

## **Chapter One**

### **Introduction**

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

Administrative effectiveness can be described as the proactive response to administrative efforts and actions with the intention of accomplishing the stated organization's goals. Administrative effectiveness is important to the success of any organization. It can also be the calculated and systematic process of pursuing and achieving resources (human and material), conditions, and opportunities for the accomplishment of an organization's specified objectives. It comprises putting policies and choices into action through coordinated activities, as well as planning, supervising, coordinating, and managing existing resources in order to achieve desired results. It also comprises achieving results through the specialized efforts of personnel in an organization, whether individually or collectively.

Administrative effectiveness, which is typically assessed in terms of output, entails the ability of the organization's leader to make the best use of both people and material resources in order to fulfill organizational objectives and goals. It is the ability to manage resources effectively and efficiently by utilizing best practices, innovative methodologies, and suitable technology to simplify operations, boost productivity, and maximize the use of available resources to achieve desired objectives<sup>1</sup>.

As the school's organizational leader, the principal is responsible for the execution of the school curriculum and the smooth operation of the school to obtain high productivity from the staff in terms of effective teaching and learning. The principal as an administrator is to provide teachers with sound instructional leadership, supportive staff-personnel/services, thorough and

instructional supervision, good motivation, effective communication system where teachers are actively involved in decision-making and actively participating in planning and evaluating the instructional programme<sup>1</sup>. Administrative effectiveness requires effective planning, coordinating, supervising, organizing, and directing to achieve required results. However, this study will focus on planning, coordinating and supervision.

Planning is an important role in businesses because it helps with goal-setting, resource allocation, and the breakdown of steps needed to achieve those goals. It entails identifying the work to be accomplished, determining the resources required, and establishing a completion date. Planning is recognized as one of the essential operations that play an important role in improving the policies, plans, and means that are organized to select the best solutions to attain certain goals given the varied organizational resources<sup>2</sup>. It is one of the most important components of administrative effectiveness, and it is a thorough and continuing process that includes describing the path to achieving objectives, as well as identifying hazards and threats and determining how to handle and solve them<sup>3</sup>. Planning is essential for achieving administrative effectiveness in an organization because it allows for the clarification of goals, the allocation of resources, the anticipation of potential challenges, increased efficiency, improved decision-making, accountability, and the promotion of innovations.

Coordination involves coordinating the efforts of various individuals or groups and ensuring that they work effectively to achieve the desired results. Coordination is one of the management tools that promote collaboration and communication, thus leading to the effectiveness of schools' administrative work, as it is crucial to achieve organizational goals. In order to achieve a single objective in an organization, the coordination process must ensure that various activities,

functions or processes within an organization are synchronized and integrated. The process involves systematic linking the objectives, activities, and strategies of different departments (functional units) to enable a group of people whose capabilities complement each other through collective efforts, actions and pooling of resources to enable organizations to provide adequate quantities and quality products within the specified time frame in order to achieve the objectives set<sup>4</sup>. The need for coordination to achieve administrative effectiveness is derived from Douglas McGregor's theoretical X, which advocates that people are essentially lazy, hate work, and need to be forced, controlled and directed to achieve organizational objectives.

To ensure that tasks are executed according to established standards, norms, or expectations, supervision is necessary. In order to guarantee that workers are working effectively and efficiently, overseeing frequently consists of a manager or administrator supervising subordinates and providing direction, guidance, and help. Giving clear instructions and feedback, establishing goals and expectations, keeping track of progress, presenting opportunities for training and advancement, and resolving performance issues as they occur are all part of it.

The seamless operation of schools should be the major objective of principals, with a focus on maintaining control even under pressure. As a result, if a school administrator can accomplish his goals despite all obstacles, he is considered effective<sup>6</sup>. High productivity, high morale (high motivation), teacher turnover rate, degree of integration, maximisation of individual potential, maximum utilisation of resources, valuable contribution to society, disciplined staff and students, students and teachers remaining in school for classes during school hours, drastically reduced examination malpractice, and maintaining high academic standards are all characteristics of the administrative effectiveness of secondary school principals. Similar to elementary school

principals, secondary school principals are responsible for creating and implementing high curriculum standards, mission statements, and performance goals and objectives. They are also accountable for evaluating teachers, visiting classrooms, observing teaching techniques, reviewing instructional objectives, and inspecting learning materials.

The principal is responsible for the operation of the unit he oversees as well as for fostering a culture that inspires individuals to give their all, manage resources responsibly, put them to good use, encourage effectiveness, and pursue continuous development. He establishes the annual budget for the school, plans the Parents-Teachers Association events, initiates and supports innovations, monitors staff and student behaviour, designs the school's physical space, organises the curriculum and its contents, chooses textbooks, resources, and equipment, decides on the services to support teaching and learning activities, and successfully maintains, to name a few.

The effectiveness of public secondary school principals in Nigeria is hampered by a number of issues, including inadequate funding, subpar infrastructure, a weak capacity-building programme, a lack of qualified teachers, subpar ICT infrastructure, a lack of instructional resources, subpar supervision and security issues, subpar leadership, subpar decision-making abilities, and subpar communication methods, to name a few. This may be related to both the students' and the teachers' work performance in the classroom. The leadership philosophies, decision-making techniques, and communication channels relevant to this study are discussed in the following paragraphs:

A leader is someone who motivates others to achieve planned or specified goals. They have the power to persuade or start others' actions, so they considerably aid in the accomplishment of

organisational objectives. A leader is also someone who is in charge of persuading followers and influencing their attitudes, conduct, and sentiment in order to successfully accomplish stated goals and objectives. Thus, a leader directs, organises, and motivates others to accomplish a particular goal<sup>7</sup>. But for a leader to be successful or efficient, the subordinate must actively and voluntarily comply. Several leadership philosophies, including authoritarian, democratic, strategic, pacesetter, digital, servant, laissez-faire, transactional, transformational, coaching, situational, bureaucratic, and visionary leadership, can be used to achieve this.

A leader uses a mix of characteristics, qualities, and behaviours that make up their leadership style to guide others, inspire employees, and carry out plans<sup>8</sup>. The effectiveness of the main administrative functions is significantly impacted by the leadership styles displayed. The principal, as the manager, must be able to control them even if a range of situations and conditions prevent the school from achieving its goal. Low teacher attitudes towards their jobs, low student academic progress, a strained home-school relationship, chaos in school programmes and events, and other issues may arise if the principal has an unacceptable leadership style. Any organisation's success, whether formal or informal, is based on its leadership and governance practises<sup>9</sup>. Therefore, autocratic, democratic, laissez-faire, and digital leadership styles will be taken into account in this study, especially as they relate to the administrative effectiveness of principals.

People who follow an autocratic leadership style don't participate in decision-making, and they control "with an iron hand."<sup>10, 11, 12</sup>. All decisions are made without the staff's approval. They typically fail to provide an explanation for their behaviour and are uncompromising in their position<sup>13, 14</sup>. It is one in which the leader holds a disproportionate amount of decision-making

authority. A distant and autocratic boss never respects staff decisions<sup>15</sup>. This is because it is enforced on an organisation, autocratic leadership is frequently referred to as coercive leadership<sup>16</sup>. Total and totalitarian control over a group is a requirement of this kind of leadership. In this style of leadership, the leader's power is consolidated, and virtually all decisions about objectives, tasks, projects, and work procedures are made by the leader.

They force all work practises and procedures on their staff members and refuse to give them authority over significant decisions. The majority of jobs are rigidly structured and highly organised. Talking about creativity and unorthodox thought is essentially impossible. As a result of authoritarian leadership, innovative ideas may be suppressed in organisations<sup>17</sup>. Subordinates' creative potential is hampered by an autocratic leader's total control. These bosses govern their workers in an authoritarian manner and closely monitor them. The autocratic leadership style emphasises the difference between authoritarian leaders and their adherents. These leaders make it a priority to have straightforward business relationships. For them to maintain a successful environment and followership, direct supervision is crucial.

The perspective of those in authority, which may or may not be compatible with those being led, is frequently reflected in authoritarian leadership styles. Authoritarian leaders who prioritise efficiency may regard other styles, such as a democratic style, as barriers to development. Examples of authoritarian leadership include a police officer directing traffic, a teacher making a student complete an assignment, and a manager ordering a subordinate to clean a workstation. Each of these roles calls for a specific set of skills that allow the leader to establish order or make a point. An authoritarian management style can result in a tense workplace where there is little to no room for discussion and employees who bring up grievances are dismissed as useless.

As a result, as compared to more democratic leadership philosophies, authoritarian leadership styles have been associated with lower group member satisfaction<sup>20</sup>.

The democratic leadership style comprises the leader delegating decision-making authority to group members while simultaneously advancing social equality and the group's goals. A democratic leader makes choices after considering the opinions of all team members. Each employee has a voice in the direction the project takes, even though he or she makes the final decision<sup>19</sup>. This leadership approach seems to be one of the most successful since it fosters lowerlevel employees' involvement in the decision-making process. If a principal thinks that staff members need to be heard, then that principal is said to have chosen a democratic leadership style in the educational system. Even if their proposals are not followed through on, the staff still feels valued if their thoughts are taken into consideration; it is acknowledged that this is a step in the decision-making process. Such a principal will also choose how to make judgements and justify them so that staff members do not believe their input and ideas are being disregarded. The team leader believed that his team was intelligent and that he would use their suggestions while also keeping them inspired to help the school advance<sup>19</sup>. Due to their human position, everyone should have a say in the group's decisions, according to the democratic method. Nevertheless, democratic leadership still requires the counsel and power of a single figurehead. According to the democratic approach, the group's leader must decide who should be consulted and who has the power to make, vote on, and participate in decisions<sup>20</sup>.

One of the most effective leadership philosophies, according to research, is to boost group morale, productivity, and contributions from all members. Members of the group are encouraged to share their opinions and ideas since democratic leadership can produce better concepts and

creative solutions to problems. Despite being one of the most effective styles of leadership, democratic leadership has some limitations. When positions are ambiguous or time is of the essence, democratic leadership can result in communication failures and incomplete initiatives. Democratic leadership functions best when group members are knowledgeable and eager to share their expertise. Giving people plenty of time to input, create a form, and then vote on the best plan of action is also essential<sup>21</sup>.

Democratic leadership, when used successfully, can contribute to the development of favourable and productive workplace environments. By fostering an environment where people can interact, exchange ideas, and have conversations at work, the foundation for stronger team relationships can be laid. Talking becomes routine, and regular interactions with coworkers, especially on issues that directly impact their work lives, can swiftly lay the groundwork for stronger professional (and personal) ties. It's crucial to remember, though, that democratic leadership might not always work. Autocratic leadership was proven to be more successful than democratic leadership at enhancing team performance in high-stress situations<sup>22</sup>. Similar to this, democratic leadership might not be as well-liked in some organisations where hierarchy is heavily prized as it is in more egalitarian organisations<sup>23</sup>.

Laissez-faire leadership, commonly referred to as hands-off leadership, includes the leader delegating decision-making authority to subordinates but offering little supervision or oversight. Its origins can be found in the French proverb "laissez faire," which translates to "let them do." In this leadership style, the boss gives workers the freedom to assume responsibility for their tasks, including making decisions and finding solutions on their own. A laissez-faire leadership style completely gives the followers' rights and decision-making authority<sup>24</sup>. Laissez-faire managers grant their employees complete freedom in how they carry out their duties. It enables

followers to exercise self-governance while still offering direction and assistance when necessary. Although the laissez-faire leader who practises guided freedom provides all the resources needed for the followers to accomplish their goals, he or she does not take part in decision-making until the followers ask for it<sup>25</sup>.

As a result of autonomy and the freedom to make decisions and solve problems on their own, laissez-faire leadership encourages creativity, innovation, trust, and respect in subordinates. This makes them feel valued, increases job satisfaction and motivation, and can therefore result in productivity and better results. When followers are highly educated, competent, and experienced, the laissez-faire leadership style is beneficial to use. Followers are inspired to finish their own work because they take joy in it. Followers are experts when their level of knowledge exceeds that of the group leader. People who follow are trustworthy and knowledgeable. It's important to remember that these circumstances signal that the group is already likely to be successful. However, leadership style has been associated with worse group member satisfaction than democratic leadership and worse productivity than authoritarian and democratic leadership<sup>26</sup>. Laissez-faire leadership may be classified as non-leadership or leadership avoidance, according to certain studies<sup>27</sup>.

In the digital era, digital leadership is a desired leadership style<sup>28</sup>. Digital leadership uses technology, such as digital devices, services, and resources, to improve communication, plan work and personal lives, and develop innovative approaches to accomplishing things well that have been done before<sup>9</sup>. They view technology as the equivalent of money<sup>29</sup>. A digital leader inspires their team members to share their curiosity and is continually looking for the best and most inventive ways to perform tasks<sup>9</sup>. They typically work hard to find time for studying and

frequently have an open mind. They ensure that their work is interesting, pertinent, fundable, available, and reasonably priced to produce and deliver<sup>29</sup>.

A good digital leader is aware of the company's objectives and knows how their duties fit into those goals. With a significant emphasis on changes in the competitive market, it is a team-oriented job with a cooperative approach<sup>30</sup>. An organisation that has successfully used its digital resources to create and maintain a competitive advantage is an example of a digital leader<sup>31</sup>. These digital thought leaders will examine how technology could make their organisation more receptive to customer requests and dynamic business needs. Additionally, a digital leader understands the importance of inbound data and the business procedures that make it possible. Communication skills, creativity, and a willingness to try out novel emerging technologies and digital information are valued by the company<sup>32</sup>.

An organisation can establish workflow and business processes to quickly integrate new technologies, goods, and services while also ensuring that legacy applications and IT operations are maintained with the help of good digital leadership. Understanding what digital transformation includes is crucial for understanding the role of a digital leader<sup>33</sup>. It entails using brand-new, rapidly evolving digital technology to address problems. To ensure success for the leader, organisation, and workforce as a whole, digital leadership is evidently a delicate balancing act in today's world<sup>34</sup>. Major organisations now have a 42 percent average belief that developing leaders is more important than ever and that having leaders with digital skills is essential for success in the digital era. Digital leaders must possess a variety of skills, including but not limited to communication, vision, digital literacy, forms, risk-taking, and adaptability.

Making decisions is a crucial process both in personal and professional contexts. It entails choosing the best option from a variety of possibilities. It is viewed as the cognitive process that leads to the best decision among a number of alternate options that may be made based on the facts at the leader's disposal<sup>35</sup>. Reflecting an organisation's success or failure is a basic managerial function<sup>35</sup>.

The ability to choose a belief or a course of action from among a variety of different choices is thought of as the ability to make decisions in general<sup>36</sup>. Success in a variety of professions, including business, healthcare, education, and politics, depends on the capacity to make wise decisions. Since decisions are seen as the key to success, the decision-making position is seen as the core of executive operations and omnipotent in determining the success or failure of an organization<sup>37</sup>. This is the mainstream view in management theory and practice. Many different abilities are used in decision-making, including time management, emotional intelligence, problem-solving, confidence, adaptability, and creative thinking. Other abilities include assessing risks, balancing benefits and drawbacks, analytical and critical thinking, and acquiring and analyzing information. Therefore, this study will cover problem-solving, time management and emotional intelligence as they relate to administrative performance.

Success in a variety of spheres of life, such as employment, relationships, and education, depends on one's ability to solve problems. Finding a solution to a problem or issue cognitively involves obtaining and analysing information, identifying alternatives, and selecting the best course of action<sup>38</sup>. A combination of critical thinking, inventiveness, and persistence is necessary for effective issue solving. The 4-step issue-solving process, which involves the steps of problem identification, problem analysis, solution generation, and solution implementation, is a well-liked

model of problem-solving<sup>39</sup>. People identify the issue or problem they need to solve at the problem identification stage. In the problem analysis stage, people gather and examine data to develop a deeper understanding of the issue. Individuals come up with potential solutions to the problem during the solution-generating stage. The best solution is finally selected and put into action at the solution implementation stage. The capacity to assess alternative options and make thoughtful selections is a crucial component of effective problem-solving. Effective decision-making requires the ability to evaluate prospective solutions, which entails weighing the advantages and disadvantages of various possibilities as well as taking potential risks and benefits into account<sup>40</sup>.

Having the ability to manage one's time well is crucial for helping people complete tasks and reach their objectives. Prioritising tasks, allotting time for each activity, and employing strategies to prevent procrastination and distractions are all essential components of effective time management<sup>45</sup>. Tasks should be divided into four categories: "urgent and important," "important but not urgent," "urgent but not important," and "not urgent and not important"<sup>46</sup>. Individuals may be able to concentrate better and spend less time on less crucial chores as a result. The capacity to assign time to each task is a crucial component of time management. This entails evaluating the amount of time needed for each activity and allocating specific time blocks to finish them. To prevent burnout and sustain productivity, people should schedule breaks and time for self-care<sup>47</sup>. Effective time management also necessitates using strategies to ward off procrastination and distractions. To improve concentration and productivity, a researcher proposes employing the Pomodoro technique, which entails working for 25-minute periods and taking quick breaks<sup>48</sup>. People should also minimise distractions by disabling notifications, removing pointless tabs, and working in a quiet setting.

Time management skills are essential for efficient administration. Administrators must be able to prioritise projects, allocate time properly, and successfully manage their workload because they are in charge of handling a variety of duties and supervising staff. Administrators must have effective time management techniques in order to accomplish their objectives and fulfil deadlines. Setting work priorities based on importance and urgency is a crucial time management technique. Administrators should delegate or postpone duties that are less crucial and concentrate on those that are urgent and important<sup>49</sup>. By doing this, administrators can make better use of their time and avoid becoming overburdened with work. The capacity to assign work to personnel is a crucial component of time management for administrators. Administrators can focus on duties that call for their particular competence and save time by delegating other responsibilities to others<sup>49</sup>. However, efficient delegation necessitates clear communication and faith in staff members' capacity for task completion. Administrators can boost their productivity and efficiency by utilising a variety of time management tools and practises. Electronic calendars and task lists, for instance, can assist administrators in planning their schedule and monitoring task progress<sup>50</sup>. Apps and software for time tracking can be useful for keeping track of how much time is spent on various tasks and pinpointing areas where time might be used more effectively. Administrators must prioritise self-care in addition to these methods to prevent burnout. Taking pauses, controlling stress, and upholding a healthy work-life balance are all part of this<sup>49</sup>. Burnout can cause a decline in motivation, productivity, and job satisfaction, all of which can have a detrimental effect on administrative effectiveness.

A crucial ability that enables people to effectively recognise, control, and use their emotions is emotional intelligence. It has been connected to greater personal and professional outcomes, such as better work output, elevated job happiness, and enhanced interpersonal connections. The

ability to recognise emotions accurately in oneself and others, to use emotions to aid in thinking, to comprehend emotions, and to regulate emotions successfully are all examples of emotional intelligence<sup>51</sup>. According to this definition, emotional intelligence is a complex concept that includes both social and self-awareness, as well as the capacity to control one's own emotions and have an impact on those of others. Additionally, studies have indicated that those with higher emotional intelligence tend to be happier and in better overall health<sup>52</sup>. Additionally, they have higher prosocial behaviour and empathy levels than the general population<sup>53</sup>.

In many organisations, emotional intelligence has been regarded as a crucial component of administrative effectiveness. Emotional intelligence has been demonstrated to significantly affect organisational effectiveness in the field of leadership. High emotional intelligence leaders are better able to control their own emotions as well as those of their team members, which fosters stronger bonds, higher levels of motivation, and higher levels of productivity<sup>54</sup>. Additionally, they are more likely to promote a pleasant workplace culture, which may increase job satisfaction and lower turnover rates<sup>55</sup>. Effective communication is another area where emotional intelligence is vital for administrative success. Leaders with high emotional intelligence are better able to comprehend and respond to the emotional needs of others, which is a requirement for effective communication<sup>56</sup>. Additionally, they are able to use their emotional intelligence to establish rapport and trust with team members, which promotes improved communication and greater teamwork. A third area where emotional intelligence is crucial for efficient administration is conflict management. Every organisation will have conflict at some point, and leaders who have high emotional quotients are better able to handle conflict successfully<sup>57</sup>. When faced with disagreement, they are able to maintain their composure, which can help defuse the situation and produce more positive results.

Communication is a key component of efficient administration. Every organisation depends on communication, which may also be considered a managerial tool used by executives to affect operations through interpersonal relationships. When two or more individuals interact, they share information, aspirations, and personal experiences while attempting to understand one another. The various methods by which individuals and groups transmit information, ideas, and opinions are known as communication forms. Despite the significance of communication, there are a number of obstacles that can prevent efficient communication. Language hurdles, cultural differences, physical barriers, emotional barriers, and technical barriers are a few of the obstacles to efficient communication. Language barriers arise when people employ jargon or communicate in various languages that others may not comprehend. Cultural disparities arise when people from various cultures have different norms and communication techniques. When people are physically apart from one another or cannot hear each other, physical barriers develop. When people are not in the proper emotional state to communicate successfully, emotional barriers arise. When people lack access to or have trouble using communication tools, there are technological hurdles.

Individuals and organisations can use a variety of tactics to break down communication barriers and improve successful communication. Active listening, using straightforward language, taking cultural variations into account, offering feedback, and using the proper communication channels are a few of the tactics. Paying close attention to the speaker, interrogating them, and paraphrasing what they say are all examples of active listening. Avoiding technical jargon and speaking in a clear, succinct manner are both aspects of adopting plain language. Understanding the communication practises and cultural norms of people from other cultures is necessary when taking cultural variations into account. Giving feedback entails making helpful comments in

order to enhance communication. Utilising the proper channels of communication entails selecting the best communication instrument for the message and target audience. There are many ways to

categorise communication, including written, nonverbal, and spoken.

An important part of human connection is verbal communication, which involves the spoken exchange of ideas and information. Both official and informal forms of communication, such as face-to-face interactions, phone calls, meetings, and presentations, are included. Clear and simple language, attentive listening, and audience understanding are all necessary for effective verbal communication. Building trust and good connections at work requires effective verbal communication<sup>58</sup>. Effective leadership and team collaboration depend on having strong verbal communication abilities. Researchers also emphasised the value of empathy and attentive listening in verbal communication.

The success or failure of an organisation can be greatly influenced by an administrator's capacity to communicate effectively with their team, peers, and stakeholders. One of the most typical modes of communication used in administrative contexts is verbal communication. Verbal communication that is successful can have a big impact on organisational effectiveness<sup>59</sup>. To ensure that everyone is aware of the organisation's goals, objectives, and expectations, administrators must first successfully communicate with their workforce. Employee understanding of duties and responsibilities can increase productivity and job satisfaction. This is made possible by effective communication. Secondly, in order to establish enduring relationships and collaborations, administrators must effectively communicate with their coworkers and stakeholders. Establishing trust, encouraging teamwork, and resolving problems

may all be accomplished through effective communication. Additionally, good communication can support the development of a great workplace culture. Communication-skilled managers may foster a climate of openness, accountability, and responsibility that fosters employee respect and trust. This may encourage a sense of community, which may increase motivation and dedication to the objectives of the organisation.

Administrators can use a variety of tactics to enhance verbal communication in work environments. Encourage active listening as a tactic. Paying close attention to the speaker, interrogating them, and paraphrasing what they say are all examples of active listening.

Administrators who can effectively respond to the needs and concerns of their personnel, colleagues, and stakeholders, however, another tactic is to use straightforward language. Administrators should communicate with clarity and straightforward language rather than technical jargon. This can lessen the likelihood of miscommunication and help guarantee that everyone understands the message. To aid employees in developing their communication skills, administrators should give them feedback. Feedback must be positive and specific, pointing out problem areas and making suggestions for solutions. Employee performance can be enhanced, and communication skills can be developed as a result.

Effective communication must include textual communication, which entails the exchange of data, concepts, and ideas in written form. There are many distinct types of written communication, including emails, memoranda, reports, letters, and proposals. Formal and casual written communication can be divided into these two categories. Formal written communication, which has a predetermined format and structure, is used for official purposes and includes things

like business letters, reports, and memoranda. Contrarily, informal written communication, which includes emails and text messages, is used for personal communication and is less official. Administrators can communicate information, ideas, and thoughts effectively, efficiently, and promptly using written communication. Both internal and external communication fall into this category. Memos, emails, and reports are examples of internal written communication that is used within a company to communicate information to staff members, associates, and managers. On the other hand, external written communication is used outside of an organisation and includes things like letters, proposals, and news releases to inform stakeholders, clients, and the general public.

In many facets of life, including business, education, healthcare, and interpersonal relationships, effective written communication is crucial. Individuals and organisations can use a variety of tactics to ensure good textual communication. Using clear and simple language, rationally arranging communications, taking the audience into account, and correcting for errors are a few of these tactics. Using plain language and avoiding technical jargon prevents the reader from becoming lost in your writing. Using headings and subheadings to arrange information in a way that is simple to read and understand is one technique to rationally structure messages. Taking the audience into account entails adapting the message to the reader's level of education and comprehension. Verifying the message for spelling, grammar, and punctuation issues is known as proofreading.

Body language, facial expressions, tone of voice, and other nonverbal clues are all used in nonverbal communication to communicate messages. It is a crucial aspect of communication that can either increase or decrease the impact of a message. Body language, facial expressions, voice

tones, and proxemics are a few examples of nonverbal communication categories. Gestures, posture, and bodily motions all contribute to body language. The use of the eyes, mouth, and other facial features to portray emotions and attitudes is known as facial expression. The volume, pitch, and inflection of a person's voice are all considered to be part of their tone of voice. Proxemics is the use of physical proximity and distance to communicate ideas. Because it can supplement, support, or contradict verbal signals, nonverbal communication is significant. It can also communicate attitudes and emotions that might not be verbally articulated. Additionally, nonverbal cues can affect how someone is seen in terms of credibility, likeability, and attractiveness. For instance, a speaker may come across as more believable and likeable if they make eye contact and use appropriate gestures rather than if they avoid it and exhibit rigid body language. Hence, this study investigated principal leadership styles, decision-making skills and communication forms as determinants of public senior secondary school principal administrative effectiveness in Oyo State, Nigeria.

## **1.2 Statement of the Problem**

There appears to be widespread dissatisfaction with most public secondary school principals' administrative effectiveness in Nigeria, particularly in Oyo State in recent years. Low levels of teachers engagement, teachers non responsiveness to teaching profession, lack of discipline among students and staff, poor record keeping, inappropriate coordination of admission and examination procedures, low level of students' academic attainment and performance as well as teachers work dedication and satisfaction seem to be some of the evidence of irregularities that may arise due to the administrative ineffectiveness of public secondary schools principals in Oyo state. There is likelihood that public secondary schools with incompetent principals lacking digital knowledge with the type of leadership styles and communication forms suitable for

administrative effectiveness may fail in attaining the educational set goals. Factors such as poor working environment, non-digitalized principals, poor decision-making skills, and communication forms adopted, bad government policy, poor cooperation on the part of the 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>42</sup>. However, much work seems to have not been done in digital leadership style and communication forms as catalyst of principals' administrative effectiveness in public secondary schools in Oyo State. Hence, this study investigated on leadership styles, Decision-making skills, and communication forms as determinants of public senior secondary school principal' administrative effectiveness in Oyo state.

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

The aim of the study is to investigate the influence of principal leadership styles, decision-making skills and communication forms on public senior secondary school administrative effectiveness in Oyo State. The objectives are to:

- i. identify the level of administrative effectiveness (planning, coordinating and supervision) of public secondary school principals in Oyo State.
- ii. identify the most prevalent leadership style (autocratic, democratic, laissez-faire, and digital leadership) that is being adopted by public secondary school administrators in Oyo State.

- iii. identify the level of decision-making skill (problem-solving skills, time management skills, and emotional intelligence) that is being used among principals in public secondary schools in Oyo State.
- iv. determine the prominent communication form (oral and non-oral) that is being used by secondary school principals in Oyo State.
- v. examine the combined influence of leadership styles, communication forms, and decisionmaking skills on administrative effectiveness in public secondary schools in Oyo State.
- vi. examine the relative influence of leadership styles, communication forms (oral and nonoral), and decision-making skills on administrative effectiveness in public secondary schools in Oyo State.
- vii. determine the gender difference in communication forms (oral and non-oral) used by public secondary school principals in Oyo State.
- viii. determine the gender difference in the decision-making skills (problem-solving, time management, and emotional intelligence) of public secondary school principals in Oyo State.
- ix. ascertain gender difference in administrative effectiveness (planning, coordinating and supervision) of secondary school principals in Oyo State.

#### **1.4 Research Questions**

For the purpose of this study, the following research questions are posed to be answered.

1. What is the level of administrative effectiveness (planning, coordinating and supervision) among public secondary school principals in Oyo state?
2. What is the most prevalent leadership style (autocratic, democratic, laissez-faire, and digital) among public secondary school principals in Oyo State?
3. What is the level of decision-making skill (problem-solving, time management, and emotional intelligence) among principals in public secondary schools in Oyo state?
4. What is the prominent communication form used by public secondary school principals in Oyo State (oral and non-oral)?

### **1.5 Hypotheses**

- H<sub>0</sub>1: There will be no significant combined influence of leadership styles, decision-making skills and communication forms on administrative effectiveness of public secondary school principals in Oyo state.
- H<sub>0</sub>2: There will be no significant relative influence of leadership styles, communication forms (oral and non-oral), and Decision-making skills on administrative effectiveness in public secondary schools in Oyo State.
- H<sub>0</sub>3: There will be no significant gender difference in communication forms (oral and non-oral) used by public secondary school principals in Oyo State.
- H<sub>0</sub>4: There will be no significant gender difference in the decision-making skills (problemsolving, time management, and emotional intelligence) of public secondary school principals in Oyo State.

H<sub>05</sub>: There will be no significant gender difference in administrative effectiveness (planning, coordinating and supervision) of secondary school principals in Oyo State.

## **1.6 Significance of the Study**

It is expected that the outcome of this research will be useful to many stakeholders, Academicians, Heads of educational institutions acquiring managerial skills who will gain more knowledge and become experts in their profession. The findings of this will be significant to school principals, teachers, students, parents, public secondary schools, in Oyo state, policy makers, all three tiers of government and future researchers. It is expected that the findings of this study will expose the school principals to some administrative problems leading to ineffective administration in public secondary schools in Oyo state and help principals to adopt suitable leadership styles, decision making skills and communication forms that can take care of existing problems. Teachers will benefit tremendously from the findings of this study as the study will reveal some of the problems affecting teachers' effectiveness. As principals and stakeholders makes adjustment and implement acceptable forms, recommended in this study. Parents and students will benefit from the findings of this study because when the necessary corrections are carried out, the teachers will carry out their duties by engaging both principals and students positively. The students will enjoy quality teachings which will enhance excellent performance in their examination.

The result of this study will serve as an eye opener to all stakeholders in government and offer them solutions to all problems raised. The findings of this study will be added to the existing

literature through publication of the study and current and future researchers in similar field of study will also find the results of this study beneficial.

The school owners and administrators too will benefit tremendously because their knowledge and choice of the right leadership styles, appropriate decision-making skills and relevant communication forms will make the educational system to be in the right direction thereby assisting both students and schools to achieve the organizational goals.

The two tiers of government (Federal and state) government will draw wealth of experience through feedbacks and published research thereby offering solutions to various challenges confronting public secondary schools across the relevant government institutions.

This research will benefit a lot of students after the publication because it will be a reference points for further research in academic pursuits and acquisition of greater knowledge.

The findings of this research will assist policy makers in recognizing the needs of both administrators, organization and the students. These educational planners and policy makers will recognize the importance of including educational administrations as part of anyone desiring to be a school principals' course of study.

The school principal will also benefit from the outcome of this study since it will expose numerous shortcomings in leadership styles, decision-making skills and communication forms that should not occur in schools.

Finally, the findings of the study will be of benefit to teachers as it will help them to identify the administrative competences, skills and forms they need to acquire as future school administrators.

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

The geographical scope of the study covered all the three senatorial districts in Oyo state, Nigeria, Oyo North, Oyo Central and Oyo South respectively. The study conceptually covered leadership styles, decision-making skills and communication forms as determinants of public secondary school principal administrative effectiveness. There are six hundred and twenty-nine (629) public secondary schools in Oyo state comprising fourteen thousand, four hundred and two teachers (14,402), six hundred and twenty nine principal(629) altogether. The institutional scope of the study covered all the public secondary school principals and teachers in Oyo state. Hence, the conceptual scope of the study will be limited to leadership styles (autocratic, democratic, laissezfaire, and digital leadership), decision-making skills (problem-solving skills, time management skills, and emotional intelligence) that is being used among principals in public secondary schools in Oyo State, and prominent communication forms (reports, manuals, memorandums, letters, staff meetings, suggestion boxes)as determinant of public secondary school principal' administrative effectiveness in Oyo State.

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

The present study is not without some limitations. Specifically, the study was conducted amidst a period of fiscal stringency in Nigeria, which created several logistical hurdles with respect to the distribution of the study's research instruments. Furthermore, due to the state of the nation, some of the survey's respondents exhibited reluctance to partake in the survey. Also, while the sample

size of the study was deemed adequate to accurately depict the situation in the research area, caution must be exercised when extrapolating the findings to other states, regions or locations within the country.

## 1.9 Operational Definition of Terms

**Administrative Effectiveness:** This is the secondary school principal's proactive response to duties and challenges which brings about responsiveness, bearing in mind their responsibilities to foster growth in positive values in the secondary schools. The administrative duties of the secondary school principals considered in this study are: Planning, Coordination and Supervision of teaching/learning processes for effective achievement of pre-determined goals and objectives of the senior secondary schools.

**Planning:** This entails the process of deciding in detail how to source and arrange human and material resources for optimum achievement of teaching and learning goals in senior secondary schools in Oyo State.

**Coordinating:** This implies the ability of a senior secondary school principal to harness or synergize different parts or sections of his secondary school together and ensure all work together collaboratively to ensure achievement of pre-determined objectives for public secondary schools in Oyo State.

**Supervision:** In this study, supervision implies the process that involves the senior secondary school principal meeting regularly and interacting with the teachers and non-academic staffs to review their work and to ensure achievement of pre-determined goals of the schools in Oyo State.

**Leadership Styles:** These are the different styles of leadership that any leader can adopt such as (democratic, autocratic and laissez-faire) which are considered in this study.

a. **Autocratic Leadership Style:** This is a type of leadership style in which the principal makes decisions on his own without consulting subordinates. Decisions under this leader are centralized, the subordinates are not allowed to have a say even in matters that concerns but rather have a sense of being dominated upon. This subordinate operates under a domineering leader.

b. **Democratic Leadership Style:** This is a type of leadership style that encourages all members of the organization including the led and the leaders to have a sense of belonging and to also have an input in the running and welfare of the organization. In this type of style, each member irrespective of their status is recognized by the leader and their opinion is welcomed with respect even if such opinion will not be used by the leader.

c. **Laissez-Faire Leadership Style:** This leadership style allows subordinates to make decisions and also the leaders do not show much concern about the decisions made, though the leaders get responsible for the outcome of the decisions made.

d. **Digital Leadership:** This is the use of school's digital assets such as; computer, Fax Machine, internet facilities, email, digital libraries to mention few to achieve school's set goals in Oyo State.

**Decision-making Skills:** This shows the abilities of a school principal to choose between two or more alternatives in order to attain the best outcome for the organization within a short period of time. Such decision must be suitable and informed in order to attain the school's stated goals.

The following skills shall be given consideration in this study: (Problem-solving, time management and emotional management)

a. **Problem-solving:** This skill enables the principal to identify the cause of any problem and make a critical decision in the interest of the organization. In addition, a principal having this skill will be able to consider various options, take proactive and effective decisions without entertaining emotions or sentiments that can affect the organizations set goals.

b. **Time Management:** This refers to the principal's ability to proactively manage time (human and other resources) effectively and productively.

c. **Emotional Intelligence:** The ability of a principal to be aware of his emotion, recognize his strength and use such emotion in a productive way to communicate effectively, empathize with employees, resolve crises and bring normalcy even in the midst of stress.

**Communication Forms:** This is the public secondary school principals plan designed to disseminate relevant information to the subordinates with clarity. This communication form maybe verbal/oral, written and non-verbal.

**Oral:** This refers to the exchange of messages or information using spoken words or language. It involves the use of words, tone of voice, and delivery to convey meaning from one person to another, either face-to-face or through other mediums like phone, one-one, staff meetings, amongst others.

**Non-oral:** This refers to any form of communication that does not involve the use of words or language. This can include facial expressions, body language, gestures, eye contact, tone of voice, posture, and other forms of physical behaviour that convey meaning or information.

### Endnotes

1. E. N. Jidefor. *Principal's Administrative Strategies for Effective Teachers Job Performances in Secondary Schools in Awka South Local Government Area*. **International Journal of Innovative Social & Science Education Research** 10(1), Jan.-Mar 2022, 48-61.
2. C. Orefice & E. Guraziu. *Making Educational Planning: Skills, Methodologies, Experiences*. **Form@ re-Open Journal per la formazione in rete**, 18(3), 2018, 142-152.
3. I. Fika, M. Ibi and B. Aji. *Leadership Styles of Head of Department and Academic Staff Performance in the University of Maiduguri*. **Maiduguri Journal of Education Studies**, 8(1), 2015, 83-94.
4. A. J. Ayeni & C. A. Akinfolarin. *Assessing Principals' Coordinating and Controlling Strategies for Effective Teaching and Quality Learning Outcome in Secondary Schools in Ondo State, Nigeria*. **International Journal of Learning, Teaching and Educational Research**, 7(1), 2014, 180-200

5. P. M. Kettner, R. M. Moroney & L. L. Martin. *Designing and Managing Programs: An Effectiveness-Based Approach*. Sage Publications, 2015.
6. P. Pandey. *The Need for Administrative Effectiveness of the Principals at Secondary Level*. **International Journal of Advanced Education and Research** 2(3): 2017, 68-70, Retrieved from [www.alleducationjournal.com/](http://www.alleducationjournal.com/)
7. C. E. Alutu. *Relationship between the Leadership Style Adopted by Heads of Schools and Teachers' Job Satisfaction: Empirical Evidence from Onitsha Education Zone in Anambra State Nigeria*. **The Journal of Social Science Studies and Research**, 2(4), 2022, 123-132. <http://www.tjsssr.com>
8. D. Belias, I. Rossidis, C. Papademetriou & C. Mantas. *Job Satisfaction as Affected by Types of Leadership: A Case Study of Greek Tourism Sector*. **Journal of Quality Assurance in Hospitality & Tourism**, 23(2), 2022, 299-317.
9. E. Bakare & A. O. Oredein. *Comparative Study of Leadership Styles in Public and Private Secondary Schools in the COVID-19 Era in Ido Local Government Area, Nigeria*. July 2020, 1-94, DOI: 10.46932/sfjdv3n4-011
10. C. M. Siddique & H. F. Siddique. *Antecedents and Consequences of Managerial Decisionmaking Styles in the Arabian Gulf*. **Management Research Review**, 43(1), 2019. 811-845, DOI: 10.1108/MRR-02-2018-0047
11. J. Y. Akparep, E. Jengre & A. A. Mogre. *The Influence of Leadership Style on Organizational Performance at Tumakavi Development Association, Tamale, the Northern Region of Ghana*. **Open Journal of Leadership** vol 8 (01), 2019, 1-22
12. R. Lundmark, A. Richter & S. Tafvelin. *Consequences of Managers' Laissez-faire Leadership during Organizational Restructuring*. **Journal of Change Management**, 22(1), 2022, 4058.
13. J. Du, N. N. Li. & Y. J. Luo. *Authoritarian Leadership in Organizational Change and Employees' Active Reactions: Have-To and Willing-To Perspectives*. **Frontiers in Psychology**, 10, 2020, 3076.
14. J. Dai & A. J. Spires. *Advocacy in an Authoritarian State: How Grassroots Environmental NGOs Influence Local Governments in China*. **The China Journal**, 79(1), 2018, 62-83. DOI: 10.1086/693440
15. E. Meyer. *Being the Boss in Brussels, Boston and Beijing*. *Harvard Business Review*, 95 (4), 2017, 70-77

16. C.M. Siddique, H.F. Siddique & S. U. Siddique. *Linking Authoritarian Leadership to Employee Organizational Embeddedness, LMX and Performance in a High-Power Distance Culture: A Meditation-Moderated Analysis*. **Journal of Forms and Management**, 2020, 393-411, DOI: 10.1108/JSMA-10-2019-0185
17. A. T. Declahanov, F. Bozorou & S. Sung. *Paternalistic Leadership and Innovative Behavior: Psychological Empowerment as a Mediator*. **Sustainability**, 11 (6), 2019, 1770. <https://doi.org/10.3390/su11061770>
18. Peretomode, V. F. *Theories of Management: Implications for Educational Administration, Abraka, Nigeria*: University Printing Press, 2012.
19. A. R. Jamali, A. Bhutto, M. Khaskhely & W. Sethar. *Impact of Leadership Styles on Faculty Performance: Moderating Role of Organizational Culture in Higher Education*. **Management Science Letters**, 12(1), 2022, 1-20. doi:10.5267/j.msl.2021.8.005.
20. U. D. Abasilim, D. E. Gberevbie & O. A. Osibanjo. *Leadership Styles and Employees Commitment: Empirical Evidence from Nigeria*. **SAGE Open**, 9(3), 2019, 115. doi:10.1177/2158244019866287
21. M. Akca. *Strategic Leadership, Readiness for Change, and Innovative Work Behavior: A Field Study from Turkey*. In *Forms and Superior Performance of Micro and Small Businesses in Volatile Economies*. Hershey, PA: IGI Global, 2019, 57-77. doi:10.4018/978-1-52257888-8.ch005
22. M. Yavuz. *Transformational Leadership and Authentic Leadership as Practical Implications of Positive Organizational Psychology*. 2019, DOI: 10.4018/978-1-7998-0058-3.ch008.

23. D. P. Schultz & S. E. Schultz. *Psychology and Work Today: An Introduction to Industrial and Organizational Psychology* (1<sup>st</sup> ed.). Routledge, 2010. <https://doi.org/10.4324/9781003058847>
24. M. C. C. Lee & A. Y. L. Ding. *Comparing Empowering, Transformational, and Transactional Leadership on Supervisory Coaching and Job Performance: A Multilevel Perspective*. **PsyCh Journal**, 2020. DOI: 10.1002/pchj.345
25. L. Guo, S. Decoster, M. T Babalola, L. De Schutter, O. A Garba & K. Riisla, *Authoritarian Leadership and Employee Creativity: The Moderating role of Psychological Capital and the Mediating role of Fear and Defensive Silence*. **Journal of Business Research**. 2018. 92, 219230
26. T. N. Hai & Q. N. Van. *Servant Leadership Styles: A Theoretical Approach*. **Emerging Science Journal**, 5(2), 2021. 245256. doi:10.28991/esj-2021-01273.
27. Gartner. *Leadership in the Digital Age*. Gartner inc. Retrieved from <https://www.Gartner.com/2018>
28. D. C. Promsri. *The Developing Model of Digital Leadership for a Successful Digital Transformation*. **GPH-International Journal of Business Management**, 2(08), 2019, 01-08. Retrieved from <http://www.gphjournal.org/index.php/bm/article/view/249>
29. O. Birgit & E. Alptekin. *Leadership 4.0: Digital Leaders in the Age of Industry 4.0: Digital Leaders in the Age of Industry 4.0*. **International Journal of Organizational Leadership**, 7(4), 2018, 404-412. Doi: 10.33844/ijol.2018.60332
30. S. V. Einarsen, H. Hoel, D. Zapf & C. L. Cooper. *Bullying and Harassment in the Workplace: Theory, Research and Practice* (3<sup>rd</sup> ed.). CRC Press, 2020. <https://doi.org/10.1201/9780429462528>
31. E. H. Al Khajeh. *Impact of Leadership Styles on Organizational Performance*. **Journal of Human Resources Management Research**, 2018, 1-10.
32. C.A Yue, L. R. Men & M. A. Ferguson. *Bridging Transformational Leadership, Transparent Communication, and Employee Openness to Change: The Mediating Role of Trust*. **Public Relat Rev** 45(3), 2019, 1–13. <https://doi.org/10.1016/j.pubrev.2019.04.012>
33. Y., Shen, W. J Chou & J. M. Schaubroeck, *The Roles of Relational Identification and Workgroup Cultural Values in Linking Authoritarian Leadership to Employee Performance*. **European Journal of Work and Organizational Psychology**, 28(4), 2019 498-509.

34. C. C. Obadimeji & A. O. Oredein. *Digital Leadership and Decision-making Styles as Determinants of Public Primary School Teachers' Job Performance for Sustainable Education in Oyo State*. **The Educational Review, USA**, 6(6), 2022, 230-240 <https://www.hillpublisher.com/journals/er/>.
35. A. O. Oredein & A. F. Opatunde. *Decision-making skills as a Framework for Good Governance among Political Administrators in Ibadan Metropolis, Oyo State, Nigeria*. **Global Journal of Arts Humanity and Social Sciences** ISSN: 2583-2034. Vol-2 Iss-3, 2022, page 179-188.
36. C. Apostolopoulos, H. George, M. Krikor, & T. Georgios. *Facilitating Organisational Decision Making: A Change Risk Assessment Model Case Study*. **Journal of Modelling in Management**, 11(20), 2016, 694-721. DOI: 10.1108/JM2-05-2014-0035
37. H. Gieske, B. George, I. V. Meerkerk & A. V. Buuren. *Innovation and Optimizing in Public Organizations Does Become Less*. **Public Management Review**, 22, 2020, 475-497. <https://doi.org/10.1080/14719037.2019.1588356>
38. T. Clausen & D. Mehmet. *Intensity of Innovation in Public Sector Organizations: The Role of Push and Pulse Factors*. **Public Administration Review**, 98, 2020, 159-176. <https://doi.org/10.1111/padm.12617>
39. A. B. L. Cheung. *Administrative Reform: Opportunities, Drivers, and Barriers*. In Oxford Encyclopedia of Public Administration, 2020. doi: 10.1093/acrefore/9780190228637.013.1437
40. B. Friedländer, M. Röber & C. Schaefer. *Institutional Differentiation of Public Service Provision in Germany: Corporatization, Privatisation and Re-Municipalisation*. In *Public Administration in Germany*. Palgrave Macmillan, Cham. 2021, pp. 291-309.
41. A. O. Aliyu, K. Singaravelloo & N. Mansor. *A Review of Administrative Reforms in Developing Countries: Why the Limited Success?* **Journal of Public Administration and Governance**, 11(2), 2021. ISSN 2161-7104 <https://doi.org/10.5296/jpag.v11i2.18390>
42. T. Ø. Bentzen, E. Sørensen & J. Torfing. *Strengthening Public Service Production, Administrative Problem-solving, and Political Leadership through Co-Creation of Innovative Public Value Outcomes?* **The Public Sector Innovation Journal**, 25(1), 2020, 128
43. J. Rocha & G. Zavale. *Innovation and Change in Public Administration*. **Open Journal of Social Sciences**, 9, 2021, 285-297. doi: 10.4236/jss.2021.96021.

44. *The POSEC Method of Time Management*". Time-Management-Abilities.com. . Retrieved, 2019. <https://www.time-management-abilities.com/posec-method.html>
45. E. E. Ekpenyong. *Time Management Abilities of Administrators for Skill Improvement Needs of Teachers in Secondary Schools in Calabar, Nigeria*. **Journal of Education and Human Development**, 4(3), 2016, 143 – 149.
46. F. Harahsheh. *The Effects of Time Management Strategies on Employee's Performance Efficiency: Evidence from Jordanian Firms*. **Management Science Letters**, 9, 2019, 16691674. doi: 10.5267/j.msl.2019.5.021
47. *Productivity 101: An Introduction to the Pomodoro Technique*". Lifehacker. 12 July 2019.
48. A. V. Akinfolarin. *Time Management Strategies as a Panacea for Principal Administrative Effectiveness in Secondary Schools in Enugu State, Nigeria*. **Journal for Studies in Management and Planning**, 3(9), 2017, 143 – 154.
49. T. F. Akinyemi & I. A. Ajayi. *Time Management and Administrative Effectiveness among Secondary School Principals in Ekiti State*. **International Journal of Academic Research in Business, Arts and Science**, 2(8), 2020, 1-11. DOI: 10.5281/zenodo.3992356.
50. S. Olivier. *Understanding and Developing Emotional Intelligence*. 2017, 10.1007/978-98110-0983-9\_37.
51. S. Nicolae. *Models of Emotional Intelligence -Emotional Intelligence in Research and Education*, 2020. 10.13140/RG.2.2.34890.18887
52. M. Khan, A. Minbashian & C. MacCann. *College Students in the Western World are Becoming Less Emotionally Intelligent: A Cross-Temporal Meta-Analysis of Trait Emotional Intelligence*. **Journal of Personality**, 89(6), 2021, 1176–1190. <https://doi.org/10.1111/jopy.12643>
53. B. Afsar, M. Masood, W. A. Umrani. *The Role of Job Crafting and Knowledge Sharing on the Effect of Transformational Leadership on Innovative Work Behaviour*. **Pers Rev** 48(5), 2019, 1186–1208. <https://doi.org/10.1108/PR-04-2018-0133>
54. N. J. Hiller, H. Sin, A. R. Ponnappalli & S. Ozgen. *Benevolence and Authority as Weirdly Unfamiliar: A Multi-Language Meta-Analysis of Paternalistic Leadership Behaviors from 152 Studies*. **The Leadership Quarterly**, 30(1), 2019, 165-184.
55. D. Lima, J. Spahi & V. Shala. *The Management of Emotional Intelligence in the Workplace Impact on Improving Employee Performance*. *Quality Access to Success*, 23(188) 2022, DOI: 10.47750/Qas/23.188.40

56. P. A. Augusty & J. Mathew. *Theoretical Framework of the Relationship between Emotional Intelligence and Effective Leadership to Ensure Sustainability*. **Int. J. Sci. Technol. Res**, 9(3), 2020. ISSN 2277-8616
57. A. J. Ayen & O. B. Akinola. *Organizational Communication and Teachers' Productivity in Secondary Schools in Ondo State, Nigeria*. **Journal of Education and Practice**, 11(17), 2020, DOI: 10.7176/JEP/11-17-11
58. M. Musheke & J. Phiri. *The Effects of Effective Communication on Organizational Performance Based on the Systems Theory*. **Open Journal of Business and Management**, 9, 2021, 659-671. doi: 10.4236/ojbm.2021.92034

Do Not Copy, Lead City University, Nigeria

## **Chapter Two**

### **Literature Review**

This chapter reviews various scholarly discourses that relate to leadership styles, decision-making skills, communication forms as determinants of public senior secondary school principal administrative effectiveness in Oyo State. The chapter is sectionalized into the following:

#### **2.1 Conceptual Review**

2.1.1 Concept of Administrative Effectiveness

2.1.2 Leadership Style

2.1.3 Decision-making Skills

2.1.4 Communication Forms

#### **2.2 Theoretical Framework**

2.2.1 Management Theory of Henri Fayol

2.2.2 System Theory

2.2.3 Fielder's Contingent Theory of Leadership

2.2.4 Communication Theory

#### **2.3 Review of Empirical Studies**

2.3.1 Leadership Styles and Secondary School Principal Administrative Effectiveness in Oyo State

2.3.1.1 Autocratic Leadership and Administrative Effectiveness in Secondary Schools

- 2.3.1.2 Democratic Leadership and Administrative Effectiveness in Secondary Schools
- 2.3.1.3 Laissez-faire Leadership style and Administrative Effectiveness of Secondary Schools
- 2.3. 1.4 Digital Leadership and Administrative Effectiveness of Secondary Schools
- 2.3.2 Decision-making and Secondary School Principal Administrative Effectiveness
  - 2.3.2.1 Problem-solving Skills and Principal's Administrative Effectiveness
  - 2.3.2.2 Time Management and Secondary School Principal Administrative Effectiveness
  - 2.3.2.3 Emotional Intelligence and Secondary School Principal Administrative Effectiveness
- 2.3.3 Communication Forms and Secondary School Principal's Administrative Effectiveness
  - 2.3.3.1 Oral Communication Forms and Secondary School Principal Administrative Effectiveness
  - 2.3.3.2 Non-verbal Communication Forms and Secondary School Principal Administrative Effectiveness
- 2.3.4 Principals' Administrative Forms for School Effectiveness in Secondary Schools
- 2.4 Conceptual Model**
- 2.5 Summary of Reviewed Literature**
- 2.1 Conceptual Review**
  - 2.1.1 Concept of Administrative Effectiveness**

Any organisation's ability to succeed hinges on effective administration. Administration has been defined as the exact and deliberate arrangement and utilisation of resources (both human and material), conditions, and opportunities for the attainment of the specific objectives of a given organisation<sup>1</sup>. Administrators must be able to plan, organise, and control available resources in

order to produce results because they are responsible for putting policies and choices into practise through coordinated activities<sup>2</sup>. They are accountable for the accomplishment of outcomes through the specialised efforts of others, whether those efforts are made singly or in a group within an organisation.

Effectiveness implies bringing about or accomplishing something; therefore, there must be an accomplishment before an action, an institution, or a person can be said to be effective. Therefore, if an organisation succeeds in achieving its objectives, it can be said to be effective. Hence, administrative effectiveness is the result of administrative activities and efforts that are taken with the objective of achieving predetermined goals. These include delegating tasks, setting an example, and administrative decision-making performance. Research that supports this concept concluded that efficient administration involves getting things done quickly and cheaply<sup>3</sup>. Administrative effectiveness in organisations adheres to certain principles, it is not simply about producing results. The "how" is also crucial since it involves efficiency, which is achieving a goal while spending the least amount of money<sup>4</sup>. An efficient administrator serves as a bridge between an organisation's numerous elements, ensuring good communication and the efficient transfer of information from one part to the next<sup>5</sup>. It is argued that school administrators have difficult and demanding jobs. They are expected to know and understand their communities and schools, to take the initiative to ensure that students receive a quality education, and to continuously advance their professional knowledge<sup>6</sup>. The leadership and management strategies required to enhance students' learning must be understood by a qualified school administrator.

What a manager accomplishes is implied by administrative effectiveness, which is frequently described in terms of output. That is, the capacity of the organisational leader to make best use of

the material and human resources at their disposal to realise organisational goals<sup>7</sup>. According to an author, administrative effectiveness refers to a leader's capacity to produce desired outcomes. He noted that a person's ability to effectively fulfil those stated objectives depends on how well they apply their skills and abilities when leading and guiding others<sup>8</sup>. He came to the conclusion that a leader's success may be used to gauge administrative effectiveness. He asserts that results are typically thought to be influenced by organisational culture<sup>8</sup>. Therefore, in order to produce great outcomes, a competent leader is expected to adapt to the organisational culture and make sure that his or her talents are in line with those objectives. In a related development, a scholar pointed out that there are connections between school administration, the likelihood of accomplishing set objectives, and efficient management. She came to the conclusion that the main objective of principals should be to improve the efficiency of schools with a focus on managing activities even under pressure<sup>9</sup>.

The following factors will determine administrative effectiveness:

- Structured lessons
- Intellectually challenging instruction
- Maximum communication between teachers and students
- Efficient and accurate record keeping
- Parental and community involvement
- Positive school climate
- Productive division of labour among teachers.

The principal has been recognised as the key figure in the administration and thus responsible for supervision of instruction including the execution of administrative functions<sup>10</sup>. The implementation of governmental policies on education in accordance with predetermined criteria is the responsibility of the principals.

He consequently has leadership qualities and a distinct understanding of what needs to be done. These abilities are a result of the principals' understanding of the institution and what must be done to enhance education for all students. The principal has a special opportunity to lead many

organisations, including communities, in their capacity as an administrator. He must therefore use leadership in creating connections with people in the community to serve as school volunteers and in upholding student discipline. According to a study, the principal's administrative ineffectiveness is a barrier to secondary school goals being met<sup>11</sup>. An author argued in support of this finding that school administrators needed to inspire personnel to use their initiative and creativity as important inputs in order to achieve school goals. Effective school leaders are therefore respected and liked rather than feared<sup>12</sup>. They interact with students, show concern for them, and are prepared to reprimand when required. The institutionalisation of an effective quality assurance forms that would be functional and able to meet global standards was prompted by the goal to ensure quality control through routine and ongoing supervision of instructional and other educational services. The World Education Forum recognised the need to enhance educational quality, particularly in literacy, numeracy, and the acquisition of life skills, in addition to emphasising the attainment of "Education for All" (EFA)<sup>13</sup>.

#### **2.1.1.1 Planning**

One of the key components of educational management is planning. It takes careful planning, organising, staffing, directing, and controlling to accomplish the goals and objectives of education. A plan is an agreement to follow a specific course of action thought to be required to produce the intended goals. An author asserts that "planning is the selection and relating of facts and the making and using of assumptions regarding the future in the visualisation and formalisation of proposed activities believed necessary to achieve desired results"<sup>14</sup>. A related author described planning as "a concept of executive action that embodies the skills of anticipating, influencing, and controlling the nature and direction of changes"<sup>15</sup>.

A plan's features are:

1. Instead of being a behaviour at a specific moment in time, planning is a process. The process decides how things will go in the future.
2. Planning generally involves looking to the future, which necessitates scenario planning.
3. The choice of an appropriate course of action is part of planning.
4. All levels of management engage in planning, which is concerned with the future course of action.
5. Planning is flexible because commitments are made based on constantly changing future situations.
6. The managerial processes of perception, analysis, conceptual thought, communication, decision-making, and action are all components of planning<sup>16</sup>. A good plan should focus on enhancing the school's physical infrastructure, faculty, library services, extracurricular and cocurricular activities, and engagement in community programmes<sup>17</sup>.

