



# Impact of principals development skills on administrative effectiveness in public secondary schools in Rivers state

Balafama Ipalibo Wokoma\*

Department of Educational Administration, University of Port Harcourt, Rivers State, Nigeria

\*Corresponding author. E-mail: balafamawokoma@gmail.com

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## ABSTRACT

The study investigated impact of principals' development skills on administrative effectiveness in public secondary schools in Rivers state. Three objectives and three hypotheses were formulated to guide the study. A correlational survey design was adopted. The population of the study consisted of all the two hundred seventy eighty (278) principals in public secondary schools in Rivers state, Nigeria. A stratified sampling technique was adopted in selecting a sample of one hundred, and thirty nine (139) principals in public secondary schools in Rivers state, Nigeria. This represents 50% of the entire population of principals. The instrument that was used for data collection is a questionnaire titled Principals Development Skill Questionnaire (PDSQ) and Administrative Effectiveness Questionnaire (AEQ). Simple regression analysis was used in answering the research questions, while t test associated with simple regression was implored in testing the hypotheses. The findings revealed that principal's decision making skill, communication skill and problem solving skills significantly affect administrative effectiveness in public secondary schools in Rivers state. The study concluded that communication is an indispensable management tool in every organization which the school is not an exemption to. Also, decision making in school is imperative and vital to its development. So, any school administrator, that takes decision making with levity, is likely to work in oblivion; hence, such school goals, policies, profitability, and growth are likely to be jeopardized.

**Keywords:** Development, Skills, Administration, Effectiveness, Principals, Secondary schools

## INTRODUCTION

In recent times, there has been an increasing consciousness of the importance of education as a yardstick for societal development, economic empowerment and independence. These have encouraged the rapid establishment of schools by government and individuals. Just as the call for all levels of education continue to advance as well as the number of schools, without a proportional increase in resources, the management of educational institutions becomes more complex and therefore requires school administrators with vital requisite qualities to cope with these challenges. Notwithstanding, the principal is the engine room of the secondary school system responsible for coordinating the school activities with a view to enhancing the balance of demand and supply of manpower, as well as create a pathway for higher learning for the student The principal is seen as the

person on whose shoulders rest the success or failure in the attainment of school goals. This is because, the principal is in the position for setting school goals, which must be in line with national educational objectives, analyzes tasks and share responsibilities to staff (teachers) according to their area of specialization and expertise (Adeyemi TO, 2010). The principals being instructional leader are at the vintage position to supervise, monitor, assess, evaluate and disseminate current information on educational issues and modern teaching techniques to teachers in order to stimulate them for scholarship and best practices in curriculum delivery. The principals are expected to make effective use of organizational skill to put the right person in the right place to do the right thing at the right time for the administrative effectiveness of the school and for the effective and efficient accomplishment of specific goals and objectives of the school.

The importance of a school principal possessing the requisite development skills for the attainment of set goals and objectives of education for national transformation cannot be over emphasized. Development is an integral part of any organization. It comprises skillful organization and utilization of educational resources (human and material) for the accomplishment of educational goals. It is important to note, that development skills are essential capabilities that determine the extent to which an executive or head of an organization (school) will succeed. Okoye viewed principals development skills as the ability to plan, control, organize and direct the operations of an educational enterprise for the purpose of achieving the objective target set for the educational system as a whole. Defined principals development skills as the competencies required for effective and efficient planning, staffing, organizing, coordinating, controlling and decision making. Therefore, development skills are the ability, knowledge and experience needed for the accomplishment of management tasks and for the attainment of organizational goals and objectives. In this wise, principal development skills refer to the ability to skillfully and successfully plan, supervise, organize, coordinate, control, make decision and initiate actions that would aid and encourage teachers actualize schools' set goals and objectives. Nevertheless, managers have the responsibility to develop skills that would help in the actualization of organizational (school) goals and objectives.

