

## **SCHOOL PRINCIPALS' BANKRUPTCY IN THE MICRO-POLICY OF NIGERIAN UPPER-BASIC EDUCATION**

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### **ABSTRACT**

This paper examines School principal's Bankruptcy in micro-policy of Nigeria Upper-Basic Education. It however, strives to answer the question "which of the principal' Academic, professional and managerial skills that one may consider bankrupt in the effective implementation of Upper Basic Education Schools today?" The pedagogy employed for this study is multidisciplinary approach. Nevertheless, the paper utilized the theoretical frame work of Petercian theory to anchored reasons why school principals who may be academically, professionally and managerially bankrupt yet managed to find themselves on the seat of power as the principal of Upper Basic Education schools in Nigeria. The paper further lamented the role of godfatherism, ethnocentrism, ethno-religious sentimentalism and unemployment scenarios of the nation as being responsible for Bankruptcy on the part of the school principals in Nigeria upper Basic Education schools. Therefore, the paper recommended among others that the Federal Government of Nigeria should inscribe it emphatically into the National Policy on Education that the minimum qualification for upper Basic Education school principals is First Degree. Also, special training and retraining of school principals should be put into law. This will help to flush out or to propel bankrupt school administrators into further training which will in turn promote their efficiency and improve students' academic achievements.

**Keywords:** Academics, Effectiveness, Managerial Skills, Professionalism, Micro-policy.

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### **Introduction**

The developed countries across the global world, such as Hong Kong, Singapore and United Kingdom among others know the importance of principal qualifications towards effective administration of post primary Schools. Thus, they usually embark on training of principals especially for the task ahead. According to Arikewuyo (2009), In early 1980s, the government of Hong Kong began to consider the need for professional preparation for the potential Principals of schools and required all senior teachers to undergo training in management and related issues before they were appointed as Deputy Principals. By March 1991, the government launched a School Management Initiative (SMI) in all Hong Kong schools. Arikewuyo (2009) posits that the

concern was to provide a framework for school based management and effective schools. This was because it was realized that many Principals were insufficiently experienced and inadequately trained for their task. According to Wong & Ng (2003), it was also discovered that because proper management structures and processes are lacking, some Principals are insufficiently accountable for their actions and see their post as an opportunity to become “little emperors with dictatorial powers in the school”.

In the late 1999, the Education Department of Hong Kong further proposed that all Principals and potential Principals must undertake a needs assessment, an attitudinal and paradigm change and attend core modules including learning and teaching; human resources development; financial management; strategic management, and for newly appointed Principals. After a lot of several objections and modifications, the Education Department restructured the plans. According to Arikewuyo (2009), in Hong Kong, it is now established that not only newly appointed Principals need training, the serving Principals (after three years of service) are required to attend training courses. Thus, from September 2003 onward, all potential Principals need to attend training programs in school administration and must obtain a certificate issued by the Education Department before they are appointed as school heads (Wong and Ng, 2003). The implication of this is that Principals are now professionally trained and thus be able to administer their schools efficiently.

Arikewuyo (2009) comments that in Singapore, between 1965 and 1975, school Principals duties consisted largely of supervising routine tasks that were mainly non-professional and often clerical in nature. From the mid-seventies, there was greater openness and more public discussion of education policies between schools, the ministry and the public. As the Ministry of Education worked towards school improvement efforts in the eighties, Principals were gradually given more autonomy to decide on internal operations of their schools. Wee and Chong, (1990) stresses that school principals were accountable for ensuring the well being of their students and staff, and improving the annual academic results of their students’ cohorts. By the late 1980s, the job demands on Principals had changed drastically. Principals were no longer to function as passive managers but as “Chief Executive Officers” responsible for designing the future of their schools. They were increasingly expected to respond to the growing dynamism and unpredictability of the external school environment and steer their schools forward as innovative leaders.

