List of tables based on Management Task areas and research objectives:

Respondents’ Background information:

Table 1: Classification of Schools by their categories

Table 2(a & b): Distribution of schools by Head teachers’ Gender and head teachers’ Academic Qualifications.

Table 2 (c): Secondary school head teachers’ exposure to management training compared by School categories.

Section 1: Curricular Design and Planning:

Table 1.1: Weeks devoted to teaching compared by study variables

Table 1.2.1(a): Having cordial relations with teaching staff for effective teaching as a way of maximising teaching and learning in secondary schools compared by study variables.

Table 1.2.1(b): Teachers’ personal drive in maximising teaching and learning in schools compared by study variables.

Table 1.2.1(c): Use of Lesson-control forms as a way of maximising teaching and learning in secondary schools compared by study variables.

Table 1.2.1(d): Having regular syllabus coverage briefs as a way of maximising teaching and learning compared by study variables.

Table 1.2.1(e): School-wide performance targeting as a way of maximising teaching and learning in secondary schools.
Table 1.2.2: Remedial Teaching in secondary schools compared by study variables ......................................................... 199

Table 1.2.3 (a): Choice of students for remedial teaching based on their performance in Exams compared by study variables .......................................................................................................................................................... 200

Table 1.2.3 (b): Identification of weak students by subject teachers compared by study variables......................................................... 201

Table 1.2.4(a): Organisation of Remedial teaching during morning and evening compared by study variables ......................................................................................................................................................... 203

Table 1.2.4(b): Organisation of Remedial teaching during school holidays compared by study variables......................... 204

Table 1.2.4 (c) Remedial teaching during weekends compared by study variables................................................. 204

Table 1.2.5: Provision of support for Fast Learners or academically Gifted Students compared by study variables ...... 206

Table 1.2.6(a): Assigning extra work to fast learners compared by study variables ................................................................. 206

Table 1.2.6(b): Attending to gifted students compared by study variables ................................................................................................................................. 207

Table 1.3.6: A Comparison of the rate of syllabus coverage in secondary schools by study variables ......................... 210

Table 1.3.7: Cited reasons for non-coverage of syllabus in Secondary Schools ............................................................................. 211
Table 1.4.0: A summary of some of the Optional subjects in secondary schools’ syllabus.................................215

Table 1.6 (I): Promoting learner centred pedagogy compared by study variables.........................................................220

Table 1.6 (IV) Efforts in Promoting School-Community Relations.................................................................225

Table 1.6 (VI): Promotion of information technology compared by study variables.................................................228

Table 1.6 (vii): School efforts in promoting communication skills compared by study variables..........................229

Table 1.6 (viii): School efforts in promoting working together compared by study variables..............................232

Table 1.6 (xiii) Schools’ efforts in developing Holistic Students’ Personalities.........................................................237

Table 1.9 Overall scores in Curricular Design and Planning compared by study variables........................................239

Section 2: Curriculum Transaction and Evaluation:

Table 2.1: Existence of School calendars compared by study variables.................................................................240

Table 2.2 (a): set deadlines for academic programmes compared by study variables.............................................241

Table 2.2 (b) Scheduling of Continuous Assessment Tests and main exams compared by study variables...............242

Table 2(c): Existence of open academic days and prize giving days compared by study variables..........................243
Table 2.4: Existence of Performance targets in schools compared by study variables

Table 2.5.1: Availability and adequacy of teaching and support staff

Table 2.5.1 (a): Schools’ Rating of the availability of language teachers compared by study variables

Table 2.5.1(b): Science and Mathematics Teachers’ levels of Adequacy compared by study variables

Table 2.6: Comparison of the practice of identifying staff development needs by study variables

Table 2.6.1(a): Use of performance index as a practice of identifying staff development needs compared by study variables

Table 2.6.1(b): Use of Teachers’ requests a practice of identifying staff development needs compared by study variables

Table 2.6.1(c): Use reports from Heads of departments a practice of identifying staff development needs compared by study variables

Table 2.6.2(a): Focus of Head teachers and Teachers’ Seminars

Table 2.6.2(b): Sponsorship of teachers for national seminars compared by study variables

Table 2.6.3(c): Courses attended by Support staff (Non-teaching staff) in secondary schools

Table 2.6.3(d): Training Programmes Attended by Non-Teaching Staff Members Compared by study variables
Table 2.6.4: Schools’ Linkages with NGOs compared by study variables................................................................. 261

Table 2.6.5: Secondary schools’ linkages with Non-governmental Organisations ways of assisting schools................. 262