The persistent increase in the demand for quality instructional delivery process requires professional competencies on the part of the principals and commitment on teachers. In the same vein teaching is a public service that requires exceptional expertise, knowledge and specialized skill sustained through vigorous and continuous skill development. Skill development can be perceived as a set of systematic and planned activities designed by an organization to provide its members with the opportunity to learn necessary skills to meet current and future demand. Principals/teachers development skill affords school administrators the opportunity to acquire additional competencies and qualifications to perform their teaching job successfully. It instills confidence in the teaching profession, thereby advancing teachers commitment. The achievement of any organization relies on effective administration. Administration in its sense has been defined as the careful and systematic arrangement as well as use of resources (human and material), situations and opportunities for the attainment of the specific objectives of a given organization. Effectiveness is the degree to which the organization achieves its goal. It means the degree to which objective is achieved and the extent of which targeted problems are solved. This implies that is the goal of a school administrator that to focus on outcomes, objective and targets expected. Therefore, effective administration requires efficiency,

getting things done with minimum cost. Suffice to say that an effective administrator is considered an asset to any organization or institution providing the link between organizations various parts and ensures the proper communication and transmission of information from one part to the other. No wonder, Jenkins posited that the obligation of school administrators is multifaceted and demanding; they should know and understand their schools and communities; possess leadership skills to achieve positive educational outcomes and continue to develop and grow in their professional expertise. A good school administrator must have knowledge of how students learn, their leadership and management actions necessary to support students learning (Ayeni AJ, 2012).

Administrative effectiveness, according to is "the extent to which organizations achieve their objectives with minimum expenditure of time and money." In other words it is seen as the extent to which the goals of secondary education are being met. Some of the main characteristics of administrative effectiveness include effective decision making, effective communication, delegation of duties, disciplinary ability, motivation, a good public relation, effective supervision, and evaluation etc. In school administration, the principal is acknowledged as the educational leader of his school and immediate community and at the same time head of the school management, who has the duty to supervise any given instruction as well as execute of administrative functions. It therefore becomes the responsibility of the principals to implement policies of government on education in accordance with set standards. This was properly noted as observed that administrative ineffectiveness of principals is a factor impeding attainment of secondary school goals. This also supported by who opined that school administrators must inspire staff to use their creativity and initiative as necessary inputs, towards the accomplishment of school goals. This can be achieved when school principals possesses development skills. Further pointed that principals are saddled with the responsibility of providing effective leadership, maintaining the welfare of teachers and managing instructional facilities in secondary schools through which the teachers can be enhance their performance. The principal is entrusted with the obligation of improving the quality of administration and instructional activities through effective use of various practices to influence the teachers in carrying out their respective duties for enhanced productivity and quality output. Hence, there is need for principals skills development that can foster effective administration in schools.

## **MATERIALS AND METHODS**

### **Statement of the Problem**

The ultimate aim of secondary education is to develop the individual's mental capacity and character for higher

education and useful living within the society. These objectives places huge task and burden on the principals, whose responsibilities are to plan, coordinate, instruct, monitor, assess and evaluate the teachers for the efficient and effective performance of their respective job assigned. However, experiences have shown especially in Rivers state secondary schools, that there is no good principal skill development programmes that can possibly enhance effective administration (Egboka PN et al., 2013). The principal's success depends to a great extent on the efficient use of his development skills in the day to the day administration of the school. Since they are the interpreters and implementers of school plans and policies, there is need for them to build good development skills. Unfortunately, there is tendency that inability of principals to demonstrate adequate skills in the day to day administration of the schools may have been responsible for lack of proper commitment among the teachers of public secondary schools in Rivers state. It is against this background this study wants find out how effectiveness administration of schools is affected by development skills of principals.

### **Aim and Objectives of the Study**

The study is aimed at investigating the impact of principals development skills on administrative effectiveness in public secondary schools in Rivers state. Specifically the study seeks to:

- Ascertain how principal's decision making skills affect administrative effectiveness in public secondary schools in Rivers state.
- Examine how principal's communication skills affect administrative effectiveness in public secondary schools in Rivers state.
- Evaluate how principal's problem solving skills affect administrative effectiveness in public secondary schools in Rivers state.

### **Research Questions**

**The following questions were formulated to guide the study:**

- To what extent do principal's decision making skills affect administrative effectiveness in public secondary schools in Rivers state?
- To what extent do principal's communication skills affect administrative effectiveness in public secondary schools in Rivers state?
- To what extent do principal's problem solving skills affect administrative effectiveness in public secondary schools in Rivers state?

**Hypotheses the following null hypotheses guided the study:**

- Principal's decision making skill does not significantly affect administrative effectiveness in public secondary schools in Rivers state.

- Principal's communication skill does not significantly affect administrative effectiveness in public secondary schools in Rivers state.
- Principal's problem solving skills does not significantly affect administrative effectiveness in public secondary schools in Rivers state.

