertaken are clearly stated during the supervisory process, and supervisors are usually equipped with supervisory materials for effective supervision.

The above findings are in conformity with Ayodele's (2002) observation that planning for supervision of instruction in schools enables school administrators to

state out clearly the supervisory activities to be undertaken and also help to equip the supervisors with the materials required for effective supervision. The findings are also consistent with the view of Peretomode (1995) that supervision of instruction is an educational activity which aims at achieving meaning teaching and learning in schools. It follows therefore that regular supervision of instruction in schools will contribute significantly to the accomplishment of quality education delivery in the school system.

The t-test analysis of hypothesis 5 indicated that there is no significant difference between the mean ratings of more experienced senior staff and less experienced senior staff on the extent to which they are guided by the planning practices manual in planning for supervision of instruction in schools. Hypothesis 5 was, therefore, accepted. This finding can be explained by the fact that the more experienced senior staff and less experienced senior staff are involved in the planning of supervision of instruction in schools. Based on this fact, these two groups of senior staff of Abia State management board are bound to have similar responses regarding the planning of supervision of instruction in schools. Consequently, they did not differ significantly in their opinions concerning the extent to which they are guided by the planning practices manual in planning for supervision of instruction in schools.

Factors that Militate Against Effective Planning Practices of the Board

The results of data analysis also showed that the factors that militate against effective planning practices of the Abia State secondary education management board are insufficient funds, insufficient qualified supervisory personnel, insufficient supervisory materials, insufficient physical facilities and equipment, inconsistent plan for school calendar, inaccurate statistical data, inability of supervisors to ensure quality teaching and learning and unclear supervisory activities.

The research findings are in alignment with the view of Ogbonnaya (2012) that insufficient funds, insufficient qualified personnel, inaccurate statistical data and inadequate physical facilities and equipment constitute great impediments to educational administrators in planning and implementing educational programmes. The findings are also consistent with the earlier observation of Omerigie (2005) that

the Secondary Education Management Boards in Nigeria lack adequate funds for the prompt and adequate payment of staff's salaries and allowances, procurement of office stationeries and equipment as well as for the refurbishment of the dilapidated schools's physical facilities and equipment. These findings have shown that Ogbonnaya (2000) was right when he remarked that the funds allocated to education generally from the national budget are usually not enough to service the various arms of education as expected. Based on this exposition, there is need for the secondary education management board to be provided with adequate funds in order to enable it plan and implement its many programmes and activities effectively and efficiently.

From the t-test analysis of hypothesis 6, it was revealed that there is no significant difference between the mean ratings of more experienced senior staff and less experienced senior staff on the factors that militate against effective planning practices of the Abia State secondary education management board. Based on this result, hypothesis 6 was accepted as formulated. This finding can be attributed to the fact that this two groups of senior staff of the Abia State secondary education management board collaboratively perform the planning functions of the Board and as such, they are in a position to have the same knowledge and experience of the factors that militate against effective planning practices of the Board hence, the insignificant difference in their opinions on this issue.

Conclusion

Based on the findings of the study, the following conclusions were drawn:

- The senior staff of the Abia State secondary education management board are, to a great extent, guided by the planning practices manual in planning their calendar of events every academic session.
- The senior staff of the Abia State secondary education management board are, to a great extent, guided by the planning practices manual in planning for fund management.
- The senior staff of the Abia State secondary education management board are, to a great extent, guided by the planning practices manual in planning

for personnel for thesis schools but they do not comply with the selection process being done in the consultation with principals of schools, and plans being usually made on how to encourage staff to perform through adequate incentive schemes.