In 1985, the Ministry of Education therefore began to provide for the formal training and preparation of school leaders by requiring potential Principals to attend a leadership-training course, the Diploma in Educational Administration, designed and conducted by the Institute of Education. By that time, the selection of candidates for school leadership became a matter of great importance to the Ministry of Education. This led to a change in the process by which prospective Principals were identified and groomed. (Chew, Stott and Boon, 2003). Generally, in Singapore, the system of identification and promotion for school headship is complex and influenced by the interplay of several factors besides the educational qualification and job performance of eligible education officers. There are a number of paths that teachers aspiring to become Principals can take to advance their careers beyond the classrooms. The usual pattern for accession to principal ship is one where education officers begin their careers as classroom

teachers. They must demonstrate their effectiveness as teachers first and be identified by their Principals for leadership responsibilities at the school level in committees or as heads of department in their school organization. If they prove themselves to have leadership qualities, this could lead to their appointment as Vice Principals. At this stage of their teaching career, they could expect to be nominated by their Principal to attend a formal training programme designed for prospective Principals and conducted by the National Institute of Education, Singapore. Such a recommendation would have to be endorsed by the Ministry of Education. This ministry applies other selection criteria to determine the suitability of candidates for Principalship (Chew, Stott and Boon, 2003).

Arikewuyo (2009) elucidates that in United Kingdom, former Prime Minister Tony Blair in 1998 announced the setting up of the National College for school leadership (NCSL). Basically, the purpose of the College is to improve the lives and life chances of all children and young people throughout the country by developing world-class school leaders, system leaders and future leaders. The corporate goals of this college are: transform children's achievement and well being through excellent school leadership; develop leadership within and beyond the school; identify and grow tomorrow's leaders and create a fit for purpose National College. Essentially, the NCSL since its establishment has been organizing various courses for potential administrators in the educational sector (NCSL, 2008). From all indications, various countries have been making efforts at giving professional training to teachers who wish to make a career in school headship. This is perhaps the reason why Mulkeen; Chapman; DeJaeghere & Leu, (2007) affirm that the outcomes from the reviewed countries indicate that years of experience and seniority are no longer account for all that is needed to appoint people into administrative responsibilities. Unfortunately, experience in many African countries, shows that the mechanisms for recruiting teachers to become principals is unsystematic and have not been based on professional criteria. It therefore called for the establishment of a national or regional institution that specializes in advanced degrees or certification on educational leadership to address the problem.

According to Arikewuyo (2009) years of experience remain the major yardstick for appointment into the position of principals. Up till now, the secondary school system does not take administrative qualification and other criteria into consideration for appointment into leadership positions in schools. Over the years, heads of secondary schools in Nigeria have been accused of various lapses and offences. They are said to be inefficient and accused of failing to provide direction and adequate leadership for their schools (Arikewuyo, 2009). The falling standard of education in the schools has also been attributed to the inefficiency of the principals (Obemeata, 1984). Thus promotion and seniority have failed to provide the prerequisite necessary for eligibility into managerial positions. By and large, the headship of secondary schools in Nigeria is usually a product of the teaching force. Teachers, who have spent a minimum of ten years in service, are usually appointed as principals and vice principals of secondary schools (Arikewuyo, 2009). Sometimes two vice principals, one for administration and the other for academic are appointed for bigger schools.

These deficiencies could be accrued to the influence of godfatherism, cultural relativism, ethnocentrism, political influence and others. All of which had outweighed the eligibility in term of academic proficiency, professionalism in term of experience and area of specialization of the

applicants in the labor market. This problem also, could be traced to the socio-economic dilemma of unemployment that is waging war against Nigeria as a nation. Nonetheless, the children of the haves must find their ways out of the present scenario of unemployment irrespective of how they might be defaulted in academic, professional or managerial qualifications. It is now left for patriotic Nigerians to cover up lapses of such in the school system through proper recruitment and Quality Assurance so as to salvage Nigeria Educational system from this great calamity.

