

ASSESSMENT OF PRINCIPALS' ADMINISTRATIVE RESPONSIBILITIES IN PUBLIC SECONDARY SCHOOLS IN EDO STATE, NIGERIA

BENEDICTA OKAIMA IMASUEN¹, FAITH AIWANEHI EIBHALEMEN^{2*}

¹DEPARTMENT OF EDUCATIONAL STUDIES AND MANAGEMENT, FACULTY OF EDUCATION,
UNIVERSITY OF BENIN, BENIN CITY, NIGERIA

²DEPARTMENT OF EDUCATION, FACULTY OF ARTS & EDUCATION, BENSON IDAHOSA UNIVERSITY,
BENIN CITY, NIGERIA

***Corresponding author: feibhalemen@biu.edu.ng**

To cite this article (APA): Imasuen, B. O., & Eibhalemen, F. A. (2025). Assessment of principals' administrative responsibilities in public secondary schools in Edo State, Nigeria. *AAU Journal of Business Educators*, 5 (1) 150-158.

Abstract

The study assessed principals' administrative effectiveness in Public Secondary Schools in Edo State, Nigeria. Descriptive survey research designs were adopted to achieve the goal of the study. The schools in Edo State were stratified on the basis of senatorial districts, namely: Edo North (120), Edo Central (80), and Edo South (145) respectively. A sample size of 5 teachers each was selected from 69 secondary schools in Edo state, totaling 345 teachers. Descriptive statistics of Mean and Standard Deviation was used to analyze the research questions raised in the study. The analyses revealed the level of principal's administrative effectiveness was high. Further analyses showed that the principals were rated highest on maintenance culture, followed by motivation and before staff development. Based on the findings, principals should be encouraged to develop their communication skills by adopting two-way approach and providing suggestion boxes to encourage free and fair expression. Principals should also plan to strategically mentor teachers on the right career path towards effective teaching and learning.

Keywords: *Edo State, Nigeria, effectiveness, principals' administrative, Public Secondary Schools.*

Introduction

Every organization needs an effective leader to achieve its goals and objectives. The role of the principal as a leader in the effective and smooth running schools cannot be overemphasized. The principal coordinates the entire school activities, ensuring harmonious relationship with the teachers as subordinates and other stakeholders to achieve set goals in an effective manner. In the opinion of Hillinger and Lee (2014), the principal as an administrative head of secondary schools is occupied with administrative tasks of planning, organizing, leading, controlling as well as coordinating the human, material, financial and time resources, which aimed at achieving the goals and objectives of secondary schools.

Administrative practice involves the use of expert knowledge and experiences to oversee and coordinate the process of improving teaching and learning activities in school (Ndege, 2017). It involves principals' coordination in checking teacher's day-to-day activities towards enhancing instructional or teaching performance in school (Igoni, 2020). Therefore, a secondary school as an organization may be termed effective if it accomplishes specific goals and objectives. The concept of administration has been given a wide range of interpretations by several scholars and researchers based on their school of thought. For instance, Filade, Bello, Uwaoma, Anwanane and Nwangburuka (2019) defined administration as a process of social influence, which maximizes the effort of others towards the achievement of a goal. Wilson (2016) saw administration as a particular behaviour applied by a leader to motivate subordinates to achieve the set goals of the organization.

An effective principal fosters the school's administration to achieve a greater goal and objective. The school principals play important role in the success or failure of the school organization. They perform their duties and responsibilities by providing the right kind of leadership that would guarantee and ensure the right and appropriate kind of climate conducive for teaching, learning and development of teachers and students' skills and knowledge. Generally, leadership involves good decision making, effective communication, creating conducive environment for teaching and learning, as well as provision, maintenance and good use of instructional materials,

time management, self-motivation, delegation of duty, giving and receiving feedback, managing conflicts and resource allocation and utilization.