### **Theoretical Framework**

**Scientific management theory:** The theory for this study is the scientific management theory propounded by Frederick Winslow Taylor. This theory states that the school manager (principal) is primarily responsible for increasing the productivity of an organization. The father of scientific management theory developed four principles of scientific management which states that a scientific management methodology should be developed, managers should assume the responsibility for selecting, training and developing employee, managers (principals) should fully cooperate with employees (teachers) to insure the proper implication of the scientific management method and management should become involved with the work of their employees as much as possible. Scientific management consists of a system for supervising employees, improving work methods and providing incentive to employees through the piece system. The scientific management theory is vital in skills development for principals and their administrative effectiveness in schools. If the head of the school assumes the responsibility for selecting, training and developing the employee the school will have skilled manpower in respect of the school requirement and this will make teachers committed to their work. Therefore scientific management theory is very important in this study since it gives principles of increasing the organization effectiveness (Lovelace JB et al., 2019).

### **Concept of Skills Development**

Development skills can be referred to as skills which a principal possesses and uses to enhance the professional knowledge and attitudes of teachers so that they might, in turn, improve the learning of students. Training is an important part of teacher preparation programs, especially for those aspects of teaching that are more skill like in their conception, but there are many other important aspects of teaching that can only be nurtured through reflective strategies and experiences. Isa, Jailani and Suleiman said that school principals should collaborate with relevant stakeholders to promote their skill development of teachers through intensive and regular in house seminar/workshop to improve knowledge, pedagogical skills and competence of teachers in various subjects, and improvisation of instructional materials to enhance teaching learning process in secondary schools. A principal who always counsels and shares his personal experience on the best way to achieve classroom objectives would have positive impact on teacher's classroom management. Likewise a

principal who is saddle with the responsibility to encourage and support teachers for further development and advancement on their job might improve teachers' efficiency in their various classrooms.

The principals as human resources is sine qua non in the attainment of school goals, in terms of instructional leadership, students discipline, academic achievement of the students, optimal use of existing school plants and other areas of teaching task for the overall actualization of set goals and objectives. This no doubt, places enormous burden on the principal who incidentally is the head of the school setting. The principal as the chief executive of the school provides instructional leadership by coordinating curricular, extra curricular programmes and is also responsible for the general administration of secondary school system. By implication, the principal is a planner, director, controller, coordinator, organizer, adviser and a problem solver. According to Fagbamiye, the principal is essentially an organizer and implementer of plans, policies and programmes meant for the actualization of specific educational objectives. It is his duty to ensure that goals of educational policies and programmes are realized (Babatunde MM, 2014).

Therefore, the principal is responsible for the implementation of educational policies in the school by the conscious utilization of both human and material resources optimally in such a way that school goals and objectives are achieved. Specifically, the principal's functions/roles include; establishing of healthy school climate and culture; curriculum/instruction development and improvement; provision and maintenance of school plant facilities; and instructional supervision. The principal is also seen as the person on whose shoulders rest the success or failure in the attainment of school goals. This is because, the principal is responsible for setting school goals, which must be in line with national educational objectives, analyzes tasks and share responsibilities to staff (teachers) according to their area of specialization and expertise.

### **Concept of Effective Administration**

School administration comprises managing, administering the curriculum and teaching, discipline, assessment evaluation and examinations, resource allocation, costing and forward planning, staff appraisal relationship with the community, use of the practical skills necessary for surviving the policies of organization such as decision making, negotiation, bargaining, communication, conflict handling, running meetings and so on. The obligations listed can be condensed to the following: Planning, organizing, directing, supervising, and evaluating the school system (Olcum D and Titrek O, 2014). These activities are those of the school principal who must ensure they are all directed towards efficient and effective teaching and learning in the school so as to be able to produce quality outcomes in terms of students performance. Application of these personal qualities leads to effective

administration of public senior schools in Rivers state. Defined administration as the activities that are done in order to plan, organize and run a business, school or other institutions. By implication, administration is connected with organizing the work of business or an institution. In other words, an effective principal is also responsible in assigning subjects or courses to his academic staff according to their disciplines or areas of specialization. This would lead to efficiency and productivity in the school. It implied effectiveness of the principal. The principal administrative duty have tendency of extending to interpersonal relationship, which may usher conducive climate in the school as incentive for productivity or achievement.