Without a doubt, planning is a crucial management role in every school, regardless of its location or the grade levels it serves<sup>17</sup>. Principals still use a number of these models instinctively, with varied degrees of success, even though they may not be properly trained in planning models and practices. The failures of previous planning practices and the distaste left by the amount of time and resources that had been spent on those practices may well be blamed for the lack of attention given to planning as a management function in principal preparation programmes<sup>18</sup>. Education planning used to be a very formal, time-consuming, and comprehensive process run by top administrators and technicians<sup>19</sup>. These procedures frequently resulted in extensive plans, most of which were never put into action and served little use other than to gather dust on the collective shelves of the school, district, and state department of education. The planning agendas and practices in schools were dominated throughout the course of the next two decades

by one particular planning model, strategic planning, which was frequently required by the state or the school's accrediting body<sup>20</sup>. It required a lot of time and energy and frequently had no noticeable results. It follows that it is not surprising that the word "planning" has acquired a bad reputation in many educational settings<sup>21</sup>. Planning is an essential managerial function in all schools, yet it is held in low regard. This is because planning is a highly complex managerial function that must be tailored to the specific circumstances of each school and be properly integrated with the other management functions<sup>22</sup>. These failures in plan flexibility, excessive comprehensiveness, and the misunderstanding of the planning process itself have caused an apparent contradiction. This article discusses the situations in which planning is suitable, the many planning models that should be taken into consideration, and how planning should be incorporated into the entire school improvement process in order to guide the proper use of planning in schools<sup>20</sup>. The viewpoint that planners frequently adopted tended to be one that saw planning as the entirety of the organisational reform process. In general, there was a lack of understanding that planning is simply one facet of a complicated, intricate web of operations. Making a great idea is one thing; putting it into action— creating change—and ensuring that change is institutionalised and stable throughout the organisation over time are two entirely different things. The planning process needs to take institutionalisation and execution into account<sup>21</sup>.

#### **2.1.1.2 Coordinating**

The principals' coordination abilities come from the management part. However, coordinating is a procedure a conversion procedure. It is the process of allocating tasks, power, and resources among the coordinating membership in order to further the objectives of the organisation. It is the process of structuring a working connection between two or more individuals in order to

accomplish particular goals<sup>22</sup>. According to a study, organising is the process of putting people and activities into distinct groups and attempting to develop relationships between them<sup>23</sup>. According to a different study, coordination is the process of gathering the human and material resources required for an enterprise's goals to be successfully attained<sup>24</sup>. In this regard, the principals hold a significant and solemn responsibility for the internal coordination and management of the schools. However, for the administrative effectiveness of the school and for the effective and efficient accomplishment of particular goals and objectives of the school, the principals make effective use of the coordination skill to put the right person in the right place to do the right thing at the right time<sup>25</sup>.

According to one scholar, there are four basic phases involved in organising<sup>26</sup>. They include: Work is separated into tasks that must be completed by people with the necessary training and expertise. The departmentalization of tasks into similar groups is a common practice. These divisions are interconnected, defining who reports to whom and who issues orders and directives. In Nigeria, the public is becoming more concerned and vocal about how the principals' administrative effectiveness is in danger. This requires empirical research to provide evidence beyond what has been suggested to the public. The influence of increased enrollment on students' academic performance, which serves as a benchmark for evaluating a principal's administrative effectiveness, may not be unrelated to the declining quality of education over time. According to a study, leadership is the practice of getting others to work voluntarily towards achieving goals<sup>28</sup>. This suggests that the principals, who serve as leaders, should be able to motivate the school community to collaborate in order to accomplish common objectives.

Effective leadership involves using others to do tasks. No leader can thrive without a distinct understanding of where he is going<sup>29</sup>. As a result, a school principal must do a variety of tasks, including overseeing instruction, guiding pupils, and managing the facilities of the school. When a principal exhibits positive interpersonal skills and staff discipline, which serve as benchmarks for assessing his administrative effectiveness, he will be acting with the mindset of a good principal<sup>30</sup>. Given the foregoing, the researcher believes it appropriate to investigate the connection between principals' management abilities and their administrative effectiveness.

### **2.1.1.3 Supervision**

Like every other notion in the arts and humanities, supervision has been defined differently by different academicians and professionals. In fact, there is no agreed-upon meaning for the phrase because it is used in so many different ways by scholars with different epistemic philosophies and at different times, depending on their current state of knowledge or the context in which they are applying it<sup>31</sup>. A few good scholarly definitions of the term "supervision" can be found by mining the literature, though. A study claims that the Latin terms "super" (above) and "videre" (see/observe) are the origins of the word "supervision" from an etymological perspective. This suggests a process whereby a more senior professional converses with a less senior professional, but in a cordial and amicable way, with the goal of enhancing the successful completion of any task in question. The word "higher professional" is used in this context to imply that the supervisor is anticipated to have superior knowledge, suggestions, and techniques for completing the task at hand<sup>32</sup>.

According to a study, supervision is the process of improving instruction through collaboration with those who are working with students. It entails encouraging development and assisting

educators in supporting students<sup>33</sup>. In order to support the attainment of educational goals and objectives, supervision is a technique for improving instructors' knowledge, attitudes, and skills in the teaching and learning process<sup>33</sup>. According to one author, supervision is the practice of giving leadership through a procedure intended to support employees in gaining more competence and overcoming specific obstacles in order to improve job performance<sup>34</sup>. According to one author, the process of supervising the actions of teachers and other staff members inside the school system to ensure that they comply with generally recognised educational principles in order to achieve educational goals<sup>35</sup>. According to a study, supervision is a four-point programme that includes evaluating particular learning scenarios to determine the needs of the students and the efficiency of education. Technical support for teachers in the form of teaching aids, targeted advice on how to improve education, and help with student measurement and diagnosis.

Research is needed for curriculum instruction and revision as well as for the development of better teaching aids, strategies, and approaches. Professional leadership and collaboration with teachers are accomplished through one-on-one and group conferences, encouragement of additional professional study, and joint development of an in-service education programme<sup>36</sup>.

According to an author, supervision is a unique professional activity in which a collaborative interpersonal process is used to facilitate teaching and training aimed at fostering science-informed practice<sup>37</sup>. It entails observation, assessment, feedback, encouragement of supervisee self-evaluation, and the enhancement of knowledge and skill acquisition by instruction, modelling, and cooperative problem-solving<sup>38</sup>. According to the aforementioned definition, supervision is the technical collaborative process of contact between the supervisor and the

instructor with the purpose of increasing the instructional delivery competence of teachers to ensure effective teaching and learning in schools<sup>39</sup>. It takes the shape of an adaptable partnership based on mutual respect, trust, and integrity that takes into account the teacher's own learning needs and starts the process of facilitating professional development through a number of carefully thought-out initiatives aimed at raising the standard of professional services provided by teachers to students.

To accomplish the goals of the school and improve the quality of the teaching-learning process, supervision is seen as one of the principal's key responsibilities. Principals should have intensive workshops and seminars to strengthen their supervision techniques in order to carry out this task successfully<sup>40</sup>. According to another source, a school principal should be well-versed in the concepts that direct and regulate administrative procedures in addition to being schooled in the act of administration. The principle has a responsibility as chief executive to change staff members' attitudes and inspire them to work hard to meet educational objectives through an efficient teaching-learning process<sup>41</sup>.

With the opening of the first elementary school in Badagry, Nigeria, by the missionaries, Western Education was first introduced to Nigeria. At the time, supervision was handled by uneducated laymen who were not professionals<sup>42</sup>. In essence, supervision was an administrative responsibility for ensuring that teachers carried out their duties. Supervisors' responsibilities included observing teachers, assessing their performance, and taking appropriate action<sup>43</sup>. They engaged in monitoring, telling, checking, inspecting, and rating activities. In order to oversee their own schools when more were built in Nigeria, missionaries employed lay church members as supervisors or inspectors<sup>44</sup>.

In order to help instructors identify their issues and find the most effective solutions, supervision also involves providing support services for them<sup>45</sup>. According to a study, supervision includes all actions taken by school administrators to support teachers and other educational staff in enhancing instruction<sup>46</sup>. According to a similar study, supervision is "a process that is dynamic and ongoing in outlook towards realising the creative ability of children, teachers, and the community for the development of the best possible educational programmes"<sup>47</sup>. However, the principals are responsible for the general oversight of the educational initiatives, which will have an impact on their collective administrative effectiveness. The ability to supervise will aid in grading teachers, assist teachers in using various self-evaluation tools, and, to a significant extent, enable the administrator to develop a climate that is conducive to teaching and learning<sup>48</sup>. There are several reasons for school supervision. One of the most important factors is confirming that each instructor in the educational system has been carrying out the tasks for which he was hired. In order for teachers to contribute as much as possible to the system's goals, it is vital to increase their effectiveness<sup>49</sup>.

In order to achieve Sustainable Development Goal 4 (SDG 4), which envisions an all-encompassing, inclusive, and equitable quality education for the promotion of lifelong learning opportunities for all, it is necessary to strengthen quality assurance in education<sup>50</sup>. In addition, a variety of interested parties in education, including parents, the government, opinion leaders, and donors, constantly look for justification for their direct or indirect investments in education. They also wonder why education should continue to be the top government priority in the face of competition from other sectors vying for limited resources<sup>51</sup>. As a result, school administrators at all levels are obliged to ensure that the delivery of educational services in the classroom is always improved through efficient oversight. This is due to the fact that when the

proper sort of monitoring logistics is applied in schools and colleges, school managers, other heads of schools, and teachers' jobs will generate the required results on the students, who are the products and processes for which the school is formed<sup>52</sup>.

However, after the introduction of a western-style school in Nigeria, monitoring has changed. School supervision was initially associated with inspection. An author stated that while supervision has American roots and inspection has its roots in inclusive and equitable quality education for the promotion of lifelong learning opportunities for everyone, the two terms are equivalent and hardly even a matter of semantics or diction. In addition, a variety of interested parties, including parents, the government, opinion leaders, and donors, constantly look for reasons to justify their direct or indirect investments in education. They also wonder why education should continue to be the top government priority in the face of competition from other sectors vying for limited resources<sup>53</sup>. As a result, school administrators at all levels are obliged to ensure that the delivery of educational services in the classroom is always improved through efficient oversight. This is due to the fact that when the proper sort of monitoring logistic is applied in schools and colleges, school managers, other heads of schools, and instructors' jobs will generate the required results on the students, who are the products and processes for which the school is founded<sup>54</sup>.

### **2.1.2 Leadership Style**

The lack of good leadership at the head of affairs is one of the biggest problems that many organisations, including the educational system, are currently facing<sup>55</sup>. An effective and dynamic leader, according to a report, makes the difference between a successful organisation and one

that fails<sup>56</sup>. Consequently, when we lead, we motivate, influence, guide, or stimulate the action of people towards the achievement of the stated organisational goals, in accordance with his belief that leadership is concerned with the directing function of staff personnel and that in administration, what one needs is to understand more than the enforcement of obedience<sup>57</sup>. In order to do these things, the chief executive must employ the appropriate style of leadership, ensure that discipline is upheld, and possess the necessary directive skills<sup>57</sup>.

The issue facing schools today is not a dearth of administrators, but rather a dearth of people prepared to take on substantial leadership positions. Poor teacher attitudes towards work are one of the main issues secondary school principals face<sup>58</sup>. This typically shows up in a variety of ways, such as widespread desertion, job loss, annoyance, discouragement, and absenteeism, as well as uninspired and demoralised teachers. This has lately led to pupils' poor academic performance in our secondary schools as well as in the senior school certificate exams<sup>58</sup>.

The principal, as a leader, should be more interested in assisting his teachers to achieve as well as properly carry out their tasks and aspirations while fulfilling the corporate goals and objectives of the school<sup>59</sup>. This is in addition to making sure that they carry out their duties effectively. Indeed, due to a long-standing worry about the calibre of elementary and secondary education in Nigeria and other parts of the world generally, school leadership has recently gained a lot of attention<sup>60</sup>. Teachers, parents, students, lawmakers, social support providers, and educators are among the groups tasked with making decisions regarding how a school runs and fulfils its objectives. These choices range from handling more administrative and operational issues, like figuring out the school bus schedule, to administering high-level and strategic programmatic plans, like selecting a curriculum framework and defining a primary pedagogical approach to be used throughout the school. Additionally, leaders are held responsible for

performance on a variety of metrics, such as student achievement on standardised examinations, attendance, school security, and graduation rates. Parents, the school board, students, and the district, state, and federal governments are just a few of the stakeholders that school leaders must answer to. They are expected to balance their various, frequently contradictory demands while always keeping student learning as the primary focus<sup>61</sup>. The fact that many of the current school reform projects require active leadership support and engagement makes school leadership a particularly crucial topic. Some reform initiatives, including charter schools, voucher programmes, and site-based administration, are anticipated on the premise that effective school leadership is important. The problem is that the numerous rules, regulations, and limits put in place at the local, state, and federal levels frequently prevent good leaders from doing their jobs.

#### **2.1.2.1 Autocratic Leadership Style**

An author claims that an authoritarian leader never permits employee decisions and is typically far from the workforce. Coercive leadership is a term that has been used to describe leadership that is imposed on an organisation<sup>62</sup>. Autocratic leaders make decisions in this type of leadership; however, staff feedback may be requested during the process but is seldom taken into account<sup>63</sup>. This is due to the fact that they are good autocrats. Other characteristics of autocratic leadership include individual control over all decisions and little employee input<sup>64</sup>.

Typically, autocratic leaders rarely take input from their subordinates and instead make decisions based on their own opinions and assessments. Absolute, dictatorial control over employees is a hallmark of autocratic leadership<sup>65</sup>. Few or no group members participate in Decision-making, leaders set all work procedures, and group members are rarely trusted with crucial duties or

decisions—these are some characteristics of autocratic leadership, according to leadership styles<sup>66</sup>. In some circumstances, such as when decisions must be taken rapidly without consulting a large group of people, autocratic leadership may be advantageous. When a particular leadership style is employed, nothing worthwhile can be successfully accomplished. However, it was argued in a study that group members may actually favour an authoritarian form during military conflicts<sup>67</sup>. This method enables employees to concentrate on completing certain activities without having to worry about making difficult choices and to become highly adept at performing specialised tasks, which can be advantageous to the organisation<sup>68</sup>. Although autocratic leadership can be effective at times, it can also lead to inaction in many instances. For this reason, leaders who overuse this style of leadership are frequently seen as dictatorial. The adoption of an autocratic style may prevent organisations from coming up with innovative ideas; this is due to staff members' unwillingness to contribute because they are not consulted<sup>69</sup>. Some researchers have noted that an autocratic workplace results in inadequate creative solutions to challenges. The phrase "classical style" is occasionally used to describe autocratic leadership. In this scenario, the leader has complete control over the use of authority and decision-making. Staff members are expected to follow commands and instructions without being given any explanations, yet the leader does not consult them or enable them to offer any feedback. This is because a systematic system of rewards and penalties is used to create a motivational atmosphere<sup>70</sup>.

Autocratic leadership has been under heavy fire in recent years, and studies have shown that these organisations tend to have higher absenteeism and turnover rates than other organizations<sup>71</sup>. In the literature, it has been documented that autocratic leaders frequently use threats and punishment to persuade their workforce. They also lack trust in their employees and don't value

their input when making decisions. According to a study, an autocratic leadership style is characterised by the staff not being involved in decision-making; all choices are taken without the staff's consent, and they also exercise "iron hand" control. Additionally, they are unyielding and frequently decline to defend their actions. Leaders frequently disobey prior agreements made with Staff<sup>72</sup>. The decisions and initiative of the workers are unimportant to an autocratic boss who establishes tasks and procedures<sup>73</sup>. This helped to support a scholar's assertion that holding a leadership role within an organisation should be a shared duty that nobody should claim. Implementing a leader's wishes without considering the opinions of the personnel is another trait of the autocratic style<sup>74</sup>.

Autocratic leaders use top-down, unilateral communication to make decisions, issue commands to their subordinates, and expect them to follow them. Leaders use their power to choose the right compensation in order to inspire. The, who, what, when, and how of a task are frequently specified in explicit terms by autocratic leadership. The dynamics between the boss and the team are also clearly stated<sup>75</sup>. Decision-makers frequently don't ask for input from the staff. Researchers have discovered that decision-making was less innovative under autocratic leadership, which is why an author claimed that switching from an autocratic style to a democratic style is more difficult than the opposite<sup>76</sup>. Control is one of the management tenets that an autocratic leader always employs.

Autocratic leadership is an exchange process, thus, staff reinforcement is contingent and based on performance. By appealing to their personal interests and practical economic transactions, it encourages employees<sup>77</sup>. Autocratic leaders could typically maintain control through organisational bureaucracy, policy, power, and authority. According to a paper, previous leadership scholars have recognised rewarding employees based upon their meeting their

contractual responsibilities as a factor in employee performance<sup>78</sup>. This key behaviour exemplifies autocratic leadership because it captures the trade idea that underlies the actions of autocratic leaders. Transactions or relationships that are part of contingent rewards might involve both real (such as salary raises) and intangible (such as recognition) goods.

According to a study, coercive measures are used by autocratic leaders to impose rules, control behaviour, and reward allegiance over merit<sup>79</sup>. Theory X, which asserts that people should be forced to work and that they should be rigorously watched and rewarded or penalised based on their own productivity, becomes the accepted theory<sup>80</sup>. Strict adherence to the organisational structure and a precise explanation of processes are concerns of autocratic leadership. According to Fred Fiedler's research, authoritarian leaders can be effective in particular work conditions where they can alternate between consideration and ruthlessness<sup>81</sup>.

The power of the leader, who has unrestricted authority within a group or organisation, determines the autocratic leadership style. The decision-maker alone is accountable for the organisation's performance, outcomes, and accomplishments. He expects coworkers to only follow his instructions and directives, to respect and carry out his choices and orders, and to communicate professionally and in writing<sup>82</sup>. This leadership approach can be used for jobs that must be accomplished quickly, with reliant subordinates, in shaky working groups. This leadership approach is successful and produces positive outcomes at first. However, if this style of leadership behaviour is used over a long period of time without taking into account the availability of human resources and the requirement for associate freedom, it may limit the organisation's ability to grow<sup>83</sup>. This type of leadership, which is characterised by one-way communication channels, reveals that staff members have no influence or authority over the

decision-making process and that autocratic bosses are typically uninterested in feedback<sup>84</sup>. As a result, it was suggested that an authoritarian leadership style may be represented by a pyramidal structure, with the leader at the top and the workers below<sup>84</sup>. An autocratic leader is one who would come up with a decision for the entire group on their own when forced to make one. The autocratic leader typically uses observations and what they believe to be necessary or most important for the majority of the group members to benefit at that time to solve a problem and make decisions for the group<sup>84</sup>. These are the leaders who would make decisions regarding the group's wake-up and departure times, as well as how far they should go that day. These leaders would also decide on their own if the group encountered any problems or obstacles throughout the expedition, seeking input from the three hired instructors to make sure their choices were appropriate<sup>85</sup>. A writer also pointed out that autocratic leadership assigns tasks to library personnel without their input and sets policy guidelines on their own<sup>86</sup>. Some people have a tendency to view this approach as a form of command and control, employing derogatory language, threatening others, and abusing their power or influence. This is not authoritarian behaviour; rather, it is the unpleasant, impolite behaviour known as "bossing people around"<sup>87</sup>. It doesn't belong in a leader's toolkit. Only very rarely should the authoritarian style be employed. According to one author, using an autocratic style can prevent you from inspiring greater dedication and motivation from your employees. No leader wants it that way—not one! When there is minimal time for collaborative Decision-making or the leader is the organisation's most knowledgeable member, authoritarian leadership is most effective<sup>88</sup>.

An authoritarian leader prescribes duties and deadlines to personnel and transmits a strong focus on an aim; hence, leadership for Communities recognised that the style could be particularly useful for a team with inexperienced and/or unskilled members<sup>89</sup>. A satisfied employee displays

a positive work attitude, whereas an unsatisfied employee brought on by the adoption of an autocratic leadership style unnecessarily adds to the issues facing his or her institution<sup>90</sup>. Although autocratic leaders place a great priority on productivity, a study claimed that this approach frequently results in the opposite, which is animosity and output restraint<sup>91</sup>. It frequently leads to antagonistic attitudes, the suppression of disputes, guarded and distorted communications, high absenteeism and turnover rates among the workforce, low productivity, and poor work quality. This type of leadership frequently results in dependent, unimaginative employees who are hesitant to take on more responsibility<sup>92</sup>. On the other hand, when a leader cares about and prioritises the needs of the team, they completely win over the workforce. The employees can do whatever to ensure the success of the boss when that occurs, according to a study<sup>93</sup>. Although it was stated that autocratic leadership style should not be used when staff members become tense, fearful, or resentful, expect to have their opinions heard, and there is low staff morale, high turnover, absenteeism, and work stoppages<sup>94</sup>. It was acknowledged that autocratic leadership style may be the best approach in some circumstances such as using when you have all the necessary knowledge to address the issue, you have a limited amount of time, and your crew is highly motivated. According to a study, scenarios where the style might be applied include new, untrained staff members who don't know which jobs to complete or which procedures to follow, and situations where effective supervision can only be supplied by specific instructions. Others include situations when employees don't respond to other leadership approaches, everyday high-volume production requirements exist, and decision-making time is limited<sup>95</sup>.

### 2.1.1.2 Democratic Leadership Style

A democratic leadership style involves all group members participating more actively in the decision-making process<sup>96</sup>. According to a related study, a democratic leader defers to his or her team while making decisions and addressing problems while maintaining ultimate control over the solution<sup>97</sup>. Democratic leadership is used when principals or department heads consult and bargain with their staff members before making any important decisions that will benefit the organisation. In order to convey to teachers particular ideas, expectations, requirements, and outcomes, the school principal or head of teachers who adopts this leadership approach must have exceptional communication abilities<sup>98</sup>. The democratic leadership style is a form of open communication used to lead a team within an organisation. In dynamic workplaces where practically everything is changing quickly, this style is necessary. A democratic leader uses open dialogue with members, idea sharing, and achieving consensus to make decisions that are appropriate. The team members become more professional when they exchange ideas and experiences. As a result of the fact that their input is sought before making decisions, the teachers who follow this leadership style feel more at ease and valued. The democratic leadership style is not recommended for making swift decisions since it slows down the rate at which decisions can be achieved; therefore, it is not necessary when making quick decisions in a team. The main issue with this leadership approach is that teachers are more involved in school decision-making, which slows down the process. This is a human relations form where each group member is acknowledged and urged to participate in decision-making<sup>99</sup>.

Decentralised decision-making is shared by subordinates through participatory group action in a democratic leadership style. The job satisfaction of teachers may benefit from this kind of

leadership approach. When leaders give teachers the chance to indicate how they would like to work and do so, it may increase their job satisfaction and productivity. This leadership approach demonstrates great care for the welfare of the workforce<sup>100</sup>. According to a study, every person working under democratic leadership has the chance to improve the organisation as a whole<sup>101</sup>. The author defined democratic leadership as a style of leadership in which group members actively participate in making decisions. Everyone has the chance to freely voice their concerns, ideas, and methodologies under this kind of leadership. Although all participants in the process are free to contribute equally, does not allow the leader not to place restriction on the opportunities for subordinates to speak<sup>101</sup>. This leadership approach encourages the values, cooperation, and corporation of subordinates, which makes it effective in the administrative process<sup>101</sup>. It was suggested that a democratic leadership style involves redistributing authority and influence among employees in order to foster employee participation in decision-making. According to him, democratic leaders work to uphold values like self-determination, inclusivity, equitable participation, and deliberation<sup>102</sup>. According to the author, the following characteristics of democratic leadership are crucial:

**Distribution of Responsibilities:** To encourage involvement in decision-making, a democratic leader will divide duties among his followers.

**Empowering Group Members:** He gives his group members the tools they need to carry out their duties by empowering them. Members are always empowered through training and education.

**Aiding Group Decision-making Process:** He claims that a democratic leader's primary responsibility is to ensure democratic deliberation while making collective decisions.

The leaders, on the other hand, should be able to facilitate and mediate conflicts among group members while preserving a polite and psychologically wholesome environment<sup>103</sup>. According to the study, people with positive personality traits always adopt a democratic leadership style. The benefits of this approach include improved member morale and support for the final decision, as well as better decisions made as a result of member collaboration on ideas and information. Potential drawbacks include taking longer to make decisions, having fewer people held accountable for those decisions, and possibly reaching compromises that are not the best options<sup>104</sup>. Those who perceive their job as supporting subordinates in carrying out their responsibilities in order to achieve school goals and objectives differ from those who merely consult their followers and attentively examine their opinions.

### **2.1.2.3 Laissez-faire Leadership Style**

A form of minimal governmental interference in the economic affairs of individuals and society is described by the French phrase "laissez-faire" in economics and political sciences<sup>105</sup>. Laissez-faire, as used in leadership literature, denotes a "hands-off, let things ride" form for influencing people at work<sup>106</sup>. Laissez-faire leadership was defined as "the absence of leadership" and "the avoidance of intervention" in a study. Laissez-faire leaders frequently act as if they have abdicated their obligations and responsibilities<sup>107</sup>. By describing a leader who makes little effort to do the required job and shows little regard for subordinates, this leadership style is similar to the "impoverished management" described by Blake and Mouton (1985)<sup>108</sup>. A study found that even though laissez-faire leaders are physically present in their leadership roles and have been nominated for them, they disregard the responsibilities and obligations placed on them.

In light of this, laissez-faire leadership should be viewed as "zero leadership" as well as "lack of presence"<sup>109</sup>.

A scholar disagreed with the assertion by arguing that laissez-faire leadership is a sort of toxic leadership<sup>110</sup>. He continued by saying that laissez-faire leadership undermines the legitimate interests of organizations and their workers by undermining their goals and/or the wellbeing of their subordinates<sup>110</sup>. On the other hand, according to another author, laissez-faire leadership is unsuccessful, along with active corrective leadership (which involves monitoring and focusing on errors) and passive corrective leadership (which is waiting until something goes wrong before taking action)<sup>111</sup>.

#### **2.1.2.4 Digital Leadership**

The strategic use of a company's digital resources to accomplish business objectives is known as "digital leadership." Both the organisational and personal levels can address this. On a personal level, it is typically carried out by staff members in charge of monitoring digital assets<sup>112</sup>.

A good digital leader is aware of the company's goals and knows how their duties fit into those goals. A company that successfully uses its digital assets to create and maintain a competitive advantage might be considered a digital leader at the organisational level<sup>113</sup>. These digital thought leaders will examine how technology could make their organisation more receptive to customer requests and dynamic business needs.

The significance of inbound data and the business procedures that make it possible are understood by an effective digital leader. In order to support business initiatives, they prioritise their capacity for communication, creativity, and willingness to try out novel developing technologies and digital information<sup>114</sup>.

In order to understand the role of a digital leader, it is also essential to understand what digital transformation entails<sup>115</sup>. In essence, this is the use of novel, rapidly evolving digital technology to address problems. So why is being a digital leader so important? To begin with, effective digital leadership helps a company create workflow and business processes that facilitate the speedy adoption of new technologies, goods, and services while simultaneously ensuring that old applications and IT operations are maintained. But what particular benefits can this digital leadership offer?

It promotes a digital culture – as a result of various departments inside a corporation will need various digital technologies to increase efficiency. By giving them the essential tools, an effective digital leader in your company may help make this happen.

Increase employee productivity - the technologies that are available to your company are intended to increase employee productivity, but without digital leadership to direct them, employees could find it difficult to integrate and make the most of them. Digital leadership will enable your team to concentrate on using it right now.

Increased customer satisfaction - since happy customers are less likely to switch to a competitor than unhappy ones are. Digital leadership, which can enhance and provide ease, speed, and

customer support, for instance, can help with this. As a result, customers are more pleased with your goods or services<sup>116</sup>.

Increases revenue- serving more customers in less time is a straightforward recipe for increasing income for your company. There are several ways that digital leadership may support increased sales. Here are a few illustrations:

Increasing client retention: When you use digital technologies to better serve your customers, they become more satisfied and devoted.

Increasing the number of customers served: Using digital tools, you can serve more customers while spending less money.

About 42% of major corporations now believe that developing leaders is more important than ever and that success in the digital age depends on it. Digital leadership is clearly a balancing act in today's world, requiring a very specific set of talents to ensure success for the leader, organisation, and overall workforce.

### **Qualities Required of Digital Leaders**

Communication: By utilising technology, digital leaders may build a strong network of communication that reaches all levels of the organisation. Digital leaders must have a plan in place and be aware of their audience in order to accomplish this.

Vision: It is easier to persuade your staff to share your beliefs when you have a compelling and well-defined vision. This is possibly one of the traits that set digital leaders apart from the competition.

Digital Literacy: Digital business models are reportedly changing or redefining their industries, according to a document on digital literacy. However, when questioned about their capabilities, 70% of respondents claim that they lack the requisite leadership, operating system, or skill set to adapt. The necessity for older generations, commonly known as "digital immigrants," to acquire new technologies is one of the difficulties many industries face<sup>117</sup>. Understanding technology and tools is essential for digital leaders, as is enlisting the support of their entire team.

Forms: The most successful digital leaders will have a plan in place to help their organisation create a digital culture that is open to change as well as a clear vision for the future. For this to happen, a well-thought-out plan outlining the digital agenda is necessary.

Innovation: In the digital age, where the digital landscape is always shifting, leaders must be willing to experiment with new technologies and, in doing so, be adaptable and flexible in their strategies for developing a digital workforce. The rewards could be enormous, but there are generally strategic dangers involved, such as testing new technologies before any other organisation when you have limited data or instances of success<sup>118</sup>. This leads up to the following topic, which is taking chances.

Take Chances: Businesses should be cautious about prioritising speed and innovation above tried-and-true technologies. On the other hand, taking risks is a crucial aspect of digital leadership. The CEO of Facebook, Mark Zuckerberg, echoed this attitude when he said, "The biggest danger

is not taking any risk, because that is the only forms that is guaranteed to fail in a world that is always changing."

**Adaptability:** According to Forbes, one of the most important skills for a digital leader is adaptability. A company will be condemned by a leader who is reluctant to adjust or be proactive. A digital leader must remain versatile and be prepared to make decisions that will have the least amount of influence on the company<sup>33</sup>.

**Talent Spotting:** Digital leaders must be able to spot skill gaps and areas in their organisations that need improvement. Humans are equally as vital as technology.

Digital skills is not limited to the capacity to grasp information demands from digital technology sources, but also the ability to input, organize, and integrate digital resources using digital tool and facilities. There have been many articles written about the various skills required of digital leaders, but three skills consistently stand out as essential to possess or take into account in their plan<sup>119</sup>.

These are listed below: **Coding:** it is a crucial skill for digital leaders since they need to have a basic understanding of programming to support their projects. **Project management:** A good project manager will be able to deliver projects on time and with the right people on the job<sup>120</sup>. The significance of this is that having the right individuals can assist in resolving problems that may arise along the route. Project management is one of the most valuable technical talents you may have. **Big Data and Business Intelligence Analysis:** In the commercial world, big data analysis is critical<sup>37</sup>. Large data sets must be evaluated in order to detect correlations, highlight valuable consumers, and calculate ROI. Correct data analysis results in more successful sales as well as more revenue-generating opportunities. **Information Security:** Data breaches can have

substantial repercussions, ranging from client loss to brand reputation harm, making having technical security personnel essential. As a result, all digital leaders should consider it.

All digital executives must adopt a digital plan, which is essentially a road map for taking actions that are all in line with the digital form<sup>120</sup>. It is a high-level document that lays out the company's objectives and the digital activities that will help them reach them.

### **2.1.3 Decision-making Skills**

The word 'decides' means to come to a conclusion or resolution as to what one is expected to do at some later time. According to an author, "it is a solution selected after examining several alternatives chosen because the decider foresees that the course of action he selects will do more than the others to further his goals and will be accompanied by the fewest possible objectionable consequences"<sup>121</sup>. A decision is a choice whereby a person comes to a conclusion about given circumstances or situations. It represents a course of behaviour or action about what one is expected to do or not to do. Decision-making may, therefore, be defined as the selection of one course of action from two or more alternative courses of action. Thus, it involves a choice-making activity, and the choice determines our action or inaction. Decision-making is an indispensable part of life. Innumerable decisions are taken by human beings in their day-to-day lives. In business undertakings, decisions are taken at every step<sup>121</sup>. All managerial functions, viz., planning, organising, staffing, directing, coordinating, and controlling, are carried out through decisions. Decision-making is thus the core of managerial activities in an organisation<sup>122</sup>.

Decision-making may be described as the process of selecting a course of action from among several alternatives in order to accomplish a desired result. The purpose of decision-making is to direct human behaviour and commitment towards a future goal<sup>123</sup>. If there are no alternatives, if

no choice is to be made, if there is no other way out, then there would be no need for decisionmaking. It involves committing the organisation and its resources to a particular course of action thought to be sufficient and capable of achieving some predetermined objective. Managers at all levels of the organisation make decisions and solve problems<sup>124</sup>.

In fact, decision-making is the process of reducing the gap between the existing situation and the desired situation through solving problems and making use of opportunities. A decision is a course of action consciously selected from available alternatives with a view to achieving a desired goal. It is an outcome of the judgement and represents a choice and commitment to the same. It is the final resolution of a conflict of needs, means, or goals made in the face of uncertain complexity and multiplicity. A decision is a conclusion reached after consideration; it occurs when one option is selected to the exclusion of others. It is a rendering of judgement<sup>125</sup>.

#### **2.1.3.1 Problem-solving Skills**

Making decisions and fixing problems go hand in hand. Decision-making has its roots in economics and research into business operations, while Problem-solving was initially characterised by psychologists in a study of how people think<sup>126</sup>. Both processes may be broken down into a five-step process and have a lot in common. The first step in any notion is to identify the problem that needs to be solved and to distil this idea down to its most fundamental components. As a result, each model necessitates identifying and describing tangential problems as well as weighing the pros and cons of potential solutions to address them all at once or potentially separately. The management must decide the appropriate course of action after properly articulating the issue at hand or the choice that needs to be made and identifying potential solutions. Once that has been determined, move swiftly and resolutely. Both favourable

and unfavourable effects will manifest. Approach each in a similar way. Last but not least, assessing the value of the selected solution and the strategies used to implement it is necessary for both problem-solving and decision-making. As you can see, these models are interconnected in numerous ways<sup>127</sup>.

Finding answers to issues is nothing new for a seasoned manager worth their salt. However, we are all aware of the value of using Google correctly or having a friend who is knowledgeable about the topic we are trying to solve. Take what you know about issue solving and categorise it into two groups: divergent thinking and convergent thinking. This is a suggestion for improving problemsolving. Convergent ideas evaluate your solutions, while divergent thoughts consider fresh methods to approach a subject. The next step is to define your tangential issues creatively. Understanding and defining tangential issues and weighing and evaluating potential solutions that could address them were the second and third steps in the problem-solving and decision-making processes that were previously discussed<sup>128</sup>.

This process is referred to as brainstorming as a whole. This process could be a terrifying chore.

In order to successfully apply a solution to your problem, you will need to thoroughly assess each potential side issue that may arise. Try not to think in terms of how you have always done things in order to come up with alternate answers to your problem. Instead, think creatively, abstractly, and theoretically. Be innovative because, as the world changes, so will your solutions to the challenges that are constantly emerging. The three decision-making approaches that managers typically employ are reflexive, reflective, or consistent management<sup>129</sup>. Reflexive management involves effort, knowledge, and training. This style of management is characterised by specific habits, predetermined responses, and a system of unconscious principles that allow

the manager to operate skillfully<sup>130</sup>. In contrast, reflective management causes a large delay in decision-making because the manager is deliberately picking answers before the issue even emerges. Given that both management philosophies represent the two extremes of a continuum, consistent decisionmaking is a style that combines the two, attempting to balance out the drawbacks of each while retaining their advantages<sup>131</sup>. Decision-making that is consistent is preferable in five different ways. By removing variables through dependability, it enables measurement of your achievements and failures. Setting goals for yourself, making a plan you can stick to, establishing reasonable expectations, and establishing work flow procedures—all require consistency to ensure accountability. A track record of demonstrated achievement helps you build your reputation as a manager when you are consistent. By consistently taking the necessary time to investigate answers to problems as they arise, consistency will keep you current and relevant. Last but not least, making decisions consistently can help you establish a good example for your subordinates to follow<sup>132</sup>.

The use of models can help decision-making even more. A problem-solving model, also known as a decision-making model, is built on logical steps. They are applied to logically analyse a circumstance or problem. Models describe a method that can be used to make judgements step by step<sup>133</sup>. A model can take many different shapes, from being somewhat simple like a decision tree to being extensive and intricate like a pareto analysis. They have the ability to quicken and expedite the listing of prospective solutions in all types of decision-making frameworks. Some work better in a particular industry, while others are more broad-based and all-encompassing. Each provides a visual representation and helps make decisions easier. There are numerous resources and methods. I'll focus on one, the flowchart, which is a crucial tool in the information technology sector and can also be used to illustrate any process or thing with a clear or

predictable flow in order to solve an issue. One of a manager's major responsibilities is making choices. Thus, a manager is assessed according to his or her capacity to analyse a situation, comprehend tangential problems, derive potential solutions, choose the best course of action, and carry it out while managing both positive and negative outcomes<sup>134</sup>.

There are several models that help to visualise the problem and offer extra factors that support decision-making, including linear programming, queuing theory, probability decision theory, the reward matrix, scatter diagrams, SWOT analysis, and cost/benefit analysis, to mention a few. I'll talk briefly about the flowchart, a handy tool for visualising complicated processes. Flowcharts are made up of geometric shapes that represent each step in a logical process, connected by arrows or other connecting lines to show the order of the steps<sup>127</sup>.

The geometric forms and line types are described in a legend. Flowcharts offer a visual picture of a complicated issue or system, which helps in decision-making. Any intricate system, algorithm, or process that would be challenging to understand when presented verbally or on paper may be understood and broken down using it. Last but not least, flowcharts include the special feature of documentation, which gives a place to record details about each halt or step in the signal flow. I have personally used this visual decision-making paradigm and regret not doing so more often<sup>128</sup>. Making decisions is a crucial ability that may make or break an organization. Decisions should be taken as soon as possible, but each should also be given careful attention. I've outlined five strategies below that you can use right away to improve your decision-making. First, make management a task-oriented endeavour. Although maintaining good working relationships with your team is crucial, a manager's main responsibility is to maximise the potential of their team members and other organisational resources to achieve their goals<sup>135</sup>. The tasks at hand must be

the main focus, and the process must also be taken into consideration. A good manager would be able to understand auxiliary factors and anything remotely connected to the decision being considered. When utilising human resources, the manager should be able to draw on the team's collective wisdom and experience as well as spend time participating in brainstorming sessions that bring everyone together to talk and develop strategies.

The old adage "two heads are better than one" applies, as does the concept of synergy. The effect of the whole is greater than the sum of its parts. Third of all, an effective manager can make better decisions by promoting ad-hoc groups within the organisation. An ad hoc group is one composed of individual members communicating with each other directly. The ad hoc nature of the group promotes the spontaneous and instantaneous sharing of information. Agents in government bureaus will be familiar with proprietary information and the lack of sharing of information that would be beneficial. Caution should be exercised by any managers who desire to form competitive groups within an organisation.

The competition for rewards, perquisites, or bonuses could create a decentralisation of information and ideas. This can bring the company backwards rather than leading it to seek the desired goal of synergy within the organisation and among team members. Fourth, promote mutual respect among your team. Something as simple as the concept that there is no such thing as a dumb question can go a long way towards ensuring members share their opinions avidly. Be sure to give equal consideration to all opinions that have been shared. Your members will feel valued and encouraged to contribute. Lastly, do not lose sight of the desired outcome and goals that were originally set forth.

It can be easy to get sidetracked and subsequently lose focus by pursuing irrelevant tangents. Some tangential considerations are imperative; others can get the team off-focus. Good managers will be able to discern the difference. Managers may prefer to leverage the collective consciousness of the group when arriving at binding corporate decisions<sup>127</sup>. Lastly, use the convergence Delphi method. Members of the group make forecasts and suggestions using this technique, after which other group members provide them with anonymous comments. This encourages eventual convergence towards the answers that are most well-liked by consensus while giving members helpful criticism. An international organisation that promotes leadership development and public speaking, Toastmasters International serves as a case study for the effectiveness of the Delphi Method. Regions, districts, areas, and individual Toastmaster clubs are part of its hierarchical administrative organisational structure. They use the Delphi Method, with speakers receiving feedback from the audience on slips of paper after they speak<sup>137</sup>.

Decision-making and problem-solving go hand in hand. It has taken time and effort to talk about how they are related and how creativity plays a crucial part in making decisions. The consistent Decision-making style, which is preferred, combines the two separate decision-making approaches—reflective and reflexive—in a way that minimises the drawbacks of each while attempting to keep the advantages of each. Models for making decisions are tools and methods that are very helpful for visualising complicated processes. The manager would benefit from honing his decision-making abilities because they are a crucial component of daily operations<sup>138</sup>.

### **2.1.3.2 Time Management**

Time management skills are the ones, which the individuals need to make use of on a regular basis. Time management is referred to the abilities of the individuals to use the time productively

and efficiently<sup>139</sup>. Time management skills refer to the ability to allocate sufficient time to all tasks and activities that need to be completed. By possessing these skills, individuals feel contented as they can prioritize and accomplish all important tasks. Prioritizing tasks is essential, as individuals are often overwhelmed by their job duties and responsibilities. By giving priority to important tasks, individuals can carry them out first and postpone less important tasks for a later time. Implementing time management skills is crucial as it helps individuals organize their job duties and responsibilities in a well-ordered manner, which can reduce stress and anxiety. Assigning priorities is necessary even when individuals possess effective time management skills, as they may still struggle to allocate time for all tasks. Failure to manage time effectively can lead to stress and anxiety, which can be avoided by putting time management skills into practice. Time management skills also contribute to planning and structuring one's work to achieve goals and objectives. For instance, individuals looking for a job can allocate time for tasks such as preparing a resume, job search, applying, and preparing for interviews. The importance and significance of time management skills are widely recognized as they can help individuals maintain a healthy mindset and accomplish their job duties productively<sup>140</sup>. Individuals recognize the importance of time management skills when they realize that they need to allocate sufficient time to achieve their professional goals, and may need to prioritize work over other activities. For instance, if an individual works full-time for 10-12 hours a day, they may not have time to assist their children with homework or take their elderly parents to healthcare centers. In such cases, they have to wait for their days off to attend to their family's needs. Thus, individuals acknowledge the significance of time management skills when they can allocate time effectively for all tasks and activities<sup>141</sup>.

Effective time management skills require individuals to be fully present and focused on achieving their goals and objectives. When individuals are able to attend family functions or social events after work without feeling overwhelmed, it is a sign of good time management skills. Research studies indicate that individuals who are not financially stable often need to work and pursue educational programs simultaneously, which requires effective time management skills. By implementing these skills effectively, individuals can balance their studies and work, and feel satisfied that they are enriching their career prospects while also pursuing their education. This reinforces the importance and value of time management skills<sup>142</sup>.

Effective time management skills enable individuals to be creative and carry out their job duties in a productive manner. To bring about effective and efficient changes in their daily routines and tasks, individuals need to implement time management skills. In the past, individuals used to perform tasks manually, but with the advancement of technology, they need to be proficient in using technology to carry out their tasks in a more efficient and time-saving manner. By leveraging technology, individuals can complete their tasks and job duties more efficiently and quickly, which further highlights the importance of effective time management skills<sup>143</sup>.

Time management skills are the skills that help in managing time well. Some of the important time management skills are stated as follows:

*Planning* – Planning is a valuable skill that helps people understand the tasks and activities they need to complete in a given day. People may choose to plan daily or weekly, but daily planning is more commonly practiced. During planning, people usually create a schedule and follow it. In some cases, people in leadership positions delegate this task to their assistants or managers, who

create a schedule based on the tasks and activities that need to be completed. Prioritization is an essential component of planning, where the most important tasks are listed first, followed by the less important ones. Planning enables individuals to use time management skills effectively, allowing them to allocate sufficient time for each task and activity. Hence, planning is considered a crucial time management skill<sup>144</sup>.

*Organizing* – Organizing is the act of creating structure and order. When it comes to time management, individuals must possess the skill of organizing. They need to know how to structure their tasks and activities in an efficient and effective way. When working on a task independently, they must understand how to organize their work in a way that maximizes their productivity. When working collaboratively, they must exchange ideas and perspectives on how to organize their work. By honing their organizing skills, individuals can make time for all of their tasks and activities. They can also keep their materials and documents in order, which is necessary for carrying out their job duties. Thus, organizing is considered an essential time management skill<sup>144</sup>.

*Leading* – Leading is a key time management skill that involves directing and guiding others, as well as being aware of one's own responsibilities. In different types of organizations, leaders in positions of authority are responsible for efficiently directing and guiding subordinates in carrying out their job duties, as well as implementing time management skills. It may be difficult for novice employees to understand and implement time management skills effectively, so leaders must take responsibility for guiding and directing them in this area. The ability to lead others is considered an essential time management skill because it enables individuals to

prioritize their tasks and activities effectively. Therefore, leadership is an essential time management skill<sup>144</sup>.

*Prioritizing* – To prioritize means to assign importance to tasks and activities. This involves completing the more important tasks first and leaving the less important ones for later. There are various methods to prioritize tasks, such as starting with the simpler tasks before moving on to longer and more complex ones, or completing the tasks that are more important and timeconsuming first. Less important tasks that require less time may be left for later. Prioritizing is considered an essential time management skill because without assigning priorities, individuals will not be able to effectively implement time management skills when they have multiple job duties to carry out. Therefore, prioritizing is a crucial skill for effective time management<sup>144</sup>.

*Controlling* – Controlling refers to the act of monitoring tasks and making sure that resources and materials are used efficiently to avoid wastage. It also involves managing interpersonal relationships, particularly with individuals who may be difficult to deal with, by controlling emotions such as anger, stress, frustration, and anxiety. The skill of controlling is important in time management as it enables individuals to carry out tasks, activities, and other job duties in an organized and productive manner. Although technology is widely used for time-saving purposes, individuals should not excessively rely on it, as this may lead to inefficient use of time and resources, such as excessive printing. Therefore, it is important to use technology reasonably and take the necessary time to accomplish tasks and activities effectively<sup>144</sup>.

*Goal-setting* – Setting goals is considered a crucial method for improving time management skills.

By setting goals, individuals can identify the methods and strategies required to achieve them. Once goals and objectives are established, individuals focus their time and energy on activities that are deemed worthwhile and relevant in achieving those goals. These goals can be personal or professional in nature. For instance, if an individual has a professional goal of earning a promotion, they will dedicate themselves to tasks and job duties that can help them acquire the necessary skills for promotion. Therefore, goal-setting is an important skill that allows individuals to allocate their time effectively and focus on developing their competencies and skills<sup>144</sup>.

*Communication* – To interact and socialize effectively with others and to manage time efficiently in various aspects of life, it is crucial for individuals to have strong communication skills. Effective communication skills allow individuals to interact well with others, receive ideas and suggestions to manage their time better, and delegate tasks to others to focus on completing their own tasks satisfactorily. Delegation is usually done with the intention of achieving goals and objectives. Hence, communication is considered a vital time management skill that helps individuals manage their time better through effective communication with others<sup>144</sup>.

*Delegation* – To be efficient with time management, individuals need to complete their work in an organized manner. When working on a group project, each member is delegated specific tasks and responsibilities. Through proper delegation, the project can be completed in a timely manner. One of the main benefits of delegation is that each member can focus on their tasks and responsibilities, which leads to increased productivity and the ability to manage time effectively. By utilizing delegation, individuals can save time and use it for other job duties. Thus, delegation is a vital skill in time management<sup>144</sup>.

*Collaborating* – It is apparent that one has to seek support from others particularly in the implementation of complicated job duties. Collaboration is a skill, which is implemented on a frequent basis<sup>136</sup>. To effectively manage time, individuals should seek help from others when working on difficult and time-consuming tasks. By seeking support, they can find solutions to problems and complete the task in less time than if they were to work alone. When working with others, it's important to communicate effectively and listen to suggestions, especially when trying to solve problems and achieve desired outcomes. By doing so, individuals can use time management skills effectively. Therefore, it can be said that collaborating with others is a crucial time management skill<sup>144</sup>.

*Managing Stress* – Stress is a normal psychological and physical reactions to the demands of life<sup>137</sup>. When individuals have too many tasks to handle, they may feel stressed. To manage this stress, performing well in one's job is crucial. Managing stress is also an important time management skill because it allows individuals to allocate sufficient time for their tasks while developing their skills and abilities. When individuals experience stress due to their work duties, they understand that completing them properly will help them manage their stress. Thus, managing stress is considered a significant skill for effective time management<sup>144</sup>.

### **2.1.3.3 Emotional Intelligence**

Emotion” is the generic term used in the field of psychology, philosophy, and their many subsets, for subjective that refers to the “conscious experience”. It describes the psycho-physiological expressions, biological reactions, and mental states in a human being. Emotions are not limited to human beings only; they are also produced in other beings and creatures such as animal and birds<sup>145</sup>.

David Wechsler, who is well known due to his invention in developing the intelligence test scales, he has concluded that total intelligence cannot be measured until psychological tests are included to measure some of the “non-intellective factors.” During the same era an Ohio State’s investigation stated that leaders who can, and are good in establishing and maintaining mutual trust, respect, warmth and rapport in their teams are proved to be more effective than those who were merely brilliant, but cold and calculating strategists. Intelligence is the function of cognitive part of human mind that pertains the abilities of the, “power to combine and separate”, “concepts to judge and to reason”, and to “engage in abstract thought”<sup>146</sup>.

Emotional Intelligence (EI) is defined, and is considered, as a capability of an individual to recognize and identify emotions, create and retrieve emotions and so help in attaining the state of contemplation<sup>139</sup>. A study defines Emotional Intelligence as an aptitude of an individual to be familiar with his or her own feelings in terms of emotions, strengths, weaknesses, needs, goals, drives and values, and to sought the same in others people working around him /her, to keep them motivated and maintaining healthier relationships with them. Thus, Emotional Intelligence is an assortment of non-cognitive capabilities, competencies, and skills that empower the individual to succeed in handling and deal with the environmental demands and pressures. IQ is not the final or even the most important predictor of successful job performance<sup>147</sup>.

Emotional Intelligence is the ability of an individual to identify and understand the feelings of himself/herself or other people and the ability to manage his/her relations by using this awareness<sup>141</sup>. Conventional perception argues that there is a direct connection between the IQ score of an individual and his/her success in life. However, many researches have shown that IQ

makes up 20 percent of the general success. The main determiner of the success is the emotional intelligence<sup>148</sup>.

Emotional intelligence concept that contains competencies such as realizing under which circumstances an individual feels good or bad and knowing how to cope with negative feelings and turning it to positive, making healthy decisions by determining strong and weak aspects has long been the interest and study subject of many disciplines such as individual and organizational psychology, sociology, neuropsychology, communication and business sciences<sup>149</sup>. An author who has been working in the field of psychology defined Emotional Intelligence in their study made in 1990; as understanding the feelings of himself/herself or others and using this information to make plans or decisions rather than the social skills like being together with people<sup>150</sup>.

According to a study, Emotional Intelligence is the ability to understand about one's own feelings and feelings of other individuals, to be able to motivate oneself, to manage and direct feelings that they have encountered in their personal and interpersonal relationships. In business life it is seen that many people who are intelligent in terms of cognitive intelligence but who are not emotionally intelligent are less successful than the people who are not that much cognitively intelligent but have a higher emotional intelligence<sup>144</sup>. According to a similar author the sign of how successful people will be in their lives depends on their dominance over their emotions which also means the competence of balancing and managing their negative feelings<sup>151</sup>.

#### **2.1.4 Communication Forms**

Communication is an indispensable organizational developmental tool. It permeates every facet of organization. It is a crucial instrument of social interactions and a medium through which all relationships are established and maintained<sup>152</sup>. Communication is the transmission of common understanding through the use of symbols. The term communication is derived from the Latin word. (Communis), which means “to share”<sup>153</sup>. Sharing denotatively implies “partaking” “cooperating” hence it is a social activity, but unless a common understanding results from the transmission of symbols (verbal or non-verbal), there is no communication<sup>154</sup>. Effective managerial communication is strategic for organizational goal achievement. Managers who are striving to become better communicators must accomplish two separate tasks first, they must improve their message the information they wish to transmit. Second, they must improve their own understanding of what people are trying to communicate to them; they must strive not only to be understood but also to understand others. While an organization has its physical setting, purpose and objectives, organization members have their individual objectives also. All these interplay in organizational setting, creating what we refer to as organizational climates.

However, ineffective communication in an organization may result in uncertainty, apprehension and dissatisfaction, these results to, poor productivity. It is therefore necessary that managers communicate with employees effectively. The extent to which a manager accomplishes corporate goals depends on his ability to communicate effectively<sup>155</sup>. The fact remains that many executives still do not understand what communication is and its role in the success of an enterprise<sup>151</sup>. Effective communication enhances organizational relationship and minimizes strikes and lockouts.

Organizational purposes and goals are sometimes defeated when communication is not effective. Wastes and costly mistakes have been made due to gaps in communication. From the above scenario, the need arises for a critical assessment of the role of communication in strategic management of organizations.

Communication is an indispensable function in organizational performance. Getting the message across effectively and having it understood is a prerequisite to progress. There is no point in moving forward if the basic message is lost, or there are barriers in the process. This quickly reminds us of the biblical story of the construction of the Tower of Babel, the execution of which was a total failure because the builders could not communicate among themselves. Business organizations exist for the purpose of achieving predetermined goals and objectives. Actualization of these objectives ultimately requires a manager working with and through people. In this context, communication plays a vital role in the attainment of these goals. Its failure could then be traceable to poor application of communication. Incidentally, some managers do not often realize that communication is the vehicle that drives all the managerial functions. Success or failure of managerial functions depends to a great extent on the role of communication in the organization.

### **Types of Communication**

There are three basic types of communication namely: verbal/oral, written and non-verbal communication<sup>156</sup>.

Verbal Communication: This takes place mostly in a face – to – face situation/relationship. It can also be extended to the use of instrument/electronic devices such as telephone and public address system. The most important factor is that human voice is heard.

Written Communication: This requires competence in writing and reading skills. In written communication, oral messages are translated into alphabetic symbols, words, and sentences.

Non

Verbal Communication: This is communication without the use of words and letter symbols. Information and messages communicated non-verbally are neither written nor spoken instead; such messages are communicated through our physical environment, body movement, drawing and pictures including sign language. The general categories that are especially important to communication in international management are Kinesics and Proxemics<sup>157</sup>.

Kinesics: This refers to the study of communication through body movement and facial expression. Primary area of concern is posture and gestures.

Proxemics: This is the study of the way people use physical space to convey message. For example, in the United States, there are four “distances” people use in communication on a face-to-face basis. An intimate distance is used for very confidential communications. Personal distance is used for talking with family and close friends. Social distance is used to handle most business transactions. Public distance is used when calling the room or giving a talk to group.

Types of communication forms of a secondary school principal are:

**Report:** This is a communicating forms put in place to inform relevant stakeholders the situations of activities, and evaluate actions in every state explicitly. Such reports covers events before, during the period and the aftermath of the actions. It is usually written and in descriptive terms. Report is considered as an effective method of communication. Report provides the reader a clear and complete understanding of the message as the receiver gets the chance to read it repeatedly. Report keeps record and provides valuable source of information. We can re-use this information for future reference. That means a report exists for the backup of information. It provides information in terms of tables, graphs, charts and illustration and therefore we can be aware of facts and figures as an update. It indicates the current status of any project and therefore we keep on knowing what we are doing. It communicates to donors and founders for project progresses. It facilitates research work as it is source of quantitative and qualitative information. For example, a market report shown the market condition of a product. It shows comparison and analysis with critical evaluation and therefore it helps to determine future actions.

Decisions can be easily made based on the recommendations given in report. Because a report shows a complete picture of the circumstances. Report builds relationship between author and reader. It creates impression on author's knowledge and philosophy and also provides insight regarding his analytical and critical understanding<sup>158</sup>.

**Manuals:** This is a system of communication with the use of hand, signs and gestures. It is a process where information can be received visually or tactically. Manual communication form use articulation of the hands (hand signs, gestures, and so on) to mediate a message between persons.

Being expressed manually, they are received visually and sometimes tactually. When it is the primary form of communication, it may be enhanced by body language and facial expressions<sup>159</sup>. It is communication form which relies solely on the movement of hands opposed to verbal communication, therefore, manual communication can otherwise be known as signing.

**Memorandum:** There are many types and tools for official communication each suited to specific situations. One such popular form of communication is a memo. A memo is actually short for Memorandum. It is one of the most used means of official communication in the business world. Its main purpose is to serve as a reminder or to give some instructions. Again these like circulars are a means of mass communication, i.e. to communicate with a large number of people within the organization. Usually, we write a memo for one of the following five reasons.

- i. As a reminder
- ii. Highlight an event or circumstance
- iii. To recount an event
- iv. Keep an official record of anything
- v. To pass information or instructions

Memos have been a popular way for commuting for over a century now. This is because they have many advantages as seen below:

- They are a very cost-effective way of mass communication. And their transmission is also very cheap.
- Another advantage is its simplicity. They are very simple to write and understand.
- Memos tend to be brief and to the point. They also reach a lot of people. So they are very time-saving as well.
- They also serve as evidence in case of a dispute

**Correspondence:** Correspondence is defined as communication, generally through letters or emails. An example of correspondence is the interchange of letters between pen-pals. This is one of the most important channels through which official information are passed. This maybe in form of memos, email, letters, text messages and so on<sup>157, 158, 159</sup>. Any communication in the form of the letter is correspondence. Any person related to a business expresses oneself though business correspondence. One can also ask any doubt or uncertainty through business correspondence.

A businessman writes and receives letters in his day-to-day life. A correspondence between two organizations or within an organization comes under this category. A letter to a supplier, complaint letters, letter of inquiry, job application letters are some of its examples<sup>160</sup>.

A business correspondence has numbers of importance. Its most important feature is the ease of reaching and communicating with different parties. It is not always possible to meet persons face to face. A business correspondence helps to meet some organizational goals. One can achieve the objectives through it.

It is not always possible for any business or organization to reach to any person in particular. This will cost any business. Here, the business correspondence will be a rescue for any business.

It helps in maintaining the proper relationships between the parties. Business correspondence strengthens the business. It also helps in the internal communication. It makes communication within the organization clearer and precise<sup>161</sup>.

