

## **Chapter One**

### **Introduction**

#### **1.1 Background to the Study**

The effectiveness of any organization appears to rely on efficient management. Management can be defined as the deliberate and systematic arrangement and utilization of resources (both human and material), circumstances, and opportunities to accomplish the specific objectives of a given organization. Within any organization, administrators are responsible for implementing policies and decisions through coordinated activities. Therefore, they are expected to possess the ability to plan, organize, and control available resources to achieve desired outcomes.

Similarly, administrators are accountable for achieving results by harnessing the specialized efforts of other individuals (staff), whether individually or collectively, within the organization. Considering these factors, administrative effectiveness can be understood as the positive outcome of administrative efforts and actions aimed at accomplishing stated goals<sup>1</sup>. These include administrative performance in decision-making, delegation of duties and setting of examples.

Within the secondary school system, the principal assumes the role of the school's leader and serves as the head of the school management. The principal is tasked with overseeing instruction and carrying out administrative duties. It is the principal's responsibility to enforce government policies on education in alignment with established standards. As a result, the principal is expected to possess strong leadership abilities and a clear vision of the objectives that need to be achieved<sup>2</sup>. The principals acquire these skills through their understanding of the school and the necessary actions to enhance education for all students. As administrators, principals have a unique opportunity to lead various groups within the school, necessitating their role in fostering connections with community members as volunteers and ensuring student discipline.

Undoubtedly, the services provided by secondary school principals are crucial for both educational and national development.

When examining administrative effectiveness of secondary school principals, several factors come into play. This study specifically focuses on three aspects: maintaining student and staff discipline, supervising instruction, and delegating duties. Maintaining discipline among students and staff is a fundamental element of school administration.

Discipline involves adhering to societal rules that govern behaviour, and violations are questioned and addressed through disciplinary measures. The goal of school discipline is to assist students in achieving academic success, character development, and ultimately, becoming valuable members of society. Unfortunately, schools today face challenges related to student and staff indiscipline. The current rise in student indiscipline is particularly concerning and necessitates immediate attention from all stakeholders in the education sector. Student indiscipline manifests in various unruly behaviours both within and outside the school premises, such as violence, fighting, hooliganism, truancy, inappropriate dressing (even in uniforms), moral laxity, gambling, and other immoral acts<sup>3</sup>.

In the geographical area of Oyo State, which is the focus of this study, significant violations of school discipline policies have been observed. These include instances of students assaulting teachers and fellow students, engaging in verbal abuse and offensive language towards teachers and peers, engaging in sexual and other forms of harassment, as well as threatening and intimidating teachers and other students.

Furthermore, incidents of students possessing offensive weapons, supplying or using illegal drugs, and adults intruding into schools or classrooms with the intention of confronting teachers were found to be common occurrences in secondary schools within this state. These problems have reached an alarming level and pose a threat to the effective administration of secondary schools. Similarly, educators in secondary schools in Oyo State, Nigeria, have reported high

levels of absenteeism, truancy, laziness, substance abuse, and attempts to manipulate assessment outcomes by students<sup>4</sup>. It was also reported that the lack of a supportive and friendly school environment influences educators' disciplinary attempt and may cause them to remain cold in secondary schools in Oyo State<sup>5</sup>.

The lack of discipline in schools can be attributed to parents who have neglected their role in instilling discipline in their children at home. Nowadays, parents often disregard their responsibilities in properly raising their children, resulting in the moral laxity observed among students. Many undisciplined students can be traced back to improper parenting, emphasizing the significant contribution of the home environment to indiscipline in educational institutions. It is undeniable that "Charity begins at home."

However, our society cannot be absolved of responsibility either. Indiscipline is a societal issue that stems from the distortion and corruption of our societal values. The type of students we have is a reflection of the demands placed on them by society. There is a prevalent culture of indiscipline in our society, and it inevitably influences students. For example, a student who engages in gambling may conclude that there is no honesty in earning money and that hard work is not valued in society. Indiscipline has had detrimental effects on education in the country, outweighing any positive outcomes<sup>5</sup>. It has resulted in poor academic performance in the school<sup>6</sup>. As a result of indiscipline, many students have neglected their studies, this makes them to be involved in examination malpractice and other academics and social vice<sup>6</sup>.

Some teachers seem to have also contributed to the problem of indiscipline ravaging our schools. Indiscipline among teaching and non-teaching staffs in school also contributes to gross misconduct in the school system. This has often lead to wrong upbringing of students<sup>7</sup>. In Nigeria, particularly in Oyo State, it seems indiscipline has become a prevailing issue in most schools. This prevalent atmosphere of indiscipline may lead students to believe that their actions are acceptable since others engage in similar behaviour. They may develop the mindset that if

others can engage in misconduct, why shouldn't they? This kind of thinking can persist as they grow older, and they may continue to indulge in unethical behaviour. Often, we witness or hear about numerous corrupt leaders, without fully realizing that this behaviour may have originated in their school years. The problem of indiscipline in schools extends far beyond our imagination. It starts gradually within the school environment and later wreaks havoc on the country's reputation.

The problem of indiscipline affects all schools irrespective of gender and school type though the degree and magnitude seem to vary from school to school. The measures taken to deal with indiscipline seem inadequate given the fact that there exist no administrative or legal guidelines which could be referred to in such cases<sup>7</sup>. The actions taken to address discipline issues in schools often lack consistency and coordination, both within individual schools and across schools of the same type. Teachers, in particular, tend to feel disempowered when dealing with cases of indiscipline due to a lack of support from relevant authorities, political interference, and ineffective school administration. With this in mind, the aim of this study is to assess the level of discipline in public secondary schools in Oyo State and investigate how it is influenced by the decision-making styles and development programmes implemented by principals.

The second factor to be examined in this study concerning principal administrative effectiveness is the supervision of instruction. Within any school environment, especially in public secondary schools, the role of the principal as the school head is of paramount importance. The effectiveness of the school largely depends on the principal's leadership qualities, as they should be capable of motivating and inspiring teachers and students to achieve the goals and objectives of the institution. The principal's primary responsibilities include demonstrating effective instructional leadership to enhance the curriculum and the quality of the instructional program, thereby facilitating the attainment of school objectives.

In Nigeria, the management of curriculum and instruction, classroom supervision, monitoring and evaluating student progress and achievements, fostering a conducive learning environment, supporting continuous staff development, and procuring instructional materials for teaching and learning are major supervisory functions of secondary school principals<sup>9</sup>.

The supervision of instruction entails overseeing and ensuring the effective implementation of the curriculum while supporting those responsible for carrying it out. This process involves both inspection, which involves gathering factual information, and assistance, which focuses on establishing a constructive relationship between supervisors and subordinates. The emphasis is on specialization and optimizing the use of available human and material resources to achieve organizational objectives<sup>9</sup>. Supervision as a phase of school administration is a function, because its values (results) depends upon the values of other quantities<sup>9</sup>.

Lack or inadequate supervision may result into inadequate preparation staff, negative attitude of students toward school climate.

The issue of inadequate supervision of instruction by school principals in public secondary schools is a widely neglected problem. It appears that principals generally prioritize other administrative tasks over the crucial role of supervising instruction and school programmes. Insufficient efforts have been made by the Ministry of Education, education stakeholders, and school principals themselves to address this issue. Reports and media coverage highlighting the declining standards of education in public secondary schools indicate that instructional supervision may not be effectively carried out by school principals in Nigeria, including Oyo State. This situation has raised doubts about whether school principals are fully engaged in effective instructional supervision within their schools, leading to lower student performance levels.

This study aims to assess the efficiency of instructional supervision functions performed by school principals in Oyo State. Specifically, it will examine principals' performance in

supervising classroom instruction, monitoring students in public secondary schools, and how these practices are influenced by decision-making styles and staff development programmes.

In this study, the delegation of duties is the third factor to be examined in relation to administrative effectiveness. Delegation refers to the managerial process in which school principals transfer some or all of their authority to subordinates for the execution of specific tasks and responsibilities. Given the intricate nature of schools as complex organizations, delegation of duties becomes inevitable. By assigning tasks to be carried out by subordinates on their behalf, principals facilitate the decentralization of authority and office functions, promote the sharing of responsibilities within the school, and organize duties into departments with designated group leaders for more efficient management<sup>9</sup>.

The secondary school principal is responsible for delegating key functions to the vice principal, granting them full authority to tasks such as preparing the school timetable and more. Additionally, the principal holds the power to discipline staff and students, maintain school records, and oversee classroom supervision, among other duties. The principal appoints departmental heads who carry out supervisory and advisory roles within their respective departments.

Delegation of tasks related to equipment maintenance and storage within the departments is also expected from the principal. Furthermore, the principal delegates the responsibility of revenue collection from the school to the bursar or school finance clerks<sup>10</sup>. In addition, they have the responsibility for managing the school impress account, preparing the school budget, handling accounting and payments, and other related tasks. Form masters are assigned the duty of maintaining discipline and overseeing the well-being of their assigned class. They are also entrusted with the responsibility of ensuring that class stationery, equipment, and hygiene in the classroom and surroundings are regularly checked. Additionally, they are delegated the task of monitoring class attendance and maintaining the class register. House masters are assigned the

responsibility of maintaining cleanliness, discipline, appointing house prefects, and overseeing the general well-being of the house. To effectively fulfill these functions, the principal must establish a system of control over the delegation of tasks. Control refers to the ability or power to ensure that someone or something carries out the desired actions or tasks according to one's intentions<sup>11</sup>.

Control within an organization involves the process of ensuring that everything is aligned with the adopted plans, issued instructions, and established principles. Its purpose is to identify weaknesses and errors, rectify them, and prevent their recurrence. When the principal fails to delegate functions, it can strain relationships between the principal and other staff members. This lack of delegation may also lead to a lack of confidence in the staff, resulting in their failure to perform their assignments to the best of their abilities. Consequently, this hinders the achievement of school objectives. This study investigates the impact of staff development programmes and decision-making styles on the administrative effectiveness of secondary school principals in Oyo State. Various factors can influence the effectiveness of secondary school principals' administration.

Principals cannot solely rely on their initial knowledge when they first begin their careers. Like professionals in other fields, they need to continually grow and develop. Their effectiveness is assessed based on the academic performance of students and the overall efficacy of the school. It is crucial for principals to undergo regular development in order to teach effectively. The effectiveness of principals is demonstrated by the academic achievements of their students. A staff development program is a structured learning opportunity for staff members that leads to changes in the practices of principals and improvements in the attainment of educational objectives<sup>11</sup>. It is a strategic arrangement for an on the job acquisition of relevant skills and expertise among principals<sup>11</sup>. To facilitate and maximize the potentials of secondary school

principals, there is need for the principals to undergo developmental programmes which will enable them acquire mastery of new skills and to be abreast with new knowledge.

Development of any kind is designed to expose principals to modern and contemporary approved techniques, knowledge and skills for the purpose of enhancing the efficiency, effectiveness and improved performance<sup>12</sup>. Also, the need for principals to be regularly updated and develop continually to better their capabilities as regarding instructional supervision, discipline and delegation of duties necessitates development programmes. Development of principals can be done in the following ways: in service training, conferences, workshops and seminars. For the purpose of this study, in-service training, seminar and workshops will be considered<sup>13</sup>.

A seminar can be described as a gathering of individuals who come together to discuss a specific topic. These gatherings typically involve interactive sessions where participants engage in discussions related to the designated topic. The sessions are typically facilitated by one or two presenters who guide the discussions in the desired direction. Seminars can serve multiple purposes or focus on a single objective. For example, a seminar may aim to educate participants through lectures and discussions on an academic subject, enabling them to gain a deeper understanding of the topic. Additionally, educational seminars can be conducted to provide participants with specific skills or knowledge<sup>14</sup>.

Seminars can also have a motivational aspect, where the aim is to inspire participants to improve themselves or apply the skills they have acquired from the seminar. In some cases, seminars serve as a platform for individuals who share common interests to network and connect with others. These seminars offer attendees opportunities to establish valuable contacts that can assist them in advancing their careers or endeavors<sup>14</sup>.

In-service training is a form of staff development that aims to enhance employees' skills and competencies within a particular profession. It can take the form of both formal and informal

learning activities that are required by the employer and provided as opportunities for employee development, ultimately contributing to their growth and effectiveness. In the context of principals, in-service training plays a vital role in enabling them to acquire new and relevant skills, ideas, and knowledge, thereby enhancing their managerial competencies and optimizing their performance. To achieve and maintain high-quality and effective school administration, it is essential for principals to receive effective in-service training facilitated by education leaders, service providers, policymakers, and other stakeholders in education. This is because principals' competence tends to improve as a result of the skills acquired through in-service training. During these training activities, experienced facilitators utilize various approaches to engage principals' intellectual capacities, problem-solving skills, and other relevant abilities, thereby enhancing their knowledge and expertise<sup>14</sup>.

Workshops are intimate classroom sessions that provide principals with the opportunity to exchange ideas, foster positive relationships among colleagues, and familiarize themselves with new and unique challenges they may encounter in their schools. A similar study suggests that good principals can become exceptional principals by actively participating in workshops, which allows them to go beyond their regular responsibilities and traditional textbooks, and acquire additional assistance in utilizing technology for the benefit of their staff and students. Principal-based workshops are organized with the aim of encouraging collaboration on current issues and other matters that can enhance the administration of secondary schools, as well as teaching and learning environments. Therefore, during workshop sessions, the focus is on problem-solving, hands-on training, and active participation of the attendees. Participants in workshops can benefit from the accumulation of resource materials, evidence of personal growth following the sessions, and a noticeable positive change in their approach towards their staff.

Workshops can be considered as a form of retraining program, as their primary objective is to enhance the development of staff members with similar responsibilities. They create a platform for individuals to share ideas and support one another in promoting new concepts that can benefit everyone involved<sup>16</sup>.

Workshop sessions can be classified into different categories, as mentioned by Educational Initiatives Working, such as Curriculum workshops and Subject workshops. Curriculum workshops provide schools with exposure to a skill-based curriculum and assessment approach. They assist schools in improving their existing systems and procedures, transitioning from a fact-based, rote-oriented curriculum to a skill-based curriculum. These workshops offer principals the opportunity to gain hands-on experience and incorporate the learning into their daily work through relevant activities, worksheets, and other elements. This approach promotes interactivity and student-centeredness in the learning process. On the other hand, Subject workshops help principals understand the learning objectives of specific subjects like Language, Mathematics, and Science. These workshops encourage principals to reflect on the significance of making learning relevant and connected to real-life contexts. They facilitate the sharing of creative ideas on developing cost-effective teaching aids. Subject workshops serve as a platform for principals to explore different tools and resources through discussions, case studies, and information from diverse sources<sup>17</sup>.

Decision-making is not a singular and straightforward event, but rather a complex social process that often takes a significant amount of time. It is a subjective attribute that reflects an individual's definition and perception of a problem, as well as their selection of an alternative solution for it. The process of decision-making involves identifying a stimulus for action and concludes with a specific commitment to take action. The objective of decision-making is to

bring about changes within schools or organizations, in order to prevent or resolve issues that have an impact on the personnel<sup>18</sup>.

Fundamentally, many other scholars asserted that decision-making is an action purposely taken from other alternatives in achieving school or organization objectives. It is an instrument to sustain school administration and achievement. In this study, the decision-making styles that shall be considered are: Directive, Analytical, Conceptual and Behavioural decision-making styles.

A directive decision-maker typically works out the pros and cons of a situation based on what they already know. Directive decision-makers are very rational and have a low tolerance for ambiguity<sup>19</sup>. Their decisions are rooted in their own knowledge, experience, and rationale, rather than going to others for more information. The upside to this style of decision-making is quick, ownership is clear, and it doesn't require extra communication. However, directive decisions can sometimes be made impulsively, without all the necessary information<sup>19</sup>.

Analytical decision-makers thoroughly analyze a significant amount of information before making a decision. They rely on direct observation, data, and factual evidence to support their choices. Unlike directive decision-makers, analytical decision-makers actively seek information and advice from others to validate or challenge their own knowledge. They exhibit a strong ability to tolerate ambiguity and demonstrate adaptability, but they also prefer to have control over most aspects of the decision-making process<sup>20</sup>. This style is a well-rounded approach to decision-making but can be time-consuming.

The conceptual decision-making style takes a more social approach compared to the directive or analytic methods. Conceptual decision-makers encourage creative thinking and collaboration and consider a broad array of perspectives. These decision-makers are achievement-oriented and like to think far into the future when making important decisions<sup>21</sup>.

Behavioural decision-makers aim to promote effective collaboration among team members. Similar to the conceptual style, behavioural decision-making emphasizes a group-oriented approach. However, instead of brainstorming various solutions, the group is presented with a set of available options. Subsequently, the group engages in discussions to evaluate the advantages and disadvantages of each choice. This decision-making style takes into account a wide range of perspectives and opinions throughout the process<sup>22</sup>.

## **1.2 Statement of the Problem**

Principals have considerable high responsibilities including effective administration such as maintaining student and staff discipline, supervision of instruction and delegation of duties and so on. Secondary school principals in Oyo State seem to have been bedeviled with many teething problems which consequently appear to be affecting their effectiveness. Factors such as poor working environment, bad government policy, poor cooperation on the part of teachers, inadequate staff, poor funding and so on, have been identified by studies as the problems faced by principals in administering secondary schools effectively<sup>1, 2, 3, 4, 5</sup>. Further to the foregoing, a thorough literature search by the researcher indicated factors such as availability and relevance development programmes and principal's decision-making styles have not been sufficiently researched as they influence principal's administrative effectiveness. Furthermore, it appears that principal's administrative effectiveness is closely tied to the style adopted by the principal in making decisions, to this end, this study intends to investigate the influence of staff development programmes and decision-making styles on administrative effectiveness of public secondary school principals in Oyo State, Nigeria.

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

The aim of the study is to investigate the influence of staff-development programmes and decision-making styles on administrative effectiveness in secondary school principals in Oyo state, objectives are to:

- i. identify the level of administrative effectiveness indices (discipline, supervision and delegation of duties) of secondary schools principals in Oyo State;
- ii. determine the most available staff development program (seminar, in-service training and workshop) to public secondary school principals in Oyo State;
- iii. ascertain the mostly used decision-making styles (directive, analytical, conceptual and behavioural) of secondary schools principals in Oyo State;
- iv. determine the combined influence of decision-making styles (directive, analytical, conceptual and behavioural) on public secondary school principals administrative effectiveness in Oyo State;
- v. identify the relative influence of decision-making styles (directive, analytical, conceptual and behavioural) on public secondary school principals administrative effectiveness in Oyo State;
- vi. determine the combined influence of Staff Development Programmes (workshops, Seminars, In-service Training) on public secondary school principals administrative effectiveness in Oyo State;
- vii. ascertain the relative influence of Staff Development Programmes (workshops, Seminars, In-service Training) on public secondary school principals administrative effectiveness in Oyo State;
- viii. determine the combined influence of decision-making styles (directive, analytical, conceptual and behavioural) and Staff Development Programmes (workshops, Seminars, In-service Training) on public secondary school principals administrative effectiveness in Oyo State; and
- ix. determine the relative influence of decision-making styles (directive, analytical, conceptual and behavioural) and Staff Development Programmes (workshops, Seminars,

In-service Training) on public secondary school principals administrative effectiveness in Oyo State.

