

The purpose of this study was to investigate whether the secondary school principals of the Federal Government Educational Institutions (Cantonments & Garrisons) were getting appropriate opportunities for their professional development or not. The population consisted of 181 principals out of which a sample of 126 was selected by using stratified random design. The instrument comprised a survey questionnaire containing 14 question items, structured telephonic interview of the responsible heads of the governing bodies, and the policy document of the Federal Government Educational Institutions for its evaluation to obtain qualitative data.

The results of the study indicate that despite their earnest desire, the secondary school principals of Federal Government Educational Institutions were not getting appropriate opportunities for their professional development in terms of frequency of holding of development courses, methods of organizing the courses, rate of participation, and practical value of the courses.

The findings reveal that the policy document of the Directorate of Federal Government Educational Institutions does not contain any specific provisions pertaining to the professional development of their school principals and it has been left to the discretion of the regional offices without any obligation and monitoring by the directorate.