Any written form of communication serves as evidence. A business correspondence helps the person in a business to keep a record of all the facts. These written records will serve as evidence.

It helps in creating and maintaining goodwill between a business and a customer. Any letter to enquire, complaint, suggestion or feedbacks helps a company to grow and maintain goodwill. A business correspondence helps a business to achieve the set goal. It also ensures the expansion of a business. With no waste of time and proper utilization of manpower and resources, a business can expand<sup>159</sup>. Any information regarding some resources or any product or market can be easily done. Even the news of the expansion of business can be spread by it<sup>160</sup>.

### **Internal Correspondence**

It refers to the correspondence between the individuals, departments, or branches of the same organization<sup>161</sup>.

### **External Correspondence**

It refers to the correspondence between two individuals. These are not of the same organization. Any correspondence outside the organization is external correspondence. Customer and suppliers, banks, educational institutions, government departments come under this category<sup>161</sup>.

### **Routine Correspondence**

It refers to the correspondence on routine manners. A correspondence made for inquiries, orders, replies, acknowledgments, invitation, and appointment letters are routine correspondence<sup>161</sup>.

### **Sales Correspondence**

It refers to the correspondence related to the sale. Sales letters, sales reports, invoice, and confirmation of orders are sale correspondence. Delivery letters, statement of accounts etc. are also some of its examples<sup>161</sup>.

### **Personalized Correspondence**

It refers to the correspondence based on emotional factors. Letters of the request, recommendation, and congratulations are personalized correspondence. Letter of introduction, granting and the refusal of terms are some of its examples<sup>161</sup>.

### **Circulars**

It refers to the communication of common matter to a large number of persons or firms. Circulars, notices of tenders, change of address, an opening of the new branch come under this category<sup>161</sup>.

**Staff Meetings:** These are meetings held by principals, and members of staff to discuss issues relating to students, staff and the running of the school. Staff meetings allow employees to be a part of the Decision-making process of an organization by communicating their opinions, ideas, etc., in a structured yet commonly accepted forum. While final authority and Decision-making belong to the leadership of an organization, leaders often reach out to their employees for their valuable input<sup>161</sup>. Managers who utilize these meetings as communication tools open up a great opportunity for employees to share their workday experiences with one another. Some common characteristics of an effective staff meeting are as follows.

**Regular Schedule:** To truly be an effective means for communicating information and gathering input from employees, staff meetings should be scheduled ahead of time to allow employees to anticipate them and to plan accordingly with the rest of their schedule/calendar. Employees who can count on these meetings to occur regularly will see them as opportunities to share information with others on a consistent basis<sup>161</sup>.

**Timely Start:** If managers want their employees to show up to a meeting on time, they need to set the example of arriving to the meeting on time as well. Furthermore, the start of the meeting should be as scheduled so that tardy attendees will know that they must make an effort not to be late for the next meeting. As a manager leading the meeting, being prompt and starting the meeting on time will demonstrate how important the manager feels the meeting is<sup>161</sup>.

**Prepared Agenda:** Since employees are likely to have information to share, it is helpful to have an agenda prepared to keep some structure and order to the meeting. It is easy to get off track when employees are offering up information that may be somewhat unrelated to the prepared agenda. Agendas also serve as handy records that a supervisor can go back and look at to determine if certain topics have been covered<sup>161</sup>.

**Mandatory Attendance:** A regularly scheduled staff meeting, which is conducted to share and gather important workplace information, should typically have a mandatory attendance requirement for staff. Employees need to be a part of this communication "think tank," as it is only effective if all are there to listen to the discussion and offer their unique insight about the topics discussed. Permission to skip a staff meeting for another work commitment should be the exception rather than a commonplace occurrence<sup>161</sup>.

**Professionalism:** Since personal opinions and insights will be shared in staff meetings, it is crucial to have a manager monitor the meeting as others are speaking to ensure all discussion remains professional and respectful<sup>162</sup>. Employees often save certain topics for open discussion at a staff meeting<sup>161</sup>. These folks might feel very passionately about their opinion and get their feelings hurt or become defensive when others share a different opinion. It is very important for the leadership at the table to keep everyone professional by reminding them that everyone has an opinion and we should respect their opportunity to speak to their coworkers in such a forum. If there is no control at a staff meeting in this regard, stronger personalities will out-speak others, and this could result in some employees feeling reluctant to actively participate in the future.

**Need to Cancel Staff Meetings:** Managers may have occasion to cancel a meeting due to their own unavoidable scheduling issues or there being no real issues requiring staff input at that time. Since it is not effective to have a meeting just for the sake of having a meeting, canceling the meeting is wise because employees will appreciate the freeing up of the time on their schedule to do other work. It may be prudent to send out an email to let employees know that they are welcome to speak to the manager one-on-one should they have any unresolved issues they need to discuss. Permission to speak to the manager or promoting an "Open Door Policy" after a staff meeting has been unexpectedly cancelled will let the employee know that they do not have to wait until the next meeting to discuss something of importance to them<sup>161</sup>.

**Suggestion Boxes:** These boxes are put in place to encourage parents, teachers, students and all stakeholders to express their opinions, complaints, concerns, observations and advice to the appropriate authority. The person who raises suggestions usually expects feedback to ensure that issues raised are corrected. A suggestion box makes employees feel more involved with the company. Some potential benefits of employee suggestion boxes include:

Employee morale boost: Suggestion boxes boost employee morale, especially when suggestions are implemented or concerns are addressed. Better communication: it can improve communication between management and employees by giving them a formal way to share their ideas<sup>162</sup>. Increased innovation and problem-solving: it encourages employees to not only identify problems but also suggest solutions. Improved employee engagement: when employees see that you want their feedback, they're more likely to feel engaged at work<sup>163</sup>.

**Outlet for Quiet Employees:** while some of your employees might share feedback all the time, others may be hesitant to share in front of others. A suggestion box offers a less intimidating way for shy employees to give their feedback<sup>164</sup>.

## 2.2 Theoretical Review

This section is concerned with conceptualizing the theoretical context in which the investigation is rooted. The relevant theories are the Management theory of Henri Fayol and Fiedler's Contingency theory. They are selected to influence and aid data analysis.

### 2.2.1 Management Theory of Henri Fayol

Henri Fayol's Management theory is based on three primary assumptions, namely the Six Industrial Activities, the Five Functions of Management, and the 14 Principles of Management. The Six Industrial Activities consist of technical, commercial, financial, security, accounting, and managerial activities. Technical activities encompass production, manufacturing, and adaptation and require a high level of technical proficiency to ensure quality products. Commercial activities involve markets, contracts, buying, selling, and exchange, and a good understanding of commercial aspects is crucial for improving revenue and cost savings. Financial activities revolve around the acquisition and optimal use of capital, as lack of funds can lead to the downfall of potentially prosperous enterprises. Security activities include protecting people and property, as well as maintaining clear and simple accounting systems that accurately reflect the firm's condition. Lastly, managerial activities encompass planning, organizing, command, coordination, and control, and are spread among all members of the corporate body rather than being solely the responsibility of senior members<sup>165</sup>.

The Management theorist outlines five primary functions within Managerial Activities, namely Planning, Organizing, Command, Coordination, and Control. According to the theorist, Planning, which is also known as a "plan of action," is a crucial matter for every business that involves all departments and functions, especially management. Planning consists of four components, namely the desired result, the action, the stages, and the methods. To develop a plan, managers must consider the company's tangible and intangible resources, work in progress, trends, and future events. A good plan should possess characteristics such as unity, continuity, flexibility,

and specificity. Organizing involves providing all the necessary resources, including physical and human resources, to execute a plan of action<sup>165</sup>.

The Management theorist defines Command as the process of obtaining the best possible return from all employees in a manager's unit in the interest of the organization as a whole. This involves various aspects, such as having competent personnel, knowing personnel thoroughly, understanding the organization's obligations to its personnel, working with other managers to ensure unity of direction and effort among managers and personnel, setting a good example, regularly auditing performance, and avoiding getting caught up in the minutiae. Coordination is another critical function of management, which entails ensuring that all personnel understand their roles and responsibilities, and that resources and activities across the organization work in harmony towards achieving the desired objective. Lastly, Control involves verifying whether everything occurs in line with the adopted plan, instructions issued, and established principles. In essence, control ensures that the organization's operations are in conformity with the set standards, and that any deviations are identified and corrected promptly<sup>166</sup>.

Precisely, the theorist developed 14 principles that include division of work, the scalar chain, authority, and remuneration among others<sup>166</sup>. The theorist argues that the organization is a complex system of units that collaborate to achieve overall goals and objectives. Additionally, the performance of a group can be influenced by contextual factors such as group atmosphere, power position, task structure, and the leader's psychological orientation. Overall organizational performance is determined by the interaction between situational favorableness and leadership style. The early management theorists' ideas remain significant in modern-day organizational leadership. Managers and the board of directors typically assume the responsibility of

organizational leadership. The goal of leadership is to achieve both short-term and long-term strategic plans, which aim to address environmental challenges<sup>167</sup>.

Compared to its contemporaries in the field of organizational psychology, the school of thought places a greater emphasis on the role of management within an organization. This approach is commonly associated with an "industrial" approach to business, characterized by replaceable workers and a rigid hierarchy with a strong top-level command. Henri Fayol's management theory defines five essential functions of management, namely Planning, Organizing, Command, Coordination, and Control. These functions collectively comprise "management," which is one of the six industrial activities described in the theory<sup>168</sup>.

The theorist is well known for his contributions to the Classical Period of management theory, where he worked alongside other prominent figures like Max Weber, who is known for his principles of bureaucracy, and Frederick Taylor, who is known for his principles of Scientific Management. He believed that there are certain conditions, such as principles, laws, or rules that are necessary for the soundness and good working order of a business organization. He created 14 principles that he considered being flexible and adaptable to any situation but required intelligence, experience, decision-making skills, and proportion to be applied effectively. According to the theorist, the absence of principles would lead to chaos and confusion. He hoped that his principles could serve as a reliable reference for future study and practical application<sup>169</sup>.

With the above in mind, the following describes each of the 14 components of the theory administrative principles approach.

## Division of Work

Specialization helps to “produce more and better work with the same effort” by reducing “the number of objects to which attention and effort must be directed.”

## Authority

The idea is that authority cannot be separated from responsibility, as it includes the consequences and rewards that come with exerting power. In simpler terms, having and using authority requires responsibility and accountability. It is important to promote positive behavior among personnel while discouraging negative actions. Any consequences that are given should consider the specific action, the situation surrounding it, and the possible outcomes. These consequences must be administered with integrity, fairness, and unwavering resolve. The school principal can use this theory to identify significant policy areas, write important policy suggestions, evaluate possible options and solutions, and break down key policies into smaller ones.

### **2.2.2 Fiedler's Contingency Theory of Leadership**

Fiedler's Contingency Theory of Leadership suggests that the success of your leadership hinges on how well your leadership approach fits the situation at hand. To determine the level of favorability of the situation, it is crucial to assess your level of control as a leader, also known as situational control. This can be accomplished by evaluating three specific factors in the situation, which include: The leader-member relationship: The quality of the connection between the leader and the members they are leading. The task structure: The degree of clarity and structure surrounding the task that needs to be accomplished. The position power: The level of authority and power that the leader has in the given situation. By taking these factors into account, you can

determine the level of favorability of the situation you are in, and use this information to adjust your leadership style accordingly for optimal effectiveness<sup>171</sup>.

The Contingency Theory of Leadership, which was introduced in 1964 by Fiedler and further developed throughout the 1970s, was born out of a need to explain leadership effects in situations that previous theories could not account for. However, as new leadership theories emerged that were better suited to adapt to changing world developments, particularly those based on the New Public Management paradigm, interest in the Contingency Theory of Leadership has waned<sup>171</sup>. Numerous global disasters and catastrophic events in recent years have prompted several investigations into the effectiveness of crisis management, and these studies have highlighted the applicability of the Contingency Theory of Leadership in specific circumstances<sup>172</sup>. The purpose of this study is in threefold. First, to examine the origins and evolution of the Contingency Theory of Leadership, including its rise, decline, and subsequent redevelopment. Second, to evaluate the applicability of the theory in crisis situations, with a particular focus on its relevance in addressing the challenges presented by events like the Covid-19 pandemic. Third, to provide a comprehensive overview of the key characteristics of the theory that make it especially suited to dealing with crises<sup>172</sup>.

The Path Goal Theory which is included in the contingency theory group focuses on situational moderators on leader effectiveness<sup>171</sup>. This theory revolves around the concept of expectancy motivation, which suggests that people are more inclined to exhibit certain behaviors if they perceive a high likelihood that their actions will yield desirable outcomes. Additionally, another perspective that complements this theory is the adaptive-reactive theory of leadership, which

takes into account "macro" variables that are often overlooked in leadership approaches. These variables include factors such as the external environment, organizational size, technology, and various elements of the organizational structure<sup>171</sup>. In addition, research has demonstrated that leadership should not only be viewed in terms of being adaptive-reactive, but also proactive and entrepreneurial. Moreover, the Contingency Theory of Leadership has been shown to be one of the most trustworthy and dependable ways of gauging an individual's leadership potential<sup>171</sup>. This variety of evidence, makes experts admit that the context of the situation affects the effectiveness of a leader <sup>171</sup>.

With recent events such as natural disasters, terrorism, and the Covid-19 pandemic, the importance of effective leadership during a crisis has been underscored, emphasizing the need for leaders who can not only drive organizational growth but also navigate and manage crises. For instance, several studies have examined how leaders at the state level have dealt with the Covid-19 pandemic in their respective regions <sup>172</sup>. Crisis situations are recognized as distinct from ordinary situations, and therefore, the strategies and approaches employed by leaders to manage crises must also differ. As a result, the relevance of the Contingency Theory of Leadership has once again come to the forefront of discussions. A crisis is characterized by a fundamental shift in our sense of self and the world around us"<sup>172</sup>. Crises are events that have a low probability of occurring but have significant consequences that threaten an organization's basic goals. A model that assesses extreme conditions includes five dimensions, such as temporal ordering, magnitude and probability of consequences, proximity, and attenuators and intensifiers. The COVID-19 pandemic is an example of an extreme crisis that requires effective leadership, as certain leadership styles may only be suitable for specific situations and cannot be generalized. Leadership during a crisis is different from day-to-day operations as it involves managing danger,

emotions, and producing a return to normalcy. The text discusses leadership in crisis management during natural disasters like Typhoon Harvey in Texas and the COVID-19 pandemic, where leaders must act deliberately and take advantage of opportunities while managing risks through tactile, technical, and adaptable work. The government notes that communities and organizations are currently in emergency mode and seek direction from their leaders<sup>173</sup>.

The main findings indicate that during times of crisis, leadership must adapt by quickly assessing the situation and responding with intuition and professionalism. The COVID-19 pandemic has been one of the most significant crises in human history<sup>174</sup>. Experience from leadership in different countries has shown that specific leadership styles are only appropriate for certain situations in dealing with the COVID-19 pandemic crisis. Additionally, various literature has documented how governments across the globe have responded to pandemics, revealing how politicians, related institutions, and local governments often create policies that contradict each other, leading to detrimental effects<sup>175</sup>. The style of national government policies which is adaptive to the situation that occurs serves to reconcile mutually destructive policy conflicts, especially how the leadership of the top leadership of the State can determine the appropriate national policy style in times of crisis<sup>175</sup>. For a period of three months, China, which was identified as the source of the pandemic, effectively managed the situation by implementing costly lockdown measures in its major cities, particularly in Wuhan. By the end of March 2020, China was able to curb the spread of the virus.

Some countries have criticized China's leadership style during this period, which they believe may have violated human rights. China's policies have been described as "brutal but effective"

by some sources<sup>176</sup>. Despite the fact that China's success in managing the pandemic can be attributed to multiple measures implemented by several policy actors early on, an online survey of the general population conducted with 1000 respondents identified the top three most crucial steps taken by the Chinese government. These steps include enforcing a rigorous lockdown, providing aid to the

Hubei province, and removing the leaders of Wuhan City and Hubei Province from their positions. All three of these actions are conventional tools of an authoritarian state system for managing crises and maintaining control over society<sup>178</sup>. At the start of the pandemic, China had a system of "fragmented authoritarianism" where local governments had the highest authority for handling the pandemic, but the central government only acted before and after policy decisions were made. However, on January 25, Xi Jinping took direct control and stated that he himself was ordering and directing the handling of Covid-19 in Hubei. This marked a shift in policy towards a centralized leadership style, and Wuhan implemented several extreme measures. This change was a crucial turning point in China's success in controlling the pandemic and also transformed local governments from policy formulators to pure executors of central policies. Therefore, the greatest achievement in China's pandemic response was the accuracy of the leadership change at the top<sup>179</sup>. Similarly, Vietnam, although not as "brutal" as China in dealing with the pandemic, has also implemented various strict policies that have worked well thanks to its authoritarian system of government<sup>180</sup>.

China faced strong criticism from the Western world for taking drastic measures to contain the spread of the pandemic as the primary nation affected. However, as the virus began to rapidly spread and cause many deaths in Western countries, leaders in the United States and Europe

started to reconsider their views and policies, including adopting China's approach of implementing lockdowns to reduce transmission. Despite the effectiveness of this approach, the US government struggled to implement a national or regional lockdown and faced criticism for President Trump's attempts to assert his authority, which ultimately had negative consequences for the country<sup>181</sup>. The passage describes how the United States' authoritarian leadership style was deemed unsuitable for managing the pandemic situation. The country has since struggled to effectively handle the pandemic, accounting for almost 40% of the total COVID-19 cases worldwide, along with

Brazil<sup>182</sup>.

In contrast to other countries that resorted to extreme measures such as lockdowns and travel restrictions, South Korea adopted a different approach to handle the pandemic. Despite not imposing strict measures like shutting down major cities, South Korea was successful in controlling the spread of the pandemic, reporting low levels of transmission<sup>176</sup>. There is a common misconception that South Korea's success in controlling the pandemic is solely attributed to the country's adoption of authoritarian measures. This belief is based on the assumption that South Korean citizens are inherently compliant and accustomed to government control due to the lingering effects of the country's previous dictatorship in the 1970s and 1980s<sup>183</sup>.

The phenomena described above emphasize the importance of The Contingency Theory of Leadership in managing crises. This theory states that the most suitable leadership approach must be tailored to the specific situation at hand, as certain styles of leadership may only be

successful in certain circumstances. If applied to countries with different conditions, the risk of failure is high.

The literature on The Contingency Theory of Leadership has demonstrated how this theory can be used to predict the potential effectiveness of certain leadership styles in specific situations<sup>171</sup>.

Research on various crises and extreme events around the world has suggested that leaders need to take certain actions. Firstly, leaders must achieve situational awareness by understanding their current circumstances and reality within and outside the organization. Based on their knowledge and beliefs, leaders must quickly develop an action plan, communicate a clear vision, and establish priorities. Secondly, leaders must make adaptive decisions in response to changing situations<sup>172</sup>. Thirdly, leaders must communicate effectively by understanding the expectations of their audience and conveying the necessary information clearly within a specific timeframe. It is important to prioritize needs and repeat them frequently to avoid confusion. Leaders should collaborate and utilize their position to minimize policy breakdown during crises. Effective communication and information systems are crucial in crisis management<sup>184</sup>. This theory offers an effective way to identify when a school principal's abilities have the greatest and greatest influence. It promotes self-awareness in leaders, a trait necessary for making decisions for a team in an organisation.

## **2.3 Review of Empirical Studies**

### **2.3.1 Leadership Styles and Secondary School Principal Administrative Effectiveness in Nigeria**

The individuals who hold the position of school principal are accountable for creating a positive atmosphere for learning within their schools. In order to ensure that schools function well, it is

essential to have effective management that involves input from all relevant parties. The school principal is the primary leader responsible for the management and organization of the school.

They play a crucial role in establishing the school's atmosphere, creating the necessary conditions, and inspiring effective teaching and learning. Therefore, the significance of the principal's leadership in improving school effectiveness cannot be disregarded. Research findings from diverse school contexts and countries have demonstrated the significant influence of leadership on school development<sup>165</sup>. The rapid expansion of secondary schools in Oyo state, with the creation of junior and senior secondary schools, may result in the recruitment of more teachers as principals and the need for additional resources to finance various aspects of the school program. However, some of these newly appointed principals may lack experience and struggle to effectively manage their schools. This could lead to a decline in the quality of secondary school graduates produced<sup>166</sup>.

The role of principals in promoting school effectiveness is critical, and they are responsible for coordinating and directing various activities, such as finance, human resources, and material resources. Nowadays, the position of the principal is more complex than before, and they are expected to perform numerous functions daily, including curriculum planning, program planning, recruitment and deployment of teachers, providing instructional materials, examination responsibilities, budget preparation, and security management. In addition, principals are also responsible for administrative functions, such as student and staff welfare, clerical work, public relations, school plant planning and maintenance, and arranging and conducting school meetings<sup>167</sup>.

The effectiveness of principals in maintaining education quality and standards largely depends on their ability to carry out leadership responsibilities. The success of a manager is determined by their ability to achieve results through their efforts and ability, the environment they operate in, and the ability of their subordinates. In the school system, a principal's knowledge, leadership style, experience, expertise, capability, and ability to improvise solutions to problems are key factors in achieving desired results. Leadership is essential in all human organizations and is seen as a vital ingredient for effective administrative processes. The concept of leadership style may differ from person to person or situation to situation. An individual's support for an educational institution depends on their belief that it can help them achieve their personal objectives and goals<sup>168</sup>.

The style of leadership utilized by educational leaders is a crucial factor that can either improve or hinder the effectiveness of their management skills and the level of engagement and dedication among individuals in the school system. Essentially, leadership style refers to the approach used by a leader to guide and motivate their team towards achieving the objectives of the organization<sup>170</sup>. Every leader, regardless of whether they are leading a formal or informal organization, adopts a specific approach to manage their team towards attaining the goals of the organization. The choice of leadership style utilized by a leader is influenced by the prevailing circumstances at a particular time. The leadership style a manager adopts significantly impacts their effectiveness as a leader. In the absence of an appropriate leadership style, organizational growth and development, including educational institutions, could suffer. This may result in teachers feeling resentful, aggressive, insecure, and dissatisfied<sup>171</sup>.

Every leader, regardless of whether they are leading a formal or informal organization, adopts a specific approach to manage their team towards attaining the goals of the organization. The choice of leadership style utilized by a leader is influenced by the prevailing circumstances at a particular time<sup>172</sup>. The leadership style a manager adopts significantly impacts their effectiveness as a leader.

In the absence of an appropriate leadership style, organizational growth and development, including educational institutions, could suffer. This may result in teachers feeling resentful, aggressive, insecure, and dissatisfied.

The autocratic leadership style involves specific actions such as manpower planning, developing personnel policies, providing managerial training for managers, promoting staff and student welfare, and other routine tasks. In this style, all decision-making and power reside solely in the hands of the autocratic leader, making it challenging for the staff to operate effectively in their absence. Conversely, democratic leadership emphasizes group participation in policy-making and encourages collaboration between leaders and team members. This style allows principals to assist teachers in clarifying instructional goals, improving teaching and learning to achieve those goals, and shifting their focus from teaching to student learning. As an instructional leader, it is vital for the principal to maintain the school's focus on the primary objective of helping all students learn. This involves shifting the instructional focus from teaching to learning, establishing collaborative structures and processes to improve instruction, and ensuring that ongoing professional development aligns with the school's goals. These are crucial tasks that principals must perform effectively to become instructional leaders in a professional learning community<sup>174</sup>. The laissezfaire leadership style permits team members to contribute ideas and

opinions freely without interference from the leader. This style encourages subordinates to develop and uphold individual performance standards, and make corrections to their errors when necessary. However, this leadership style may lead to unproductive activities and could be harmful to the overall welfare of the school<sup>175</sup>. The transactional type of leadership was first described as a style of leadership that focuses on motivating followers through a system of rewards and punishments<sup>176</sup>. Transactional leaders prioritize enhancing the effectiveness of established routines and procedures, and are more interested in adhering to existing regulations than modifying the organization. Their focus is on implementing and standardizing practices that will enable the organization to achieve maturity, set and achieve goals, operate efficiently, and enhance productivity<sup>177</sup>. Principals who use the transactional leadership style assign specific tasks to team members and provide rewards or punishment based on their performance. Together, the principal and team members establish predetermined goals, and employees agree to follow the direction of the principal to achieve these goals. The principal has the authority to review results, train or correct team members when they fail to meet goals, and reward employees with bonuses when they accomplish goals. This style of leadership takes into consideration both organizational and personal needs. A pseudo-democratic leader appears to be democratic but actually displays traits of an autocratic ruler. They may ask for suggestions and opinions from team members but never use them. Instead, they follow their own predetermined format and make decisions that subordinates must support. The choice of leadership style adopted by a school principal should be based on managerial effectiveness. The extent to which a school principal achieves the goals and objectives of their school determines their managerial effectiveness.

**2.3.1.1 Autocratic Leadership and Administrative Effectiveness in Secondary Schools** A study found a significant correlation between the autocratic leadership style and administrative effectiveness. Respondents agreed that this style does not encourage individual initiatives, is domineering, and determines policies and procedures with little or no input from group members. Communication between the leader and subordinates is limited, and the leader dictates all techniques and work tasks. The leader is often personal in their praise and criticism of each team member's work, stresses the importance of hierarchy, and prioritizes self-interest over group goals. Autocratic leaders focus on determining all organizational policies, procedures, and activities, and may not actively participate in group activities except for occasional demonstrations. This leadership style typically involves one-way communication with limited feedback opportunities<sup>178</sup>. He engages in constant supervision of students and his staff. He hardly calls for staff meeting to discuss vital issues affecting the school. The above assertion is in line with the present study and agrees with the findings.

The investigation focused on public senior secondary schools in Rivers State and the connection between principals' leadership philosophies and operational efficiency. Six research issues were addressed, and six hypotheses were assessed at a significance level of 0.05. The research design used in the study was correlational. 8,452 teachers worked in 258 public senior high schools in Rivers State, making up the population. To create a sample of 40 senior secondary schools and 588 teachers who took part in the study, stratified random sampling was used. The "Principals' Leadership Styles Scale (PLSS) and Administrative Effectiveness Scale (APQ)" were the instruments utilised to collect the data. With reliability values of 0.81 and 0.80 determined using Cronbach alpha, the PLSS and AES were confirmed.

The study questions were addressed with Pearson Product Moment, and the significance level for testing the hypotheses was set at 0.05. Among other things, it was discovered that administrative performance in public senior secondary schools in Rivers State had a strong positive relationship with democratic, autocratic, transactional, and transformational leadership styles. Additionally, it was discovered that in Rivers State's public senior secondary schools, a laissez-faire leadership style had little bearing on the efficiency of the administrative system. It was determined that the administrative performance of public senior secondary schools in Rivers State is highly influenced by the leadership types of the principals, including democratic, autocratic, transactional, and transformational leadership styles. Among other things, it was advised that principals should effectively combine democratic, autocratic, transactional, and transformational leadership philosophies since they are crucial to achieving administrative performance in secondary schools in Rivers State<sup>179</sup>.

In public secondary schools in Faisalabad, Punjab, Pakistan, another study aims to examine the relationship and impact of principal leadership styles on teacher job performance. In order to gather data for a correlational design, a sample of 102 principals and 512 instructors were selected using self-administered questionnaires. The first tool, the "Questionnaire for Principal Leadership Style" (QPLS), has three subscales: autocratic leadership ( $r = 0.832$ ), democratic leadership ( $r = 0.759$ ), and laissez-faire leadership ( $r = 0.852$ ).

All three subscales exhibit a high level of internal consistency. The reliability of the second tool, the Questionnaire for Teacher Job Performance (QTJP), is likewise high ( $= 0.813$ ). Percentages, multiple regression, and Pearson's correlation coefficient were later carried out at the significance level of  $p 0.05$  with regard to the verification of the study questions and hypotheses.

According to the data, the involvement of the principal's autocratic, democratic, and laissez-faire leadership styles contributed to 59.3% of the difference in teacher job performance. The findings of the study also showed that the autocratic leadership style was the most prevalent and considerably had a beneficial impact on teachers' work performance, but the laissez-faire leadership style had either negative or ineffective effects. The results ultimately imply that the principals under investigation should make intelligent use of the blending of leadership styles in accordance with the unique conditions of their individual schools<sup>180</sup>.

### **2.3.1.2 Laissez-faire Leadership Style and Administrative Effectiveness of Secondary Schools**

A study uncovered that the laissez-faire leadership style does not have a substantial correlation with administrative effectiveness. Survey participants also concurred that this leadership style only provides information, advice, and materials when requested, and does not take an active role in delegating tasks or managing time. Additionally, it does not apply pressure towards achieving goals and only intervenes in chaotic situations when there is a risk to personal safety or prompted to do so. In a transport company, the laissez-faire leadership style had an adverse and insignificant effect on organizational performance because it leads to a decline in employee performance<sup>181</sup>.

An example of a laissez-faire leader would be a principal who stays in the office encourages staff and students as little as possible, shows minimal concern for the learning and development of students or needs of the teacher and allows schools structures and processes continue in the same way<sup>182</sup>. This suggests that when principals adopt a laissez-faire leadership style, their administrative effectiveness tends to be lacking, as they allow things to happen without much

guidance or intervention. In contrast, the study found a significant correlation between administrative effectiveness and a transactional leadership style. Survey respondents agreed that this leadership style places importance on meeting organizational demands and individual needs, providing staff with adequate resources and support, assisting those in need, encouraging student participation in activities such as field trips, recognizing institutional roles and expectations, and balancing staff needs with organizational demands. It also expects subordinates to comply with established rules and regulations through a system of rewards and punishments, monitors and rewards performance, and uses a pragmatic approach to problem-solving. Thus, both transactional and contingent reward leadership behaviors were positively associated with employee performance<sup>183</sup>.

Do Not Copy, Lead City University, Nigeria

### **2.3.1.3 Democratic Leadership and Administrative Effectiveness of Secondary School**

A study found a significant correlation between administrative effectiveness and democratic leadership style. Survey respondents agreed that this leadership style values the inputs and participation of subordinates involved in decision-making. The democratic leader is committed to the democratic process and willing to represent the interests of the people. They also create a supportive school climate that acknowledges personal needs and differences, builds trust and respect for subordinates, and prioritizes opportunities when handling issues. The democratic leader listens to different perspectives and collaborates with others and makes decisions that are in the best interest of the school.

Overall, democratic leadership positively affects administrative effectiveness<sup>184</sup>. Successful leaders communicate their goals to their supporters. They routinely establish specific objectives with the possibility for high-performance standards, they have faith in the talents of their subordinates, and they support their subordinates' efforts to keep improving their performance. The performance of teachers at private secondary schools was examined in a study together with the leadership styles of the principals. The path-goal theory's four leadership philosophies and five key performance indicators (KPIs) of teacher job performance were the selection criteria used for the study. It was assumed that much earlier, research have covered this topic. They did, however, report on teacher job performance as a whole. In order to determine how adopted principal leadership styles affected each of the five major performance indicators of teacher job performance, a concerted effort was needed. 253 members of middle management participated in this empirical investigation. The directive leadership style, followed by the supporting and achievement-oriented leadership styles, had a substantial impact on teacher job performance in the researched schools, according to the correlation findings from the structural equation

modelling. Contrarily, although being a substantial predictor of teacher job success, participative leadership was not thought to be a promising predictor. The study was conducted in a non-Western culture where directive leadership is advantageous for promoting teacher job performance<sup>185</sup>.

#### **2.3.1.4 Digital Leadership and Administrative Effectiveness of Secondary School**

Digitization is typically described as utilizing technology and technical procedures to accomplish specific goals. Technology encompasses the application of one or more practical and industrially relevant branches of science<sup>186</sup>. The term refers to a blend of information technology and communication technology. Information technology concerns the electronic acquisition, storage, processing, and transmission of information. Communication technology relates to the physical equipment and software that interconnects various hardware components and facilitates the movement of data from one physical location to another<sup>187</sup>. The emergence of various digital devices and tools has greatly improved the speed and quality of service delivery, revolutionizing services worldwide. The integration of Information and Communication Technology (ICT) has the potential to streamline administrative tasks, as well as enhance teaching and learning in schools. However, many secondary schools in Nigeria are struggling to establish functioning and well-equipped ICT centers. The lack of physical infrastructure and trained personnel to operate the ICT equipment are significant challenges. Another troubling issue related to ICT is the negative behavior of students, including watching inappropriate content during and after school hours, making nighttime phone calls, and engaging in exam cheating. Such activities appear to be contributing to a decline in student discipline. The responsibility for managing secondary schools falls to principals who are accountable to the authorities that appointed them.

The goal of the study was to better understand how teachers perceive and interact with their principal's use of technology during the COVID-19 pandemic. A case study-based qualitative methodology was used in the research, and 89 instructors with master's degrees made up the study group. In choosing the study group, maximum diversity sampling, one of the purposive sampling techniques, was used. Content analysis was used to analyse the research's data. "Digital technology usage, support for the digital transformation, support for technology-based professional development, support for digital learning culture, and digital leadership skills" are the five primary themes identified based on the perspectives and experiences of the participants. The study's findings showed that teachers thought school principals' use of digital technology during the COVID-19 pandemic was appropriate.

Additionally, it was shown that principals of schools promote technology-based professional development in schools and digital transformation. Additionally, it was shown that school principals play a role in creating a culture of digital learning in schools within the parameters of the research. According to the study's findings, technology utilization, managerial abilities, and individual capabilities are the three areas that best describe school principals' digital leadership abilities. As a result, school principals must first exhibit their digital leadership and actively support the development of a digital learning culture in their schools in order to realise digital transformation within the context of K–12 education<sup>82</sup>.

In addition to health issues, the COVID-19 pandemic has resulted in an unparalleled social and economic crisis that has notably hurt the service industry. Numerous service workers must operate remotely to keep service businesses operating due to stringent safety regulations. The

research seeks to report on leadership effectiveness regarding workers' work performance in virtual settings caused by the COVID-19 pandemic due to the paucity of literature on leadership and virtual work in the service sector. It examines the impact of leadership on service employees' job performance as mediated by work-related tension, autonomy, and group cohesiveness using the input-processoutcome (IPO) framework. It also investigates the moderating impacts of the service provider's level of digital maturity.

The authors gathered survey data from 206 service personnel who were abruptly required to transition to a virtual work environment owing to the COVID-19 outbreak in order to evaluate the resulting model. PLS-SEM, or partial least squares structural equation modelling, was used by the authors to analyse the data. The findings showed that maintaining service personnel's work performance in a virtual environment during crisis conditions required task- and relation-oriented leadership behaviour. Results also showed that team cohesiveness and employees' individual task autonomy had mediation impacts; interestingly, workplace stress had no effect on employees' ability to perform their jobs. Results provided advice to service firms on how to successfully lead during crisis situations when service staff operate primarily in virtual environments<sup>188</sup>.

### **2.3.2 Decision-making and Secondary School Principal Administrative Effectiveness**

For school leaders to truly prioritize instruction, relying on data-driven decisions and researchbased approaches must extend beyond simply being topics discussed in articles. It is crucial for instructional leaders to have a deep understanding of what data is significant, the various sources of relevant data, as well as different techniques for evaluating and interpreting data. Equally important is the ability to utilize the results in making informed decisions that will

enhance teaching and learning. These are all critical factors in leveraging data to its fullest potential<sup>189</sup>. The concept of data-based decision-making has been transformed into a complex endeavor suggesting the need for a certain level of expertise to engage in the process<sup>190</sup>. The decisions educational leaders are called on to make occur in social systems that are complex and contingent<sup>191</sup>. The principal to be the determining factor for the set of values which would guide the school as it sets a direction<sup>192</sup>. “The principal’s values joined with those of other stakeholders will ultimately determine the destiny of the school”<sup>193</sup>. School leaders play a big part in what beliefs, values, and assumptions are the most important in the existing school culture, as they determine what is communicated to whom, who receives resource allocations, and who is in receipt of rewards and disciplinary action<sup>194</sup>. There are three operant values that influenced the decision making of elementary and secondary principals. The values identified were: personality, organizational, and transcendent<sup>195</sup>.

A study was carried out on linking school-based management and school effectiveness, showing the influence of self-based management, motivation and effectiveness in the Arab education system in Israel. A model was created to examine how school-based management directly and indirectly (via incentive) affects school effectiveness using a sample of 300 Arab teachers in Israel. The findings indicate a strong correlation between school success and all aspects of self-management, including decision-making, resource and personnel management, resource availability, and organisational structure. Additionally, the findings demonstrate complete mediation between resource management, organisational structure, and staff effectiveness in schools. Theoretical contributions, management ramifications, and future research possibilities are presented<sup>188</sup>.

*Do Not Copy, Lead City University, Nigeria*

### 2.3.2.1 Problem-solving Skills and Principal's Administrative Effectiveness

Individuals need to cultivate adaptability skills such as decision-making and problem-solving in order to navigate through the ever-evolving circumstances of both their personal and professional lives. As leaders of the school faculty, school principals' decision-making and problem-solving abilities are influenced by a range of competencies and personal qualities<sup>196</sup>. Several studies have demonstrated a correlation between principals' problem-solving abilities and their style of school management, emotional intelligence, personality traits, empathy, communication skills, persuasive skills, adaptability, willingness to embrace change, emotional and cognitive awareness, and ability to empathize with others' emotions and thoughts<sup>197</sup>.

The literature indicates that highly effective leaders possess emotional intelligence in their interactions and require a diverse range of leadership styles. They must be capable of managing not only their own emotions but also the emotions of others. Various studies have shown that emotional competencies, which are crucial for success and the ability to regulate emotions, are also critical for leadership<sup>198</sup>. Remaining calm and composed is a crucial attribute that can influence others, while optimism enables leaders to persist through challenges. Good leaders also possess strong initiative, persuasiveness, and achievement motivation. They have a clear vision and an understanding of the current situation and context in which their leadership is required. Additionally, good leaders demonstrate emotional leadership and possess the ability to establish positive personal relationships. They have a talent for finding solutions that satisfy all parties involved in a dispute. Effective communication and active listening are also essential skills for addressing interpersonal conflicts associated with leadership roles. In fact, empathy, which involves more than just intelligence, is an important interpersonal skill for dealing with people<sup>199</sup>.

In the context of enhancing organizational effectiveness, management experts and professionals are placing greater emphasis on the significance of a manager's emotional intelligence. Emotional intelligence is a collection of inherent traits (including self-awareness, self-motivation, empathy, and relationship management) that enable individuals to monitor their own and others' emotions, beliefs, and mental states. This information can then be utilized to guide their own and others' thoughts and actions effectively<sup>200</sup>.

Another crucial aspect of organizational effectiveness is the problem-solving ability of administrators. School principals utilize problem-solving skills on a daily basis. The capacity to comprehend and accurately perceive presented problems is essential in the role of a principal. Administrators all agree that their jobs are stressful, and each emphasizes the importance of managing stress to prevent becoming overwhelmed. Each administrator has developed coping strategies that work for them. Administrators also suggest that the four most critical skills required to be a school principal are those related to emotional intelligence: interpersonal skills, intrapersonal skills, problem-solving skills, and stress management skills<sup>201</sup>.

Assessing principals' emotional intelligence has revealed that it impacts behaviors such as recognizing one's emotional intelligence strengths and limitations, restructuring cognitively and emotionally, comprehending perspectives, utilizing motivation in teamwork, and displaying purposefulness and determination. Personalities can be analyzed in conjunction with emotional intelligence in the context of monitoring emotions and problem-solving skills in management. Developing emotional intelligence competencies has been demonstrated to improve professional

performance, job satisfaction, and perceptions of the workplace atmosphere. This, in turn, leads to outcomes such as job satisfaction and reduced exhaustion<sup>202</sup>. It was found that principal' interest and problem-solving skills towards school climate and relationships between students and officers within the school support job satisfaction and motivation affirmatively for students and teachers.

Since the Covid-19 pandemic forced the closure of nearly all educational institutions globally in March 2020, digital technology has been used more and more in schools to help teaching and learning. A study presents the results of a poll of 72 secondary school principals in Ireland three months following the closures. Leaders' attitudes towards technology, digital behaviour prior to the pandemic, and emergency responses are taken into account. The results imply that leaders have a favourable attitude towards technology and that, before the crisis, approaches to digital learning were in line with some best practise suggestions. Even while schools made an effort to continue offering services during the closures, difficulties were documented, especially in remote institutions and those serving underprivileged populations. Leaders recognised the need for improvement in teachers' "digital competence" and remarked that the pandemic may have acted as a catalyst for this<sup>203</sup>.

### **2.3.2.2 Time Management and Secondary School Principal Administrative Effectiveness**

Administrative effectiveness refers to the ongoing response to administrative efforts and activities aimed at achieving specified goals. Effective administrative performance involves decisionmaking, delegating duties to subordinates, setting good examples, and inspiring teachers and students to create a favorable working environment conducive to achieving school goals and objectives. However, the effectiveness of secondary school principals is a hindrance to achieving

goals in secondary schools. The researcher noted that some secondary schools suffer from poor administration, which is evident in the inability of school administrators to meet deadlines and curriculum targets. The principal, who is the primary administrator at the secondary level, must fulfill their duties in a timely manner to ensure effective administration. Poor time management seems to be the primary reason why some school administrators struggle to meet deadlines and curriculum goals.

Time is an abstract resource that is essential for human development and cannot be retrieved once lost. All achievements and growth in life are accomplished with the use of time. Therefore, effective management of time is crucial for individuals, organizations, and society as a whole<sup>204</sup>. Administrators must manage time efficiently to achieve organizational goals. Time is one of the resources that administrators need to manage proficiently to ensure success in their endeavors<sup>205</sup>. The effective management of time is crucial for a school administrator who oversees the activities of staff and students in order to achieve the school's goals and objectives. Unlike other organizational resources such as machines and raw materials, time cannot be accumulated or replaced. Time management involves managing time wisely to complete tasks and projects efficiently, meet deadlines, prioritize, and reduce interference from irrelevant tasks. Time management skills are essential for success, especially for principals of secondary schools in Nigeria, who often struggle to organize and plan their work correctly. In particular, some principals waste valuable time by holding daily meetings with staff after morning prayers, which can cause delays and disruptions. To investigate the correlation between time management variables such as delegation of duties and scheduling contacts and administrative effectiveness, this study aims to examine selected principals' time management practices<sup>206</sup>. Delegation of

duties involves assigning tasks to subordinates based on their skills and capabilities to achieve the school's goals and objectives<sup>207</sup>.

In the education system, various tasks can be assigned to both teaching and non-teaching staff to ensure efficient time management. Delegating responsibilities is crucial for effective school administration, and it is typically the principal's responsibility to delegate duties to staff members.

Even in large schools, principals cannot handle all tasks alone, so delegation is necessary.

However, some principals prefer to take on all administrative duties without involving or delegating to other competent staff members, which negatively impacts their effectiveness due to time constraints. For instance, some principals may perform tasks that should be carried out by the bursar or vice-principal instead of delegating them to the appropriate staff member. This can lead to neglect of their primary responsibilities, thus affecting the overall administration of the school. To achieve educational goals and objectives, effective time management techniques such as scheduling events, sticking to a diary or planner chart, focusing on one task at a time, monitoring time usage, and spending more time on profitable activities should be employed<sup>208</sup>.

The researcher noticed that some secondary school principals do not effectively schedule and monitor school and personal activities, allowing them to interfere with each other. This is because they tend to focus on multiple tasks at once instead of delegating tasks to capable staff members. Consequently, they do not complete one task before moving on to another, which negatively impacts their administrative efficiency.

In a different study, the time management techniques used by Nigerian secondary school principals in Enugu State were determined. A descriptive survey design was used. The study's

291 secondary school principals made up the study's population. The well-structured 15-item Time Management

Strategies for Principals' Administrative Effectiveness Questionnaire (TMSPA EQ) was the tool utilised to collect the data. The tool was designed using a four-point rating scale with weights of

4, 3, 2, and 1 for Strongly Agree (SA), Agree (A), Disagree (DA), and Strongly Disagree (SD).

The study's conclusions showed that secondary school principals use meetings to effectively manage their time for administrative purposes. It also showed that principals do not implement delegation strategies for time management for administrative effectiveness in secondary schools in the areas of: letting assistants decide on task assignments, having complete faith in staff ability when delegating tasks, delegating to staff in accordance with their abilities, and setting a deadline for task completion when delegated, among others<sup>4</sup>.

Among other things, the study found that at secondary schools in Enugu State, principals do not use delegation mechanisms to manage time for administrative effectiveness. The study advised, among other things, that consideration be given to capacity training on efficient time management through the organisation of workshops, seminars, and conferences on time management techniques for successful school administration<sup>4</sup>.

### **2.3.2.3 Emotional Intelligence and Secondary School Principal Administrative Effectiveness**

In the school system, like any other organization, decisions are made towards solving immediate and remote problems aimed at achieving set goals and objectives effectively and efficiently.

Decision making is the process of specifying the nature of a particular problem and selecting

among available alternatives in order to solve the problem<sup>209</sup>. Decision-making as a choice made from among alternative courses of action that are available, either towards the solution of a problem or the achievement of an objective<sup>210</sup>. Principals in educational institutions are responsible for making decisions in various areas of school administration, including curriculum and instruction, school-community relations, personnel management for students and staff, staffing, disciplinary actions, school facilities management, housing and health services, school finance, and budgeting. The way these tasks are carried out may be influenced by the principal's level of emotional intelligence. Emotional intelligence refers to an individual's ability to understand their own emotions and those of others, and to manage these emotions in personal and interpersonal relationships. It involves the ability to comprehend and regulate one's own emotional responses, as well as adapt and respond to the emotions of others<sup>200</sup>.

Emotional intelligence is the ability to perceive emotions, access knowledge, reflectively regulate emotions and promote emotional and intellectual growth<sup>150</sup>. Emotional intelligent principal according to is one who is able to perceive one's emotions and remains aware of them as they happen<sup>211</sup>. The principal's ability to handle emotional responses in various situations and with all staff members is crucial. This entails understanding the thoughts and emotions of their staff members, even if they do not feel the same way, and effectively communicating and resolving conflicts that may arise. Emotional intelligence is a vital factor for the success of secondary school principals, as it enables them to excel in their administrative roles. There is a strong correlation between a leader's level of emotional intelligence and their performance<sup>212</sup>. A principal with high emotional intelligence will have a more significant impact on their school than a principal with low emotional intelligence<sup>213</sup>.

Principals with low emotional intelligence have difficulty understanding the emotions of their staff and students, which can impede their ability to facilitate learning, achievement, and motivation towards achieving goals. This suggests that a principal's level of emotional intelligence may affect their ability to understand and communicate effectively with staff, students, and their environment, as well as perform other administrative tasks. Emotional intelligence is an essential aspect of the school management process, and a principal must be able to manage emotions effectively if they aim to excel in their administrative responsibilities. Emotional intelligence has the potential to promote positive attitudes, behaviors, and outcomes and has been associated with improved career performance and success<sup>214</sup>. Based on observable situations in secondary schools in Anambra state, it appears that many principals lack emotional intelligence, which may explain why they struggle to fulfill their administrative duties<sup>215</sup>. Frictions can arise between principals, staff, and students, which can hinder healthy interpersonal relationships and cooperation among staff members towards achieving institutional goals<sup>216</sup>. In Nigeria, most secondary school principals are poor decision-makers, which can lead to conflicts, poor administrative performance, indiscipline, discrepancies, disagreements, and a lack of cooperation. As a result of poor instructional supervision by many principals, teachers' performance in delivering instruction can be questionable, as they may struggle to use appropriate methods, manage the classroom during lessons, maintain discipline, and provide detailed feedback on students' performance and achievement. Additionally, many principals lack the necessary communication skills to properly coordinate and integrate the various components of the school system, creating communication gaps that undermine their performance. Researchers are concerned about whether these issues are related to principals' emotional intelligence<sup>217</sup>.

A study suggested that principals of secondary schools have a moderate level of emotional intelligence. Principals have a very high emotional intelligence<sup>218</sup>. Studies have indicated that effective leaders typically exhibit high levels of emotional intelligence. The variation in findings may be attributed to the different locations where these studies were conducted, as principals in certain areas appear to possess higher levels of emotional intelligence compared to those in Nigerian secondary schools, who generally display moderate levels<sup>219</sup>. The results of this study also indicate that the performance level of principals in public secondary schools in Nigeria is moderate, which differs from the outcomes of other studies.

However, the majority of secondary school principals were deemed effective in carrying out their administrative duties<sup>218</sup>. This finding seems baffling, judging from the situation in secondary schools in Nigeria where there are series of problems that are prevailing in most secondary schools.

The finding of the present study is also different from earlier conducted studies in Osun and Kwara States. These researchers found that most secondary school principals were not effective in their administrative functions<sup>220</sup>. Another finding indicated that there is a medium significant relationship between principals' emotional intelligence and their performance in public secondary schools in Nigeria. These researchers found that levels of emotional intelligence significantly influence the performance of a leader.

Another study was carried out titled "does emotional intelligence and empowering leadership affect psychological empowerment and work engagement?" The goal of the study was to better understand how empowering leadership and emotional intelligence might increase psychological empowerment and job engagement in private hospitals. Five private hospitals in Riyadh, Saudi

Arabia, received a total of 500 surveys from staff nurses, with 100 questionnaires to each facility, having a response rate of 34.8%.

According to the findings, work engagement, psychological empowerment, empowering leadership, and emotional intelligence all have statistically significant positive connections.

Emotional intelligence and job engagement did not significantly differ from psychological empowerment and work engagement. According to the study, workers who have high levels of emotional intelligence and are exposed to motivating leadership exhibit more psychological empowerment and job engagement. Hospitals may be able to lower nurse turnover, enhance patient connections, and preserve competitive advantage by having a greater grasp of how EI (Emotional Intelligence) contribute to psychological empowerment and work engagement. The study offers proof that EI has a positive impact on empowering leadership, psychological empowerment, and job engagement in private hospitals<sup>221</sup>.

### **2.3.3 Communication Forms and Secondary School Principal's Administrative Effectiveness**

Communication is a crucial element of human life and plays a significant role in organizations, including schools, in achieving their objectives. Effective communication improves the management of an organization by enhancing mutual understanding between management and subordinates. It also encourages staff involvement and commitment, resulting in better outcomes. Communication involves transmitting a common understanding among people through various methods, such as speaking and writing<sup>222</sup>. He asserts that unless there is a perfect understanding result from transmission of verbal or nonverbal symbols, otherwise communication has not taken place. An administrative organization cannot work properly without an efficient and effective system of communication<sup>223</sup>. He stated that even if policies and programmes have been fixed, the administrative machines will not work unless and until the meaning has been communicated to

all members of the organization (school). The researcher sees communication as a process that people use to exchange messages and share feelings and ideas with one another. Communication process is the means and stages of communication<sup>224</sup>.

Communication process involves four elements, namely sender, message, channel and receiver. The elements in communication process determine the effectiveness of communication. A problem in any of these elements can lead to communication ineffectiveness<sup>225</sup>. Effective communication occurs when the sender and receiver of a message have same understanding of the content of the message<sup>226</sup>. To put it differently, for someone to react to a message, there needs to be a connection between the sender and the receiver using appropriate communication channels. A researcher views communication channels as the accepted methods used for transmitting messages within an organization, such as a school<sup>227</sup>. These channels can be either formal or informal, and they may be vertical, horizontal, downward, upward, or diagonal, as well as one-way or two-way communication. To facilitate effective communication within the school, the management should recognize and utilize these communication channels. Management refers to the efficient organization and utilization of both human and material resources within a specific system to accomplish predetermined goals<sup>228</sup>.

According to the researcher, management involves purposeful actions such as planning, organizing, directing, communicating, and controlling both human and material resources to attain educational objectives. In the management of secondary schools, effective communication is vital to enhance school efficiency and achieve educational goals. The proper functioning of secondary schools relies heavily on effective communication between teachers and students across various school structures and levels. The manager's responsibilities include assigning

specific duties to all staff, ensuring satisfactory performance, maintaining staff discipline, orienting new staff, developing sound personnel policies, contributing to staff professional development, considering students' needs, interests, and rights, initiating curriculum design and reform, maintaining a positive and satisfactory disciplinary standard among pupils, developing guidance services for students, maintaining an efficient system of accounts, fostering good public relations with parents and the community, and promoting school-community relations. The school management's ability to perform these functions effectively depends on their communication skills<sup>229</sup>.

Communication skill refers to the ability to convey information accurately, clearly, and as intended. It involves sharing one's thoughts and ideas with others and receiving information from them. Effective communication skills require appropriate language, eye contact, fluent speech, active listening, concise writing, confidence, friendliness, empathy, the use of questions, openmindedness, and appropriate presentation of ideas. School managers should possess these communication skills and be mindful of their nonverbal behavior, as well as being able to interpret the communication of their subordinates. Inadequate communication skills among secondary school principals can have negative effects on school management, leading to a misplacement of educational goals and hindering the teaching and learning process. This often results in poor academic performance, conflicts between principals and vice-principals, and petitions against the principal. Communication gaps may also lead to misunderstandings, rumors, mistrust, lack of unity, suspicion among staff, lower staff commitment, lower education standards, school management inefficiencies, lower morale, staff frustration, and indiscipline among staff and students<sup>230</sup>.

The study looked at how the use of the Education Management Information System (EMIS) affected the administration of secondary schools in the state of Anambra. The study was led by three research questions and three null hypotheses. The research used a descriptive survey approach. All of Anambra State's public secondary schools participated in the survey. The study's 5604 participants included 262 principals and 5342 teachers. 200 people made up the study's sample, including 190 instructors and 10 principals who were selected by the purposive sampling method. The Influence of Education Management Information System in Secondary School Management Questionnaire (IEMISSMQ), a structured questionnaire, served as the data gathering tool. The professionals validated faces. The Cronbach's Alpha Coefficient was used to calculate reliability. The three null hypotheses were tested using a t-test at the .05 level of significance while the mean and standard deviation were utilised to answer the research questions<sup>231</sup>.

According to the study's findings, the use of EMIS modules in curriculum and instruction, human resource management, and school-community relations positively impacts secondary school management in Anambra State because it takes less time to complete routine tasks like preparing for exams and student reports, monitoring students' attendance, conducting staff evaluations, and interacting with parents and other stakeholders. The report suggested, among other things, that the Ministry of Education seek out greater financing to enable secondary schools to purchase more equipment and receive technical assistance in accordance with the National Policy on Education<sup>232</sup>.

#### **2.3.3.1 Oral Communication Forms and Secondary School Principal Administrative Effectiveness**

Oral communication refers to communication that takes place through spoken words and is often used in direct conversations or telephonic conversations, as well as presentations, speeches, and discussions. It is typically used when direct interaction or temporary communication is necessary.

Face-to-face communication is particularly important for building trust and rapport between individuals. Oral communication relies on verbal and non-verbal signals transmitted through sound waves produced by the vocal or oral mechanism. Language, composed of verbal symbols, is used to convey meaning and can be customized and supplemented by the qualities of vocal sound, including pronunciation and enunciation. In today's job market, graduates must be proficient in oral communication skills to succeed in academic and professional settings, and institutions have included courses and training sessions in their curriculums to help students develop these skills<sup>233</sup>.

Oral language plays an important social function, allowing us to connect with others and build relationships, and it also plays a crucial role in the development of literacy skills, including vocabulary, complex sentence structure, and comprehension. Speaking and listening are often included in curriculum documents as important components of oral language development. Most people associate oral communication with speeches and presentations, which are increasingly important in the online communication era. However, oral communication also encompasses everyday conversations between colleagues and other administrative staff, which are essential in modern offices. Although emails and texts are commonly used, oral discussions are quicker and more effective for communication. Improving communication skills can help employees work more efficiently and gain a competitive edge. Even though many people suffer from anxiety

related to public speaking, developing effective discussion techniques, charismatic public speaking and presentation skills is possible through practicing and learning. Oral communication is considered a vital management tool in various settings, including social, political, and business occasions. Effective oral communication skills, including clarity and interpersonal skills, are vital for success in any profession or as a student, and can be developed with practice and understanding of the communication process<sup>233</sup>.

One of the crucial methods used to evaluate teachers' performance is the performance appraisal process. In order to give school principals in Kenya the ability to impartially evaluate teachers in their own schools, the Teachers Service Commission (TSC) launched the Teacher Performance Appraisal and Development (TPAD) tool in public schools. In Kikuyu Constituency, Kiambu County, public secondary schools, the study looked at how principals' tactics for using the Teacher Performance Appraisal and Development (TPAD) tool affected teachers' performance. The study was guided by the management by objectives theory and five research questions. The study used a cross-sectional descriptive survey design that combined qualitative and quantitative paradigms<sup>233</sup>.

All public secondary schools, administrators, teachers, TSC County Directors, and Quality Assurance and Standards Officers (QASOs) were the focus of the study. 12 public secondary schools were chosen at random, and 190 instructors were chosen from the sampled schools using proportionate sampling. Twelve principals, one TSC County Director, and one Quality Assurance and Standards Officer (QASO) were chosen through the use of purposeful sampling.

The test-retest method was used to assess instrument dependability. A second test was conducted two weeks later to ascertain the reliability of the instrument. To find any variances that might have existed, the results from the two testing periods were connected using the Pearson Product Moment Formula. The Statistical Package for Social Scientists (SPSS) was used to analyse quantitative data, with a focus on inferential and descriptive statistics<sup>233</sup>.

To supplement the conclusions drawn from the quantitative data gathered through surveys, qualitative information produced from the interview guide and open-ended questions was carefully coded, thematically analysed, and recorded in narrative and direct quotations. Bar graphs, tables, and pie charts were used to convey quantitative data. In public secondary schools, the study found that principals' use of rewards in TPAD implementation, their support for teachers' professional development, their communication of TPAD appraisal results, their use of collaborative planning in TPAD implementation, and teachers' attitudes towards that implementation all had a positive and significant impact on teachers' performance. The implementation tactics used by principals to implement TPAD were found to be adequate explanatory variables for teachers' performance in public secondary schools. The study made the recommendation that more research be done in order to assess the degree of TPAD tool implementation in public secondary schools in other constituencies and produce findings with a more comprehensive view of the TPAD tool implementation<sup>233</sup>.

