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## **Planning, Supervision and Quality of Instructional Leadership of Girls' Day Secondary Schools in Kaduna State, Nigeria**

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### **Abstract**

This study investigated the Planning, Supervision and Quality of Instructional Leadership of Girls' Day Secondary Schools in Kaduna State. The research design adopted was a survey design. The independent variables were the respondents which include principals, teachers, students, parents and government officials while dependent variable includes planning, supervision and quality of instructional leadership of girls' day secondary schools. This study was conducted in Girls' Day Secondary Schools across Kaduna State. A Multiple sampling technique was adopted to sample six hundred and forty-eight (648) respondents consisting of 300 males and 348 females. Three hypotheses guided the study. The instrument for data collection was the questionnaire which was duly validated and found to be reliable. Analysis of variance (ANOVA) was used to test the null hypotheses at 0.05 level of significance. Results showed that there was a significant difference among the respondents on the planning of Girls' Day Secondary Schools in Kaduna State, there was a significant difference among the respondents on the supervision of Girls' Day Secondary Schools in Kaduna State and there was a significant difference among the respondents on the quality of instructional leadership of Girls' Day Secondary Schools in Kaduna State. It was recommended that the Kaduna State Government should ensure adequate planning and running of Girls' Day Secondary Schools by putting machinery on ground in terms of resources needed by the schools. The schools should be adequately supervised by the ministry of education officials to ensure compliance with government directives on quality education.

**Keywords:** Supervision, Planning, Instructional Leadership, Leadership

### **Manuscript History**

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There is no doubt that education provides valuable sources of information which enables the recipient to gain obvious mental, physical, social, emotional, spiritual and economical development in any society. With these capacities combined, it can be argued that such recipients have developed adequate knowledge, skills and attitudes in the cognitive, affective and psychomotor domains of education for relevance in societal development. Thus, the above constitute the main focus of quality instruction in schools. It is very pertinent to stress that education is a variable instrument by which people can be made truly functional members of their society (Ocho, 2005). It is a process that affords all genders enabling opportunity to acquire knowledge, realize their potentialities and apply them to meet personal and societal need. Again, education serves as a means of preserving, transmitting and improving the socio – cultural heritage of societies. Thus, it connotes the inculcation of the worthwhile and socially desirable values, norms and aspirations of societies for ultimate wellbeing.

Education in any society must be an inclusive venture for maximum benefit to the society. This understanding is stressed in Article 26 of the Universal Declaration of Human Rights adopted by the United Nations General Assembly in December, 1949 that education is one of the fundamental rights of individuals. This article stipulated that:

- Everyone has the right to education. This shall be free at least in the elementary and primary stages.
- Elementary education shall be compulsory while technical and professional education shall be made generally available.
- Higher education shall be equally accessible to all on the basis of merit.
- Parents have a prior right to choose the kind of education that shall be given to their children (Duruh, 2012a).

In line with the above, the Kaduna State government has intensified efforts towards providing education to the girl – child in the State. It is necessary to observe that in the past the girl-child were neglected and segregated from education in the State. However, in the recent times, there is a growing awareness and interest expressed for girl-child education in the State. It is equally noteworthy that similar development in witnessed in other states of Northern Nigeria. This research investigates the planning, supervision and quality of instructional leadership of girl day secondary schools in Kaduna State of Nigeria

### **The Concept Girl Child Education**

Education whether formal or informal is an all-inclusive enterprise by which societies of the world seek to empower and harness the potentialities of their citizenry for societal development; this is inclusive of the girl child (Duruh, 2012b). According to Ocho, (2005) “the Girl Child education is the process through which the female child is made a female member of her society. It is a process through which she acquires knowledge and realizes her potentialities and uses them for self-actualization, to be useful to herself and to others”.

In their findings, Adetunde and Akampae (2008), indicate “that two thirds of all those who have no access to education are girls and women. While sixty-five million (65, 000, 000) girls and women never even started school, an estimated one hundred million (100, 000, 000) do not complete primary education, often because the quality is poor and their opportunities are far from equal to those of boys.” Additionally, they argued that two-thirds of those who cannot read and write are women and about sixty (60%) of children that are not in school are girls. According to Halima (2016), “it is obvious that the girl-child remains the most affected than the boys and this situation is a serious challenge to many countries in their committed to the basic education scheme for all children.”