#### **1.4 Research Questions**

1. What the level of administrative effectiveness indices (discipline, supervision and delegation of duties) of public secondary schools principals in Oyo State?
2. Which is the most available staff development program (seminar, in-service training and workshop) to public secondary school principals in Oyo State?
3. Which is the mostly used decision-making styles (directive, analytical, conceptual and behavioural) of public secondary schools principals in Oyo State?

#### **1.5 Hypotheses**

H<sub>01</sub>: There will be no significant combined influence of decision-making styles (directive, analytical, conceptual and behavioural) on public secondary school principals' administrative effectiveness in Oyo State.

H<sub>02</sub>: There will be no significant relative influence of decision-making styles (directive, analytical, conceptual and behavioural) on public secondary school principals' administrative effectiveness in Oyo State.

H<sub>03</sub>: There will be no significant combined influence of Staff Development Programmes (workshops, Seminars, In-service Training) on public secondary school principals' administrative effectiveness in Oyo State.

H<sub>04</sub>: There will be no significant relative influence of Staff Development Programmes (workshops, Seminars, In-service Training) on public secondary school principals' administrative effectiveness in Oyo State.

H<sub>05</sub>: There will be no significant combined influence of decision-making styles (directive, analytical, conceptual and behavioural) and Staff Development Programmes (workshops,

Seminars, In-service Training) on public secondary school principals' administrative effectiveness in Oyo State.

H<sub>06</sub>: There will be no significant relative influence of decision-making styles (directive, analytical, conceptual and behavioural) and Staff Development Programmes (workshops, Seminars, In-service Training) on public secondary school principals administrative effectiveness in Oyo State

### **1.6 Significance of the Study**

The findings of the study would be published in a reputable journal and the findings would be made available to public, therefore, it would be of great benefits to all stakeholders in education if the findings and recommendations are used and put into practice. Specifically, Principals in secondary schools would benefit from the findings of this study as it would enable them understand the implication of their decision-making style on effectiveness of their administration. It would also enable them understand the implication of aggressive and assertive on administrative effectiveness so as to be able to cater for the necessary steps to be taken so as to ensure effective achievement of administrative objectives.

Students would benefit from the findings of this study as it will give clues on how administrative effectiveness can be attained, maintained and sustained which would in-turn facilitate increase in their academic performance.

School Administrators would find the recommendations of this study useful as it would give useful information on the need to direct and analyze which would likely increase administrative effectiveness and in turn ensure school effectiveness.

The government would also benefit from the findings of this study as it gives information on the level of administrative effectiveness in secondary schools in Oyo state, it would also give necessary information on the need to make decision and make it compulsory for teachers to comply.

Since the study would make known the level at which administrative effectiveness is attained in public secondary schools in Oyo state, hence it would equip the society with the necessary information on how the society can render necessary help to enhance administrative effectiveness. Finally, it would be of benefits to researchers as it would provide a valid working documents or literature for further researches.

### **1.7 Scope of the Study**

The scope of this study shall be discussed in terms of geographical scope and content scope. Geographically, the study will be limited to public secondary schools in Oyo State. It is an inland state in southwestern Nigeria. Its capital is Ibadan, the third most populous city in the country and formerly the second most populous city in Africa. Oyo State is bordered to the north by Kwara State, to the east by Osun State, and to the southwest by Ogun State and the Republic of Benin. With a projected population of 7,840,864, Oyo State is the fifth most populous in Nigeria.

The vast majority of Oyo State residents are Yoruba, and the Yoruba language remains dominant. It has three (3) senatorial districts which are Oyo North, South and Central. It also has thirty three (33) local governments. Presently the State has eight hundred and twenty seven (827) registered private secondary schools and five hundred and sixty six (566) public secondary schools including 7 schools of Science. The variables of the study is limited to decision – making styles as measured by (directive, analytical, conceptual and behavioural) and communication styles as measured by (aggressive, assertive, passive and passive-aggressive communication styles). Furthermore, the population of the study is limited to public school Teachers in secondary schools in Oyo State.

### **1.8 Limitation of the Study**

Caution should be exercised when extrapolating the findings of this study to broader contexts, given the encountered limitations during the research process. Notably, certain teachers exhibited

hesitancy in completing the questionnaire and required persuasion to participate, potentially impacting their level of attentiveness in completing the study's instrument. Likewise, circumspection is warranted in generalizing the study's findings, as the presence of uncontrolled extraneous variables may exert influence over the research outcomes, yet remain unmeasured and unaccounted for in the study design.

## 1.9 Operational Definitions of Terms

The following words are described according to the usage in the study:

**Administrative Effectiveness:** This implies the level at which a secondary school principal is able to carry out his assigned responsibilities such as maintaining student and staff discipline, supervision of instruction and delegation of responsibilities effectively in the secondary schools.

**Discipline:** This entails formulating rules and regulations as well as maintaining and sustaining ensuring students and teachers oblige.

**Supervision:** This implies supervision of instructional activities by the secondary school principals. It involves the act or function of directing and overseeing teaching and learning activities in the school to ensure quality delivery.

**Delegation of Duties:** This entails principals giving responsibilities and commensurate authorities to subordinate to perform some administrative functions.

**Staff Development Programmes:** Staff Development Programmes are the programmes organized in or outside the secondary schools to increase professional competence of secondary school principals. Specifically, the ones considered in the study are: seminar, in-service training and workshop.

**Seminar:** Seminar is a mini conference whose goal is majorly to lecture and have discussions with teachers and principals on a specific topic that enhances efficiency of teaching and administration within the school.

**Workshop:** Workshop is a more practical training where participants are expected to practice some skills, in order to master them. Workshop can cover a wider range than seminar.

**In-service Training:** This is any form of training conducted during the course of service.

**Decision-Making Styles:** Decision-making style is the style adopted by a secondary school principal to make decision that concerns school administration. There are many established decision-making styles but the ones that will be focused on in this study are: directive, analytical, conceptual and behavioural decision-making style.

**Directive:** The secondary school principal relies on a rational and autocratic style that results in him or her using his or her own knowledge, experience and judgment to choose the best alternative.

**Analytical:** The secondary school principal use direct observations, facts and data to determine the best outcome.

**Conceptual:** The secondary school principal is concerned with long-term results, brainstorming of alternatives, creative approaches to problem solving and taking higher risks.

**Behavioural:** This is a group-oriented, rather than brainstorming potential solutions adopted by the secondary school principal.

## Endnotes

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## **Chapter Two**

### **Literature Review**

This chapter is organized into the following sub-sections:

#### 2.1 Conceptual Review

##### 2.1.1 Educational Administration

##### 2.1.2 Administrative Effectiveness

##### 2.1.3 Concept of Decision-making

##### 2.1.4 Decision-making Styles

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##### 2.3.3 Leadership Practices and Administrative Effectiveness

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#### 2.4 Conceptual Framework

#### **2.1 Conceptual Review**

##### **2.1.1 Educational Administration**

According to a study, Administration can be defined as the activities of groups cooperating to accomplish common goals<sup>1</sup>. Organization is a course of efficiently masterminding and co-planning the human and material assets accessible to any organization for the primary motivation behind accomplishing specified objectives of that administration<sup>2</sup>. When applied to the educational system, the interaction is alluded to as Educational Administration or School Administration<sup>2</sup>. Organization is a term used to allude more to Government business. Organization happens in each administration<sup>3</sup>. The fundamental point of organization is the need to finish things for characterized destinations to be cultivated. Instructive Administration is the most common way of uniting men and materials for powerful and utilitarian educating and learning in the school<sup>4</sup>. The focal point of instructive organization is the improvement of educating and learning. We can characterize instructive organization as a cycle through which the school heads mastermind and co-ordinate the assets accessible to training, to accomplish the objectives of the instructive system<sup>4</sup>.

### **2.1.2 Administrative Effectiveness**

The accomplishment of any hierarchical objective and goals depends upon amazing organization. Organization has been portrayed as the mindful and conscious strategy and usage of resources (human and material), conditions and openings for the achievement of the specific focuses of a given administration<sup>5</sup>. Chiefs are implementers of methodologies and decisions through worked with practices along these lines ought to have the capacity of planning, masterminding and controlling available resources for achieve results. They are liable for the achievement of results through the specific undertakings of others whether only or aggregately in an administration<sup>6</sup>.

Suitability expects to accomplish or to accomplish; thusly before an action, or a foundation or an individual is seen as effective, there ought to be an accomplishment<sup>18</sup>.

A hierarchical objective and targets hence may be named convincing in case it accomplishes unequivocal goals<sup>7</sup>. Subsequently, administrative feasibility is the positive response to administrative undertakings and exercises with the assumption to accomplish communicated goals<sup>8</sup>. These recall administrative execution for dynamic, arrangement of commitments and setting of models. Supporting this definition is the revelations that suitable organization includes capability, thoroughly completing least cost<sup>9</sup>. Administrative practicality in hierarchical objective and objectives adhere to a couple of guidelines; not just about getting results, the "how" is in like manner essential as it includes usefulness which means showing up at a target with irrelevant cost<sup>10</sup>. An amazing manager is an asset for an authoritative objective and destinations or foundation giving the association between hierarchical objective and objectives' various parts and ensures the smooth correspondence and transmission of information from one area to the other<sup>11</sup>. Made by school administrators is stunning and mentioning; they should know and grasp their schools and organizations, apply organization to achieve positive informative outcomes and continue to make and fill in their master inclination. A respectable school chief should think concerning how understudies learn, and the drive and the leaders exercises essential to help understudies' learning<sup>12</sup>.

Coming up next are the actions for choosing administrative practicality: Purposeful authority of the staff by the head, Involvement of the heads of workplaces, Structured model, Intellectually testing teaching, Maximum correspondence among educators and understudies, Efficient and exact record keeping, Parental and neighborhood, Positive school climate, Productive division of work among educators

The boss has been seen as the enlightening top of his school and brief neighborhood in this manner top of the school the leaders who is liable for oversight of direction similarly with respect to the execution of administrative limits. It is the commitment of the

directors to execute approaches of government on tutoring according to set standards. Moreover, he has organization capacities with clear vision of what ought to be developed. These capacities come from the bosses' data on the school and how is ought to have been dealt with further foster preparing for all students<sup>13</sup>. As a director, the boss has a clever opportunity to lead a couple of get-togethers including networks. Henceforth, he ought to outfit drive in making contacts with neighborhood as school volunteers and in staying aware of understudies' discipline.

The administrative deficiency of heads is a factor controlling achievement of helper school destinations. The school chiefs should prod staff to use their imaginativeness and drive as significant commitments, towards the accomplishment of school destinations. In this light, practical school directors are liked and respected, instead of feared. They pass on, care for understudies and will compel discipline if necessary<sup>14</sup>.

The aching to ensure quality control through standard and relentless oversight of enlightening and other informational organizations (Federal Republic of Nigeria), provoked the organization of a commonsense quality attestation approach that would be helpful and have the alternative to meet overall standards<sup>15</sup>. The World Education Forum in Dakar in 2000 did not simply underline the achievement of 'Tutoring For All (EFA)' yet moreover saw the need to deal with the idea of preparing, especially in capability, numeracy and acquirement of life skills<sup>16</sup>. There can be no quality without quality insistence which is a tireless course of ensuring upgrades highlighted satisfying set rules.

Quality insistence obliges complete preparing remembering all accomplices for dynamic including understudies who are locked in to expect responsibility for their own learning.

It is the concern of the Inspectorate Service of the Federal Ministry of Education (FME) which is blamed for the commitment in regards to ensuring that rules are stayed aware of in learning works out. Quality certification can moreover be used to choose the amount of

homerooms and lab or studio workplaces for quality direction and exploration office utilitarian. Various districts where quality affirmation can update quality in assistant schools include: choosing the openness and level of the use of instructive resources; ensuring prevalent grade of understudies' academic display.

Focusing in on rules in helper schools is perfect and a work to give direction to the country in choosing whether it is on course. Right when we get it decisively in the assistant school level, there is the work that we would get it straightforwardly at the tertiary level of guidance. Regardless, it has been seen that all through the long haul, the strategy for school evaluation has would overall be hampered by its restricted fixation and nonappearance of agreeable energy with various accomplices, that its complement has been by and large indicative instead of restorative and weak in scope and the law to apply appropriate endorsements on botching proprietors and school chiefs. Chairmen as administrative pioneers and implementers of preparing game plans in assistant schools ought to continually try to satisfy recipients of the structure to ensure that quality is cultivated in the aggregate of its suggestions. This can be refined by harnessing attempts, things being what they are; teachers, understudies, gatekeepers and the school neighborhood accomplishing quality insistence standards. These rules rely upon benchmarks that should coordinate the introduction of the enlightening system including goals or centers to which understudies, teachers, staff and school executives should attempt to accomplish so much that what is completed fulfills rules.

As shown by an audit the board thinking for endlessly chipping away at the idea of things and cycles. 'Quality Trilogy' is contained 'Worth Control' to recognize unpredictable issues and take a brief action, 'Quality Improvement' requiring the usage of different cycles to decide issues recognized and 'Quality Planning' to prevent issues that have been followed to lacking organizing measures. All of these cycles is finished by an unvarying

progression of interrelated activities. The congruity of this speculation to this audit is enormous as it makes a translation of significant worth the leaders to the homeroom with instructors, watchmen, neighborhood and understudies filling in as the customers. Top organization ought to accordingly be convinced of the necessity for quality and ought to clearly pass on it to the entire authoritative objective and destinations by created approach which would state what each individual is depended upon to proceed as shown by the essential or as per the communicated goals.

### **2.1.3 Concept of Decision-making**

Dynamic may be depicted as the most widely recognized method of picking an approach from a couple of choices with the goal that ideal result may be developed. The justification behind Decision-making is to facilitate human direct and obligation towards a future target. It incorporates presenting the association and its resources, to a particular choice clearly of movement, thought to be sufficient and prepared for achieving some destined objective<sup>18</sup>.

Dynamic is a huge limit of every chairman. Under orchestrating critical things like, 'how would anyone be able to respond', 'how it is to be done', when it is to be done and who is to do it are considered. In a reaction to this heap of requests a chief has diverse different choices. Right when a central chooses the most ideal choice from various available ones, it is viewed as decision and the connection that has been taken on to come to an extreme end result is known as the decision-making<sup>19</sup>.

A decision is key in all of the authoritative limits like organizing, figuring out, staffing, planning, and controlling. All of the managerial limits are performed on account of a decision. The chiefs are doubly helped when they manage issues and endeavor to find their replies.

First thing, by finding a fruitful plan they serve the affiliation, and besides, they are eventually satisfied. As such, clearly the accomplishment of an affiliation depends upon the boss, and a chief succeeds exactly when he has the idea of taking fruitful decision.

Dynamic means separating different alternatives and appearing at decision regardless a particular situation concerning what to do and what not to do. Thus Decision-making implies showing up at a goal or extreme decision which can be executed as a reply of an issue. Since the bosses are continually gone up against with some issue or the other for which they need to find a reply, it is said that Decision-making is incessantly required and a study has pertinently seen that "To make decision is Management"<sup>23</sup>.

Dynamic implies making choices among elective systems which may in like manner consolidate inaction. While it might be fought that organization is Decision-making , a major piece of the decisions made by managers inside associations in the end misfire. Thus, extending reasonability in Decision-making is a huge piece of boosting your amplex at work<sup>20</sup>. This segment will help you with perceiving how to make decisions alone or in a get-together while simultaneously avoiding ordinary Decision-making traps. Individuals all through associations use the information they gather to make a wide extent of decisions. These decisions may impact the presences of others and change the course of an association. For example, the decisions made by pioneers and directing firms for Enron ultimately came to fruition in a \$60 billion setback for monetary supporters, countless laborers without occupations, and the lack of all delegate retirement saves.

An audit set that revealed the accounting issues and endeavored to endorse change. Additionally, the decision made by firms to trade contract upheld insurances is having antagonistic outcomes for the entire economy in the United States. All social occasions related with such outcomes made a decision, and everyone is presently living with the results of those decisions<sup>21</sup>.

## **The Decision-production Process**

Evidently, Decision-making measure work by people basically choosing. An administrator plans, facilitates, staffs, leads, and controls her gathering by executing decisions. The ampleness and nature of those decisions choose how productive a central will be.

Chairmen are consistently called upon to make decisions to deal with issues. Dynamic and basic reasoning are persistent patterns of evaluating conditions or issues, pondering different alternatives, basically choosing, and following them up with the significant exercises. A portion of the time the powerful cycle is exceptionally short, and mental reflection is fundamentally speedy. In various conditions, the cycle can postpone for a significant long time or even months. The entire unique cycle is dependent upon the right information being available to the ideal people at the ideal times<sup>22</sup>.

The unique cycle incorporates the going with progresses <sup>23</sup>:

1. Dynamic association
2. Recognize confining factors
3. Develop anticipated different alternatives
4. Analyze different alternatives
5. Select the best other choice
6. Execute the decision
7. Set up a control and evaluation structure
8. Dynamic cooperation

The unique communication begins when a boss recognizes the authentic issue. The exact significance of the issue impacts all of the implications that follow; if the issue is incorrectly described, every movement in the decision-making framework will be

established on a wrong early phase. One way that a director can help with choosing the authentic issue in a situation is by perceiving the issue freely from its incidental effects<sup>24</sup>.

The most plainly upsetting conditions found in an association can normally be recognized as signs of stowed away issues. For instance, on the off chance that there's a high speed of non-participation, the facts may confirm that the delegates acknowledge that they are not regarded. Again, on the off chance that there is low certainty, the facts may confirm that there is nonattendance of correspondence among the leaders and subordinates<sup>25</sup>. All bosses need to make the best decisions. To do in that capacity, bosses need to have the best resources information, time, staff, stuff, and supplies and perceive any limiting components. Taking everything into account, overseers work in an environment that regularly doesn't give ideal resources. For example, they may not have the proper spending plan or probably won't have the most dependable information or any extra time. Hence, they ought to choose to satisfy to make the best decision with the information, resources, and time available<sup>26</sup>.

Time pressures consistently cause a manager to push ahead resulting to contemplating only the first or most clear answers. In any case, productive basic reasoning requires thorough appraisal of the test, and a quick answer may not achieve an enduring course of action. As such, a chief ought to completely consider and explore a couple of elective responses for a single issue preceding making a fast decision.

Quite possibly the most astounding known procedures for making choice is through conceptualizing, where a gather endeavors to create contemplations and elective courses of action. The assumption behind conceptualizing is that the aggregate decision-making fortifies thinking one person's considerations, paying little mind to how unbelievable, can deliver musings from the others in the social affair. Ideally, this creating of contemplations is irresistible, and soon, stores of thoughts and musings stream.

Conceptualizing for the most part requires 30 minutes to an hour. The going with express rules should be followed during gatherings to create groundbreaking thoughts: Zero in on the recent concern. This standard keeps the discussion obvious and avoids the get-together's tendency to address the events making ready to the recent concern<sup>27</sup>.