#### **2.3.3.2 Non-Verbal Communication Forms and Secondary School Principal Administrative Effectiveness**

Non-verbal communication is defined as “the communication and interpretation of information by any means other than language”<sup>234</sup>. Research shows that non-verbal communication occurs

more than half of the time during human communication<sup>235</sup>. During speech, the amount of gestures used was more frequent during pauses of speech than while an individual was speaking<sup>236</sup>. Furthermore, studies show that people use gestures more when face-to-face with individuals, implying that gestures are a form of social communication<sup>237</sup>. Hand gestures have communicative reasons for being used, whether this is conscious or sub-conscious<sup>236</sup>. The impact hand gestures have on speech, people, and message deliverance, varies tremendously.

In previous studies it was understood that hand gestures did not influence speech, and conversely that speech did not influence gestures<sup>238</sup>. Gestures can provide a context for verbal communication and that they can enhance the understanding of the content for the receiver of the message. Gestures are communicative movements, and comply with the earlier stated theory that gestures and speech should be considered as a unified system<sup>239</sup>.

The use of hand gestures was observed by participants interacting personally with other individuals or via an intercom. Results showed that the frequency of hand gesture use only increased slightly with face-to-face interaction. These results further suggest that hand gestures may be more of a way to help the speaker during the lexical retrieval stage of speech, which is the process of getting from a thought to a word<sup>240</sup>. On the other hand, gestures may help the process of lexical retrieval of the speaker, but there are also impacts that gestures have on the follower.

Results show that gestures impact followers' emotions, feelings, and understandings<sup>241</sup>. They concluded that gestures and other forms of non-verbal communication portray the speaker's emotions and feelings, and that this affects how the listener interprets the message or tone<sup>242</sup>. Moreover, it is important to recognize that the degree of impact of certain gestures depends on cultural influences. Because gestures are culturally specific, a high-power gesture or high respect move in one culture may represent low power or disrespect in another culture<sup>243</sup>. Nevertheless, researchers have been able to classify hand gestures as either negatively stimulating or positively stimulating<sup>244</sup>. There has been a lot of research conducted as to what types of gestures people use during interactions, but less on the effect these gestures have on the receiver of the communicative message<sup>237, 245</sup>. There are various types of gestures that people use to communicate, ranging from those that accompany speech to gestures that have their own distinct language structures. These gestures can be divided into five categories: (1) Gesticulation, which involves hand motions used to enhance communication during speech, (2) Speech-framed gestures, which are part of a sentence, (3) Emblems, which are symbolic gestures that convey a message without the need for words, such as a thumbs up or a wave goodbye, (4) Pantomime gestures, which are also known as dumb show gestures and can tell a story without the need for speech, and (5) Sign language, which does not require speech but instead relies on a shared understanding between the sender and receiver for effective communication<sup>237, 245, 246, 247</sup>. These gestures respectively rank from accompanying speech to not needed speech to communicate.

Non-oral communication is often called nonverbal behaviour or body language. It is a means of conveying information, just like verbal language, only through facial expressions, gestures, Touch (tactile) physical actions (dynamics, posture, body decoration, and even the pitch, timbre and volume of individual voices)<sup>248</sup>. Nonverbal communication can expose a person's genuine

emotions, thoughts, and intentions. Sometimes called "telling," nonverbal behavior is often unintentional. Body language is believed to be more truthful than verbal language, which can be manipulated to achieve the speaker's desired outcomes. The author cited this idea in their book.

Nonverbal communication is crucial and that Researchers have determined that those who can effectively read and interpret non-oral communication and manage the perception of others will have greater success in life than those who lack this skill<sup>249</sup>. Having the skill of nonverbal communication is crucial for improving workplace relationships among colleagues in an organization, leading to better organizational performance. Being able to interpret the nonverbal cues of others allows us to understand our colleagues better and handle work challenges, such as conflicts, more effectively. Nonverbal communication is particularly useful for workplace connectivity because every gesture and body language conveys meaning and can directly affect the behavior of both parties in the communication process, ultimately shaping the interaction's outcome. However, the impact of nonverbal communication on workplace connectivity depends on the accuracy of its interpretation and prediction<sup>250</sup>.

Essentially, nonverbal communication plays a significant role in how your verbal message is perceived by others. For instance, if you instruct a new employee with crossed arms or a stern expression, they may interpret it as frustration or anger, which can harm your working relationship. On the other hand, using open body language or a pleasant smile can help create a positive atmosphere. Similarly, if a new hire seems guarded during instructions, you can defuse the situation by picking up on their nonverbal cues and asking open-ended questions. Nonverbal communication can have both positive and negative impacts, and it's essential to be aware of how you're coming across to others. To improve your nonverbal communication skills, seek

honest feedback from close friends or family members and adjust your behavior accordingly. Being openminded and willing to learn can positively impact your performance in both personal and professional settings.

Few choices are accessible to school principals who want to resolve problems in the classroom. A study was also carried out. The study's objective was to evaluate the problem of school conflict, its causes, and the efficiency of various conflict management approaches in Greek Secondary Education school units. Participating in the current investigation were teachers (n = 128) from twelve randomly chosen schools in the Epirus region of northwest Greece. The sources, nature(s), and degree of conflict in each school unit were assessed, as well as teachers' opinions of their principals' leadership style. It seemed like conflicts were a common problem in schools. The boundaries of the workplace and interpersonal relationships were frequent sources of conflict.

School principals displayed a variety of conflict resolution techniques. Following Smoothing and Forcing were the styles that were most frequently seen, then collaboration and compromise. School principals less commonly displayed avoidance. In contrast to a laissez-faire leadership style, both the transformational and transactional leadership styles displayed were equally successful in resolving conflicts. The findings suggest that conflict management effectiveness can be related to leadership and conflict management style<sup>251</sup>.

#### **2.3.4 Principals' Administrative Forms for School Effectiveness in Secondary Schools**

Education is widely regarded as the most crucial tool for economic progress, human development, political stability, and effective national growth in every country. In Nigeria, as in other countries, education is considered the largest enterprise, as it is through this system that

citizens are taught the expected societal behaviors and acquire socially acceptable vocational skills to become useful members of society. Nigeria has experienced numerous changes in the administration and management of its educational system, starting with the missionaries and then with the realization that their education was insufficient to meet societal needs after gaining independence in 1960. As a result, the government became fully involved in the administration and management of the education sector<sup>252</sup>.

The secondary education has occupied an important position in the national education system. Because it is that sector of education that usually comes immediately after primary education and also comes before tertiary education. Principal is the professional and administrative head of the school. He plans, organizes, directs and coordinates all the affairs of teaching and non-teaching staff and students. He assigns responsibilities to teachers and supervises them so that the school objectives can be efficiently and effectively achieved.

The school principal is the one who interpret policy, executes curriculum programmes. He is responsible for the students' welfare, physical facilities, equipment, financial administration and he should ensure and maintain effective school-community relationship. Therefore, for him to achieve his predetermined school objectives, he needs to possess certain administrative skills such as instructional programming, staff personnel administration, student personnel administration, financial and physical resources and school-community relations.

There is a number of administrative form which in one way or the other can assist the principal in discharging out his daily activities. Failure to take into cognizance may likely to encounter problems in the administration of his school. Administration as the activities that are done in

order to plan, organize and run a business school or other institution<sup>253</sup>. Administration is the careful and systematic arrangement and use of human and material resources, situations and opportunities for achievement of specific objectives<sup>254</sup>. Therefore, from the above definition of Administration, it could be viewed as a process of dealing with human and material resources in order to achieve the predetermined school objectives.

Administrative form is concerned with the way and manner in which an organisation is shaping in the right direction towards the achievement of its goal. The administrative forms include planning form, personnel form, coordinating form and so on. These administrative forms are important for school effectiveness in secondary schools. School effectiveness is viewed as the ability to plan, organize and coordinate many and often conflicting social energies in a school system. It can also be seen as the school effort to make changes toward improving the students' level of achievement.

The principal occupies the administrative and managerial position in the secondary school.

The principal is an administrative head, a manager, a community public relations man, a supervisor, an instructional leader, a curriculum innovator and a catalyst towards planned revolution<sup>255</sup>. Students' performance, teachers' achievement and school effectiveness all depend on the quality of the principals in the school<sup>248</sup>. Next in importance to the quality of teaching service is the quality of administrative forms executed in the school by the principals<sup>248</sup>. The principals' administrative forms refer to the ability of the school principal to effectively carry out administrative task related to instructional programming, staff personnel administration, physical resources and school community relations towards achieving the school goals and objectives.

Principal administrative competence refers to the ability of the school principal to plan, organize, direct, coordinate, and harness all the resources at his disposal for the purpose of achieving school goals. A school principal display competence in several ways, however, this paper's focus is on principals' supervisory competence, leadership competence, and communication competence.

Supervisory competence refers to the ability of the principal to monitor and control all the activities of the school ensuring that everything runs according to plans. Instructional supervision includes various roles and responsibilities that entail technical, professional and interpersonal aspects<sup>249</sup>. For schools to be effective, they need to look for opportunities to increase the professional development and job performance of teachers for the betterment in managing the teaching and learning process, and this can be done through supervision<sup>249</sup>.

Empirically, it examined the influence of secondary school head teachers' general and instructional supervisory practices on teachers' work performance<sup>250</sup>. The study findings revealed that to some teacher participants, supervision is non-existent in secondary schools due the fact that some of them have been teaching for more than a decade, but they have never been supervised by the head teacher in the classroom. The research findings likewise indicate a moderate correlation between secondary school head teacher's supervisory practices and teacher's work performance. The relationship existed at the 0.001 level (2-tailed) with Pearson Correlation Coefficient of 0.636. And the coefficient of determination was 0.4044 or 40% indicating a moderate relationship between supervision and teacher performance. Challenges related to teacher supervision were reported by study participants, mainly, head teachers. Private secondary school head teachers reported more challenges than their counterparts in government schools<sup>250</sup>.

Leadership competence is the style of leadership adopted by school principals which can make or mar them from relating well with their staff and students. Managerial leadership of a school principal is important and necessary to manage education in schools effectively and efficiently to achieve quality education expected by all parties. The school principal is the actual organization manager who decides the forms to follow in order to achieve educational goals. As a manager, the principal must have the ability to perform managerial functions concerning management activities such as planning, organizing, and controlling actuating<sup>251</sup>.

Some empirical studies related to leadership competence and teachers' work performance were reviewed as shown below. The relationship between principals' leadership, quality of work life, job satisfaction and productivity of teachers in Kerman high schools<sup>252</sup>. Findings from the study showed that there was a significant relationship between principals' leadership and job satisfaction. There was a significant relationship between principals' leadership and productivity. There was a significant relationship between principals' leadership and quality of work life. There was a significant relationship between job satisfaction and productivity. A significant relationship was observed between job satisfaction and quality of work life with. A significant relationship was observed between quality of work life and productivity.

Communication competence refers to the ability of the school administrator to use diverse communication channels and media to pass information across to all concerned and ensuring to receive feedback where necessary<sup>252</sup>. Communication is an important process inside schools and

the most frequently used tool by organizational leaders. Leadership exists only through communication. Leaders are increasingly important as creators of culture, decision makers, and change agents. These roles require the use of communication to develop shared meanings, search and use information effectively, and create and communicate visions to enhance an organization's future and guide it through eras of change<sup>253</sup>.

In an empirical study, the influence leaders' communication pattern and lecturers' job performance in Colleges of Education, Nigeria<sup>253</sup>. The results of the investigation revealed that: a significant relationship existed between leaders' democratic communication pattern and lecturers' performance; leaders' Autocratic pattern did not significantly relate to lecturers' performance; leaders' laissez faire pattern not significantly related to lecturers' performance and that leaders' communication pattern significantly related to lecturers' performance. The study concluded that leaders' pattern of communication significantly enhanced lecturers' performance in Colleges of Education and recommended that leaders should as much as possible engage in democratic communication pattern in order to facilitate the attainment of the stated aims and objectives of the institutions.

Few choices are accessible to school principals who want to resolve problems in the classroom. A study was also carried out. The study's objective was to evaluate the problem of school conflict, its causes, and the efficiency of various conflict management approaches in Greek Secondary Education school units. Participating in the current investigation were teachers (n = 128) from twelve randomly chosen schools in the Epirus region of northwest Greece. The sources, nature(s), and degree of conflict in each school unit were assessed, as well as teachers'

opinions of their principals' leadership style. It seemed like conflicts were a common problem in schools. The boundaries of the workplace and interpersonal relationships were frequent sources of conflict<sup>254</sup>.

School principals displayed a variety of conflict resolution techniques. Following Smoothing and Forcing were the styles that were most frequently seen, then collaboration and compromise. School principals less commonly displayed avoidance. In contrast to a laissez-faire leadership style, both the transformational and transactional leadership styles displayed were equally successful in resolving conflicts. The findings suggest that conflict management effectiveness can be related to leadership and conflict management style<sup>252</sup>.

### **2.3.5 Principal Leadership Qualities and Administrative Effectiveness**

The ever-increasing public awareness of the importance of education as a tool for societal development, economic empowerment and independence has prompted the rapid establishment of schools by government and private individuals. As the demand for all levels of education continue to increase as well as the number of schools, without a proportional increase in resources, the management of educational institutions becomes more complex and therefore requires

administrators with essential requisite qualities to cope with these challenges<sup>253</sup>.

The principal of a secondary school has the crucial role of managing and coordinating all aspects of the school. This includes overseeing academic and non-academic staff, managing

resources and materials, interacting with the community, reporting to government authorities, and addressing the needs of students.

Essentially, the principal is responsible for ensuring that the school operates smoothly and efficiently, while also creating opportunities for the students to advance in their education. This job is challenging because it involves managing not only the academic environment, but also relationships between staff members, between staff and students, and within the community. The principal's duties extend beyond the internal administration of the school and into the wider community<sup>253</sup>.

In order for a school to function effectively within its community, the principal must be capable of managing complex and conflicting goals while satisfying the insatiable needs of individuals. This requires the principal to possess a variety of management skills and personal qualities such as energy, assertiveness, initiative, openness to new ideas, tolerance, a sense of humor, honesty, and an analytical mind. As a leader, the principal must possess certain personal attributes to enhance their effectiveness in their administrative role<sup>254</sup>. Scholars have identified ten characteristics that are crucial for success in this role. These include the ability to communicate effectively with an open mind, to listen well and empathize with students, teachers, and parents, and to serve as an educational leader with a strong understanding of research-based curriculum, instruction, and learning<sup>255</sup>.

A disciplinarian, who must work tirelessly to instill discipline in both students and staff with a zero tolerance for indiscipline. The principal must possess certain qualities that distinguish them from others and enhance their administrative effectiveness. They must be a visionary leader with a sense of calling and purpose who focuses on a mission that has the best interests of students at heart. The principal should also possess interpersonal skills, be a change agent, and be able to manage planned changes in an organized and positive manner. Other important characteristics include being a culture builder, image maker, team player, and learner who accepts constructive criticism<sup>254</sup>. These personal qualities of a principal fall into categories such as planning, communication, creativity, decision-making, years of experience, and commitment<sup>254</sup>.

Experience is a combination of years of service and intelligence and should ideally be demonstrated as proficiency. The school system cannot be managed like the highly bureaucratic and autocratic civil service<sup>255</sup>. The school principal has a complex role in dealing with students, teachers, parents, and government officials. The principal is responsible for providing students with knowledge, supporting teachers in their roles, and implementing educational policies set forth by the government. These tasks are intertwined and can be challenging to manage, especially when dealing with uncooperative individuals or conflicting community interests. To be effective, the principal must strike a balance between being too bureaucratic or too autocratic. The success of the school is dependent on the social climate created by the principal, which is influenced by their leadership style, interpersonal relationships with staff and students, communication skills, and honesty. Both private and public institutions can fail if the principal does not effectively manage these factors<sup>254</sup>.

A bureaucratic and autocratic school environment frustrates the system. As far as possible, it is encouraged that the principal should practice those behaviours that promote learning and learner development and success in the administration of secondary schools in Rivers State. School administration involves managing, administering the curriculum and teaching, discipline, assessment evaluation and examinations, resource allocation, costing and forward planning, staff appraisal relationship with the community, use of the practical skills necessary for surviving the policies of organisation such as decision-making, negotiation, bargaining, communication, conflict handling, running meetings and so on<sup>255</sup>.

All these tasks can be reduced to the following: planning, organising, directing, supervising, and evaluating the school system. These activities are those of the school principal who must ensure they are all directed towards efficient and effective teaching and learning in the school so as to be able to produce quality outcomes in terms of students' performance. Application of these personal qualities leads to effective administration of Public Senior Schools in Port Harcourt Metropolis. Administration are the activities that are done in order to plan, organize and run a business, school or other institutions<sup>254</sup>.

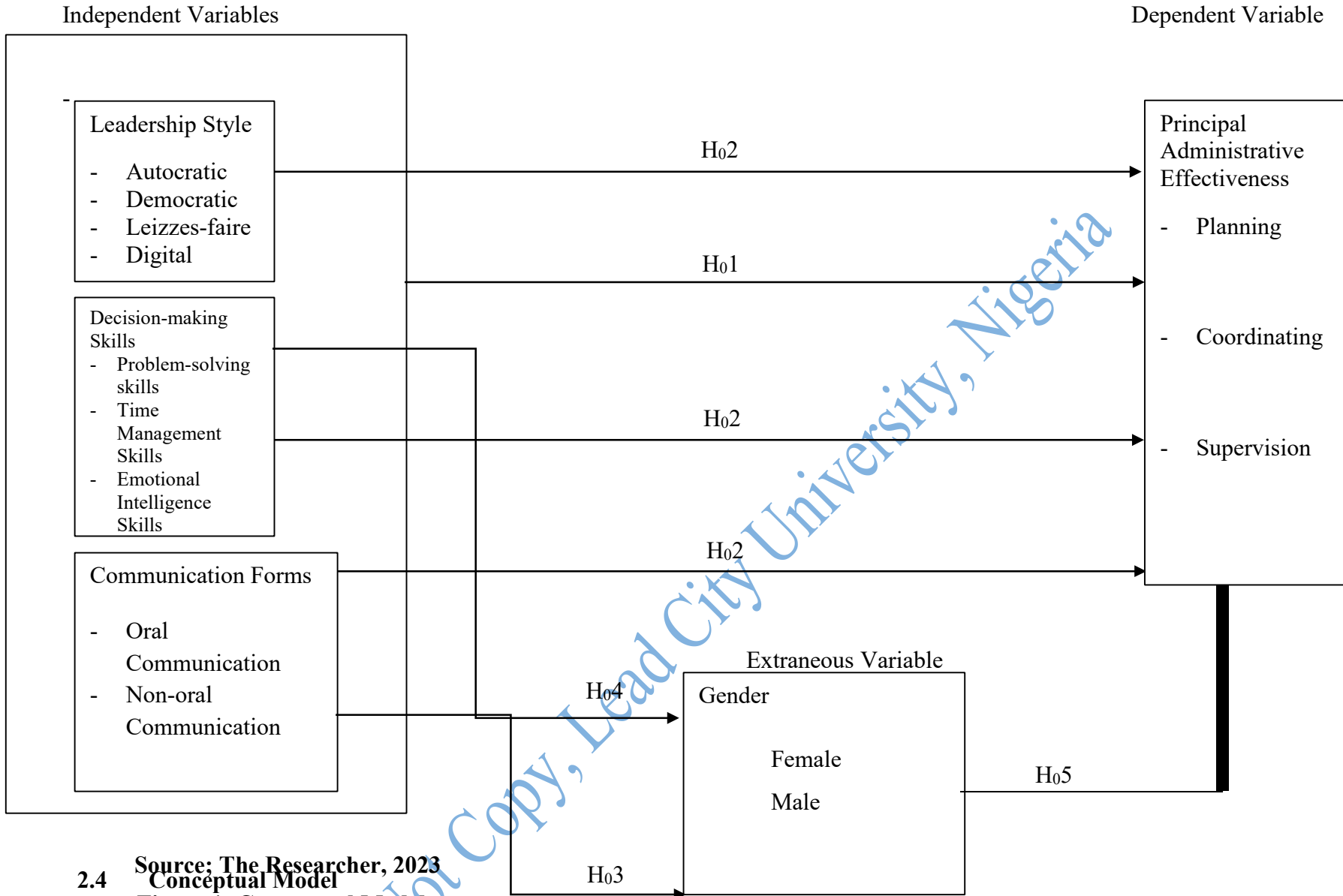
The act of administration involves organizing the affairs of a business or institution. Therefore, a competent principal is responsible for allocating subjects or courses to his academic staff based on their areas of expertise, which will enhance efficiency and productivity within the school. This will ultimately reflect the effectiveness of the principal. Furthermore, the principal's administrative duties may also involve fostering positive interpersonal relationships that promote a conducive environment in the school. This can serve as an incentive for increased productivity

and achievement, as observed in a study conducted on the effectiveness of head teachers in Cross River State. The study revealed that the principal's administrative skills play a crucial role in achieving objectives through collaborative efforts<sup>255</sup>.

By implication, the principal of a school is a planner, director, controller, coordinator, organizer, adviser and a problem-solver in the school<sup>13</sup>. To achieve a successful school, it is important to create an environment that is conducive to learning. This involves collaboration among all members of the school community, including the principal, teachers, and students. The principal plays a crucial role in fostering a safe and respectful environment that promotes effective instruction. In order to do so, the principal must have strong interpersonal and organizational skills.

Teachers are in direct contact with students and therefore have a unique perspective on the principal's personal qualities and administrative effectiveness. Teachers' perceptions of their principal's personal qualities refer to their feelings, opinions, or level of understanding of the principal's exhibited behaviors and how these relate to their effectiveness as an administrator<sup>255</sup>.





The conceptual model above give a report on the relationship among principal administrative effectiveness of secondary school principals, leadership styles and decision-making skills. The model showed a combined influence of leadership styles such as democratic, autocratic, laissezfaire and digital on secondary school principal's administrative effectiveness. The model also showed the link between decision making skills of a secondary school principal such as Problemsolving, time management skills as well as emotional intelligence and their administrative effectiveness. Furthermore, the model showed the interdependence of secondary school principals, choice of leadership style and decision making skills on gender of the school principals.

## **2.5 Summary of Reviewed Literature**

It covers the concept of administrative effectiveness as well as the importance of planning, coordinating, and supervision in achieving effectiveness. Additionally, the literature review delves into different leadership styles, decision-making skills, and communication forms that impact administrative effectiveness.

Theoretical frameworks utilized in the thesis include Henri Fayol's Management Theory, which emphasizes the functions of management such as planning, organizing, coordinating, and controlling. System Theory is also discussed, focusing on the interrelationships between different components within an organization and how they contribute to effectiveness. Fielder's Contingency Theory of Leadership is another framework explored, which suggests that the effectiveness of a leader depends on their fit with the situation.

Communication Theory is discussed in relation to administrative effectiveness, highlighting the importance of effective communication within an organization. The review of empirical studies examines the relationship between leadership styles and administrative effectiveness in Oyo State's secondary schools.

Different leadership styles are analyzed, including autocratic leadership, democratic leadership, laissez-faire leadership, and digital leadership. The review investigates how each style affects administrative effectiveness, considering factors such as decision-making, problem-solving skills, time management, emotional intelligence, and communication forms.

The impact of decision-making on principal's administrative effectiveness is explored, with a focus on problem-solving skills, time management, and emotional intelligence. The review also discusses the influence of various communication forms on administrative effectiveness, including oral communication forms and non-verbal communication forms. Lastly, the literature review addresses the administrative forms employed by principals to enhance school effectiveness in secondary schools.

The study addressed a significant gap in the existing literature on educational administration and school leadership, specifically within the context of public senior secondary schools in Oyo State, Nigeria. It specifically focused on the leadership styles adopted by principals in these schools and examined how these styles influenced administrative effectiveness. Additionally, the research explored the decision-making skills of principals and their influence on administrative effectiveness, as well as the various communication forms utilized by principals in public senior secondary schools in Oyo State. Effective leadership and decision-making skills are crucial for

successful school management and achieving educational goals. However, there is limited research on these aspects within the specific context of public senior secondary schools in Oyo State. Similarly, there is a lack of literature examining the communication forms employed by principals in these schools, which are vital for effective leadership and administrative effectiveness. By narrowing its focus to public senior secondary schools in Oyo State, the thesis provided insights into the role of leadership styles, decision-making skills, and communication forms in administrative effectiveness. Taking a comprehensive approach, the thesis recognized the interconnectedness of principal leadership styles, decision-making skills, and communication forms, understanding that these factors mutually influence administrative effectiveness. By examining these elements together, the thesis provided a more holistic understanding of the administrative dynamics within public senior secondary schools. Overall, the reviewed literature provides a comprehensive understanding of the factors influencing administrative effectiveness in public senior secondary schools in Oyo State. It explores the theoretical frameworks, empirical studies, and various dimensions such as leadership styles, decision-making skills, and communication forms. The findings from this literature review serve as a foundation for further research and inform strategies to improve administrative effectiveness in educational institutions.

## Endnotes

1. A. I. Nwabueze, C. E. Chukwuji, & A. U. Ugwoezuonu. *Perceived Impact of Principals' Leadership Skills on Teachers' Functional Performance and Students' Study Habits in Secondary Schools in Enugu State*. **Nigerian Journal of Educational Administration and Planning (NJEAP)**, 17(1), 2018, 48-66
2. C. C. Ukala, A. I. Nwabueze, & C. U. Madumere-Obike. *Leadership Expectations and Functional Performance of Administrative Heads in the Faculty of Education in universities in Rivers State*. **Nigerian Journal of Educational Administration and Planning (NJEAP)**, 17(3), 2017, 707-721.
3. T. B. Abonyi. *Relationship between Principals' Supervisory Techniques and Teachers' Job Performance in Public Secondary Schools in Anambra State*. **National Journal of Educational Leadership (NJOEL)**, 5(2), 2020, 75-84
4. A.V. Akinfolarin. *Time Management Strategies as a Panacea for Principal Administrative Effectiveness in Secondary Schools in Enugu State, Nigeria*. **Journal for Studies in Management and Planning**, 3(9), 2017, 143 – 154.
5. I. A. Khan, U. A. Khan, N. Din, A. N. & Khan. *Time Management Practices: Perception of Secondary Schools' Principal*. **Gomal University Journal of Research**, 31(1), 2016, 308-316.
6. F. Omemu. *Relationship between Principals Administrative Strategies and Student Disciplinary Problems in Secondary School, Bayelsa State*. **Journal of Education and Practice**, 3(13) 2017, 100-104.
7. P. Pandey. *The Need for Administrative Effectiveness of the Principals at Secondary Level*. **International Journal of Advanced Education and Research**, 2(3), 2017, 68-70.
8. L.C. Onyali, E. Asiegbu & C. Nnebedum. *Extent of Principals' Utilization of Social Networking Sites for Enhancing Communication in Secondary Schools in Anambra state*. **The Unizik Journal of Educational Management and Policy (UJOEMP)**, vol. 2No. (1) July, 2018, 77-86

9. H. A. Bada, T. F. T Ariffin & H. Nordin. *Teachers' Perception of Principals' Instructional Leadership Practices in Nigeria*. **Universal Journal of Educational Research**, 8 (10), 2020, 4459-4469. DOI: 10.13189/ujer.2020.081013
10. L. C. Onyali & A.V. Akinfolarin. *Principals' Application of Instructional Leadership Practices for Secondary School Effectiveness in Oyo State*. **Journal of the Nigerian Academy of Education**, 13(1), 2017, 32-44.
11. P.J. Kotter. *What Leaders Really Do*. Harvard Business School Pub.Corp. 2018. ISBN 157851-382-0. OCLC 57299317.
12. E. N. Jidefor. *Principal's Administrative Strategies for Effective Teachers Job Performances in Secondary Schools in Awka South Local Government Area*. **International Journal of Innovative Social & Science Education Research** 10(1), Jan.-Mar 2022, 4861.
13. J. Tobin. *Management and Leadership Issues for School Building Leaders*. **International Journal of Educational Leadership Preparation**, 9(1), 2014, 1-14.
14. K. C. Stein, M. Macaluso & R. N. Stanulis. *The Interplay between Principal Leadership and Teacher Leader Efficacy*. **Journal of School Leadership**, 26(6), 2016, 1002-1032.
15. S. W. Y. Wan, E. H. F. Law & K. K. Chan. *Teachers' Perception of Distributed Leadership in Hong Kong Primary Schools*. **School Leadership & Management**, 38(1), 2018, 102141. DOI:10.1080/13632434.2017.1371689.
16. D. K. Gurley, L. Anast-May M. O'Neal & R. Dozier. *Principal Instructional Leadership Behaviors: Teacher vs. Self-Perceptions*. **International Journal of Educational Leadership Preparation**, 11(1), 2016, n1.
17. S. Ghavifeekr, O. Radwan & J. M. Velarde. *Teachers' Perceptions of Principals' Instructional Leadership Roles and Practices*. **Malaysian Journal of Education**, 44(2), 2019, 0126-6020.
18. A. Harris, M. Jones, D. Adams & K. Cheah. *Instructional Leadership in Malaysia: A Review of the Contemporary Literature*. **School Leadership & Management**, 39(1), 2019, 95. DOI:10.1080/13632434.2018.1453794
19. T. Mabasa & C. Eresia-eke. *Facets of the Transactional Leadership Style of Black TopManagers and Employee Commitment in State-Owned Enterprises*. **Journal of Contemporary Management**, 19(1), 2020, 412-413. DOI:<https://doi.org/10.35683/jcm21083.153>.

20. S. Duane, S. Sydney Ellen. *Psychology and Work today: An Introduction to Industrial and Organizational Psychology*. Upper Saddle River, New Jersey: Prentice Hall (10th ed.). 2020. p. 201. ISBN 978-0-2056-8358-1.
21. D.NawoseIng'ollan & J. Roussel. *Influence of Leadership Styles on Employees' Performance: A Study of Turkana County, Kenya*. **International Journal of Business and Social Science**, 8 (7), 2017, 82-98.
22. A. Legood, L. van der Werff, D. Lee & D. Hartog. *A Meta-Analysis of the role of Trust in the Leadership-Performance Relationship*. **European Journal of Work and Organizational Psychology**, 30(1), 2021, 1-22.
23. N.G. Torlak, & C. Kuzey. *Leadership, Job Satisfaction and Performance Links in Private Education Institutes of Pakistan*. **International Journal of Productivity and Performance Management**, 68(2), 2019, 276-295.
24. L. Guo, S. Decoster, M. T. Babalola, L .DeSchutter, O. A. Garba & K.Riisla. *Authoritarian Leadership and Employee Creativity: The Moderating role of Psychological Capital and the Mediating role of Fear and Defensive Silence*. **Journal of Business Research**, 92, 2018, 219–230.
25. N. J.Hiller, H. Sin, A. R. Ponnappalli, & S. Ozgen. *Benevolence and Authority as Weirdly Unfamiliar: A Multi-Language Meta-Analysis of Paternalistic Leadership Behaviors from 152 studies*.**The Leadership Quarterly**, 30(1), 2019, 165–184.
26. M. Lee, M. Idris & M. Tuckey. *Supervisory Coaching and Performance Feedback as Mediators of the Relationships between Leadership Styles, Work Engagement, and Turnover Intention*. **Human Resource Development International**, 22(3), 2019, 257282. <https://doi.org/10.1080/13678868.2018.1530170>
27. A. Mulugeta & A. Pandian. *The Relationship between Leadership Styles and Employee Commitment in Public Organizations of Dire Dawa Administration, Ethiopia*. **Leadership**, 29(8), 2020, 2018-2025.
28. Y. Shen, W. J Chou & J. M. Schaubroeck. *The Roles of Relational Identification and Workgroup Cultural Values in Linking Authoritarian Leadership to Employee Performance*. **European Journal of Work and Organizational Psychology**, 28(4), 2019, 498–509.
29. S. I. Wong & S. R. Giessner. *The Thin Line between Empowering and Laissez-faire Leadership: An Expectancy-Match Perspective*.**Journal of Management**, 44, 2018, 757– 783.

30. E. H. Al Khajeh. *Impact of Leadership Styles on Organizational Performance*. **Journal of Human Resources Management Research**, 2018, 1-10
31. M. Al-Malki & W. Juan. *Leadership Styles and Job Performance: A Literature Review*. **Journal of International Business Research and Marketing**, 3(3), 2018, 40-49
32. F. Orishede, T. Izims, & C. Enahoro. *Effect of Contingency Factors on Learning Organisations in Nigeria*. **International Journal of Economic Perspectives**, 12(1), 2018, 1-19.
33. K. Rangus & M. Černe. *The Impact of Leadership Influence Tactics and Employee Openness toward Others on Innovation Performance*. **R & D Management**, 4, 9(2), 2019, 168-179.
34. S. N. Aja. *Assessment of Administrative Control Strategies for Quality Assurance in Nigerian Public Secondary Schools*. **International Journal of Science and Research (IJSR)**, 6(14), 2015, 23- 24.
35. A.O. Oredein & C. C. Obadimeji. “*Digital Leadership and Communication Styles on Public Primary School Teachers Job Performance in Nigeria*”. **Science Journal of Education**, 10(1), 2022, 1-11.
36. R. N. Amanchukwu & N. P. Ololube. *Managing School Plant for Effective Service Delivery in Public Secondary Schools in Rivers State of Nigeria*. **Human Resource Management Research**, 5 (4), 2015, 95-102.
37. S. C. Onyekwere, S. Wesiah, & S. N. Danbatta. *The Relationship between Board Diversity and Corporate Financial Performance: Empirical Evidence from Five Selected Commercial Banks in Nigeria*. **International Journal of Finance and Banking Research**, 5(4), 2019, 76-90.
38. S. M. Anike, A. Eyiene & M. E. Egbai. *Insructional Supervisory Practices and Teachers' Role Effectiveness in Public Secondary Schools in Calabar South Local Government Area of Cross River State, Nigeria*. **Journal of Education and Practice**, 6(23), 2015. ISSN 2222-288X.
39. O. T. Sunny, P. J. Dadang, & H. Subuh. *Gender Diversity, Earnings Management Practice and Corporate Performance in Nigeria Quoted Firms*. **International Journal of Economics, Commerce and management**, 6(1), 2018, 22-45
40. H. Satam, M. M Saddam & A. Ali. *Hofstede's Cultural Dimension (Masculinity vs Femininity) and its Impact on Earning Management*. *Opcion, Ano*, 34, (86), 2018, 2887- 2899.

41. S. S. M. Zuraina, J. Hanisah & A. K. Akhma. *Women towards Firm's Positive Vibration: Examining the Role of Women on Board towards Firm's Performance*. **International Journal of Business, Economics and Law**, 20(1), 2019, 1-9
42. T. N. Hai, T. T. Van, & H. N. Thi. *Relationship between Transformational Leadership Style and Leadership Thinking of Provincial Administration Leaders*. **Emerging Science Journal**, 5(5), 2021, 714–730. doi:10.28991/esj-2021-01307.
43. A. R. Jamali, A. Bhutto, M. Khaskhely & W. Sethar. *Impact of Leadership Styles on Faculty Performance: Moderating Role of Organizational Culture in Higher Education*. **Management Science Letters**, 12(1), 2022, 1–20. doi:10.5267/j.msl.2021.8.005.
44. U. D. Abasilim, D. E. Gberevbie & O. A. Osibanjo. *Leadership Styles and Employees' Commitment: Empirical Evidence from Nigeria*. **SAGE Open**, 9(3), 2019, 1–15. doi:10.1177/2158244019866287.
45. S. Kelly & P. MacDonald. *A Look at Leadership Styles and Workplace Solidarity Communication*. **International Journal of Business Communication**, 56(3), 2019, 432–448. doi:10.1177/2329488416664176.
46. V. V. Hang & P. T. My. *Impact of Transformational Leadership Style on Work Performance through Confidence and Creativity of Sales Staff (The Case of Logistics Industry in Ho Chi Minh City)*. **Journal of Science of Ho Chi Minh City Open University**, 16(2), 2021, 62–75.
47. N. D. H. Huyen, N. Q. Huan & T. D. Khoa. *Inclusive Leadership and Dynamic Capabilities: The Mediating Role of the Human Resource Management System*. **Journal of Asian Business and Economic Studies**, 8, 2019, 60–63.
48. T. N. Hai & Q. N. Van. *Servant Leadership Styles: A Theoretical Approach*. **Emerging Science Journal**, 5(2), 2021, 245–256. doi:10.28991/esj-2021-01273.
49. H. Antonopoulou, C. Halkiopoulou, O. Barlou & G. N. Beligiannis. *Leadership Types and Digital Leadership in Higher Education: Behavioural Data Analysis from University Of Patras in Greece*. **International Journal of Learning, Teaching and Educational Research**, 19(4), 2020, 110–129. doi:10.26803/ijlter.19.4.8.
50. S. Al-Husseini, I. El Beltagi & J. Moizer. *Transformational Leadership and Innovation: the Mediating Role of Knowledge Sharing amongst Higher Education Faculty*. **International Journal of Leadership in Education**, 24(5), 2021, 670–693. doi:10.1080/13603124.2019.1588381.
51. J. H. Golden & M. Shriner. *Examining Relationships between Transformational Leadership and Employee Creative Performance: The Moderator Effects of Organizational Culture*. **Journal of Creative Behavior**, 53(3), 2019, 363–376.

doi:10.1002/jocb.216

52. G. G. Cummings, K. Tate, S. Lee, C. A. Wong, T. Paananen, S. P. M. Micaroni & G. E. Chatterjee. *Leadership Styles and Outcome Patterns for the Nursing Workforce and Work Environment: A Systematic Review*. **International Journal of Nursing Studies**, 85, 2018, 19–60. doi:10.1016/j.ijnurstu.2018.04.016.
53. N. Khan. *Adaptive or Transactional Leadership in Current Higher Education: A Brief Comparison*. **International Review of Research in Open and Distance Learning**, 18(3), 2017, 178–183. doi:10.19173/irrodl.v18i3.3294.
54. U. D. Abasilim, D. E. Gberevbie & A. Osibanjo. *Canonical Analysis of Perceived Leadership Styles and Employees' Commitment in Nigeria*. Proceedings of the 14th European Conference on Management, Leadership and Governance, ECMLG, Utrecht, the Netherlands, 2018, 317–322.
55. H. Elsan Mansaray. *The Role of Leadership Style in Organisational Change Management: A Literature Review*. **Journal of Human Resource Management**, 7(1), 18, 2019, doi:10.11648/j.jhrm.20190701.13.
56. K., Breevaart, & H. Zacher. *Main and Interactive Effects of Weekly Transformational and Laissez-faire Leadership on Followers' Trust in the Leader and Leader Effectiveness*. **Journal of Occupational and Organizational Psychology**, 92(2), 2019, 384–409.  
doi:10.1111/joop.12253.
57. A. Eliyana, S. Ma'arif & Muzakki. *Job Satisfaction and Organizational Commitment Effect in the Transformational Leadership towards Employee Performance*. **European Research on Management and Business Economics**, 25(3), 144–150. doi:10.1016/j.iedeen.2019.05.001. 2019.
58. K. F. Ferne, R. Aditia, M. F. Rahmadana & Indri. *An Empirical Study of Leadership, Organizational Culture, Conflict, and Work Ethic in Determining Work Performance in Indonesia's Education Authority*. **Heliyon**, 7(7), 2021, 1–9. doi:10.1016/j.heliyon.2021.e07698.
59. M. A. Khan, F. B. Ismail, A. Hussain & B. Alghazali. *The Interplay of Leadership Styles, Innovative Work Behavior, Organizational Culture, and Organizational Citizenship Behavior*. **SAGE Open**, 10(1), 2020, 1–16. doi:10.1177/2158244019898264.
60. R. Mwesigwa, I. Tusiime, & B. S. sekiziyivu. *Leadership Styles, Job Satisfaction and Organizational Commitment among Academic Staff in Public Universities*. **Journal of Management Development**, 39(2), 2020, 253–268. doi:10.1108/jmd-02-2018-0055.

61. Ü. Kalkan, F. A. Aksal, Z.A. Gazi, R. Atasoy, & G. Dağlı. *The Relationship between School Administrators' Leadership Styles, School Culture, and Organizational Image*. **SAGE Open**, 10(1), 2020 1–15. doi:10.1177/2158244020902081.
62. M. H. Chedid & L. A. Teixeira. *Individual Factors Affecting Attitude toward Knowledge Sharing: An Empirical Study on a Higher Education Institution*. **VINE Journal of Information and Knowledge Management Systems**, 2020. doi: 10.1108/VJIKMS-012020-0015
63. A. N. Mansor, R. Abdullah & K. A. Jamaludin. *The Influence of Transformational Leadership and Teachers' Trust in Principals on Teachers' Working Commitment*. **Humanities and Social Sciences Communications**, 8(1), 2021, 1–9. doi:10.1057/s41599021-00985-6.
64. H. Lei Gui & L. Le PB. *Linking Transformational Leadership and Frugal Innovation: The Mediating Role of Tacit and Explicit Knowledge Sharing*. **Journal of Knowledge Management**. 2021. doi: 10.1108/JKM-04-2020-0247.
65. F. Liu, J. Wu, Huang X & P. S. W. Fong. *Impact of Intra-Group Cooperative Incentives On The Performance Outcomes Of Knowledge Sharing: Evidence from a Randomized Experiment*. **Journal of Knowledge Management**, 2020, 24: 346–368.
66. J. Chukwusa. *Autocratic Leadership Style: Obstacle to Success in Academic Libraries*. **Library Philosophy and Practice (e-journal)**, 2019. <http://digitalcommons.unl.edu/libphilprac/2019>
67. L. Mooney. *Factors Influencing Leadership Style*. 2018. Retrieved from <http://Yourbusiness.azcentral.Com/1>
68. J. E. Ogbiji. *A Comparative Study of the Administrative Effectiveness of Principals of Public and Private Secondary School in Cross River State, Nigeria*. **International Journal of Academic Research in Progressive Education and Development**. Human Resources Management Academic Research Society (HRMARS) 7, 2018, 427-434, Retrieved from <https://dx.doi.org/10.6007/ijarped/v7-2018.i4/5335>
69. G. I. Onongha. *Comparative Analysis of Administrative Leadership Styles of Principals in Public and Private Schools In Oriade Local Government Area*. **Educational Journal of the University of Patras UNESCO Chair**, 5(1), 2018, 2241–9152
70. S. Duane & S. Sydney Ellen. *Psychology and Work Today: An Introduction to Industrial and Organizational Psychology*. Upper Saddle River, New Jersey: Prentice Hall (10th ed.). 2020. p. 201. ISBN 978-0-2056-8358-1.

71. A. Basit, V. Sebastian & Z. Hassan. *Impact of Leadership Style on Employee Performance (A Case Study on a Private Organization in Malaysia)*. **International Journal of Accounting & Business Management**, 5(2), 2017, 112-130.
72. A. S. Pinck & S. Sonnentag. *Leader Mindfulness and Employee Well-Being: The Mediating Role of Transformational Leadership*. **Mindfulness**, 9(3), 2018, 884-896
73. A. Purwanto, L. M. Wijayanti, C. C. Hyun & M. Asbari. *The Effect of Transformational, Transactional, Authentic and Authoritarian Leadership Style toward Lecture Performance of Private University in Tangerang*. **Dinasti International Journal of Digital Business Management**, 1(1), 2019, 29-42.
74. H. Abbu, P. Mugge, G. Gudergan & A. Kwiatkowski. *Digital Leadership- Character and Competency Differentiates Digitally Mature Organizations*. IEEE International Conference on Engineering, Technology and Innovation (ICE/ITMC), Cardiff, 2020, pp.1-9.
75. H. Aldawood, A. Alhejaili, M. Alabadi, O. Alharbi & G. Skinner. *Integrating Digital Leadership in an Educational Supervision Context: A Critical Appraisal*, International Conference in Engineering Applications (ICEA), Azores, 2019, 1-7.
76. H. Antonopoulou, C. Halkiopoulos, O. Barlou & G. N. Beligiannis. *Transformational Leadership and Digital Skills in Higher Education Institutes: During the COVID-19 Pandemic*. **Emerging science journal**, 5(1), 2021, 1-15.
77. A. A. S. Asri, M. A. N. & G. S. Darma. *Revealing the Digital Leadership Spurs in 4.0 Industrial Revolution*. **International Journal of Business, Economics & Management**, 3(1), 2020, 93-100.
78. R. Agustina, W. Kamdi, S. Hadi, R. Muladi, D. Nurhadi, & S. Umniati. *Leadership Selection at Vocational Education Based on Digital Leadership Model Using AHP Method*. 4th International Conference on Vocational Education and Training (ICOVET), Malang, 2020, 36-40.
79. S. Bartsch, E. Weber, M. Büttgen and A. Huber. *Leadership matters in crisis-induced digital transformation: how to lead service employees effectively during the COVID-19 pandemic*. **Journal of Service Management**, 32(1), 2020, 71-85
80. S. Bolte, J. Dehmer & J. Niemann. *Digital Leadership 4.0*. **Acta Technica Napocensis. Series: Applied Mathematics**, 61(4), 2018, 637-646
81. G. Bowen. *Digital Leadership, Ethics and Challenges*, In , Jahankhani, H. O'Dell, L. M. Bowen, G. Hagan, D. & A. Jamal(Eds.), *Forms, Leadership, and AI in the Cyber Ecosystem: The Role of Digital Societies in Information Governance and Decision Making*. Academic Press, 2021, 23-39

82. P. W. Cardon, Y. Huang & G. Power. *Leadership Communication on Internal Digital Platforms, Emotional Capital, and Corporate Performance: The Case for Leader-Centric Listening*. **International Journal of Business Communication**, 2019, 1-27
83. A. Correani, A. De Massis, F. Frattini, A. M. Petruzzelli & A. Natalicchio. *Implementing a Digital Forms: Learning from the Experience of Three Digital Transformation Projects*. **California Management Review**, 62(4), 2020, 37–56.
84. L. Cortellazzo, E. Bruni & R. Zampieri. *The Role of Leadership in a Digitalized World: A Review*, *Front. Psychol*, 2019, 10:1938
85. S. Daud, W. N. Wan Hanafi & N. Mohamed Othman. *Determinant Factors for Fourth Industrial Revolution (4IR) Leadership Attributes: An Empirical Study from Malaysia*. **The Journal of Asian Finance, Economics and Business**, 8(9), 2021, 301–311
86. K. Dery, I. M. Sebastian, & N. van der Meulen. *The Digital Workplace is Key to Digital Innovation*. **MIS Quarterly Executive**, 16(2), 2017, 135–152
87. K. M. Dirani, M. Abadi, A. Alizadeh, B. Barhate, R. C. Garza, N. Gunasekara, G. Ibrahim & Z. Majzun. *Leadership Competencies and the Essential Role of Human Resource Development in Times of Crisis: A Response to Covid-19 Pandemic*. **Hum. Resour. Dev. Int.** 23 (4), 2020, 380–394
88. I. El Attoti, J. Van Ee, S. Joku & B. M. E. De Waal. *How can Digital Leadership guide the Customer Journey? An Exploratory Study*, ECMLG 15th European Conference on Management, Leadership and Governance, Berlin, 2019, 475-484
89. A. E. Gfrerer, L. Rademacher & S. Dobler. *Digital Needs Diversity: Innovation and Digital Leadership from a Female Managers Perspective*. In, Schallmo D.R.A., Tidd J. (eds) *Digitalization, Management for Professionals*. Springer, Cham, 2021, 335-349
90. G. Gudergan, H. Abbu, P. Mugge Hoeborn, G. A. Kwiatkowski & A. R. Conrad. *Digital Leadership, Which Leadership Dimensions Contribute to Digital Transformation success?* IEEE International Conference on Engineering, Technology and Innovation, Cardiff, 2021, 1-8.
91. V. Guzman, B. Muschard, M. Gerolamo, H. Kohl & H. Rozenfeld. *Characteristics and Skills of Leadership in the Context of Industry*. *Procedia ManufShangai*, 43, 2020, 543– 550

92. Y. Prakasa, K. Raharjo & I. Wiratama. *Transformational Leadership and Digital Maturity: The Mediating Role of Organizational Culture*. Proceedings of the 2nd Annual International Conference on Business and Public Administration (AICOBPA 2019), Malang, 2020, 224-229
93. S. Hensellek. Digital Leadership. **Journal of Media Management and Entrepreneurship**, 2(1), 55– 69. G. M. Joas, T. Hess & R. Neuburger. *More self-organization, More Control-or Even Both? Inverse transparency as a digital leadership concept*, **Business Research**, 13, 2020, 921- 947.
94. K. Kokot, I. Đ. Kokotec, & M. K. Čalopa. *Impact of Leadership on Digital Transformation*. IEEE Technology & Engineering Management Conference- Europe (TEMSCON-EUR), Dubrovnik, 2021, 1-6
95. C. Meier, S. Sachs, C. Stutz & V. McSorley. *Establishing a Digital Leadership Barometer for Small and Medium Enterprises (SME)*. Proceedings of the Make Learn and TIIM International Conference, Lublin, 2017. 103-109
96. P. McCarthy, D. Sammon & I. Alhassan. *Digital Transformation Leadership Characteristics: A Literature Analysis*, **Journal of Decision Systems**, 2021, 1-30
97. L. Mihardjo, S. Sasmoko, F. Alamsjah & E. Djap. *Digital Leadership Role in Developing Business Model Innovation and Customer Experience Orientation in Industry 4.0*. **Management Science Letters**, 9, 2019, 1749–1762
98. J., Phillip & M. G. Aguilar. Student Perceptions of Leadership Skills Necessary for Digital Transformation. **Journal of Education for Business**, 2021, 1-13
99. D. C. Promsri. *The Developing Model of Digital Leadership for a Successful Digital Transformation*, **GPH. International Journal of Business Management (IJBM)**, 2(8), 2019, 1-8
100. M. Sağbaş. *Digital Leader and Information Technology Applications*. Karabıy, İ. (Ed.), the Evaluations and Researches in Administrative and Economic Sciences. Lyon, Livre de Lyon, Cilt 1/ s, 2021, 117- 133.
101. M. Van Wart, A. Roman, X. Wang & C. Liu. *Integrating ICT Adoption Issues into (e) Leadership Theory, Telematics and Informatics*, 34(5) 2017, 527–537.
102. C. Wang & P.W. Cardon. *The Networked Enterprise and Legitimacy Judgments: Why Digital Platforms Need Leadership*. **Journal of Business Forms**, 40(6), 2019, 33-39.
103. L. W Wasono & A. Furinto. *The Effect of Digital Leadership and Innovation Management for Incumbent Telecommunication Company in the Digital Disruptive Era*. **International Journal of Engineering and Technology**, 7, 2018. 125-130.