Table 2.7 (a): Use of Self-appraisal in secondary schools Compared by study variables.............................................. 264

Table 2.7(b): Use of Peer-appraisal in secondary schools Compared by study variables............................................. 266

Table 2.8: Curriculum Transaction and Evaluation Scores compared by study variables........................................ 269

Criterion 3: Research, Development and Extension:

Table 3.1.1(a): Visits to reputed schools for comparison of learning approaches compared by study variables........... 270

Table 3.1.1(b): Constituting of BOG sub-committees monitoring results compared by study variables.................... 271

Table 3.3: Teachers’ publication in areas of their specialisation compared by study variables................................ 272

Table 3.4: Schools’ engagement in socially useful practices compared by study variables........................................ 273

Table 3.5: Marketing of school programmes compared by study variables.............................................................. 275
Table 3.5.1(a): Hosting of social activities as a school marketing strategy compared by study variables

Table 3.5.1(b): Striving for better academic results as a school marketing strategy

Table 3.5.1(c): Marketing schools through engagement in community outreach compared by study variables

Table 3.6 (b): Existence of inclusive Education facilities compared by study variables

Table 3.6 (c): Schools’ involvement in Blood donation compared by study variables

Table 3.7 (a) School Relations with Government Departments compared by study variables

Table 3.7 (b): Involvement of local leaders in management of school affairs compared by Study variables

Table 3.7 (c) Schools’ linkages with like-minded institutions compared by study variables

Table 3.8 (a): Comparison of Research, Development and Extension Scores by study variables

---

**Criterion 4: Infrastructure and Learning Resources:**

Table 4.1: Existence of school expansion plans compared by study variables

Table 4.2.1(a): Use of fund-raising drives for putting up physical facilities compared by study variables

Table 4.2.1(b): Soliciting for donor support for putting up physical facilities compared by study variables

Table 4.2.1(c): Support by students' alumni for putting up physical facilities compared by study variables
Table 4.5: Hiring of school facilities by external agencies compared by study variables.................................

Table 4.10: Availability of computer compared by study variables.............................................................................301

Table 4.11 (a): Adequacy of classrooms compared by study variables...........................................................................303

Table 4.11 (b): Availability and adequacy of Library facilities compared by study variables..............................................304

Table 4.11(c): Availability and Level of Adequacy of Physical Facilities in Secondary Schools...........................................305

Table 4.12: A summary of Priority but Limited School Facilities in secondary schools.................................................306

Table 4.13: Ranking of Levels of shortage of some teaching and learning materials compared by Study variables......307

Table 4.14: Schools’ levels of participation in co-curricular activities compared by Study variables.........................308

Table 4.15: Infrastructure and Learning resources Scores compared by study variables..................................................310

**Criterion 5: Students’ Support and Progression Services:**
<table>
<thead>
<tr>
<th>Table 5.0: Completion rates in secondary schools compared by study variables</th>
<th>311</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 5.0.1: Transfer rates in secondary schools compared by study variables</td>
<td>312</td>
</tr>
<tr>
<td>Table 5.4.1(a): Use of written compliments in motivating students to higher-level performance</td>
<td>314</td>
</tr>
<tr>
<td>Table 5.4.1(b): Creating healthy learning environment in schools compared by study variables</td>
<td>315</td>
</tr>
<tr>
<td>Table 5.4.1(c): Students’ attachment to teachers for assistance compared by study variables</td>
<td>316</td>
</tr>
<tr>
<td>Table 5.4.1(d): Availability of Remedial Teaching compared by study variables</td>
<td>317</td>
</tr>
<tr>
<td>Table 5.4.1(e): Organising Educational Trips compared by study variables</td>
<td>318</td>
</tr>
<tr>
<td>Table 5.4.1(f): Motivating students through Personalised Attention compared by study variables</td>
<td>319</td>
</tr>
<tr>
<td>Table 5.4.2(I): Assistance for Academically Gifted Students compared by study variables</td>
<td>320</td>
</tr>
<tr>
<td>Table 5.4.2(ii): Training and couching sessions for students gifted in co-curricular activities compared study variables</td>
<td>321</td>
</tr>
<tr>
<td>Table 5.4.2(iii) Existence of School dispensaries compared by study variables</td>
<td>323</td>
</tr>
<tr>
<td>Table 5.4.3 (I): Guidance and counselling by Guest speakers compared by study variables</td>
<td>325</td>
</tr>
<tr>
<td>Table 5.4.3(ii): Existence of peer counsellors compared by study variables</td>
<td>325</td>
</tr>
<tr>
<td>Table 5.5.4: Feedback from schools compared by study variables</td>
<td>327</td>
</tr>
<tr>
<td>Table 5.7: Comparison of School results in national examinations by school categories</td>
<td>329</td>
</tr>
<tr>
<td>Table 5.11: Comparison of schools’ alumni holding prominent positions by study variables</td>
<td>336</td>
</tr>
<tr>
<td>Table 5.12: Students’ support and progression services Scores compared by study variables</td>
<td>337</td>
</tr>
</tbody>
</table>
Criterion 6: School Organisation and Management