**Connect All Contemplations:** Without a doubt, the more contemplations that surface, the better. Toward the day's end, there are no strange thoughts. Backing of the social affair to transparently communicate all impressions in regards to the matter is huge. Individuals should be encouraged to present contemplations paying little heed to how crazy they show up, because such considerations may begin an inventive thought regarding someone else. Disregard allowing people to survey others' contemplations on the spot<sup>28</sup>. All choices should be yielded until all contemplations are presented, and the get-together concurs on the best musings. Regardless of the way that conceptualizing is the most notable method to encourage elective plans, bosses can use a couple of substitute ways to deal with help with making courses of action. The following are a couple of models:

**Apparent Social Occasion Procedure:** This method incorporates the usage of an astoundingly coordinated assembling, complete with an arrangement, and cutoff points discussion or social correspondence during the unique association. This technique is important since it ensures that each social occasion part has identical commitment to the decision-making framework. It also avoids a piece of the ensnarement, similar to strain to change, bundle strength, animosity, and battle, that can torture a more savvy, unconstrained, unstructured assembling like conceptualizing<sup>29</sup>.

**Delphi Technique:** With this technique, individuals never meet, but a social event boss uses made surveys to coordinate the dynamic<sup>29</sup>. In any case methodology is used,

aggregate decision-making appreciates clear advantages and shortcomings when differentiated and individual dynamic. Coming up next are among the advantages:

**Get-togethers give a more Broad Perspective:** Delegates will undoubtedly be satisfied and to help an extreme decision. Openings for discussion help to react to questions and decline weaknesses for the pioneers<sup>30</sup>. These centers are among the impediments: This method can be extra dreary than one individual making the decision in isolation. The decision came to could be a compromise rather than the best plan. Individuals become to blame for thoughtless acquiescence the tendency of people from a social occasion to acclimate to the prevalent appraisals of the get-together. Social affairs may encounter issues performing endeavors considering the way that the get-together, rather than a lone individual, makes the decision, achieving chaos when it comes time to execute and evaluate the decision<sup>30</sup>. The eventual outcomes of numerous individual versus pack execution concentrates on show that bunches<sup>31</sup>.

#### **2.1.4 Decision-making Styles**

Organization starts and wraps up with people; their objectives, opinions, motivations and the way in which they bestow. According to a survey organization is described as savvy usage of force communicates that the future requires pioneers who have a fantasy similarly as ability to animate others, and who can change their vision into reality that way<sup>32</sup>. Making decisions is one of the guideline activities of a pioneer. An audit acknowledges that dynamic is mandatory for successful execution of any managerial function<sup>33</sup>. As shown by the Four Quadrant Model of the Brain of Ned Herman, According to an audit there are four styles of decision-making<sup>34</sup>. The development of each quadrant of the psyche is the justification for a particular style of dynamic. As shown by an audit, the styles of dynamic through merging scholarly unpredictability and worth orientation<sup>35</sup>. Scholarly unpredictability starts from the usage of information to the

applied limit of equivalent information dealing with and hypothesis, for instance choosing framework. Worth heading relies upon the bearing of particular characteristics (tasks) to the course of administrative values (people). The styles of dynamic that Alan Rowe talks about are the going with:

**Command:** used through imperious pioneers who show tendency to act strongly. They make decisions dependent on a decently unobtrusive amount of information and need ability to bear questionable information.

**Coherent:** bosses with logical style in scholarly terms are astounding. They make decisions by investigating wide data and have extended ability to bear questionable information.

**Determined:** is hitting in bosses with need for affirmation and accomplishment. They make decisions subject to wide elaboration of data and will overall be inventive and imaginative.

**Social:** portrays bosses with exaggerated necessity for affirmation (affiliation) and democratic relations with subordinates. They make decisions taking thought to stay aware of incredible relations with various agents. Early examinations of drive, from 1900 to 1950, described the components of the association between a pioneer and their lovers. The disclosures that not a single part or mix of components can explain drive limits altogether has incited various researchers to begin focusing on the impact of situation on organization capacities and behaviour<sup>36</sup>.

### 2.1.5 Staff Development

Many definitions have been stated by educationist as regard to the meaning of staff development. Staff development according a study is any learning activity that is directed towards further needs rather than present needs of staff and is concern more with career growth than immediate performance<sup>37</sup>. In a study, it was viewed that staff development

(Human Resources) as being concerned with the provision of learning, Development and training opportunities for individuals in an organization in order to improve organizational performance. It is concern with enhancing resource capability in line with the believe that an organization's staff and the major source of competitive advantage<sup>38</sup>.

Thus, staff development implies developing the intellectual capital required by an organization as well as ensuring that the future and present needs of an organization in terms of the right quality of people is created<sup>39</sup>. It was affirmed that staff development is concern with teaching or providing an employee with the skills he needs for future jobs and distinguishes staff development from training which is directed at assisting employees to acquire basic skills required for the effective performance of their tasks. Staff development has been accepted as an effective method of increasing the knowledge and skills of teachers in order to enable teachers to teach more effectively<sup>40</sup>. According to a related study staff development programmes for teachers are important aspects of education process that deal with the art of acquiring skills in the teaching profession<sup>41</sup>. They are essential practices that enhance subject mastery, teaching methodology and classroom management<sup>41</sup>.

It was suggested that Staff development may influence the quality of instruction, most researchers found that teachers' Staff development experiences showed only limited associations with their effectiveness, although middle- and high-school mathematics teachers who undertook more content-focused training may be the exception<sup>42</sup>.

Staff development training has increasingly significant in view of the profound breakthrough in Information and Communication Technologies (ICT) and advancement in science and technology. Society or Organizations are now more than ever before knowledge driven and much value is now attached to human resource in the production of goods and services. Their value is what contributes to a better society or organizational

performance. Staff development in the secondary schools will therefore enable the employees to acquire and improve upon their skills<sup>43</sup>.

Globalization has further necessitated the optimal utilization of new knowledge, technologies and innovations to make secondary schools improve organizational performance and competitiveness in the global village so as to achieve their objectives. Through staff development, the teacher whose position is crucial in the educational system, could become knowledgeable with new teaching methods, thereby avoiding the use of obsolete method to teach students of the 21st Century Information Age<sup>44</sup>. A researcher pointed to the important role of staff development in school reform efforts by referring to the involvement of people and the role of motivation in the teaching profession. Staff development focuses on the development of people, the teachers, and therefore it is important to explore their views on development. A variety of factors interacts and may impact on the development of teachers and subsequently on the quality of teaching and learning<sup>123</sup>. Development implies a change from a current to a new situation involving the physical, emotional and cognitive parts of the individual<sup>45</sup>.

However, change (considered to be an integral component of development) is also associated with resistance as teachers may feel that they are not what they ought to be. Change brings with it perceptions of uncertainty. This may lead to resistance and should thus be addressed in the development process. Development encompasses self-development, personal and staff development, all of which may be voluntarily or forced.

The approach towards development is thus important<sup>46</sup>

#### **2.1.6 In-service Training**

In-service training is an attempt to improve staff competence through continuing education courses, meetings and study groups, lectures and personnel reform to enhance staff growth<sup>47</sup>. According to a study in-service training programme is a process for

continuous up-dating of teachers' knowledge, skills and interests in chosen field. It is a means for continuous staff growth, which encourages the extension of technical assistance by teachers educators<sup>48</sup>. In-service training is an integral part of staff development programmes which is organized for teachers while in service<sup>49</sup>. A study also defines in-service training as the ongoing training of practicing teachers, which is typically arranged by school boards that employ them. In-service training can affect all practicing teachers, and can thus have a wider and more immediate impact on the effectiveness of the teaching workforce as a whole<sup>50</sup>. There is always a need for training when the performance of a worker is noticeably poor and cannot be improved through maturation and simplifying the work procedure. The extent of development in an organization is to improve employee's conceptual and human skills in preparation for a future job. It is concerned with teaching workers more general skills that will assist them in career growth, thereby equipping them for the future<sup>51</sup>.

### **2.1.7 Workshop**

A workshop is an interactive training where participants carry out a number of training activities rather than passively listening to a lecture or presentation<sup>52</sup>. It is also seen as a re-training exercise not to upgrade qualification but to update knowledge and skills<sup>53</sup>. According to a study effective workshop is built around what is practiced and relevant to the need of the learners' perspective<sup>54</sup>. The main aim of workshops is to acquire new knowledge and skills that are related to the work of the participants. They identify needed change in behaviour, learn new skills, and practice behaviour in simulated work environment.

Through workshops, teachers are exposed to new skills which they may not necessarily acquire in the school. The study affirmed that workshops tend to be smaller and more intense than seminars and often involves participants trying new skills during the event

under the watchful eye of the instructors. The goal of an academic workshop is to make participants gain mastery of a subject. It is based on the lecture and demonstration format such that the presenter prepares the concepts, techniques, presents and discuss it through a combination of visual materials, interactive tools or equipment and demonstrations. These promote and encourage sharing of information among teachers and provide them with current information in their various fields<sup>55</sup>.

#### **2.1.8 Seminar**

A seminar is a form of academic instruction, offered by a commercial or staff organization. It has function of bringing together small groups for recurring meetings, focusing each time on some particular subjects in which everyone present is requested to actively participate<sup>56</sup>. This is often accomplished through a leader or instructor, or through a more formal presentation of research. Seminar is an effective way to allow teachers to explore in detail specific areas of interest to them.

Seminar is a topic oriented event designed to educate and inform an audience about subject of interest<sup>56</sup>. The idea is to familiarize teachers more extensively with the methodology of their chosen subject and allow them to interact with examples of the practical problems that always occur during research work. It involves assigning readings and discussion, questions can be raised, and debate can be conducted. The goal of seminars is to make participants gain mastery of a subject. It is based on the lecture and demonstration format such that the instructor or presenter prepares the concepts and techniques to presents and discuss it through a combination of visual materials, interactive tools or equipment and demonstrations. Emphasis is on discussion and questions from all the participants for effective interaction and enhancing staff performance in teaching methods<sup>57</sup>.

## **2.2 Theoretical Framework**

### **2.2.1 Administrative Management Theory**

Many of the managerial concepts that make the foundation of modern management thought were first articulated by Fayol. It was believed that with scientific forecasting and proper methods of management, satisfactory predictable results were sure to follow. The theory falls under the Administrative Management school of thought (as opposed to the Scientific Management School. The business operations of an organization could be divided into six broad activities<sup>58</sup>.

Technical: Producing and manufacturing products, Commercial: Buying, selling and exchange, Financial: Search for optimal use of capital, Security: Protecting employees and property, Accounting: Recording and taking stock of costs, profits, liabilities, maintaining balance sheets and compiling statistics, Managerial: Planning, organizing, commanding, coordinating and controlling<sup>58</sup>

A study primarily focused on the last activity which is “Managerial Activity” and identified five major elements of management that depict the expected behaviours that managers should engage in to achieve the business objectives of the organization effectively. The five elements of management are: Planning, Organizing, Commanding, Coordinating, and Controlling<sup>59</sup>.

#### **1. Planning**

Planning is the most important managerial function. It is a future-oriented exercise to creating a business plan, determining the different stages to execute and track the plan and define the technology and resources necessary to implement the plan. Planning is all about identifying in advance what needs to be done, how it will be done, and what are the timelines and responsibilities for execution<sup>60</sup>. It lays down the roadmap of the current organizational state to where the organization wants to be. The outcome of the planning

function is logical goals and their timelines. Managers should engage in both short-range and long-range planning.

## **2. Organizing**

Once a plan of action is designed, managers have the visibility of what is expected and by when. To achieve these milestones, they need to solve for resources and assign them appropriate tasks. They need to focus on providing everything necessary to carry out the plan; including raw materials, machinery and tools, capital, funds, and human resources<sup>60</sup>. They must identify and establish responsibilities for each of the departments or divisions, and specifying organizational relationships<sup>60</sup>.

## **3. Command**

Managers need to implement the plan by efficiently utilizing the allocated resources. They must understand the strengths/weaknesses of their workforce and the limitations of the resources at hand<sup>61</sup>. Managers must lead and motivate employees to achieve the goals of the organization. Employees may require the proper allocation of resources and an effective support system and supervision. Directing requires exceptional interpersonal skills and the ability to motivate and inspire people while balancing the staff and production needs<sup>61</sup>.

## **4. Coordination**

Organizations are interdependent systems and need coordination among different departments to stay in sync and targeted on the plan. Manager's biggest responsibility is to "harmonize" all required activities across different functions to facilitate and ensure organizational success as per the agreed plan. Managers need good communication skills to ensure that the coordinating mechanism is working effectively. Managers are

needed to synchronize the elements of the organization and must take into account the delegation of authority and responsibility and span of control within units<sup>62</sup>.

## **5. Control**

The final element of management as described by Fayol involves the comparison of the activities of the personnel to the plan of action. It is the control and evaluation component of management<sup>61</sup>. Control function ensures that tasks have been completed with required quality in all areas and helps to detect deviations if any from the organization's plan. This ensures quality performance with regard to business objectives and satisfactory results while maintaining an orderly and problem-free environment. Controlling includes information management, measurement of performance, and the institution of corrective actions<sup>61</sup>.

### **Relevance in the Modern Workplace**

It was believed that managerial practices were the key component to predictability and efficiency in organizations. The five management functions are clearly similar to modern management functions: planning, organizing, staffing, and controlling. The concept of management forms the cornerstone of contemporary management theory. Many of Fayol's practices are still alive in today's workplace<sup>62</sup>. These elements can be found in modern organizations in several ways: as for accepted practices in some industries, as revamped versions of the original principles or elements, or as remnants of the organization's history to which alternative practices and philosophies are being offered.

The new manager in the digital age must acquire the latest leadership skills and management skills to succeed in today's competitive world. This study adopted this theory because decision-making and communication styles of the secondary school principals are assumed to be the determining factors of administrative effectiveness<sup>63</sup>.

### 2.2.2 Human Relations Theory

A great proponent of human relations theory was also referred to as “prophetess of management”<sup>64</sup>. A Harvard Professor in social works practiced Gestalt psychology and business consultancy. The human relations theory involves the study of motives, behaviour and the development of criteria for designing organization which will stimulate members’ co-operation in order to achieve the goals and objectives of the organization<sup>65</sup>. It attaches much importance to individual’s motives, goals and aspirations in the conceptualization of organizations. The organizational success is explained in terms of individual, group motivational and inter-personal relationships, particularly the relationship between administration and staff. She is associated with the discovery of various phenomena such as the “Group think effect” in committee meetings; creativity exercises like “brainstorming” and most importantly, what later became Management–By-Objectives (MBO) and Total Quality Management (TQM) and Continuous Quality Improvement (CQI). The professor admonished employers on the over-management of employees, a process now known as “micromanaging”. The importance of informal processes within any organization, and the idea of the “authority of expertise” which really served to modify the typology of authority developed by German contemporary. Her ideas on negotiation, power and employee participation were highly influential in the development of the fields of organizational studies, alternative dispute resolution and human relations movement. Her approach to conflict was to embrace it as a mechanism of diversity and an opportunity to develop integrated solutions rather than simply compromising<sup>55</sup>. The study propounded four principles of coordination where she

noted certain principles that must be followed to make coordination effective and these includes:

- i. Principle of early stage: coordination must start at an early stage in the management process. It must start during the planning stage.
- ii. Principle of continuity: co-ordination must be a continuous process. It must not be a one-time activity.
- iii. Principle of direct contact: All managers must have a direct contact with their subordinates. This will result in good relations between the managers and their subordinates. This is so because direct contact helps to avoid misunderstanding, misinterpretations and disputes between managers and subordinates.
- iv. Principles of reciprocal relations: The decisions and actions of all the people (managers and employees) and departments of the organization are interrelated<sup>66</sup>.

If decision or action is taken by managers, they should first find out the effect of that decision or action on other persons. It should be noted however that the researcher's influence can also be seen indirectly, where T-group methodology was first theorized and also developed<sup>57</sup>. This implies that the researcher's work set the stage for a generation of effective progressive changes in management philosophy, style and practice, revolutionizing and harmonizing the American Workplace, and allowing the fulfillment of Douglas McGregor's management vision – quantum leap in productivity effected through the humanization of the work place<sup>57</sup>.

Human relation theory has its origin from the work of another researcher of the “Hawthorne studies” which was conducted in the 1920's at the Hawthorne works of the western electric company, USA<sup>67</sup>.

Mayo stated that the reason workers are more strongly motivated by informal things is that individuals have a deep psychological need to believe that their organization cares

about them. Workers want to believe their organization is open, concerned and willing to listen. Mayo believes that:

- i. Supervisors should not act like supervisors, they should be friends, and counselors to the workers.
- ii. Managers should not try to micro-manage all affairs.
- iii. People should be periodically asked how they feel about their work and their supervisors.
- iv. Humanistic supervision plus morale equals to productivity.
- v. Humor and sarcasm are good in the workplace – it is all part of group dynamics.
- vi. Workers should be consulted before changes are made and room should be given to workers to participate in decision-making.

An author in his book “The functions of the Executive”, noted that managers need to know more about human behaviours, and in particular, more about the informal groups of an organization, especially the relationship between workers and outsiders<sup>68</sup>. The author is best known for his concept of “zones of indifference” which is the idea that good leaders should try to take middle of the road, or neutral, position on issues because each person’s attitude usually has such a middle ground area where they will believe or obey without question. It was noted that a certain amount of co-operation between management and employees is necessary and that authority is not all that is necessary as the classical schools of management would have it. What became a fundamental idea in organizational theory was reinforced; that all organizations pose either as a formal organization or an informal organization.

The author asserted that the informal organization regulates as if employees will obey all management orders and instructions. The author then went ahead to outline three basic types of orders that can be given by managers to employees;

- i) Orders that are unquestionably acceptable that are always obeyed because they lie within what they called their zone of indifference, or typically dealt with things that are part of an employee's job description and are routine.
- ii) Orders that may or may not be followed, depending upon the employee and the conduct accepted by the employees informal organization because such orders come close to being unacceptable.
- iii) Orders that are completely unacceptable and that will always be disobeyed because these kinds of orders go beyond an employee's zone of indifference.

Despite the contributions of the human relations theory to the practice of modern management, the movement has been criticized on several grounds. The human relations theory is seen by management scholars to be too idealistic in trying to remove all forms of conflict within organization<sup>69</sup>. The criticism of the human relation movement is having the tendency to be pro-worker, neglecting the primary objective of industrialized profit and also neglecting the important role of trade unions.

However, some conflicts in work situation may not be solved by this incompatibility between the interests of management and those of labour in spite of the difficulties that may arise between them. The relevance of this study is clearly seen in the progressive change in management philosophy of establishing a veritable working relationship model for employers and employees<sup>70</sup>. It also set a stage for the involvement of staff in virtually all the important stages of management decision-making without necessarily rendering the organization porous for possible abuse by employee unions.

