



LIMITATION TO ADMINISTRATIVE EFFECTIVENESS OF SECONDARY SCHOOL PRINCIPALS IN ENUGU STATE

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Abstract

This study was carried out to find out the constraints to administrative effectiveness of secondary school principals in Enugu State. Descriptive survey research design was used for this study. The area of the study in Enugu state. The population for the study consists of 11,374 secondary school teachers and 287 principals. The researcher used proportionate, stratified random sampling technique to sample 10% of the total population of teachers which is (1109) and the entire principal for the study. The research Instrument was given to three experts for face and content validation. The instrument for data collection is a structured questionnaire developed by the researcher. The researcher then used Cronbach Alpha reliability estimate to analyze the data, the reliability co-efficients obtained was 0.73. For data analysis, mean scores of the respondents were used to answer the research questions. The findings revealed that; To a great extent poor planning of school activities constitute constraints to administrative effectiveness of secondary school principals as opined by the respondents. To a low extent, parent influences constitute constraints to administrative effectiveness of secondary school principals as opined by the respondents. To a great extent inadequate funding constitute constraints to administrative effectiveness of secondary school principals as opined by the respondents. It was recommended among others that; Seminars, conferences, and workshop should be organized by government and non-governmental agency to educate school principals on the importance of quality planning of school activities to ensure effective achievement of educational goals.

Keywords: Limitation, Administrative, Effectiveness, and Principals

Introduction

Schools are said to be institutions with complex activities which are carried out by people and are coordinated by a person or persons. Schools are also regarded as non-profit oriented but service goals oriented as they work for the realization of common goals of society (Nwangwu, 2005). Such goals,




according to Nwangwu, include transmitting of societal values and norms from one generation to another. Because of the complexity of activities that are involved in schools, order is needed for proper administration. Aguba (2009) observed that administration in school entails working with and through teachers, non-teaching staff and pupils or students to get things done effectively. School administration is more concerned with the implementation of educational goals and policies: Ugwu (2013) observed that in school administration, the primary aim has to do with the improvement of teaching and learning, and all the activities of the school. The functions of administration in school are performed by the school heads like the principals also known as the administrator.

According to Sidhu (2002) an administrator is defined as an executive head of the organization. He is a coordinator who has to organize activities in such a way that things work smoothly, quickly, and effectively. He observed that Educational administrator is defined as the individual in a school setting who directs the affairs of the school in such a way as to achieve its primary goals and objectives of education in effective planning, organizing, supervision, controlling and evaluation. Therefore, for a school administrator to successfully accomplish the set educational objectives, he has to work with other people within the school system and be able to inspire them to work co-operatively with him so as to achieve the educational goals: in other words, educational administration is the process of integrating the efforts of personnel and of utilizing appropriate materials in such a way as to enhance the development of human capabilities. Educational administration is also referred to as all those techniques and procedures in operating educational organization in accordance with established policies. (Sidhu 2002).

Uzoigwe (2014) observed that the principal of a school could be regarded as an administrator, and by extension the school administrator can be regarded as a leader. This is because the administrator performs certain functions that make the school to be effective. The notion of principal's leadership effectiveness has come to prominence in educational literature within the last three decades. It is increasingly recognized that the quality of leadership in any organization, school or non-school to a large extent affects the success of the organization (Ukeje, Akabogu and Ndu, 1992).

Leadership involves the practice of getting others to accomplish tasks. According to Ibukun (2004), leadership is the art of influencing others to work enthusiastically towards the achievement of organizational goals. Building on this definition, the function of organizational leadership can be said to be a relationship of influence on relevant orders in and out of an organization towards the achievement of the organizational goals. This is because the attainment of organizational goal is a function of the cumulative inter-play of the forces internal and external, influencing the organization. An effective leader, therefore, is one who diligently influences these forces to achieve the specified goals of the organization.



