

Fostering Democratic Practices through Co-operative Learning in Secondary Schools: Towards Matured Democratic Dispensation

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ABSTRACT There is a close affinity between democratic practices at school and the promotion of democratic norms and values in the larger society. This survey seeks to establish how democratic schools are in their administrations and in operations. The south-south geographical zone of Nigeria was the focus of the study. 750 school principals and vice- principals were randomly selected from the six states that make-up the zone. Three research questions guided the descriptive study using a structured questionnaire titled "Administrative Social-Motivation" (ASM) developed by the researchers. Data were collected using a 4-point Likert-like Scale of agreement designated from 4 - very great extent (VGE) to 1, mild extent (ME). The instrument contained 30 items in three sections A, B and C, each containing 10 items only. Mean score ($\bar{X}$) of 2.50 and above scale was adopted for items dominant at schools. Findings indicate that schools are predominantly governed in non-democratic manner. It is recommended that schools should use instructional tools to infuse democratic practices in schools administration and operation.