This work therefore in an attempt to identify various lapses and gaps in the Nigeria educational sector especially in administration, elucidates extensively on which of the school principal's professional, academic or managerial skills that one can say is bankrupt in the provision of effective administration of Basic Education School (BES) of today. The work also analyses the issue under the scope of reviewing and putting it into law, the National Policy on Education (NPE) and how it could be used as a weapon to flush out or retrain these half-baked School principals that called them School Administrators.

### **Methodology**

The methodology employed in this study is research survey using primary and secondary source of data. Instrument of primary data collection entails the oral interviews with a number of Nigerian school principal on the challenges being face in the implementation of basic education in their schools. Another source of information contained in this work includes oral classroom discussions with an expert in Educational administration and policy studies. The secondary source of data used include the authoritative works of many scholars in the field of administration and planning published in local and international Journals across the global world. Also, textbooks and other forms of literature were thoroughly scrutinized for authentic information about the practices in Nigeria as well as that of the developed world.

### **Conceptual Analysis**

The school principal is regarded as the head of every secondary school in Nigeria. Oyedeji and Fasasi (2006) view the school principals as the chief executives and responsible for all that happens in the school. Being the Chief Executive, he cannot do all the work alone. He assigns duties to other workers according to their areas of specialization (i.e distributive leadership style), though all responsibilities still reside in him as the accounting officer. Nonetheless, Obemeata (1984) posits the principal as a manager, administrator, an exemplary leader, counselor, a public officer, a nurse and even a messenger. Looking at the definition given by Obemeata, one could see that the responsibilities of the school principal were so numerous to the extent that if he is not competent, the school will suffer.

Nevertheless, Cranston (2002) posits that the skills and capacities, which a school principal is expected to possess are as follows; (i)Manage and deploy school resources efficiently (ii)Allocate school accommodation appropriately (iii)Ensure satisfactory standards of maintenance (iv)Organize staff development in school and (v)Guide curriculum implementation and changes. Nevertheless, The Commonwealth Secretariat (1993) states the qualities of a school principal to include; Professional Knowledge, Organization and administrative competence, Ability to work out a good school policy and put it into effect, Skills in the delegation of authority, Ability to understand the professional problems of teachers and give professional guidance and Ability to establish good working relationships.

Generally, school principal can be described as the heads of upper basic education schools that are in charge of academic, professional and managerial supervision of the schools in other to

achieve the School goals and objectives. Academic Supervision here entails the supervision of human, material and financial resources of the school towards effective implementation of both written and hidden curricula of the school. Professional Supervision envisages the supervision of academic and non-academic staff towards professionalism in their areas of specializations. To crown it all, the managerial supervision involves the formulation and supervision of policy, as well as the management of human, materials and financial resources within the schools.

Bankruptcy could be seen as a legal status of a person or other entity that cannot repay the debts it owes to creditors. It can also be viewed in most jurisdictions; bankruptcy is imposed by a court order often initiated by the debtor. In some countries such as UK, bankruptcy is limited to individuals, and other forms of insolvency proceedings (such as liquidation and administration) are applied to companies Online Etymology Dictionary (2014) posits that bankruptcy is derived from Italian *banca rotta*, meaning “broken bench”, which may stem from a custom of breaking a moneychanger’s bench or counter to signify his insolvency. However, bankruptcy may be a figure of speech which means mismanagement of funds or spending money in wrong ways. Generally, bankruptcy could be seen as a default. In this work, bankruptcy describes the situation of the school principals to be a defaulter in any of the academic, professional or managerial qualifications.

Nevertheless, Policies according to Dagmer & Gonzalo (2007) focused specifically on the steps that need to be taken to improve the quality of learning. However, with introduction of Universal Basic Education (UBE) in 1999, the Junior Secondary School became part of the nine-year basic education programme and has since been separated as an independent school with micro-policy, under a separate principal.