- The senior staff of the Abia State secondary education management board are, to a great extent, guided by the planning practices manual in planning for physical facilities and equipment for schools but they do not comply with using the number of classrooms to determine student ratio in a session, and the Board's staff being appointed ahead of time to inspect all physical facilities and equipment in schools.
- The senior staff of the Abia State secondary education management board are, to a great extent, guided by the planning practices manual in planning for supervision on instruction in schools.
- The factors that militates against the effective planning practices of the Abia State secondary education management board are insufficient funds, insufficient qualified supervisory personnel, insufficient supervisory materials, insufficient physical facilities and equipment, inconsistent plan for school calendar, inaccurate statistical data, among others.
- There is no significant difference between the mean ratings of more experienced senior staff and less experienced senior staff on the extent to which they are guided by the planning practices manual in planning: their calendar of events every academic session, for fund management, for personnel for their schools, for physical facilities and equipment for schools and for supervision of instruction in schools. There is also no significant difference between the mean ratings of more experienced senior staff and less experienced senior staff on the factors that militate against effective planning practices of the Abia State secondary education management board.

Implications of the Research Findings

The implications of the findings of this study are highlighted below.

The findings of this study have revealed that the senior staff of the Abia State secondary education management board are, to a great extent, guided by the planning practices manual in planning their calendar of events every academic session. This findings show that the senior staff of the Abia State secondary education management board understand and appreciate the fact that without adequate and proper plans being made for the school calendar of events every academic session, it will be impossible to realize the educational goals of its secondary schools in the academic session. The implication of this finding is that the senior staff of the Abia State secondary education management board have to continually be guided by the planning practices manual in planning their calendar of events every academic session and on the basis of which all school events and activities for the academic session can be adequately planned for.

The findings of this study have exposed the fact that the senior staff of the Abia State secondary education management board are, to a great extent, guided by the planning practice manual in planning for fund management. This findings show that the senior staff of the Abia State secondary education management board are conscious of the fact that it is their adherence to the planning practices manual in planning for fund management that will enable them to procure funds for secondary schools and also ensure that the funds so procured are properly managed for the effective implementation of school programmes and activities. There is therefore, the implication that the senior staff of the school board have to strictly adhere to the planning practices manual whilst planning for fund management.

As shown by the findings of this study the senior staff of the Abia State secondary education management board are, to a great extent, guided by the planning practices manual in planning for personnel for their schools, but they do not comply with the selection process being done in consultation with principals of schools, and plans being usually made on how to encourage staff to perform through adequate incentive schemes. This findings shows that the principals of schools do not participate in the selection of their schools's staff and also, there is no adequate plans

being made for the motivation of the school staff. This ugly situation makes it difficult for schools to have the right caliber of staff that can contribute significantly to quality education delivery in the school system as well as the staff being adequately motivated for maximum performance of their duties. The implication here is that the principals of schools to be actively involved in the selection of their school staff in order to ensure the selection of suitable qualified candidates. There is also the implication that there is need for adequate plans to be made for the motivation of the school staff which will enable them to perform maximally on their jobs.

Based on the research findings, the Abia State secondary education management board are, to a great extent, guided by the planning practices manual in planning for physical facilities and equipment for schools but do not comply with using the number of classrooms to determine student ratio in a session, planning for the maintenance of equipment for the schools, and the Board's staff being appointed ahead of time to inspect all physical facilities and equipment in schools. This finding implies that measures have to be taken which will compel the senior staff of the Abia State secondary education management board to plan for physical facilities and equipment for schools in accordance with the established guidelines. This will ensure that the number of classrooms is used to determine student ratio in a session, ensure that plans are made for the maintenance of equipment for the schools and also ensure that the Board's staff are being appointed ahead of time to inspect all physical facilities and equipment in schools.

As shown in the research findings, the senior staff of the Abia State secondary education management board are, to a great extent, guided by the planning practices manual in planning for supervision of instruction in schools. Looking at this findings, one can see that if the senior staff of the Abia State secondary education management board are not guided by the planning practices manual in planning for supervision of instruction in schools, it will be impossible for them to state clearly the supervisory activities to be undertaken and also to equip the supervisors with the necessary supervisory materials for effective supervision. What is implied here is that the senior staff of the board have to be continually guided by the planning practices manual in

planning for supervision of instruction in schools for the benefit of effective school administration.