## **RESULTS AND DISCUSSION**

### **Empirical Reviews**

Examined principals managerial skills and teachers job performance in public secondary schools in Rivers state, Nigeria. Three research questions and three hypotheses guided the study. The study adopted a correlational survey design. The population of the study comprised all the 413 vice principals in the 526 public junior and senior secondary schools in Rivers state. The sample size for the study was 289 vice principals using the stratified random sampling technique. Two self constructed instruments titled: Principals Managerial Skills Scale (PMSS) and Teachers Job Performance Scale (TJPS) were used to collect data. Face and content validities of the instruments were ensured. The cronbach alpha reliability estimates of PMSS and TJP were given as 0.78 and 0.89 respectively which guaranteed the use of the instruments for the study. Pearson Product Moment Correlation Coefficient (PPMCC) was used to answer the research questions while z ratio was used to test the null hypotheses at 0.05 alpha level (Paksoy M et al., 2017). The findings revealed that there is a high positive significant relationship between principals managerial skills namely; conceptual, human and technical and teachers job performance in public secondary schools in Rivers state, Nigeria. This differs from the present study because; the present study focused on the impact of principals developmental skills on administrative effectiveness.

Kamete, investigated the influence of the headmaster's managerial skills on effective school management: A case of public secondary schools in Mbeya-Tanzania. The study was guided by four research objectives; to assess the conceptual skills acquired by the of public secondary school headmasters, to identify the human skills acquired by the of public secondary school headmasters, to explore the communication skills acquired by of public secondary school the headmasters and to examine the leadership skills acquired by the of public secondary school headmasters. Different sources of literature review such as books, journals and theories and empirical literature studies were used. The study



was conducted in Mbeya city covering 10 schools in Mbeya urban. The sample comprised of 40 respondents and all 40 respondents responded. Data were collected through questionnaires and analyzed through SPSS computer package. The results indicated that majority of the headmasters in public secondary school have managerial skills. This study concentrated only on primary school education, while the present paid attention to senior secondary schools. Also, the present study examined development skills variables which are communication, decision making and problem solving skills, which the previous study ignored. Examined principals managerial skills administrative effectiveness in public secondary schools in Anambra state, Nigeria (Reis HT et al., 2000). Three objectives, three research questions and three hypotheses guided the study. The study adopted a correlational survey design. The population of the study comprised all the 413 vice principals in the 526 public junior and senior secondary schools in Rivers state. The sample size for the study was 289 vice principals using the stratified random sampling technique. The instrument used for collection of data for this study is questionnaire. The questionnaire title Principals Managerial Skills Questionnaire (PMSQ) was designed by the researcher. This questionnaire contained two parts; part A and B. Part A contained demographic information about the teacher such as gender, age, marital status, year of teaching experience, etc., while part B contained 16 items.

The instrument was validated using content validity while the reliability co-efficient of 0.65 was obtained through test re test method. Hence Pearson product moment correlation co-efficient was used to test the earlier formulated research hypotheses at 0.05 level of significance. The result shows that that supervision, organization skill and communicating had a significant relationship between principals managerial skills and administrative effectiveness. Therefore, the study concludes that there was significant relationship between principal supervising skill and administrative effectiveness of principal in public secondary schools covered. This study failed to examine problem solving and decision making skills, which the present study considered. Examined the impact of managerial communication skills on the levels of job satisfaction and job commitment. In this research, the aim is to determine how this skill affects the levels of job satisfaction and job commitment and whether there is a relationship between these concepts. The research was conducted by means of relational screening model and survey method was used in order to collect data. Managerial communication skills scale developed by for health administrators was used in evaluating managerial communication skills. In the evaluation of job satisfaction of the employees was used 5 items that measure job satisfaction developed. The sample of the study consisted of 399 people, of which 180 were female (45.1%) and 219 were male (54.9%), determined by random sampling method.

The obtained data were analyzed by frequency analysis, T-test, cross table, simple and multiple regression models using SPSS 20.0 package program. Analyses have shown that there is a positive, bi-directional and moderate relationship between managerial communication skills and job satisfaction and job commitment levels; positive, bi-directional but weak relationship between job satisfaction and job commitment. According to the regression model developed according to research hypotheses, it is understood that managerial communication skills are effective in the level of job satisfaction and job commitment of employees. Analyses confirm all of the hypotheses. It has been proposed to increase the frequency and level of training given for the development of communication skills of managers (Tijani AA, 2020). This study looked at only communication skills, while the present study investigated decision making and problem solving along side with communication skills as the principals development skills related to effective administration.