### **The Concept of Planning in Education**

Planning is an integral part of educational management. It involves the projection of the activities to be carried out in an organization in order to achieve set goals. It is a process of identifying and setting apart, in advance, a sequence of actions which when implemented could lead to the attainment of the goals of education. According to Duruh, (2006) “planning is an act of foretelling and preparing for the future. It is the process of working out possible actions and the methods for accomplishing the goals of an organization.” He stressed that planning involves the rational process of articulating for the future; the what and how of needs and actions including clarification of goals, formation of policies, programme mapping and definition of methods of procedure. Hence, planning is a process by which an administrator selects a course of action for the attainment of his valid ends.

A close consideration of the above reveals that, planning generally is future oriented and entails the identification of goals and objectives of an organization and working out ways and means of achieving them. It is a dynamic process that operates not in isolation of the existing situations and circumstances of the organizations. It should be seen that organizations differ remarkably in their goals, tasks, policies and nature of management. These are elements necessary in the planning process of any organization for qualitative results (Duruh, 2012).

Educational planning involves a rational and systematic approach geared towards making education dynamic in responding to the needs of students and the society ultimately. Thus, it requires the process of identifying the educational needs of any country, society or group of people, outlining preferable goals and directions which education should take and how to implement the decisions taken (Tijjani and Adegbemile, 2015)

Therefore, educational planning does not stop with the present, it deals with the future by drawing its enlightenment from the past. Planning itself could be seen as a continuous process which is concerned with not only, in where to go, but by what means and the best ways to get there. This implies that educational planning no matter how well articulated, does not end with putting down the plan on paper, but must also concern itself with the total implementation (Duruh, 2006)

Much of the success or failure of girl child education programmes in Nigeria will depend on the nature of the implementation. Therefore, there is need to continue to monitor the progress made, identify flaws in the plan and determine how to overcome them. This may even require changes in the original plan, principles and decisions in order to achieve better results. Consequently, educational planners concerned with girl child education should be adequately informed on the peculiar nature of their varied needs and aspirations and should possess substantial statistical data to enable them make predictions that would significantly improve the existing situation of this programme in Nigeria. It is obvious that many plans have ended in confusion simply because of lack of trained people to translate them into concrete terms in real situations. Therefore, it is necessary that people who can interpret and translate these plans into real life situation are obtained and trained and arrangements concerning effective management should be made so that girl’s day secondary schools could function effectively as intended.

With regards to girl child education in Kaduna State the entire effort is to provide them with education that would enable them to fit into the mainstream of life in the society through a well-designed curriculum. However, it should be observed that every planned change, no matter the underlying good intentions, evokes some problems. Sometimes, the emergence of these problems tends to discourage the continuation of the change process.

### **The Concept of Supervision**

In order to ensure necessary checks and balances in the entire educational system, the place of supervision of instruction cannot be underestimated. Supervision as a concept has been considered by different writers from varying angles and perspectives. In all, it is quite evident that supervision of schools and instruction is both an indispensable tool for the effective planning and management of the education system and a pre-requisite in the attainment of educational goals. Thus, it is an educational effort geared towards the improvement of teaching and learning processes for the utmost benefit of the learner, at being the centre of education.

School supervision involves all efforts of designated school officials directed towards providing instructional leadership to teachers and other educational workers for the improvement of instruction. It is an administrative function that enhances the maintenance of the collective efforts of the school personnel towards meeting the goals of an organization.

It is very clear in the above definition that, organizations whether simple or complex rely very heavily on effective supervision for the smooth realization of their intended goals.

In his opinion, Tijjani and Adegbevide (2015) conceives supervision as “a consciously planned programme for the improvement and consolidation of instruction involving a constant and continuous process of guidance based on regular visit to the place of instruction in order to define and re-define the objectives of instruction”. Technically, schools supervision is a service activity that exists to help teachers to do their jobs better, and it is a process of releasing human potential that makes available a more competent staff to conduct the human interaction that is called education. Again, it is that aspect of education that is basically concerned with the process of relating to the ones a supervisor seeks to help in such a way that they feel more adequate and are clearer concerning their goals, seek more alternative courses of action, more knowledge, seek evidence on which to base their decision and increase their concern for development of the human potential in an organization.

From the above consideration, it is clear that supervision is an act that offers an opportunity for increasing the knowledge and expertise of staff through the provision of courses of action at the disposal of the personnel in the schools.

In relation to the planning and management of girls’ day secondary schools in Kaduna State, the place of effective supervision cannot be overemphasized. The nature of girl child education demands that, a planned supervisory effort be carried out periodically in order to ensure that the objectives of this programme are realized in view of the peculiar challenges of the girl child.