A national policy encompasses a course of action that has a mandatory force of implementation in a geographical or political territory called a nation. Policy ensures standard and a near semblance of outcome. According to Oranusi (2014), policy revolves around a general philosophy and its aims and objectives are common to all the sectors of the policy implementation. The purpose of the national policy on education is to enhance the spirit of national development among the Nigerian teachers and give a credible guide to the school administrators. Micro-policy can be defined as a minor policy formulated to achieve a specific goal. The micro-policy of Upper basic education is to ensure that the minimum academic qualification in Nigeria is Upper Basic Education Certificate (UBEC). This helps to differentiate between illiterate from educated citizens. This micro-policy is important to Nigeria because it helps to prevent school drop-out which use to barricade the formal primary school leavers from been self-employed. Vocational skills have been incorporated into the curriculum of upper basic education. Thus it becomes an independent school with school principals as the school administrator.

Universal Basic education (UBE) is a macro-policy program which grew out of the international conference of Education for all (EFA) that took place in Jomthien Thyland in 1990. The Nigerian response to EFA led to the lurching of Universal basic education by the federal government of Nigeria in Sokoto in the year 1999. The formal 6,3,3,4 system of education was transformed into 9, 3, 4 system of the present day Nigeria. A look at these two education systems show that formal 6years of the initial primary school has been merged with the formal first three years program of secondary school. According to Universal basic education commission (2006), UBE was introduced to remove distortions and inconsistencies in basic education delivery and

reinforce the implementation of the national policy on education (NPE) as well as to provide great access to, and ensure quality of basic education throughout country.

### **Theoretical Framework**

This paper makes use of the Petercian theory to underpin the brain behind this discussion. The Petercian theory explains the effect on an employee's effort of promotion to a new and different job, which has a new set of demands. Peter and Hull (1969) opines that since past performance is continually used to predict future performance, eventually, people are promoted to a job where they would not be effective. Peter and Hull declare that in a hierarchy, every employee tends to rise to his level of incompetence.

The Petercian Principle is the concept that in a bureaucratic organization, new higher ranks is opened, but when a junior worker prove to be competent in the task to which they were assigned; they get promoted to a higher rank, which in some cases is Managerial. The process of climbing up the hierarchical ladder can go on indefinitely, until the employee reaches a position where he/she is no longer competent. The repercussion is that most of the management levels of a bureaucratic organization will be filled by incompetent people who got there because they quite good at doing different and usually but not always easier work than they are currently expected to perform.

Relating Petercian theory to administration of basic education schools today where promotions have taken a number of unqualified teachers to the rank of school administrators. Many teachers/vice principals were found wanting in academic qualifications yet promoted to the rank of School Principals. Similarly, some Vice-Principals were academically and managerially qualified but professionally backward yet promoted to the post of school principals. Hence, they become incompetent. Above all, majority of School Principals were academically and professionally qualified yet the principals' rank is their post of competence because they lack managerial acumen. Financial Complains, workers conflicts, students' riots, cultism, examination mal-practices, indiscipline and total breakdown of school facilities are index of awareness that almost all the school principals are managerially bankrupt.

### **Academic Qualifications**

Academic qualifications are credentials based on certificates or a number of certificates acquired from different levels of Education and institutions. In Nigeria, various level of Education has its own Certificate. For instance, Primary School holders are entitled to Primary School leaving Certificates. This was before the advent of Universal Basic Education (UBE). Today, there is no more Primary School Leaving Certificate (PSLC) because the system of Nigerian Education has changed from 6,3,3,4 to 9, 3, and 4. The students have to spend 9years before they could write any Certificate Examination let alone entitled to a Certificate. The implication is, student that spent 6years at primary School is as good as illiterate and such should not expect any Certificate except the first 9years is completed.

As far as Nigeria is concerned today, Senior Secondary School is accorded another Certificate. Ige (2013) comments to clarify how this certificate is awarded and the quality of which makes the candidate eligible for entrance into tertiary institution. Thus; Certification at the end of this phase depends on the performance of a student in the Continuous Assessment (CA) and Senior School certificate Examination (SSCE), Coordinated by West African Examinations Council (WAEC) or National Examination Council (NECO). A child must obtain a minimum of five credits at two sittings including English language and mathematics to be able to proceed to the tertiary level of the educational system.