### Methodology

This study adopted correlational survey research design. The population of the study comprised of two hundred seventy eighty (278) principals in public secondary schools in Rivers state, Nigeria. A stratified sampling technique was adopted in selecting a sample of one hundred, and thirty nine (139) principals in public secondary schools in Rivers state, Nigeria. This represents 50% of the entire population of principals. A 15-item self designed questionnaire titled Principals Development Skill Questionnaire (PDSQ) and Administrative Effectiveness Questionnaire (AEQ) was used to generate information for the study (Ekere SC, 2021). PDSQ and AEQ consists of two sections A and B. Section A contained simple questions on demographic variables while section B, consists of 15 questions each designed to illicit responses to three research questions. Responses to items on each section were coded along a modified four likert scale of strongly agree (4), agree (3), disagree (2) and strongly disagree (1). The reliability indices of the instruments were established using the test retest. It yielded 0.94 and 0.89 showing that the instruments were strongly reliable. Data obtained from the administered instrument were analyzed using SPSS. In answering the research questions, simple regression analysis was used in answering the research questions, while t test associated with simple regression was implored in testing the hypotheses formulated for the study, at 0.05 level of significance.

### Data Analysis

**Research question:** To what extent do principal's decision making skills affect administrative effectiveness in public secondary schools in Rivers state (Table 1).

**Table 1:** Simple regression analysis on the extent principal's decision making skills affect administrative effectiveness in public secondary schools in Rivers state.

Model	R	R square	Adjusted R square	Std. error of the estimate	Change statistics				
					R square change	F change	df1	df2	Sig. f change
1	0.806	0.65	0.647	1.89251	0.65	182.089	1	137	0

Table 1 revealed that the regression coefficient R was calculated to be 0.806 while the regression squared value was computed to be 0.650. This shows that there is a high and positive relationship between principal's decision making skills and administrative effectiveness in public secondary schools in Rivers state. Judging by the coefficient of determination, it shows that 65% change in administrative effectiveness in public secondary schools can be explained by principal's decision making skills,

while 35% was accounted by other variables not considered in this study (Tonwe UA, 2019).

**Research question:** To what extent do principal's communication skills affect administrative effectiveness in public secondary schools in Rivers state (Table 2).

**Table 2:** Simple regression analysis on the extent principal's communication skills affect administrative effectiveness in public secondary schools in Rivers state.

Model	R	R square	Adjusted R square	Std. error of the estimate	Change statistics				
					R square change	F change	df1	df2	Sig. f change
1	0.894	0.799	0.797	1.68761	0.799	390.378	1	137	0

Table 2 revealed that the regression coefficient R was calculated to be 0.894 while the regression squared value was computed to be 0.799. This shows that there is a high and positive relationship between principal's communication skills and administrative effectiveness in public secondary schools in Rivers state. Judging by the coefficient of determination, it shows that 79.9% change in administrative effectiveness in public secondary schools can be explained by principal's communication

skills, while 20.1% was accounted by other variables not considered in this study.

**Research question:** To what extent do principal's problem solving skills affect administrative effectiveness in public secondary schools in Rivers state (Table 3).

**Table 3:** Simple regression analysis on the extent principal's problem solving skills affect administrative effectiveness in public secondary schools in Rivers state.

Model	R	R square	Adjusted R square	Std. error of the estimate	Change statistics				
					R Square change	F change	df1	df2	Sig. F change
1	0.813	0.661	0.66	2.06271	0.661	439.293	1	137	0

Table 3 revealed that the regression coefficient R was calculated to be 0.813 while the regression squared value was computed to be 0.661. This shows that there is a high and positive relationship between principal's problem solving skills and administrative effectiveness in public secondary schools in Rivers state. Judging by the coefficient of determination, it shows that 66.1% change in administrative effectiveness in public secondary schools can be explained by principal's problem solving

skills, while 33.9% was accounted by other variables not considered in this study (Ewim EC, 2020).

**Testing of Hypotheses**

The null hypotheses formulated for the study were tested using t-test associated with simple regression, which is a relationship.

**HO<sub>1</sub>:** Principal's decision making skill does not significantly affect administrative effectiveness in public secondary schools in Rivers state (Table 4).

**Table 4:** T-test associated with simple regression on how principal's decision making skills affect administrative effectiveness in public secondary schools in Rivers state.

Model	Unstandardized coefficients		Standardized coefficients	t	Sig.
	B	Std. error	Beta		
(Constant)	5.294	0.76	-	6.969	0
principal's decision making skills	0.694	0.051	0.806	13.494	0

Table 4 revealed that principal's decision making skill is related with administrative effectiveness in public secondary schools by 0.806. The t test value 13.494 associated with linear regression was statistically significant at 0.000 when subjected to 0.05 alpha level of significance. By implication, the null hypothesis was rejected.