The concept of principal's leadership effectiveness in Nigerian secondary schools is often used to express the overall school effectiveness in relation to the attainment of both normative and summative values in students as spelt out in the National Policy on Education (FRN, 2004). The school principal is the accounting officer of the school who is either blamed or praised depending on the degree of his effectiveness in influencing the relevant orders in and outside school to enhance teaching and learning. Adeleke (2001) observed that the principal of a school could be regarded as an administrator and by extension the school administrator can be regarded as a leader. This is because the administrator performs certain functions that make the school to be effective. Such functions include planning, organizing, directing and controlling. The principal identifies the vision; mission, strategies and objectives of the school well in advance and provides means of accomplishing them (Ohanado 1998). Socket (1990) in Odo (2013) supported the view, when he observed that secondary school principals undertake short, medium and long term planning because it serves as a foundation range planning. He also noted that the principals also organize the school by assigning duties and giving authority to his sub-ordinates. The principal should plan, organize, direct and control men and materials in order to achieve the objectives of the school. He should take time into consideration in whatever he does. Ugwu (2012) observed that principals as supervisors should make their subordinates perform their duties promptly. He should make facilities available for staff and students and he should move round to see that things are working well.

Wyatt (1995) opined that control strategy is a leadership function of the principal which is exercised in order to regulate activities in an organization and to ensure that what is done is in line with organizational objectives. According to Akanni (2004) control strategy is a process of ensuring that actual directing and performance of the members of an organization are in conformity with their planned direction and performance. This definition implies that the leader is expected to exercise control by monitoring every aspect of the organization and ensuring that duties are conducted according to expectations. Ejiogu (1998), observed that control strategies are regulations, procedures and techniques, supervision discipline and budgeting which are adopted in order to guide and monitor the operation of an individual or groups, towards the achievement of an objectives. Within an organization such as a school, an administrator makes use of different strategies to ensure that right things are done at the right time and that those under him do not deviate from the objective of the organization.

Adeleke (2001) noted that decision making is another key responsibility of the school leader towards achieving the school objectives. According to him, decision-making is a process of generating and evaluating alternatives and making choice among them. It involves thinking of different options and weighting them properly so as to know and select the one which is likely to fit into a particular situation within organization in a school system, the administrator engages in planning, organizing, directing and controlling the activities of other members towards the achievement of educational objective. Effective execution of these administrative duties will to a large extent be determined by the quality of decision





that is made on different aspects of their duties. Ijaiye (1997) observed that the practicability of any decision will depend on available data regarding the educational objectives, the duties to be performed and the resources available in the organization.

Ogundele (2008) noted that Nigeria as a country is faced with a lot of crisis in her education industry. These crises according to him have been attributed to inadequate funding, poor and irregular salaries, student population explosion; poor teachers job satisfaction, poor conducive learning environment, inadequate supply of educational facilities and needed equipment for effective teaching learning process. The result of this is low quality and fallen quality of education in the country. There has been a serious concern over poor performance of students in recent years in Enugu State, especially in public examination such as the West African senior School Certificate Examination (WASSCE) National Examination Council (NECO) and Joint admission and Matriculation Board (JAMB). For instance, West African Examination result of senior secondary school students in Rivers-State in two core subjects namely English language and mathematics from (2005 to 2012) shows that only 40% of the entire student that registered for the exam in the state made credit in the subjects. (Source, Statistics Department Rivers-State,). This unpleasant situation of poor performance of the students poses serious threat to all the stakeholders in education. Some have argued that this situation is as result of poor administrative strategies of secondary school principals in Nigeria.

According to Adepoju (2004) poor planning by school heads constitutes constraints to administrative effectiveness. He observed that in a school system, several factors may inhibit effective planning of educational programmes for local community development. Among the factors include finance, inadequate facilities, inaccurate data and people's attitude. Supporting the view, Aghenta (1993) noted that manual method of operation constitutes a constraint to administrative effectiveness. He further observed that networked educational management would be practicable without the provision of necessary computer infrastructure like computer training, appropriate database and internet connectivity. Alabi (2001) observed that inadequate manpower also constitutes constraints to administrative effectiveness. He observed that shortage of human and material resources has constituted a major problem in every organization in Nigeria resulting to over utilization of available manpower and boredom in the working place. Bensman (1996) observed that parental problems also contribute to the administrative problems school principals are facing. He noted that a safe school environment for their children, wholesome extracurricular activities and good teachers are among the need of parents towards their children's education. Complaints arise when parents feel that one or more of these elements are missing. When this happens, the administrator must work with the parents to resolve the conflict. If the complaint is not settled at the school level, the parent may contact the school board. Supporting the idea, Heller (2002) opined that staff related problem is another problem school administrator's encounter that brings administrative ineffectiveness. He noted that administrative issues with teachers and other staff



members can run the gamut from complaints about teacher's evaluation to program, changes to lack of supply, school administrators address pedagogical difficulties and work with staff to solve problems that hinder learning. It is always challenging to create an orderly and task-oriented atmosphere in which all stakeholders are considered.