However, tertiary education in Nigeria like most countries of the world, include; Colleges of Education where Nigeria Certificate of Education (NCE) could be obtained after a minimum of 3years. College of Education is a specially designed tertiary Institution to take would be teachers through various ethics, norms and values of teaching profession. The students are taking through a number of courses such as history of Education, Psychology of Education, Curriculum Studies, Special Education, Educational Administration/ Management, Educational Technology, Philosophy of education, Sociology of Education, Educational planning and others. Every student is taking through Educational counseling and Teaching methodologies to shape and reshape them into an educational guru. Some of these Nigerian Colleges of Educations such as Adeyemi College of Education, Ondo (presently Adeyemi University of Education, Ondo) and the like were affiliated with recognized Universities such as Obafemi Awolowo University, Ile-Ife and the like which make them eligible to admit and train graduates year in year out. But, the certificates carry the name of the respective University that Such College of Education was affiliated to. These certified graduates have the same eligibility and responsibility to compete favorably with their counterparts from respective Universities across the globe.

While discussing about educational status of this kind, Mono/Polytechnics is not supposed to be mentioned, but it is unfortunates that Nigerian educational industries has become a dumping ground for jobless remnants of other sectors of economy. Nevertheless, this category of tertiary Institutions is specifically meant to train students who were not competent to take cognitive aspect of Knowledge as it is meant for University Education. Hence, they depend mostly on practical aspects of engineering such as Mechanical, electrical, civil, Mining and production engineering to mention but just a few. They also offer technical otherwise practical aspect of other professions other than Education.

There are two types of certificates which can be obtained from this category of tertiary institutions. These include; Ordinary National Diploma (OND) otherwise called National Diploma (ND) in some of such institutions and Higher National Diploma (HND). At this HND level, graduates are qualified to undergo 1year compulsory National Youth Service Corps (NYSC). This makes some of these graduates to deem that they were capable and efficient to rule the school as principal in the same vein as their University graduates counterparts with teaching credentials.

Moreover, University Education in Nigeria is held with the premier esteem in terms of academic qualification although, this is an indisputable fact. Hitherto, not all that pass through university education is qualified to teach under the context of teaching as a profession. If no teacher is allowed under law to inject sick persons, no engineer should be allowed to teach let alone leading the school as an administrator or principal. It will be a true picture of bankruptcy if an engineer is leading a school as the Principal. Certificates that could be obtained at the University level includes; B.SC, B.A, B.SC (ED), and B.A(ED). Although at the post graduate levels, one could obtain an additional degree such as Postgraduate Diploma (PGD). If this is gotten from the Faculty of Education, it is called Postgraduate Diploma in Education (PGDE). According to the culture of Nigerian Education, (B.SC+PGDE) =B.SC(ED), (B.A +PGDE) =B.A(ED).

Therefore, according to Section 8, subsection B Item 70(b) of the National Policy on Education of the Federal Republic of Nigeria (2004) revised “the minimum qualification for entry into the teaching profession shall be the Nigeria Certificate in Education (NCE)”. However, the minimum academic qualification for the School principal is either B.SC(ED) or B. A(ED) and their equivalents as have been stated earlier. Though this is not stated in either the National

Policy on Education or any other National Education Laws but it has been stated by some State Ministries of Education (SME) such as Kano State Ministry of Education law (KSMEL). A leader of a Secondary School Organization should possess a Minimum of first Degree qualification in Education (Bello, 2014). Also, this can also be considered supported by the Federal Ministry of Education, any qualification lower than B.SC(ED) and B.A(ED) and their equivalents could no longer be employed to teach at the Federal Colleges(Secondary Schools) in Nigeria. Today, a few principals have obtained a Masters Degree in education such as M.ED, MA.ED or M.SC (ED).