Understanding the role of an effective principal is not only critical for school survival but more importantly for the nation's economic, technological and societal well-being. The premature knowledge regarding the level of principal administrative effectiveness has far reaching effects because it is often believed that the nation's educational system determines its competitiveness and survival both at home and in the global environment. The alarming decadence regarding the rates of graduates from Nigerian schools and the alleged low performance of job of secondary school teachers may be connected to the quality of principal's administrative effectiveness. Auditing principal administrative effectiveness will help to uncover the areas in which their skills and knowledge are inadequate and deficient. The outcome of a study of this nature will reveal the areas in which the principals need training and development. Many studies relating to this present study have been conducted in Nigeria. For instance, the study conducted by Manafa (2020) in Rivers State, showed that supervision, organization skills and communication skills have significant implication for principals' administrative effectiveness. Ehimwenma and Igenegbai (2021) conducted a study to examine the influence of principals' characteristics on administrative effectiveness in Public Secondary Schools in Edo State. The study conducted by Ehimwenma and Igenegbai (2021) generally revealed that principals' administrative effectiveness is high but the relative effectiveness in the different managerial skills was not investigated. But no study to the best of the authors knowledge have examined the levels of principal's administrative effectiveness in Secondary Schools in Edo State. Therefore, this present study aims to investigate the levels of principal's administrative effectiveness in Secondary Schools in Edo State.

Theoretical Framework

Fiedler's Contingency Model of Leadership was adopted as the theoretical framework for this research. Fiedler's Contingency Model of Leadership states that the effectiveness of a leader is determined by how well leadership style matches the work situation. In other words, a leader's effectiveness is based on the work situation. Fiedler came up with a contingency model which argues that there is no one best style of leadership. The theory is based on the premise that each of us has only one leadership style which can be scored on the Least Preferred Co-worker (LPC) scale. Using the LPC scale one can be either a relationship-oriented leader or a task-oriented leader. According to Fiedler, task-oriented leaders get the best results when faced with strongly favourable or strongly unfavourable situation. In situations of mixed favourableness, the relationship-oriented leaders get the best results.

Task-oriented leader direct followers towards goal attainment, give instructions, spend time to plan, emphasize deadlines and provide explicit schedules of work activities, simply to get the job done. Relationship-oriented leaders are mindful of followers, respect their ideas and feelings, establish mutual trust, are friendly, provide open communication, develop teamwork, and are oriented toward their followers' welfare. According to Fiedler, a leader with good interpersonal skills can create a positive group atmosphere that will improve leader-member relations, clarify tasks and create more structure, and establish a stronger position power. This means that a principal with a good interpersonal relationship and good communication skills can influence teachers and students towards excellent in their job and academic performance respectively.

Fiedler argues that a leader should take a number of environmental or situational factors into account before deciding on the appropriate leadership style (i.e., task-oriented or relationship-oriented) to employ in any work situation. A leader would be very unlikely to be successful if he or she cannot 'match' personal leadership style to the demands of the situation. Thus, the most effective way to handle the situation is to change the leader itself based on the situational factors (leader-member relations, task structure, and the leader's position power) or to change the situation to suit the leader.

Fiedler's contingency theory of leadership is relevant to this present study because it helps the principal as a leader or administrator to know that administrative effectiveness is determined by how well his or her leadership style matches the situation in the school at a particular time. Fiedler's contingency theory of leadership helps a principal to know that no one leadership style is best but that the situation that a principal is addressing at a particular time determined the leadership style to be used in the performance of his or her administrative or managerial functions. A principal adapts a style to match teachers' characteristics and requirements. Fiedler's theory of leadership depicts that for a principal to be effective as a leader or an administrator, the principal should have good relationships with teachers, structure their duties and responsibilities clearly and demonstrate appropriate authority to foster compliance.

Leadership and Delegation of Duties

Leadership and delegation of duties are administrative performance in decision making, delegation of duties and setting of good examples. The leadership role of the school administration may determine the effectiveness of a school principal. A school principal who delegates authority to teachers, involves subordinates in decision making and lead by example could be more effective. Baumeyer (2018) noted that an effective principal builds an inclusive work environment, through collaborative planning and implementation as a way of celebrating diversity culturally and socially. The roles performed by a principal also include encouraging teachers' involvement in administrative duties and sharing mutual understanding in terms of accepting your staff suggestion during meetings. Involving teachers in taking decision in issues that affect their welfare in schools remain not only an important strategy but also a vital leadership style that ensures increased teachers' job performances (Ajayi & Afolabi, 2012).

Communication

The principal is responsible to both students and staff. He also takes responsibility for the financial transactions, public relations and the evaluation of schools' programmes. In doing this, the principal establishes channels of communication between himself, his students and his staff. Effective communication between the head teacher and his staff can be brought about through the administration of instructional programmes, personnel, school community relations as well as the administration of school business such as budgeting, financing and purchase of materials.