Amos (1996) observed that administrators and indeed the entire administration of secondary schools in Nigeria today have been faced with the issue of inadequate funding. Resulting from lack of school equipment to the non-availability of necessary machineries needed to develop the school. This has boiled down to the issue of funds. Obi (2003) observed equally, that government policies which have become so frequent and incessant have really affected the administration of secondary schools in Nigeria. It is now common to witness situations where any new government or Minister of Education that comes into power or appointed will want to be known or heard by outlining his own policy, why is sometimes not compatible to the work on ground. This has led to a case where most secondary school curricula are not properly followed or handled.

Some scholars like Osborne (1990) Humphries (1998) and Kreitner (2002) believed that issues like gender, location and experience of the school administrator play a role in the effectiveness of the job performance of a secondary school principal. Ani, (2007) equally observed that poor supervision of educational activities by school principal equally constitute constraints to administrative effectiveness. It is not yet known, if the factors discussed above constitute constraints to administrative effectiveness of secondary school principals in Enugu State. So, the gap this present study intends to fill is to find out constraints to administrative effectiveness of secondary school principals in Enugu State.

Statement of the Problem

There has been a serious concern over students' poor performance in recent years, especially in public examinations such as the senior School Certificate Examinations, conducted by the West African Examination Council (WAEC), National Examination Council (NECO) and Joint Admission and Matriculation Board (JAMB). This unpleasant situation of poor performance of the students, especially at the secondary school level poses serious threat to economic development in Enugu State. One of the major threats is that many of the students will not qualify for admission into the universities for different courses and secondly, many of the students' who are admitted into universities find it difficult to complete their university education due to poor background in secondary education. This means that the future of education in Nigeria in general and in Enugu state in particular is bleak if the youth continue to perform poorly in their educational pursuit.

Concern has been expressed by government, parents and individuals that secondary schools are no longer adequately achieving the objectives for which they are set up due to constraints to administrative



effectiveness. This concern creates a problem which needs to be investigated as to whether poor academic performances of students are due to constraints to administrative effectiveness of secondary school principals. There is an urgent need to appraise these constraints hindering administrative effectiveness of secondary school principals in Enugu State. The problem of this study, put in a question form, is “what are the constraints to administrative effectiveness of secondary school principals in Enugu State?”

Purpose of the Study

The main purpose of the study is to find out the constraints to administrative effectiveness of secondary school principals in Enugu State. Specifically, the research intends to find out the:

1. Extent to which poor planning of administrative functions constitute constraints to administrative effectiveness of school principals.
2. Extent to which parental interference in school activities constitute constraints to administrative effectiveness of school principals.
3. Extent to which inadequate funding constitutes a constraint to administrative effectiveness of school principals.

Research Questions

The following research questions will guide the study

1. To what extent does poor planning of school activities constitute constraints to administrative effectiveness of secondary school principals
2. To what extent does parental influence on school activities constitutes a constraint to administrative effectiveness of secondary school principals?
3. To what extent does inadequate funding constitutes a constraint to administrative effectiveness of secondary school principal?

Methods

Descriptive survey research design was used for this study. The area of the study in Enugu state. The population for the study consists of 11,087 secondary school teachers and 287 principals teaching in all the 287 public secondary schools in Enugu state given a grand total population of 11,374 respondents. The researcher used proportionate, stratified random sampling technique to sample 10% of the total population of teachers which is (1109) and the entire principal for the study. The research Instrument was given to three experts for face and content validation. Two of the experts are in Educational





Management Department, while one of the experts is in Educational Measurement and Evaluation Department of Science and Computer Education ESUT. The instrument for data collection is a structured questionnaire developed by the researcher, with the help of her supervisor, titled “Constraints to Administrative Effectiveness of Secondary School Principals in Enugu State (CAESSP)”. To researcher the internal consistency of the researcher then used Cronbach Alpha reliability estimate to analyze the data collected as the items are polychtomuosly scored. The reliability co-efficients obtained was 0.73. regarded as high enough and so will proceed to use the instrument to collect data for the main study. For data analysis, mean scores of the respondents were used to answer the research questions.

Results

Research Question One

To what extent does poor planning of school activities constitutes constrains of administrative effectiveness of secondary school principals?

Table 1: Showing the mean response of the respondents on poor planning.