The results of this study have indicated that there are factors that militate against effective planning practices of the Abia State secondary education management board. It needs to be pointed out that the continued existence of these problems will continue to impede the effective planning practices of the school board. This implies that the measures have to be taken by the school board to ameliorate these problems and re-position the school board for effective planning practices.

Recommendations

Based on the findings of the study and the various implications highlighted, the following recommendations have been made:

1. The senior staff of the Abia State secondary education management board should be continually guided by the planning practices manual in planning for school calendar of events, fund management, personnel for their schools, physical facilities and equipment for schools and supervision of instruction in schools. This is necessary in order to put the senior staff of the board in better position to perform their planning functions in conformity with the operating guidelines and standards.
2. The selection of school staff should follow due process in order to ensure that it is done in consultation with principals of schools.
3. Plans should be made constantly on how to encourage staff to perform through adequate incentive schemes.
4. The number of classrooms should be used to determine student ratio in a session as provided in the planning practices manual.
5. Adequate plans should be made for the maintenance of schools' physical facilities and equipment.

6. The staff of the Abia State secondary education management board should be appointed ahead of time to inspect all physical facilities and equipment in schools.
7. The Abia State secondary education management board should take concrete steps to diversify its sources of funds in order to enable it have sufficient funds for the procurement of adequate supervisory materials, physical facilities and equipment and also for the effective planning and implementation of its programmes and activities.
8. The Abia State secondary education management board should employ more qualified supervisory personnel for the benefit of effective supervision of instruction in schools.
9. Concrete steps should be taken by the Abia state secondary education management board to ensure that there are consistent plans for school calendar every academic year.
10. The Abia State Ministry of Education should provide its secondary education management board with data collection; storage and retrieval system in order to enable it keep accurate statistical data for planning purposes.
11. Above all, the Abia State Ministry of Education and educational policy-makers should formulate relevant policies that will elicit strict adherence to the planning practices manual from the senior staff of the school board in their planning practices.

Limitations of the Study

In the process of carrying out this study, the researcher was faced with the following limitations:

1. The data collected for descriptive design through questionnaire, interview, observation and test may be questionable in terms of their validity and reliability.

2. Since survey deal mainly with opinions, individuals could deliberately fake their responses. Faking reduces the authenticity of the data and hence limits the degree of confidence one can place on data.

Suggestions for Further Studies

This research did not deal with all the issues relating to the management of secondary education management board, rather the researcher concentrated only on the planning practiced of the school board. Therefore, the following areas are suggested for further studies:

1. In view of the fact that this study was geographically delimited to only one state of Nigeria, it is necessary that it is replicated in other states of the country because the state of affairs in the study area may be different from that of the other parts of the country.
2. Appraisal of the management of secondary education management boards.
3. Constraints to effective management of secondary education management boards.
4. Perceived strategies for improving the management of secondary education management boards

Summary of the Study

The general purpose of the study was to appraise the planning practices of senior staff of the secondary education management board in Abia State. The study sought to achieve six specific purposes and it was guided by six research questions and six corresponding null hypothesis. The study adopted descriptive survey design while its population consisted of 658 senior staff of the Abia State secondary education management board. The whole population was used as the study of a result of its management size. The instrument for data collection was a 40 item structured questionnaire which was developed by the researcher and subjected to validity and reliability tests.

The researcher and four research assistants administered the questionnaire to target respondents and collected the data for the study. Mean and standard deviation were used to answer the research questions while the null hypotheses were tested using t-test statistic and they were tested at 0.05 level of significance.