## **2.3 Review of Empirical Studies**

### **2.3.1 Principal Decision-making Styles and Administrative Effectiveness**

One of the several activities that differentiate administrators from other employees in an organization is decision-making. It involves an individual's thought, perception, attitude and focuses on the ability of the administrator to make the right choice among alternatives.

A study posited that decision-making in broad sense involves much more than the final choice among possible courses action<sup>71</sup>. In the same study asserts decision is defined as all judgments that affect a course of action, the concept of decision-making process is therefore construed to mean not only the decision but also the acts necessary to put the decision into operation and so actually affects the course of actions of an enterprise<sup>72</sup>.

Again, the choice to be made should offer the highest possible solution to the problem in question. It has been observed that the question of choosing among alternatives is a difficult task. Another study posited that the decision-making process involves not only the processes to be solved but also a number of conflicting objectives to be reconciled. Due to these difficulties, it is not very easy to assess a manager<sup>73</sup>. However, there are key points in the organizational cycle on which the assessment could be based.

These points include; planning, organizing, direction, motivation, coordination and control stages. The stages form the basis of management and administration and form the components of a manager's job. A study also believes that each of these stages which he called elements involved in administration is interdependent and in fact a reciprocal of each of the other elements and that is only when a manager is planning, organizing, coordinating, motivating and controlling the work of others that he is said to be managing<sup>74</sup>. The way managers go about their job, administration is interdependent and in fact a reciprocal of each of the other elements and that is only when a manager is planning,

organizing, coordinating, motivating and controlling the work of others that he is said to be managing<sup>88</sup>. The way managers go about their job differs from manager to manager. They therefore do not have uniform procedure of arriving at decisions. The model adopted by a manager is determined by his perception, experience, training, and nature of problems and the need of the organization, the author agrees that the opinion of a manager regarding his own decision-making abilities are conditioned strongly by his perception of what satisfactory decisions. This brings about the classification of decision-making process<sup>75</sup>.

Perception and experience may not be the only determining factors of an administrator's choice of a model. Sometimes, he can be influenced by the critical background of his organization. For example, organizations designed according to the classical theory give their managers the prerogative of making organizational decision. In the social system theory, decisions are decentralized and every member of the organization can have a say in the decision-making process<sup>75</sup>.

Relating this discussion to our schools system, one discovered that in the colonial era, most of the organizational plans were highly centralized. Decisions rested mainly at top level with the intermediate administrators and teachers being left with the little autonomy. Their main functions were to enforce rules, follow procedures and sue the established line of communication<sup>76</sup>. Recently, one have seen a swinging away from the highly centralized authority and regulatory function of administration toward decentralization of authority. It is now believed that educators at every level in the school system are necessarily decision makers. Their work calls for the exercise of judgment and use of discretion in every changing circumstance surrounding them. Three levels of decision-making in the school system can be identified.

**The Highest Level:** This level is concerned with organizational purposes and overall programme and personnel policies.

**Second Level:** This includes the decisions taken by the superintendent and his staff.

**Third Level:** This includes the decisions of the school head and his staff.

It is pertinent to note that principals and school heads have different backgrounds in administration. Up till now, some of them have not realized that administration in a sense is synonymous with decision-making that the decision-making style of an organization is as important as the organization itself; and that the pattern of decision-making exercise can influence the subordinates<sup>77</sup>. It is therefore, not surprising to see that some principals of schools are still highly centralized in their administration.

In a study, principals are not reality oriented, they seem conservative and have preconceived and permanent ideals about doing things, hence, they are control-oriented in nature<sup>78</sup>. The acts of these principals affect the morale of the staff and students and invariably the tone of the school.

In some circumstances the principal may lose the confidence and cooperation of his staff student. In the same study, assets that without the cooperation from the staff, a manager can never meet his objectives and that, unless morale is high, he will be plagued by discussion, absenteeism and outright sabotage<sup>79</sup>. A study posited that the style adopted by the school authority in making school decisions affect the attitude, the social climate, morale, progress, cooperation and direction of efforts in the school<sup>80</sup>.

At this juncture, we have to take cognizance of the fact that a school head can achieve his objectives no matter the style, if he insists on enforcing cooperation. Some writers however, believe that decision-making in school, quite unlike other organization is unique because of the human products.

In a related study, the problem of human products of schools makes virtually everyone; example parents, tax payers, legislators and teachers, stakeholders in the school; thereby making the school governance incredibly intricate<sup>93</sup>. In the same study, the principal will have to take decisions affecting these mixtures of human beings and since the primary concern of administration, is the development of effectiveness, efficiency, satisfaction and morale, one expects that he should have clearly in his mind the essential characteristics of decision-making.

### **2.3.2 In-Service Training and Principal's Administrative Effectiveness**

In-service training is the training given to teachers already in the service. According to a study, in-service training programmes is a process for continuous up-dating of teachers' knowledge, skills and interests in chosen field<sup>81</sup>. It is a means for continues staff growth, which encourages the extension of technical assistance by teachers educators. In-service teacher education is an integral part of staff development programmes which is organized for teachers while in service<sup>82</sup>. A study outlined the benefits of in-service training of teachers to include to:

1. enable teachers obtain higher academic and staff qualifications in order to improve their positions in the school system;
2. help teachers acquire more conceptual and technical knowledge, skills and competences in their teaching subjects and pedagogy in order to improve their efficiency in classroom instruction; and
3. enable the teachers to be adequately equipped to meet up with the new changes in the school system in the 21st century<sup>83</sup>.

A study in an earlier study had established that investment in the form of in-service training was a crucial factor in the development of job commitment<sup>84</sup>. The result of the study showed that teachers who had low commitment to the profession prior to training

became highly committed after they were given opportunity to go for in-service training. Thus, in-service training served to boost teachers' moral and thus, engendered positive work performance among them.

A study defines in-service training as the ongoing training of practicing teachers, which is typically arranged by school boards that employ them. Training of teachers is an essential means through which they can improve on their previous knowledge thereby making them more productive. It also enables them to perform effectively as well as versatile in skills utilization<sup>85</sup>. It provides opportunities to retain employed workers to perform new and changed jobs. This may be necessitated by technological changes or introduction of new products (in-service training).

In-service refers to periodic upgrading and additional staff development received on the job, during employment<sup>86</sup>. No matter the quality of the type of training initially acquired by a teacher additional knowledge is necessary to improve and enhance his performance<sup>87</sup>.

The researcher said "all teachers" require continuing support once they reach the classrooms to enable them to reflect teaching practices, to foster motivation and to help them adapt to change, such as using a new curriculum or language of instruction<sup>88</sup>.

Ongoing training can also provide teachers with new ideas about how to support weak learners. Teachers who have received some in-service training are generally found to teach better than those who have not, although it demands on the purpose and quality of the training<sup>89</sup>.

It was opined in a study that in today's competitive business world the most important factor is Training and development<sup>89</sup>. It was concluded that for employees and the organizations, efficiency and the effectiveness is increased only by training<sup>89</sup>. In the opinion of a researcher, the staff of the organization should have enough skills to perform

their duties well. Training and development programmes ensure that they get acquainted with the skills require to perform their duties well<sup>90</sup>.

A research shows regular training programmes for teachers provide them with the necessary job knowledge, skills and ability and competency that is relevant for a smooth career of a teacher. Further, they added that the personality of the teachers is reshaped, their attitudes are properly shaped, their working habits are reformed and their personality is built only through training programmes<sup>115</sup>. Similarly, it was asserted that training and development programmes seek to change the skills, proficiency, job knowledge, or attitudes of employees.

The training programme may be focused on improving an employee's self-awareness and competency. It can be used to expertise in one or more areas<sup>91</sup>. Training and development increases an individual's motivation to perform his/her job well<sup>92</sup>. A similar work pointed the functions of in service training to cover: increased productivity and performance, enhancement in work quality, improved skills, knowledge, better understanding and attitudes<sup>93</sup>. He pointed out that training of employees enhances knowledge for job, skills, attributes and competencies and ultimately workers performance and productivity<sup>94</sup>.

A research conducted on teacher's productivity and highlighted that that training and retraining enhanced teachers' productivity to a great extent and concluded that teachers have to be trained at regular intervals and retrained them so as to enhance their productivity at workplace<sup>95</sup>. The findings showed that the training enhances the productivity of the workforce<sup>95</sup>. A similar study tried to find relationship between training programmes and employee motivation and found a positive relationship between them<sup>120</sup>. He further added that this relation helps the employees to involve themselves more in their jobs, which ultimately results in better productivity and performance for the employees and organizations<sup>96</sup>.

### 2.3.3 Leadership Practices and Administrative Effectiveness

Every organization is established to attain set objectives through people. These set tasks and objectives cannot be effectively achieved if two or more people in the organization are not keen to interact, communicate and coordinate their activities. The levels of interaction and coordination are greatly influenced by the leader in the organization.

A study stressed that the leader is the pillar and role model for the various activities that go on in the organization and he is posed with the responsibility of coordinating the efforts made by members while overseeing all the activities in the workplace with the sole aim of achieving pre-determined goals and stated objectives<sup>97</sup>. The school leaders guide, direct coordinate, influence and control the activities of educational institutions.

The school organization operates in dynamic environment and it is the role of the principals at secondary school levels to provide the kind of leadership that can enable the system survive the changes and innovation. One of the kinds of leadership style that can meet the changes and innovation in the academic system is the transformational leadership. To buttress this, a study stressed that in the current era, change processes and diversity occur in the daily life of an organization and to deal with this uncertain environment and continuous changes, transformational leaders are strongly needed<sup>98</sup>.

Transformational leadership is the act of encouraging, influencing and inspiring positive changes, creativity and good staff conduct among subordinates in order to attain set goals and objectives. According to a study, transformational leadership in the academic system is shown by the school principals by making sincere efforts to motivate the staff and students while getting them streamlined and focused on the goals, mission and vision of the school<sup>99</sup>. Another study pointed that transformational leadership helps to

reshape concepts and values of the organization and this in-turn also changes staff aspirations, individual expectations as well as school culture<sup>100</sup>.

Transformational school leaders create enabling learning environment which motivates members of staff to actively be involved in the attainment of school objectives. In another study, transformational leaders are those that motivate others to put in extra effort in their set duties; they set more challenging expectations and manage to achieve higher performance<sup>101</sup>. Transformational school administrators act as mentors, models, coaches, change catalysts, motivators and empower subordinates to attain school goals and objectives.

A study asserted that transformational leadership spurs teachers towards goal achievement by planning, organizing, directing and integrating the basic demands of the school including the needs of the teachers in such a manner that is quite productive and motivating to individual staff members<sup>102</sup>. The four components of transformational leadership practices include: Idealized influence, individualized consideration, inspirational motivation and intellectual stimulation.

Some scholars Idealized influence refers to efforts made by the leader to earn the respect, loyalty and trust of subordinates in an organization. The school principals have effort to demonstrate idealized influence, should exhibit behaviours that give them of as distinct role models for teachers to emulate. The principals exhibit thig standards of Staff conduct which earn them respect in the school<sup>100</sup>.

A study reacting to the basic characteristics of idealized influence stated that such leaders are admired, respected and trusted and this further paves way for the leader to serve as a role model for his teeming followers<sup>103</sup>. Also, in extension, the leader is not only admired, respected and trusted. The followers tend to identify with such a leader and want to follow their footsteps<sup>104</sup>.

Continuing, another study noted that these followers perceive their leaders as possessing such unique and extraordinary capabilities, continuous persistence, and self-determination<sup>105</sup>. Such leaders inspire their subordinates by their personal values and behaviour such as justice, transparency, fairness, account ability and honesty. Principals who possess attributes of idealized influence are often punctual to school, quite dedicated and committed to the attainment of school goals and objectives.

Individualized consideration is related to the behaviour and effort of leaders to take into account the personal attributes and personality of members of staff in their dealings with them. Individualized consideration further connotes the behaviour of a leader who is capable of understanding the individual differences of subordinates<sup>106</sup>.

In their exhibition of individualized consideration, principals treat subordinates based on their unique characteristics, capabilities and personality. The principals consider the individuals skills and knowledge of teachers in delegating duties to them. The school administrators also act as a coach and mentor to enable teachers develop their individual abilities and skills. A study also posited that by leading as not just a coach but also a mentor, transformational leaders pay special attention to the need for achievement and staff growth of his followers and subordinates alike<sup>107</sup>.

Another study added that in their exhibition of the characteristics of individual consideration, the transformational leader is seen as an effective listener, and someone who is poised to recognize and accept that most workers are individually different. The principals' interaction with teachers to identify their individual's on-the-job problem and help them overcome it. The principals create an open channel of communication that enable teachers to air their problems and so that they can be directed with respect to unique problem of each staff.

Another study pointed out that individualized consideration leaders understand and appreciate the needs of subordinates and subordinates by taking into account the desire of achievement and developing subordinates<sup>108</sup>. Principals' exhibit individualized consideration by showing interest and encouraging personal development of teachers.

Inspirational motivation is concerned with the efforts of leaders to boost the morale, confidence and commitment of subordinates to organizational visions and goals. In inspirational motivation, the school principals stimulate and inspire teachers to perform challenging tasks. Principals arouse and boost the morale of their teachers by fairly rewarding them for accomplishing both challenging and complex tasks. Leaders with inspirational motivation are those leaders that set goals and visions for teachers to pursue while encouraging team work, trust and enthusiasm among members of staff.

Another study stressed that inspirationally motivated leader develops an attractive vision for the future, using symbols and emotional arguments to persuade the followers to accept the vision with the full commitment, faith and optimism<sup>109</sup>. In the same vein, a study also pointed out that inspirational motivation leader acts as a communicator of vision, and uses symbols to motivate efforts and express important goals in simple ways. It added that such leader also has a bright vision for the future through continuous expectations and commitment to common goals and vision<sup>110</sup>.

The principals inspire and create confidence in the ability and skills of subordinates to pursue the school vision and values. Principals who demonstrate intellectual stimulation encourage novel thinking, innovations and creative thinking among teachers by involving and consulting them in the process of making decisions in the school.

A study posited that the leader supports followers to investigate and come up with better ways of undertaking their duties while exploring new opportunities to learn and grow<sup>111</sup>.

Talking about intellectual stimulation, such leaders make efforts to stimulate the

creative thinking of their followers by encouraging innovation, thinking outside the box, as well as, involving them in proffering solutions to a variety of problems in the school<sup>112</sup>.

Furthermore, leaders who engage in intellectual stimulation leadership seek for novel ideas and creative ways to solve problems from followers. Summarily, they are leaders who are determined in using new means in addressing problems and finding solutions<sup>111</sup>. Intellectually stimulated teachers are likely to be willing to put in their best to improve teaching and learning in the classroom.

In order to execute successfully all programmes in educational sector human resources are important. Teachers are most needed resources for the smooth execution and reaching the educational objectives and policies in the classroom practically. Teachers' aid learning hence, any bad management from the part of school administrations may bring down good and effective curriculum delivery. Teachers facilitate learning for national development therefore; human resource management in education is based on the end results which must not be achieved without effective teachers. School administrators leadership styles have direct impact on teachers and how effective they will be able to perform their given tasks or duties<sup>113</sup>. A study concluded that successful school administrators are thought to have different leadership style for carrying out their administrative functions<sup>113</sup>. Similarly, a study asserted that the leadership styles of school administrators' influences teachers' efficacy as well as effectiveness<sup>114</sup>.

The major tasks area of school administration include student personnel administration, staff personnel administration, school business administration, school community relation, managing physical facilities, school financial and others. Principals' effectiveness is the ability to perform the job responsibility expectedly<sup>115</sup>.

A study viewed performance as the accomplishment of work tasks or goals to a certain level of desired satisfaction. In relation to the work at hand this implies that performance is the accumulated results of all the organizational work activities. Administrative effectiveness refers to the ability of the school administrator to effectively carry out administrative task in relation to the accomplishment of the major task area of school administration. It is the extent to which the secondary school administrators are able to effectively execute and implement the school policies with regard to the task areas of school administration as laid down by the ministry of education and schools board.

The core administrative effectiveness of the principal is in the area of relationship and leadership. In support of this argument, a study contended that secondary schools have failed to fulfill the mandate for which they were established because of leadership ineffectiveness. Leadership is a process whereby the actions of others are influenced so that they work willingly toward the achievement of institutional or organizational goal<sup>116</sup>. This implies that school leadership is a collaborative activity.

Leadership is therefore a vital tool in the initiation and implementation of school policies. The manner and approach the leader use to accomplish his administrative task constitute his style. Leadership style is therefore the strategic approaches the leader uses in providing direction in the implementation of his school plan and policies. Secondary school administrative functions as an enormous task. This is because educational resources are scarce<sup>117</sup>. In a study on gender and leadership style, it was found that women lead in interpersonally oriented while men in task-oriented. It was discussed that women lead in a more democratic or participative style and less autocratic or directive, while men lead in a more autocratic style<sup>118</sup>.

#### 2.3.4 Factors Influencing Decision-making Styles

The ability to make choices is fundamental in developing life responsibility. Throughout our lives, we make lots of various choices as minor as what to wear, what to eat, which program to watch on TV to more major choices like planning our future<sup>119</sup>. And sometimes people may have to take life changing decisions. Choosing a career, spouse, friend or social environment and place to live are among some of these vital decisions. Decision-making is defined as the assessment of two or more options and the ability to choose between them<sup>120</sup>. Preference and choice making are the most important components of decision-making concept in the definitions in literature.

According to the Turkish Language Society, the concept of choosing means to take and pick the liked one, to prefer the superior as deemed appropriate, to look up and make choice through an aspect accordingly, and the concept of preferring is expressed as opting for something over other<sup>121</sup>. As such, making preferences is defined as whether an individual likes a person or an item<sup>122</sup>. Choice making can be expressed as obtaining the preferred one<sup>123</sup>. Choice making is also defined as individual's deciding freely on what he/she wants<sup>120</sup>. Decision-making is the ability to show behaviours that appeal to the individual's mood and logic and that also ensure individual's social acceptance and attainment of respectable results<sup>124</sup>.

The decision-making process is a cognitive process that entails choosing the appropriate behaviour with a tendency (preference) to satisfy a need as soon as it arises and to eliminate accompanying tension<sup>125</sup>. Considering the definitions made on the subject, decision-making process, which is defined as the evaluation of the choices or making preferences, also seems to be regarded as a process based on social values. The purpose of the individual in the decision-making process can be expressed as to find the optimal solution in accordance with his/her own purpose, values, goals and needs.

There are many factors that influence the decision-making process. In the decision-making process individuals choose what they want sometimes based on knowledge and sometimes under the influence of the set of values <sup>126</sup>. One of the key factors that constitute individual's system of values is society, and the decision-making process is a complex process in which the individual and society are included<sup>127</sup>. However, in this process, it is difficult to say that the individuals always make informed decisions. It is very difficult to determine when and how a decision is made. Sometimes preferring to do nothing and staying unresponsive is sometimes a decision too, and it can be a decided act. Despite everything, the idea that the decisions we made are the facts of our life should be taken into consideration<sup>128</sup>. Sometimes, we witness that other people's decisions can influence our life as well as our own decisions. Even it is expressed that the individual values have an impact on the decision-making process, it is better to state that the social values are also effective in this process<sup>129</sup>. The development of decision-making skills in this sense can be considered under the Social Studies Program<sup>130</sup>. In order to develop these skills, it is required to know what happens in the decision-making process and realize the effective factors of our choices.