S/N	ITEMS	PRINCIPAL			TEACHERS		
		X = 287			N = 1109		
		X	SD	D	X	SD	D
1	Do principal determine the objective of the educational system and device means of achieving	2.66	1.02	GE	2.64	1.04	GE
2	Devise means of realizing these objectives	2.74	1.08	GE	2.70	1.04	GE
3	Channel school limited resources in pursuit of desirable educational goals	2.54	1.41	GE	2.77	1.07	GE
4	Involve teacher in decision making about the educational programmes and operations	2.99	1.06	GE	2.60	1.08	GE
5	Make provision for different competing sectors of education system	2.44	1.03	LE	2.51	1.16	GE





6	Plan the school time table to avoid clashing periods	2.61	1.17	GE	2.64	1.01	GE
7	Consider the resources available to the school while planning school activities	2.55	1.15	GE	2.52	1.03	GE
8	Consider sources to income for school programmes after planning	2.13	1.17	LE	2.54	1.14	GE
9	Consider values and aspirations of the students while planning school activities	2.68	1.14	GE	2.50	1.16	GE
10	Make alternative plan for the school	2.58	1.16	GE	2.03	1.02	LE
CLUSTERED MEAN		2.86	1.04		2.82	1.16	

The result of data analysis revealed the to a great extent poor planning of school activities constitutes constraints to administrative effectiveness of secondary school principals as opined by the respondents as the grand mean scores of the respondent are 2.86 and 2.82 respectively. Further analysis of the item revealed that both respondents are in agreement with items 1,2,3,4,6,7,9 and 10 respectively as the mean scores of the items are above the acceptable mean score.

Research Question Two

To what extent does parent influence on school activities constitute constraints to administrative effectiveness of secondary school principals?

Table II: Showing the responses of the respondents with respect to parental influence.

S/N	ITEMS	PRINCIPAL			TEACHERS		
		X = 128			N = 1109		
		X	SD	D	X	SD	D
11	Do school work in collaboration with the parents to ensure that the students are well disciplined	2.41	1.04	LE	2.34	1.05	LE





12	Are parents allowed to visit school anytime to see how their children are faring	2.22	1.01	LE	2.43	1.09	LE
13	Are parents involved in the maintenance of school facilities	2.64	1.12	GE	2.58	1.14	GE
14	Are parents allowed to participate in school programme	2.12	1.03	LE	2.22	1.06	LE
15	Are parents appointed members of committees in the school	2.84	1.06	GE	2.49	1.08	LE
16	Is PTA involved in supervision of building projects in the school	2.30	1.04	LE	2.56	1.16	GE
17	Do far-reaching decisions are taken in the PTA meeting	2.43	1.03	LE	2.34	1.02	LE
18	Are parents informed of the progress of their children in school	2.51	1.04	GE	2.60	1.17	GE
19	Parents contribute during fund raising	2.49	1.17	LE	2.61	1.19	GE
20	Maintenance of school building	2.52	1.18	GE	2.44	1.04	LE
21	Do parents private boreholes	2.40	1.06	LE	2.02	1.08	LE
22	Do parents sponsor seminars and enlightenment programmes	2.56	1.19	GE	2.29	1.12	LE
GRAND MEAN		2.45	1.06		2.41	1.09	

Analysis in table two revealed that to low extent parental influences on school activities constitute constraints to administrative effectiveness of secondary school principals as the grand mean score of the respondents are 2.46 and 2.41 respectively. Further analysis of the item revealed in agreement with items 11, 12, 14, 16, 17, 19, 20 and 21 as the individual mean scores of the items are below the acceptable mark of 2.50.





Research Question Three

To what extent does inadequate funding constitute constraint to administrative effectiveness of secondary school principals?

Table III: Showing the mean response of the respondents on inadequate funding.

S/N	ITEMS	PRINCIPAL			TEACHERS		
		X = 128			N = 1109		
		X	SD	D	X	SD	D
23	Staff Allowance	2.43	1.34	LE	2.49	1.66	LE
24	School plant maintenance	2.62	1.26	GE	2.50	1.42	GE
25	Equipping the school library	2.51	0.16	GE	2.62	1.50	GE
26	Equipping the classrooms with instructional materials	2.70	1.42	GE	2.91	1.62	GE
27	Supplying the schools with office furniture	2.89	1.34	GE	2.84	1.54	GE
28	Sport facilities to the school	2.58	1.26	GE	2.73	.128	GE
29	School buses	2.67	1.12	GE	2.64	.698	GE
30	Building enough classrooms for students	2.96	1.36	GE	3.21	.834	GE
31	Providing students conveniences	2.55	1.41	GE	3.01	.667	GE
32	Providing staff conveniences	2.74	1.32	GE	2.80	1.42	GE
33	Provide social amenities in the school like electricity	2.83	0.42	GE	2.71	1.14	GE
34	Do parents assist in construction of office	2.92	0.64	GE	2.62	1.23	GE