The major findings of the study were:

The senior staff of the Abia State secondary education management board are, to a great extent, guided by the planning practice manual in planning for: their calendar of events every academic session, fund management, personnel for their schools, physical facilities and equipment for schools and for supervision of instruction in schools. But the senior staff of the Abia State secondary education management board do not comply with: the selection process being done in consultation with principals of schools, plans being usually made on how to encourage staff to perform through adequate incentive schemes, using the number of classrooms to determine student ratio in schools, and with the Board's staff being appointed ahead of time to inspect all physical facilities and equipment in schools.

The factors that militate against effective planning practices of the senior staff of the Abia State secondary education management board are insufficient funds, insufficient qualified supervisory personnel, insufficient supervisory materials, insufficient physical facilities and equipment, inconsistent plan for school calendar, and inaccurate statistical data, among others.

The null hypotheses tested that there is no significant difference between the mean ratings of more experienced senior staff and less experienced senior staff on the extent to which they are guided by the planning practices manual in planning for: their calendar of events every academic session, fund management, personnel for their schools, physical facilities and equipment for schools and supervision of instruction in schools. There is also no significant difference between the mean ratings of more experienced senior staff and less experienced senior staff on the factors that militate against effective planning practices of the Abia State secondary education management board.

Consequent upon the findings of the study, some recommendations were made among which are: senior staff of the Abia State secondary education management

board should in their planning practices be continually guided by the planning practices manual, the selection of school staff should follow due process in order to ensure that it is done in consultation with principals of schools, plans should be made constantly on how to encourage staff to perform through adequate incentive schemes, adequate plans should be made for the maintenance of schools' physical facilities and equipment and the school board should diversify its sources of fund in order to enable it have sufficient funds for the procurement of adequate supervisory materials, physical facilities and equipment and also for effective planning and implementation of its programmes and activities.

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APPENDICES

APPENDIX A:

POPULATION OF THE STUDY

Department	More Experienced Senior Staff	Less Experienced Senior Staff	Total
Personal Unit	93	72	165
Financial Dept.	60	53	113
Planning Research and statistics	63	42	105
Supervision Unit	62	51	113
School Service Unit	64	40	104
Works Department	30	28	58
Total	372	286	658

Source: Secondary Education Management Board, Abia State (SEMB) Draft 2014 Estimate

APPENDIX B:
INSTRUMENT FOR DATA COLLECTION - QUESTIONNAIRE

Department of Educational Foundations
University of Nigeria
Nsukka.
22nd September, 2014.

Dear Sir/Madam,

**APPRAISAL OF PLANNING PRACTICES OF SENIOR STAFF OF
SECONDARY EDUCATION MANAGEMENT BOARD, ABIA STATE**

I am a Doctoral student of the Department of Educational Foundations, University of Nigeria Nsukka. I am carrying out a study on the topic stated above. I request you to kindly fill the attached instrument for me. I assure you that all information provided will be used for the research purposes only.

Thanks for your co-operation.

Yours sincerely,

Mrs. Theresa Egbe

PG/PhD/09/51987

APPRAISAL OF PLANNING PRACTICES QUESTIONNEIRE

PART 1: DEMOGRAPHIC INFORMATION

Department/Unit

Personnel Unit.....
 Accounts and Finance Department.....
 Planning Research and Statistics.....
 Supervision Unit
 Educational Service Unit.....
 Works Department.....

Gender Male ☐ Female ☐

Years of experience 1-8 years ☐ 9 years and above ☐

Status of Respondent

Executive Secretary.....
 Chief Supervising Principal.....
 P.R.O.....
 Senior Administrative Staff.....

PART 2

Indicate your response to the items by ticking the most appropriate column using the following scales.

VGE = Very Great Extent

GE = Great Extent

LE = Little Extent

VLE = Very Little Extent

AND

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

Cluster A

S/N	PLANNING OF CALENDAR OF EVENTS	VGE	GE	LE	VLE
1.	The school calendar of events is planned jointly by the ministry of Education and the Secondary Education Management Board.				
2.	The Secondary Education Management Board selects dates of opening and closing in each academic year.				
3.	The Secondary Education Management Boards selects the Dates/Periods of Secondary School inter-house sports.				
4.	School calendar of events are usually planned ahead of the commencement of the school year.				
5.	Senior Staff of the board take part in planning of calendar of events.				
6.	Personnel funds and facilities are always taken into consideration in the planning of school calendar.				