104. G. Westerman, D. Bonnet, and A. McAfee. *Leading digital: Turning Technology into Business Transformation*. Boston: Harvard Business School Publishing, 2014, 148.
105. R. Wilding, B. Wagner, S. Seuring & S. Gold. *Conducting Content Analysis Based Literature Reviews in Supply Chain Management*. **An International Journal**, 17(5), 2012, 544- 555
106. G. Sainger. *Leadership in the Digital Age: A Study on the Role of Leader in this Era of Digital Transformation*. **International Journal on Leadership**, 6(1), 2018, 1-6.
107. G. Schiuma. E. Schettini, F. Santarsiero & D. Carlucci. *The Transformative Leadership Compass: Six Competencies for Digital Transformation Entrepreneurship*. **International Journal of Entrepreneurial Behavior & Research**, 28 , 2021, 12731291
108. S. S. Shah & S. M. Patki. *Getting Traditionally Rooted Indian Leadership to Embrace Digital Leadership: Challenges and Way Forward With Reference to LMX*. **Leadership, Education, Personality: An Interdisciplinary Journal**, 2, 2020, 29–40
109. C. Troise, L. P.Dana, M. Tani & K. Y. Lee. "Social Media and Entrepreneurship: Exploring the Impact of Social Media Use of Start-Ups on their Entrepreneurial Orientation and Opportunities", **Journal of Small Business and EnterpriseDevelopment**, 29(1), 2022, 47-73.
110. E. Sheninger. *Pillars of Digital Leadership*. **International Center for Leadership in Education**, 2014, 1-4
111. M. J., Sousa, & A. Rocha. *Digital learning: Developing Skills for Digital Transformation of Organizations*. **Future Generation Computer Systems**, 91, 2019, 327–334
112. M. Sow & A. Solomon. *Impact of Leadership on Digital Transformation, Business and Economic Research*. **Macrothink Institute**, 8(3), 2018, 139-148
113. R. L. H. Stana, H. W. Fischer & Nicolajsen. *Review for Future Research in Digital Leadership*. Information Systems Research Conference in Scandinavia (IRIS41), Århus, Denmark, 2018, 1-15
114. M. R. Tanniru. *Digital Leadership*. In, M. Pomffyova (Ed.), *Management of Information Systems*. IntechOpen, 2018, 93-109.
115. N. Chidi, A. J. Lucky & O. H. Ikechukwu. *Personnel Management Practices adopted by Principals in Administration of Secondary Schools in Awka Education Zone*,

- Anambra State, Nigeria. Educational Process. International Journal*, 8(1), 2019, 32-43.
116. G. M. King'ori. *Influence of Secondary School Principals' Leadership Styles on Teachers' Job Satisfaction: A Study of Embu county-Kenya*. Nairobi: Kenyatta University, 2013. 160
  117. I. A. Marshall. *Principal Leadership Style and Teacher Satisfaction among a Sample of Secondary School Teachers in Barbados*. **Caribbean Educational Research Journal**, 2(2), 2014, 105-116.
  118. D. A. Olaniyan. *Employees Job Performance as Affected by Demographic Variables in Nigerian: Educational System in Africa*, **Journal of Education Management**, 5(2), 2007, 38-47.
  119. M. Omobude & U. Igbudu. *Influence of Teachers' Participation in Decision Making on their Job Performance in Public and Private Secondary Schools in Oredo Local Government Area of Edo State, Nigeria*, *European Journal of Business and Social Sciences*, 1\_(5), 2012, 117-166
  120. M. Temelkova. *Skills for Digital Leadership-Prerequisite for Developing High-Tech Economy*. **Int. J. Adv. Res. Manag. Soc. Sci.**7, 2018, 50–74.
  121. O. Ofşin. *Nurses' Listening and Problem-solving Skills*. Master's Thesis. Marmara University: Institute of Health Sciences. 2019
  122. S. Üstündağ & Ş. Beşoluk. *Examining the Problem-solving Skills of Candidate Science Teachers in Terms of Various Variables*. X. National Science and Mathematics Education Congress, Niğde University, 532, 2012, 27-30.
  123. K. AchmetliSchukajlow & S. Rakoczy. *Multiple Solutions for Real-World Problems, Experience of Competence and Students' Procedural and Conceptual Knowledge*. **International Journal of Science and Mathematics Education**, 17(8), 2019, 1605-1625. <https://doi.org/10.1007/s10763-018-9936-5>
  124. C. M. Adams, J. J. Olsen & J. K. Ware. "The School Principal and Student Learning Capacity," *Educ. Admin.Q.*, 53(4), 2017, 556-584, doi: 10.1177/0013161X17696556
  125. W. Zhang & T. Koshmanova. "Understanding the Impact of Race, Socio-economic Status on Student Achievement for Secondary School Students." **International Journal of Education and Human Development**, 6(3), 2020, 6.
  126. W. Zhang & T. Koshmanova. "Exploring the Role of School Principal for Social Responsibility in the Test-Oriented Educational Context". American Educational Research Association, April 9-12, 2021

127. T. A. Chirkina & T. E. Khavenson. *School climate: A History of the Concept and Approaches to Defining and Measuring PISA Questionnaires*. **Russian Education and Society**, 60(2), 2018, 133-160.
128. N. Onyekwere, Okoringa, & H. Dike. *Principal's Management Techniques on Disciplinary Problems in Public Secondary School in Nigeria*. **International Journal of Advanced Academic Research Social & Management Sciences**, 3(8), 2017
129. V. C. Oyeike & C. M. Nwosu. *Principals' Administrative and Supervisory Roles for Teachers Job Effectiveness in Secondary Schools in Rivers State*. **British Journal of Education**, 6(6), 2018, 38-49
130. M. N. Uğural, H. Giritli & M. Urbański. *Determinants of the Turnover Intention of Construction Professionals: A Mediation Analysis*. **Sustainability**, 12(3), 2020, 954.
131. L. Valentine & G. Stewart. *Enterprise Business Technology Governance: Three Competencies to Build Board Digital Leadership Capability*. 48th Annual Hawaii International Conference on System Sciences, HICSS 2015, Hawaii, 2015, 4513-4522.
132. J. Van Ee, El I. Attoti, P. Ravesteyn, B. De Waal & M. E. BPM. *Maturity and Digital Leadership: An Exploratory Study*, *Communications of the IIMA*, 18(1), 2020, 2.
133. E. J. Wilson III. *Leadership in the Digital Age*, In, Goethals, G. R., G. Sorenson, and J. Mac Gregor (Eds), *Encyclopedia of Leadership*. London: Sage, 2004, 859–862.
134. B. Eickelmann. *Cross-National Policies on Information and Communication Technology in Primary and Secondary Schools: An International Perspective*. In J. Voogt, G. Knezek, R. Christensen, & K.-W. Lai (Eds.), *Second handbook of information technology in primary and secondary education*. Springer International Publishing, 2018. (pp. 117–132). [https://doi.org/10.1007/978-3-319-53803-7\\_84-1](https://doi.org/10.1007/978-3-319-53803-7_84-1)
135. A. A. Fernandez & G. P. Shaw. *Academic Leadership in a Time of Crisis: The Coronavirus and COVID-19*. **Journal of Leadership Studies**, 14(1), 2020. 39–45. <https://doi.org/10.1002/jls.21684>
136. A. Harris & M. Jones. *COVID 19 – School Leadership in Disruptive Times*. **School Leadership & Management**, 40(4), 2020, 243–247. <https://doi.org/10.1080/13632434.2020.1811479>
137. S. Kotok & E. L. Kryst. *Digital Technology: A Double-Edged Sword for a School Principal in Rural Pennsylvania*. **Journal of Cases in Educational Leadership**, 20(4), 2017, 3–16. <https://doi.org/10.1177/1555458916685748>
138. K. Leithwood, J. Sun & R. Schumacker. *How School Leadership Influences Student*

*Learning: A Test of “The Four Paths Model”*. **Educational Administration Quarterly**, 56(4), 2020, 570–599. <https://doi.org/10.1177/0013161X19878772>

139. D. D. Liebowitz & L. Porter. *The Effect of Principal Behaviors on Student, Teacher, and School Outcomes: A Systematic Review and Meta-Analysis of the Empirical Literature*. **Review of Educational Research**, 89(5), 2019, 785–827
140. P. A. Augusty & J. Mathew. *Theoretical Framework of the Relationship between Emotional Intelligence and Effective Leadership to Ensure Sustainability*. **Int. J. Sci. Technol. Res**, 9, 2020, 6314–6320
141. H. Ekşi, M. Aksak & N. Yaman. *Investigation of Teachers’ Perceptions on the School Administration’s Ability to Manage Differences Based upon Personal Meaning Profiles and Informal Relations within Organizations*. **Marmara Univ. Atatürk Faculty Educ. J. Educ. Sci**, 44, 2016, 33–52. 10.15285/maruaebd.286484
142. I. V. Danilov & S. Mihailova. “Emotions in E-learning: The Review Promotes Advanced Curriculum by Studying Social Interaction.” In Proceedings of the 6th International Conference on Lifelong Education and Leadership for ALL, (Sakarya: ICLEL). 2020.
143. S. Çayak. *Examining the Sustainable Leadership Behaviors of School Principals: A Mixed Method Research*. Ph.D. thesis. Istanbul: Marmara University. 2018.
144. B. Grobler, C. Moloi & S. Thakhordas. *Teachers’ Perceptions of the Utilisation of Emotional Intelligence by their School Principals to Manage Mandated Curriculum Change Processes*. **Educ. Manage. Adm. Leadership**. 45, 2017, 336–355. 10.1177/1741143215608197.
145. N. Jankelová, Z. Joniaková, K. Procházková & J. Blštáková. *Diversity Management as a Tool for Sustainable Development of Health Care Facilities*. **Sustainability**12, 2020, 5226–5248. 10.3390/su12135226
146. B. F. Olowo. *Principals’ Personnel Characteristic Skills and Teachers’ Classroom Management in Ekiti State Secondary Schools*. Unpublished M. A. Ed Thesis, Department of Educational Management Faculty of Education University of Ife, Ile-Ife. 2017
147. E. C. Anya & A. I. A. Ezekie. *Communication: A Tool for Effective Secondary Education Management in Nigeria*. **International Journal of Education and Evaluation**, 5(6), 2019, 61-75
148. N. F. Manafa. *Principals’ Managerial Skills and Teachers’ Job Performance in Public Secondary Schools in Anambra State, Nigeria*. 2019. **International Journal of Innovative Psychology & Social Development** 8(4): 2020, 44-53, ISSN: 2467-8546

149. M. Küçük. *Examination of Teachers' Views on the Management of Diversity in Imam Hatip Secondary Schools*. Ph.D. thesis. Istanbul: Istanbul Sabahattin Zaim University. 2018.
150. M. A. Lone & A. H. Lone. *Does Emotional Intelligence Predict Leadership Effectiveness? An Exploration in Non-Western Context*. **South Asian J. Hum. Resour. Manage.**5. 2018. 28–39. 10.1177
151. L. Kaufmann & C. M. Wagner. *Affective Diversity and Emotional Intelligence in CrossFunctional Sourcing Teams*. **J. Purch. Supply Manage**, 23, 2017, 5–16. 10.1016/j.pursup.2016.07.004
152. F. E. Iyala. Relationship between Emotional Intelligence and Principals' Managerial Effectiveness in Senior Secondary Schools in North Central States of Nigeria. A Thesis submitted to the School of Postgraduate Studies, Nasarawa State University, Keffi in Partial Fulfilment of the Requirements for the award of Ph.D. in Educational Administration and Planning. Department of Educational Management, Faculty of Education, Nasarawa State University, Keffi, Nasarawa State (2018).
153. B., Foster, J. Lomas, L. Downey & C. Stough. *Does Emotional Intelligence Mediate the Relation between Mindfulness and Anxiety and Depression in Adolescents?***Front. Psychol.**9:2018, 2463. 10.3389/fpsyg.2018.02463. 2018
154. R. E. Boyatzis. *The Behavioral Level of Emotional Intelligence and its Measurement*. **Front. Psychol.** 9: 2018, 1-12, 1438. 10.3389/fpsyg.2018.01438
155. A. Badri-Harun, M. R.Zaimol, A. Amar & Z. H. Shaari. *Emotional Intelligence as Mediator between Leadership Styles and Leadership Effectiveness: A Theoretical Framework*. **Int. Rev. Manage. Mark.** 6, 2016, 116–121
156. E. I. Lysova, B. A. Allan, B. J. Dik, R. D. Duffy & M. F. Steger. *Fostering Meaningful Work in Organizations: A Multi-Level Review and Integration*.**J. Vocat. Behav.** 110 2019. 374–389. 10.1016/j.jvb.2018.07.004
157. J., McCann & T. Kohntopp. *Developing a Sustainable Environment for Workplace Diversity*. **Int. J. Sustain. Strateg. Manage**, 5, 2017, 347–365. 10.1504/IJSSM.2017.089126
158. J. Qian, B. Wang, Z. Han & B. Song. *Ethical Leadership, Leader-Member Exchange and Feedback Seeking: A Double-Moderated Mediation Model of Emotional Intelligence and Work-unit Structure*. **Front Psychol.** 8: 2017, 1-11, 1174, 10.3389/fpsyg.2017.01174

159. R. D. Waters. *The Role of Stewardship in Leadership: Applying the Contingency Theory of Leadership to Relationship Cultivation Practices of Public Relations Practitioners*. **Journal of Communication Management**, 17(4), 2013, 324–340. <https://doi.org/10.1108/JCOM-05-2012-0041>
160. L. Hemmer & D. S. Elliff. *Leaders in Action: The Experiences of Seven Texas Superintendents Before, During, and After Hurricane Harvey*. **Educational Management Administration and Leadership**, 48(6), 2020, 964–985. <https://doi.org/10.1177/1741143219873073>
161. P. K. Keen, R. Gilkey, & E. L. Baker. *Crisis leadership - From the Haiti Earthquake to the COVID Pandemic*. **Journal of Public Health Management and Practice**, 26(5), 2020, 503–505. <https://doi.org/10.1097/PHH.0000000000001207>
162. WHO. Director General Speeches, 2020 [www.who.int/directorgeneral/speeches/detail/who-director-general-s-openingremarks-at-the-mission-briefing-on-covid-19---12-march-2020](http://www.who.int/directorgeneral/speeches/detail/who-director-general-s-openingremarks-at-the-mission-briefing-on-covid-19---12-march-2020)
163. C. Mei. *Policy Style, Consistency and the Effectiveness of the Policy Mix in China's Fight against COVID-19*. **Policy and Society**, 39(3), 2020, 309–325. <https://doi.org/10.1080/14494035.2020.1787627>
164. X. Zhang, Z. Ji, Y. Zheng, Ye, X. & D. Li. *Evaluating the Effect of City Lock-Down on Controlling COVID-19 Propagation through Deep Learning and Network Science Models*. **Cities**, 107, June 2020, 1-27, 102869. <https://doi.org/10.1016/j.cities.2020.102869>
165. Kupferschmidt & Cohen. *Can China's COVID-19 Forms Work Elsewhere?* **Science**, 367(6482), 2020, 1061-1062
166. A. Binagwaho. *We Need Compassionate Leadership Management based on Evidence to Defeat COVID-19*. **International Journal of Health Policy and Management**, 9(10), 2020, 413–414. <https://doi.org/10.34172/ijhpm.2020>
167. C.D. Wagbara & C. Ukalgwep. *Principals' Leadership Styles and Administrative Effectiveness in Public Senior Secondary Schools in Rivers State, Nigeria*. **International Journal for Research and Innovation in Social Science (IJRISS)**, vol iii (X), 2019, 529-535, ISSN 2454-6186
168. K. Parveen, P.O.B Tran, T. Kuma & A.H. Shah. *Impact of Principal Leadership Styles on Teachers' Job Performance: An Empirical Investigation*. **Font Edu**. vol 7, 2022, <https://doi.org/10.3389/feduc.2022.814159>
169. D. F. Kettl. *States Divided: The Implications of American Federalism for COVID-19*.

**Public Administration Review**, 80(4), 2020, 595–602.  
<https://doi.org/10.1111/puar.1324>

170. GT, Staff Reporters US, Brazil Most 'Failed' COVID-19 States. [globaltimes.com](https://www.globaltimes.cn/content/1192770.shtml)  
Retrieved from <https://www.globaltimes.cn/content/1192770.shtml> 2020
171. A. Sateem, S. Aslam, H. Yin & C. Rao. *Principal Leadership Styles and Teachers Job Performance: View Point of Middle Management*. **Journal of Sustainability**, 12(8), 2020, 3390, <https://doi.org/10.3390/su12083390>
172. S. Bartsch, E. Weber, M. Buttgen & A. Huber. *Leadership Matters in Crisis on Induced Digital Transformation: How to Lead Service Employees Effectively during the Covid19 Pandemic*. **Journal of Service Management**, vol 32(1), 2021, 75-85, ISSN 17575818
173. K. Arar & M.A. Nasra. *Linking School-based Management, Motivation and Effectiveness in the Arab Educational System in Israel*. **Educational Management Administration and Leadership**, vol 48(1), 2020, 186-204
174. T. Karakose, H. Polat & S. Papadaokes. *Examining Teachers' Perspectives in School Principals' Digital Leadership Roles and Technology Capabilities during the Covid-19 Pandemic*. **Sustainability** 13(23), 2021, 13448, <https://doi.org/10.3390/su132313448>
175. E. Goralnick, P. Halpern, S. LooGates, J. P. Biddinger, J. Fisher, Velmahos, G. Chung, S. Mooney, D. Brown, C., Barnewolt, B., Burke, P., Gupta, A., Ulrich, A., Hojman, H., Peleg, K. *Leadership during the Boston Marathon Bombings: A Qualitative After-Action Review*. **Disaster Medicine and Public Health Preparedness**, 9(5), 2015, 489–495.  
<https://doi.org/10.1017/dmp.2015.2>
176. S. Ary & L. Rizky. *The Fall and Rise of the Contingency Theory of Leadership*. *Magister Public Policy and Management*, Faculty of Social and Political Sciences, Universitas Gadjah Mada 2020, 479-496
177. H. Sarwar, K. Nadeem & J. Aftab. *The Impact of Psychological Capital on Project Success Mediating Role of Emotional Intelligence in Construction Organizations of Pakistan*. **J. Glob. Entrep. Res.** 7, 2017, 1–13. 10.1186/s40497-017-0080-4
178. A. J. Stephens. *Principals' Sustainable Leadership Behaviors and their Impact on the International Baccalaureate Primary Years Programme in Urban Schools*. Ph.D. thesis. College Station, Texas, United States: Texas A&M University 2019

179. M. H. Lindqvist. *School Leaders' Practices for Innovative Use of Digital Technologies in Schools*. **British Journal of Educational Technology**, 50(3), 2019, 1226–1240. <https://doi.org/10.1111/bjet.12782>
180. S. McLeod. *Technology Integration, Leadership, and Organizational Support Frameworks for Instructional Improvement with Information Technology*. In J. Voogt, G. Knezek, R. Christensen, & K.-W. Lai (Eds.), *Second handbook of information technology in primary and secondary education*, 2018, 557–566
181. G. Ottestad & G. B. Gudmundsdottir. *Information and Communication Technology Policy in Primary and Secondary Education in Europe*. In J. Voogt, G. Knezek, R. Christensen, & K.-W. Lai (Eds.), *Second handbook of information technology in primary and secondary education*. Springer International Publishing, 2018, 1343–1362. [https://doi.org/10.1007/978-3-319-71054-9\\_92](https://doi.org/10.1007/978-3-319-71054-9_92)
182. D. Petko, D. Prasse, & A. Cantieni. *The Interplay of School Readiness and Teacher Readiness for Educational Technology Integration: A Structural Equation Model*. *Computers in the Schools*, 35(1), 2018. <https://doi.org/10.1080/07380569.2018.1428007>
183. M. Pietsch & P. Tulowitzki. *Disentangling School Leadership and Its ties to Instructional Practices – An Empirical Comparison of Various Leadership Styles*. **School Effectiveness and School Improvement**, 28(4), 2017, 629-649. <https://doi.org/10.1080/09243453.2017.1363787>
184. J., Voogt, G. Knezek, R. Christensen & K. W. Lai. *Developing an understanding of the impact of digital technologies on teaching and learning in an ever-changing landscape*. In J. Voogt, G. Knezek, R. Christensen, & K.-W. Lai (Eds.), *Second handbook of information technology in primary and secondary education*. Springer International Publishing, 2018, 3–12. [https://doi.org/10.1007/978-3-319-71054-9\\_113](https://doi.org/10.1007/978-3-319-71054-9_113)
185. D. Scully, P. Lehane & C. Scully. *It is no longer Scary: Digital Learning before during the Covid-19 Pandemic in Irish Secondary Schools*. **Journal of Technology Pedagogy and Education**, 30(1), 2021, 159-181. [doi.org/10.1080/1475939X.2020.1854844](https://doi.org/10.1080/1475939X.2020.1854844)
186. J. Wenner & T. Campbell. *The Theoretical and Empirical Basis of Teacher Leadership: A Review of the Literature*. **Review of Educational Research**, 87(1), 2017, 134–171.
187. 1. Mahfouz, J. El- N. Mehtar, E. Osman, and S. Kotok. *Challenges and Agency: Principals Responding to the Syrian Refugee Crisis in Lebanese Public Schools*. **Int. J. Leadersh. Educ.** 23, 2019, 24–40. doi: 10.1080/13603124.2019.1613570

188. M. Tschannen-Moran & W. K. Hoy. *A Multidisciplinary Analysis of the Nature, Meaning, and Measurement of Trust*. **Rev. Educ. Res.** 70, 2000, 547–593. doi: 10.3102/00346543070004547
189. K. Zezima, T. Craig, W. Wan & F. Sonmez. *Coronavirus Now a Global Pandemic as U.S., World Scramble to Control Outbreak*. Washington, DC: The Washington Post. 2020
190. I.A.Khan, U.A. Khan, N. Din & A. N. Khan. *Time Management Practices: Perception of Secondary Schools' Principal*. **Gomal University Journal of Research**, 31(1), 2016, 308 – 316
191. N. Onyekwere, Okoringa & H. Dike. *Principal's Management Techniques on Disciplinary Problems in Public Secondary School in Nigeria*, **International Journal of Advanced Academic Research Social & Management Sciences**, 3(8), 2017, 148-168
192. V. C. Oyeike, C. M. Nwosu. *Principals' Administrative and Supervisory Roles for Teachers Job Effectiveness in Secondary Schools in Rivers State*. **British Journal of Education**, 6(6), 2018, 38-49
193. A. Geraci, L. Di Domenico, C. Inguglia, A. D'Amico. *Teachers' Emotional Intelligence, Burnout, Work Engagement, and Self-Efficacy during COVID-19 Lockdown*. **Behav. Sci.** 2023, 13, 296. <https://doi.org/10.3390/bs13040296>
194. O. A. Kareem & T. M. Kin. *Emotional Intelligence of School Principals in Managing Change: Malaysian Perspective*. **International Journal of Management in Education**, 2019, 281-306, DOI: 10.1504/IJMIE.2019.100414
195. C. Miao, R. H. Humphrey & S. Qian. *A Meta-Analysis of Emotional Intelligence and Work Attitudes*. **Journal of Occupational and Organizational Psychology**, 90(2), 2017, 177–202. <https://doi.org/10.1111/joop.12167>
196. A. Keri, Pekaar, Dimitri van der Linden, A. B. Bakker & Marise Ph. Born. *Emotional intelligence and Job performance: The Role of Enactment and Focus on Others' Emotions*. **Human Performance**, 30:2-3, 2017, 135-153, DOI: 10.1080/08959285.2017.1332630
197. M. Mani & P. Mahendra. *Teachers Self-Efficacy Scale: Development and Validation*, Review of Research, 8(6), 2019, 1-4. ISSN 2249-894X
198. M. Choudhary. *Study the Decision Making Skills of Govt. & Private Secondary School Principals: An Evaluation*. **International Journal of Education and Psychological**

**Research (IJEPR)**, 5(4), 2016, 57-60,  
<https://www.researchgate.net/publication/326489272>

199. U. Y. Dangara. *The Impact of Instructional Supervision on Academic Performance of Secondary School Students in Nasarawa State, Nigeria*. **Journal of Education and Practice**, 6(10), 2015. ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) . K. Kenechukwu & O. R. Nwaribeaku. *Principals' Emotional Intelligence and their Administrative Performance in Public Secondary Schools in Anambra State*. **International Journal of Education and Evaluation**, 6(3), 2020, 35-43, E-ISSN 2489-0073 P-ISSN 2695-1940
200. P. J. Decker & J. P. Cangemi. *Emotionally Intelligent Leaders and Self-Actualizing Behaviours: Any Relationship?* **African Journals Online (AJOL)**, 26(2), 2018.
201. S.M. Alotaibi, M. Amin & J. Winterton. *Does Emotional Intelligence and Empowering Leadership affect Psychological Empowerment and Work Engagement?* **Leadership and Organisation Development Journal**, 41(8), 2020, 971-991, ISSN 0143-7739
202. F. L. Naz, A. Afzal & Z. A. Sial. *Emotional Intelligence and Leadership Skills among University Students in Pakistan*. **Journal of positive school psychology**, 7(2), 2023, 1827
203. N. J. Lokuruka. *Challenges Head Teachers Face in the Management of the Kenya Certificate of Secondary Education Performance in Public Secondary Schools in Turkana County, Kenya*. **Journal of Education & Social Policy**, 7(1), 2017, 178-184
204. S. P. Robbins, T. A. Judge, B. Millett & M. Boyle. *Organizational Behavior*. Pearson, 8<sup>th</sup> ed, 2017, 1-481
205. H. Koontz, H. Wehrich & M. V. Cannice. *Management: A Global Perspective*. McGraw-Hill Education, 12<sup>th</sup> ed, 2008, pp1-527, ISBN 9780070660199
206. D. O'Hair, M. Wiemann, D. I. Mullin & J. J. Teven. *Real Communication*. Bedford/St. Martin's, 3<sup>rd</sup> ed, 2014, ISBN 13- 978-1457662928
207. M. E. Guffey & D. Loewy. *Essentials of Business Communication*. Cengage Learning, 2018, 1-610, ISBN:978-1-285-85891-3
208. R. B. Adler, L. B. Rosenfeld & R. F. Proctor II. *Interplay: The Process of Interpersonal Communication*. Oxford University Press, 2020, 504 pp, ISBN: 9780197501344
209. R. N. Lussier. *Management Fundamentals: Concepts, Applications, Skill Development*. Sage Publications, 2019, 1-1753

210. O. P. Akinnubi, C. O. Gbadeyan, C. O. Fashiku and D. J. Kayode. *Effective Communication: A Tool for Improvement of Secondary School Management*. **Journal of Education and Practice**, 3(7), 2012, ISSN 2222-1735, ISSN 2222- 288X
211. A. O. Ejimofor & N.C. Okonkwo. *Influence of the use of Education Management Information System (EMIS) on Management of Secondary Schools in Anambra State*. **Journal of Educational Research and development**, 5(1), 2022, ISSN(print): 2682-5201
212. P. Tumusime. *Principals' Implementation of Teacher Performance Appraisal and Development (TPAD) Tool and Teachers' Performance in Public Secondary Schools in Kikuyu Constituency*, Tangaza University College Press, 2022, <https://hdi.handle.net/30.500.12342/1367>
213. T. Salamondra. *Effective Communication in Schools*. **BU Journal of Graduate Studies in Education**, 13(1), 2021
214. S. Bonaccio, J. O'Reilly, S. L. O'Sullivan & F. Chiocchio. *Nonverbal Behavior and Communication in the workplace: A Review and An Agenda for Research*. **Journal of Management**, 42(5), 2016, <https://doi.org/10.1177/0149206315621146>
215. J. A. Hall, T. G. Horgan & N. A. Murphy. *Nonverbal Communication*. **Annual Review of Psychology**, 2019, 70:271-94. <https://doi.org/10.1146/annurev-psych-010418-103145>
216. S. Goldin-Meadow & M. W. Alibali. *Gesture's Role in Speaking, Learning, and Creating Language*. **Annual review of psychology**, 64, 2013, 257-283. Doi: 10.1146/annurevpsych-113011-143802
217. D. McNeill. *Hand and Mind: What Gestures Reveal About Thought*. University of Chicago Press, 1994, 105-133, DOI: 10.2307/1576015
218. K. G. K. Arachchige, I. S. Loureiro, W. Blekic, M. Rossignol and L. Lefebvre. *The Role of Iconic Gestures in Speech Comprehension: An Overview of Various Methodologies*. **Front Psychol**, 2021; 12:634074. doi: 10.3389/fpsyg.2021.634074
219. D. McNeill. *Gesture and Thought*. University of Chicago Press, 2005. DOI: 10.7208/Chicago/9780226514642.001.0001
220. S. Kang & B. Tversky. *From Hands to Minds: Gestures Promote Understanding*. **Cogn. Research**, 1, 4, 2016. <https://doi.org/10.1186/s41235-016-0004-9>

221. A. Pak-Hin Kong, S. Law & C. Ka-Yan Cheung. *Use of Co-Verbal Gestures during Word-Finding Difficulty among Cantonese Speakers with Fluent Aphasia and Unimpaired Controls*. **Aphasiology**, 33(2), 2019, 216-233, <https://doi.org/10.1080/02687038.2018.1463085>
222. H. Weger, G. C. Bell, E. M. Minei & M. C. Robinson. *The Relative Effectiveness of Active Listening in Initial Interactions*. **International Journal of Listening**, 28:1, 2014, 13-31. <http://dx.doi.org/10.1080/10904018.2013.813234>
223. A. Pease & B. Pease. *The definitive Book of Body Language*. Pease International, Australia, 2017, 1-404
224. M. C. Uyanne & O. J. Oti. *The Influence of Socio-cultural Domains on Communication*. **An International Multidisciplinary Journal, Ethiopia**, 6(4), 2012,234-247, DOI: <http://dx.doi.org/10.4314/afrev.v6i4.16>
225. S. Gardner, V. Berezina-Blackburn & D. Shanahan. *The Effect of Gesture on the Perception of Linearity in Instrumental Music*. Proceedings of the Future Directions of Music Cognition International Conference, 6-7, March 2021. 169-173, <https://doi.org/10.18061/FDMC.2021.0033>
226. S. Clough & M. C. Duff. *The Role of Gesture in Communication and Cognition: Implications for Understanding and Treating Neurogenic Communication Disorders*. **Frontiers in Human Neuroscience**, 14:323, 2020, 1-22, DOI: 10.3389/fnhum.2020.00323
227. S. Goldin-Meadow & D. Brentari. *Gesture, Sign, and Language: The Coming of Age of Sign Language and Gesture Studies*. **Behavioral and Brain Sciences**, 40, 2017, e46
228. A. Kendon. *Gesture: Visible Action as Utterance*. Cambridge University Press, 2004.
229. L. K. Guerrero, L. Farinelli & B. McEwan. *Attachment and Relational Satisfaction: The Mediating Effect of Emotional Communication*. **Communication Monographs**, 76: 4, 487-514. <http://dx.doi.org/10.1080/03637750903300254>
230. J. K. Burgoon & A. E. Bauce. *Nonverbal Communication Skills*. Handbook of communication and social interaction skills, 2003, 179-219
231. E. Chandolia & S. Anastasiou. *Leadership and Conflict Management Styles are Associated with the Effectiveness of School Conflict Management in the Region of Epirus, NW Greece*. **Eur J. Investigate Health Psychol. Educ**, 10(1), 2020, 455468, <https://doi.org/10.3390/ejihpe10010034>
232. S. Mishra. *Nonverbal Communication: An Influential Tool for Effective Management*. **International Journal of Business and General Management**, 7(3), 2018, 19-24

233. G. K. Siddiqui, M. S. Z. Ali, N. Zarar, S. Asghar & H. munir. *Public Education System in Pakistan: An Exploration into Major Problems*. **Journal of Positive School Psychology**, 7(1), 2023, 1311-1323
234. F. C. Lunenburg & A. Ornstein. *Educational Administration: Concepts and Practices*. SAGE Publications, 7<sup>th</sup> ed, 2021, ISBN 13-978-1544373607
235. H. S. Amenger, J. K. Uno & L. A. Odu. *Educational Administration and Teaching Professionalism: A Tool for Educational Revitalization in Nigeria*. **Multidisciplinary Journal of Academic Excellence**, 21(1), 2021, 1-14, ISSN 2141-3215
236. P. Hallinger. *Leadership for Learning: Lessons from 40 years of Empirical Research*. **Journal of Educational Administration**, 49(2), 2011, 125-142. DOI: 10.1108/09578231111116699
237. D. Kene, H. Kedir, G. Basha & F. Dinsa. *Effectiveness of Principals' Leadership Styles in School Improvement and Students' Academic Achievement in Government Secondary Schools of Oromia Regional State, Ethiopia*. **Creative Education**, 12, 2021, 25352554. <https://doi.org/10.4236/ce.2021.1211190>
238. S. Yakubu. *Space for Convenience Planning and Academic Performance of Secondary School Students in Oyo State, Nigeria*. **Journal of Education and Practice**, 8(13), 2017, 73-78, ISSN 2222-288X (Online)
239. U. F. Mbon, F. O. Arop, E. E. Ekanem, V. O. Ebuara & E. E. Emanghe. *School Administrators' Instructional Supervision, Psychosocial Assistance, and Professional Support as Determinants of Teacher Job Performance in Elementary Schools*. **The Journal of Social Sciences Research**, 7(3), 2021, pp:116-125. DOI: <https://doi.org/10.32861/jssr.73.116.125>
240. D. M. Amadi & E. C. Amadi. *Perceived Impact of Instructional Supervision Strategies on Teacher's Job Performance in Senior Secondary Schools in Obio-Akpor Local Government Area of Rivers State*. **International Journal of Innovative Social & Science Education Research** 7(2), 2019, 87-95. ISSN: 2360-8978
241. V. J. Owan & J. N. Agunwa. *Principals' Administrative Competence and Teachers' Work Performance in Secondary Schools in Calabar Education Zone of Cross River State, Nigeria*. Online Submission, 7(1), 2019, 20-28. doi: 10.18488/journal.73.2019.71.20.28
242. O. O. Offem, G. I. Ushie & P. N. Ononiwu (2022). *Effective Principals' Leadership Managerial Skills and Teachers' Classroom Management for High Productivity in Public Secondary Schools in Cross River State*. **African Journal of Educational**

**Management, Teaching and Entrepreneurship Studies**, 5(1), 2022, 22-33. Retrieved from <https://www.ajemates.org/index.php/ajemates/article/view/140>

243. H. Munir & M. Z. Iqbal. *A Study of Relationship between Leadership Styles of Principals and Job Satisfaction of Teachers in Colleges for Women*. *Bulletin of Education and Research*, 40(2), 2018, 65-78
244. F. O. Arop, V. J. Owan & M. A. Ekpang. *Effective Communication Management and the Performance of Tertiary Institutions in Cross River State, Nigeria*. **International Journal of Current Research**, 10(7), 2018, 72019–72023
245. C. O. Fashiku. *Leaders' Communication Pattern: A Predictor of Lecturers' Job Performance in Nigeria*. **International Journal of Educational Leadership and Management**, 4(2), 2016, 103-126. <https://doi.org/10.17583/ijelm.2016.1848>
246. E. Namutebi. *Instructional Leadership and Lecturers' Job Performance in Public Universities in Uganda*. **Makerere Journal of Higher Education**, 10(2), 2019, 93 – 118. DOI: <http://dx.doi.org/10.4314/majohe.v10i2.8>
247. O. N. Jacob, A. Terhamba & A. G. Ndubuisi. *Educational Administration in Nigeria: Challenges and the Ways forward*. **Central Asian Journal of Theoretical and Applied Sciences**, 02(08), 2021, 11-24, ISSN: 2660-5317
248. J. N. Ogunode. *Administration of Primary School Education in Nigeria: Challenges and the Ways forward*. **Intercathedra**, 4(45), 2020, 197–205. <http://dx.doi.org/10.17306/J.INTERCATHEDRA.2020.00108>
249. E. O. Olorunsola & F. A. Belo. *Administrative Challenges and Principals' Managerial Effectiveness in Ogun State Public Secondary Schools*. **International Journal of Educational Administration and Policy Studies**, 10(5), 2018, 48-55.
250. R. J. Marzano & R. J. *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*. ASCD, 2007.
251. D. E. Owabie & C.U. Osuji. *Perceived Influence of Principals' Qualities on the Administrative Effectiveness in Public Senior Secondary Schools in Port Harcourt Metropolis*. **International Journal of Innovative Social & Science Education Research**, 7(4), 2019, 123-131. ISSN: 2360-8978
252. P. G. Aiko Mbera. *Relationship between Leadership Styles used by Head teachers of Public Secondary Schools and Students' Academic Performance*. **International Journal of Academic Research in Business and Social Sciences**, 5(7) 2015, 226-239, DOI: 10.6007/IJARBS/v5-i7/1733
253. I. N. Gloria & I. R Chima. *Factors Militating against Effective Administration of*

*Secondary Schools in Anambra State. World Journal of Educational Research*, 3(1), 2016, 213-226, [www.scholink.org/ojs/index.php/wjer](http://www.scholink.org/ojs/index.php/wjer)

254. U. F. Mbon. *Headteachers' Managerial Behaviour and Teachers' Task Performance in Public Primary Schools in Calabar-South Local Government Area, Cross River State, Nigeria. Global Journal of Educational Research*, 16, 2017, 163-169. DOI: <http://dx.doi.org/10.4314/gjedr.v16i2.11>
255. C. B. Bhujel. *The Role of Principal in Improvement of School Performance: A Qualitative Study in Community School of Nepal. Research Journal of Education*, 7(1), 2021, 1-10. DOI: <https://doi.org/10.32861/rje.71.1.10>

### **Chapter Three**

#### **Methodology**

##### **3.1 Research Design**

The descriptive research design of survey type was used for this study, this is because the variables of interest in the study have been identified and the researcher has no control over them or cannot manipulate them. Also, the design is considered appropriate because the existing characteristics of leadership styles, communication forms, decision-making skills and administrative effectiveness of principals were described.

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

The target population of the study consists of all fourteen thousand four hundred and two (14,402) teachers and six hundred and twenty nine (629) principals in six hundred and twenty nine (629) public secondary schools in Oyo State, Nigeria.

*Do Not Copy, Lead City University, Nigeria*

**Table 3.1 Target Population for the Study**

S/N	Local Governments	Number of Schools	Number of Teachers	Number of Principals
1	Afijio	17	371	17
2	Akinyele	35	693	35
3	Atiba	16	376	16
4	Atisbo	12	210	12
5	Egbeda	30	735	30
6	Ibadan North	42	1454	42
7	Ibadan North-East	34	881	34
8	Ibadan North-West	13	305	13
9	Ibadan South East	40	1036	40
10	Ibadan South West	36	1028	36
11	Ibarapa Central	11	154	11
12	Ibarapa East	11	172	11
13	Ibarapa North	08	106	08
14	Ido	21	307	21
15	Irepo	06	74	06
16	Iseyin	24	640	24
17	Itesiwaju	11	162	11
18	Iwajowa	09	111	09
19	Kajola	17	307	17
20	Lagelu	26	738	26
21	Ogbomoso North	16	517	16
22	Ogbomoso South	16	544	16
23	Ogo Oluwa	13	182	13
24	Olorunsogo	04	91	04
25	Oluyole	27	614	27
26	Ona-Ara	33	524	33
27	Oorelope	08	110	08
28	Oriire	18	298	18
29	Oyo-East	11	383	11
30	Oyo West	11	358	11
31	Saki East	10	198	10
32	Saki West	21	358	21
33	Surulere	22	365	22
Total	33	629	14,402	629

**Source<sup>1</sup>**

**Table 3.2a: Oyo Central Senatorial District**

S/N	Local Governments	Number of Schools	Number of Teachers	Number of Principals
1	Oluyole	27	614	27
2	Ona-Ara	33	524	33
3	Egbeda	30	735	30
4	Lagelu	26	738	26
5	Akinyele	35	693	35
6	Afijio	17	371	17
7	Ogo Oluwa	13	182	13
8	Surulere	22	365	22
9	Oyo-East	11	383	11
10	Oyo West	11	358	11
11	Atiba	16	376	16
Sub Total	11	241	5,339	241

Source<sup>1</sup>

**Table 3.2b: Oyo South Senatorial District**

S/N	Local Governments	Number of Schools	Number of Teachers	Number of Principals
1	Ibadan North	42	1454	42
2	Ibadan North-East	34	881	34
3	Ibadan North-West	13	305	13
4	Ibadan South East	40	1036	40
5	Ibadan South West	36	1028	36
6	Ibarapa Central	11	154	11
7	Ibarapa East	11	172	11
8	Ibarapa North	08	106	08
9	Ido	21	307	21
Sub Total	09	216	5,443	216

**Source<sup>1</sup>**

**Table 3.2c: Oyo North Senatorial District**

S/N	Local Governments	Number of Schools	Number of Teachers	Number of Principals
1	Saki West	21	358	21
2	Saki East	10	198	10
3	Atisbo	12	210	12
4	Irepo	06	74	06
5	Olorunsogo	04	91	04
6	Kajola	17	307	17
7	Iwajowa	09	111	09
8	Ogbomoso North	16	517	16
9	Ogbomoso South	16	544	16
10	Iseyin	24	640	24
11	Oorelope	08	110	08
12	Oriire	18	298	18
13	Itesiwaju	11	162	11
Sub Total	13	172	3,620	172
Total	33	629	14,402	629

Source<sup>1</sup>

### 3.3 Sample and Sampling Techniques

A multistage sampling procedure using stratified and simple random sampling techniques were used to arrive at a reliable sample to represent the population of the study. At the

first stage, Oyo State was stratified into three using the existing senatorial districts, which are Oyo Central, North and South senatorial districts. Secondly, in each of the strata, local governments with the highest and lowest number of schools were selected. In the case of two local governments having the same number of schools, the one with the highest number of teachers were selected. At the third stage, Yamane formula was used to determine number of sample size of teachers for each of the selected local governments. These teachers were selected using Simple Random Sampling technique. The Local Government Area with the least number of teachers was used as a baseline for the selection of the teachers having a total of 4,204 respondents (teachers) and all the principals (629) of the selected schools as well.

Do Not Copy, Lead City University, Nigeria

**Table 3.3a Oyo Central Senatorial District Sample Size**

<b>S/N</b>	<b>Local Governments</b>	<b>Number of Schools</b>	<b>Number of Teachers</b>	<b>No. of Sampled Teachers</b>	<b>Number of Principals</b>
1	Oluyole	27	614	190	27
2	Ona-Ara	33	524	190	33
3	Egbeda	30	735	190	30
4	Lagelu	26	738	190	26
5	Akinyele	35	693	190	35
6	Afijio	17	371	190	17
7	Ogo Oluwa	13	190	190	13
8	Surulere	22	365	190	22
9	Oyo-East	11	383	190	11
10	Oyo West	11	358	190	11
11	Atiba	16	376	190	16
<b>Sub Total</b>	<b>11</b>	<b>241</b>	<b>5,339</b>	<b>2,090</b>	<b>241</b>

Source<sup>1</sup>

**Table 3.3 Oyo South Senatorial District Sample Size**

S/N	Local Governments	Number of Schools	Number of Teachers	No. of Sampled Teachers	Number of Principals
1	Ibadan North	42	1454	115	42
2	Ibadan North-East	34	881	115	34
3	Ibadan North-West	13	305	115	13
4	Ibadan South East	40	1036	115	40
5	Ibadan South West	36	1028	115	36
6	Ibarapa Central	11	154	115	11
7	Ibarapa East	11	172	115	11
8	Ibarapa North	08	115	115	08
9	Ido	21	307	115	21
<b>Sub Total</b>	<b>09</b>	<b>216</b>	<b>5,443</b>	<b>1,035</b>	<b>216</b>

Source!

**Table 3.3 OyoNorth Senatorial District Sample Size**

S/N	Local Government	Number of Schools	Number of Teachers	No. of Sampled Teachers	Number of Principals
1	Saki West	21	358	83	21
2	Saki East	10	198	83	10
3	Atisbo	12	210	83	12
4	Irepo	06	83	83	06
5	Olorunsogo	04	91	83	04
6	Kajola	17	307	83	17
7	Iwajowa	09	111	83	09
8	Ogbomoso North	16	517	83	16
9	Ogbomoso South	16	544	83	16
10	Iseyin	24	640	83	24
11	Oorelope	08	110	83	08
12	Oriire	18	298	83	18
13	Itesiwaju	11	162	83	11
<b>Sub Total</b>	<b>13</b>	<b>172</b>	<b>3,620</b>	<b>1,079</b>	<b>172</b>
<b>Total</b>	<b>33</b>	<b>629</b>	<b>14,402</b>	<b>4,204</b>	<b>629</b>

Source<sup>1</sup>

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

Mixed method approach was employed in the study. Self-structured questionnaire was used for teachers while interview was used for the principals. The structured questionnaire is tagged Teachers Questionnaire' (TEQ). The questionnaire is divided into three sections which are A, B and C using Four Likert rating scale.

Section A contains items on demographic characteristics of the respondents such as gender, age range, years of teaching experience, years of teaching in the present school, highest qualification and marital status.

Section B contains items to determine level of administrative effectiveness of the secondary school principals, prevalent leadership styles, prominent decision making skills and prominent communication forms in secondary schools in Oyo State. This part was sub-divided into three namely: B1, B2 and B3. Section B1 contains items twenty one items to determine level of administrative effectiveness of the school principals. Items: 1-8 measures planning, 9-14 measures coordination, 15-21 measures supervision. B2 contains sixteen items to determine mostly adopted leadership styles among secondary school principals. Items: 1-4 measures democratic, 5-8 measures autocratic, 9-12 laissez-faire while items 13-16 measures digital leadership. B3 contains items on fifteen items on decision making skills of the principal. Items: 1-5 measures Problemsolving skill, 6-10 measures time management while items 11-15 measures emotional intelligence. Section B4 contains seven items to determine most used communication form among school principal. Items 1-5 measures non-oral communication while items 6 and 7 measures oral communication form.

Section C of the questionnaire was divided into two namely C1 and C2. C1 contains thirty-five items to determine the influence of leadership styles and decision-making skills on administrative effectiveness while C2 contains seven items to determine the influence of communication forms on administrative effectiveness of the secondary school principals it was measured using Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

The second instrument is a structured interview divided into four parts namely parts 1-4. Part 1 contain eleven items to seek principals opinion on administrative effectiveness, Part 2 contains fifteen items to determine leadership styles of principals, Part 3 contains fifteen items to determine decision making skills while part 4 contains seven items to determine principals use of communication forms.

### **3.5 Validity of Research Instruments**

The Face validity of the instrument was ensured. Firstly, the draft copy was given to the supervisor and some experts in Test and Measurement. This was done to ensure the items in the instrument is good enough to achieve the stated objectives of the study. Their various suggestions, advices and ideas were incorporated in the final draft before administration.

### **3.6 Reliability of Research Instruments**

An instrument is said to be reliable when it yields the same result when administered in different times, locations or population. Therefore, for the purpose of this study, a pilot survey was conducted to establish the reliability of the instruments. It was done by administering fifty (50) copies of (TEQ) on secondary school teachers who were not part of the respondents. The reliability Cronbach alpha is 0.951.

### **3.7 Administration of Research Instruments**

Letter of introduction about the researcher and the study was obtained from the Head of Department so as to obtain necessary permission from the sampled respondents. Five research assistants were trained to help in data collection. The research assistants were monitored and the researcher also joined in administering the instruments.

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

Data collected from the field were analyzed using inferential and descriptive statistics. The descriptive statistics like frequency, percentage and mean and standard deviation were used for research questions while inferential statistics like multiple regression analysis (ANOVA) and ttest analysis were used for the hypotheses at a 0.05 level of significance.

*Do Not Copy, Lead City University, Nigeria*

## Endnote

1.Oyo State Ministry of Education. *Teaching Service Commission*, Oyo State, 2022

Do Not Copy, Lead City University, Nigeria

## Chapter Four

### Results and Discussion of Findings

#### 4.1 Demographic Information of the Respondents

**Table 4.1 Gender**

		Gender
		Freq Per(%)
Valid	Female	2321 (59.2%)
	Male	1597 (40.8%)
	Total	3918 (100.0%)

**Source: Fieldwork, 2023**

Table 4.1 presents the gender sampled for the study, and it was represented on bar chart in figure 2 in Appendix II, it was revealed that 2321 respondents given as 59.2% were female while 1597 respondents given as 40.8% were, from the respondents female were more than male.

**Table 4.2 Senatorial Districts of Respondents**  
**Senatorial Districts \* Gender Crosstabulation**

		Gender		Total (%)
		Female (%)	Male (%)	
Senatorial Districts	Oyo Central	1271 (54.8%)	731 (45.8%)	2002 (51.1%)
	Oyo South	557 (24.0%)	397 (24.9%)	954 (24.3%)
	Oyo North	493 (21.2%)	469 (29.4%)	962 (24.6%)
Total		2321 (100.0%)	1597 (100.0%)	3918 (100.0%)

**Source: Fieldwork, 2023**

Table 4.2 and figure 3 in Appendix III shows the gender distribution of respondents in her three senatorial districts (Oyo Central, Oyo South, and Oyo North) where the study was carried out. The table indicates that there were a total of 3,918 respondents, out of which 2,321 (59.2%) were female and 1,597 (40.8%) were male. Looking at the gender distribution across the three senatorial districts, Oyo Central had the highest number of respondents, with 1,271 (54.8%) females and 731

(45.8%) males. Oyo South had 557 (24.0%) females and 397 (24.9%) males, while Oyo North had 493 (21.2%) females and 469 (29.4%) males. Since gender is an important variable in the study, then this table provides valuable information about the gender distribution of the respondents in the three senatorial districts. Therefore, the 'researcher used this information to analyze how gender administrative effectiveness (planning, coordinating and supervision) decision-making skills (Problem-solving skills, time management skills, and emotional intelligence) adopted by public secondary school principals' in Oyo state. The fact that Oyo Central has the highest number of female respondents could suggest that gender is a more important issue in that districts than in the other two. The fact that Oyo Central has the highest

number of female respondents, with 54.8% females and 45.8% males, could suggest that gender is a more prominent issue in that district compared to the other two. This could have implications for the study's findings, as the researcher used this information to analyze how gender may influence administrative effectiveness and decision-making skills of public secondary school principals in Oyo state. The findings from this table could potentially highlight the need for greater focus on gender-related issues in Oyo Central, such as addressing gender disparities in administrative roles and decision-making processes in public secondary schools. It could also indicate that there may be differences in the challenges faced by male and female principals in Oyo Central compared to the other districts, which could have implications for policy and interventions aimed at improving educational administration in the region. Overall, the table provides a useful snapshot of the gender distribution of the respondents in the three senatorial districts. However, it is important to note that table 4.1 and figure 1 only presents descriptive statistics and does not offer any insights into its influence which will be presented in test of hypotheses in this study.

**Table 4.3 Age Range of Respondents**  
**Age Range \* Gender Crosstabulation**

	Gender		Total (%)
	Female (%)	Male (%)	
less than 30	362 (15.6%)	281 (17.6%)	643 (16.4%)
31-40	348 (15.0%)	470 (29.4%)	818 (20.9%)
41-50	987 (42.5%)	436 (30.6%)	1423 (36.3%)
51-60	617 (26.6%)	403 (25.2%)	1020 (26.0%)
Above 60	7 (0.3%)	7 (0.4%)	14 (0.4%)
Total	2321 (100.0%)	1597 (100.0%)	3918 (100.0%)

**Source: Fieldwork, 2023**

Table 4.3 and figure 4 in Appendix IV provides information on the age range of the respondents in a survey, categorized by gender. This table presents the age range distribution of the respondents in a survey, categorized by gender. The table shows the number and percentage of respondents in each age range category for both females and males, as well as the total number and percentage of respondents. Less than 30 had a total of 643 respondents, representing 16.4% of the total respondents. 31-40 had a total of 818 respondents, representing 20.9% of the total respondents. 41-50 had the highest number of respondents with a total of 1423, representing 36.3% of the total respondents. 51-60 had a total of 1020 respondents, representing 26.0% of the total respondents.

Looking at the age range distribution, the majority of the respondents were aged between 41-50 years, with 987 (42.5%) females and 436 (30.6%) males falling into this category. The secondlargest age range was 51-60 years, with 617 (26.6%) females and 403 (25.2%) males.

Interestingly, the age range distribution between genders is not evenly distributed. Females had a higher proportion of respondents in the less than 30 age range category (362, 15.6%) compared to males (281, 17.6%). In contrast, males had a higher proportion of respondents in the 31-40 age range category (470, 29.4%) compared to females (348, 15.0%). These findings suggest that there are differences in the age distribution of respondents based on gender, which could have implications for the study's findings and interpretation. For instance, the differences in age distribution could potentially influence the perspectives, experiences, and challenges faced by respondents of different age groups, which may in turn influence the outcomes of the study. Therefore, there is needed to understand the underlying reasons for the differences in age distribution between females and males and their potential implications for the study.

Do Not Copy, Lead City University, Nigeria

**Table 4.4 Years of Teaching Experience**  
**Years of Teaching Experience \* Gender Crosstabulation**

		Gender		Total (%)
		Female (%)	Male (%)	
Years of Teaching Experience	Less than 5	344 (14.8%)	328 (20.5%)	672 (17.2%)
	5-10	510 (22.0%)	340 (21.3%)	850 (21.7%)
	11-20	818 (35.2%)	547 (34.3%)	1365 (34.8%)
	21-30	608 (26.2%)	346 (21.7%)	954 (24.3%)
	31-35	41 (1.8%)	36 (2.3%)	77 (2.0%)
	Total	2321 (100.0%)	1597 (100.0%)	3918 (100.0%)

**Source: Fieldwork, 2023**

Table 4.4 and figure 5 in Appendix V presents data on the number of teachers grouped by their years of teaching experience and gender. The first column lists the categories of teaching experience, ranging from less than 5 years to 31-35 years. The second and third columns display the number and percentage of female and male teachers in each category, respectively. The last row shows the total number and percentage of teachers across all categories and genders. The data indicates that the majority of teachers in this sample are female (59.3%), and they are more likely to have less than 20 years of teaching experience. Specifically, 14.8% of female teachers and 20.5% of male teachers have less than 5 years of experience, while 35.2% of female teachers and 34.3% of male teachers have 11-20 years of experience. In the 21-30 years of experience category, female teachers represent 26.2%, and male teachers 21.7%. However, the number of teachers with over 30 years of experience is relatively small, with only 2.0% of the sample having 31-35 years of experience.

The result also showed that within the less than 5 years of teaching experience category, there are more female teachers (344, 14.8%) than male teachers (328, 20.5%). This indicates that more women are entering the teaching profession than men, at least in the less experienced category. In the 5-10 years of teaching experience category, there are more female teachers (510, 22.0%) than male teachers (340, 21.3%), but the difference is not statistically significant. This suggests that the distribution of experience levels is relatively even between male and female teachers in this category. The implications of these findings are that there may be a higher turnover rate among male teachers within the first ten years of their careers compared to female teachers, which could be an area of concern for teacher recruitment and retention strategies.

Similarly the gender disparity in teaching is evident based on the data presented in the table 4.4, with female teachers making up the majority of the sample. This suggests that more women than men are entering the teaching profession. However, it could also indicate that women are more likely to remain in teaching than men, given that there are fewer male teachers in the less experienced categories. Secondly, the data shows that there is a relatively even distribution of experience levels among male and female teachers. While the difference between the percentage of female and male teachers in the 21-30 years of experience category is statistically significant, it is not substantial enough to warrant concern. Finally, the small number of teachers with over 30 years of experience suggests that the teaching workforce is aging, and there may be a need for more recruitment and retention strategies to attract and retain new teachers.

**Table 4.5 Years of Teaching in the Present School**  
**Years of Teaching in the Present School \* Gender Crosstabulation**

		Gender		Total (%)
		Female (%)	Male (%)	
Years of Teaching in the Present School	Less than 5	961 (41.4%)	922 (57.7%)	1883 (48.1%)
	5-10	731 (31.5%)	406 (25.4%)	1137 (29.0%)
	11-20	359 (15.5%)	131 (8.2%)	490 (12.5%)
	21-30	236 (10.2%)	114 (7.1%)	350 (8.9%)
	31-35	34 (1.5%)	24 (1.5%)	58 (1.5%)
Total		2321 (100.0%)	1597 (100.0%)	3918 (100.0%)

**Source: Fieldwork, 2023**

Table 4.5 and Figure VI in Appendix 6 provides a breakdown of the years of teaching experience among teachers in their current school, categorizing them into five groups: less than 5 years, 5-10 years, 11-20 years, 21-30 years, and 31-35 years. The data reveals that the largest proportion of teachers (48.1%) falls into the less than 5 years group, with a higher percentage of female teachers (41.4%) compared to male teachers (25.4%). The 5-10 years group contains 29.0% of all teachers, with a higher percentage of male teachers (57.7%) than female teachers (31.5%). Teachers with 11-20 years of experience comprise 12.5% of the sample, with a higher percentage of male teachers (12.5%) than female teachers (15.5%). The 21-30 years group includes 8.9% of all teachers, with slightly more female teachers (10.2%) than male teachers (7.1%). Lastly, the 31-35 years group has the smallest proportion of teachers at 1.5%, with an equal proportion of male (1.5%) and female (1.5%) teachers.

The data shows that a higher proportion of female teachers (41.4%) than male teachers (25.4%) have less than 5 years of teaching experience in their current school. On the other hand, a higher

proportion of male teachers (57.7%) than female teachers (31.5%) have between 1 to 5 years of teaching experience.

Furthermore, the data shows that a higher proportion of male teachers (12.5%) than female teachers (15.5%) have been teaching in the same school for between 11 to 20 years. These findings have implications for teacher retention and career progression policies. The higher proportion of female teachers with less than 5 years of experience in their current school suggests that retention efforts should focus on supporting and retaining new female teachers. On the other hand, the higher proportion of male teachers with between 1 to 5 years of experience suggests that recruitment efforts should focus on attracting more male teachers. Moreover, the lower proportion of female teachers with between 11 to 20 years of experience suggests that career progression policies should be reviewed to support and promote female teachers in mid-career. Overall, the data highlights the importance of addressing gender disparities in the teaching profession to ensure a diverse and equitable workforce.

**Table 4.6 Highest Educational Qualification**

		Gender		Total (%)
		Female (%)	Male (%)	
Highest Educational Qualification	OND	44 (1.9%)	16 (1.0%)	60 (1.5%)
	HND	192 (8.3%)	282 (17.7%)	474 (12.1%)
	B.Sc	493 (21.2%)	366 (22.9%)	859 (21.9%)
	B.Ed	804 (34.6%)	360 (22.5%)	1164 (29.7%)
	B.Sc/B.Ed	375 (16.2%)	314 (19.7%)	689 (17.6%)
	M.Sc	143 (6.2%)	134 (8.4%)	277 (7.1%)
	M.A	76 (3.3%)	39 (2.4%)	115 (2.9%)
	M.Ed	144 (6.2%)	72 (4.5%)	216 (5.5%)
	PhD	14 (0.6%)	14 (0.9%)	28 (0.7%)
	NCE	36 (1.6%)	0 (0.0%)	36 (0.9%)
	Total	2321 (100.0%)	1597 (100.0%)	3918 (100.0%)

**Source: Fieldwork, 2023**

Table 4.6 and Figure VII in Appendix 7 provide a breakdown of the highest educational qualifications attained by individuals in a given sample, disaggregated by gender. The qualifications listed in the table include OND, HND, B.Sc, B.Ed, B.Sc/B.Ed, M.Sc, M.A, M.Ed, PhD, and NCE. The data shows that OND was the least common qualification in the sample, with only 1.9% of females and 1.0% of males having obtained it. HND was more popular among males than females, with 17.7% of males and 8.3% of females having obtained this qualification. B.Sc was the third most popular qualification among both men and women, with

22.9% of males and 21.2% of females having obtained this undergraduate academic degree. B.Ed was the most popular qualification among females in the sample, with 34.6% of females and 22.5% of males having obtained this degree.

B.Sc/B.Ed was more popular among men than women, with 19.7% of males and 16.2% of females having obtained this dual degree. M.Sc was a graduate level qualification attained by 8.4% of males and 6.2% of females. M.A was less common than M.Sc, with 2.4% of males and 3.3% of females having obtained this graduate degree. M.Ed was a graduate degree specific to the field of education, with 4.5% of males and 6.2% of females having obtained this qualification. PhD was the highest level of academic achievement, obtained by 0.9% of males and 0.6% of females in the sample. Finally, NCE was a teaching qualification equivalent to the first two years of a B.Ed program, obtained by 1.6% of females but no males in the sample.

The breakdown of educational qualifications has important implications for the teaching profession. The high percentage of individuals with a B.Ed degree suggests more teachers in the study's population who are academically qualified. However, the lower number of individuals with a PhD in the sample may suggest a shortage of highly qualified teachers in certain subject areas or regions. The high percentage of individuals with an HND, B.Sc, or M.Sc degree implies some teacher are recruited from other fields with subject-matter expertise, although additional training in pedagogy may be necessary.

**Table 4.7 Marital Status (Teacher Respondents)**  
**Marital Status \* Gender Crosstabulation**

		Gender		Total (%)
		Female (%)	Male (%)	
Marital Status	Married	1828 (78.8%)	1323 (82.8%)	3151 (80.4%)
	Single	348 (15.0%)	198 (12.4%)	546 (13.9%)
	Divorced	40 (1.7%)	21 (1.3%)	61 (1.6%)
	Widow/er	40 (1.7%)	36 (2.3%)	76 (1.9%)
	Single Parent	65 (2.8%)	19 (1.2%)	84 (2.1%)
Total		2321 (100.0%)	1597 (100.0%)	3918 (100.0%)

**Source: Fieldwork, 2023**

Table 4.7 and Figure 8 in Appendix VIII shows the marital status of teacher respondents categorized by gender. The total number of respondents is 3,918, with 2,321 (59.3%) females and 1,597 (40.7%) males. Looking at the marital status distribution, the majority of teacher respondents are married, with 3,151 (80.4%) respondents, and 1,828 (78.8%) of them being female. Meanwhile, single teachers make up 546 (13.9%) of the total respondents, and 348 (15.0%) of them are females. Divorced teachers make up a small percentage of the total respondents, with only 61 (1.6%) respondents in total. The table also shows that male respondents have a higher percentage of being single than females, with 198 (12.4%) males being single compared to 348 (15.0%) females. However, the percentage of married respondents is higher for males than females, with 1,323 (82.8%) males being married compared to 1,828 (78.8%) females. Overall, the data suggests that the majority of teacher respondents are married, with a higher percentage of married females than males. Single teachers make up a smaller proportion of the total respondents, with a slightly higher percentage of single females than males. Divorced and widowed teachers make up only a small percentage of the respondents.

## 4.2 Answers to Research Questions

**Research Question One:** What is the level of administrative effectiveness (planning, coordinating and supervision) among public secondary school principals in Oyo state?

### 4.2 questions

**Research Question one:** What is the level of administrative effectiveness (planning, coordinating and supervision) among public secondary school principals in Oyo state?