Instructional Supervisory Roles

A principal who is a visionary leader and enforces discipline could be an effective leader. Provision of teaching aids, ensuring teachers prepare and use lesson notes, conducting credible examinations and ensuring continuous assessments are conducted by teachers can determine the principal effectiveness. A school principal that ensures teachers' compliance on assessment and grading procedures in educational system calendar would be effective. According to Basha (2015), to create and sustain high quality learning environment, there is need for skilled and committed instructional leaders. A principal who monitors and supervises teachers' works and is not partial in the assignment of responsibilities. The principal is responsible for the day to day supervision of the school, school administration, human resources (i.e., students and teachers' management) as well as management of personnel from outside agencies (Edikpa & Chibuko, 2022).

Motivation and Inter-Personal Relationship

Encouraging and training students and teachers in the care and use of library, classroom facilities and the school premises could be seen as added value for effective Principals. When there is cordial relationship between the leader and his subordinates, it will lead to conducive work environment; motivate the teachers for effective teaching and learning. Geoffrey (2018) conceded that highly effective principals must learnt to develop strong and effective relationship with teachers to boost their morale and trust toward improved teaching, learning and academic excellence. If the principal is friendly towards teachers, respects them as co-workers and shows genuine interest in their welfare, it will motivate the teachers to work effectively. When the school principal recognizes and praises teachers for jobs well done, easily accessible and not repulsive, the teachers will be encouraged to work with positive attitude. The power of the school administration is increased by its creative contribution when it adopts the concepts of equality and respect, which provide satisfaction and comfort and increased sense of belonging, which deepen the collaboration among humans (Onye & Anyaogu, 2017). Teachers who work with relational Principals, develop trust, optimism, persistence, resilience, empathy and self-awareness.

Information and Record Keeping

When a principal has a good and adequate record keeping skills, such as adequate and accurate record on students' performance and progress and proper financial records of the school, it will help the school principal to evaluate the school's performance and plan properly on the management of the school. Ability of the school head to provide accurate and timely information, maintain and provide accurate staff records may determine their effectiveness. A school principal, who operates open door policy in communication in the management of the school, holds regular meetings with the staff and employed a two-way communication strategy such as allowing the staff or the teacher to make suggestions and contribution in the matters affecting the school would be affective.

Conflict Resolution and Management

Timely resolution of conflicts and misunderstanding between/among teachers, between teachers and students and between teachers and parents of the students by the principal could determine the effectiveness of the principal. If a school principal does not show favoritism, gives fair and unbiased judgments, discourages backbiting, controls rumour mongering, follows due process in resolving conflicts, there will be peace and the school environment and climate will be friendly for the staff especially the teachers to teach. Effective Principals resolve conflict productively, proactively and promptly.

Methods

Research Design

Research design refers to the procedures selected by the researcher for conducting a study and for validating the formulated hypotheses. This study adopted a cross-sectional survey research design which employs the quantitative and descriptive survey research designs to determine the levels of principals' administrative effectiveness in Public Secondary Schools in Edo State, Nigeria.

Population and Sample

The population of the study comprised of all the teachers in the 306 Public Secondary Schools in Edo State. The sample size of the study comprised of five teachers in each of the sixty 69 sampled Public Secondary Schools. The multi-stage sampling technique was used to select the sample for this study. Stage 1: The schools in Edo State were stratified on the basis of senatorial districts. Edo North (120), Edo Central (80) and Edo South (145). Stage 2: Simple random sampling technique using balloting method was used to select 20% of the schools, 24 schools from Edo North, 16 Schools from Edo Central and 29 schools from Edo South Senatorial District. Stage 3: Five (5) teachers in each of the public secondary schools selected to rate their principals on administrative effectiveness.

Research Instrument

The instrument for data collection was a structured questionnaire, titled: 'Principals' Administrative Effectiveness Questionnaire. The respondents were to tick [\surd] against their options to indicate the extent to which they agree or disagree by means of a four point Likert scale as shown below for the principal administrative effectiveness questionnaire, namely: Strongly Agreed (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1.

Validation and Reliability of the Instrument

The validity of instrument was determined by three experts, each in Educational Management, Counselling Psychology, and Measurement and Evaluation. All the necessary corrections and suggestions were effected to ensure the validity of the instrument. The instrument was also subjected to a reliability test using test-retest reliability method. This was carried out by administering the instrument to 20 respondents who were not included in the sample of the study. This process was repeated after two weeks with the same content of the research instrument. The reliability was determined and established at 0.922 for the principal administrative effectiveness.