The decision-making process is a process in which many factors can be effective. In the decision-making process, it was determined that individuals use different strategies. The decision-making strategy refers to the process of the individual's determining how to act in a situation that requires making a decision <sup>131</sup>. In this process, what steers individual to the decision-making behaviour is the formation of a difficulty causing the need for decision-making, and there are lots of options to handle this difficulty and the individual has the freedom to go for one of these options <sup>121</sup>. But in the individual's life, there are some situations that require making choices among desired ones or those as obligations or moral requirements. For example, assuming that the individual has 2 hours of spare

time, he/she can prefer to see the movie that he/she is expecting to see, or give up the joy of seeing the movie and he/she can go to the nursing home to visit his/her bedridden uncle.

Some individuals would prefer to visit their bedridden uncle instead of having the joy of seeing the movie. Such choices are interpersonal and social choices. In a sense, it refers to the sense of responsibility in terms of values. This type of behaviour and reasoning abilities are emerging from Piaget's concrete operational stage. Piaget connects decision-making abilities to the emergence of the "values conservation tool" of which he calls willpower<sup>123</sup>.

The decision-making process is formed because of a need and difficulty emerged, it starts with a conflicting process and that process leads the individual to make a decision<sup>132</sup>. During the decision-making process, there should be choices for the formation of the options, understanding these options and the determination of the options<sup>120</sup>. Preferences are used for increasing the quality of life of individuals by making their own decisions, in life planning, and used in the evaluation of the various options against in daily life<sup>133</sup>. The individual, who will make a decision, thinks on an ideal option among all, starts to create options, and by subjecting these options' results to a comprehensive assessment he/she makes the preference<sup>120</sup>. In particular, the period before the decision usually begins with a mental conflict and the individual gets motivated on the need of decision to be made. In this case, by seeking for ideal solutions for the problem the individual turns these to a mental evaluation<sup>134</sup>. In this evaluation process, the individual's preferences are affected by the meaning attributed to stimulus by him/ herself.

A study expresses that the simplest situation of decision-making process consists of one preferred and one non preferred stimulus formations<sup>135</sup>. It is followed by a preferred and a neutral stimulus formation. The time when the individuals have difficulty to choose is the

time when there are two preferred stimuli. In this process, the individual realizes his/her preferences by making observations and by obtaining information on the internal decision-making process regarding this information<sup>136</sup>. Regarding the evaluation process, there are basically two approaches mentioned. One of these is the normative approach aims to estimate the statistical process, the other one is the descriptive approach which includes the effective factors of the individual's decisions, the source of the decisions and the environmental impacts of the decisions<sup>137</sup>.

The decision-making process is not a process that can be detected and predicted by only a single agent. The decision-making process occurs as a result of the effects of many factors nested. The decision-making process consisting of several stages reflects an attitude on the past and future results. Despite the decision-making process referred to as the process of making a rational choice, it is expressed that the process is influenced by a number of factors other than the rational regulation<sup>138</sup>.

One of these factors effective in the emergence of people's decision is the topic of social factors. Besides that, in social life, the decisions may have a number of personal, environmental and economic consequences<sup>139</sup>. Considering the social factors, it is expressed that the parents have an impact on individuals' long-term and important decisions while the friends are said to be effective on short-term and less important decisions<sup>140</sup>.

However, it won't be right to tackle the decision-making activity only as the decision-making problem. That process is influenced by the characteristics of individuals, environmental factors and the other people around<sup>123</sup>. As the decision-making experiences get developed by age, the decisions can be taken more effectively. It is possible to claim that each decision is shaped in accordance with the age. In this context, the decision-making is regarded as a developmental phenomenon. Considering the

various processes from birth to death and with the effect of the social life, the individuals take important or unimportant decisions. This is because every decision taken requires the solution of a sociological problem, the process must be evaluated in a developmental dimension<sup>140</sup>. There are some effects of external and internal factors in the realization of children's preference behaviour in terms of developmental aspect. External sources are expressed as the children's being aware of their environment, spatial attention, object attention, and the internal source is expressed as attention. The attention process is emphasized to develop with the first years of the life.

The Organism detects stimuli and selects some of them, and concentrates on them. In infancy and early childhood, a fast sensory, motor and cognitive development occurs. In this process, from infancy, children are said to have had the opportunity to choose as they are faced with many problems. As a result of this situation, the ability to choose begins to develop for children. When children begin to make choices, the decision-making process also begins for them<sup>120</sup>. However, the decisions are impulsive and intuitive.

The choices made by preferences make little children develop daily activities and routines. Both of these opportunities make up the beginning of independence and self-determination decision-making which are substantial abilities in social competence development<sup>141</sup>. As the age increases, the decision-making skill is thought to develop positively. The impulsive and intuitive decision-making styles which are used in the beginning begin to leave their places to logical decision-making skills<sup>142</sup>. 4th grade of primary school and 5th grade of secondary school corresponds to a development period referred as concrete operational stage by Piaget.

The concrete operations development period is a transition period between the abstract thought and thought before the operation<sup>143</sup>. Children of 10-11 age in this transition period are in the last period of their childhood and in early phases of puberty. Therefore,

it is stated that children at this age show more stable and balanced situation than lower or upper age range <sup>121</sup>. In the concrete operational stage, the child begins to make full use of logical operations for the first time. The thought is no longer dominated by the perceptions. During this period, the child begins to understand others' perspectives. Development of willpower, causing norms and values obligations, ensures arrangement of affective reasoning. Reasoning and self-determination in affectivity continue to grow in social relations, revealing mutual respect<sup>144</sup>. One of the important characteristics of the concrete operational stage is the emergence of the self-determination feelings.

Autonomy is a person's decision-making on behalf of himself / herself rather than feeling that his/her actions are controlled or that s/he is forced to fulfill those actions. According to the theory, autonomous individuals act in accordance with their specific interests, values, and requests <sup>145</sup>. Autonomy, in the theory of self-determination, is evaluated as the self-management of an individual. In other words, it refers to an individual's making his/her own decisions without any external pressure<sup>145</sup>.

Self-determination is individuals' taking responsibility for their own lives; and experiencing the feeling of selection in initiating and organizing their behaviours<sup>146</sup>. It is fact that the choices made by individuals are based on their desires, interests, values; and that they behave without the influence of external factors<sup>147</sup>. Self-determination means desiring, selecting an action completely, and requesting a personal approval<sup>148</sup>. In his theory; Piaget discusses autonomy, thought to be effective in selecting behaviour, in two dimensions as mental and affective. Mental autonomy is about an individual's making choices on behalf of himself, and knowing how to decide. This is just like a detective going after what's important while searching for the truth, testing hypotheses and deciding what to do next based on what is currently known.

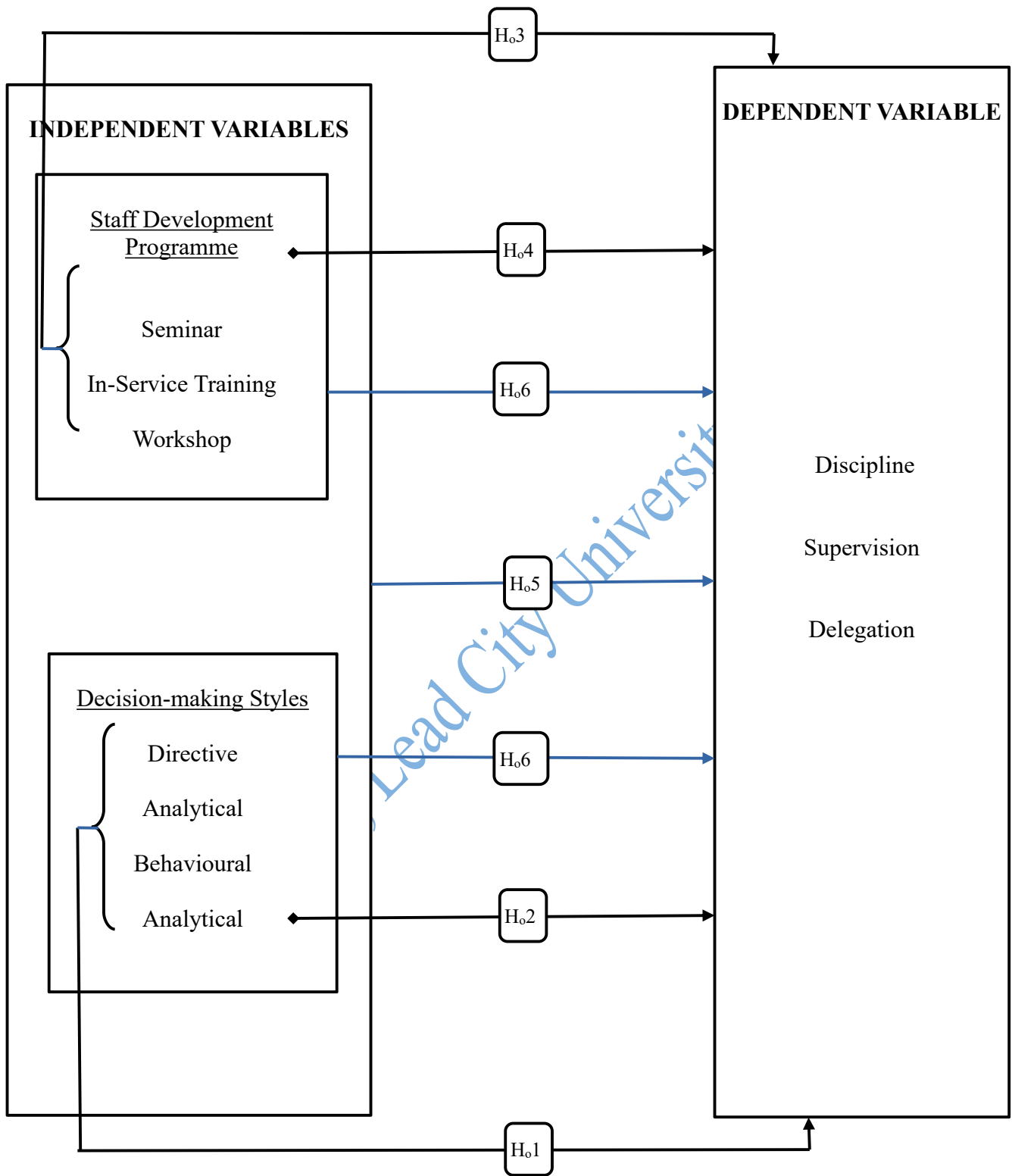
Affective autonomy, on the other hand, arises from the relationship of mutual respect. Empirical research shows that autonomy not only affects the academic performance of children but also adults' job satisfaction and Staff job performance<sup>149</sup>. As a result, decision-making is one of the most important life skills. While onsite, timely, accurately and appropriately made decisions will cause positive changes in the life of the individual, wrong decisions will affect the lives of individuals in a negative way<sup>150</sup>. Individuals who want to succeed are obliged to be aware of alternatives and select the most appropriate one(s) that will lead to better outcomes. Considering that this behaviour of selection is also important in determining the social roles, it can be said that there is a link between the ability to decide and personal accomplishment<sup>151</sup>.

"Experiencing this feeling of selection" is dependent on the autonomy-supporting feature of the environment in which the child lives<sup>144</sup>. The people that children face vary depending on the environment they are in. However, what is important is the degree of autonomy support that the environment the children live provides. Accordingly, when children receive the support of autonomy from their environment, their levels of self-determination increase because when children make their decisions willingly and voluntarily, when they are not controlled, or when they do not feel pressure and coercion, self-determination is realized.

A behaviour realized as autonomous has a more positive effect on continuity, permanency and well-being than external and controlled behaviour<sup>145</sup>. Considered developmentally, while the decisions particularly in the pre-operation period are not taken consciously, children come to make conscious and reasonable judgments by entering the concrete operations period. In this sense, the fact that elementary school students in the 4th grade developmentally start making judgments is also an indication that they begin making decisions by evaluating and questioning.

Conscious realization of such a behaviour for the first time in the life is another point to be considered. Such that, the children in this period start to make informed choices considering the mechanisms they use when they take decisions. In this sense, examination of what developmental characteristics primary school 4th graders have in terms of decision-making skills in adolescence, which is the final stage of middle childhood period, emerges as an important issue. In line with theoretical explanations made, the decision-making skill of 4th-grade students is an issue that should be addressed as a sociological necessity within the scope of Social Studies Curriculum. It is noted that this skill, which seems to be associated with other thinking skills, in particular with the critical thinking skill, is in the developmental stage in 4th-grade students <sup>152</sup>.

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**2.4 Conceptual Model**

**Figure 2.1: Conceptual Model on Decision-making Styles and Staff Development on Administrative Effectiveness in Oyo State**  
 Source: The Researcher, 2023

This conceptual model presented above presents the factors that could shape the administrative effectiveness of public secondary school principals in Oyo State. Specifically, it examines the combined and relative influences of decision-making styles and staff development programmes on their effectiveness as leaders in educational institutions. The Combined Influence of Decision-making Styles on Administrative Effectiveness: The first relationship explored in this model is the collective impact of decision-making styles, namely directive, analytical, conceptual, and behavioural, on the administrative effectiveness of principals. By considering the various decision-making approaches employed by principals, one seek to understand how these styles, when combined, influence their overall effectiveness in managing schools in Oyo State.

The Relative Influence of Decision-making Styles on Administrative Effectiveness: Next, is delving into the relative significance of individual decision-making styles in shaping administrative effectiveness. Through an analysis of each style independently, the aim is to determine the extent to which they contribute to the overall effectiveness of public secondary school principals in Oyo State. This examination allows us to identify the dominant decision-making styles and their relative importance in achieving administrative effectiveness.

The Combined Influence of Staff Development Programmes on Administrative Effectiveness: This relationship explores the collective influence of staff development programmes, such as workshops, seminars, and in-service training, on the administrative effectiveness of principals. Recognizing that these programmes offer opportunities for professional growth, how their combined impact enhances the effectiveness of public secondary school principals in Oyo State was investigated.

The Relative Influence of Staff Development Programmes on Administrative Effectiveness: To further understand the impact of staff development programmes, each type of programme was analysed individually. By examining workshops, seminars, and in-service training separately, it was aimed to determine the varying degrees of influence they have on the administrative

effectiveness of principals. This analysis helps identify the most effective staff development programmes for enhancing administrative effectiveness.

The Combined Influence of Decision-Making Styles and Staff Development Programmes on Administrative Effectiveness: In this relationship, one recognize the potential interaction and synergy between decision-making styles and staff development programmes. By considering their combined impact, one seek to uncover how decision-making styles, when complemented by effective staff development programmes, collectively enhance the administrative effectiveness of principals in Oyo State.

The Relative Influence of Decision-Making Styles and Staff Development Programmes on Administrative Effectiveness: Finally, one examine the relative importance of decision-making styles and staff development programmes in influencing administrative effectiveness. Through this analysis, one aim to determine the varying degrees of influence each factor holds and their respective contributions to the overall effectiveness of public secondary school principals in Oyo State. Comparing the relative importance of decision-making styles and staff development programmes provides valuable insights into the key drivers of administrative effectiveness.

By exploring the combined and relative influences of decision-making styles and staff development programmes, this conceptual model offers a comprehensive framework for understanding the factors that shape the administrative effectiveness of public secondary school principals in Oyo State. Policymakers and educational stakeholders can leverage these insights to enhance effective school leadership and identify areas for improvement in promoting administrative effectiveness.

## **2.5 Summary of Literature Reviewed**

The literature reviewed shows that administration can be defined as the activities of groups cooperating to accomplish common goals and that organization is a course of efficiently masterminding and co-planning the human and material assets accessible to any organization for

the primary motivation behind accomplishing specified objectives of that administration. When applied to the educational system, the interaction is alluded to as Educational Administration or School Administration.

Also, literature showed that decision-making measure work by people basically choosing. An administrator plans, facilitates, staffs, leads, and controls her gathering by executing decisions. The amplex and nature of those decisions choose how productive a central will be. Past research points to the important role of staff development in school reform efforts by referring to the involvement of people and the role of motivation in the teaching profession.

Staff development focuses on the development of people, the teachers, and therefore it is important to explore their views on development. In-service training is an attempt to improve staff competence through continuing education courses, meetings and study groups, lectures and personnel reform to enhance staff growth. Studies shows that in-service training programme is a process for continuous up-dating of teachers' knowledge, skills and interests in chosen field.

Further, Administrative Management Theory and Human Relations Theory were considered to anchor this study. Administrative management theory believed that with scientific forecasting and proper methods of management, satisfactory predictable results were sure to follow. The theory falls under the Administrative Management school of thought (as opposed to the Scientific Management School. It was believed that managerial practices were the key component to predictability and efficiency in organizations. The five management functions are clearly similar to modern management functions: planning, organizing, staffing, and controlling.

While the human relations theory involves the study of motives, behaviour and the development of criteria for designing organization which will stimulate members co-operation in order to achieve the goals and objectives of the organization. Studies posited that decision-making in broad sense involves much more than the final choice among possible courses action. Another study posited that the decision-making process involves not only the processes to be solved but

also a number of conflicting objectives to be reconciled. Due to these difficulties, it is not very easy to assess a manager. In a related study, the problem of human products of schools makes virtually everyone; example parents, tax payers, legislators and teachers, stakeholders in the school; thereby making the school governance incredibly intricate<sup>93</sup>. Literature reviewed shows that the principal will have to take decisions affecting these mixtures of human beings and since the primary concern of administration, is the development of effectiveness, efficiency, satisfaction and morale, it is expected that he/she should have clearly in his mind the essential characteristics of decision-making.

Studies also, had established that investment in the form of in-service training was a crucial factor in the development of job commitment<sup>84</sup>. Training of teachers is an essential means through which they can improve on their previous knowledge thereby making them more productive. It also enables them to perform effectively as well as versatile in skills utilization.

It was established in literature that regular training programmes for teachers provide them with the necessary job knowledge, skills and ability and competency that is relevant for a smooth career of a teacher. Also, training and retraining enhanced teachers' productivity to a great extent and concluded that teachers have to be trained at regular intervals and retrained them so as to enhance their productivity at workplace.

Literature reviewed shows that, the school leader guide, direct coordinate, influence and control the activities of educational institutions. The school organization operates in dynamic environment and it is the role of the principals at secondary school levels to provide the kind of leadership that can enable the system survive the changes and innovation. One of the kinds of leadership style that can meet the changes and innovation in the academic system is the transformational leadership. Transformational school leaders create enabling learning environment which motivates members of staff to actively be involved in the attainment of school objectives. Transformational school administrators act as mentors, models, coaches,

change catalysts, motivators and empower subordinates to attain school goals and objectives. Therefore, the principals should inspire and create confidence in the ability and skills of subordinates to pursue the school vision and values. Principals who demonstrate intellectual stimulation encourage novel thinking, innovations and creative thinking among teachers by involving and consulting them in the process of making decisions in the school. Factors influencing decision-making was also discussed.