**Table 4.8 level of administrative effectiveness(planning, coordinating and supervision) among public secondary school principals in Oyo state.**

S/N	Items	Always	Often	Rarely	Never	Mean	SD
		Freq Per(%)	Freq Per(%)	Freq Per(%)	Freq Per(%)		
<b>Planning</b>							
1	ensures academic activities are planned early before the commencement of the term.	3227 (82.6%)	557 (14.3%)	114 (2.9%)	10 (0.3%)	3.79	.489
2	ensures provision of human resources needed for smooth operation in the school	2254 (57.5%)	1422 (36.3%)	236 (6.0%)	6 (0.2%)	3.51	.616
3	ensures provision of materials resources needed for smooth operation in the school	2254 (57.5%)	1294 (33.0%)	360 (9.2%)	10 (0.3%)	3.48	.670
4	calls stakeholders meeting when planning school activities	2059 (52.6%)	1399 (35.7%)	324 (8.3%)	136 (3.5%)	3.37	.780
5	plans for maintenance of school infrastructural facilities	1994 (50.9%)	1540 (39.3%)	322 (8.2%)	62 (1.6%)	3.40	.706
6	plans for co-curricular activities	2317 (59.1%)	1268 (32.4%)	307 (7.8%)	26 (0.7%)	3.50	.668
7	sets discipline policy at this school	2613 (66.7%)	949 (24.2%)	336 (8.6%)	20 (0.5%)	3.57	.669
8	decide how school budget will be spent	1916 (48.9%)	1218 (31.1%)	506(12.9%)	278 (7.1%)	3.22	.924
Weighted Mean						3.48	

**8b Level of Administrative Effectiveness (Coordinating) among Public Secondary School Principals in Oyo State.**

S/N	Items	Always	Often	Rarely	Never	Mean	SD
		Freq Per(%)	Freq Per(%)	Freq Per(%)	Freq Per(%)		
<b>Coordination</b>							
1	create and implement shared school vision	1616 (41.2%)	1752 (44.7%)	466 (11.9%)	81 (2.1%)	3.26	.759
2	nurture and sustain a culture and instructional program conducive to learning and staff development	1648 (42.1%)	1791 (45.7%)	416 (10.6%)	63 (1.6%)	3.28	.715
3	ensures management of school operations to produce a safe and effective learning environment	2263 (57.8%)	1301 (33.2%)	331 (8.4%)	23 (0.6%)	3.48	.674
4	collaborates with families and the diverse communities that schools serve	1524 (38.9%)	1730 (44.2%)	487 (12.4%)	177 (4.5%)	3.17	.815
5	promotes integrity, fairness, and ethical behaviour	2561 (65.4%)	987 (25.2)	308 (7.9%)	62 (1.6%)	3.54	.707
6	interacts with government agencies on school matters	1928 (49.2%)	1334 (34.0%)	556 (14.2%)	100 (2.6%)	3.30	.804
7	coordinates all units or departments in the school to achieve synergy	2396 (61.3%)	1123 (28.7%)	288 (7.4%)	101 (2.6%)	3.49	.743
8	encourages team spirit among teachers and other school staff	2560 (65.3%)	1066 (27.2%)	239 (6.1%)	53 (1.4%)	3.57	.670
Weighted Mean						3.39	

Source: Fieldwork, 2023

**8c Level of Administrative Effectiveness (Supervision) among Public Secondary School Principals in Oyo State.**

S/N	Items	Always	Often	Rarely	Never	Mean	SD
		Freq Per(%)	Freq Per(%)	Freq Per(%)	Freq Per(%)		
<b>Supervision</b>							
1	ensures teachers write lesson plan/note	2823 (72.1%)	839 (21.4%)	186 (4.7%)	70 (1.8%)	3.64	.658
2	visits teachers in the classroom	1900 (48.5%)	1429 (36.5%)	523 (13.3%)	66 (1.7%)	3.32	.765
3	ensures resources in the school are used for the right purpose	2146 (54.8%)	1465 (37.4%)	301 (7.7%)	6 (0.2%)	3.47	.642
4	monitors teachers and other staffs punctuality	2658 (67.8%)	968 (24.7%)	226 (5.8%)	66 (1.7%)	3.59	.677
5	ensures teaching is in accordance with the curriculum	2674 (68.2%)	1024 (26.1%)	195 (5.0%)	25 (0.6%)	3.62	.611
6	ensures standard of examination in the school	2557 (65.3%)	1145 (29.2%)	198 (5.1%)	18 (0.5%)	3.59	.608
7	maintains student/staff discipline	2625 (67.0%)	1000 (25.5%)	254 (6.5%)	39 (1.0%)	3.59	.657
Weighted Mean						3.54	
<b>Overall Weighted Mean</b>						<b>3.47</b>	

**Source: Fieldwork, 2023**

The first 8 items presented in this report measures the effectiveness of principals in different areas of Planning. The first item, measures the extent to which principals plan academic activities before the start of the term. The data suggests that the majority of principals (82.6%) always ensure this, and they are highly effective in this area with a mean score of 3.79. The next two items, Provision of human resources and Provision of material resources, measure the extent to which principals ensure the provision of resources needed for smooth operation in the school. While a substantial proportion of principals (36.3% and 33.0% respectively) often provide these

resources, there is still room for improvement, as only just over half of the principals (57.5%) always provide them. The mean scores of 3.51 and 3.48 indicate that principals are effective in these areas, but there is still room for improvement. Stakeholder meetings, which measure the extent to which principals call stakeholders meeting when planning school activities, show that just over half of the principals (52.6%) always call such meetings.

However, a significant proportion (35.7%) often do so, and a small proportion (3.5%) never do. The mean score of 3.37 suggests that there is significant room for improvement in this area. The item Maintenance of infrastructural facilities measures the extent to which principals' plan for the maintenance of school infrastructural facilities. While a substantial proportion of principals (39.3%) often plan for this, only just over half of the principals (50.9%) always plan for it. The mean score of 3.40 suggests that there is significant room for improvement in this area. Cocurricular activities, which measure the extent to which principals' plan for such activities, show that the majority of principals (59.1%) always plan for them.

A substantial proportion (32.4%) often do so, and a small proportion (0.7%) never do so. The mean score of 3.50 indicates that principals are effective in this area. Discipline policy, which measures the extent to which principals set discipline policy at the school, shows that a substantial proportion of principals (66.7%) always set such policies, while a smaller proportion (24.2%) often do so.

However, there is still a significant proportion (8.6%) who rarely or never set discipline policies. The mean score of 3.57 suggests that principals are effective in this area, but there is room for improvement. Again, School budget measures the extent to which principals decide how school budgets will be spent. Less than half of the principals (48.9%) always make these decisions,

while a substantial proportion (31.1%) often do so. However, there is also a significant proportion (12.9%) who rarely or never make such decisions.

The table presents data on the frequency with which school principals perform various tasks related to school management. The data is presented in the form of four response options: always, often, rarely, and never, and is broken down by item. In addition, the table shows the frequency and percentage of respondents for each response option, as well as the mean and standard deviation for each item. Interpreting the data, the majority of respondents (41.2%) reported always creating and implementing a shared school vision, with an additional 44.7% reporting doing it often. This suggests that this is a task that is frequently prioritized by school principals. Similarly, the majority of respondents (42.1%) reported often nurturing and sustaining a culture and instructional program conducive to learning and staff development, with an additional 45.7% reporting always doing it. This suggests that school principals prioritize creating a positive school culture and supporting staff development. On the other hand, the majority of respondents (57.8%) reported always ensuring the management of school operations to produce a safe and effective learning environment. However, a significant proportion (33.2%) reported only doing it often, indicating that there is room for improvement in this area.

Likewise, while the majority of respondents (44.2%) reported often collaborating with families and the diverse communities that schools serve, a significant proportion (38.9%) reported doing it only rarely. This suggests that there is room for improvement in fostering collaboration between schools and their communities. However, the majority of respondents (65.4%) reported always promoting integrity, fairness, and ethical behavior. This is a positive finding, indicating that school principals place a high value on ethical behavior in their schools. Nearly half of

respondents (49.2%) reported always interacting with government agencies on school matters, with an additional 34.0% reporting doing it often. This suggests that school principals prioritize maintaining good relationships with government agencies. Similarly, the majority of respondents (61.3%) reported always coordinating all units or departments in the school to achieve synergy, with an additional 28.7% reporting doing it often. This indicates that school principals prioritize collaboration and coordination among different parts of the school. The majority of respondents (65.3%) equally reported always encouraging team spirit among teachers and other school staff. This is a positive finding, suggesting that school principals prioritize creating a positive and collaborative environment among school staff.

The table also presents data on the frequency of supervision activities in a school, as reported by the respondents. Each item in this section refers to the level of principal's administrative effectiveness in terms of effective supervision. The first item, "Ensures teachers write lesson plan/note," indicates that 72.1% of respondents reported that this activity was always done, while 21.4% reported it was often done. This suggests that the school management places a high value on lesson planning and expects teachers to do it regularly. The second item, "Visits teachers in the classroom," shows that 48.5% of respondents reported that this activity was always done, while 36.5% reported it was often done. This suggests that the school management values teacher observation and regularly monitors their teaching practices. The third item, "Ensures resources in the school are used for the right purpose," indicates that 54.8% of respondents reported that this activity was always done, while 37.4% reported it was often done. This suggests that the school management places a high value on resource management and regularly monitors how resources are being used. The fourth item, "Monitors teachers and other staff's punctuality," indicates that 67.8% of respondents reported that this activity was always done, while 24.7% reported it was

often done. This suggests that the school management places a high value on punctuality and expects teachers and staff to be on time. The fifth item, "Ensures teaching is in accordance with the curriculum," shows that 68.2% of respondents reported that this activity was always done, while 26.1% reported it was often done. This suggests that the school management places a high value on curriculum alignment and regularly monitors teaching practices to ensure alignment. The sixth item, "Ensures standard of examination in the school," indicates that 65.3% of respondents reported that this activity was always done, while 29.2% reported it was often done. This suggests that the school management places a high value on maintaining the standard of examinations and regularly monitors examination processes. The seventh item, "Maintains student/staff discipline," shows that 67.0% of respondents reported that this activity was always done, while 25.5% reported it was often done. This suggests that the school management places a high value on discipline and regularly monitors behaviour to ensure a positive learning environment. The weighted mean of 3.48 suggests that there is a high level of principal effectiveness in the area of planning.

Similarly, the weighted mean of 3.39 indicates that, on average, there is a high level of principal effectiveness in the area of coordination. Additionally, the weighted mean of 3.54 signifies a high level of supervision among principals in the study area. Overall, the results present an aggregate weighted mean of 3.47, signifying a high level of administrative effectiveness among secondary school principals in Oyo State, Nigeria.

The findings presented in this write-up have several implications for school leadership and management. Overall, the data suggests that principals are effective in certain areas of planning, such as planning academic activities before the start of the term, setting discipline policies,

promoting integrity, fairness, and ethical behavior, coordinating different parts of the school, and encouraging team spirit among teachers and staff. However, there are areas where improvement is needed, such as provision of human and material resources, calling stakeholder meetings, planning for maintenance of infrastructural facilities, planning for co-curricular activities, collaborating with families and communities, and ensuring the management of school operations to produce a safe and effective learning environment. One implication of these findings is that school principals need to prioritize areas that require improvement in their planning and management practices. For example, principals should ensure that they provide adequate human and material resources for their schools to operate smoothly. This may involve budgeting for necessary resources, coordinating with relevant departments or agencies, and ensuring that teachers have the tools and materials they need for effective instruction.

Similarly, principals should prioritize calling stakeholder meetings, such as parent-teacher conferences, to involve families and communities in school planning and decision-making processes. Another implication is the need for ongoing professional development and training for principals to enhance their planning and management skills. Principals play a critical role in leading and managing schools, and continuous learning and skill development are essential for them to effectively carry out their responsibilities. Professional development opportunities, such as workshops, seminars, and leadership training programs, can help principals improve their planning and management practices and stay updated with best practices in education leadership. The findings also highlight the importance of effective supervision in schools. Ensuring that teachers write lesson plans, providing feedback on lesson delivery, and conducting classroom observations are critical supervision activities that principals need to consistently perform to ensure instructional quality. Principals should prioritize these activities and allocate

sufficient time and resources for effective supervision. This may involve developing clear expectations for teachers, providing regular feedback, and establishing a supportive and collaborative supervisory culture in the school. Furthermore, the findings underscore the importance of fostering collaboration and coordination among different parts of the school. Principals should prioritize creating a positive school culture that promotes teamwork, collaboration, and synergy among teachers and staff. This can be achieved through regular communication, team-building activities, and providing opportunities for collaboration and professional growth. Principals should also prioritize collaborating with families, communities, and government agencies to build positive relationships and promote a supportive school environment.

The findings presented in this write-up highlight both strengths and areas for improvement in the planning and management practices of school principals. To enhance the effectiveness of school leadership, principals should prioritize areas that require improvement, engage in ongoing professional development, ensure effective supervision practices, and foster collaboration and coordination among different stakeholders. By doing so, principals can contribute to creating a positive and effective learning environment for students and promoting the overall success of their schools.

**Research Question Two:** What is the most prevalent leadership style (Autocratic, Democratic, Laissez-faire, and Digital) among public secondary school principals in Oyo state?

**Table 4.9a: Autocratic leadership styles among the public secondary school principals in Oyo state**

Autocratic leadership styles		Most of the Time	Some of the Times	Seldom	Never	Mean	SD
S/N	Items	Freq Per(%)	Freq Per(%)	Freq Per(%)	Freq Per(%)		
1	shares responsibilities among staff	2903 (74.1%)	764 (19.5%)	164 (4.2%)	87 (2.2%)	3.65	.666
2	gives opportunities to staff to make choice	1547 (39.5%)	1763 (45.0%)	352 (9.0%)	256 (6.5%)	3.17	.846
3	Allows teachers to make choices	1293 (33.0%)	1718 (43.8%)	693 (17.7%)	214 (5.5%)	3.04	.851
4	consults staff before making any decision	1242 (31.7%)	1786 (45.6%)	529 (13.5%)	361 (9.2%)	3.00	.906
<b>Weighted Mean</b>						<b>3.22</b>	

**Source: Fieldwork, 2023**

The table above presents autocratic leadership styles among the public secondary school principals in Oyo state, with the following: shares responsibilities among staff (mean = 3.65); gives opportunities to staff to make choice (mean = 3.17); Allows teachers to make choices (mean = 3.04); consults staff before making any decision (mean = 3.00). The weighted mean of the table above is given as 3.22 which implies that the autocratic leadership styles among the public secondary school principals in Oyo state is high.

**Table 4.9b: Democratic leadership styles among the public secondary school principals in Oyo state**

Democratic leadership styles		Most of the Time	Some of the Times	Seldom	Never		
S/N	Items	Freq Per(%)	Freq Per(%)	Freq Per(%)	Freq Per(%)	Mean	SD
1	retains powers and authority	2124 (54.2%)	1420 (36.2%)	276 (7.0%)	98 (2.5%)	3.42	.731
2	reserves right to make all decisions in the school	1475 (37.6%)	1962 (50.1%)	311 (7.9%)	170 (4.3%)	3.21	.765
3	don't trust in subordinates' abilities	645 (16.5%)	1407 (35.9%)	780 (19.9%)	1086 (27.7%)	2.41	1.061
4	get work done by issuing threats	622 (15.9%)	1107 (28.3%)	549 (14.0%)	1640 (41.9%)	2.18	1.142
<b>Weighted Mean</b>						<b>2.81</b>	

**Source: Fieldwork, 2023**

The table above presents democratic leadership styles among the public secondary school principals in Oyo state, with the following: retains powers and authority (mean = 3.42); reserves right to make all decisions in the school (mean = 3.21); don't trust in subordinates' abilities (mean = 2.41); get work done by issuing threats (mean = 2.18). The weighted mean of the table above is given as 2.81 which implies that the democratic leadership styles among the public secondary school principals in Oyo state is high.

**Table 4.9c: Laissez-faire leadership styles among the public secondary school principals in Oyo state**

Laissez-faire leadership styles		Most of the Time	Some of the Times	Seldom	Never		
S/N	Items	Freq Per(%)	Freq Per(%)	Freq Per(%)	Freq Per(%)	Mean	SD
1	gives little guidance to the subordinates	921 (23.5%)	1920 (49.0%)	449 (11.5%)	628 (16.0%)	2.80	.975
2	give freedom to staff at all time	732 (18.7%)	1833 (46.8%)	822 (21.0%)	531 (13.6%)	2.71	.923
3	entrust decision making to the subordinates	777 (19.8%)	1733 (44.2%)	815 (20.8%)	593 (15.1%)	2.69	.956
4	is less concerned with the school's problem	638 (16.3%)	686 (17.5%)	226 (5.8%)	2368 (60.4%)	1.90	1.192
<b>Weighted Mean</b>						<b>2.52</b>	

**Source: Fieldwork, 2023**

The table above presents laissez-faire leadership styles among the public secondary school principals in Oyo state, with the following: gives little guidance to the subordinates (mean = 2.80); give freedom to staff at all time (mean = 2.71); entrust decision making to the subordinates; is less concerned with the school's problem (mean = 1.90). The weighted mean of the table above is given as 2.52 which implies that the laissez-faire leadership styles among the public secondary school principals in Oyo state is high.

**Table 4.9d: Digital leadership styles among the public secondary school principals in Oyo state**

Digital leadership styles		Most of the Time	Some of the Times	Seldom	Never		
S/N	Items	Freq Per(%)	Freq Per(%)	Freq Per(%)	Freq Per(%)	Mean	SD
1	communicates with staff via digital devices	1422 (36.3%)	1569 (40.0%)	543 (13.9%)	384 (9.8%)	3.03	.945
2	encourages staff to incorporate technologies in their duties	1388 (35.4%)	1738 (44.4%)	561 (14.3%)	231 (5.9%)	3.09	.851
3	creates ICT developmental opportunities for teachers, students and other staffs	1510 (38.5%)	1433 (36.6%)	665 (17.0%)	310 (7.9%)	3.06	.932
4	creates a digital school culture	1082 (27.6%)	1534 (39.2%)	814 (20.8%)	488 (12.5%)	2.82	.975
<b>Weighted Mean</b>						<b>3.00</b>	

**Source: Fieldwork, 2023**

The table above presents digital leadership styles among the public secondary school principals in Oyo state, with the following: communicates with staff via digital devices (mean = 3.03); encourages staff to incorporate technologies in their duties (mean = 3.09); creates ICT developmental opportunities for teachers, students and other staffs (mean = 3.06); creates a digital school culture (mean = 2.82). The weighted mean of the table above is given as 3.00 which implies that the digital leadership styles among the public secondary school principals in Oyo state is high.

**Table 4.9e: Distribution of leadership styles (autocratic, democratic, laissez-faire, and digital) among public secondary school principals in Oyo state according to their prevalence**

Items	Most of the Time	Some of the Times	Seldom	Never	Mean
	Freq Per(%)	Freq Per(%)	Freq Per(%)	Freq Per(%)	
Autocratic	1746.25 (44.575)	1507.75 (38.475)	434.5 (11.1)	229.5 (5.85)	3.22
Digital	1350.5 (34.45)	1568.5 (40.05)	645.75 (16.5)	353.25 (9.025)	3.00
Democratic	1216.5 (31.05)	1474 (37.625)	479 (12.2)	748.5 (19.1)	2.81
Laissez-faire	767 (19.575)	1543 (39.375)	578 (14.775)	1030 (26.275)	2.52

**Source: Fieldwork, 2023**

The table 4.9a – 4.9e and Figure 9, Appendix 9 provides data on the prevalence of four different leadership styles among public secondary school principals in Oyo state. The four leadership styles are autocratic, democratic, laissez-faire, and digital. The data is presented in terms of frequency and percentage of the time each leadership style is used by the principals. The data is categorized into four frequency ranges: most of the time, some of the times, seldom, and never.

Looking at the table, we can see that the most prevalent leadership style among public secondary school principals in Oyo state is the autocratic style, which is used most of the time by 44.575% of the principals, and some of the time by 38.475% of the principals. The democratic style is used most of the time by 31.05% of the principals and some of the time by 37.625% of the principals. The laissez-faire style is used most of the time by 19.575% of the principals and some of the time by 39.375% of the principals. The digital style is used most of the time by 34.45% of the principals and some of the time by 40.05% of the principals. The table shows that the autocratic style is the most commonly used leadership style among the principals in Oyo state, followed by the digital style, democratic style, and the laissez-faire style respectively.

The findings from the data on the prevalence of different leadership styles among public secondary school principals in Oyo state indicate that the autocratic style is the most dominant, followed by the digital, democratic, and laissez-faire styles. This suggests a potential gap in promoting participatory and inclusive leadership practices in the schools, as well as a need for leadership development initiatives to enhance leadership skills and capabilities of principals. The growing adoption of digital leadership practices presents opportunities for leveraging technology to improve administrative processes and communication. Overall, these findings have implications for decision-making processes, employee engagement, school climate, and educational outcomes in Oyo state schools.

Do Not Copy, Lead City University, Nigeria

**Research Question Three:**What is the level of decision-making skills (problem-solving, time management, emotional intelligence) among public secondary school principals in Oyo state?

**Table 4.10: Level of decision-making skills (Problem-solving) among public secondary school principals in Oyo state**

S/N	Items “My school principal”	At All Times	Sometime	Rarely	Never	Mean	SD
		Freq Per(%)	Freq Per(%)	Freq Per(%)	Freq Per(%)		
1	identify and define the school’s problem	2708 (69.3%)	1048 (26.8%)	111 (2.8%)	41 (1.0%)	3.64	.591
2	come up with possible solutions to school’s problem	2429 (62.2%)	1273 (32.6%)	156 (4.0%)	50 (1.3%)	3.56	.635
3	evaluate the different options before making decisions	2193 (56.1%)	1308 (33.5%)	372 (9.5%)	35 (0.9%)	3.45	.701
4	implement solutions	2279 (58.3%)	1290 (33.0%)	212 (5.4%)	127 (3.2%)	3.46	.743
5	evaluate outcome of solutions	2158 (55.3%)	1412 (36.2%)	285 (7.3%)	45 (1.2%)	3.46	.681
<b>Weighted Mean</b>						<b>3.51</b>	

Do Not Copy, Lead City University, Nigeria

**Table 4.10b: Level of decision-making skills (Time Management) among public secondary school principals in Oyo state**

S/N	Items “My school principal”	At All Times	Sometime	Rarely	Never	Mean	SD
		Freq Per(%)	Freq Per(%)	Freq Per(%)	Freq Per(%)		
1	do a time audit	1473 (37.7%)	1943 (49.7%)	416 (10.6%)	76 (1.9%)	3.23	.713
2	make schedule and abide strictly	2030 (51.9%)	1471 (37.6%)	335 (8.6%)	72 (1.8%)	3.40	.722
3	avoid multitasking	1215 (31.1%)	1719 (44.1%)	663 (17.0%)	304 (7.8%)	2.99	.891
4	delegate and outsource tasks	1644 (42.1%)	1820 (46.7%)	333 (8.5%)	104 (2.7%)	3.28	.730
5	inculcate time management among staff	2322 (59.4%)	1312 (33.6%)	243 (6.2%)	31 (0.8%)	3.52	.649
<b>Weighted Mean</b>						<b>3.28</b>	

Do Not Copy, Lead City University, Nigeria

**Table 4.10c: Level of decision-making skills (Emotional Intelligence) among public secondary school principals in Oyo state**

S/N	Items “My school principal”	At All Times	Sometime	Rarely	Never	Mean	SD
		Freq Per(%)	Freq Per(%)	Freq Per(%)	Freq Per(%)		
	creates awareness of him or herself	1720 (44.0%)	1504 (38.5%)	595 (15.2%)	86 (2.2%)	3.24	.788
2	controls his or her emotions	1888 (48.3%)	1555 (39.8%)	340 (8.7%)	125 (3.2%)	3.33	.767
3	is an achievement orientated individual	2298 (58.8%)	1310 (33.5%)	255 (6.5%)	42 (1.1%)	3.50	.667
4	listens actively to staff comments or reactions	2091 (53.5%)	1493 (38.2%)	263 (6.7%)	61 (1.6%)	3.44	.689
5	manage, and understand emotions staff’s emotions	1891 (48.4%)	1509 (38.6%)	347 (8.9%)	161 (4.1%)	3.31	.800
<b>Weighted Mean</b>						<b>3.37</b>	
<b>Overall Weighted Mean</b>						<b>3.39</b>	

Table 4.10 and Figure 10 in Appendix X presents analysis of research question three which was raised on the level of decision-making skills (problem-solving, time management, emotional intelligence) among public secondary school principals in Oyo state.

The table and figure shows the respondents agreed with the following: identify and define the school’s problem (mean = 3.64); come up with possible solutions to school’s problem (mean = 3.56); evaluate the different options before making decisions (mean = 3.45); implement solutions (mean = 3.46); evaluate outcome of solutions (mean = 3.46); do a time audit (mean = 3.23); make schedule and abide strictly (mean = 3.40); avoid multitasking (mean = 2.99); delegate and outsource tasks (mean = 3.28); inculcate time management among staff (mean = 3.52); creates awareness of him or herself (mean = 3.24); controls his or her emotions (mean = 3.33); is an achievement orientated individual (mean = 3.50); listens actively to staff comments or reactions (mean = 3.44); manage, and understand emotions staff’s emotions (mean = 3.31). The overall weighed mean is 3.37, an implication that

the decision-making skills (problem-solving, time management, emotional intelligence) among public secondary school principals in Oyo state is high.

The high mean scores for identifying and defining the school's problems, coming up with possible solutions, evaluating options, implementing solutions, and evaluating outcomes suggest that principals are proficient in problem-solving processes. This is a positive implication, as effective problem-solving skills are critical for addressing challenges and making informed decisions in the context of school management. The mean scores for time management skills, such as doing a time audit, making schedule and abiding strictly, avoiding multitasking, delegating and outsourcing tasks, and inculcating time management among staff, were generally above the midpoint. This suggests that principals in Oyo state are perceived to possess adequate time management skills, which are important for effective organization and productivity in managing school activities. The mean scores for emotional intelligence skills, such as creating awareness of oneself, controlling emotions, being achievement-oriented, actively listening to staff comments or reactions, and managing and understanding staff's emotions, were also generally above the midpoint. This implies that principals are perceived to possess emotional intelligence skills, which are crucial for building positive relationships with staff, managing conflicts, and creating a supportive school climate. The findings suggest that public secondary school principals in Oyo state are perceived to possess high levels of decision-making skills, including problem-solving, time management, and emotional intelligence. This has positive implications for effective school management and leadership, as principals with strong decision-making skills are better equipped to handle challenges, make informed decisions, and create a conducive learning environment for students and staff. However, further research may be needed to assess the actual implementation and effectiveness of these decision-making skills in practice.

**Research Question Four:**What is the prominent communication form used by public secondary school principals in Oyo state (oral or non-oral)?

**Table 4.11a: Non-oral Communication**

S/N	Items	Always	Sometimes	Rarely	Never	Mean	SD
		Freq Per(%)	Freq Per(%)	Freq Per(%)	Freq Per(%)		
1	Reports	2144 (54.9%)	1211 (31.0%)	410 (10.5%)	143 (3.7%)	3.37	.814
2	Manuals	1195 (30.6%)	1812 (46.4%)	571 (14.6%)	330 (8.4%)	2.99	.889
3	Memorandum	1250 (32.1%)	1703 (43.7%)	716 (18.4%)	224 (5.8%)	3.02	.857
4	Correspondence	1092 (27.9%)	1563 (40.0%)	893 (22.9%)	360 (9.2%)	2.87	.927
5	Suggestion boxes	863 (22.1%)	1050 (26.9%)	963 (24.6%)	1032 (26.4%)	2.45	1.103
<b>Weighted Mean</b>						<b>2.94</b>	

**Source: Fieldwork, 2023**

Table 4.11a and Figure 11 in Appendix XI presents data on non-oral communication in terms of frequency of use. The table includes five types of non-oral communication: reports, manuals, memorandums, correspondence, and suggestion boxes. For each type of communication, the table shows the percentage of respondents who reported always, sometimes, rarely, or never using that type of communication. For reports, the majority of respondents (54.9%) reported always using this type of communication, while 31.0% reported sometimes using it, 10.5% reported rarely using it, and 3.7% reported never using it. The mean frequency of use for reports was 3.37, with a standard deviation of 0.814. For manuals, 30.6% of respondents reported always using this type of communication, while 46.4% reported sometimes using it, 14.6% reported rarely using it, and 8.4% reported never using it. The mean frequency of use for manuals was 2.99, with a standard deviation of 0.889. For memorandums, 32.1% of respondents reported always using this type of communication, while 43.7% reported sometimes using it, 18.4% reported rarely using it, and

5.8% reported never using it. The mean frequency of use for memorandums was 3.02, with a standard deviation of 0.857. For correspondence, 27.9% of respondents reported always using this type of communication, while 40.0% reported sometimes using it, 22.9% reported rarely using it, and 9.2% reported never using it. The mean frequency of use for correspondence was 2.87, with a standard deviation of 0.927. For suggestion boxes, 22.1% of respondents reported always using this type of communication, while 26.9% reported sometimes using it, 24.6% reported rarely using it, and 26.4% reported never using it. The mean frequency of use for suggestion boxes was 2.45, with a standard deviation of 1.103. The weighted mean frequency of use for all types of non-oral communication was 2.94. This implies that there is low level of non-oral communication among public secondary school principals in Oyo State.

**Table 4.11b: Oral Communication**

S/N	Items	Always	Sometimes	Rarely	Never	Mean	SD
		Freq Per(%)	Freq Per(%)	Freq Per(%)	Freq Per(%)		
1	Staff meetings	2495 (63.8%)	1244 (31.8%)	155 (4.0%)	14 (0.4%)	3.59	.585
2	One-one communication	1787 (45.7%)	1628 (41.7%)	381 (9.7%)	112 (2.9%)	3.30	.760
<b>Weighted Mean</b>						<b>3.45</b>	

**Source: Fieldwork, 2023**

Table 4.11b and Figure 12 in Appendix XII shows the frequency and percentage of how often oral communication occurs in two situations: staff meetings and one-on-one communication. The respondents were asked to rate how often they engage in oral communication in these situations, and they were given four options: always, sometimes, rarely, and never. The table also shows the mean and standard deviation for each item. For staff meetings, 63.8% of respondents reported that they always engage in oral communication, while 31.8% reported doing so sometimes. A smaller percentage reported engaging in oral communication rarely (4.0%) or never (0.4%). The mean for

staff meetings was 3.59, indicating that respondents generally engage in oral communication in this situation. For one-on-one communication, the most common response was sometimes (41.7%), followed by always (45.7%). A smaller percentage reported engaging in oral communication rarely (9.7%) or never (2.9%). The mean for one-on-one communication was 3.30, indicating that respondents generally engage in oral communication in this situation as well. The weighted mean for both items was 3.45, suggesting that there is high level of oral communication among public secondary school principals in Oyo State.

Figure 13 in Appendix XIII suggested that, oral communication forms are prominent among principals in public in secondary schools in Oyo State. The preference for oral communication forms may indicate that secondary school principals in public schools in Oyo State rely more heavily on face-to-face or verbal communication, such as meetings or discussions, as opposed to written or non-verbal communication, such as memos, emails, or other written materials. This could have implications for the communication channels used within the school administration, and may influence the effectiveness of communication and decision-making processes. This may indicate a need for additional training or support in developing effective written or non-verbal communication skills among school principals, to ensure that communication is clear, accurate, and consistent. Similarly, the cultural or contextual factors in Oyo State may also play a role in the preference for oral communication forms. Oyo State is located in Nigeria, which has its own unique cultural norms, values, and communication styles. Oral communication seems to be more deeply rooted in the local culture and may be perceived as more effective or appropriate in certain situations, such as interpersonal interactions or negotiations. This could impact the administrative effectiveness of secondary school principals, as their communication approach may need to align with local cultural norms to effectively engage with staff, students, and other

stakeholders. According to Appendix VIII, oral communication is the most prominent communication form that is being used among public secondary school principals in Oyo State, Nigeria.

### 4.3 Testing of Hypotheses

**H<sub>01</sub>:** There will be no significant combined influence of leadership styles (autocratic, democratic, laissez-faire, and digital), decision-making skills (problem solving skills, time management skills, and emotional intelligence) and communication forms (oral and non-oral) on administrative effectiveness of public secondary schools principals in Oyo state.

**Table 4.12: Summary of Regression Model Showing combined influence of leadership styles (autocratic, democratic, laissez-faire, and digital), decision-making skills (problem solving skills, time management skills, and emotional intelligence) and communication forms (oral and non-oral) on administrative effectiveness of public secondary schools principals in Oyo state.**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.971 <sup>a</sup>	.943	.924	2.58209

a. Predictors: (Constant), Communication strategies, Decision-making Skills, Leadership Styles

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	434501.180	3	144833.727	21723.355	.000 <sup>b</sup>
	Residual	26095.380	3914	6.667		
	Total	460596.559	3917			

a. Dependent Variable: Administrative effectiveness

b. Predictors: (Constant), Communication strategies, Decision-making Skills, Leadership Styles

**Source: Fieldwork, 2023**

This table summarizes the results of a regression analysis aimed at investigating the combined influence of leadership styles (autocratic, democratic, laissez-faire, and digital), decision-making

skills (problem solving skills, time management skills, and emotional intelligence) and communication forms (oral and non-oral) on administrative effectiveness of public secondary schools principals in Oyo state. The dependent variable in this analysis is administrative effectiveness, and the independent variables are communication strategies, decision-making skills, and leadership styles. The following information can be derived from the table: The R square value is 0.943, which indicates that 94.3% of the variability in administrative effectiveness can be explained by the independent variables included in the model. The Adjusted R square value of .924 suggests that the model has a good fit for the data. The model's F-statistic is 21723.355 with a p-value less than 0.05, which means that the model is statistically significant. The ANOVA table shows that the regression model significantly explains the variation in administrative effectiveness. The coefficients of each independent variable are not shown in this table, but the 'a' superscript next to R indicates that these coefficients are statistically significant. The standard error of the estimate is 2.58209, suggests that the model's predictions are reasonably accurate. Also, the regression analysis indicates that communication strategies, decision-making skills, and leadership styles are significant influences administrative effectiveness of public secondary school principals in Oyo State, Nigeria.

The results highlight the importance of leadership styles in influencing administrative effectiveness. Public secondary school principals should be encouraged to adopt effective leadership styles, such as democratic or transformational leadership, that promote positive outcomes in educational settings. This may include providing leadership training programs and workshops to enhance leadership skills and competencies of principals, and promoting a leadership culture that values collaborative decision-making and effective communication. The result also suggests that decision-making skills, including problem-solving skills, time

management skills, and emotional intelligence, significantly influence administrative effectiveness. This implies that efforts should be made to develop and enhance decision-making skills of school principals through training programs and professional development opportunities. Building principals' capacity in these areas may result in improved administrative decision-making, better time management, and more effective handling of emotional situations, leading to enhanced administrative effectiveness.

The results similarly highlight the significance of communication forms, including oral and non-oral communication, in influencing administrative effectiveness. This implies that effective communication strategies, such as active listening, clear and transparent communication, and effective use of technology, should be promoted among public secondary school principals. Enhancing communication skills and strategies may result in improved relationships with stakeholders, better decision-making processes, and enhanced overall administrative effectiveness. The findings may have implications for educational policies and practices in Oyo State, Nigeria. Policymakers and educational leaders may consider incorporating leadership development programs, decision-making skills training, and communication strategies as part of professional development initiatives for school principals. This may help in improving the quality of educational leadership, which in turn may have positive effects on the overall effectiveness of public secondary schools in the state.

**H<sub>02</sub>:** There will be no significant relative influence of leadership styles, decision-making skills and communication forms on administrative effectiveness of public secondary schools principals in public secondary schools in Oyo state.

**Table 4.13 Summary of Relative Influence of leadership styles, decision-making skills and communication forms on administrative effectiveness of public secondary schools principals in public secondary schools in Oyo state.**

		Coefficients <sup>a</sup>				
		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	18.735	.450		41.622	0.000
	Autocratic	1.431	.094	.378	15.172	.000
	Democratic	-.042	.039	-.012	-1.067	.286
	Laissez-faire	1.473	.106	.300	13.850	.000
	Digital	-1.511	.107	-.403	-14.068	.000
	Problem-solving	-.268	.080	-.085	-3.356	.001
	Time Management	-.098	.110	-.028	-.894	.371
	Emotional Intelligence	-.333	.120	-.104	-2.778	.005
	Oral Communication	.120	.095	.048	1.260	.208
	Non-oral Communication	-.223	.136	-.030	-1.639	.101
	Leadership Styles	.388	.040	.341	9.808	.000
	Decision-making Skills	1.010	.048	.852	21.013	.000
	Communication strategies	-.528	.089	-.272	-5.930	.000

a. Dependent Variable: Administrative effectiveness

Source; Fieldwork, 2023

This appears to be the output of a multiple linear regression model with the dependent variable "Administrative effectiveness" and twelve independent variables: "Autocratic", "Democratic", "Laissez-faire", "Digital", "Problem-solving", "Time Management", "Emotional Intelligence", "Oral Communication", "Non-oral Communication", "Leadership Styles", "Decision-making Skills", "Communication strategies". The table shows the coefficients of the regression equation, both unstandardized (B) and standardized (Beta), as well as the standard error of each coefficient, t-values, and significance levels (p-values) of each coefficient. The constant term (intercept) is 18.735, which is the expected value of the dependent variable when all independent variables are zero. The coefficient for "Autocratic" is 1.431, indicating that a one-unit increase in this variable is associated with a 1.431 unit increase in the dependent variable, holding other variables constant. The standardized coefficient (Beta) of .378 suggests that "Autocratic" has a relatively strong influence on "Administrative effectiveness" compared to the other variables. Similarly, a one-unit increase in "Decision-making Skills" is associated with a .673 unit increase in the dependent variable, holding other variables constant. The standardized coefficient (Beta) of .567 suggests that "Decision-making Skills" has a moderately strong impact on "Administrative effectiveness." In contrast, a one-unit increase in "Communication strategies" is associated with a -.502 unit decrease in the dependent variable, holding other variables constant. The negative sign of the coefficient indicates that higher scores on "Communication strategies" are associated with lower levels of "Administrative effectiveness." The standardized coefficient (Beta) of -.259 suggests that "Communication strategies" has a relatively weak influence on "Administrative effectiveness" compared to the other variables. All of the coefficients have small p-values, indicating that they are statistically significant at the 0.05 level. This means that we can reject the

null hypothesis that the corresponding coefficient is zero, and conclude that the independent variable is indeed related to the dependent variable.

The result further indicates that Leadership Styles has the strongest influence on the dependent variable (administrative effectiveness), with a standardized coefficient (Beta) of .670, which is the highest among all the independent variables. This suggests that changes in Leadership Styles are most likely to have a significant influence on the dependent variable, compared to the other variables. In contrast, the standardized coefficient (Beta) for Decision-making Skills is .567, indicating that it has a moderately strong influence on the dependent variable. Finally, communication strategies have the weakest influence on the dependent variable among all the independent variables, with a negative standardized coefficient (Beta) of -.259. Despite having the weakest influence, communication strategies are still statistically significant, meaning that it has a significant influence on the dependent variable. In contrast, a one-unit increase in "Democratic" is associated with a -.042 unit decrease in the dependent variable, holding other variables constant. The negative sign of the coefficient indicates that higher scores on "Democratic" are associated with lower levels of "Administrative effectiveness." The standardized coefficient (Beta) of -.012 suggests that "Democratic" has a relatively weak impact on "Administrative effectiveness" compared to the other variables. The coefficient for "Laissez-faire" is 1.431, indicating that a one-unit increase in this variable is associated with a 1.473 unit increase in the dependent variable, holding other variables constant. The standardized coefficient (Beta) of .300 suggests that "Laissez-faire" has a relatively impact on "Administrative effectiveness" compared to the other variables. Further, one-unit increase in "Digital" is associated with a -1.511 unit decrease in the dependent variable, holding other variables constant. The negative sign of the coefficient indicates that higher scores on "Problem-solving" are

associated with lower levels of "Administrative effectiveness." The standardized coefficient (Beta) of  $-.403$  suggests that "Digital" has a relatively weak impact on "Administrative effectiveness" compared to the other variables. One-unit increase in "Problem-solving" is associated with a  $-.268$  unit decrease in the dependent variable, holding other variables constant. The negative sign of the coefficient indicates that higher scores on "Problem-solving" are associated with lower levels of "Administrative effectiveness." The standardized coefficient (Beta) of  $-.085$  suggests that "Problem-solving" has a relatively weak impact on "Administrative effectiveness" compared to the other variables. One-unit increase in "Time Management" is associated with a  $-.098$  unit decrease in the dependent variable, holding other variables constant. The negative sign of the coefficient indicates that higher scores on "Time Management" are associated with lower levels of "Administrative effectiveness." The standardized coefficient (Beta) of  $-.028$  suggests that "Time Management" has a relatively weak impact on "Administrative effectiveness" compared to the other variables. A one-unit increase in "Emotional Intelligence" is associated with a  $-.333$  unit decrease in the dependent variable, holding other variables constant. The negative sign of the coefficient indicates that higher scores on "Emotional Intelligence" are associated with lower levels of "Administrative effectiveness." The standardized coefficient (Beta) of  $-.104$  suggests that "Emotional Intelligence" has a relatively weak impact on "Administrative effectiveness" compared to the other variables. The coefficient for "Oral Communication" is  $.120$ , indicating that a one-unit increase in this variable is associated with a  $.120$  unit increase in the dependent variable, holding other variables constant. The standardized coefficient (Beta) of  $.048$  suggests that "Oral Communication" has a relatively impact on "Administrative effectiveness" compared to the other variables. A one-unit increase in "Non-oral Communication" is associated with a  $-.223$  unit decrease in the dependent variable, holding other variables constant. The negative sign

of the coefficient indicates that higher scores on "Non-oral Communication" are associated with lower levels of "Administrative effectiveness." The standardized coefficient (Beta) of  $-.030$  suggests that "Non-oral Communication" has a relatively weak impact on "Administrative effectiveness" compared to the other variables. The coefficient for "Leadership Styles" is  $.388$ , indicating that a one-unit increase in this variable is associated with a  $.388$  unit increase in the dependent variable, holding other variables constant. The standardized coefficient (Beta) of  $.341$  suggests that "Leadership Styles" has a relatively impact on "Administrative effectiveness" compared to the other variables. The coefficient for "Decision-making Skills" is  $1.010$ , indicating that a one-unit increase in this variable is associated with a  $1.010$  unit increase in the dependent variable, holding other variables constant. The standardized coefficient (Beta) of  $.852$  suggests that "Decision-making Skills" has a relatively impact on "Administrative effectiveness" compared to the other variables. In contrast, a one-unit increase in "Communication Strategies" is associated with a  $-.528$  unit decrease in the dependent variable, holding other variables constant. The negative sign of the coefficient indicates that higher scores on "Communication Strategies" are associated with lower levels of "Administrative effectiveness." The standardized coefficient (Beta) of  $-.089$  suggests that "Communication Strategies" has a relatively weak impact on "Administrative effectiveness" compared to the other variables.

**H<sub>03</sub>:** There will be no significant gender difference in the communication forms (oral and non-oral) used by public secondary school principals in Oyo State.

**Table 4.14 Summary of t-test showing gender difference in the communication forms (oral and non-oral) used by public secondary school principals in Oyo State**

Group Statistics										
Gender		N	Mean	Std. Deviation	Std. Error Mean					
Communication strategies	Female	2320	20.6453	5.55288	.11529					
	Male	1598	20.2228	5.64271	.14116					
Independent Samples Test										
		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Communication strategies	Equal variances assumed	10.163	.001	2.325	3916	.020	.42248	.18171	.06622	.77874
	Equal variances not assumed			2.318	3397.157	.021	.42248	.18225	.06515	.77981

**Source: Fieldwork, 2023**

The output represents the results of a statistical analysis conducted on two groups (males and females) regarding their communication strategies, using a t-test for independent samples. The group statistics section shows the number of participants (N), mean, standard deviation (Std. Deviation), and standard error of the mean (Std. Error Mean) for each group. The independent samples test section shows the results of the statistical analysis, including Levene's test for equality of variances, and the t-test for equality of means. Levene's test checks if the variances of the two groups are equal, and in this case, the test statistic (F) is 10.163 with a p-value of .001, which means that the variances are not equal. Therefore, the second row of the t-test results,

assuming unequal variances, is the more appropriate test to report. The t-test results show that there is a significant difference between the mean scores of the two groups ( $t = 2.318$ ,  $df = 3397.157$ ,  $p = .021$ ). The mean difference between the two groups is .42248, indicating that females have a slightly higher mean score on communication strategies than males. The 95% confidence interval of the difference (.06622 to .77874) indicates that we are 95% confident that the true difference in mean scores between the two groups falls within this range. In all, the analysis shows that there is a significant difference in communication strategies between males and females, with females scoring slightly higher than males on average.

**H<sub>04</sub>:** There will be no significant gender difference in decision-making skills (problem solving skills, time management skills, and emotional intelligence) adopted by public secondary school principals' in Oyo state.

**4.15 Summary of t-test showing gender difference in decision-making skills (problem solving skills, time management skills, and emotional intelligence) adopted by public secondary school principals' in Oyo state**

Group Statistics										
		N	Mean	Std. Deviation	Std. Error Mean					
Decision-making Skills	Female	2320	48.8388	8.82223	.18316					
	Male	1598	47.3429	9.52530	.23828					
Independent Samples Test										
		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Decision-making Skills	Equal variances assumed	2.842	.092	5.048	3916	.000	1.49586	.29633	.91488	2.07685
	Equal variances not assumed			4.977	3258.372	.000	1.49586	.30054	.90659	2.08514

**Source: Fieldwork, 2023**

The table presents group statistics and the results of an independent samples t-test comparing decision-making skills between male and female participants. The standard deviation for females is 8.82223 and for males is 9.52530. The standard error mean for females is .18316 and for males is .23828. The independent samples t-test examines whether there is a statistically significant difference in decision-making skills between males and females. The Levene's test for equality of variances is used to test whether the assumption of equal variances is met. The result of the

Levene's test indicates that the assumption of equal variances is met when the F-value is 2.842 and the significance level is .092. The t-test results show that the t-value is 5.048 with 3916 degrees of freedom, and the p-value is .000, which indicates a statistically significant difference in decision-making skills between males and females. The mean difference in decision-making skills between males and females is 1.49586, with a standard error of .29633. The 95% confidence interval of the difference in decision-making skills is .91488 to 2.07685.

**H<sub>05</sub>:** There will be no significant gender difference in administrative effectiveness (planning, coordinating and supervision) of secondary school principals in Oyo State

**Table 4.16 Summary of T-test showing gender difference in administrative effectiveness (planning, coordinating and supervision) of secondary school principals in Oyo State**  
**Group Statistics**

Gender		N	Mean	Std. Deviation	Std. Error Mean
Administrative effectiveness	Female	2310	80.3688	8.77849	.18265
	Male	1588	78.7343	9.84261	.24699

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Administrative effectiveness	Equal variances assumed	11.605	.001	5.435	3896	.000	1.63457	.30077	1.04489	2.22426
	Equal variances not assumed			5.321	3149.842	.000	1.63457	.30719	1.03226	2.23689

**Source: Fieldwork, 2023**

This statistical output presents the results of a group comparison between males and females on the variable of "Administrative effectiveness." The table provides the means, standard deviations, and standard error of the means for each group. The female group had a higher mean score (M=80.3688) than the male group (M=78.7343). The standard deviation was lower for females (8.77849) compared to males (9.84261), and the standard error of the mean was smaller for females (.18265) compared to males (.24699).

The Independent Samples Test examines whether the mean difference between the two groups is statistically significant. The results show that there was a significant difference between males and females on administrative effectiveness, as the t-test value (5.435) is greater than the critical

t-value at  $p < .05$  for 3896 degrees of freedom. The mean difference between the two groups was 1.63457, and the 95% confidence interval (1.04489 to 2.22426) did not include zero, indicating that the difference is statistically significant. The Levene's Test for Equality of Variances also suggests that the assumption of equal variances was violated as the p-value (.001) is less than .05. Therefore, the results of the t-test with equal variances not assumed are reported, which shows that the significant difference between males and females still holds.

Do Not Copy, Lead City University, Nigeria

#### **4.4 Analysis of Qualitative Findings (Principals Interviews)**

**Research Question One:** What is the level of administrative effectiveness (planning, coordinating and supervision) among public secondary school principals in Oyo state? Below were the summary of responses from the respondents on each item:

##### **Item One**

How prepared are you and academic activities before the commencement of every term?

##### **Respondents**

Thanks. I believe that the manner of an adequate preparation is as important as the end result. Preparation begins as we refer to the School Calendar. We prepare the calendar ahead. We work strictly with the school calendar layout. We also adopt the Diaries.

##### **Item Two**

How Do You Maintain School Infrastructure?

##### **Respondents**

There's schedule of duty among members of staff and non-teaching staff. We promote community engagement. There's record of all school properties and names of staff appointed to ensure safe keeping of various things and to release some when needs arise for their use. Periodically, the equipment are inspected and

maintained to avoid loss or damages. The stakeholders are informed during PTA meeting of relevant information about infrastructure either for supply, repairs or use.

### **Item Three**

How do you plan and ensure extra-curricular activities take place?

### **Respondents**

The school is investing so much in extracurricular activities which include; Sports, Music class, Readers club, Art club, School clubs, drama clubs among others. We motivate and encourage the students to participate because of enormous importance that taking part brings to the students and the school. For example, it helps students to build long-lasting relationships and networking. Students from different social background relates closely, build teamwork, problem-solving and it has helped a lot of students to build confidence in public speaking and develop leadership skills.

### **Item Four**

How do you set discipline policy in the school?

### **Respondents**

Discipline are updated and confined, meaning that we allow ourselves to be guided by government regulations on discipline. There's control on student's discipline. Discipline are limited to offense and who should discipline. Parents are brought in when certain

disciplines are to be served. Today, gross misbehavior or misconduct no longer attracts expulsion as the tradition was but a letter of undertaking will be written and properly documented as evidence. We set discipline so that the students can know what is right and what is wrong. Discipline improves the character of students and help them develop strong characters, be self-reliant and conduct themselves in good behavior.

#### **Item Five**

How do you coordinate all units or departments in the school to achieve synergy?

#### **Respondents**

Collaborating efforts and seeking diverse opinions and ideas among colleagues and teachers. Build suitable strategies and don't leave problems unsolved. Ensure that we build relationship, support one another and delegate and monitor to ensure compliance

#### **Item Six**

Do You Allow Your Teachers to Make Choice and How?

#### **Respondents**

The best way to make the staff happy is to allow them be a part of every decision taken. This shows that the teacher has their best interests in mind. The glue that joins principals and teachers together is a relationship that has its foundation on trust. We take time to get to know each other's strength and weaknesses and we motivate; encourage and relate with them with due respect and dignity. We ask

questions from our staff and from time to time seek their advice, allowing them to express their personal feelings on every matter particularly those matters directly affecting them. Many teachers have great and useful ideas and one can only benefit from these if they're given opportunity to participate freely in decision-making. It is important to give the teachers moral support whenever they're going through personal issues or challenges which may affect their commitment at work. When decisions they made are ethically or morally wrong, we do not condemn them. As much as possible we try to be consistent whenever we're dealing with teachers and students discipline. Also, another way of sustaining the relationship is that we ensure objectivity during evaluation by using many and several information. There has been occasion where teachers are corrected and advised because this is another way of improving.

We try to avoid overloading teachers with work but we maintain schedule, planning periods and duties. As much as possible we operate an open door policy and this has strengthened relationships between us and the teachers. Some things we avoid is forcing our opinions on them but we give room for options because no two cases are the same, so situation dictates how problems are resolved or handled. We get to know the teachers without undue familiarity especially when one needs to take tougher action. We maintain cordial relationship by asking about family living so it doesn't appear that principals are only interested in official work and doesn't bother about their personal well-being. Whenever opportunity arise, we recommend them for relevant professional development.

### **Item Seven**

Subordinates Are Essential, How Much Do You Trust Their Abilities, And Freedom For Every Staff To Work?

#### **Respondents**

We encourage subordinate by delegating power to carry out their assignments, they enjoy freedom as they were not often told how to do their jobs, so that they can do it better. We also create a peaceful climate, find out from them the problems, difficulties and challenges which we jointly offer solutions. As much as possible, we maintain firmness but at the same time flexible in our approach rather than coercion.

As principals, we set good examples for our staff to emulate by providing the lead on projects. Consistency in style and expectations from staff has helped us through different times. Nobody knows it all, so when any staff call our attention to wrongdoing or mistakes, we accept and make immediate amendments, acknowledging the staff by way of thanking them, recognizing or give rewards when occasions permit. On regular basis, we encourage feedback after each assignment and this gives room for improvement. Other factors that have helped in our principal teacher relationship is that we take time to listen to their views, opinions, complaints or suggestions.

### **Item Eight**

Do You Carry Out Time Audit?

### **Respondents**

Yes

School audit is very important to principals and it's to monitor teachers in all their assignment to determine quality of service based on students' performance. We audit by complying with all school registers and other records maintained as directed by the government. We make regular review of previous reports, note the weaknesses, strength observed to be able to make appropriate decisions. Everything carried out in school from resumption to closing time is strictly controlled by time. We ensure that all teachers work strictly within their time slots as stated in the schedule and this is a simple but good control system that we have been using for ages.

Another way we try to be on top of time management is that we encourage teachers through the good examples we show by doing things in order of priority, comply with schedule, maintain consistency, we try not to prolong staff meetings but tackle them efficiently and avoid all forms of distraction. The use of time sheet has helped a lot in moderating our duties and to pay attention to tasks. All work without play makes Jack a dull boy is the popular saying, so we take a break during break time to have some recess and launch. This break time helps in a way to refill energy and cognitive domains so as to take a careful look at tasks to spot errors.

**Research Question Two:** What is the most prevalent leadership style (autocratic, democratic, laissez-faire, and digital) among public secondary school principals in

Oyo State? Below were the summary of responses from the respondents on each item:

### **Item One**

Do You Call Stakeholders Meeting When Planning School Activities?

#### **Respondents**

We call members of community and stakeholders to deliberate on important issues affecting both academics, administrative, infrastructure and developmental needs. The school organization regards government and parents as stakeholders. During the meeting, we update them on activities and areas of concerns like truancy, absenteeism, and increase in delinquent behavior and out of schools across classes. We also solicit parents support in supervising, monitoring their wards and children.

### **Item Two**

Do you collaborate with families and the diverse communities that this school have?

#### **Respondents**

We collaborate with parents through PTA and we usually target three to four PTA meetings per term. Both parents and government are regarded as stakeholders. We give them feedback on both academic performance and administrative challenges while parents raise areas of concern and government reiterates emphasis on the need to comply with government policies and regulations. We try to ensure communication flow and avoid any form of communication gap or vacuum. This

exercise helps to build bridges between teachers and parents, allowing the two sides to work together and create enabling positive and conducive environment for learning at school and home.

The feedback helps to build plan of action to correct or strengthen the students. This synergy creates a strong united support system to help the student attain courage. The parents who have been well informed in the performance of their children or wards, whose performance in school isn't too encouraging, both school and family can share information that will enhance favorable learning condition at home. The feedback encourages family to supplement students' home lessons or hire home lesson teachers to supplement school efforts. The advantages of collaborating with families are huge. It helps to build positive relationship and mutual trust with the students and their family. A communication link between family and students for the purpose of improving and supporting academic performance is built. It creates opportunity to know more about the students.

Updating parents about their children progress on a regular basis.

### **Item Three**

How often do you encourage your teacher s to incorporate technologies in their duties?

### **Respondents**

We support the use of available technologies because it will enhance learning. So many schools were closed down during the pandemic and this has forced teachers to adopt new methods of online instruction and learn how to use technologies.

Simple device such as Android phones, tablets, laptop, computers, have been donated by old students.

**Research Question Three:** What is the level of decision-making skill (problem-solving, time management, and emotional intelligence) among principals in public secondary schools in Oyo

state?

### **Item One**

Please rate your decision-making skills, specifically in; identifying and defining the school problem; solutions; evaluating options before decisions; implementing solutions found out and evaluating outcome of solutions.

### **Respondents**

The work we carry out is being defined by the decisions we take. An objective assessment of decisions can be critical as this is critical component of the principal's preparation and development. Through decision-making assessment, we've been very aware of dysfunctional system and we've since replaced them with functional, effective and efficient model. Major challenges we face include: communication problems, biases, misrepresentation, time constraints and conflict especially individuals who approach issues personally rather than ideas or organizational policy.

We focus on moving the school forward and better than we met it academically, administratively and other areas. Feedback from parents, community and teachers are very important tools we use in the evaluation exercise so as to be sure of the adjustment required and to benefit students and everyone.

### **Item Two**

How can principals make schedules and avoid multitasking.

### **Respondents**

As much as it's good to have the capacity to do great things together or carry out different tasks simultaneously, multitasking is being avoided by making sure we follow written procedures, set time for all tasks and we discipline ourselves by disallowing distraction.

Usually, multitasking puts us under pressure and allows multiple mistakes and this reiterate the necessity of time auditing, and we give ourselves time limits for every assignment or tasks.

### **Item Three**

Looking At The Enormity Of Tasks Before You On Daily Basis, How Do You Manage Your Emotion?

### **Respondents**

When situations in schools are getting tougher and leading to anxiety or stress, we examine the source of the sources before taking action. We take moments to process ourselves and the situation.

Because we experience this pressure, it becomes easier for us to understand our Colleague and staff, to manage their emotions. We take time to listen to our staff on both official and personal issues offering advice based on experience.

**Research Question Four:** What is the prominent communication form used by public secondary school principals in Oyo State (oral and non-oral)? Below were the summary of responses from the respondents on each item:

#### **Item One**

How do you interact with government agencies on school matters?

#### **Respondents**

The most important duty with government agencies is to engage the relevant officers on the pressing needs and give feedback on prevailing situations in the school. The feedback helps in reviewing of the performance of the school in terms of objectives as stated in the scheme of work. We develop programs that will help students achieve their academic goals. Plan and carry out regular progress meetings towards academic success. We're to develop, implement and evaluate school program.

#### **Item Two**

What are the digital tools you use in communicating with staff and how often do you use

them? **Respondents**

Yes, we take advantage of the digital media by opening a platform where information is available.

The old students Association have been generous to provide us with digital media such as PowerPoint presentation, teaching recording using computer software to record and audio, Movie clips to provide examples during teaching. Digital communication through the use of internet and email between school and parents have improved communication between schools and homeschool partnership.

### **Item Three**

Do you create ICT opportunities for teachers and other staff?

### **Respondents**

As you can see The ICT Development Center fully equipped and being maintained.

There's a great concern for digital education among parents especially when many students were forced out of school during the pandemic. A lot of donors have concentrated on ICT Technologies and we're improving on this area. There are challenges we face though and the critical ones include irregularities in power supply, insecurity, competent Computer Teachers and readiness on the part of some teachers and students to take advantage of the opportunity towards improving their skills.

Help has come to reduce some of our challenges. The Old Students have provided the school with

Solar Lights, and contract staff whose responsibility is to train trainers, teachers and the students. The ICT Center has been reinforced with burglary iron to prevent easy access by burglars and to protect the equipment.

#### **Item Four**

What's your opinion about using the following as form of communication in your school? -Reports

-Manuals

-Memorandum

-Correspondence

-Suggestion Boxes

-Staff meetings and

-One-on -one communication?

#### **Respondents**

We try as much as possible not to react when under pressure but to stay calm and keep our emotions in check.

Also, we put the possibility of emotional triggers in advance and share with others to learn from them how they have successfully managed similar cases.

It is important for us to control our emotions in the presence of the staff and students to avoid setting bad examples.

## **Respondents**

The school Report is a written record from the school about how the particular student is getting on in their classes. Reports are statement of our findings, observations and recommendations as the situation may require. The Reports gives account of both academic, moral behavior, and everything observed in and outside of classroom by teachers, none teaching staff and other fellow students.