Data Collection and Analysis

The IBM-SPSS version 23.0 were used for the data analysis. The statistical tools used for analyzing the research questions was descriptive statistics such as Mean and Standard Deviation.

Results

Research Question 1: What is the level of principal's administrative effectiveness in Public Secondary Schools in Edo State, Nigeria?

Table 1: Principal's Administrative Effectiveness.

| S/N | Items | Mean | SD |
|-----|--|------|------|
| 1. | Principal instructional supervision. | 3.30 | .641 |
| 2. | Motivation/interpersonal relationship. | 3.38 | .674 |
| 3. | Leadership. | 3.35 | .609 |
| 4. | Information and record keeping. | 3.25 | .646 |
| 5. | Communication. | 2.91 | .700 |
| 6. | Staff development. | 2.65 | .853 |
| 7. | Maintenance culture. | 3.52 | .595 |
| 8. | Conflict resolution/management. | 3.33 | .638 |
| 9. | Overall Mean. | 3.27 | .552 |

Key: 1-2.0 = Low; 2.01 - 2.99 = Moderate; 3.0 – 4.0 = High.

Table 1 shows that the mean rating of the level of principals' administrative effectiveness ranges from 2.65 to 3.52. The Table also revealed that the teachers in the sampled schools rated the principals high in all the parameters measuring principals' administrative effectiveness: principal's instructional supervision, motivation and interpersonal relationship, information record keeping, communication, maintenance culture and conflict resolution/management except in leadership and staff development where they performed moderately. The grand mean and standard deviation of 3.27 and .552 respectively, which implied that the level of principals' administrative effectiveness in Public Secondary Schools in Edo State is high.

Research Question 2: What is the level of principal's instructional supervision in Public Secondary Schools in Edo State, Nigeria?

Table 2: Teacher's Assessment of Principal's Instructional Supervision.

| S/N | Items | Mean | SD |
|-----|--|------|------|
| 1. | My Principal provides teaching aids. | 2.94 | .924 |
| 2. | My Principal ensures teachers uses lesson notes. | 3.33 | .767 |
| 3. | My Principal monitors classroom teaching. | 3.48 | .653 |
| 4. | Overall Mean. | 3.30 | .641 |

Key: 1-2.0 = Low; 2.01 - 2.99 = Moderate; 3.0 – 4.0 = High.

On the evaluation of Principal instructional supervision, Table 2 indicates that a total of 247 (75.1%) either agreed or strongly agreed that their principal provide teaching materials to aid their teaching. The remaining 82 (24.9%) disagreed /strongly disagreed that they were not provided any teaching aids. On this dimension, a mean of 2.94 was recorded; approximately indicate agreement on a scale of the measurement scale. Still on supervision, a mean of 3.33 was recorded indicating that principal were effective in ensuring that teachers use teaching aids to spur students to learn. Finally, on supervision, a mean of 3.36 succinctly shows that principals effectively monitor teachers' classroom situations to observe the effectiveness of their teaching style. In conclusion, Table 2 evidently showed a high level of principals' effectiveness in the area of supervision of teachers' job delivering with a mean value of 3.30.

Research Question 3: What is the level of principal's motivation/interpersonal relationship skills in Public Secondary Schools in Edo State, Nigeria?

Table 3: Teacher’s Assessment of Principal’s Motivation/Interpersonal Relationship Skills.

| S/N | Items | Mean | SD |
|-----|---|------|------|
| 1. | My Principal is friendly to co-workers. | 3.47 | .678 |
| 2. | My Principal shows genuine interest in teachers’ welfare. | 3.31 | .740 |
| 3. | My Principal recognizes teachers for jobs well done. | 3.36 | .683 |
| 4. | Overall Mean. | 3.38 | .674 |

Key: 1-2.0 = Low; 2.01 - 2.99 = Moderate; 3.0 – 4.0 = High.