In addition, the conceptual model presented for this study shows the factors that could shape the administrative effectiveness of public secondary school principals in Oyo State. Specifically, it examines the combined and relative influences of decision-making styles and staff development programmes on their effectiveness as leaders in educational institutions.

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## **Chapter Three Methodology**

This chapter presents the methodology to employed in carrying out the study. It was divided into research design, population of the study, sample and sampling technique, instrumentation, validity of the instrument, reliability of the instrument, administration of instrument and method of data analysis. This chapter is organized into the following sub-sections:

- 3.1 Research Design
- 3.2 Population of the Study
- 3.3 Sample and Sampling Techniques
- 3.4 Instrument for Data Collection
- 3.5 Validity of the Instrument
- 3.6 Reliability of Research Instruments
- 3.7 Administration of Research Instrument
- 3.8 Method of Data Analysis

### **3.1 Research Design**

A quantitative approach was adopted to guide this study. It entailed the process of collection of data from a representative sample of population to produce a result that was generalized to the whole population. The research was concerned with the collection of data for the purpose of describing and interpreting the influence staff development programme and decision-making styles on administrative effectiveness among secondary school principals in Oyo State. In this study, staff development programme and decision-making styles represents the independent variables while administrative effectiveness among secondary school principals in Oyo State represents the dependent variable. Since all teachers in secondary schools in Oyo State cannot be reached due to large population, the study was conducted using samples of teachers from selected public secondary schools in Oyo state such that the result obtained can be generalized to the entire population.

### **3.2 Population of the Study**

The population of the study comprised all teachers in the public secondary schools in Oyo state, Nigeria. As at the time of the study, the total number of public secondary schools in Oyo state was three hundred and twenty four (324)<sup>1</sup>. These schools are distributed across the three (3) existing senatorial districts and the thirty three (33) local government areas in Oyo state. Also, there were eleven thousand seven hundred and thirty two (11,732) teachers in the public secondary schools in Oyo state<sup>1</sup>. The statistics is shown in the Table 3.1

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**Table 3.1: Population for the study, Public Secondary School Teacher's in Oyo State**

S/N	Local Government Area	No. of Public Secondary Schools	No. of School Teachers
1.	Afijio	17	632
2	Akinyele	35	900
3	Atiba	16	410
4	Atisbo	12	232
5	Egbeda	30	582
6	IbadanNorth	42	981
7	Ib. N. East	34	587
8	Ib. N. West	13	262
9	Ib. S. East	40	532
10	Ib. S. West	36	1069
11	Ibarapa Cental	11	232
12	Ibarapa East	11	336
13	Ibarapa North	08	476
14	Ido	21	600
15	Irepo	06	263
16	Iseyin	24	232
17	Itesiwaju	11	201
18	Iwajola	09	221
19	Kajola	17	232
20	Lagelu	26	200
21	Ogbomosho North	16	312
22	Ogbomosho South	16	243
23	Ogo Oluwa	13	200
24	Olorunsogo	04	86
25	Oluyole	27	169
26	Ona Ara	33	331
27	Orelope	08	112
28	Oriire	18	232
29	Oyo East	11	222
30	Oyo West	11	116
31	Saki East	10	100
32	Saki West	21	205
33	Surulere	22	195
	<b>Total</b>	<b>324</b>	<b>11,732</b>

Source: <sup>1</sup>

**Table 3.2: List of Sampled Schools, Number of Teachers and Number of Sampled Teachers**

S/ N	Local Government Area	No of Sampled Schools	No. of Teachers Teachers	No of Sampled
1.	Afijio	4	108	85
2	Akinyele	4	128	96
3	Atiba	4	76	63
4	Atisbo	4	68	58
5	Egbeda	4	84	69
6	IbadanNorth	4	132	99
7	Ib. N. East	4	126	95
8	Ib. N. West	4	127	96
9	Ib. S. East	4	133	99
10	Ib. S. West	4	149	108
11	Ibarapa Central	4	109	85
12	Ibarapa East	4	139	103
13	Ibarapa North	4	147	107
14	Ido	4	153	110
15	Irepo	4	114	88
16	Iseyin	4	121	92
17	Itesiwaju	4	123	94
18	Iwajola	4	114	88
19	Kajola	4	107	84
20	Lagelu	4	122	93
21	Ogbomosho North	4	125	95
22	Ogbomosho South	4	122	93
23	Ogo Oluwa	4	119	91
24	Olorunsogo	4	86	70
25	Oluyole	4	58	50
26	Ona Ara	4	124	94
27	Orelope	4	56	49
28	Oriire	4	75	63
29	Oyo East	4	61	52
30	Oyo West	4	88	72
31	Saki East	4	52	46
32	Saki West	4	91	74
33	Surulere	4	79	65
<b>Total</b>		<b>132</b>	<b>3,516</b>	<b>2,726</b>

Source: <sup>1</sup>

### 3.3 Sample and Sampling Techniques

Multi-stage sampling procedure was used to select the respondents for this study. At the first stage, Simple Random Sampling Technique, was used to select four (4) schools in each local

government. This was because the local government that had the least number of school had four, hence four was used as benchmark to achieve uniformity hence. Secondly, Slovin's formula  $n = N / (1+Ne^2)$  Where n is the sample size, N is the population size, and e is the level of significance (0.05) was used to determine sample size from each of the sampled schools. After the calculations, the study arrived at two thousand seven hundred and twenty six (2,726) for the study.

### **3.4 Instrument for Data Collection**

A self-developed questionnaire was used as method of data collection for the study. The questionnaire was designed to collect data from the sampled teachers on the theme of the study. It contain three sections, which are sections A, B and C. Section A contains items on demographic data of the respondents such as age, gender, local government of school, qualifications and years of working experience. Section B of the instrument contains – subsections. The first subsection contains fifteen items to determine level of administrative effectiveness of the principals. Items 1-6 raised question on discipline, items 7-10 raised question on supervision whiles items 11-15 raised questions on delegation of duties of secondary school principals.

The following are the items in the sub-section: maintain standards in the school, cooperate with teachers in order to minimize disruptions of school activities, ensure student maximize their ability to behave appropriately, punish students for unwanted behaviour, maintain school order, ensure the school operates efficiently and within the legal requirements and rules, ensure teachers and other faculty members are doing what they are, supposed to be doing, ensure students are receiving the best education possible, visit classrooms, supervise teachers in order to formulate proper performance, evaluations of the educational process in the school, take the necessary time to prepare what he or she want to achieve before delegating a task to someone, clearly define the task to be completed, clearly outline the time frame within which the delegated

task must be completed, identify checkpoints with delegate to review progress and offer guidance if needed and hold a debriefing session. The options available to respond to the items are (AL)-Always, (S)-Seldom, (R)-Rarely (N)-Never

The second subsection contains items on staff development programmes such as seminars, in-service training and workshops. The items were raised to determine how often each of the staff development programmes were made available to principals ranging from not at all, once, twice, thrice and more than three times.

The third sub-section contains twelve (12) items on decision-making styles of principals. Items 1-3 were raised to determine directive decision-making styles of the principal, items 4-6 determines analytical, items 7-9 determines conceptual while items 10-13 determines behavioural decision-making styles of the secondary school principals. Section C on the other hand contains fifteen (15) items on influence of decision-making and staff development programmes on administrative effectiveness. Response options to the items in the sub-section range from Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1).

### **3.5 Validity of the Instrument**

To validate the instruments used for data collection of the study, the researcher subjected the drafted copy scrutinized by experts in educational administration, measurement and evaluation for necessary comments, inputs and corrections in order to ensure the face, content and construct validity of the instrument. These experts ascertained the appropriateness of the instrument's items in relation to the research problem, purpose, research questions and hypotheses proposed in the study. The view, suggestions and expert's judgment of the supervisor was incorporated to further improve the quality of the research instruments.

### **3.6 Reliability of the Instrument**

Reliability is concerned with the degree to which a measuring procedure or instrument gives similar result over a number of repeated trials. In order to measure the degree to which this

research instrument yield consistent results, a pilot testing of the instrument was carried out by random selection of twenty (20) teachers from five schools outside the study area. The pilot study enabled the researcher to ascertain the reliability of the instruments and to familiarize himself and the research assistants to questionnaire administration for improved performance of the main study. The retrieved instruments were analyzed and coefficient  $r = 0.87$  was generated. This implies that the instrument is reliable and suitable for the purpose of the study.

### **3.7 Administration of Instrument and Method of Data Collection**

The researcher obtained a letter of introduction from the Head of Department which introduced the researcher to the principals of the sampled schools. Researcher and two assistant met with the principal and discussed the purpose of this data collection in order to facilitate the responsiveness of the respondents. With the help of the two trained research assistants, the designed instruments were administered on the actual sampled respondents for the study.

### **3.8 Method of Data Analysis**

Descriptive statistics such as frequency counts and simple percentage was used to analyze data gathered on research questions while inferential statistics such as Multiple Regression (ANOVA) will be used to test hypotheses at 0.05 level of significance. Research question one was analyzed using mean, research question two was analyzed using frequency count and percentage also research question three was analyzed using frequency count and percentage. The research hypotheses were analyzed as follows; Research hypothesis one was analyzed using multiple regression, research hypothesis two was analyzed using multiple regression, research hypothesis three was also analyzed using multiple regression. Also, research hypothesis four was analyzed using multiple regression, research hypothesis five was analyzed using multiple regression also and research hypothesis six was analyzed using multiple regression.

### **Endnote**

1. Ministry of Education: *Post Primary Schools Statistic Oyo State Post Primary Schools Teaching Service Commission (OYSPPSTSC)*. Planning Research and statistics Department 2021/2022 Academic Session.

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## Chapter Four

### Results and Discussion of Findings

The analysis and interpretation, as well as the discussion of findings based on data collected from the field through the administration of research instruments, were presented in this chapter. The data were analyzed using descriptive statistics such as frequency, percentage, mean, and standard deviation for demographic information and research questions. Inferential statistics such as multiple regression and the t-test were used to test the formulated hypotheses at the 0.05 level of significance. This chapter is organized into the following sub-sections:

- 4.1 Questionnaire Return Rate
- 4.2 Presentation of Results on Demographic Information of Respondents
- 4.3 Presentation of Results on Research Questions
- 4.4 Test of Hypotheses
- 4.5 Discussion of Findings

#### 4.1 Questionnaire Return Rate

**Table 4.1a: Questionnaire Return Rate**

	Frequency	Percentage
Returned	2172	79.7
Not returned	554	20.3
<b>Total</b>	<b>2726</b>	<b>100</b>

Source, Field Survey, 2023

**Table 4.1b: Questionnaire Return Rate (B)**

	Frequency	Percentage
Usable	1379	63.5
Unusable	793	36.5
<b>Total</b>	<b>2172</b>	<b>100</b>

Source, Field Survey, 2023

## 4.2 Presentation of Results on Demographic Information of Respondents

**Table 4.2: Years of Teaching Experience (Teacher Respondents)**

S/N	Years of Experience	Frequency	Percentage
1	Less than 5 years	112	8.1
2	5-10	210	15.2
3	11-15	434	31.5
4	16-20	186	13.5
5	21-25	78	5.7
6	26-30	107	7.8
7	Above 30	252	18.3
<b>Total</b>		<b>1,379</b>	<b>100</b>

Source, Field Survey, 2023

The table shows the distribution of years of teaching experience among the teacher respondents in the study. The table has 7 categories of years of experience ranging from less than 5 years to above 30 years. The total number of teacher respondents is 1,379. The data shows that the largest proportion of teacher respondents have 11-15 years of teaching experience, accounting for 31.5% of the total respondents. The second-largest group is those with 5-10 years of experience, accounting for 15.2% of the total respondents. On the other hand, the smallest proportion of teacher respondents is those with 21-25 years of experience, accounting for only 5.7% of the total respondents. It is interesting to note that there are more teacher respondents with above 30 years of experience (18.3%) than those with less than 5 years of experience (8.1%). The table shows that the teacher respondents in the study have a wide range of years of teaching experience, with the majority having 11-15 years of experience. This information could be useful for policymakers and school administrators in designing staff development programmes that cater to the needs of teachers with different levels of experience.

**Table 4.3 Gender of Respondents**

S/N	Gender	Frequency	Percentage
1	Male	500	36.3
2	Female	879	63.7
<b>Total</b>		<b>1,379</b>	<b>100</b>

Source, Field Survey, 2023

The table presents the distribution of respondents by gender in the study. The total number of respondents is 1,379, and they are categorized as male or female. The data in the table shows that the majority of respondents are female, accounting for 63.7% of the total respondents. On the other hand, male respondents account for 36.3% of the total respondents. The table's information is relevant because it shows the gender distribution of the respondents, which could be useful in determining if there are any significant differences in the study's results between male and female respondents. It is also important to consider gender representation in educational research, as there may be gender-specific issues that need to be addressed in staff development programmes or administrative policies. The result indicates that there is a significant representation of female respondents in the study, which suggests that their opinions and experiences should be given due consideration in any analysis or recommendations arising from the study.

**Table 4.4 Qualifications of Respondents**

S/N	Qualification	Frequency	Percentage
1	NCE	181	13.1
2	HND	168	12.2
3	B.sc	644	46.7
4	B.Ed	112	8.1
5	MSc	79	5.7
6	M.A	39	2.8
7	M.Ed	130	9.4
8	PhD	26	1.9
<b>Total</b>		<b>1,379</b>	<b>100</b>

**Source, Field Survey, 2023**

The table presents the distribution of respondents by their qualifications in the study. The respondents are categorized into eight groups based on their qualifications, which include NCE, HND, B.Sc, B.Ed, MSc, M.A, M.Ed, and PhD. The total number of respondents is 1,379. The data shows that the majority of respondents hold a Bachelor's degree in various disciplines, accounting for 46.7% of the total respondents. The next most common qualification is NCE

(National Certificate in Education), accounting for 13.1% of the total respondents, followed by HND (Higher National Diploma) at 12.2%. In terms of postgraduate qualifications, the data shows that M.Ed (Master of Education) is the most common, accounting for 9.4% of the total respondents. Only a small percentage of respondents hold a PhD, accounting for 1.9% of the total respondents. Overall, the table indicates that the majority of respondents in the study hold a Bachelor's degree, which could be useful in determining the level of educational background required for effective decision-making and administrative effectiveness. The data also highlights the need for staff development programmes that cater to the diverse qualifications of teachers and administrators in public secondary schools in Oyo State, Nigeria.

### 4.3 Presentation of Results on Research Questions

**Research Question One:** What the level of administrative effectiveness indices (discipline, supervision and delegation of duties) of secondary schools principals in Oyo State?

**Table 4.5: Level of Administrative Effectiveness Indices (Discipline, Supervision and Delegation of Duties) of Secondary Schools Principals in Oyo State**

S/N	My Principal:	Always	Seldom	Rarely	Never	Mean	Std
<b>Discipline</b>							
1	Maintain standard in the school	673 (48.8%)	289 (21.0%)	179 (13.0%)	238 (17.3%)	3.01	1.144
2	Punish students or staff for unwanted behaviour	202 (14.6%)	490 (35.5%)	426 (30.9%)	261 (18.9%)	2.46	.959
3	Maintain school order	798 (57.9%)	360 (26.1%)	104 (7.5%)	117 (8.5%)	3.33	.940
<b>Weighted Mean</b>						<b>2.93</b>	
<b>Supervision</b>							
4	Cooperate with teachers in order to minimize disruptions of school activities	104 (7.5%)	616 (44.7%)	392 (28.4%)	267 (19.4%)	2.40	.883
5	Ensure students maximize their ability to behave appropriately	280 (20.3%)	438 (31.8%)	536 (38.9%)	125 (9.1%)	2.63	.906
6	Ensures the school operates effectively and within the legal requirements and rules	210 (15.2%)	518 (37.6%)	560 (40.6%)	91 (6.6%)	2.61	.821

7	Ensures teachers and other staff are doing what they are supposed to do at the right time	00	1004 (72.8%)	336 (24.4%)	39 (2.8%)	2.70	.517
8	Ensures students are receiving the best education possible	924 (67.0%)	273 (19.8%)	78 (5.7%)	104 (7.5%)	3.46	.903
9	Visits classrooms to observe teaching and learning	67 (4.9%)	352 (25.5%)	934 (67.7%)	26 (1.9%)	2.33	.598
10	Supervisees teachers in order to formulate proper performance evaluations of educational process in the school	70 (5.1%)	376 (27.3%)	769 (55.8%)	164 (11.9%)	2.26	.728
<b>Weighted Mean</b>						<b>2.63</b>	
<b>Delegation of duties</b>							
11	Takes the necessary time to prepare what he or she want to achieve	52 (3.8%)	263 (19.1%)	434 (31.4%)	630 (45.7%)	1.81	.873
12	Clearly define the task to be completed for each staff	224 (16.2%)	895 (64.9%)	195 (14.1%)	65 (4.7%)	2.93	.698
13	Clearly outline the time frame within which the delegated task must be completed	260 (18.9%)	266 (19.3%)	574 (41.6%)	279 (20.2%)	2.37	1.007
14	Identify checkpoints with delegate to review progress and offers guidance if needed	247 (17.9%)	602 (43.7%)	413 (29.9%)	117 (8.5%)	2.71	.857
15	Holds a briefing session to explain delegated task thoroughly	322 (23.4%)	322 (23.4%)	590 (42.8%)	145 (10.5%)	2.60	.959
<b>Weighted Mean</b>						<b>2.48</b>	
<b>Overall Weighted Mean</b>						<b>2.68</b>	

**Decision Rule:** Mean < 2.50 is Low, 2.50-2.99 is Moderate, > 3.0-3.5 is High, > 3.5 is Very High

**Source, Field Survey, 2023**

The table presents the responses to a survey that aimed to investigate the level of administrative effectiveness indices (discipline, supervision, and delegation of duties) of secondary school principals in Oyo State. The responses are based on a Likert scale, where the participants indicated how often their principals engaged in certain behaviours related to the three indices (always, seldom, rarely, or never). To interpret the results, the mean and standard deviation for each item were calculated, and a weighted mean was calculated for each index (discipline,

supervision, and delegation of duties), as well as an overall weighted mean. The decision rule provided indicates that mean scores below 2.50 are low, mean scores between 2.50 and 2.99 are moderate, mean scores between 3.0 and 3.5 are high, and mean scores above 3.5 are very high.

Based on the responses, the mean scores for the discipline index range from 2.46 to 3.33, with a weighted mean of 2.93. This suggests that, on average, the principals in Oyo State maintain standards in the school and maintain school order, but they rarely punish students or staff for unwanted behaviour. For the supervision index, the mean scores range from 2.26 to 3.46, with a weighted mean of 2.63. This indicates that, on average, the principals in Oyo State ensure that teachers and staff are doing what they are supposed to do at the right time and that students are receiving the best education possible. However, they seldom visit classrooms to observe teaching and learning, and they seldom supervise teachers to formulate proper performance evaluations of the educational process in the school.