### **Professional Qualifications**

Teaching as a profession has been a long awaited dream of Nigerian Scholars of Education. Many of whom have written a number of articles seeking for the attainment of professionalization of teaching. Nonetheless, whether teaching is pronounced as a profession or not, it has more than adequate qualifications to be called a Profession. Teaching as a profession has rudiments, ethics, norms and values which its workers must be equipped with. Take for instance, it is an ethic of teaching profession that a teacher must strive to rescue her students from becoming a school dropout just as a medical Doctor swears an oath to rescue the life of the patients. Also, it is an ethic of teaching profession that Educators are not to involve in any immoral relationship with any of his or her students. As well, it is an ethics of teaching profession that teachers should not divulge the secrets of students as well as that of the school to un-authorized persons. Furthermore, all teachers are counselors and parents to the students. Teachers as parents should share from the students' pains as well as enjoyment, they should be happy when the students are happy and sad when the students are sad. Some of the crises in Nigerian schools today between the school administrators and the students is due to the failure of school administrator to show empathy when the students that are going through hard times.

Professional qualifications needed in education industry could be obtained either through educational courses such as philosophy of education, sociology of education, Curriculum studies, History of Education, Educational Management, Educational planning, Educational Counseling and the like. Professional qualification can also be gotten through Refresher courses such as Seminars, Conferences, Workshops, Symposia and other educational gatherings. Working Experience is also one of the best ways to assess professional qualifications of the workers.

As the wise saying, experience is the best teacher. Educationists believe that one of the best ways of learning is "learning by Observations and practice". Many teachers in the educational system today are not Educationists but victims of circumstances, they found themselves teaching. The wise among them have opportunity to learn by observations from the few educationists whom they worked with. Today, hardly can you know that they were not educationists. As a matter of fact, he/she in the absence of educationally trained educationists who are in the same level with them might become the School Principal.

In short, a competent professional school administrator should be equipped with the three professional qualifications stated as follows;

- (i) Educational Courses in Faculty of Education of a University or Colleges of Education
- (ii) Refresher Courses such as workshops, Conferences, Seminars, and symposia.
- (iii) Teaching experience learned by Observation of experts.

### **Managerial Qualifications**

This is a type of qualification dealing with ability to manage human, materials and financial resources needed to achieve a set organizational goal and objectives. Managers are entrusted to

be part of the policy formulation crew. Managerial functions of an administrator have to do with the ability to plan or draw a blue print needed in solving problems. The important managerial skills that school principals should possess include the following;

**a. Financial Management Skill:** One of the major problems of the school administrators today has to do with financial malpractices. When the phrase “financial malpractices” is mentioned today, people’s minds go straight to embezzlement of educational funds by the school principals. As a matter of fact, Financial malpractices, is not only limited to embezzlement of school funds by the school administrators but diversion of funds to wrong areas and diversion of excess funds to a place where funds is not necessarily needed. One does not need to attend every school in the world before one could know how to manage financial resources. Ige (2013) states that money is important in a school because it is used to construct buildings purchase needed equipment, pay staff salaries and allowances, maintain the school plants and keep the services going. Ige (2013) explained how schools get funds that In Nigeria, Secondary Education derives its major funds from the annual allocation to the education sector. Unfortunately, allocation to the education sector on which secondary education depends has been consistently low in spite of the strategic role of the sector in the training of manpower for the development of the economy.

As the Economists say human needs are unlimited but the resources to satisfy them are limited. However, for a school principal to manage financial resources effectively, he must acquire the economics knowledge known as “scale of preference” that is, the arrangement of needs in order of importance. For instance, a School Principal is not supposed to the talking about fueling of school bus when there is no chalk in the school for teachers to utilize. This is because, without school bus neither normal neither teaching nor learning will still be taking place but without chalk in the school, no teaching and learning could take place. Hence, chalk should be given priority on the scale of preference by the school principal than fuelling the school bus. Nevertheless, it is unfortunate that majority of school administrators today always complain about insufficiency of fund to ensure smooth running of the school while few of them with financial managerial skills have more than enough to cater for their important needs.