The principals were anonymously rated with a mean of 3.47 indicating that the principals were friendly to their co-workers. Only 21 (6.3%) of the teachers disagreed that their principals were weak on interpersonal relationship skill. On teachers’ welfare, a total of 304 out of 341 surveyed teachers agreed or strongly agreed that their showed interest in their wellbeing. Only 10.1% disagreed or strongly on the issue of staff welfare. From the mean index of 3.31, it can be concluded that principals were generally caring, showing concern for others’ wellbeing. The mean of 3.36 revealed that the principal was effective in appreciating teachers’ inputs and contributions to the development and training of the students. Collectively, the principals were rated with an overall mean of 3.38 (see Table 3).

Research Question 4: What is the level of principal’s leadership skills in Public Secondary Schools in Edo State, Nigeria?

Table 4: Teacher’s Assessment of Principal’s Leadership Skills.

| S/N | Items | Mean | SD |
|-----|--|------|------|
| 1. | My Principal delegates’ authority to teachers. | 3.37 | .673 |
| 2. | My Principal involves subordinates in decision making. | 3.23 | .718 |
| 3. | My Principal monitors teachers’ works. | 3.35 | .609 |
| 4. | Overall Mean. | 3.32 | .579 |

Key: 1-2.0 = Low; 2.01 - 2.99 = Moderate; 3.0 – 4.0 = High.

Table 4 showed principals were effective in delegating authority to teachers to act on their behalf with a mean index of 3.37. Only a 6.6% of the teachers disagreed or strongly disagreed to issue of delegation of authority. In a similar manner, more than 89% of the teachers acknowledged that their principals involved them in decision making. The decision making factor was rounded off with a mean of 3.23. The teachers also rated principals’ leadership high indicating with a mean of 3.35 that principals effectively monitor their works. Overall, principal’s leadership skill was rated high with a mean index of 3.32.

Research Question 5: What is the level of principal’s information and record keeping skills in Public Secondary Schools in Edo State, Nigeria?

Table 5: Teacher’s Assessment of Principal’s Information and Record Keeping Skills.

| S/N | Items | Mean | SD |
|-----|--|------|------|
| 1. | My Principal ensures that teachers keep accurate records on students’ performance. | 3.48 | .594 |
| 2. | My Principal keeps proper financial records of school administration. | 3.36 | .768 |
| 3. | My Principal adopts the use of computer in storing of data. | 2.79 | .947 |
| 4. | Overall Mean | 3.25 | .646 |

Key: 1-2.0 = Low; 2.01 - 2.99 = Moderate; 3.0 – 4.0 = High.

On principal’s information and record keeping skills, teachers generally rated the principals high on the three parameters: accuracy of record keeping, efficiency of financial record keeping and use of computer in record keeping with means of 3.48, 3.36 and 2.79 respectively (Table 5). The lowest mean score of 2.79 was obtained on

the use of computer in storing of data. Nevertheless, the overall mean index on this factor was 3.25 implying high effectiveness in information management and record keeping.

Research Question 6: What is the level of principal's communication keeping skills in Public Secondary Schools in Edo State, Nigeria?

Table 6: Teacher's Assessment of Principal's Communication Skills.

| S/N | Items | Mean | SD |
|-----|---|------|------|
| 1. | My principal employs a two-way communication strategy. | 2.98 | .794 |
| 2. | My principal holds regular meetings. | 3.11 | .781 |
| 3. | My principal provides suggestion boxes for enhancement of open door communication policy. | 2.55 | .945 |
| 4. | Overall Mean. | 2.91 | .700 |

Key: 1-2.0 = Low; 2.01 - 2.99 = Moderate; 3.0 – 4.0 = High.

The Teachers' evaluation of principals' communication skills could be adjudged average given the frequency distribution arrayed on Table 6. The least mean (2.55) effectiveness was recorded on the provision and use of suggestion boxes in communication. The highest mean score here was 3.11 which indicated that principal held regular meeting to keep teachers abreast of what is happening in the school system. The overall mean of 2.91 on Table 6 conclusively revealed that though the principals possess good communication skill, there was a lot to be done to improve this skill.

Research Question 7: What is the level of principal's concern for staff development in Public Secondary Schools in Edo State, Nigeria?

Table 7: Teacher's Assessment of Principal's Concern for Staff Development

| S/N | Items | Mean | S/D |
|-----|---|------|------|
| 1. | My Principal encourages in-service trainings for teachers. | 2.66 | .934 |
| 2. | My Principal organizes seminars to update personal and teachers' knowledge. | 2.44 | .959 |
| 3. | My Principal is foremost in mentoring teachers' on the right career path. | 2.74 | .898 |
| 4. | Overall Mean. | 2.65 | .853 |

Key: 1-2.0 = Low; 2.01 - 2.99 = Moderate; 3.0 – 4.0 = High.