Cluster B

S/N	PLANNING FOR FUND MANAGEMENT	VGE	GE	LE	VLE
7.	The Secondary Education Management Board plans for the procurement of funds for secondary schools.				
8.	The Board gives details of how principals should utilize funds made available to secondary schools.				
9.	The Secondary Education Management Board instructs the principals on how to secure funds for their schools.				
10.	The Board makes elaborate plans to ensure that the expenditure of fund is made in accordance with the state financial regulations.				
11.	Principals and bursars are usually informed to keep appropriate financial records of their expenditure.				
12.	The allocation of funds in the budget for secondary schools are done with accounting manual of the state.				
13.	The Board has auditors who audit the accounts of secondary schools.				

Cluster C

S/N	PLANNING FOR PERSONNEL	VGE	GE	LE	VLE
14.	Recruitment exercises are planned well ahead of the time of reopening every year.				
15.	Recruitment exercises are well publicized at the beginning of every academic year to attract quality personnel.				
16.	The selection process is usually done in consultation with principals of schools.				
17.	Qualifications and experiences of staff are taken into consideration well ahead before the time of the selection process.				
18.	The productive level of staff are determined every year by committee appointed to do so by the Board.				
19.	Plans are usually made by the board on how to encourage staff to perform through adequate incentive schemes.				
20.	Plans for appraisal of teaching and non teaching staff are regularly taken at the beginning of the school year.				
21.	There is always a provision for staff appraisal at the end of every academic year.				

Cluster D

S/N	PLANNING FOR PHYSICAL FACILITIES AND EQUIPMENT	VGE	GE	LE	VLE
22.	The Secondary Education Management Board approve site ahead of their development every year.				
23.	There are laid down procedures for the procurement of school equipments.				
24.	The number of classroom blocks is used to determine student ratio in a session.				
25.	Principals receive instructions every year on how to keep records of equipments.				
26.	The Secondary Education Management Board plans for the distribution of textbooks to schools.				
27.	The Board plans for the maintenance of equipment for the schools.				
28.	The Board staff are appointed ahead of time to inspect all physical facilities and equipments in schools.				

Cluster E

S/N	PLANNING FOR SUPERVISION OF INSTRUCTION	VGE	GE	LE	VLE
29.	Supervision of instruction is usually planned by the supervisory unit of Secondary Education Management Board.				
30.	Chief supervisory principals in the different zones meet quarterly to plan for school supervision.				
31.	The duration of the supervision programme is clearly stated during the planning process.				
32.	Supervisors are usually well equipped with folders and assessment materials during the supervisory process.				

Cluster F

S/N	FACTORS THAT MILITATE AGAINST EFFECTIVE PLANNING PRACTICES OF SCHOOL BOARD?	SA	A	D	SD
33.	Insufficient funds from the state ministry of education.				
34.	Insufficient qualified supervisory personnel.				
35.	Insufficient supervisory materials like folders and assessment report sheets.				
36.	Insufficient physical facilities and equipments.				
37.	Inconsistent plan for school calendar every academic year.				
38.	Inaccurate statistical data like number of students.				
39.	The supervisors ensure quality teaching and learning in their education zones.				
40.	The activities to be taken and areas to be supervised are clearly laid out during the planning process.				

APPENDIX C:
COMPUTATION OF RELIABILITY CO-EFFICIENT FOR THE
INSTRUMENT USING CRONBACH'S ALPHA METHOD

APPENDIX D:
MEANS ANALYSIS BY STATUS OF TH RESPONDENTS

APPENDIX E:**t-test Analysis**

APPENDIX F:**Planning Practices Manual of Secondary Education Management Board, Abia
State**