35	Do parents assist in provision of sport facilities.	3.01	0.22	GE	2.40	1.34	LE
36	Do parents in sustenance of power supply.	2.44	1.21	LE	2.64	1.07	GE
GRAND MEAN		2.70	1.44		2.72	1.53	

Result of data analysis in table III revealed the to a great extent inadequate funding constitute constraints to administrative effectiveness of secondary school principals as the grand mean of the respondents are 2.70 and 2.72 respectively. Further analysis of the items revealed that both respondents are in agreement with items 24 to 30 as the individual mean scores of the items are within the acceptable mean score of 2.50 and above.

Summary of Major Findings

Based on the result of data analysis, the following were the major findings.

1. To a great extent poor planning of school activities constitute constraints to administrative effectiveness of secondary school principals as opined by the respondents.
2. To a low extent, parent influences constitute constraints to administrative effectiveness of secondary school principals as opined by the respondents.
3. To a great extent inadequate funding constitute constraints to administrative effectiveness of secondary school principals as opined by the respondents.

Discussion of Findings

Findings from research question one showed that to a greater extent, poor planning of school activities constitute constraints to administrative effectiveness of secondary school principals. The findings is in agreement with the views of Okowri (2011) who observed that Educational planning is more than just a blue point for the educational system. It is a continuous process that is concerned with education in relation to where to go, how to get there and by, what best way. Ann (2007) noted that educational planning takes into account the diverse nature of the needs and goals of the society and students, forecasting of future development and trends available human and material resources as well as the financial needs for goal actualization over a period of time. For educational planners to succeed in the planning activities, there is need to accurate planning of activities.



Research question two revealed that parental influence constitute constraints to administrative effectiveness of secondary school principals. The findings is an agreement with the views of Aguba (2009) who opined that Parents Teachers Association provides a link through which parents and the rest community assumes a partnership responsibility and in that way participate in the education of the child. FRN (2013) equally recognize the importance of parents in the school management when it stated that the local people particularly parents will be encouraged to participate in school management. Ani (2007) observed that consequently, the PTA is expected to contribute to the management of school plant, fund raising and raising the moral tone of the school among other things. The parents are expected to contribute to the maintenance of school building, equipping of school laboratories with books, provision of office equipment's and stationeries and provision of other range of school facilities.

The findings showed that inadequate funding constitute constraints to administrative effectiveness of secondary school principals. The findings is in agreement with the views Taiwo (2002) who observed that to meet with all the basic needs of education, funds are needed. He noted that the present state of education in Nigeria is a regrettable one that does not cheer anybody up nor inspire one with confidence. Supporting that view, Ani (2007) observed that pre-primary level of education is only available to the super rich in the urban centres. He noted that the declaration of Universal free and compulsory basic Education with advocacy programme for environment has naturally increased students enrolment. Insufficient classrooms or no classroom for pupils, no desk, no instructional materials, no learning resources, limited teachers of which many of them are unqualified dilapidated building etc necessitated need for adequate funding of education. Onwo (1998) observed that secondary education is not much in terms of problems and apathy, because of lack of finance, libraries in schools have scanty books, scientific equipment and reagents are lacking. The teachers are demoralize and disciplines in many of the schools are poor.

Conclusion

From the findings of the study, it was concluded that If educational programmes and activities are well planned, it will help to reduce administrative constraints and prepares the principals to be focused in discharging his official administrative responsibility. Active involvement of parents and other external bodies in school affairs, will help to reduce loss of school management and will equally provide enough and adequate learning facilities in the school system. Availability and adequate of funds in the school system will ensure provision of infrastructures, equipment's and instructional materials for learning personnel to implement education programmes.

Recommendation

Based on the findings of the study, the following recommendations were made.



1. Seminars, conferences, and workshop should be organized by government and non-governmental agency to educate school principals on the importance of quality planning of school activities to ensure effective achievement of educational goals.
2. Functional parents teachers Association meeting should be encouraged in every school system.
3. Government at all levels, should make available all the funds allocated to educational system and equally monitors utilization of such fund.

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