The findings on staff training and career development were somewhat poor compared to other dimensions of Principal administrative effectiveness. But a closer evaluation of the individual parameters showed that principals were majorly rated poor with a mean of 2.44 for lack or low organization of seminars to upgrade teachers' knowledge and teaching skills. Of the three areas of assessment, the principals were scored highest on career path mentorship for teachers with mean value of 2.74 and followed by 2.66 on support for in-service training. On a general note, 2.65 mean index was recorded on staff development (Table 7 for details).

Research Question 8: What is the level of principal's maintenance culture in Public Secondary Schools in Edo State, Nigeria?

Table 8: Teacher's Assessment of Level of Principal's Maintenance Culture

| S/N | Maintenance Culture | Mean | SD |
|-----|---|------|------|
| 1. | My Principal ensures general environmental sanitation of school premises. | 3.52 | .683 |
| 2. | My Principal ensures safety of school facilities. | 3.53 | .629 |
| 3. | My Principal ensures classrooms are regularly cleaned . | 3.49 | .628 |
| 4. | Overall Mean. | 3.52 | .595 |

Key: 1-2.0 = Low; 2.01 - 2.99 = Moderate; 3.0 – 4.0 = High.

The three means values on the parameters measuring principals' maintenance culture were generally above 3.0 revealing high level of effectiveness. The principals scored highest on safety/preservation of school facilities with a mean of 3.53, followed by 3.52 and 3.49 for environmental sanitation and classroom cleanliness respectively. Finally, on this parameter, a mean of 3.52 was found indicating high maintenance culture (See Table 8).

Research Question 9: What is the level of principal's conflict resolution and management skills in Public Secondary Schools in Edo State, Nigeria?

Table 9: Teacher's Assessment of Principal's Conflict Resolution and Management Skills.

| S/N | Items | Mean | SD |
|-----|---|------|------|
| 1. | My Principal is timely in the resolution of conflicts. | 3.33 | .689 |
| 2. | My Principal does not show favoritism in resolving conflicts. | 3.33 | .700 |
| 3. | My Principal discourages backbiting. | 3.32 | .700 |
| 4. | Overall Mean. | 3.33 | .638 |

Key: 1-2.0 = Low; 2.01 - 2.99 = Moderate; 3.0 – 4.0 = High.

Table 9 clearly indicates a good performance for the principals as all the mean values were above 3.0. the principals were nearly rated equal on all the factors with average mean of 3.33 for timeliness in conflict resolution, impartiality in resolving conflicts and mitigation of backbiting. In conclusion the principals were rated high on conflict management and resolution.

Discussions

The findings in this study relating to communication skills support that of Reith-Hall and Montgomery (2022) observation that poor communications skills were exhibited among the principal of the three schools surveyed. Also, Bass (2009) equality observed that when principals are effective in their administration, the teachers are not only happy in the performance of their duties but are made to improve their performance function for increased productivity in the school system. In the opinion of Basha (2015), to create and sustain high quality learning environment, there is need for skilled and committed instructional leaders. Geoffrey (2018) conceded that highly effective principals must learnt to develop strong and effective relationship with teachers to boost their morale and trust toward improved teaching, learning and academic excellence. Baumeyer (2018) noted that effective principals build an inclusive work environment, through collaborative planning and implementation as a way of celebrating diversity culturally and socially.

This finding is in agreement with Luthans and Peterson's (2002) who asserted that employees' participation and managers' effectiveness affects each other. The result of this study is in agreement with Olaley's (2013) finding who indicated that free flow of information, open-minded policy and team spirit of principal of secondary schools facilitate high teachers' productivity. This was also supported by Ibukun (2003) who asserted that communication functions, human relation function and decision making functions are essential for effective personnel management. In support of Ibukun (2003), the findings in this study showed that there was significant relationship between principals' decision making and teachers' job performance. The results of the present study are in line with Ajayi and Afolabi (2012) who noted that teachers participate in the administration of their schools correlates with high morale and productivity. In the same study, Ajayi and Afolabi (2012) found a significant relationship between supervisory functions of principals and teachers' performance. The discovering in this study on the weak performance of Principals in the area of staff development supports that of Akpan (2006) which noted among other things, that principals performed poorly in the area of staff motivation, encouragement and recommendation of staff for in-service training programs and in communicating the staff needs of the school to the schools' administration board.