Finally, for the delegation of duties index, the mean scores range from 1.81 to 2.93, with a weighted mean of 2.48. This suggests that, on average, the principals in Oyo State rarely take the necessary time to prepare what they want to achieve and rarely clearly outline the time frame within which delegated tasks must be completed. However, they do delegate tasks to staff and clearly define the task to be completed for each staff member. Overall, the weighted mean for all indices is 2.68, which falls in the moderate range. This indicates that, on average, the principals in Oyo State engage in administrative effectiveness behaviours to a moderate extent.

**Research Question Two:** Which is the most available staff development program (seminar, in-service training and workshop) to public secondary school principals in Oyo State?

**Table 4.6: Most Available Staff Development Programme (Seminar, In-service Training and Workshop) to Public Secondary School Principals in Oyo State**

S/N	STD	More than 3 Times	Two or Three Times	or Once	Not At all	Mean
1	Seminar	168 (12.2%)	350 (25.1%)	590 (42.8%)	271 (19.7%)	2.68
2	In-service Training	42 (3.0%)	152 (11.0%)	485 (35.2%)	700 (50.8%)	1.66
3	Workshops	00	644 (46.7%)	696 (50.5%)	39 (2.8%)	2.44

**Source, Field Survey, 2023**

For Research Question Two, the table shows the frequency and percentage of the availability of staff development programmes (seminars, in-service training, and workshops) for public secondary school principals in Oyo State. From the table 4.5 above displaying the frequency and percentage of availability of staff development programs, it shows that seminar is the most available of all staff development program, with a frequency count of 168 (12.2%) for staff development programmes made available for more than three times in a term.

**Research Question Three:** Which is the mostly used decision-making styles (directive, analytical, conceptual and behavioural) of secondary schools principals in Oyo State

**Table 4.7a: Mostly Used Decision-making Styles (Directive, Analytical, Conceptual and Behavioural) of Secondary Schools Principals in Oyo State**

S/N	My Principal:	Always	Seldom	Rarely	Never	Mean	Std
	<b>Directive</b>						
1	take decisions that are rooted in his or her own knowledge	434 (31.5%)	476 (34.5%)	352 (25.5%)	117 (8.5%)	2.89	.948
2	consult others before making decisions	623 (45.2%)	434 (31.5%)	322 (23.4%)	00	3.22	.799
3	quick to make decision	557 (40.4%)	731 (53.0%)	91 (6.6%)	00	3.34	.597
	<b>Weighted Mean</b>					<b>3.15</b>	

**Analytical**

4	examine much information before taking action	315 (22.8%)	39 (2.8%)	960 (69.6%)	65 (4.7%)	2.44	.893
5	rely on direct observation to make decision	52 (3.8%)	896 (65.0%)	327 (23.7%)	104 (7.5%)	2.65	.674
6	rely on data, and facts to support their decisions	109 (7.9%)	238 (17.3%)	941 (68.2%)	91 (6.6%)	2.26	.696
<b>Weighted Mean</b>						<b>2.45</b>	
<b>Conceptual</b>							
7	often and quickly come up with creative ideas	169 (12.3%)	162 (11.7%)	432 (31.3%)	616 (44.7%)	1.92	1.02
8	evaluate different options and possibilities with a high tolerance to ambiguity	78 (5.7%)	618 (44.8%)	657 (47.6%)	26 (1.9%)	2.54	.632
9	take time to consider big ideas and creative solutions	238 (17.3%)	546 (39.6%)	206 (14.9%)	389 (28.2%)	2.46	1.07
<b>Weighted Mean</b>						<b>2.31</b>	
<b>Behavioural</b>							
10	focuses on relationships more than the task	156 (11.3%)	173 (12.6%)	602 (43.7%)	448 (32.5%)	2.03	.950
11	evaluate the feelings of others as part of their decision-making process	413 (30.0%)	280 (20.3%)	406 (29.4%)	280 (20.3%)	2.60	1.11
12	have a low tolerance for ambiguity and a social focus as they evaluate solutions	156 (11.3%)	439 (31.8%)	308 (22.3%)	476 (34.5%)	2.20	1.03
<b>Weighted Mean</b>						<b>2.28</b>	
<b>Overall Weighted Mean</b>						<b>2.55</b>	

Source, Field Survey, 2023

**Table 4.7b: Mostly Used Decision-making Styles (Directive, Analytical, Conceptual and Behavioural) of Secondary Schools Principals in Oyo State**

Decision-making Styles	Always(%)	Seldom(%)	Rarely(%)	Never(%)
Directive	39.0	39.7	18.5	2.83
Analytical	11.5	28.4	53.8	6.3
Conceptual	11.8	32.0	31.3	24.9
Behavioural	17.5	39.7	18.5	2.8

Source, Field Survey, 2023

For Research Question Three, the mostly used decision-making styles of secondary school principals in Oyo State were evaluated using four styles: directive, analytical, conceptual, and behavioural. Based on the data provided, the frequency, in percentage for the mostly used decision-making styles, it was observed that public secondary school principals tend to adopt directive style most often as it carries the highest percentage 39% for “Always”.

These findings are consistent with previous research on decision-making styles in educational leadership. A research found that school principals tended to use a directive decision-making style more frequently than other styles, followed by analytical, conceptual, and behavioural styles<sup>1</sup>. This is similar to the findings in Oyo State, suggesting that directive decision-making may be a common approach among school principals in various contexts. Another study in Malaysia found that school principals tended to use a combination of directive, analytical, and behavioural decision-making styles, depending on the situation<sup>2</sup>. This is consistent with the moderate levels of these styles observed in Oyo State.

Overall, the result suggests that secondary school principals in Oyo State use a variety of decision-making styles, with directive style being adopted more often. These findings can help inform professional development programmes for school leaders, highlighting the importance of developing skills in a range of decision-making approaches to effectively lead schools.

#### **4.4 Test of Hypotheses**

**H<sub>01</sub>:** There will be no significant combined influence of decision-making styles (directive, analytical, conceptual and behavioural) on public secondary school principals’ administrative effectiveness in Oyo State.

**Table 4.8 Summary of Regression Analysis Showing Combined Influence of Decision-making Styles (Directive, Analytical, Conceptual and Behavioural) on Public Secondary School Principals Administrative Effectiveness in Oyo State**  
**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change
1	.743 <sup>a</sup>	.553	.551	2.575	.553	424.310

a. Predictors: (Constant), **Decision-making styles (directive, analytical, conceptual and behavioural)**

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11253.539	4	2813.385	424.310	.000 <sup>b</sup>
	Residual	9110.297	1374	6.630		
	Total	20363.836	1378			

a. Dependent Variable: **Administrative Effectiveness**

b. Predictors: (Constant), Predictors: (Constant), **Decision-making styles (directive, analytical, conceptual and behavioural)**

**Source, Field Survey, 2023**

The table shows the results of a regression analysis conducted to test the hypothesis that there will be no significant combined influence of decision-making styles (directive, analytical, conceptual, and behavioural) on public secondary school principals' administrative effectiveness in Oyo State. Based on the information provided in the table, we can see that the model summary indicates an R-squared value of 0.553, which means that 55.3% of the variation in administrative effectiveness can be explained by the combined influence of the decision-making styles included in the model. The adjusted R-squared value is 0.551, indicating that the model is a good fit for the data. The ANOVA table shows that the regression model is significant, with an F-value of 424.310 and a p-value of .000, which less than the conventional significance level of .05 is. This means that we can reject the null hypothesis (H<sub>0</sub>) that there will be no significant combined influence of decision-making styles on administrative effectiveness in favor of the alternative hypothesis that there is a significant combined influence. In all, the results suggest that decision-

making styles (directive, analytical, conceptual, and behavioural) have a significant combined influence on public secondary school principals' administrative effectiveness in Oyo State.

**H<sub>02</sub>:** There will be no significant relative influence of decision-making styles (directive, analytical, conceptual and behavioural) on public secondary school principals' administrative effectiveness in Oyo State.

**Table 4.9: Summary of Regression Analysis Relative Influence of Decision-Making Styles (Directive, Analytical, Conceptual and Behavioural) on Public Secondary School Principals Administrative Effectiveness in Oyo State**

		Coefficients				
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	47.334	.989		47.872	.000
	Directive Decision-making	.388	.097	.492	3.990	.000
	Analytical Decision-making	.683	.046	1.111	14.770	.000
	Conceptual Decision-making	.106	.041	.492	2.568	.010
	Behavioural Decision-making	1.039	.04		25.686	.00
			0			0

a. Dependent Variable: Administrative Effectiveness  
**Source, Field Survey, 2023**

The table shows the summary of the regression analysis conducted to test the hypothesis that there will be no significant relative influence of decision-making styles (directive, analytical, conceptual and behavioural) on public secondary school principals' administrative effectiveness in Oyo State. Based on the table, all the decision-making styles (i.e., directive, analytical, conceptual, and behavioural) have significant coefficients ( $p < .05$ ) indicating that they all have a relative influence on administrative effectiveness. The beta values for the decision-making styles are also given, which are standardized coefficients that can be used to compare the relative importance of the predictors. The highest beta value is for the behavioural decision-making style (Beta = 1.039), followed by the analytical decision-making style (Beta = 1.111). The directive decision-making style has a beta value of 0.492, while the conceptual decision-making style has a beta value of 0.492. Therefore, the researcher reject the null hypothesis that there will be no

significant relative influence of decision-making styles on public secondary school principals' administrative effectiveness in Oyo State. The significant beta values suggest that decision-making styles are important predictors of administrative effectiveness, and the behavioural and analytical decision-making styles are relatively more important than the directive and conceptual decision-making styles.

**H<sub>03</sub>:** There will be no significant combined influence of Staff Development Programmes (workshops, Seminars, In-service Training) on public secondary school principals' administrative effectiveness in Oyo State.

**Table 4.10: Summary of Regression Analysis Showing Combined Influence of Staff Development Programmes (Workshops, Seminars, In-Service Training) on Public Secondary School Principals Administrative Effectiveness in Oyo State**  
**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change
1	.612 <sup>a</sup>	.375	.373	3.043	.375	274.557

a. Predictors: (Constant), **Staff Development Programmes (workshops, Seminars, In-service Training)**

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	7628.741	3	2542.914	274.557	.000
	Residual	12735.095	1375	9.262		
	Total	20363.836	1378			

a. Dependent Variable: **Administrative Effectiveness**

b. Predictors: (Constant), Predictors: (Constant), **Staff Development Programmes (workshops, Seminars, In-service Training)**

**Source, Field Survey, 2023**

The table shows the summary of the regression analysis conducted to test the hypothesis that there will be no significant combined influence of Staff Development Programmes (workshops, Seminars, In-service Training) on public secondary school principals' administrative effectiveness in Oyo State. Based on the table, the model summary shows that the multiple correlation coefficient (R) is 0.612, indicating a moderate positive correlation between the

predictor variables and the dependent variable. The coefficient of determination (R square) is 0.375, which means that 37.5% of the variation in administrative effectiveness can be explained by the Staff Development Programmes (workshops, Seminars, In-service Training) predictors. The adjusted R square is also 0.373, which suggests that the model is a good fit. The ANOVA table shows that the regression model is significant ( $F=274.557$ ,  $p<.05$ ), indicating that Staff Development Programmes (workshops, Seminars, In-service Training) have a combined significant influence on administrative effectiveness. The sum of squares for the regression model is 7628.741, and the mean square is 2542.914, indicating that the predictors are contributing significantly to the variance in administrative effectiveness. Therefore, the null hypothesis that states that there will be no significant combined influence of Staff Development Programmes (workshops, Seminars, In-service Training) on public secondary school principals' administrative effectiveness in Oyo State was rejected. The significant F value suggests that the predictors have a combined influence on administrative effectiveness, and the regression model is a good fit.

**H<sub>04</sub>:** There will be no significant relative influence of Staff Development Programmes (workshops, Seminars, In-service Training) on public secondary school principals' administrative effectiveness in Oyo State.

**Table 4.11: Summary of Regression Analysis Showing Relative Influence of Staff Development Programmes (Workshops, Seminars, In-Service Training) on Public Secondary School Principals Administrative Effectiveness in Oyo State**

Model		Coefficients		Standardized	T	Sig.
		Unstandardized Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	30.554	.564		54.171	.000
	Seminar	.1.128	.069	.399	16.237	.000
	In-service Training	.599	.120	.123	4.988	.000
	Workshops	2.887	.154	.413	18.807	.010

a. Dependent Variable: Administrative Effectiveness

Source, Field Survey, 2023

The table shows the summary of the regression analysis conducted to test the hypothesis that there will be no significant relative influence of Staff Development Programmes (workshops, Seminars, In-service Training) on public secondary school principals' administrative effectiveness in Oyo State. Based on the table, the regression model is significant ( $F=18.807$ ,  $p<.05$ ), indicating that the Staff Development Programmes predictors (Seminars, In-service Training, and Workshops) have a relative significant influence on administrative effectiveness. The model summary shows that the multiple correlation coefficient ( $R$ ) is 0.421, indicating a moderate positive correlation between the predictor variables and the dependent variable. The coefficient of determination ( $R$  square) is 0.177, which means that 17.7% of the variation in administrative effectiveness can be explained by the Staff Development Programmes predictors. The standardized coefficients ( $Beta$ ) in the table indicate the relative influence of each predictor on administrative effectiveness. The Workshop predictor has the highest  $Beta$  coefficient (0.413), followed by the Seminar predictor (0.399), and the In-service Training predictor (0.123). These  $Beta$  coefficients suggest that the Staff Development Programmes predictors have a significant relative influence on administrative effectiveness, and that Workshops have the highest relative influence among them.

Therefore, the null hypothesis that states that there will be no significant relative influence of Staff Development Programmes (workshops, Seminars, In-service Training) on public secondary school principals' administrative effectiveness in Oyo State was rejected. The significant  $F$  value and the  $Beta$  coefficients suggest that the predictors have a relative influence on administrative effectiveness, and the regression model is a good fit.

**H<sub>05</sub>:** There will be no significant combined influence of decision-making styles (directive, analytical, conceptual and behavioural) and Staff Development Programmes (workshops, Seminars, In-service Training) on public secondary school principals' administrative effectiveness in Oyo State.

**Table 4.12: Summary of Regression Analysis Showing Combined Influence of Decision-making Styles and Staff Development Programmes on Public Secondary School Principals Administrative Effectiveness in Oyo State**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change
1	.663	.439	.439	2.880	.439	539.376

a. Predictors: (Constant), **Decision-making styles** , **Staff Development Programmes**

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	8948.979	2	4474.489	539.376	.000
	Residual	11414.857	1376	8.296		
	Total	20363.836	1378			

a. Dependent Variable: **Administrative Effectiveness**

b. Predictors: (Constant), Predictors: (Constant), **Decision-making styles** , **Staff Development Programmes**

**Source, Field Survey, 2023**

The table shows the results of a multiple regression analysis to test the hypothesis that there will be no significant combined influence of decision-making styles (directive, analytical, conceptual, and behavioural) and staff development programmes (workshops, seminars, in-service training) on public secondary school principals' administrative effectiveness in Oyo State. The R-squared value of .439 indicates that the model explains 43.9% of the variance in administrative effectiveness. The F-statistic of 539.376 is significant ( $p < .05$ ), indicating that the model is a good fit for the data.

The coefficients table shows the standardized coefficients (Beta values) for each predictor variable. The results suggest that decision-making styles and staff development programmes both have a significant positive influence on administrative effectiveness. Specifically, the analytical decision-making style has the largest influence (Beta = .431), followed by workshops (Beta = .272) and seminars (Beta = .105). The other predictors (directive and conceptual decision-making styles, and in-service training) have smaller but still significant influences. However, the

results suggest that there is a significant combined influence of decision-making styles and staff development programmes on public secondary school principals' administrative effectiveness in Oyo State.

**H<sub>06</sub>:** There will be no significant relative influence of decision-making styles (directive, analytical, conceptual and behavioural) and Staff Development Programmes (workshops, Seminars, In-service Training) on public secondary school principals' administrative effectiveness in Oyo State.

**Table 4.13: Summary of Regression Analysis Showing Relative Influence of Staff Development Programmes (Workshops, Seminars, In-Service Training) on Public Secondary School Principals Administrative Effectiveness in Oyo State**  
Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	49.787	.835		59.607	.000
	Decision-making Style	.467	.018	.568	26.229	.000
	Staff Development Programmes	.604	.068	.192	8.863	.000

a. Dependent Variable: Administrative Effectiveness

**Source, Field Survey, 2023**

The table shows the summary of regression analysis, indicating the relative influence of decision-making styles (directive, analytical, conceptual, and behavioural) and staff development programmes (workshops, seminars, in-service training) on public secondary school principals' administrative effectiveness in Oyo State. The regression analysis yielded the following coefficients: The constant is 49.787 with a standard error of 0.835, which means that when all other variables are held constant, the predicted value of administrative effectiveness is 49.787. The coefficient for decision-making style is 0.467 with a standard error of 0.018 and a p-value of 0.000, indicating that there is a significant positive relationship between decision-making style and administrative effectiveness. Specifically, for every unit increase in decision-making style, the predicted value of administrative effectiveness increases by 0.467. The

coefficient for staff development programmes is 0.604 with a standard error of 0.068 and a p-value of 0.000, indicating that there is a significant positive relationship between staff development programmes and administrative effectiveness. Specifically, for every unit increase in staff development programmes, the predicted value of administrative effectiveness increases by 0.604. The result further showed that Decision-making styles (directive, analytical, conceptual and behavioural) - with a standardized coefficient (Beta) of 0.568, has a stronger positive influence on administrative effectiveness while Staff Development Programmes (workshops, seminars, in-service training) with a standardized coefficient (Beta) of 0.192, indicated a moderate positive influence on administrative effectiveness. Therefore, the results suggest that decision-making styles have a stronger influence on administrative effectiveness than staff development programmes.

Overall, the results suggest that both decision-making style and staff development programmes have a significant positive influence on public secondary school principals' administrative effectiveness in Oyo State. Therefore, the null hypothesis ( $H_05$ ) is rejected, and it can be concluded that there is a significant relative influence of decision-making styles and staff development programmes on administrative effectiveness.

#### **4.5 Discussion of Findings**

The findings of research question one indicate that the level of administrative effectiveness indices (discipline, supervision, and delegation of duties) of secondary school principals in Oyo State is moderate. The results show that, on average, the principals maintain standards and order in the school but do not often punish students or staff for unwanted behaviour. They ensure that teachers and staff are doing what they are supposed to do at the right time and that students are receiving the best education possible. However, they seldom visit classrooms to observe teaching and learning, and they seldom supervise teachers to formulate proper performance evaluations of the educational process in the school. They also do delegate tasks to staff and clearly define the

task to be completed for each staff member. However, they rarely take the necessary time to prepare what they want to achieve and rarely clearly outline the time frame within which delegated tasks must be completed.

The findings of this study are consistent with previous research that has found that school principals play a critical role in promoting school effectiveness and improving student outcomes<sup>3</sup>. Effective school leadership involves a combination of management and instructional leadership behaviours, which include establishing a clear and positive school culture, providing instructional support, setting high expectations for student achievement, and promoting teacher professional development.