**HO<sub>2</sub>:** Principal's communication skill does not significantly affect administrative effectiveness in public secondary schools in Rivers state (Table 5). Therefore, principal's decision making skill significantly affect administrative effectiveness in public secondary schools in Rivers state.

**Table 5:** T-test associated with simple regression on how principal's communication skills affect administrative effectiveness in public secondary schools in Rivers state.

Model	Unstandardized coefficients		Standardized coefficients	t	Sig.
	B	Std. error	Beta		
(Constant)	1.57	0.677	-	2.317	0.023
principal's communication skills	0.906	0.046	0.894	19.758	0

Table 5 revealed that principal's communication skill is related with administrative effectiveness in public secondary schools by 0.894. The t test value 19.758 associated with linear regression was statistically significant at 0.000 when subjected to 0.05 alpha level of significance. By implication, the null hypothesis was rejected.

**HO<sub>3</sub>:** Principal's problem solving skills does not significantly affect administrative effectiveness in public secondary schools in Rivers state (Table 6). Therefore, principal's communication skills significantly affect administrative effectiveness in public secondary schools in Rivers state.

**Table 6:** T-test associated with simple regression on how principal's problem solving skills affect administrative effectiveness in public secondary schools in Rivers state.

Model	Unstandardized coefficients		Standardized coefficients	t	Sig.
	B	Std. error	Beta		
(Constant)	3.266	0.562	-	5.81	0
principal's problem solving skills	0.787	0.038	0.813	20.959	0

Table 6 revealed that principal's problem solving skill is related with administrative effectiveness in public secondary schools by 0.813. The t test value 20.959 associated with linear regression was statistically

significant at 0.000 when subjected to 0.05 alpha level of significance. By implication, the null hypothesis was rejected. Therefore, principal's problem solving skills significantly affect administrative effectiveness in public

secondary schools in Rivers state. From the result gotten in Table 1, it was revealed that principal's decision making skills is related to administrative effectiveness in public secondary schools to a high extent. This was emphasized more in Table 4, were principal's decision making skill significantly affect administrative effectiveness in public secondary schools in Rivers state. This result agrees with Olcum and Titrek who examined the effect of school administrators' decision making styles on teacher job satisfaction. The results showed that the job satisfaction levels of teachers and administrators who participated in the survey were high. The outcome of this study could be based on a principal's use of a favourable decision making skills, when appropriate which has tendency of increasing administrative effectiveness. It was also agreed who asserted that the level of teacher's involvement in decision making increase their job performance.

The outcome in Tables 2 and 5 revealed that principals communication skills significantly affect administrative effectiveness in public secondary schools in Rivers state. In other words, administrative effectiveness can be explained to a high extent from principal's communication skills. This is in line with who posited that other organizational functions of the principal cannot be effective if communication is not effective because, it builds up an organizational climate. Similarly, examined principals' managerial skills administrative effectiveness in public secondary schools in Anambra state, Nigeria. The result revealed that supervision, organization skill and communicating skill had a significant relationship with administrative effectiveness. This assertion concurs with the finding of the present study. Furthermore, the result in Tables 3 and 6 showed that administrative effectiveness can be explained to a high extent from principal's problem solving skills, meaning that principal's problem solving skills significantly affect administrative effectiveness in public secondary schools in Rivers state. The result also agrees with who described the problem solving skills as understanding how the different components of the business are related to each other and the business as a whole. It helps the manager (school administrator) to identify the causes of the problems and not the symptoms. This implies that the ability of the school administrator to understand the complexities of the overall school organization, think abstractly, analyze work situation and his creature and innovative ability to access the environment, will bring about effectiveness in school administration.

## CONCLUSION

Since communication is an indispensable management tool in every organization which the school is not an exemption to, it means that when school principals uses adequate tone and communication skills in relating with teachers, especially as it has to do with assigning duties to them, they will feel sense of belonging, which in return

will facilitate school effectiveness. It was noted that, the attitude of a principal towards his subordinates would influence the behaviour of the teacher in a significant manner, which will either get them committed in their work or not and in turn affect overall administration of school. Notwithstanding, when principals work with other teachers towards achieving educational objectives, it will motivate them to give in their best. When there is an interaction between school principals and teachers by engaging them in a discussion in an attempt to come to a shared agreement, it will cause both parties to work together towards achieving any set goals. Thus, decision making in school is imperative and vital to its development. So, any school administrator, that takes decision making with levity, is likely to work in oblivion; hence, such school goals, policies, profitability, and growth are likely to be jeopardized.

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