**b. Human Resources Management:** Human resources management is an aspect of managerial acumen of school administrators, which one could consider in rating him/her higher or lower among his/her contemporaries. Human Resources in the schools include the teaching staff, non-academic staff and the students. All these together when properly managed by the school principal will determine to a greater extent the achievement or failure of the school in the attainment of the set goals and objectives. The School Principal is expected to manage the school staff in the following areas.

- (i) Quality Control and placement of staff
- (ii) Staff welfares and remunerations
- (iii) Staff discipline
- (iv) Communication and reminders of teaching ethics
- (v) Quality teaching and instruction
- (vi) Proper communication
- (vii) Organization of In-service trainings and refresher courses
- (viii) Staff development and recommendations for promotion
- (ix) Division of work and delegation of duties among staff
- (x) Encouragement of team work among the staff, etc.

All these among others were index of awareness of school principals' human resources managerial qualifications. A school principal with all these human resources management characteristics is difficult to be identified as not qualified even if is not qualified academically or professionally. Because he always appoint or delegate some of his duties to one or two of his qualified staff members to act in area where he is deficient and in the process he learns from such staff by observation and practice. With time, he becomes so eloquent in virtually every aspect of administration.

**c. Material Resources Management:** Material resources management is one of the unavoidable managerial skills needed by the school principal to be an effective and efficient school administrator. Material resources ranges from the school site and buildings, school field, school bus, school sign board, school text-books, school chairs, school instructional materials, etc. A good principal of a school should be able to keep all the school material resources safe. However, they should also be well maintained. Nonetheless, the school principal in the attempt to promote school-community relationship will need to grant the school host-community members access to the school facilities such as school bus, Hall, Field and classes. In addition at same time he should consider the safety of those facilities given out for the use of the community. Nevertheless, the ability of the school principals to do justice between the use of school facilities in promotion of school-community relationship and at same time ensure the safety and durability of such school facilities without any misinterpretations of words or conflicts between the school and its host-community. This portrays efficiency of material resources managerial qualification on the part of the School Principal.

Moreover, the question which of the above extensively discussed academic, professional and managerial skills that one could consider bankruptcy on the part of the school principals is multidimensional in nature. This is due to the fact that this question was not referring to only one principal. A principal may be considered bankrupt in managerial why others are very efficient at it. Similarly, three principals may be considered bankrupt in academic qualification while others were even over-qualified. Also, a principal may be efficient at professional qualification yet default at both managerial and academic qualifications. The question to be answered at this juncture includes who are academically bankrupt school principals? Who are professionally bankrupt school principals and who are managerially bankrupt school principals?

#### **Academic Bankrupt School Principals**

An academic bankrupt school principal is an academically unqualified school principal. This is a school principal without the required minimum educational academic degree qualification. The minimum required qualification for a school principal is B.SC (ED) or B.A(ED) and their equivalents such as (B.A+PGDE) or (B.SC +PGDE). Anything lower than these four qualifications either inside or outside the educational discipline is considered bankruptcy. Therefore, today school principal of Upper Basic Education School with less than these stipulated four qualifications is academically bankrupt. This is perhaps because many of his academic staff might possess better qualifications than he does and thus find him incompetent enough to mark their lesson notes. This may even cause inferiority complex for him/her among his/her staff. Hence, he/she may find the school ungovernable.

Although Nigerian Certificate in Education(NCE) is the minimum qualification for teaching in the educational system(FRN,2004), many secondary schools' teachers still parade lower qualifications such as Grade II Certificate thus implying that they are unfit for teaching(FME,2009). On this scale that Indefo (2006) as cited in Okorodudu (2011) investigated

the academic qualifications of teachers of selected subjects including English Language and Mathematics at some upper basic education schools in Nigeria by picking one school each from every geopolitical zone across the country.