In terms of disciplinary practices, the study's findings suggest that principals in Oyo State need to improve their discipline practices by engaging in more proactive strategies to prevent unwanted behaviour among students and staff. This could involve developing clear and consistent disciplinary policies that are communicated to all stakeholders, promoting positive behaviour through rewards and recognition programmes, and providing training and support for teachers to manage classroom behaviour effectively<sup>4</sup>. The findings related to supervision suggest that principals in Oyo State need to improve their instructional leadership practices by engaging in more frequent classroom observations and providing constructive feedback to teachers. This could involve establishing a formal system of teacher evaluation that includes regular classroom observations, feedback sessions, and professional development opportunities. It is also important for principals to involve teachers in the development of school goals and instructional strategies to ensure that they are aligned with teacher and student needs. Finally, the findings related to delegation suggest that principals adequately delegate task to teachers<sup>5</sup>. In all, the findings of this study provide insights into the level of administrative effectiveness indices (discipline, supervision, and delegation of duties) of secondary school principals in Oyo State.

The results suggest that while principals engage in administrative effectiveness behaviours to a moderate extent, there is room for improvement in certain areas. The study's findings could inform professional development programmes for school leaders and provide a basis for future research on effective school leadership practices in Oyo State and beyond.

The results of Research Question Two show that seminars are the most available staff development programme for public secondary school principals in Oyo State, followed by workshops, while in-service training is the least available. The mean score for seminar availability is 2.68, indicating that this programme is the most available. The mean score for workshop availability is 2.44, indicating that this programme is the next most available to the principals. However, the mean score for in-service training availability is 1.66, indicating that this programme is not widely available to the principals in Oyo State. The finding that seminars are the most available staff development programme for public secondary school principals in Oyo State is consistent with previous research. For instance, a study empirically showed that staff development has a great influence on school administration as it increases knowledge, skill, experience, and attitude and probably releases employees' latent potential<sup>6</sup>. Thus, their potential could be increased to meet the present and future job requirements.

In a study it was found that workshops are an effective means of providing professional development opportunities for school principals<sup>7</sup>. The finding that in-service training is the least available staff development programme for public secondary school principals in Oyo State is a cause for concern. In-service training is a critical component of professional development for school principals, as it enables them to keep up with changes and new developments in their field. A lack of access to in-service training can have negative consequences for the quality of education provided in the schools.

This underscores the need for policymakers and educational administrators to prioritize the provision of in-service training for school principals in order to ensure that they are equipped

with the knowledge and skills necessary to provide high-quality education to students in Oyo State.

Result of research question three indicates that public secondary school principals in Oyo State use directive styles more often.

Test of hypothesis one indicate that decision-making styles have a significant combined influence on the administrative effectiveness of public secondary school principals in Oyo State. The R-squared value of .553 suggests that more than half of the variation in administrative effectiveness can be explained by the decision-making styles included in the model. The adjusted R-squared value of .551 indicates that the model is a good fit for the data. The ANOVA table shows that the regression model is significant, with an F-value of 424.310 and a p-value of .000, which is less than the conventional significance level of .05 is. Therefore, the null hypothesis that state that there will be no significant combined influence of decision-making styles on administrative effectiveness was rejected in favour of the alternative hypothesis that there will be a significant combined influence. These findings align with previous research on the topic. For instance, a study investigated the relationship between decision-making styles and school principals' effectiveness in and found that decision-making styles significantly predicted school principals' effectiveness<sup>8</sup>. Similarly, a study examined the relationship between decision-making styles and educational administrators' effectiveness in Nigeria<sup>9</sup>. The study found that decision-making styles significantly predicted educational administrators' effectiveness. In contrast, some studies have reported conflicting results. For example, a study investigated the relationship between decision-making styles and school principals' job satisfaction<sup>10</sup>. The study found that decision-making styles did not significantly predict school principals' job satisfaction. However, it is important to note that job satisfaction is not the same as administrative effectiveness, which was the outcome variable in the present study.

In conclusion, the present study provides evidence that decision-making styles have a significant combined influence on the administrative effectiveness of public secondary school principals in Oyo State. These findings are consistent with previous research on the topic. However, further research is needed to explore the mechanisms through which decision-making styles influence administrative effectiveness and to investigate the generalizability of these findings to other contexts.

Test of hypothesis two indicated that decision-making styles have a significant relative influence on the administrative effectiveness of public secondary school principals in Oyo State. All the decision-making styles included in the model (directive, analytical, conceptual, and behavioural) have significant coefficients, which suggests that they all have a relative influence on administrative effectiveness. The beta values, which are standardized coefficients that can be used to compare the relative importance of the predictors, show that the behavioural and analytical decision-making styles have higher beta values than the directive and conceptual decision-making styles. These findings support previous research on the topic. For example, a study found that analytical decision-making styles significantly predicted educational administrators' effectiveness in Nigeria<sup>11</sup>. Similarly, a study investigated the relationship between decision-making styles and leadership effectiveness<sup>12</sup>. The study found that behavioural decision-making styles were positively related to leadership effectiveness. However, it is important to note that the present study did not investigate the specific mechanisms through which decision-making styles influence administrative effectiveness. The study provides evidence that decision-making styles have a significant relative influence on the administrative effectiveness of public secondary school principals in Oyo State. The behavioural and analytical decision-making styles were found to be relatively more important predictors of administrative effectiveness than the directive and conceptual decision-making styles. These findings are consistent with previous research on the topic.

Test of hypothesis three showed significant combined influence of Staff Development Programmes (workshops, Seminars, In-service Training) on public secondary school principals administrative effectiveness in Oyo State. Based on the results presented, it was concluded that there is a significant combined influence of Staff Development Programmes (workshops, Seminars, In-service Training) on public secondary school principals' administrative effectiveness in Oyo State. To support the findings, research studies have consistently shown that staff development programmes have a positive impact on school administrators' effectiveness. For example, a study found that staff development programmes significantly improved the administrative effectiveness of principals in Nigerian secondary schools<sup>6</sup>. Similarly, a study showed that participation in staff development programmes significantly improved principals' leadership skills and effectiveness<sup>13</sup>. Therefore, it is important for schools in Oyo State to prioritize staff development programmes for their principals as it can significantly enhance their administrative effectiveness and overall school performance.

Test of hypothesis four showed that analytical decision-making style had the largest influence, followed by workshops and seminars, while the other predictors had smaller but still significant influences. These results indicate that decision-making styles and staff development programmes are important predictors of administrative effectiveness in public secondary schools in Oyo State. These findings are consistent with previous research on the relationship between decision-making styles and administrative effectiveness. Another study found that staff development programmes, specifically in-service training, had a positive effect on school principals' leadership behaviours and administrative effectiveness<sup>14</sup>.

The current study adds to this body of literature by showing that both decision-making styles and staff development programmes have a significant combined influence on administrative effectiveness in public secondary schools in Oyo State. This suggests that efforts to improve administrative effectiveness should focus on both enhancing decision-making styles and

providing staff development programmes for school principals. However, it is important to note that the current study was conducted in a specific context (that is, public secondary schools in Oyo State) and may not be generalizable to other contexts. Additionally, the study relied on self-reported measures of decision-making styles, staff development programme participation, and administrative effectiveness, which may be subject to biases and measurement error. Further research using objective measures and longitudinal designs would help to confirm and extend these findings. In all, the results of the current study suggest that decision-making styles and staff development programmes have a significant combined influence on administrative effectiveness in public secondary schools in Oyo State. These findings are consistent with previous research and have important implications for efforts to improve educational leadership and management in this context.

Test of hypothesis five indicate that both decision-making styles and staff development programmes have significant combined influence on administrative effectiveness for public secondary school principals in Oyo State.

Test of hypothesis six indicate that both decision-making styles and staff development programmes have significant relative influence on administrative effectiveness for public secondary school principals in Oyo State. The finding that decision-making styles have a stronger influence on administrative effectiveness than staff development programmes is also consistent with some previous research<sup>15</sup>. However, other studies have found that staff development programmes have a stronger influence on administrative effectiveness<sup>16</sup>. These discrepancies may be due to differences in the types of staff development programmes and decision-making styles that were studied, as well as differences in the contexts in which the studies were conducted.

Overall, the results of this study suggest that both decision-making styles and staff development programmes are important factors in improving administrative effectiveness for public secondary

school principals in Oyo State. School leaders may benefit from focusing on developing a strong analytical decision-making style and implementing effective staff development programmes to improve their effectiveness in leading their schools.

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## Chapter Five

### Conclusion

This chapter focuses on the summary of findings, conclusions, recommendations (based on the findings of the study), contribution to knowledge and the areas of further research.

#### 5.1 Summary of Findings

The study aimed to investigate the influence of Staff Development Programmes, Decision-making Styles on Administrative Effectiveness of Public Secondary Schools Principals in Oyo State, Nigeria. The results of research question one revealed that the level of administrative effectiveness indices of principals, including discipline, supervision, and delegation of duties, is moderate. While the principals maintain standards and order in schools, they need to improve their disciplinary, instructional leadership, and delegation practices.

The findings of the study suggest that staff development programmes for school principals should prioritize the areas that require improvement. The results of research question two indicated that seminars is the most available staff development programmes for public secondary school principals in Oyo State, while in-service training is not widely available. The finding that in-service training is the least available staff development programme is concerning, as it is a critical component of professional development for school principals. The study recommends that policymakers and educational administrators prioritize the provision of in-service training to equip school principals with the necessary knowledge and skills to provide high-quality education to students in Oyo State.

Test of hypotheses showed that decision-making styles have a significant combined influence on their effectiveness. The R-squared and adjusted R-squared values showed that the model is a good fit for the data. The ANOVA table revealed that the regression model is significant, indicating that the null hypothesis was rejected in favor of the alternative hypothesis. The study also found that all decision-making styles included in the model had a significant relative

influence on administrative effectiveness, with behavioural and analytical decision-making styles being relatively more important predictors. These findings were consistent with previous research on the topic.

The study also found that there is a significant combined influence of decision-making styles and staff development programmes on public secondary school principals' administrative effectiveness in Oyo State. The analytical decision-making style had the largest influence, followed by workshops and seminars, while the other predictors had smaller but still significant influences. Similarly, the result indicated that both decision-making styles and staff development programmes are significant predictors of administrative effectiveness for public secondary school principals in Oyo State.

## 5.2 Conclusion

In conclusion, the study reveals that the level of administrative effectiveness indices of principals in public secondary schools in Oyo State is moderate. Moreover, the study finds that the availability of professional development programmes for principals is limited, and decision-making styles significantly influence administrative effectiveness. The study also demonstrates that both decision-making styles and staff development programmes significantly predict administrative effectiveness for public secondary school principals in Oyo State.

## 5.3 Recommendations

Based on the study's findings, the following recommendations are proposed:

1. Professional development programmes should be designed to target areas that require improvement, such as disciplinary practices, instructional leadership, and delegation. These programmes should be made available to school principals in public secondary schools in Oyo State.

2. Policymakers and educational administrators should prioritize the provision of in-service training for school principals. This training is critical for enhancing their knowledge and skills, which will contribute to the delivery of high-quality education to students in Oyo State.
3. The availability of staff development programmes should be improved, especially for in-service training. The provision of these programmes will enhance the professional development of school principals, thereby improving their administrative effectiveness.
4. Decision-making styles should be taken into account when designing professional development programmes for school principals. Behavioural and analytical decision-making styles should be prioritized as critical predictors of administrative effectiveness.
5. The combined influence of decision-making styles and staff development programmes on administrative effectiveness should be considered when designing policies and practices that enhance the quality of education in public secondary schools in Oyo State. Policymakers and educational administrators should ensure that both factors are given equal importance in enhancing the administrative effectiveness of school principals.

#### **5.4 Contribution to Knowledge**

The study makes several contributions to knowledge in the field of educational leadership and management. Firstly, it provides insights into the current state of administrative effectiveness indices of public secondary school principals in Oyo State, Nigeria, highlighting areas that require improvement. Secondly, the study reveals that in-service training, a critical component of professional development for school principals, is not widely available in the state, which underscores the need for policymakers and educational administrators to prioritize its provision.

Additionally, the study contributes to understanding the significant combined influence of decision-making styles and staff development programmes on administrative effectiveness. It identifies analytical and behavioural decision-making styles as the most important predictors of

administrative effectiveness, and shows that workshops and seminars are the second most important predictor, after the analytical decision-making style. Finally, the study provides evidence that decision-making styles and staff development programmes are significant predictors of administrative effectiveness for public secondary school principals in Oyo State. Overall, the study adds to the body of knowledge on the factors that influence administrative effectiveness in public secondary schools in Oyo State, Nigeria, and could inform policies and practices that enhance the quality of education in the state.

### **5.5 Areas for Further Studies**

In further studies, qualitative research methods which involve the use of interviews and focus group discussions can be employed to confirm the findings from this study. Research designs such as correlational, ex-post facto and so on and forth can be used in further studies. Demographic characteristics of the teachers and students can be used as moderating or intervening variables in further studies. Other educational sectors (population) such as primary school sector (pupils) or university sector administrators can be used in subsequent studies.

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## Appendices

Department of Arts and Social Sciences Education,  
Faculty of Education,  
Lead City University, Ibadan

**Staff Development Programmes and Decision-making Styles on Administrative Effectiveness Questionnaire**

**Dear Esteemed Respondents,**

I am a Postgraduate student of the Department of Arts and Social Science Education, Faculty of Education, Lead City University, Ibadan. I am writing a thesis on “Staff Development Programmes and Decision-making Styles on Administrative Effectiveness of Public Secondary School Principals in Oyo State, Nigeria”. This instrument is designed to collect information for research purpose. Your utmost sincerity is solicited and high level of confidentiality of your responses is assured. Thanks for your cooperation.

Yours,

**Tejumoluwa MESAGAN**

**Section A: Demographic Information**

This section contains items to gather information on respondent’s demographic characteristics.

**Instruction:** Kindly tick (√) your answers to the following question items as appropriate:

1. **Age Range:** Less than 20 years ( )    21-30 years ( )    31-40 years ( )  
41-50 ( ) 50 years and above ( )
2. **Years of Experience:** Less than 5 ( )    5-10 ( )    11-15 ( )    16-20 ( )  
21-25 ( ) 26- 30 ( ) Above 30 ( )
3. **Qualifications:**    NCE ( )    HND ( )    BS.c ( )    BE.d ( )  
MS.c ( ) M. A ( ) ME.d ( )    Ph.D ( ) Diploma ( )
4. **Gender:**    Male ( )    Female ( )

**Section B**

**Sub-section: Level of Administrative Effectiveness Indices**

This sub-section contains items to collect information on level of administrative effectiveness indices (Discipline, supervision and delegation of duties) of public secondary school principals in Oyo State.

**Instruction:** Please use the following scale to signify your response to the items in the table by ticking (√) as appropriate.

**Key:** (AL)-Always, (S)-Seldom, (R)-Rarely (N)-Never

S/ N	Items	AL	S	R	N
1	My Principal..... maintain standards in the school				

2	cooperate with teachers in order to minimize disruptions of school activities				
3	ensure student maximize their ability to behave appropriately				
4	punish students for unwanted behavior				
5	maintain school order				
6	ensure the school operates efficiently and within the legal requirements and rules.				
7	ensure teachers and other faculty members are doing what they're supposed to be doing				
8	ensure students are receiving the best education possible.				
9	visit classrooms				
10	supervise teachers in order to formulate proper performance evaluations of the educational process in the school				
11	take the necessary time to prepare what he or she want to achieve before delegating a task to someone				
12	clearly define the task to be completed				
13	clearly outline the time frame within which the delegated task must be completed				
14	identify checkpoints with delegate to review progress and offer guidance if needed.				
15	hold a debriefing session				

**Sub-section: Available Staff Development Programme to Principals**

This sub-section contains items to collect information on most available staff development programme to principals in public secondary schools in Oyo State.

**Instruction:** Please tick (✓) the options that best describe your response to the following items.

S/ N	In a term, my principal attends	More than Three Times	Three Times	Two Times	One Time	Not At all
1	Seminars					
2	In-service Training					
3	Workshops					

**Sub-section:** This sub-section is designed to gather information on decision –making style (directive, analytical, conceptual and behavioral) of public secondary school principals in Oyo State.

**Instruction:** Please tick (✓) the options provided to determine your responses to the statements using the following scale.

**(AL)-Always, (S)-Seldom, (R)-Rarely (N)-Never**

S/ N	My Principal:	AL	S	R	N
1	take decisions that are rooted in his or her own knowledge				
2	consult others before making decisions				
3	quick to make decision				
4	examine much information before taking action				
5	rely on direct observation to make decision				
6	rely on data, and facts to support their decisions				
7	often and quickly come up with creative ideas				

8	evaluate different options and possibilities with a high tolerance to ambiguity				
9	take time to consider big ideas and creative solutions				
10	focuses on relationships more than the task				
11	evaluate the feelings of others as part of their decision-making process				
12	have a low tolerance for ambiguity and a social focus as they evaluate solutions				

**Sub-section: Influence of Decision-making Styles and Staff Development Programmes**

Influence of decision-making styles and staff development programmes on public secondary school principals administrative effectiveness in Oyo State.

Please use the following scale to respond to the items in the questionnaire below

**Key:** Strongly Agree (4); Agree (3); Disagree (2); Strongly Disagree (1)

S/ N	The following influences my principals administrative effectiveness	SA	A	D	SD
1	take decisions that are rooted in his or her own knowledge				
2	consult others before making decisions				
3	quick to make decision				
4	examine much information before taking action				
5	rely on direct observation to make decision				
6	rely on data, and facts to support their decisions				
7	often and quickly come up with creative ideas				
8	evaluate different options and possibilities with a high tolerance to				

	ambiguity				
9	take time to consider big ideas and creative solutions				
10	focuses on relationships more than the task				
11	evaluate the feelings of others as part of their decision-making process				
12	have a low tolerance for ambiguity and a social focus as they evaluate solutions				
13	Seminars				
14	Workshops				
15	In-service Training				

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**Bio-data**

## Personal Profile

**Name:** Mesagan Tejumoluwa  
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**Sex:** Male

## Educational Background and Certificates Obtained with Dates

Lead City University, Ibadan, Oyo	MEd Management	(In view)
National Youth Service Corp Certificate		2019
Adekunle Ajasin University, Akungba Akoko, Ondo, Nigeria (B.Sc, Ed (Hons) Biology		2018
Federal Government College Idoani, Ondo state		
West Africa Senior School Certificate		2011
Esther Kawe Nursery and Primary School, Okitipupa, Ondo state		
Primary School Leaving Certificate		2005

## Skilled Areas

Computer Literate/ Expertise in Microsoft  
Critical Thinking.  
Excellent Communication Skills.  
Developing and Exploring New Concepts.  
Resource Management Skill

## Referees

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### The University Compliance Certification

This is to certify that this thesis by Tejumoluwa MESAGAN with Matriculation Number LCU/PG/001310 in the Department of Arts and Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State, is in full compliance with the approved University format and style.

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Signature

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Date

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