### **The Concept of Leadership in Education**

Effective management of any organization can only be realized through good leadership. Therefore, school as a social organization requires sound leadership in order to accomplish its objectives. Duruh, (2012) perceive leadership as “the process of influencing the activities and behavior of an individual or group in effort towards goal achievement in a given situation. Conversely, leadership involves the initiating of new procedures or structures for achieving existing goals or the initiating of new objectives and goals for the organization.” Thus, a leader besides being a member of the organization is a custodian of the organization’s overall interest. He defines both his role and that of the group and ensures that they are performed in the best interest of the group.

Ngu (1994) in Duruh, (2012) identifies three types of leadership traits; leadership of personality, leadership of position and that of function. He admits that in modern complex organization, that of personality is less important than the other two. However, notwithstanding the type of leadership in question, all leaders seem to have one common element, implicitly or explicitly. Thus, Jumare (2015) further advanced that leadership is concerned with the implementation of those policies and decisions which assist in directing the activities of an organization towards its specific goals. However, leadership in any organization implies that an individual or group of individuals have been given an authority or injunction to exercise a definite measure of power within a particular organizational context. Hence, a leader is a person who possesses the skills which the group finds valuable in attaining its goals. A group needs a sense of direction in order to achieve the goal set for or by the group, and providing this kind of sense of direction is the main function of a leader.

Considering the peculiar nature of girls' day secondary school, a very efficient administrative and instructional leadership is required in order to motivate and persuade the target group towards developing sustained interest in their response to the programme in Kaduna State.

### **Statement of the Problem**

The government of Kaduna State of Nigeria no doubt is trying its best to provide quality education to its populace; this is reflected in the increasing interest devoted to the education of the girl child in the State, by the provision of schools and facilities, exclusively for the education of the girl child. The state government has been making concerted efforts to bridge the educational disparity between the male and female school enrolment in Kaduna State and that is why there is the increasing number of girls' day secondary schools as against the initial provision of boarding facilities which raised a lot of concerns and fear amongst parents. This effort of the government has resulted in the increased level of literacy among the female folks in Kaduna State and has led to increase in access to education for them. However, despite this laudable effort by the government, much anxiety is still being expressed as to its viability. This study is an investigation into the planning, supervision and quality instructional leadership in Girls-Day secondary schools in Kaduna State.

### **Objectives of the study**

The aim of the study is to investigate how girls' day secondary schools are planned, supervised and the quality of instructional leadership adopted in Kaduna State. The objectives of the study are:

1. To have an in-depth insight on the nature of planning carried out in girls-day secondary schools carried out in Kaduna State.
2. To establish the level of supervision of girls' day secondary schools in Kaduna State of Nigeria.
3. To determine the quality and effectiveness of instructional leadership in girls-day secondary schools in Kaduna State of Nigeria.

### **Research Hypotheses**

The study was carried out on the following null hypotheses;

H<sub>01</sub> There is no significant differences in the opinion of respondents on the nature of planning carried out in girls-day secondary schools in Kaduna State of Nigeria.

H<sub>02</sub> There is no significant differences in the opinion of respondents on the supervision of girls' day secondary schools in Kaduna State of Nigeria.

H<sub>03</sub> There is no significant differences in the opinion of respondents on the quality and effectiveness of instructional leadership in girls-day secondary schools in Kaduna State of Nigeria.

## **Methodology**

### **Research Design**

A research design is that planning mode structure and strategy employed by a researcher in order to obtain answers to questions and control the variance in his study. It is a blue print for the measurement of variables, collection and analyses of data (Olaofe, 2010 and Efete, 2012). The descriptive research design was employed in the study. It is a technique of research that study, analyze, and interpret existing or prevailing conditions in an area of study.

### **Population of the study**

The State has a total of eighteen (18) government girls' day secondary schools at the junior and senior secondary schools in the three (3) educational zones of the State with an average of one (1) school per local government. The targeted population for the study consisted of all students (9, 430), all school heads (68), the Parent Teachers Association (PTA) exco members (57), all school teachers (207) and government officials (66) from the Kaduna State ministry of education. This gives a total population of (9, 828).