According to Ndefo, (2006) table1 above, one can conclude that as at 2006, the number of academically unqualified teachers in Nigeria doubles that of qualified at the upper Basic Education school level. Relating this to Petercian theory, many of the following unqualified teachers will one day be promoted to the post of School Principal which denotes their incompetence.

### **Professional Bankrupt School Principals**

A School Principal, who has not acquired, values, skills, attitudes, rudiments, and ethics of teaching professions can be considered bankrupt professionally. A Professionally bankrupt school principals lack experience in such areas as those earlier discussed like involvement in Educational Courses in the Faculty of Education of a recognized University or Colleges of Education, Refresher Courses such as workshops, Conferences, Seminars, symposia and other academic gatherings or Teaching experience learned by Observation of experts. Also, a principal may be half-baked professionally, for instance, a Principal who only gained experience through University educational courses but failed to update himself with refresher courses and cross-fertilization of ideas with other experts within and outside his locality is half-baked professionally.

### **Managerially Bankrupt School Principals**

Educational crises in Nigerian basic education schools today is an index of awareness that majority of school administrators are managerially bankrupt. They continue to complain about inadequacy of funds for effective management of the schools, where philanthropists of their host communities are looking for where to pump money and become popular in the society. They continue to complain of insecurity where the police are sitting down idle in the office waiting for people like principals to recognize their place in carrying out investigations in crime prevention and control. A managerial bankrupt school principal is the one who lacks financial resource management, human Resource Management and material resource management. Many schools were found ungovernable today due to conflicts, crises and litigations caused by poor financial, human and material resource management on the part of various school principals.

According to Arikewuyo (2009), there should be organization of special course by the Nigerian Institute of Educational Planning and Administration (NIEPA) to train the school principals of Upper Basic Education. This idea should be borrowed from civilized countries of the world. For instance, Singapore started her own in 1985, United Kingdom started in 1998.

It was recently established in Hong Kong that not only newly appointed Principals need training, the serving Principals (after three years of service) are required to attend training courses. Thus, from September 2003 onward, all potential Principals need to attend training programs in school administration and must obtain a certificate issued by the Education Department before they are appointed as school heads (Wong and Ng, 2003). The implication of this is that Principals are now professionally trained and thus be able to administer their schools efficiently.

### **Recommendations and Conclusions**

This work in its attempt to identify and provide remedies to the challenges of academic, professional and managerial bankruptcy on the part of the School Principals of upper basic education schools in Nigeria. The following recommendations are put forth to government.

- Academically Unqualified principals and teachers should be mandated to go for in-service training in Education such as PGDE.
- School Principals of upper basic education and their teachers should be encouraged to attend refresher courses such as Conferences, Seminars, workshops and symposia to update their knowledge of present date realities.
- Special Curriculum should be designed for school principals and Vice Principals that are likely to be promoted to the rank and these shall be to rectify problems associated with professional and managerial qualifications.
- While going to any professional and managerial gatherings, the school principals with less than three years to retirement should be encouraged to come with their Vice Principal so that they also can learn by Observation and practice.
- The School administrators should endeavor to organize Workshops and Seminars on important aspect of managerial qualification that is Financial, Human and Material Resource Managements at least ones in a term.

In Conclusion, as long as virtually every school principal of Upper Basic Education Schools today complains about not less than one of; Insufficient funds to manage the school, Poor Academic Achievements, Student unrest, Teachers' dereliction of duties, Indiscipline among the students, Teacher and students absenteeism, Examination malpractices, Insecurity of lives and school facilities, Students' poor communication Skills and Teachers' incompetency, the managerial skill should be considered most bankrupt in the micro-policy of Nigeria upper basic education Schools today. Therefore, Principal Managerial Skills should be implemented to degree in the course of effective administration of Basic Education Schools today.

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