Table 6.2: Measures to improve schools in the last three years compared by study variables

Table 6.3.1: Checking work efficiency of non-teaching staff compared by study variables

Table 6.3.3: Modalities of Teachers’ Recruitment and Appointment in case of Vacancies

Table 6.3.4: Invitation of Guest speakers compared by study variables

Table 6.4.1: In-house Seminars for non-teaching staff in secondary schools

Table 6.4.4: Existence of Grievance redress mechanism compared by study variables

Table 6.4.5: The practice of internal quality checks compared by study variables

Table 6.4.7 (a): Sensitisation of schools to participative decision-making compared by study variables

Table 6.4.7 (b): Sensitisation of schools to Total Quality Management compared by study variables

Table 6.4.7 (c): Sensitisation of schools to Total Quality Management compared by study variables

Table 6.50: In-come generating activities in secondary schools compared by study variables

Table 6.51: Nature of budgets compared by study variables

Table 6.7.1: Introduction of innovative practices in management of secondary
Table 6.7.1(a): Innovative practices in Curricular Design and Planning..................................................................................364

Table 6.7.1(b): Innovative practices in Curriculum Transaction and Evaluation..................................................................................365

Table 6.7.1(c): Innovative practices in Research, Development and Extension (School community relations).........................366

Table 6.7.1(d): Innovative practices in infrastructure and learning facilities..................................................................................367

Table 6.7.1(e): Innovative practices in student support and progression services........................................................................368

Table 6.7.1(f): Innovative practices in School Organisation and management..................................................................................369

Table 6.8: School Organisation and Management scores compared by study variables.................................................................370

Table 6.9: A Summary of schools’ scores in the six Management task areas..................................................................................371

Table 6.9.1: Rating of the six Management task areas in order of merit.........................................................................................372

Table 6.9.2: Ratings of schools in the Six Management Task Areas.................................................................................................377
Research Objectives:

Table 1.1 (a): Analysis of Variance on Curricular Design and Planning Aggregate and school categories.................390

Table 1.1 (b): T-test for Equality of means between schools under head teachers exposed to management training and those who have not exposed to such training..................................................................................................................391

Table 2.1 (a): Analysis of Variance on Curricular Transaction and Evaluation Aggregate and school categories........392

Table 2.1(b): T-test for Equality of means in Curricular Transaction and Evaluation between schools under head teachers exposed to management training by KESI and those who lacked such exposure.........................................................393

Table 3.1(a): Analysis of Variance on Research, Development and Extension Aggregate and school categories........394

Table 3.1 (b): T-test for Equality of means in Research, Development and Extension between schools under head teachers exposed to management training by KESI and those who lacked exposure.........................................................394

Table 4.1(a): Analysis of Variance on Infrastructure and Learning Resources Aggregate scores and school categories...395

Table 4.1(b): T-test for Equality of means in Infrastructure and Learning Resources between schools under head teachers exposed to management training and those not exposed to such training.........................................................396

Table 5.1(a): Students’ Support and Progression services Scores compared by study variables.................................396

Table 5.1 (b) Analysis of Variance on Student Support and Progression services Aggregate scores and School categories.................................................................................................................................397

Table 5.1(c): T-test for Equality of means in Student support and progression services based on schools under head teachers exposed to Management training by KESI and those who lacked such exposure ............................................................398

Table 6.1(a): Analysis of Variance on School Organisation and Management Aggregate scores and school categories...399

Table 6.1(b): T-test for Equality of means in School Organisation and Management between Head teachers exposed to
Management training by KESI and those who lacked such exposure
Table 7.1(a): Scores in Curricular Design and planning compared by study variables………………………………………….401

Table 7.1(b): A comparison of schools’ overall rating by Study variables…………………………………………………………..402

Table 7.2: One-way Analysis of Variance based on overall school scores and School Categories………………………………403

Table 7.3: T-test for Equality of means in Overall schools’ scores between Head teachers exposed to Management training by KESI and those who lacked such exposure………………………………………………………………………………..404

List of Abbreviations

BERC…………….Basic Education and Research Centre

BOG……………Board of Governors