### **The Sample**

A multiple sampling procedure was adopted in this study. Out of the total of 9, 430 students population, the researcher for the purpose of obtaining a representative sample for generalization, employed the Krejcie and Morgan's' (1970) Table for Determining Sample Size from a given population to select three hundred and sixty-eight (368) students who were requested to respond to the questionnaire. All the sixty-eight (68) school heads were involved in the study by employing Olomolaiye (1986) Intact Group Sampling Technique. There were fifty-seven (57) parents who were actively involved in the management of the schools. Again, these were all involved in the study by employing Olomolaiye (1986) Intact Group Sampling Technique. The teachers were two hundred and seven (207) out of which one hundred and thirty-two (132) were selected and involved in the study using Krejcie and Morgan (1970) Table for Determining Sample Size from a given population. With regards to government officials, which are sixty-six (66) in number, the, Olomolaiye (1986) Intact Group Sampling Technique was adopted to select all of them for the study. Therefore, a total sample of six hundred and ninety-one (691) respondents was involved in this study.

### **The Instrument**

The research instrument for gathering data from respondents on the study was a structured questionnaire. It was divided into two sections. The first section focused on the respondents' relevant bio-data such as gender, age, religion, educational qualifications, years of working experience and status. Section two contains three groups of questionnaire items with each having ten (10) items structured in such a way as to clearly elicit the desired response from the respondents on issues raised concerning the study. Pilot test was carried out with the Cronbach reliability coefficient of alpha level of .815 obtained.

### **Administration of the Instrument**

In administering the instrument, research assistants were used. The researcher administered a total of six hundred and ninety-one (691) questionnaires and some six hundred and forty-eight (648) were properly filled and returned for analysis.

**Method of Data Analysis**

The data collected were analyzed using descriptive and inferential statistics. Thus, the three hypotheses raised in this study were tested for relationship at 0.05 alpha level of significance using the Analysis of Variance (ANOVA).

**The Result**

**Null Hypothesis 1**

There is no significant difference in the opinions of principals, teachers, students, PTA officials and government officials on the nature of planning carried out in girls’ day secondary schools in Kaduna State of Nigeria.

**Table 1: Summary of One Way Analysis of Variance (ANOVA) on the nature of Planning Carried out in Girls’ Day Secondary Schools in Kaduna State of Nigeria.**

Status	Sum of square	Df	Mean square	F Calculated	Prob.	F critical
Between Groups	2055.543	4	513.886	6.333	.000	4.95
Within groups	52177.443	643	81.147			
<b>Total</b>	<b>54232.986</b>	<b>647</b>				

The test indicated that there was significant difference in the opinions of respondents i.e F-ratio value (6.333) at 4df 647 and at the level 0.05. The critical value (4.95) is less than F ratio value (6.333). The probability level of significant P (.000) is less than 0.05. This means that there is a significant difference in the opinion of principals, teachers, students, PTA exco and government officials on the nature of planning carried out in girls’ day secondary schools in Kaduna State of Nigeria. Therefore, the null Ho is rejected, which implies that there is a significant difference in the opinion of the respondents on the nature of planning carried out in girls’ day secondary schools in Kaduna State.

**Null Hypothesis 2**

There is no significant difference in the opinions of principals, teachers, students, PTA officials and government officials on the supervision of girls’ day secondary schools in Kaduna State of Nigeria.

**Table 2. Summary of One Way Analysis of Variance (ANOVA) on the Supervision of Girls’ Day Secondary Schools in Kaduna State of Nigeria.**

Status	Sum of square	Df	Mean square	F Calculated	Prob.	F critical
Between Groups	4322.261	4	1080.565	14.917	.000	4.95
Within groups	46579.140	643	72.440			
<b>Total</b>	<b>50901.401</b>	<b>647</b>				

The test indicated that there was a significant difference in the opinion of the respondents i.e. F-ratio value (14.917) at 4df 647 and at the level 0.05. The critical value (4.95) is less than F ratio value (14.917). The probability level of significance P (.000) is less than 0.05. This shows that there is a significance difference in the opinion of principals, teachers, students, PTA exco and government officials on the supervision of girls’ day secondary schools in Kaduna State of Nigeria. Therefore, the null Ho is rejected, meaning that there is a

significant difference in the opinion of the respondents on the supervision of girls' day secondary schools in Kaduna State of Nigeria.

**Null Hypothesis 3**

There is no significant difference in the opinions of principals, teachers, students, PTA officials and government officials on the quality of instructional leadership of girls' day secondary schools in Kaduna State of Nigeria.