Conclusions

The study sought to investigate the levels of principals' administrative effectiveness in Public Secondary Schools in Edo State, Nigeria. The study concluded that the levels of Principal's administrative effectiveness is high. Further findings concluded that principals were rated highest on maintenance culture, followed by motivation and least on staff development. On the bases of the findings, principals are encouraged to develop their

communication skills by adopting two-way approach and providing suggestion boxes to encourage free and fair expression. Principals should plan to strategically mentor teachers on the right career path towards effective teaching and learning.

Recommendations

Based on the findings of this research, the following recommendations were made:

1. Though moderately rated on communication skills particularly among teachers above 50 years of age, Principals are encouraged to develop their communication skills by adopting two-way approach and providing suggestion boxes to encourage free and fair expression.
2. The principals were rated least on staff development, hence the need for Principals to regularly organize seminars for their personal update and teachers' knowledge upgrade. Principals should plan to strategically mentor teachers on the right career path towards effective teaching and learning. Not minding the above average performance in the area of leadership, the principals are encouraged to create more opportunities to involve the teachers more in decision making process.
3. As a way of improving their present level of administrative effectiveness, there is need for regular training of the principals to constantly upgrade their managerial skills.
4. The principals should endeavor to develop a routine programme to monitor the teachers' classroom teaching and enforce the use of lesson notes.

References

- Ajayi, I. A., & Afolabi, C. Y. (2012). Participatory management and productivity among secondary school teachers in South West Nigeria. *Research Journal of Organizational Psychology and Education Studies*, 1(6), 332-337.
- Akpan, E. Y. (2006). Teacher experience and the class size effect—Experimental evidence. *Journal of Public Economics*, 98 (20), 44-52.
- Bass, B. M., & Bass, R. (2009). *Bass handbook of leadership: theory, research, and managerial applications (4th Ed.)*. New York: Free Press.
- Edikpa, C. E., & Chibuko, H. (2022). Principals' supervisory skills as correlates of teachers' job performance in Enugu State in a distress economy. *International Journal of Educational Research and Policy Making*, 5(1), 1056-1064.
- Ehimwenma O. L., & Igenegbai P. (2021). Principals' characteristics and administrative effectiveness in public secondary schools in Edo State, Nigeria. *International Journal of Educational Administration, Planning, & Research, University of Calabar*.13, (1).
- Filade, B. A., Bello, A. A., Uwaoma, C. O., Anwanane, B. B., & Nwangburuka, K. (2019). Peer group influence on academic performance of undergraduate students in Babcock University, Ogun State. *African Educational Research Journal*, 7, 81-87.
- Hallinger P., & Lee, M. (2014). Mapping instructional leadership in Thailand: Has education reform impacted principal practice? *Educational Management Administration & Leadership*, 42(1), pp. 6-29.
- Ibukun, W. O. (1997). *Educational management: Theory and practice*. Lagos Greenland Publishers.
- Igoni, C. G. (2020). Administrative practices of principals and teaching staff job performance in secondary schools in Nigeria. *International Journal of Scientific & Engineering Research*, 11(10), 1034-1046.
- Luthans, F., & Peterson, S. J. (2002). Employee engagement and manager self-efficacy. *Journal of Management Development*, 21(5), 376–387.
- Manafa, N. F. (2020). Principals' managerial skills and administrative effectiveness in Public Secondary Schools in Anambra State, Nigeria. *International Journal of Innovative Psychology & Social Development* 8(4), 44-53.
- Ndege, R. W. (2017). *Influence of principals' administrative practice on student's performance at Kenya certificate secondary education in Buteresub county, Kenya*. (Unpublished M.Ed project), University of Nairobi.
- Olaleye, F. O. (2013). Principals performance of administrative tasks as a correlation of teachers' job effectiveness in Osun state secondary schools, Nigeria. *EPRA International Journal of Economic and Business Review*, 4(6), 61-68.
- Onye C. O., & Anyaogu, R. O. (2017). *Teaching as a profession in a globalized world*. Supreme Publishers, Owerri, Nigeria.
- Reith-Hall, E., & Montgomery, P. (2022). The teaching and learning of communication skills in social work education. *Research on Social Work Practice*, 32(7), 793-813.