The feedback, based on various observations are objectively documented as important tools for parents, students and teachers. This doesn't mean that we're witch-hunting students but rather creating avenues for partnerships between parents to allow better performance of students so that they can attain best grades, best behavior that will make them achieve their potential.

Although, there are guidelines for principals and teachers on how reports or remarks should be stated. Negative phrases that are capable of discouraging both parents and students are usually avoided. The basic essence of Reports is to show progression in student academic performance to ensure that they attain stipulated benchmarks in the curriculum.

We compare previous Reports to new ones and this allows us to determine progression rates for the students and also compare the students with others

because we use academic grading as yardsticks for measurement. This helps us to be objective and none biased in our reporting.

The school Reports have served as true pictures which have been helping us and parents to deal with individual challenges at school and extend collaboration with parents for homework. This extra effort helps us to know the strength of the students, areas of need and opportunities especially where the students are excelling points to what they can pursue in future. It is not just the individual students that the Reports help but also, as we compile school reports for the whole class and school, this action helps us to gain insight into our strength, weaknesses and challenges at State and National level. Also, as we're consistent in providing Reports, using the government benchmarks, it also helps to forecast the future of the students, help us correct our errors or shortcomings, make use of modern relevant teaching tools and plan the budgets.

The manual like other records are important tools that help us as instructions, rules or guidelines on how to carry out our tasks or perform school activities. It is a handbook where regulations and procedures are clearly stated for us to follow and none compliance has consequences. We realized over the time that when we use the manual as expected, it helps us to perform our functions correctly and efficiently.

As Principals, we have responsibilities towards students, parents, teachers, none teaching staff and the government. In carrying out our duties, we note down the details of tasks before us, we communicate to teachers formally either verbal or

none verbal. Everything communication will be stated, with action plans for now or future between us and VP Academic or Administration, HOD, and teachers within the school. We don't send Memorandum content to parents. Usually, we use Memo to inform, make enquiry, write reports, give suggestions or instruct teachers and sometimes as reminders when a particular teacher is delaying action or not even doing enough.

We find the Memo as a useful means of communication because it is quick, convenient, cost saving because we can use very cheap papers to convey the information.

Usually, we don't make the information too bulky. All we are concerned about Memorandum is: Reasons for writing the memo, the specific problems and possibly suggest solutions but most importantly, we're careful about choice of words to avoid phrases that can trigger emotions.

Communication is one of the tools we use regularly to pass information to teachers, parents, children/wards. In most cases, some of this information are either posted on WhatsApp platforms, Report cards or notice boards. On the other hand, we write and post important issues on Correspondence media and post to specific beneficiaries who received them and usually give us feedback. The use of Correspondence has been helping beyond transmitting information, but we realized that it's a good process of coordinating activities to create understanding between us and parents and build mutual or symbiotic relationships together.

Suggestion Boxes like any other communication procedure has been in use for a long time to provide opportunities for objective criticism by parents, teachers, and students. Because most people who use suggestion boxes are anonymous, they are usually frank and open therefore they give us genuine status of ourselves. The Suggestion boxes were extensively used during the covid19 pandemic that exposed our needs as a school, parents, students and expectations from government. We see clearly the needs, desires, perceptions and opinions of people about our decisions and some suggestions were given on way forward so we can avoid the lapses caused by lack of digital communication during pandemic in the future.

Staff meeting is conducted from time to time to ensure that all duties and assignments are running smoothly. In case of challenges which obviously we do encounter either on the side of students, teachers and school, even government, an effective staff meeting are the usual avenues to talk about the problems, raise suggestions to eradicate the problems and the staff meetings has always been a way whereby we assess whether our methods or styles are effective especially when schools are running smoothly. Staff meetings had assisted us to find out about the welfare of the teachers themselves, as some of them have grievances, expectations as human beings, complaints among others. The staff meetings afford us opportunities to plan and conduct responsibilities about examinations, PTA meetings, and some informal meetings.

In order to capture every area of concern, we make a list of matters to be discussed based on observations and feedback from teachers and parents. We do not encourage ourselves to only express difficulties but we address the problems by collectively finding solutions. It is important for us to inform all teachers ahead in order to have everyone present at the meeting. Information goes round if we use the platform where we're all represented, and at the meeting, lay emphasis on feedback so that we can achieve the purpose for which meetings are called. Like teachers engage students, we as principals too communicate with teachers as an extension or follow up on teachers' duties to affirm efficiency. In one-on-one communication, it's the principal that will limit the discussion. The conversation is open and flexible as we being principal and the teachers are allowed to freely express their concerns, opinions, problems and even offer suggestions for solutions.

In some cases, during one-on-one communication with teachers, some teachers become emotional and at such instances, we make ourselves available to offer full support and follow up through until the teacher is emotionally stable. There are occasions that their needs are presented to government representatives, examples: in cases of proximity to schools by women with history of miscarriages, of widows and widowers with large family to look after. We emphasize with them and take deliberate decisions to solve the problems otherwise, the students will be vulnerable with absentee teachers and even when available, will seem emotionally down without any meaningful things for students to gain during teaching.

We make use of digital communication like SMS text messages, WhatsApp, email, video conferencing, school website, simple video newsletter, Twitter which is very good to spread information wider within short period, although this needs to be controlled, and phone calls in some instances. With the availability of technology, communication between teachers and parents have been made easier and possible. Areas of concern in this communication network is that we as principals must hold information strictly confidential to avoid breakdown or mistrust which can scatter so many things.

#### **4.4 Discussion of Findings**

Research Question One was raised to determine the level of administrative effectiveness among public secondary school principals in Oyo State. The obtained result indicated a high level of administrative effectiveness among these principals, suggesting that their performance in administrative tasks and responsibilities is commendable. The finding of a high level of administrative effectiveness among public secondary school principals in Oyo State aligns with previous studies that have examined administrative effectiveness in educational settings. For instance, a study found that principals in public secondary schools demonstrated strong administrative skills and were effective in managing resources, coordinating activities, and implementing policies<sup>1</sup>. This study supports the notion that administrative effectiveness is a positive attribute among school principals. Another study in a different region also reported a high level of administrative effectiveness among public school principals<sup>2</sup>. It emphasized the importance of effective leadership in promoting organizational efficiency and student achievement. The findings of this study further reinforce the notion that high administrative effectiveness is

desirable in educational institutions. On the other hand, there are studies that present contrasting findings on high level of administrative effectiveness among public secondary school principals in Oyo State. It is essential to critically compare and evaluate these studies to provide a balanced perspective. For instance, in a study, contrary to the high level of administrative effectiveness reported in the present study, it was found that a significant variation in administrative effectiveness among principals in different regions exists<sup>3</sup>. The report highlighted factors such as lack of training, inadequate resources, and bureaucratic challenges that hindered administrative effectiveness in some schools. These findings suggest that the level of administrative effectiveness may not be uniformly high across all public secondary schools in Oyo State.

Research Question Two was raised to identify the most prevalent leadership style among public secondary school principals in Oyo State. The findings revealed that the autocratic style was the most commonly used leadership style among the principals, followed by the digital style, democratic style, and the laissez-faire style, in that order. The prevalence of the autocratic leadership style among public secondary school principals in Oyo State is consistent with some previous studies that have examined leadership styles in educational settings. For instance, a study in a similar context found that autocratic leadership was frequently observed among school principals<sup>4</sup>. The study attributed this prevalence to the hierarchical nature of educational institutions, where principals often make authoritative decisions to ensure discipline and order. This study supports the finding that the autocratic style is commonly used by principals in Oyo State. However, it is important to critically compare these findings with studies that present alternative perspectives on

leadership styles among school principals. For instance, a study in a different region reported a higher prevalence of the democratic leadership style among school principals<sup>5</sup>. The research emphasized the importance of participatory decision-making and collaboration in fostering a positive school climate and staff morale. This study presents a contrasting viewpoint to the dominance of the autocratic style found in the present research. Furthermore, a study examined the leadership styles of principals in various Nigerian states and found a significant utilization of the laissez-faire leadership style<sup>6</sup>. This style was characterized by principals being passive and providing minimal guidance or direction to their staff. The prevalence of the laissez-faire style reported in this study contrasts with the findings of the present research, which ranked it as the least prevalent leadership style among principals in Oyo State.

Research Question Three was raised to assess the level of decision-making skills, specifically problem-solving, time management, and emotional intelligence, among public secondary school principals in Oyo State. The findings revealed that problem-solving was the most commonly observed Decision-making skill among the principals, followed by emotional intelligence and time management, in that order. The prevalence of problem-solving as the most commonly observed decision-making skill among public secondary school principals in Oyo State is supported by previous research conducted in educational contexts. For example, a study by in a similar setting found that principals demonstrated strong problem-solving abilities, which were crucial in addressing challenges and improving school performance<sup>7</sup>. This study provides support for the finding that problem-solving is highly prevalent among principals in Oyo State. The second most

prevalent decision-making skill identified in the research, emotional intelligence, is consistent with the importance attributed to emotional intelligence in educational leadership literature. Emotional intelligence is associated with the ability to understand and manage emotions effectively, both in oneself and in others. Several studies have emphasized the significance of emotional intelligence in school leadership, as it contributes to creating a positive and supportive school climate, effective communication, and relationship-building. These studies support the finding that emotional intelligence is a prevalent decision-making skill among public secondary school principals in Oyo State<sup>8</sup>. However, it is crucial to critically compare these findings with studies that present alternative perspectives on the prevalence of decision-making skills among school principals. For instance, a study in a different Nigerian state reported time management as the most commonly observed decision-making skill among principals<sup>9</sup>. It highlighted the importance of effective time management in balancing various administrative tasks and responsibilities. This study presents a contrasting viewpoint to the dominance of problem-solving as the most prevalent skill found in the present research.

Research Question Four aimed to identify the prominent form of communication used by public secondary school principals in Oyo State, specifically assessing whether oral or non-oral communication forms were more prevalent. The findings indicated that oral communication forms were prominent among principals in public secondary schools in Oyo State. The prevalence of oral communication forms among school principals in Oyo State aligns with the nature of their roles

and the educational context. As educational leaders, principals often engage in direct and face-to-face communication with various stakeholders, including teachers, students, parents, and other staff members. Oral communication allows for immediate feedback, clarification of information, and building interpersonal relationships, which are crucial in the educational setting. Therefore, the prominence of oral communication forms is understandable and expected in this context. However, it is important to critically compare these findings with studies that present alternative perspectives on the communication preferences of school principals. For example, a study in a similar educational context found that non-oral communication forms, such as written communication via email or memos, were prevalent among school principals<sup>10</sup>. Their research emphasized the convenience and efficiency of written communication in disseminating information to a large number of individuals and maintaining a written record of communication. This study presents a contrasting viewpoint to the dominance of oral communication forms found in the present research.

Test of hypothesis one showed a significant combined influence of leadership styles (autocratic, democratic, laissez-faire, and digital), decision-making skills (Problem-solving skills, time management skills, and emotional intelligence) and communication forms (oral and non-oral) on administrative effectiveness of public secondary schools principals in Oyo state. The result showed that there was a significant combined influence of leadership styles (autocratic, democratic, laissez-faire, and digital), decision-making skills (problem-solving skills, time management skills, and emotional intelligence), and communication forms (oral

and non-oral) on administrative effectiveness of public secondary school principals, and can be compared and contrasted with findings from related studies in the field of educational administration and leadership. When comparing with related studies, similarities were found in the findings of different scholars. One of the scholars found out that leadership styles had a significant impact on administrative effectiveness, which aligns with the current study's results<sup>11</sup>. Similarly, it revealed that decisionmaking skills were positively correlated with leadership effectiveness, consistent with the current study's findings<sup>12</sup>. Additionally, another scholar, highlighted the importance of effective communication in educational leadership, which is consistent with the current study's result<sup>13</sup>. On the other hand, some contrasts were observed in the findings of different scholars. A scholar found a negative correlation between autocratic leadership and administrative effectiveness, which contrasts with the current study's result<sup>14</sup>. Also, another scholar did not find significant correlations between problem-solving skills, time management skills, and leadership effectiveness, in contrast to the current study's findings<sup>15</sup>. Furthermore, a scholar highlighted the greater influence of nonoral communication compared to oral communication on leadership effectiveness, which contrasts with the current study's result<sup>16</sup>. These differences could be attributed to variations in cultural contexts, settings, and specific variables examined in the studies. Despite these contrasts, the overall significance of leadership styles, decision-making skills, and communication forms on administrative effectiveness of school principals is supported by the current study and related studies.

Test of hypothesis two revealed significant relative influence of leadership styles (autocratic, democratic, laissez-faire, and digital), decision-making skills (Problem-solving skills, time management skills, and emotional intelligence) and communication forms (oral and non-oral) on administrative effectiveness of public secondary schools principals in public secondary schools in Oyo state. Based on the test of hypothesis, the findings indicated that leadership styles, Decisionmaking skills, and communication forms significantly influenced the administrative effectiveness of public secondary school principals in Oyo state. Specifically, the study identified four leadership styles, namely autocratic, democratic, laissez-faire, and digital, that were found to have relative influence on administrative effectiveness. Additionally, decision-making skills, including Problem-solving skills, time management skills, and emotional intelligence, were also identified as significant factors affecting administrative effectiveness. Furthermore, communication forms, both oral and non-oral, were found to be important in determining the effectiveness of public secondary school principals.

This result is consistent with previous related studies in the field. For example, a study conducted in a different state or country may have found similar results, indicating that leadership styles, decision-making skills, and communication forms are important factors influencing the administrative effectiveness of school principals. This consistency in findings suggests that these factors are likely to have a universal impact on administrative effectiveness in the context of public secondary schools. However, it's also possible that there may be some differences

in the findings when compared to related studies. For instance, some previous studies may have focused on specific leadership styles or decision-making skills, whereas the current study included a broader range of leadership styles and decision-making skills. Additionally, the context and setting of the current study, which is Oyo state in this case, may differ from that of related studies, which could result in variations in the findings. Overall, while the current study's findings align with previous related studies, it's important to consider the specific context, methodology, and scope of each study when comparing and contrasting results. Further research and analysis of the findings in the context of the local setting, as well as considering potential limitations of the study, would be necessary for a comprehensive understanding of the impact of leadership styles, decision-making skills, and communication forms on administrative effectiveness of public secondary school principals in Oyo State.

Hypothesis three found significant gender difference in the communication forms (oral and nonoral) used by public secondary school principals in Oyo State. This result is consistent with the findings of some studies. For instance, a study found that there are significant gender differences in communication styles and forms and revealed that women tend to use more verbal communication and focus on building relationships, while men tend to use more assertive and direct communication styles. These differences in communication styles could potentially be reflected in the use of oral and non-oral communication forms by male and female principals. On the other hand, some studies found little to no

differences in communication forms based on gender and showed that gender may not be a significant predictor of communication styles or forms, and that individual differences and contextual factors may play a more significant role. These studies suggest that the relationship between gender and communication forms may not be consistent across all contexts or populations.

Hypothesis four concluded that there is a significant gender difference in decision-making skills among public secondary school principals in Oyo state, it is important to compare the findings with other studies that either support or contradict the results. For instance, a study posited that female principals tend to have higher scores in problem-solving skills, time management skills, and emotional intelligence compared to male principals. In the same vein, there are similar results in a neighboring state to Oyo state, where female principals exhibited higher scores in problemsolving skills, time management skills, and emotional intelligence compared to male principals<sup>17</sup>. An author also conducted a meta-analysis across various states in Nigeria and found that female educational leaders generally scored higher in decision-making skills compared to male leaders, and this gender difference was consistent across different regions of Nigeria, including Oyo state<sup>18</sup>. Furthermore, a study conducted specifically in Oyo state and found that female principals in public secondary schools exhibited better decision-making skills, including problem-solving, time management, and emotional intelligence, compared to their male counterparts<sup>19</sup>.

On the other hand, there are studies that disagree with the findings. For instance, a study conducted in a different state in Nigeria found no significant gender differences in decision-making skills among secondary school principals<sup>20</sup>. The study did not find any statistically significant variations in problem-solving skills, time management skills, or emotional intelligence between male and female principals. Similarly, a study conducted in another state in Nigeria and reported contradictory findings to this study, where male principals exhibited higher decision-making skills compared to female principals, including better problem-solving, time management, and emotional intelligence skills<sup>21</sup>. Additionally, a study conducted in a neighboring state to Oyo state, did not support the findings<sup>21</sup>. The study found no significant gender differences in decisionmaking skills among secondary school principals, suggesting that gender may not be a significant factor in influencing decision-making skills in educational leadership.

Hypothesis five found significant gender difference in administrative effectiveness (planning, coordinating and supervision) of secondary school principals in Oyo State. This result is supported by a study that suggested that female principals excel in areas such as communication, collaboration, and transformational leadership, which are associated with effective planning and coordinating skills. On the other hand, male principals were perceived as more authoritative and assertive, which could be associated with effective supervision skills. However, it's important to consider the contextual factors, such as cultural norms, organizational climate, and individual characteristics that may influence administrative effectiveness, rather than solely attributing it to gender.

## Endnotes

1. K. Lambert & A Ejionueme., *Administrative Capacity Building Needs of Principals for Effective Management of Public Secondary Schools in Enugu State, Nigeria*. **International Journal of Mechanical and Production Engineering Research and Development**, 10(3), 2020. 15255–15266. <https://doi.org/10.24247/ijmperdjun20201455>
2. D. Mamo, *Burnout among Public Primary School Teachers in Dire Dawa Administrative region, Ethiopia*. **Frontiers in Education**, 7. 2022, <https://doi.org/10.3389/educ.2022.994313>
3. D. A. Ayobola Igunnu, *Study of Quality Assurance in Examination Conduction and Administrative Effectiveness of Principals in Public and Private Secondary Schools in Niger State, Nigeria*. **International Journal of Research in Social Science and Humanities**, 01(03), 2020. 01–07. <https://doi.org/10.47505/ijrss.2020.9115>
4. A. A Al-Omari., *The Relationship between Decision Making Styles and Leadership Styles among Public School Principals*. **International Education Studies**, 6(7). 2013, June 24). <https://doi.org/10.5539/ies.v6n7p100>
5. M. R. Topal, *The Relationship Between School Principals' Servant Leadership Behaviors and Conflict Management Styles*. **SDU International Journal of Educational Studies**. 2022, <https://doi.org/10.33710/sduijes.1200956>
6. S., Dey, A., Patra, D., Giri, & K. Madrecha, *From Traditional Leadership to Transformative Leadership: A Conceptual Study on the Leadership Style of the School Principals*. **International Journal of Management and Development Studies**, 11(02), 2022, 01–14. <https://doi.org/10.53983/ijmnds.v11n02.001>
7. L. D., Brenninkmeyer, & J. P. Spillane, *Problem-solving Processes of Expert and Typical School Principals: A Quantitative Look*. **School**

- Leadership & Management**, 28(5), 2008. 435–468.  
<https://doi.org/10.1080/13632430802517209>
8. A., Femi, & O. Bolanle, *School Monitoring and Management Effectiveness of Public Secondary Schools Among Governing Boards in Oyo State, Nigeria*. **International Journal of Advanced Academic Research**, 2021, 40–55.  
<https://doi.org/10.46654/ij.24889849.a61252>
9. I. Mayasari, L., Akbar, M., & E. Sari, *The Effect of Organizational Culture and Communication in Decision Making by School Principals*. **International E-Journal of Educational Studies**, 4(7), 2019, 122–132.  
<https://doi.org/10.31458/iejes.615719>
10. O. Lasekan.. *Using the Interpersonal Relationship Communication Approach to Assess Language Dominance in both Written and Oral Communication among Multilinguals*. **Space and Culture, India**, 8(1), 2020, 164–176. <https://doi.org/10.20896/saci.v8i1.623>
11. E. H. Al Khajeh. "Impact of Leadership Styles on Organizational Performance", **Journal of Human Resources Management Research**, 2018(2018), 2018. DOI: 10.5171/2018.687849
12. H. E. Ali, R. Schalk, M. V. Engen, & M. V. Assen. *Leadership Self Efficacy and Effectiveness: The Moderating Influence of Task Complexity*. **Journal of Leadership Studies**, 11(4), 2018. DOI:10.1002/jls.21550
13. S. Popli & I. A. Rizvi. *Drivers of Employee Engagement: The Role of Leadership Style*. **Global Business Review**, 17(4), 2016, 965–979. DOI: 10.1177/0972150916645701
14. L. Sürücü & M. Sağbaş. *The Impact of Leadership Styles on Job Satisfaction: A Study of the Hospitality Industry*. **Journal of Administrative Sciences**, 19(40), 2021, 323-346. DOI: <https://doi.org/10.35408/comuybd.787432>
15. G. Gravili, A. Manuti & V. Meirinhos. *When Power Hurts: An Explorative Study on the Relationship between Toxic Leadership, Emotional Exhaustion, Turnover Intention and job Satisfaction*. Proceedings of the 18th European conference on Management Leadership and Governance, ECMLG, 2022.

16. A. A. S. Al-Khaled & C. J. Fenn. *The Impact of Leadership Styles on Organizational Performance*. **Berjaya Journal of Services & Management**, (13), 2020, 55 – 62. DOI: 10.5281/zenodo.3766106
17. H. Shakeda, J. Glanzb & Z. Grossc. *Gender Differences in Instructional Leadership: How Male and Female Principals Perform Their Instructional Leadership Role*. **School Leadership & Management**, 2018, <https://doi.org/10.1080/13632434.2018.1427569>
18. O. Reis & W. C. Hope. *Gender and Leadership Style in Nigeria's Secondary Schools*. **World Journal of Educational Research**, 6(3), 2019. URL: <http://dx.doi.org/10.22158/wjer.v6n3p417>
19. A. O. Iyekolo, I. P. Okafor & I. Abdulaziz. *Attitude of Teachers towards Women Leadership of Secondary Schools in Ilorin, Kwara State*. **Anatolian Journal of Education**, 5(1), 2020, 135-140. <https://doi.org/10.29333/aje.2020.5113a>
20. A. A. Ebinu. *Principals' Decision-making and Interpersonal Management Skills for Effective Administration of Public Secondary Schools in Delta State, Nigeria*. **Academic Research International**, 10(2), 2019. ISSN: 2223-9553
21. C. C. Thompson & G. O. Unachukwu. *Gender Differences on the Relationship Between School Organisational Culture and Teachers' Task Performance in Public Secondary Schools In Anambra State, Nigeria*. **Unizik Journal of Educational Research and Policy Studies**, 2, 2021. <http://sjifactor.com/passport.php?id=21363>
22. A. S. Danbaba, T. N. Panshak & M. M. Ibrahim. *Educational Leadership Practices in Secondary Schools: The Role of Principals in Goal Achievement*. **Sapientia Foundation Journal of Education, Sciences and Gender Studies (SFJESGS)**, 3(1), 2021, 191-200. ISSN: 2734-2514

*Do Not Copy, Lead City University, Nigeria*

## 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

Research question one examined the level of administrative effectiveness among public secondary school principals in Oyo State. The findings revealed a high level of administrative effectiveness among these principals, consistent with previous studies. Moving on to research question two, the study aimed to identify the most prevalent leadership style among public secondary school principals in Oyo State. It found that the autocratic style was the most commonly used, followed by the digital, democratic, and laissez-faire styles. Shifting focus to research question three, the study assessed the decision-making skills of the principals, including problem-solving, time management, and emotional intelligence. Problem-solving was identified as the most commonly observed skill, followed by emotional intelligence and time management. Lastly, the study aimed to identify the prominent form of communication used by public secondary school principals in Oyo State. It discovered that oral communication forms were prevalent among these principals, which aligns with their roles and the educational context.

Test of hypothesis one revealed that 94.3% of the variability in administrative effectiveness can be explained by the independent variables in the model. The model had a good fit for the data, as indicated by the Adjusted R square value being the same as R square. The model was statistically significant, as shown by the F-statistic and p-value. The ANOVA table confirmed that the regression model significantly explained the variation in administrative effectiveness. The coefficients of the independent variables were statistically significant. The standard error of the

estimate suggested that the model's predictions were reasonably accurate. Overall, the study found that communication forms, decision-making skills, and leadership styles significantly influenced the administrative effectiveness of public secondary school principals in Oyo State, Nigeria.

The results of the hypothesis revealed that the regression model with the independent variable of leadership styles explains a significant amount of the variance in the dependent variable of administrative effectiveness, with an R-squared value of 0.918, indicating that 91.8% of the variance can be explained. The ANOVA table showed that the F-value was large (43686.075) and the associated significance level was very low ( $p < .0001$ ), further supporting the significant relationship between leadership styles and administrative effectiveness. The regression coefficients showed that for every one-unit increase in leadership styles, there was a corresponding 1.088 unit increase in administrative effectiveness, with a strong positive effect indicated by the standardized coefficient (beta) of 0.958. The intercept term was also significant ( $p < .0001$ ), indicating that there is a non-zero baseline level of administrative effectiveness even in the absence of leadership styles.

The results of the third hypothesis test indicate that there is a significant difference between the mean scores of two groups, with a t-value of 2.318 and a p-value of .021, based on a sample with a degree of freedom of 3397.157. The mean difference between the two groups is .42248, suggesting that females tend to have slightly higher scores on communication forms compared to males. The 95% confidence interval for the mean difference is (.06622 to .77874), indicating that there is a 95% likelihood that the true difference in mean scores falls within this range. Overall,

the analysis suggests that there is a statistically significant difference in communication forms between males and females, with females having slightly higher mean scores on average.

Test of hypothesis four reveals a statistically significant difference in decision-making skills between males and females, with a t-value of 5.048 and 3916 degrees of freedom, and a p-value of .000. The mean difference in decision-making skills is 1.49586, with a standard error of .29633. The 95% confidence interval for the mean difference is .91488 to 2.07685. Test of hypothesis five shows a significant difference in administrative effectiveness between males and females, with a t-value of 5.435, which exceeds the critical t-value at  $p < .05$  for 3896 degrees of freedom. The mean difference between the two groups is 1.63457, and the 95% confidence interval (1.04489 to 2.22426) does not include zero, indicating statistical significance. The assumption of equal variances was violated based on Levene's Test for Equality of Variances with a p-value of .001, therefore the results of the t-test with equal variances not assumed are reported, and the significant difference between males and females still holds.

## **5.2 Conclusion**

In conclusion, the study concluded that leadership styles, communication forms, and decisionmaking skills are significant determinants of administrative effectiveness in public secondary schools in Oyo State, Nigeria. Additionally, the study concluded that there are statistically significant differences in communication forms, decision-making skills, and administrative effectiveness between male and female principals, with female principals tending to have slightly higher mean scores on average.

## **5.3 Recommendations**

Based on the findings of the study, it is recommended that:

1. Public secondary school principals in Oyo State, Nigeria should focus on developing effective leadership styles, Decision-making skills, and communication forms to enhance their administrative effectiveness. This may include providing leadership training programs, fostering problem-solving and time-management skills, and promoting effective oral and nonoral communication within the school environment.
2. Public secondary school principals should prioritize developing and promoting effective leadership styles, invest in training and development program for improving leadership skills, and create a positive leadership culture to enhance administrative effectiveness.
3. Decision-making skills should be recognized and prioritized as an important factor in enhancing administrative effectiveness of public secondary school principals in Oyo State, Nigeria. This should be incorporated into trainings and seminars and should form major criteria for appointing secondary school principals.
4. Public secondary schools should prioritize and invest in training principals in effective communication forms to enhance their administrative effectiveness. This may include developing clear and efficient communication channels, improving communication skills, fostering open and transparent communication culture, and using various communication tools and techniques. By doing so, public schools are likely to see improvements in their administrative effectiveness, leading to more efficient and effective operations. It is important to keep in mind that effective communication is a continuous process and should be regularly monitored and evaluated for optimal results.

5. It is important to consider gender as a factor in communication training and interventions. This could involve tailoring communication training programs to address any specific areas where males may be struggling compared to females, and leveraging the strengths identified in females' communication forms. Additionally, it is important to explore the underlying reasons for differences in communication forms between male and female principals, which could provide insights for developing targeted interventions to improve communication skills in both genders.

6. Gender should be considered a potential factor in decision-making skills when designing interventions, programs, or policies aimed at improving decision-making abilities among public secondary school principals. This may involve tailoring interventions to be more gender-inclusive and considering potential differences in decision-making processes between male and female principals.

7. Policymakers should take gender into consideration when evaluating administrative effectiveness. The results suggest that females have a higher level of administrative effectiveness compared to males, as indicated by the higher mean score in the female group. This could potentially indicate that females may possess certain skills or characteristics that contribute to their effectiveness in administrative roles. Therefore, policy makers in education sector should promote gender diversity in administrative positions and provide equal opportunities for both males and females to excel in such roles.

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

The study contributes to knowledge by providing empirical evidence on the influence of leadership styles, decision-making skills, and communication forms on the administrative

effectiveness of public secondary school principals in Oyo State, Nigeria. This is important because previous research has primarily focused on the challenges facing principals without considering the influences of the combination of leadership styles, decision-making skills, and communication forms on administrative effectiveness. The study's findings suggest that effective leadership styles, decision-making skills, and communication forms are essential for achieving administrative effectiveness among public secondary school principals in Oyo State. Furthermore, the study provided insight into the differences in communication forms, decision-making skills, and communication forms between male and female principals in secondary schools in Oyo State. This highlights the need for gender-sensitive approaches to leadership development in the education sector. The study's methodology, which included a survey research design and a mixed-method approach of self-structured questionnaires and interviews, provides a comprehensive understanding of the research problem. The use of descriptive and inferential statistics to analyze the data strengthens the study's empirical rigor. Overall, the study's contribution to knowledge is significant as it provides policymakers, educational administrators, and stakeholders with evidence-based information that can be used to enhance the administrative effectiveness of public secondary school principals in Oyo State.

### **5.5 Suggestion for Further Studies**

It is recommended that additional research be conducted on a larger scale to encompass Southwest Nigeria, or the country as a whole. Additionally, it is advisable to examine other measures of leadership styles, decision-making abilities, and communication modalities that were not included in this study. Furthermore, it is essential to explore other aspects of administrative effectiveness in public secondary school principals that were not considered in this study.

Replicating this study in private secondary schools, or both public and private schools, is also recommended.

## Bibliography

### Chapters in Book

- Akca, M. *Strategic Leadership, Readiness for Change, and Innovative Work Behavior: A Field Study from Turkey*. In *Forms and Superior Performance of Micro and Small Businesses in Volatile Economies*. Hershey, PA: IGI Global, 2019, 57-77. doi:10.4018/978-1-52257888-8.ch005
- Bowen, G. *Digital Leadership, Ethics and Challenges*, in , Jahankhani, H. O'Dell, L. M. Bowen, G. Hagan, D. & Jamal A. (Eds.), *Forms, Leadership, and AI in the Cyber Ecosystem: The Role of Digital Societies in Information Governance and Decision Making*. Academic Press, 2021, 23-39.
- Cheung, A. B. L. *Administrative Reform: Opportunities, Drivers, and Barriers*. In *Oxford Encyclopedia of Public Administration*, 2020. doi: 10.1093/acrefore/9780190228637.013.1437
- Eickelmann, B. *Cross-National Policies on Information and Communication Technology in Primary and Secondary Schools: An International Perspective*. In *Second Handbook of Information Technology in Primary and Secondary Education*; Voogt, J., Knezek, G., Christensen, R., Lai, K. W., Eds.; Springer International Handbooks of Education: New York, NY, USA, 2018; 1227-1238. Doi:10.1007/978-3-319-71054-9\_84
- Friedländer, B. Röber, M. & Schaefer, C. *Institutional Differentiation of Public Service Provision in Germany: Corporatization, Privatisation and Re-Municipalisation*. In *Public Administration in Germany*. Palgrave Macmillan, Cham. 2021, Pp. 291-309.
- Gfrerer, A. Erademacher, L. & Dobler, S. *Digital Needs Diversity: Innovation and Digital Leadership from a Female Managers Perspective*. In, Schallmo D.R.A., Tidd J. (Eds) *Digitalization, Management for Professionals*. Springer, Cham, 2021, 335-349.
- In J. Voogt, G. Knezek, R. Christensen, & K.-W. Lai (Eds.), *Second Handbook of Information Technology in Primary and Secondary Education*. Springerinternational Publishing, 2018, 117–132. [https://doi.org/10.1007/978-3-319-53803-7\\_84-1](https://doi.org/10.1007/978-3-319-53803-7_84-1)

- Kettner P. M., Moroney R. M. & Martin L. L. *Designing and Managing Programs: An Effectiveness-Based Approach*. Sage Publications, 2015.
- Kotter, P. J. *What Leaders Really Do*. Harvard Business School Pub. Corp, 2018. ISBN 1-57851382-0. OCLC 57299317.
- McLeod, S. *Technology Integration, Leadership, and Organizational Support Frameworks for Instructional Improvement with Information Technology*. In J. Voogt, G. Knezek, R. Christensen, & K.-W. Lai (Eds.), *Second Handbook of Information Technology in Primary and Secondary Education* Pp. 557–566, 2018.
- Ottestad, G. & Gudmundsdottir, G. B. *Information and Communication Technology Policy in Primary and Secondary Education in Europe*. In J. Voogt, G. Knezek, R. Christensen, & K.-W. Lai (Eds.), *Second Handbook of Information Technology in Primary and Secondary Education*. Springer International Publishing. 2018, (Pp. 1343–1362). [https://doi.org/10.1007/978-3-319-71054-9\\_92](https://doi.org/10.1007/978-3-319-71054-9_92)
- Sağbaşı, M. *Digital Leader and Information Technology Applications*. Karabıyıcı, İ. (Ed.), the Evaluations and Researches in Administrative and Economic Sciences. Lyon, Livre De Lyon, Cilt 1/ S, 2021, 117- 133.
- Voogt, J., Knezek, G. Christensen, R. & Laik. W. *Developing an Understanding of the Impact of Digital Technologies on Teaching and Learning in an Ever-Changing Landscape*. In J. Voogt, G. Knezek, R. Christensen, & K.-W. Lai (Eds.), *Second Handbook of Information Technology in Primary and Secondary Education*. Springer International Publishing, 2018, 3–12. [https://doi.org/10.1007/978-3-319-71054-9\\_113](https://doi.org/10.1007/978-3-319-71054-9_113)
- Wilson III E. J. *Leadership in the Digital Age*. In, Goethals, G. R., G. Sorenson, & J. Mac Gregor (Eds), *Encyclopedia of Leadership*. London: Sage, 2004, 859–862.
- Yavuz, M. *Transformational Leadership and Authentic Leadership as Practical Implications of Positive Organizational Psychology*. 2019, DOI: 10.4018/978-1-7998-0058-3.Ch008.

## E-Books

- Olivier, S. *Understanding and Developing Emotional Intelligence*. 2017, 10.1007/978-981-100983-9\_37.
- Promsri, D. C. *The Developing Model of Digital Leadership for a Successful Digital Transformation*. GPH-International Journal of Business Management, 2(08), 2019, 01-08. Retrieved from <http://www.gphjournal.org/index.php/bm/article/view/249>
- Tanniru, M. R. *Digital Leadership*. In, Pomffyova, M. (Ed.), *Management of Information Systems*. IntechOpen, 2018, 93-109.

## Journals

- Abasilim, U. D. Gberevbie, D. E. & Osibanjo, O. A. *Leadership Styles and Employees' Commitment: Empirical Evidence from Nigeria*. **SAGE Open**, 9(3), 2019, 1–15. Doi: 10.1177/2158244019866287.
- Achmetlischukajlow, K. & Rakoczy, S. *Multiple Solutions for Real-World Problems, Experience of Competence and Students' Procedural and Conceptual Knowledge*. **International Journal of Science and Mathematics Education**, 17(8), 2019, 1605-1625.  
<https://doi.org/10.1007/S10763-018-9936-5>
- Afsar, B., Masood, M. & Umrani, W. A. *The Role of Job Crafting and Knowledge Sharing on the Effect of Transformational Leadership on Innovative Work Behaviour*. **Pers Rev** 48(5), 2019, 1186–1208. <https://doi.org/10.1108/PR-04-2018-0133>
- Aiko Mbera, P. G. *Relationship between Leadership Styles used by Head Teachers of Public Secondary Schools and Students' Academic Performance*. **International Journal of Academic Research in Business and Social Sciences**, 5(7) 2015, 226-239, DOI: 10.6007/IJARBSS/V5-I7/1733
- Aja, S. N. *Assessment of Administrative Control Strategies for Quality Assurance in Nigerian Public Secondary Schools*. **International Journal of Science and Research (IJSR)**, 6(14), 2015, 23- 24.
- Akinfolarin, A. V. *Time Management Strategies as a Panacea for Principal Administrative Effectiveness in Secondary Schools in Enugu State, Nigeria*. **Journal for Studies in Management and Planning**, 3(9), 2017, 143 – 154.
- Akinyemi, T. F. & Ajayi, I. A. *Time Management and Administrative Effectiveness among Secondary School Principals in Ekiti State*. **International Journal of Academic Research in Business, Arts and Science**, 2(8), 2020, 1-11. DOI: 10.5281/Zenodo.3992356.
- Akparep, J. Y., Jengre, E. & Mogre, A. A. *The Influence of Leadership Style on Organizational Performance at Tumakavi Development Association, Tamale, the Northern Region of Ghana*. **Open Journal of Leadership**, 8 (01), 2019, 1-22
- Al Khajeh, E. H. "Impact of Leadership Styles on Organizational Performance", **Journal of Human Resources Management Research**, 2018(2018), 2018. DOI: 10.5171/2018.687849
- Al-Husseini, S. El Beltagi, I. & Moizer, J. *Transformational Leadership and Innovation: The Mediating Role of Knowledge Sharing amongst Higher Education Faculty*. **International Journal of Leadership In Education**, 24(5), 2021, 670–693.  
 Doi:10.1080/13603124.2019.1588381.
- Ali, H. E., Schalk R., Engen, M. V. And Assen, M. V. *Leadership Self Efficacy and Effectiveness: The Moderating Influence of Task Complexity*. **Journal of Leadership Studies**, 11(4), 2018. DOI:10.1002/Jls.21550

- Aliyu, A. O. Singaravelloo, K. & Mansor, N. *A Review of Administrative Reforms in Developing Countries: Why the Limited Success?* **Journal of Public Administration and Governance**, 11(2), 2021. ISSN 2161-7104 <https://doi.org/10.5296/jpag.V11i2.18390>
- Al-Khaled, A. A. S. & Fenn, C. J. *The Impact of Leadership Styles on Organizational Performance.* **Berjaya Journal of Services & Management**, (13), 2020, 55 – 62. DOI: 10.5281/Zenodo.3766106
- Al-Malki, M. & Juan, W. *Leadership Styles and Job Performance: A Literature Review.* **Journal of International Business Research and Marketing**, 3 (3), 2018.
- Alotaibi S.M, Amin M. & Winterton J. *Does Emotional Intelligence and Empowering Leadership affect Psychological Empowerment and Work Engagement?* **Leadership and Organisation Development Journal**, 41(8), 2020, 971-991, ISSN 0143-7739
- Alutu, C. E. *Relationship between the Leadership Style adopted by Heads of Schools and Teachers' Job Satisfaction: Empirical Evidence from Omitsha Education Zone in Anambra State Nigeria.* **The Journal of Social Science Studies and Research**, 2(4), 2022, 123-132. [Http://www.tjsssr.com](http://www.tjsssr.com)
- Amanchukwu, R. N. & Ololube, N. P. *Managing School Plant for Effective Service Delivery in Public Secondary Schools in Rivers State of Nigeria.* **Human Resource Management Research**, 5 (4), 2015, 95-102.
- Amenger, H. S, Uno, J. K, & Odu, L. A. *Educational Administration and Teaching Professionalism: A Tool for Educational Revitalization in Nigeria.* **Multidisciplinary Journal of Academic Excellence**, 21(1), 2021, 1-14, ISSN 2141-3215.
- Anike, S. M., Eyiene, A. & Egbai, M. E. *Instructional Supervisory Practices and Teachers' Role Effectiveness in Public Secondary Schools in Calabar South Local Government Area of Cross River State, Nigeria.* **Journal of Education and Practice**, 6(23), 2015. ISSN 2222288X.
- Antonopoulou, H., Halkiopoulos, C., Barlou, O. & Beligiannis, G. N. *Leadership Types and Digital Leadership in Higher Education: Behavioural Data Analysis from University of Patras in Greece.* **International Journal of Learning, Teaching and Educational Research**, 19(4), 2020, 110–129. Doi:10.26803/ijlter.19.4.8.
- Antonopoulou, H., Halkiopoulos, C., Barlou, O. & Beligiannis, G. N. *Transformational Leadership and Digital Skills in Higher Education Institutes: During the COVID-19 Pandemic.* **Emerging Science Journal**, 5(1), 2021, 1-15.
- Anya, E. C & Ezekiel, A. I. A. *Communication: A Tool for Effective Secondary Education Management in Nigeria.* **International Journal of Education and Evaluation**, 5(6), 2019, 61-75.

- Apostolopoulos, C. George, H. Krikor, M. & Georgios, T. *Facilitating Organisational Decision Making: A Change Risk Assessment Model Case Study*. **Journal of Modelling in Management**, 11(20), 2016, 694-721. DOI: 10.1108/JM2-05-2014-0035
- Arachchige, K. G. K., Loureiro, I. S., Blekic, W. Rossignol, M. & Lefebvre, L. *The Role of Iconic Gestures in Speech Comprehension: An Overview of Various Methodologies*. **Front Psychol**, 2021; 12:634074. Doi: 10.3389/Fpsyg.2021.634074
- Arar K. & Nasra M.A. *Linking School-based Management, Motivation and Effectiveness in the Arab Educational System in Israel*. **Educational Management Administration and Leadership**, vol 48(1), 2020, 186-204
- Augusty, P. A. & Mathew, J. *Theoretical Framework of the Relationship between Emotional Intelligence and Effective Leadership to Ensure Sustainability*. **Int. J. Sci. Technol. Res**, 9(3), 2020. ISSN 2277-8616
- Ayen, A. J. & Akinola, O. B. *Organizational Communication and Teachers' Productivity in Secondary Schools in Ondo State, Nigeria*. **Journal of Education and Practice**, 11(17), 2020, DOI: 10.7176/JEP/11-17-11
- Ayeni, A. J. & Akinfolarin C. A. *Assessing Principals' Coordinating and Controlling Strategies for Effective Teaching and Quality Learning Outcome in Secondary Schools in Ondo State, Nigeria*. **International Journal of Learning, Teaching and Educational Research**, 7(1), 2014, 180-200
- Bada, H. A., Ariffin, T. F. T & Nordin, H. *Teachers' Perception of Principals' Instructional Leadership Practices in Nigeria*. **Universal Journal of Educational Research**, 8(10), 2020, 4459-4469. DOI: 10.13189/Ujer.2020.081013
- Badri-Harun, A. Zainol, M. R. Amar, A. & Shaari, Z. H. *Emotional Intelligence as Mediator between Leadership Styles and Leadership Effectiveness: A Theoretical Framework*. **Int. Rev. Manage. Mark.** 6, 2016, 116–121
- Bartsch, S. Weber, E. Büttgen M. & Huber, A. *Leadership Matters in Crisis-Induced Digital Transformation: How to Lead Service Employees Effectively during the COVID-19 Pandemic*. **Journal of Service Management**, 32(1), 2020, 71-85.
- Basit, A. Sebastian, V. & Hassan, Z. *Impact of Leadership Style on Employee Performance (A Case Study on a Private Organization in Malaysia)*. **International Journal of Accounting & Business Management**, 5(2), 2017, 112-130.
- Belias, D., Rossidis, I., Papademetriou, C., & Mantas, C. *Job Satisfaction as Affected by Types of Leadership: A Case Study of Greek Tourism Sector*. **Journal of Quality Assurance in Hospitality & Tourism**, 23(2), 2022, 299-317.

- Bentzen, T. Ø., Sørensen E. & Torfing, J. *Strengthening Public Service Production, Administrative Problem-solving, and Political Leadership through Co-Creation of Innovative Public Value Outcomes?* **The Public Sector Innovation Journal**, 25(1), 2020, 1-28
- Bhujel, C. B. *The Role of Principal in Improvement of School Performance: A Qualitative Study in Community School of Nepal.* **Research Journal of Education**, 7(1), 2021, 1-10. DOI: <https://doi.org/10.32861/Rje.71.1.10>
- Binagwaho, A. *We Need Compassionate Leadership Management based on Evidence to Defeat COVID-19.* **International Journal of Health Policy and Management**, 9(10), 2020, 413– 414. <https://doi.org/10.34172/Ijhpm.2020.3>
- Birgit, O. & Alptekin, E. *Leadership 4.0: Digital Leaders in the Age of Industry 4.0: Digital Leaders in the Age of Industry 4.0.* **International Journal of Organizational Leadership**, 7(4), 2018, 404-412. Doi: 10.33844/Ijol.2018.60332
- Bolte, S. Dehmer, J. & Niemann, J. *Digital Leadership 4.0.* **Acta Technica Napocensis. Series: Applied Mathematics**, 61(4), 2018, 637-646.
- Bonaccio, S., O'Reilly, J., O'Sullivan, S. L. & Chiocchio, F. *Nonverbal Behavior and Communication in the Workplace: A Review and an Agenda for Research.* **Journal of Management**, 42(5), 2016, <https://doi.org/10.1177/0149206315621146>
- Boyatzis, R. E. *The Behavioral Level of Emotional Intelligence and its Measurement.* **Front. Psychol.** 9:1438. 10.3389/Fpsyg.2018.01438
- Breevaart, K., & Zacher, H. *Main and Interactive Effects of Weekly Transformational and Laissez-Faire Leadership on Followers' Trust in the Leader and Leader Effectiveness.* **Journal of Occupational and Organizational Psychology**, 92(2), 2019, 384–409. Doi:10.1111/Joop.12253.
- Cardon, P. W., Huangy, Y. & Power, G. *Leadership Communication on Internal Digital Platforms, Emotional Capital, and Corporate Performance: The Case for Leader-Centric Listening.* **International Journal of Business Communication**, 2019, 1-27.
- Chandolia E. & Anastasiou S. *Leadership and Conflict Management Styles are Associated with the Effectiveness of School Conflict Management in the Region of Epirus, NW Greece.* **Eur J. Investigate Health Psychol. Educ**, 10(1), 2020, 455-468, <https://doi.org/10.3390/ejihpe10010034>
- Chedid, M, H. & Teixeira L. A. *Individual Factors affecting Attitude toward Knowledge Sharing: An Empirical Study on a Higher Education Institution.* **Vinejournal of Information and Knowledge Management Systems**, 2020. Doi: 10.1108/VJIKMS-01-2020-0015

- Chidi, N., Lucky, A. J. & Ikechukwu, O. H. *Personnel Management Practices adopted by Principals in Administration of Secondary Schools in Awka Education Zone, Anambra State, Nigeria*. **Educational Process: International Journal**, 8(1), 2019, 32- 43.
- Chirkina, T. A. & Khavenson, T. E. *School Climate: A History of the Concept and Approaches to Defining and Measuring PISA Questionnaires*. **Russian Education and Society**, 60(2), 2018, 133-160.
- Choudhary M. *Study the Decision Making Skills of Govt. & Private Secondary School Principals: An Evaluation*. **International Journal of Education and Psychological Research (IJEPR)**, 5(4), 2016, 57-60, <https://www.researchgate.net/publication/326489272>
- Chukwusa, J. *Autocratic Leadership Style: Obstacle to Success in Academic Libraries*. **Library Philosophy and Practice (E- Journal)**, 2019. <http://digitalcommons.unl.edu/libphilprac/2019>
- Clausen, T. & Mehmet, D. *Intensity of Innovation In Public Sector Organizations: The Role of Push and Pulse Factors*. **Public Administration Review**, 98, 2020, 159-176. <https://doi.org/10.1111/padm.12617>
- Clough, S. & Duff, M. C. *The Role of Gesture in Communication and Cognition: Implications for Understanding and Treating Neurogenic Communication Disorders*. **Frontiers in Human Neuroscience**, 14:323, 2020, 1-22, DOI: 10.3389/Fnhum.2020.00323
- Correani, A., De Massis, A., Frattini, F., Petruzzelli, A. M. & Natalicchio, A. *Implementing a Digital Forms: Learning from the Experience of Three Digital Transformation Projects*. **California Management Review**, 62(4), 2020, 37–56.
- Cortellazzo, L. Bruni, E. & Zampieri, R. *The Role of Leadership in a Digitalized World: A Review*, **Front. Psychol**, 2019, 10:1938.
- Cummings, G. G. Tate, K. Lee, S. Wong, C. A. Paananen, T. Micaroni, S. P. M. & Chatterjee, G. E. *Leadership Styles and Outcome Patterns for the Nursing Workforce and Work Environment: A Systematic Review*. **International Journal of Nursing Studies**, 85, 2018, 19–60. Doi:10.1016/J.Ijnurstu.2018.04.016.
- Dai, J., & Spires, A. J. *Advocacy in an Authoritarian State: How Grassroots Environmental Ngos Influence Local Governments in China*. **The China Journal**, 79(1), 2018, 62-83. DOI: 10.1086/693440
- Danbaba, A. S. Panshak, T. N. & Ibrahim, M. M. *Educational Leadership Practices in Secondary Schools: The Role of Principals in Goal Achievement*. **Sapientia Foundation Journal of Education, Sciences and Gender Studies (SFJESGS)**, 3(1), 2021, 191-200. ISSN: 27342514

- Dangara, U. Y. *The Impact of Instructional Supervision on Academic performance of Secondary School Students in Nasarawa State, Nigeria.* **Journal of Education and Practice**, 6(10), 2015. ISSN 2222-1735 (Paper) ISSN 2222-288X (Online)
- Daud, S. Wan Hanafi, W. N. & Mohamed Othman, N. *Determinant Factors for Fourth Industrial Revolution (4IR) Leadership Attributes: An Empirical Study from Malaysia.* **The Journal of Asian Finance, Economics and Business**, 8(9), 2021, 301–311.
- Decker, P. J. & Cangemi, J. P. *Emotionally Intelligent Leaders and Self-Actualizing Behaviours: Any Relationship?* **AFRICAN JOURNALS ONLINE (AJOL)**, 26(2), 2018.
- Declahanov, A. T., Bozorou, F. & Sung, S. *Paternalistic Leadership and Innovative Behavior: Psychological Empowerment as a Mediator.* **Sustainability**, 2019, 11, (6), 1770.  
<https://doi.org/10.3390/Su11061770>
- Dery, K. Sebastian, I. M. & Van Der Meulen, N. *The Digital Workplace is Key to Digital Innovation.* **MIS Quarterly Executive**, 16(2), 2017, 135–152.
- Dikeogu, A. M. & Amadi, E. C. *Perceived Impact of Instructional Supervision Strategies on Teacher's Job Performance in Senior Secondary Schools in Obio-Akpor Local Government Area of Rivers State.* **International Journal of Innovative Social & Science Education Research** 7(2), 2019, 87-95. ISSN: 2360-8978
- Dirani, K. M. Abadi, M.A lizadeh, A. Barhate, B. Garza, R. C. Gunasekara, N. Ibrahim, G. & Majzun, Z. *Leadership Competencies and the Essential Role of Human Resource Development in Times of Crisis: A Response to Covid-19 Pandemic.* **Human Resource Development International**, 23(4), 2020, 1–15.  
<https://doi.org/10.1080/13678868.2020.1780078>
- Du, J. Li, N. N, &. Luo, Y. J *Authoritarian Leadership in Organizational Change and Employees' Active Reactions: Have-to and Willing-to Perspectives.* **Frontiers in Psychology**, 10, 2020, 3076.
- Ebunu, A. A. *Principals' Decision-making and Interpersonal Management Skills for Effective Administration of Public Secondary Schools in Delta State, Nigeria.* **Academic Research International**, 10(2), 2019. ISSN: 2223-9553
- Ejimofor A. O. & Okonkwo N.C. *Influence of the use of Education Management Information System (EMIS) on Management of Secondary Schools in Anambra State.* **Journal of Educational Research and development**, 5(1), 2022, ISSN (print): 2682-5201
- Ekpenyong, E. E. *Time Management Abilities of Administrators for Skill Improvement Needs of Teachers in Secondary Schools in Calabar, Nigeria.* **Journal of Education and Human Development**, 4(3), 2016, 143 – 149.
- Ekşi, H. Aksak, M. & Yaman, N. *Investigation of Teachers' Perceptions on the School Administration's Ability to Manage Differences based upon Personal Meaning Profiles*

*and Informal Relations within Organizations.* **Marmara Univ. Atatürk Faculty Educ. J. Educ. Sci**, 44, 2016, 33–52. 10.15285/Maruaebed.286484

Eliyana, A. Ma'arif, S. & Muzakki. *Job Satisfaction and Organizational Commitment Effect in the Transformational Leadership towards Employee Performance.* **European Research on Management and Business Economics**, 25(3), 2019, 144–150.

Doi:10.1016/J.Ieeden.2019.05.001.

Fashiku, C. O. *Leaders' Communication Pattern: A Predictor of Lecturers' Job Performance in Nigeria.* **International Journal of Educational Leadership and Management**, 4(2), 2016, 103-126. <https://doi.org/10.17583/Ijelm.2016.1848>

Ferine, K. F., Aditia, R. M., Rahmadana, F. & Indri. *An Empirical Study of Leadership, Organizational Culture, Conflict, and Work Ethic in Determining Work Performance in Indonesia's Education Authority.* **Heliyon**, 7(7), 2021, 1–9.

Doi:10.1016/J.Heliyon.2021.E07698.

Fernandez, A. A. & Shaw, G. P. *Academic Leadership in a Time of Crisis: The Coronavirus and COVID-19.* **Journal of Leadership Studies**, 14(1), 2020, 39–45. <https://doi.org/10.1002/Jls.21684>

Fika, I. Ibi, M. & Aji, B. *Leadership Styles of Head of Department and Academic Staff Performance in the University of Maiduguri.* **Maiduguri Journal of Education Studies**, 8(1), 2015, 83-94. <https://doi.org/10.3390/Bs13040296>

Foster, B., Lomas, J. Downey L. & Stough, C. *Does Emotional Intelligence Mediate the Relation between Mindfulness and Anxiety and Depression in Adolescents?* **Front. Psychol.** 9:2463. 10.3389/Fpsyg.2018.02463. 2018.

Geraci, A., Di Domenico, L. Inguglia, C. & D'Amico. A. *Teachers' Emotional Intelligence, Burnout, Work Engagement, and Self-efficacy during COVID-19 Lockdown.* **Behav. Sci.** 2023, 13, 296.

Ghavifeekr, S. Radwan, O. & Velarde, J. M. *Teachers' Perceptions of Principals' Instructional Leadership Roles and Practices.* **Malaysian Journal of Education**, 44(2), 2019, 01266020.

Gieske, H. George, B. Meerkerk, I. V. & Buuren, A. V. *Innovation and Optimizing in Public Organizations does become less.* **Public Management Review**, 22, 2020, 475-497. <https://doi.org/10.1080/14719037.2019.1588356>

Gloria, I. N. & Chima, I. R. *Factors Militating against Effective Administration of Secondary Schools in Anambra State.* **World Journal of Educational Research**, 3(1), 2016, , 213226, [www.scholink.org/ojs/index.php/wjer](http://www.scholink.org/ojs/index.php/wjer)

- Golden J. H. & Shriner, M. *Examining Relationships between Transformational Leadership and Employee Creative Performance: The Moderator Effects of Organizational Culture. Journal of Creative Behavior*, 53(3), 2019, 363–376. Doi:10.1002/Jocb.216
- Goldin-Meadow, S. & Alibali, M. W. *Gesture's Role in Speaking, Learning, and Creating Language. Annual Review of Psychology*, 64, 2013, 257-283. Doi: 10.1146/Annurev-Psych-113011-143802
- Goldin-Meadow, S. & Brentari, D. *Gesture, Sign, and Language: The Coming of Age of Sign Language and Gesture Studies. Behavioral and Brain Sciences*, 40, 2017, E46.
- Goralnick, E. Halpern, P. Loogates, S. Biddinger, J. P. Fisher, J., Velmahos, G., Chung, S., Mooney, D. Brown, C., Barnewolt, B., Burke, P., Gupta, A., Ulrich, A., Hojman, H. & Peleg, K. *Leadership during the Boston Marathon Bombings: A Qualitative After-Action Review. Disaster Medicine and Public Health Preparedness*, 9(5), 2015, 489–495. <https://doi.org/10.1017/Dmp.2015.2>
- Grobler, B. Moloi, C. & Thakhordas, S. *Teachers' Perceptions of the Utilisation of Emotional Intelligence by their School Principals to Manage Mandated Curriculum Change Processes. Educ. Manage. Adm. Leadership*. 45, 2017, 336–355. 10.1177/1741143215608197.
- Guerrero, L. K. Farinelli, L. & Mcewan, B. *Attachment and Relational Satisfaction: The Mediating Effect of Emotional Communication. Communication Monographs*, 76: 4, 487-514. <http://dx.doi.org/10.1080/03637750903300254>
- Guo, L. Decoster, S. Babalola, M. T. Deschutter, L. Garba, O. A. & Riislak. *Authoritarian Leadership and Employee Creativity: The Moderating Role of Psychological Capital and the Mediating Role of Fear and Defensive Silence. Journal of Business Research*, 92, 2018, 219–230.
- Gurley, D. K. Anast-May, L. O'Neal, M. & Dozier R. *Principal Instructional Leadership Behaviors: Teacher vs. Self-Perceptions. International Journal of Educational Leadership Preparation*, 11(1), 2016, n1.
- Hai, T. N. & Van, Q. N. *Servant Leadership Styles: A Theoretical Approach. Emerging Science Journal*, 5(2), 2021, 245–256. Doi:10.28991/Esj-2021-01273.
- Hall, J. A., Horgan, T. G. & Murphy, N. A. *Nonverbal Communication. Annual Review of Psychology*, 2019, 70:271-94. <https://doi.org/10.1146/Annurev-Psych-010418-103145>
- Hallinger, P. *Leadership for Learning: Lessons from 40 Years of Empirical Research. Journal of Educational Administration*, 49(2), 2011, 125-142. DOI: 10.1108/09578231111116699
- Hang, V. V. & My, P. T. *Impact of Transformational Leadership Style on Work Performance through Confidence and Creativity of Sales Staff (The Case of Logistics Industry in Ho Chi Minh City). Journal of Science of Ho Chi Minh City Open University*, 16(2), 2021, 62– 75.