**Table 3: Summary of One Way Analysis of Variance (ANOVA) on the Quality of Instructional Leadership of Girls' Day Secondary Schools in Kaduna State.**

Status	Sum of square	Df	Mean square	F Calculated	Prob.	F critical
Between Groups	2614.716	4	653.679	8.931	.000	4.95
Within groups	47062.982	643	73.193			
<b>Total</b>	<b>49677.698</b>	<b>647</b>				

The test indicated that there was a significant difference in the opinions of respondents i.e F-ratio value (8.931) at 4df 647 and at the level 0.05. The critical value (4.95) is less than F ratio value (8.931). The probability level of significant P (.000) is less than 0.05. This reveals that there is a significant difference in the opinion of principals, teachers, students, PTA exco and government officials on the quality of instructional leadership of girls' day secondary schools in Kaduna State of Nigeria. Therefore, the null Ho is rejected, meaning that there is a significant difference in the opinion of the respondents on the quality of instructional leadership in girls' day secondary schools in Kaduna State of Nigeria.

**Discussion**

Hypothesis one which stated that there is no significant difference among the respondents in their opinion on the nature of planning carried out in girls' day secondary schools in Kaduna State of Nigeria was rejected. The hypothesis was tested using analysis of variance and the result of the analysis revealed F (4, 647= 6.333, P=.000. Findings from the study indicated that there was a significant difference in opinion among principals, teachers, students, PTA excos and government officials. This difference is as a result of different angle from which the respondents were looking at the nature of planning carried out in girls' day secondary schools in Kaduna State of Nigeria. It is clear from this result that the organization of the Girls Day Secondary Schools in Kaduna State of Nigeria lacks focus and clearly defined roles and structural operations. This situation can engender apathy and indifference in task execution which does not argue well for the schools. Therefore, it is imperative for the government to ensure adequate planning of girls' day secondary schools in Kaduna State of Nigeria.

Also, the second hypothesis which stated that there is no significant difference among the respondents in their opinions on the supervision of girls' day secondary schools in Kaduna State of Nigeria was rejected. This hypothesis was rejected from the result of the findings as there was a significant difference. The hypothesis was tested using analysis of variance and the result of the analysis revealed F (4, 647) = 14917 P = .000. Findings from the study indicated that there was a significant difference among the principals, teachers, students, PTA Excos and government officials' opinion on issues raised, thereby provoking curiosity as to the quality of supervision given to these schools.

The above result is an indication that the management of the Girls Day Secondary Schools in Kaduna State is fraught with lapses that may threaten the success of the schools. A situation where the schools are not well supervised, instructional facilities and materials inadequately supplied, indiscipline and lawlessness are left unchecked staff welfare and morale ignored among others will no doubt impact negatively on the schools.

Lastly, the third hypothesis which stated that there is no significant difference among respondents in their opinions on the quality of instructional leadership of girls' day secondary schools in Kaduna State of Nigeria was rejected. This hypothesis was rejected by the result of the findings as there was a significant difference. The hypothesis was tested using analysis of variance and the result of the analysis revealed  $F(4, 647) = 8.931, P = .000$ . Findings from the study indicated that there was a significant difference among the principals, teachers, students, PTA excos and government officials.

### **Conclusion**

From the result of this study, it can be concluded that the Girls Day Secondary Schools in Kaduna State lack proper planning, supervision and the desired quality instructional leadership, which if not addressed could undermine the established goals of these schools in Kaduna State of Nigeria. It portends a very ugly/demoralizing signal to parents patronage of this schools in the face of growing interest in girl child education presently witnessed in the State.

### **Recommendations**

From the findings of this study, the following recommendations are made;

- The Kaduna State Government should review the nature of planning carried out in all the girl's day Secondary Schools by putting relevant machinery on ground in terms of resources needed by the schools to achieve the established goals.
- The State Government should ensure that appropriate measures are taken to relate all planning efforts towards meeting the educational needs of the girl child in the State.
- The schools should be adequately supervised by the ministry of education officials to ensure compliance with government policy directives on quality education for all girls' day secondary schools in Kaduna State. More so, the internal supervision mechanism should be strengthened by the principals to enhance effective instruction in the schools.
- Principals of girl's day secondary schools in the State should live up to their responsibilities by making the teachers and other staff committed to their work, and this should be monitored by the ministry of education to promote quality assurance in the schools.
- Again, an enabling work environment should be created for smooth instructional goal attainment of the schools in Kaduna State.
- The state government should consider the initiation of appropriate educational incentives to sustain increase in parent's interest and the girl child's morale towards education in the State.
- The Kaduna State Government should ensure that the girl child's education is adequately funded in the State.

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