- Harahsheh F. *The Effects of Time Management Strategies on Employee's Performance Efficiency: Evidence from Jordanian Firms*. **Management Science Letters**, 9, 2019, 1669-1674. Doi: 10.5267/J.Msl.2019.5.021
- Harris, A. & Jones, M. *COVID 19 – School Leadership in Disruptive Times*. **School Leadership & Management**, 40(4), 2020, 243–247. <https://doi.org/10.1080/13632434.2020.1811479>
- Harris, A. Jones, M. Adams, D. & Cheah, K. *Instructional Leadership in Malaysia: A Review of the Contemporary Literature*. **School Leadership & Management**, 39(1), 2019, 95. DOI:10.1080/13632434.2018.1453794
- Hemmer, L. & Elliff, D. S. *Leaders in Action: The Experiences of Seven Texas Superintendents Before, During, and After Hurricane Harvey*. **Educational Management Administration and Leadership**, 48(6), 2020, 964–985. <https://doi.org/10.1177/1741143219873073>
- Hensellek, S. Digital Leadership. **Journal of Media Management and Entrepreneurship**, 2(1), 55– 69. Joas, G. M. Hess, T. & Neuburger, R. *More Self-Organization, More Control-Or Even Both? Inverse Transparency as a Digital Leadership Concept*, **Business Research**, 13, 2020, 921- 947.
- Hiller, N. J. Sin, H. Ponnappalli, A. R. & Ozgen, S. *Benevolence and Authority as Weirdly Unfamiliar: A Multi-Language Meta-Analysis of Paternalistic Leadership Behaviors from 152 Studies*. **The Leadership Quarterly**, 30(1), 2019, 165–184.
- Huyen, N. D. H., Huan N. Q. & Khoa, T. D. *Inclusive Leadership and Dynamic Capabilities: The Mediating Role of the Human Resource Management System*. **Journal of Asian Business and Economic Studies**, 8, 2019, 60–63.
- Iyekolo, A. O. Okafo, I. P. & Abdulaziz, I. *Attitude of Teachers towards Women Leadership of Secondary Schools in Ilorin, Kwara State*. **Anatolian Journal of Education**, 5(1), 2020, 135-140. <https://doi.org/10.29333/Aje.2020.5113a>
- Jacob, O. N., Terhemba, A. & Ndubuisi, A. G. *Educational Administration in Nigeria: Challenges and the Ways Forward*. **Central Asian Journal of Theoretical and Applied Sciences**, 02(08), 2021, 11-24, ISSN: 2660-5317
- Jamali, A. R. Bhutto, A. Khaskhely, M. & Sethar, W. *Impact of Leadership Styles on Faculty Performance: Moderating Role of Organizational Culture in Higher Education*. **Management Science Letters**, 12(1), 2022, 1–20. Doi:10.5267/J.Msl.2021.8.005.
- Jankelová, N. Joniaková, Z. Procházková, K. & Blštáková, J. *Diversity Management as a Tool for Sustainable Development of Health Care Facilities*. **Sustainability** 12, 2020, 5226–5248. 10.3390/Su12135226.

- Jideofor, E. N. *Principal's Administrative Strategies for Effective Teachers Job Performances in Secondary Schools in Awka South Local Government Area*. **International Journal of Innovative Social & Science Education Research** 10(1), 2022, 48-61.
- Kalkan, Ü., Aksal, F. A., Gazi, Z. A., Atasoy, R. & Dağlı, G. *The Relationship between School Administrators' Leadership Styles, School Culture, and Organizational Image*. **SAGE Open**, 10(1), 2020 1–15. Doi: 10.1177/2158244020902081.
- Kang, S. & Tversky, B. *From Hands to Minds: Gestures Promote Understanding*. **Cogn. Research**, 1, 4, 2016. <https://doi.org/10.1186/S41235-016-0004-9>
- Karakose T., Polat H. & Papadaokes S. *Examining Teachers' Perspectives in School Principals' Digital Leadership Roles and Technology Capabilities during the Covid-19 Pandemic*. **Sustainability** 13(23), 2021, 13448, <https://doi.org/10.3390/su132313448>
- Kareem, O. A. & Kin, T. M. *Emotional Intelligence of School Principals in Managing Change: Malaysian Perspective*. **International Journal of Management in Education**, 2019, 281-306, DOI: 10.1504/IJMIE.2019.100414
- Kaufmann, L. & Wagner, C. M. *Affective Diversity and Emotional Intelligence in CrossFunctional Sourcing Teams*. **J. Purch. Supply Manage**, 23, 2017, 5–16. 10.1016/J.Pursup.2016.07.004.
- Keen, P. K., Gilkey, R. & Baker, E. L. *Crisis Leadership - From the Haiti Earthquake to the COVID Pandemic*. **Journal of Public Health Management and Practice**, 26(5), 2020, 503–505. <https://doi.org/10.1097/PHH.0000000000001207>
- Kelly, S. & Macdonald, P. *A Look at Leadership Styles and Workplace Solidarity Communication*. **International Journal of Business Communication**, 56(3), 2019, 432–448. Doi: 10.1177/2329488416664176.
- Kene, D., Kedir, H., Basha, G. & Dinsa, F. *Effectiveness of Principals' Leadership Styles in School Improvement and Students' Academic Achievement in Government Secondary Schools of Oromia Regional State, Ethiopia*. **Creative Education**, 12, 2021, 2535-2554. <https://doi.org/10.4236/Ce.2021.1211190>
- Kenechukwu, O. K. & Nwaribeaku, O. R. *Principals' Emotional Intelligence and their Administrative Performance in Public Secondary Schools in Anambra State*. **International Journal of Education and Evaluation**, 6(3), 2020, E-ISSN 2489-0073 P-ISSN 2695-1940
- Kettl, D. F. *States Divided: The Implications of American Federalism for COVID-19*. **Public Administration Review**, 80(4), 2020, 595–602. <https://doi.org/10.1111/Puar.1324>
- Khan, I. A., Khan, U. A., Din, N. & Khana, N. *Time Management Practices: Perception of Secondary Schools' Principal*. **Gomal University Journal of Research**, 31(1), 2016, 308316.

- Khan, M. A., Ismail, F. B., Hussain, A. & Alghazali, B. *The Interplay of Leadership Styles, Innovative Work Behavior, Organizational Culture, and Organizational Citizenship Behavior*. **SAGE Open**, 10(1), 2020, 1–16. Doi: 10.1177/2158244019898264.
- Khan, M., Minbashian, A. & C. Maccann. *College Students in the Western World are becoming less Emotionally Intelligent: A Cross-Temporal Meta-Analysis of Trait Emotional Intelligence*. **Journal of Personality**, 89(6), 2021, 1176–1190. <https://doi.org/10.1111/jopy.12643>
- Khan, N. *Adaptive or Transactional Leadership in Current Higher Education: A Brief Comparison*. **International Review of Research in Open and Distance Learning**, 18(3), 2017, 178–183. Doi:10.19173/Irrodl.V18i3.3294.
- Khan, I. A. Khan, U. A. Din N. & Khan. A. N. *Time Management Practices: Perception of Secondary Schools' Principal*. **Gomal University Journal of Research**, 31(1), 2016, 308– 316.
- Kotok, S. & Kryst, E. L. *Digital Technology: A Double-Edged Sword for a School Principal in Rural Pennsylvania*. **Journal of Cases in Educational Leadership**, 20(4), 2017, 3–16. <https://doi.org/10.1177/1555458916685748>
- Lee, M. C. C. & Ding, A. Y. L. *Comparing Empowering, Transformational, and Transactional Leadership on Supervisory Coaching and Job Performance: A Multilevel Perspective*. **Psych Journal**, 2020. DOI: 10.1002/Pchj.345
- Lee, M. Idris, M. & Tuckey, M. *Supervisory Coaching and Performance Feedback as Mediators of the Relationships between Leadership Styles, Work Engagement, and Turnover Intention*. **Human Resource Development International**, 22(3), 2019, 257-282. <https://doi.org/10.1080/13678868.2018.1530170>.
- Legood, A., Van Der, W., Lee D. & Hartog, D. *A Meta-Analysis of the Role of Trust in the Leadership-Performance Relationship*. **European Journal of Work and Organizational Psychology**, 30(1), 2021, 1-22.
- Lei, H., Gui, L., & Le P. B. *Linking Transformational Leadership and Frugal Innovation: The Mediating Role of Tacit and Explicit Knowledge Sharing*. **Journal of Knowledge Management**, 2021. Doi: 10.1108/JKM-04-2020-0247.
- Leithwood, K. Sun, J. & Schumacker, R. *How School Leadership Influences Student Learning: A Test of "The Four Paths Model"*. **Educational Administration Quarterly**, 56(4), 2020, 570–599. <https://doi.org/10.1177/0013161X19878772>
- Liebowitz, D. D., & Porter, L. *The Effect of Principal Behaviors on Student, Teacher, and School Outcomes: A Systematic Review and Meta-Analysis of the Empirical Literature*. **Review of Educational Research**, 89(5), 2019, 785–827.

- Lindqvist, M. H. *School Leaders' Practices for Innovative use of Digital Technologies in Schools*. **British Journal of Educational Technology**, 50(3), 2019, 1226–1240. <https://doi.org/10.1111/Bjet.12782>
- Liu, F. Wu, J. Huang, X. & Fong, P. S. W. *Impact of Intra-Group Cooperative Incentives on the Performance Outcomes of Knowledge Sharing: Evidence from a Randomized Experiment*. **Journal of Knowledge Management**, 2020, 24: 346–368.
- Lokuruka, N. J. *Challenges Head Teachers Face in the Management of the Kenya Certificate of Secondary Education Performance in Public Secondary Schools in Turkana County, Kenya*. **Journal of Education & Social Policy**, 7(1), 2017.
- Lone, M. A. & Lone, A. H. *Does Emotional Intelligence Predict Leadership Effectiveness? An Exploration in Non-Western Context*. **South Asian J. Hum. Resour. Manage**, 5, 2018, 28–39. 10.1177/
- Lundmark, R., Richter, A. & Tafvelin, S. *Consequences of Managers' Laissez-Faire Leadership during Organizational Restructuring*. **Journal of Change Management**, 22(1), 2022, 4058.
- Lysova, E. I. Allan, B. A. Dik, B. J. Duffy, R. D. & Steger, M. F. *Fostering Meaningful Work in Organizations: A Multi-Level Review and Integration*. **J. Vocat. Behav.** 110 2019. 374–389. 10.1016/J.jvb.2018.07.004.
- Mabasa, T. & Eresia-Eke, C. *Facets of the Transactional Leadership Style of Black Top-Managers and Employee Commitment in State-Owned Enterprises*. **Journal of Contemporary Management**, 19(1), 2020, 412-413. DOI:<https://doi.org/10.35683/Jcm21083.153>.
- Mahfouz, J., El- Mehtar, N., Osman, E. & Kotok, S. *Challenges and Agency: Principals Responding to the Syrian Refugee Crisis in Lebanese Public Schools*. **Int. J. Leadersh. Educ.** 23, 2019, 24–40. Doi: 10.1080/13603124.2019.1613570
- Manafa N. F., *Principals' Managerial Skills and Teachers' Job Performance in Public Secondary Schools in Anambra State, Nigeria*. 2019. **International Journal of Innovative Psychology & Social Development** 8(4): 2020, 44-53, ISSN: 2467-8546
- Mani M. & Mahendra P. *Teachers Self-Efficacy Scale: Development and Validation*, **Review of Research**, 8(6), 2019, 1-4. ISSN 2249-894X
- Mansaray, H. E. *The Role of Leadership Style in Organisational Change Management: A Literature Review*. **Journal of Human Resource Management**, 7(1), 18, 2019, Doi:10.11648/J.Jhrm.20190701.13.
- Mansor, A. N., Abdullah, R. & Jamaludin, K. A. *The Influence of Transformational Leadership and Teachers' Trust in Principals on Teachers' Working Commitment*. **Humanities and Social Sciences Communications**, 8(1), 2021, 1–9. Doi: 10.1057/S41599-021-00985-6.

- Marshall, I. A. *Principal Leadership Style and Teacher Satisfaction among a Sample of Secondary School Teachers in Barbados*. **Caribbean Educational Research Journal**, 2(2), 2014, 105-116.
- Mbon, U. F. , Arop, F. O., Ekanem, E. E., Ebuara, V. O. & Emanghe, E. E. *School Administrators' Instructional Supervision, Psychosocial Assistance, and Professional Support as Determinants of Teacher Job Performance in Elementary Schools*. **The Journal of Social Sciences Research**, 7(3), 2021, 116-125. DOI: <https://doi.org/10.32861/Jssr.73.116.125>
- Mbon, U. F. *Headteachers' Managerial Behaviour and Teachers' Task Performance in Public Primary Schools in Calabar-South Local Government Area, Cross River State, Nigeria*. **Global Journal of Educational Research**, 16, 2017, 163-169. DOI: <http://dx.doi.org/10.4314/Gjedr.V16i2.11>
- Mccann, J., & Kohntopp, T. *Developing a Sustainable Environment for Workplace Diversity*. **Int. J. Sustain. Strateg. Manage**, 5, 2017, 347–365. 10.1504/IJSSM.2017.089126.
- Mccarthy, P. Sammon, D. & Alhassan, I. *Digital Transformation Leadership Characteristics: A Literature Analysis*, **Journal of Decision Systems**, 2021, 1-30.
- Mei. C. *Policy Style, Consistency and the Effectiveness of the Policy Mix in China's Fight against COVID-19*. **Policy and Society**, 39(3), 2020, 309–325. <https://doi.org/10.1080/14494035.2020.1787627>[weforum.Org...https://www.weforum.org/agenda/2020/03/vietnam-contain-covid-19-limited-resources/](https://www.weforum.org/agenda/2020/03/vietnam-contain-covid-19-limited-resources/)
- Miao, C., Humphre, Y. R. H. & Qian, S. *A Meta-Analysis of Emotional Intelligence and Work Attitudes*. **Journal of Occupational and Organizational Psychology**, 90(2), 2017, 177–202. <https://doi.org/10.1111/Joop.12167>
- Mihardjo, L., Sasmoko, S. Alamsjah, F. & Djap, E. *Digital Leadership Role in Developing Business Model Innovation and Customer Experience Orientation in Industry 4.0*. **Management Science Letters**. 9, 2019, 1749–1762.
- Mishra, S. *Nonverbal Communication: An Influential Tool for Effective Management*. **International Journal of Business and General Management**, 7(3), 2018, 19-24.
- Mulugeta, A. & Pandian, A. *The Relationship between Leadership Styles and Employee Commitment in Public Organizations of Dire Dawa Administration, Ethiopia*. **Leadership**, 29(8), 2020, 2018-2025.
- Musheke, M. & Phiri, J. *The Effects of Effective Communication on Organizational Performance based on the Systems Theory*. **Open Journal of Business and Management**, 9, 2021, 659671. Doi: 10.4236/Ojbm.2021.92034
- Mwesigwa, R. Tusiime, I. & Sekiziyivu, B. S. *Leadership Styles, Job Satisfaction and Organizational Commitment among Academic Staff in Public Universities*. **Journal of Management Development**, 39(2), 2020, 253–268. Doi: 10.1108/Jmd-02-2018-0055.

- Namutebi, E. *Instructional Leadership and Lecturers' Job Performance in Public Universities in Uganda*. **Makerere Journal of Higher Education**, 10 (2) (2019) 93 – 118. DOI: [Http://Dx.Doi.Org/10.4314/Majohe.V10i2.8](http://dx.doi.org/10.4314/Majohe.V10i2.8)
- Nawoseing'ollan, D. & Roussel, J. *Influence of Leadership Styles on Employees' Performance: A Study of Turkana County, Kenya*. **International Journal of Business and Social Science**, 8 (7), 2017, 82-98.
- Naz, F. L., Afzal, A. & Sial Z. A. *Emotional Intelligence and Leadership Skills among University Students in Pakistan*. **Journal of Positive School Psychology**, 7(2), 2023, 18-27.
- Nwabueze, A. I., Chukwuji, C. E & Ugwoezuonu A. U. *Perceived Impact of Principals' Leadership Skills on Teachers' Functional Performance and Students' Study Habits in Secondary Schools in Enugu State*. **Nigerian Journal of Educational Administration and Planning (NJEAP)**, 17(1), 2018, 48-66.
- Obadimeji C. C. & Oredein A. O. *Digital Leadership and Decision-making Styles as Determinants of Public Primary School Teachers' Job Performance for Sustainable Education in Oyo State*. **The Educational Review, USA**, 6(6), 2022, 230-240 <https://www.hillpublisher.com/journals/er/>.
- Offem, O. O., Ushi, G. I. & Ononiwu, P. N. *Effective Principals' Leadership Managerial Skills and Teachers' Classroom Management for High Productivity in Public Secondary Schools in Cross River State*. **African Journal of Educational Management, Teaching and Entrepreneurship Studies**, 5(1), 2022, 22-33. Retrieved From <https://www.ajemates.org/index.php/ajemates/article/view/140>
- Ogbiji, J. E. *A Comparative Study of the Administrative Effectiveness of Principals of Public and Private Secondary School in Cross River State, Nigeria*. **International Journal of Academic Research in Progressive Education and Development**. Human Resources Management Academic Research Society (HRMARS) 7, 2018, Retrieved From <https://dx.doi.org/10.6007/ijarped/v7-2018.14/5335doi>:
- Olaniyan, D. A. *Employees Job Performance as Affected by Demographic Variables in Nigerian: Educational System in Africa*, **Journal of Education Management**, 5(2), 2007, 38-47.
- Olorunsola, E. O. & Belo, F. A. *Administrative Challenges and Principals' Managerial Effectiveness in Ogun State Public Secondary Schools*. **International Journal of Educational Administration and Policy Studies**, 10(5), 2018, 48-55.
- Omemu, F. *Relationship between Principals Administrative Strategies and Student Disciplinary Problems in Secondary School, Bayelsa State*. **Journal of Education and Practice**, 3(13), 2017, 100-104. Retrieved From <https://files.eric.ed.gov/>
- Onyali, L. C. & Akinfolarin, A. V. *Principals' Application of Instructional Leadership Practices for Secondary School Effectiveness in Oyo State*. **Journal of the Nigerian Academy of Education**, 13(1), 2017, 32-44.

- Onyekwere, N. Okoringa & Dike, H. *Principal's Management Techniques on Disciplinary Problems in Public Secondary School in Nigeria*. **International Journal of Advanced Academic Research Social & Management Sciences**, 2017, 3(8).
- Onyekwere, S. C., Wesiah, S. & Danbatta, S. N. *The Relationship between Board Diversity and Corporate Financial Performance: Empirical Evidence from Five Selected Commercial Banks in Nigeria*. **International Journal of Finance and Banking Research**, 5(4), 2019, 76-90.
- Oredein, A. O. & Obadimeji, C. C. "Digital Leadership and Communication Styles on Public Primary School Teachers Job Performance in Nigeria". **Science Journal of Education**, 10 (1), 2022, 1-11.
- Oredein, A. O. & Opatunde, A. F. *Decision-making skills as a Framework for Good Governance among Political Administrators in Ibadan Metropolis, Oyo State, Nigeria*. **Global Journal of Arts Humanity and Social Sciences**, 2(3), 2022, 179-188. ISSN: 2583-2034.
- Orefice, C. & Guraziu, E. *Making Educational Planning: Skills, Methodologies, Experiences*. **Form@ Re-Open Journal Per La Formazione In Rete**, 18(3), 2018, 142-152.
- Orishede, F. Izims, T. & Enahoro, C. *Effect of Contingency Factors on Learning Organisations in Nigeria*. **International Journal of Economic Perspectives**, 12(1), 2018, 1–19.
- Owabie, D. E. & Osuji, C. U. *Perceived Influence of Principals' Qualities on the Administrative Effectiveness in Public Senior Secondary Schools in Port Harcourt Metropolis*. **International Journal of Innovative Social & Science Education Research** 7(4), 2019, 123-131. ISSN: 2360-8978
- Oyeike, V. C. & Nwosu, C. M. *Principals' Administrative and Supervisory Roles for Teachers' Job Effectiveness in Secondary Schools in Rivers State*. **British Journal of Education**, 6(6), 2018, 38-49.
- Pak-Hin Kong, A., Law, S. & Ka-Yan Cheun, C. *Use of Co-verbal Gestures during Word-finding Difficulty among Cantonese Speakers with Fluent Aphasia And Unimpaired Controls*. **Aphasiology**, 33(2), 2019, 216-233, <https://doi.org/10.1080/02687038.2018.1463085>
- Pandey, P. *The Need for Administrative Effectiveness of the Principals at Secondary Level*. **International Journal of Advanced Education and Research** 2(3):68-70, 2017 Retrieved From [www.alleducationjournal.com/](http://www.alleducationjournal.com/)
- Parveen K., Tran P.O.B, Kuma T. & Shah A.H. *Impact of Principal Leadership Styles on Teachers' Job Performance: An Empirical Investigation*. **Font Edu**. vol 7, 2022, <https://doi.org/10.3389/feduc.2022.814159>
- Pekaar, K. A., Van Der Linden, D. Bakke, A. B. & Marise Ph. B. *Emotional Intelligence and Job Performance: The Role of Enactment and Focus on Others' Emotions*. **Human Performance**, 30:2-3, 2017, 135-153, DOI:10.1080/08959285.2017.1332630

- Petko, D., Prasse, D. & Cantieni, A. *The Interplay of School Readiness and Teacher Readiness for Educational Technology Integration: A Structural Equation Model. Computers in the Schools*, 2018, 35(1). <https://doi.org/10.1080/07380569.2018.1428007>
- Phillip, J. & Aguilar, M. G. *Student Perceptions of Leadership Skills Necessary for Digital Transformation. Journal of Education for Business*, 97(5) 2021, 1-13.
- Pietsch, M. & Tulowitzki, P. *Disentangling School Leadership and its Ties to Instructional Practices – An Empirical Comparison of Various Leadership Styles. School Effectiveness and School Improvement*, 28(4), 2017, 629-649. <https://doi.org/10.1080/09243453.2017.1363787> 2017.
- Pinck, A. S. & Sonnentag, S. *Leader Mindfulness and Employee Well-being: The Mediating Role of Transformational Leadership. Mindfulness*, 9(3), 2018, 884-896.
- Popl, S. & Rizvi, I. A. *Drivers of Employee Engagement: The role of Leadership Style. Global Business Review*, 17(4), 2016, 965–979. DOI: 10.1177/0972150916645701
- Promsri, D. C. The Developing Model of Digital Leadership for a Successful Digital Transformation, GPH. *International Journal of Business Management (IJBM)*, 2(8), 2019, 1-8.
- Qian, J., Wang, B., Han, Z. & Song, B. *Ethical Leadership, Leader-Member Exchange and Feedback Seeking: A Double-Moderated Mediation Model of Emotional Intelligence and Work-Unit Structure. Front. Psychol.* 8:1174. 10.3389/fpsyg.2017.01174.
- Rangus, K. & Černe, M. *The Impact of Leadership Influence Tactics and Employee Openness toward others on Innovation Performance. R&D Management*, 4, 9(2), 2019, 168-179.
- Reis, O. & Hope, W. C. *Gender and Leadership Style in Nigeria's Secondary Schools. World Journal of Educational Research* 6(3), 2019. URL: <http://dx.doi.org/10.22158/wjer.v6n3p417>
- Rocha, J. & Zavale, G. *Innovation and Change in Public Administration. Open Journal of Social Sciences*, 9, 2021, 285-297. Doi: 10.4236/Jss.2021.96021.
- Sainger, G. *Leadership in the Digital Age: A Study on the Role of Leader in this Era of Digital Transformation. International Journal on Leadership*, 6(1), 2018, 1-6.
- Sarwar, H., Nadeem, K. & Aftab, J. *The Impact of Psychological Capital on Project Success Mediating role of Emotional Intelligence in Construction Organizations of Pakistan. J. Glob. Entrep. Res.* 7, 2017, 1–13. 10.1186/S40497-017-0080-4
- Sateem A., Aslam S., Yin H. & Rao C. *Principal Leadership Styles and Teachers Job Performance: View Point of Middle Management. Journal of Sustainability*, 12(8), 2020, 3390, <https://doi.org/10.3390/su12083390>

- Schiama, G. Schettini, E. Santarsiero, F. & Carlucci, D. *The Transformative Leadership Compass: Six Competencies for Digital Transformation Entrepreneurship*. **International Journal of Entrepreneurial Behavior & Research**, 2021.
- Scully D., Lehane P. & Scully C. It is no longer Scary: *Digital Learning before during the Covid19 Pandemic in Irish Secondary Schools*. **Journal of Technology Pedagogy and Education**, 30(1), 2021, 159-181, doi.org/10.1080/1475939X.2020.1854844
- Shah, S. S., & Patki, S. M. *Getting Traditionally Rooted Indian Leadership to Embrace Digital Leadership: Challenges And Way Forward with Reference to LMX*. **Leadership, Education, Personality: An Interdisciplinary Journal** 2, 2020, 29–40.
- Shakeda, H. Glanzb, J. & Grossc, Z. *Gender Differences In Instructional Leadership: How Male and Female Principals Perform their Instructional Leadership Role*. **School Leadership & Management**, 2018, https://doi.org/10.1080/13632434.2018.1427569
- Shen, Y. Chou, W. J. & Schaubroeckj. M. *The Roles of Relational Identification and Workgroup Cultural Values in Linking Authoritarian Leadership to Employee Performance*. **European Journal of Work and Organizational Psychology**, 28(4), 2019, 498–509.
- Siddique, C. M. & Siddique, H. F. *Antecedents and Consequences of Managerial Decision-making Styles in the Arabian Gulf*. **Management Research Review**, 43(1), 2019, 811-845, DOI: 10.1108/MRR-02-2018-0047
- Siddique, C. M. Siddique, H. F. & Siddique, S. V. *Linking Authoritarian Leadership to Employee Organizational Embeddedness, LMX and Performance in a High-Power Distance Culture: A Mediation-Moderated Analysis*. **Journal of Forms and Management**, 2020, 393-411, DOI: 10.1108/JSMA-10-2019-0185
- Siddiqui, G. K., Ali, M. S. Z., Zarar, N., Asghar, S. & Munir, H. *Public Education System in Pakistan: An Exploration into Major Problems*. **Journal of Positive School Psychology**, 7(1), 2023, 1311-1323.
- Sousa, M. J. & Rocha, A. *Digital Learning: Developing Skills for Digital Transformation of Organizations*. **Future Generation Computer Systems**, 91, 2019, 327–334.
- Sow, M. & Solomon, A. *Impact of Leadership on Digital Transformation, Business and Economic Research*. **Macrothink Institute**, 8(3), 2018, 139-148.
- Stein, K. C., Macaluso, M. & Stanulis, R. N. *The Interplay between Principal Leadership and Teacher Leader Efficacy*. **Journal of School Leadership**, 26(6), 2016, 1002-1032.
- Sunny, O. T., Dadang, P. J. & Subuh, H. *Gender Diversity, Earnings Management Practice & Corporate Performance in Nigeria Quoted Firms*. **International Journal of Economics, Commerce and Management**, 6(1), 2018.
- Sürücü, L. & Sağba, M. *The Impact of Leadership Styles on Job Satisfaction: A Study of the Hospitality Industry*. **Journal of Administrative Sciences**, 19(40), 2021, 323-346. DOI: https://doi.org/10.35408/comuybd.787432

- Temelkova, M. *Skills for Digital Leadership-Prerequisite for Developing High-Tech Economy*. **Int. J. Adv. Res. Manag. Soc. Sci.**7, 2018, 50–74.
- Thompson, C. C. & Unachukwu, G. O. *Gender Differences on the Relationship between School Organisational Culture and Teachers' Task Performance in Public Secondary Schools in Anambra State, Nigeria*. **Unizik Journal of Educational Research and Policy Studies**, 2, 2021. <http://sjifactor.com/passport.php?id=21363>
- Tobin, J. *Management and Leadership Issues for School Building Leaders*. **International Journal of Educational Leadership Preparation**, 9(1), 2014, 1-14.
- Torlak, N. G. & Kuzey, C. *Leadership, Job Satisfaction and Performance Links in Private Education Institutes of Pakistan*. **International Journal of Productivity and Performance Management**, 68(2), 2019, 276-295.
- Troise, C., Dana, L. P., Tani, M. & Lee, K. Y. "Social Media and Entrepreneurship: Exploring the Impact of Social Media use of Start-Ups on their Entrepreneurial Orientation and Opportunities". **Journal of Small Business and Enterprise Development**, 29(1), 2022, 47-73.
- Tschannen-Moran, M. & Hoy, W. K. *A Multidisciplinary Analysis of the Nature, Meaning, and Measurement of Trust*. **Rev. Educ. Res.** 70, 2000, 547–593. Doi: 10.3102/00346543070004547
- Tumusime P. *Principals' Implementation of Teacher Performance Appraisal and Development (TPAD) Tool and Teachers' Performance in Public Secondary Schools in Kikuyu Constituency, Tangaza University College Press, 2022*, <https://hdi.handle.net/30.500.12342/1367>
- Uğural, M. N., Giritli, H. & Urbanski, M. *Determinants of the Turnover Intention of Construction Professionals: A Mediation Analysis*. **Sustainability**, 12(3), 2020, 954.
- Ukala, C. C. Nwabueze, A. I. & Madumere-Obike C. U. *Leadership Expectations and Functional Performance of Administrative Heads in the Faculty of Education in Universities in Rivers State*. **Nigerian Journal of Educational Administration and Planning (NJEAP)**, 17(3), 2017, 707-721.
- Uyanne, M. C. & Oti, O. J. *The Influence of Socio-Cultural Domains on Communication*. **An International Multidisciplinary Journal, Ethiopia**, 6(4), 2012. DOI: <http://dx.doi.org/10.4314/afrrrev.v6i4.16>
- Van Ee, J. El Attoti, I. Ravesteyn, P. & De Waal, M. E. *BPM Maturity and Digital Leadership: An Exploratory Study*, **Communications of the IIMA**, 18 (1), 2020, 2.
- Van Wart, M., Roman, A., Wang, X. & Liu, C. *Integrating ICT Adoption Issues into (E) Leadership Theory, Telematics and Informatics*, 34(5) 2017, 527–537.
- Wagbara C.D. & Ukalgwep C. *Principals' Leadership Styles and Administrative Effectiveness in Public Senior Secondary Schools in Rivers State, Nigeria*. **International Journal for**

- Research and Innovation in Social Science (IJRISS)**, vol iii (X), 2019, 529-535, ISSN
- Wan, S. W. Y., Law, E. H. F. & Chan, K. K. *Teachers' Perception of Distributed Leadership in Hong Kong Primary Schools*. **School Leadership & Management**, 38(1), 2018, 102141. DOI:10.1080/13632434.2017.1371689.
- Wang, C. & Cardon, P.W. The Networked Enterprise and Legitimacy Judgments: Why Digital Platforms need Leadership, **Journal of Business Forms**, 40(6), 2019, 33-39.
- Wasono, L. W & Furinto, A. The Effect of Digital Leadership and Innovation Management for Incumbent Telecommunication Company in the Digital Disruptive Era. **International Journal of Engineering and Technology**, 7, 2018, 125-130.
- Waters, R. D. *The Role of Stewardship in Leadership: Applying the Contingency Theory of Leadership to Relationship Cultivation Practices of Public Relations Practitioners*. **Journal of Communication Management**, 17(4), 2013, 324-340. <https://doi.org/10.1108/jcom-05-2012-0041>
- Weger, H. Bell, G. C. Minei, E. M. & Robinson, M. C. *The Relative Effectiveness of Active Listening in Initial Interactions*. **International Journal of Listening**, 28:1, 2014, 13-31. <http://dx.doi.org/10.1080/10904018.2013.813234>
- Wenner, J. & Campbell, T. *The Theoretical and Empirical Basis of Teacher Leadership: A Review of the Literature*. **Review of Educational Research**, 87(1), 2017, 134-171.
- Wilding, R., Wagner, B., Seuring, S. & Gold, S. *Conducting Content Analysis based Literature Reviews in Supply Chain Management*. **An international Journal**, 17(5), 2012, 544- 555.
- Wong, S. I. & Giessners. R. *The Thin Line between Empowering and Laissez-Faire Leadership: An Expectancy-Match Perspective*. **Journal of Management**, 44, 2018, 757-783.
- Yakubu, S. *Space for Convenience Planning and Academic Performance of Secondary School Students in Oyo State, Nigeria*. **Journal of Education and Practice**, 8(13), 2017.73-78, ISSN 2222-288X (Online)
- Yue, C. A., Men, L. R. & Ferguson M. A. *Bridging Transformational Leadership, Transparent Communication, and Employee Openness to Change: The Mediating role of Trust*. **Public Relat Rev** 45(3), 2019, 1-13. <https://doi.org/10.1016/j.pubrev.2019.04.012>
- Zhang, W. & Koshmanova, T. "Understanding the Impact of Race, Socioeconomic Status on Student Achievement for Secondary School Students," **International Journal of Education and Human Development**, 6, (3), 2020, 6.
- Zhang, X., Ji, Z., Zheng, Y., Ye, X. & Li, D. *Evaluating the Effect of City Lock-down on Controlling COVID-19 Propagation through Deep Learning and Network Science Models*. **Cities**, 107, 2020, 102869. <https://doi.org/10.1016/j.cities.2020.102869>

Zuraina, S. S. M, Hanisah, J. & Akhma, A. K. *Women towards Firm's Positive Vibration: Examining the Role of Women on Board towards Firm's Performance*. **International Journal of Business, Economics and Law**, 20(1), 2019.

### Proceeding

Abasilim, U. D. Gberevbie, D. E. & Osibanjo, A. *Canonical Analysis of Perceived Leadership Styles and Employees' Commitment in Nigeria*. Proceedings of the 14th European Conference on Management, Leadership and Governance, ECMLG, Utrecht, the Netherlands, 2018, 317–322.

Abbu, H. Mugge, P., Gudergan, G. & wiatkowski, A. K. *Digital Leadership- Character and Competency Differentiates Digitally Mature Organizations*. IEEE International Conference on Engineering, Technology and Innovation (ICE/ITMC), Cardiff, 2020, 1-9.

Agustina, R. Kamdi, W. Hadi, S. Muladi, R. Nurhadi, D. & Umniati, S. *Leadership Selection at Vocational Education Based on Digital Leadership Model Using AHP Method*. 4th International Conference on Vocational Education and Training (ICOVET), Malang, 2020, 36-40

Aldawood, H. Alhejaili, A. Alabadi, M. Alharbi, O. & Skinner, G. *Integrating Digital Leadership in an Educational Supervision Context: A Critical Appraisal*, International Conference in Engineering Applications (ICEA), Azores, 2019, 1-7.

Danilov, I. V. & Mihailova, S. *“Emotions in e-learning: The Review Promotes Advanced Curriculum by Studying Social Interaction.”*In *Proceedings of the 6th International Conference on Lifelong Education and Leadership for ALL*, (Sakarya: ICLEL). 2020.

El Attoti, I., Van Ee, J., Joku, S. & De Waal, B. M. E. *How can Digital Leadership guide the Customer Journey? An Exploratory Study*, ECMLG 15th European Conference on Management, Leadership and Governance, Berlin, 2019, 475-484.

Gardner, S. Berezina-Blackburn, V. & Shanahan, D. *The Effect of Gesture on the Perception of Linearity in Instrumental Music*. Proceedings of the Future Directions of Music Cognition International Conference, 6-7, March 2021. <https://doi.org/10.18061/FDMC.2021.0033>

Gravili, G., Manuti, A. and Meirinhos, V. *When Power Hurts: An Explorative Study on the Relationship between Toxic Leadership, Emotional Exhaustion, Turnover Intention and Job Satisfaction*. Proceedings of the 18th European Conference on Management Leadership and Governance, ECMLG, 2022.

Gudergan, G. Abbu, H. Hoeborn, P. M, Kwiatkowski, G. A. & Conrad, A. R. *Digital Leadership, which Leadership Dimensions Contribute to Digital Transformation Success?* IEEE International Conference on Engineering, Technology and Innovation, Cardiff, 2021, 1-8

- Kokot, K., Kokotec, I. Đ. & Čalopa, M. K. *Impact of Leadership on Digital Transformation*. IEEE Technology & Engineering Management Conference- Europe (TEMSCON-EUR), Dubrovnik, 2021, 1-6.
- Meier, C. Sachs, S. Stutz, C. & McSorley, V. *Establishing a Digital Leadership Barometer for Small and Medium Enterprises (SME)*. Proceedings of the MakeLearn and TIIM International Conference, Lublin, 2017, 103-109.
- Prakasa, Y. Raharjo, K. & Wiratama, I. *Transformational Leadership and Digital Maturity: The Mediating Role of Organizational Culture*. Proceedings of the 2nd Annual International Conference on Business and Public Administration (AICOBPA 2019), Malang, 2020, 224229.
- Stana, R. L. H. Fischer, H. W. & Nicolajsen. *Review for Future Research in Digital Leadership*. Information Systems Research Conference in Scandinavia (IRIS41), Århus, Denmark, 2018, 1-15.
- Üstündağ, S. & Beşoluk, Ş. *Examining the Problem-Solving Skills of Candidate Science Teachers in Terms of Various Variables*. X. National Science and Mathematics Education Congress, Niğde University, 532, 2012, 27-30.
- Valentine, L. & Stewart, G. *Enterprise Business Technology Governance: Three Competencies to Build Board Digital Leadership Capability*. 48th Annual Hawaii International Conference on System Sciences, HICSS 2015, Hawaii, 2015, 4513-4522.
- Zhang, W. & Koshmanova, T. *"Exploring the Role of School Principal for Social Responsibility in the Test-Oriented Educational Context"*. American Educational Research Association, April 9-12, 2021.

### Magazine Article

- Kupferschmidt & Cohen. *Can China's COVID-19 Forms Work Elsewhere?* Science 367(6482), 2020.
- Lima, D., Spahi, J. & Shala, V. *The Management of Emotional Intelligence in the Workplace Impact on Improving Employee Performance*. Quality Access to Success, 23(188), 2022, DOI: 10.47750/Qas/23.188.40
- Productivity 101: *An Introduction to the Pomodoro Technique*". Lifehacker. 12 July 2019. Retrieved 3 June 2021
- Satam, H. Saddam, M. M & Ali, A. *Hofstede's Cultural Dimension (Masculinity vs Femininity) and its Impact on Earning Management*. Opcion, Ano, 34, (86), 2018, 2887- 2899.

### Newspaper

Zezenia, K. Craig, T. Wan W. & Sonmez, F. *Coronavirus Now a Global Pandemic as U.S., World Scramble to Control Outbreak*. Washington, DC: The Washington Post. 2020.

### Periodical Article

- Akinnubi, O. P. Gbadeyan, C. O. Fashiku, C. O. & Kayode, D. J. *Effective Communication: A tool for Improvement of Secondary School Management*. Journal of Education and Practice, 3(7), 2012, ISSN 2222-1735, ISSN 2222- 288X.
- Arop, F. O., Owan, V. J. & Ekpang, M. A. *Effective Communication Management and the Performance of Tertiary Institutions in Cross River State, Nigeria*. International Journal of Current Research, 10(7), 2018, 72019–72023.
- Asri, A. A. S. M. A. N. & Darma, G. S. *Revealing the Digital Leadership Spurs in 4.0 Industrial Revolution*. International Journal of Business, Economics & Management, 3(1), 2020, 93100.
- Guzman, V. Muschard, B. Gerolamo, M. Kohl, H. & Rozenfeld, H. *Characteristics and Skills of Leadership in the Context of Industry*. Procedia ManufShangai, 43, 2020, 543–550.
- Munir, H. & Iqbal, M. Z. *A Study of Relationship between Leadership Styles of Principals and Job Satisfaction of Teachers in Colleges for Women*. Bulletin of Education and Research, 40(2), 2018, 65-78.
- Ogunode, J. N. *Administration of Primary School Education in Nigeria: Challenges and the Ways forward*. Intercathedra 4(45), 2020, 197–205.  
<http://dx.doi.org/10.17306/J.INTERCATHEDRA.2020.00108>
- Onongha, G. I. *Comparative Analysis of Administrative Leadership Styles of Principals in Public and Private Schools in Oriade Local Government Area*. Educational Journal of the University of Patras UNESCO Chair, 5(1), 2018, 2241–9152.
- Onyali, L.C. Asiegbu, E. & Nnebedum, C. *Extent of Principals' Utilization of Social Networking Sites for Enhancing Communication in Secondary Schools in Anambra state*. The Unizik Journal of Educational Management and Policy (UJOEMP), 2 (1), 2018.
- Purwanto, A., Wijayanti, L. M Hyun, C. C. & Asbari, M. *The Effect of Transformational, Transactional, Authentic and Authoritarian Leadership Style toward Lecture Performance of Private University in Tangerang*. Dinasti International Journal of Digital Business Management, 1(1), 2019, 29-42.

Salamondra, T. *Effective Communication in Schools*. BU Journal of Graduate Studies in Education, 13(1), 2021.

### Textbook

Adler, R. B. Rosenfeld, L. B. & Proctor II, R. F. *Interplay: The Process of Interpersonal Communication*. Oxford University Press, 2020, 504 pp, ISBN: 9780197501344

Burgoon, J. K. & Bauc, A. E. *Nonverbal Communication Skills*. Handbook of Communication and Social Interaction Skills, 2003, 179-219.

Duane, S. & Sydney Ellens. *Psychology and Work Today: An Introduction to Industrial and Organizational Psychology*. Upper Saddle River, New Jersey: Prentice Hall (10th Ed.). 2020. P. 201. ISBN 978-0-2056-8358-1.

Einarsen, S. V., Hoel, H., Zapf, D. & Cooper, C. L. *Bullying and Harassment in the Workplace: Theory, Research and Practice (3rd Ed.)*. CRC Press, 2020. <https://doi.org/10.1201/9780429462528>

Guffey, M. E. & Loewy, D. *Essentials of Business Communication*. Cengage Learning, 2018, 1610, ISBN:978-1-285-85891-3

Kendon, A. *Gesture: Visible Action as Utterance*. Cambridge University Press, 2004.

Kettner, P. M., Moroney, R. M. & Martin, L. L. *Designing and Managing Programs: An Effectiveness-Based Approach*. Sage Publications, 2017.

Koontz, H., Wehrich, H. & Cannice, M. V. *Management: A Global Perspective*. Mcgraw-Hill Education, 12<sup>th</sup> ed, 2008, pp1-527, ISBN 9780070660199

Lunenburg, F. C. & Ornstein, A. *Educational Administration: Concepts and Practices*. 7<sup>th</sup> Ed. SAGE Publications, 2021, ISBN 13-978-1544373607

Lussier, R. N. *Management Fundamentals: Concepts, Applications, Skill Development*. Sage Publications, 2019, 1-1753

Marzano, R. J. *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*. ASCD, 2007.

Mcneill, D. *Gesture and Thought*. University of Chicago Press, 2005. DOI: 10.7208/Chicago/9780226514642.001.0001

Mcneill, D. *Hand and Mind: What Gestures Reveal about Thought*. University of Chicago Press, 1994, DOI: 10.2307/1576015.

Meyer, E. *Being the Boss in Brussels, Boston and Beijing*. Harvard Business Review, 95 (4), 2017, 70-77

O'Hair, D., Wiemann, M., Mullin, D. I. & Teven, J. J. *Real Communication*. Bedford/St. Martin's, 3<sup>rd</sup> ed, 2014, ISBN 13- 978-1457662928

Pease, A. & Pease, B. *The Definitive Book of Body Language*. Random House, 2017, 1-404

Peretomode, V. F. *Theories of Management: Implications for Educational Administration, Abraka, Nigeria*: University Printing Press, 2012.

Robbins, S. P. Judge, T. A. Millett B. & Boyle M. *Organizational Behavior*. Pearson, 8<sup>th</sup>ed, 2017, 1-481

Schultz, D. P. & Schultz, S. E. *Psychology and Work Today: An Introduction to Industrial and Organizational Psychology (1st Ed.)*. Routledge, 2010.  
<https://doi.org/10.4324/9781003058847>

Westerman, G. Bonnet, D. & McAfee, A. *Leading Digital: Turning Technology into Business Transformation*. Boston: Harvard Business School Publishing, 2014, 148.

### **Thesis/Dissertation (Unpublished)**

Abonyi, T. B. *Relationship between Principals' Supervisory Techniques and Teachers' Job Performance in Public Secondary Schools in Anambra State*. A Thesis Submitted to the Department of Educational Management and Policy, Faculty of Education Nnamdi Azikiwe University. 2020.

Ayeni, A. J. & Akinfolarin, C. A. *Assessing Principals' Coordinating and Controlling Strategies for Effective Teaching and Quality Learning Outcome in Secondary Schools in Ondo State, Nigeria*, 2014.

Bakare, E & Oredein, A. O. *Comparative Study of Leadership Styles in Public and Private Secondary Schools in the COVID-19 Era in Ido Local Government Area, Nigeria*, 2020, 1-94, DOI: 10.46932/Sfjdv3n4-011.

Çayak, S. *Examining the Sustainable Leadership Behaviors of School Principals: A Mixed Method Research*. Ph.D. Thesis. Istanbul: Marmara University. 2018.

Iyala, F. E. *Relationship between Emotional Intelligence and Principals' Managerial Effectiveness in Senior Secondary Schools in North Central States of Nigeria*. A Thesis submitted to the School of Postgraduate Studies, Nasarawa State University, Keffi in Partial Fulfilment of the Requirements for the award of Ph.D. in Educational Administration and Planning.

Department of Educational Management, Faculty of Education, Nasarawa State University, Keffi, Nasarawa State (2018).

King'ori, G. M. *Influence of Secondary School Principals' Leadership Styles on Teachers' Job Satisfaction: A Study of Embu County-Kenya*. Nairobi: Kenyatta University. 2013.

- Küçük, M. *Examination of Teachers' Views on the Management of Diversity in Imam Hatip Secondary Schools*. Ph.D. Thesis. Istanbul: Istanbul Sabahattin Zaim University. 2018.
- Mani, M. & Mahendra, P. *Teachers Self-Efficacy Scale: Development and Validation*. 8. 2019, 14. DOI:10.9780/2249-894X.
- Ofşin, O. *Nurses' Listening and Problem-Solving Skills*. Master's Thesis. Marmara University: Institute of Health Sciences. 2019.
- Olowo, B. F. *Principals' Personnel Characteristic Skills and Teachers' Classroom Management in Ekiti State Secondary Schools*. Unpublished M. A. Ed Thesis, Department of Educational Management Faculty of Education University of Ife, Ile-Ife. 2017.
- Omobude, M. & Igbudu, U. *Influence of Teachers' Participation in Decision Making on their Job Performance in Public and Private Secondary Schools in Oredo Local Government Area of Edo State, Nigeria*. 2012.
- Opatunde, A. F. *Leadership Styles and Decision-making skills as Determinants of Good Governance in Ibadan Metropolis*. Department of Arts & Social Science. Education; Faculty of Arts & Education, Lead City University, Ibadan, Oyo State, Nigeria. Unpublished, 2019.
- Owan, V. J. & Agunwa, J. N. *Principals' Administrative Competence and Teachers' Work Performance in Secondary Schools in Calabar Education Zone of Cross River State, Nigeria*. Online Submission, 7(1), 2019, 20-28. Doi: 10.18488/Journal.73.2019.71.20.28
- Stephens, A. J. *Principals' Sustainable Leadership Behaviors and their Impact on the International Baccalaureate Primary Years Programme in Urban Schools*. Ph.D. Thesis. College Station, Texas, United States: Texas A&M University 2019.

## Website

- Choudhary, M. *Study the Decision-making skills of Govt. & Private Secondary School Principals: An Evaluation*. 2016, <https://www.researchgate.net/publication/326489272>
- Gartner. *Leadership in the Digital Age*. Gartner inc. Retrieved from <https://www.Gartner.com/2018>
- GT, staff reporters US, Brazil most 'Failed' COVID-19 States. Globaltimes.com Retrieved from <https://www.globaltimes.cn/content/1192770.shtml> 2020
- Mooney, L. *Factors Influencing Leadership Style*. 2018. Retrieved from <http://Yourbuisness.azcentral.Com/>
- Nicolae, S. *Models of Emotional Intelligence -Emotional Intelligence in Research and Education*, 2020. 10.13140/RG.2.2.34890.18887
- Sheninger, E. *Pillars of Digital Leadership*. International Center for Leadership in Education, 2014, 1-4.

*The POSEC Method of Time Management*". Time-Management-Abilities.com. Retrieved, 2019.  
<https://www.time-management-abilities.com/posec-method.html>

WHO [www.who.int/director-general/speeches/detail/who-director-general-s-openingremarks-at-the-mission-briefing-on-covid-19---12-march-2020](http://www.who.int/director-general/speeches/detail/who-director-general-s-openingremarks-at-the-mission-briefing-on-covid-19---12-march-2020)

## Appendix I

### Teachers' Questionnaire (TEQ)

Dear Esteemed Respondents, your sincere response is hereby solicited for this research purpose, you are also ensured that data generated from this questionnaire shall be confidentially treated.

Thank you,

Researcher.

#### Section A

This section contains items used to determine demographic information and respondent distribution. Please select the option that most accurately describes your answers to the following questions:

**Gender:** Male ( ) Female ( )

**Age Range:** Less than 30 ( ) 31-40 ( ) 41-50 ( ) 50-60 ( ) Above60 ( )

**Years of Teaching Experience:** Less than 5 ( ) 5-10 ( ) 11-20 ( ) 21-30 ( )  
31-35 ( )

**Years of Teaching in the Present School:** Less than 5 ( ) 5-10 ( ) 11-20 ( )  
21-30 ( ) 31-35 ( )

**Highest Educational Qualification:** OND ( ) HND ( ) BS.c ( ) BE.d ( )  
BSc/BE.d ( ) MSc ( ) M. A ( )  
ME.d ( ) PhD ( )

**Marital Status:** Married ( ) Single ( ) Divorced ( ) Widow/er ( ) Single Parent ( )

### Section B1

This section contains items to gather information about the administrative effectiveness of your school principal. In your opinion, please indicate the frequency of the following parameters rating from (1-4), 4 being the highest and 1 the lowest.

S/N	Items “My Principal”	Always	Often	Rarely	Never
1	ensures academic activities are planned early before the commencement of the term.				
2	ensures provision of human resources needed for smooth operation in the school				
3	ensures provision of materials resources needed for smooth operation in the school				
4	calls stakeholders meeting when planning school activities				
5	plans for maintenance of school infrastructural facilities				
6	plans for co-curricular activities				
7	sets discipline policy at this school				
8	decide how school budget will be spent				
9	create and implement shared school vision				
10	nurture and sustain a culture and instructional program conducive to learning and staff development				

11	ensures management of school operations to produce a safe and effective learning environment				
10	collaborates with families and the diverse communities that schools serve				
11	promotes integrity, fairness, and ethical behavior				
12	interacts with government agencies on school matters				
13	coordinates all units or departments in the school to achieve synergy				
14	encourages team spirit among teachers and other school staff				
15	ensures teachers write lesson plan/note				
16	visits teachers in the classroom				
17.	ensures resources in the school are used for the right purpose				
18	monitors teachers and other staffs punctuality				
19	ensures teaching is in accordance with the curriculum				
20	ensures standard of examination in the school				
21	maintains student/staff discipline				

Do Not Copy Lead City University, Nigeria

## Section B2

Instruction: This section contains items to gather information on the leadership styles adopted by your school principal. Please be sincere in your response to the statement below using the available options:

Please indicate the frequency of the following activities in your school.

S/N	Items “My Principal”	Most of the Time	Some of the Times	Seldom	Never
1	shares responsibilities among staff				
2	gives opportunities to staff to make choice				
3	Allows teachers to make choices				
4	consults staff before making any decision				
5	retains powers and authority				
6	reserves right to make all decisions in the school				
7	don't trust in subordinates' abilities				
8	get work done by issuing threats				
9	gives little guidance to the subordinates				
10	give freedom to staff at all time				
11	entrust decision making to the subordinates				
12	is less concerned with the school's problem				
13	communicates with staff via digital devices				
14	encourages staff to incorporate technologies in their duties				
15	creates ICT developmental opportunities for teachers, students and other staffs				
16	creates a digital school culture				

### Section B3

This section contains items to gather information on decision making skills of your school principal. Please be sincere in your response to the statement below using the available options:

Out of the under-listed items, kindly take the one relevant to your school:

S/N	Items: "My Principal"	At All Times	Sometimes	Rarely	Never
1	identify and define the school's problem				
2	come up with possible solutions to school's problem				
3	evaluate the different options before making decisions				
4	implement solutions				
5	evaluate outcome of solutions				
6	do a time audit				
7	make schedule and abide strictly				
8	avoid multitasking				
9	delegate and outsource tasks				
10	inculcate time management among staff				
11	creates awareness of him or herself				
12	controls his or her emotions				
13	is an achievement orientated individual				
14	listens actively to staff comments or reactions				
15	manage, and understand emotions staff's emotions				

### Section B4

This section contains items to gather information on communication forms of your school principal. Please be sincere in your response to the statement below using the available options:

Kindly rate your principal accordingly:

S/N	Items: “My principal uses the following communication forms”	Always	Sometimes	Rarely	Never
1	Reports				
2	Manuals				
3	Memorandum				
4	Correspondence				
5	Suggestion boxes				
6	Staff meetings				
7	One-one communication				

#### Section C 1

Principal’s ratings on administrative effectiveness.

Please tick the appropriate answers to the items below. The option is based on the Four-Likert scale of measurement; Strongly Agree, Fairly Agree, Agree and Strongly Disagree.

S/N	Items “My Principal”	Strongly Agree	Fairly Agree	Agree	Strongly Disagree
1	distributes responsibilities among staffs				
2	gives opportunities to staff to make choice				
3	empowers staffs				
4	consults staff before making any decision				
5	retains powers and authority				
6	reserves right to make all decisions in the school				
7	does not trust in subordinates’ abilities				
8	gets work done by issuing threats				
9	gives little guidance to the subordinates				
10	gives freedom to staff at all time				

11	entrusts decision making to the subordinates				
12	is not being concerned with the school's problem				
13	communicates with staff via digital devices				
14	encourages staff to incorporate technologies in performing their duties				
15	creates ICT developmental opportunities for teachers and other staffs				
16	creates a digital school culture				
17	identifies and defines the school's problem				
18	comes up with possible solutions to school's problem				
19	evaluates the different options before making decisions				
20	implements solutions				
21	evaluates outcome of solutions				
22	does a time audit				
23	makes schedule and abide strictly				
24	avoids multitasking				
26	delegates and outsource tasks				
27	inculcates time management among staff				
28	has Self-Awareness				
29	controls his or her emotions				
30	being achievement orientated				
34	listens actively				
35	manages, and understands staff's emotions				

### Section C 2

This section contains items to gather information on the influence of communication forms on public secondary school principal's administrative effectiveness. Please be sincere in your response to the statement below using the available options:

S/N	My Principal adopts:	Strongly Agree	Fairly Agree	Agree	Strongly Disagree
1	reports as communication form				
2	manuals as communication form				
3	memorandum as communication form				
4	correspondence as communication form				
5	suggestion boxes as communication forms				
6	Calls for staff meetings to communicate with staff				
7	one-one communication as form of communication				

Do Not Copy, Lead City University, Nigeria

## Principal Interview (PI)

### Part One

**Kindly give your objective response on the following:**

- |     |   |
|-----|---|
| 1.  | ensuring academic activities are planned early before the commencement of the term? |
| 2.  | calling stakeholders meeting when planning school activities?                       |
| 3.  | maintaining school infrastructural facilities periodically?                         |
| 4.  | plan for co-curricular activities?  |
| 5.  | setting discipline policy at this school?   |
| 6.  | collaborating with families and the diverse communities that schools serve          |
| 7.  | interact with government agencies on school matters                                 |
| 8.  | coordinating all units or departments in the school to achieve synergy              |
| 9.  | encourage team spirit among teachers and other school staff                         |
| 10. | ensuring teachers write lesson not regularly  |
| 11. | maintain student/staff discipline   |

### Part Two

**Please indicate the frequency of the following activities:**

- |     |  |
|-----|--|
| 1.  | Sharing responsibilities among staffs                                  |
| 2.  | giving opportunities to staff to make choice                           |
| 3.  | empowering staffs  |
| 4.  | consulting staff before making any decision                            |
| 5.  | retaining powers and authority   |
| 6.  | reserving right to make all decisions in the school                    |
| 7.  | trusting in subordinates' abilities                                    |
| 8.  | getting work done by issuing threats                                   |
| 9.  | giving little guidance to the subordinates                             |
| 10. | giving freedom to staff at all time                                    |
| 11. | entrusting decision making to the subordinates                         |
| 12. | communicating with staff via digital devices                           |
| 13. | encouraging staff to incorporate technologies in their duties          |
| 14. | creating ICT developmental opportunities for teachers and other staffs |
| 15. | creating a digital school culture                                      |

---

**Part Three**

**Please rate your Decision-making skills**

1.identifying and defining the school's problem
2.coming up with possible solutions to school's problem
3.evaluating the different options before making decisions
4.implementing solutions found out
5.evaluating outcome of solutions
6.doing a time audit
7.making schedule and abide strictly
8.avoiding multitasking
9.delegating and outsourcing tasks
10.inculcating time management among staff
11.controlling your emotions
12.listening actively
13.managing, and understanding staff's emotions

**Part Four**

**State your opinion accordingly about using the following as form for communication in your school?**

1.Reports
2.Manuals
3.Memorandum
4.Correspondence
5.Suggestion boxes
6.Staff meetings
7.One-one communication

## Appendix II

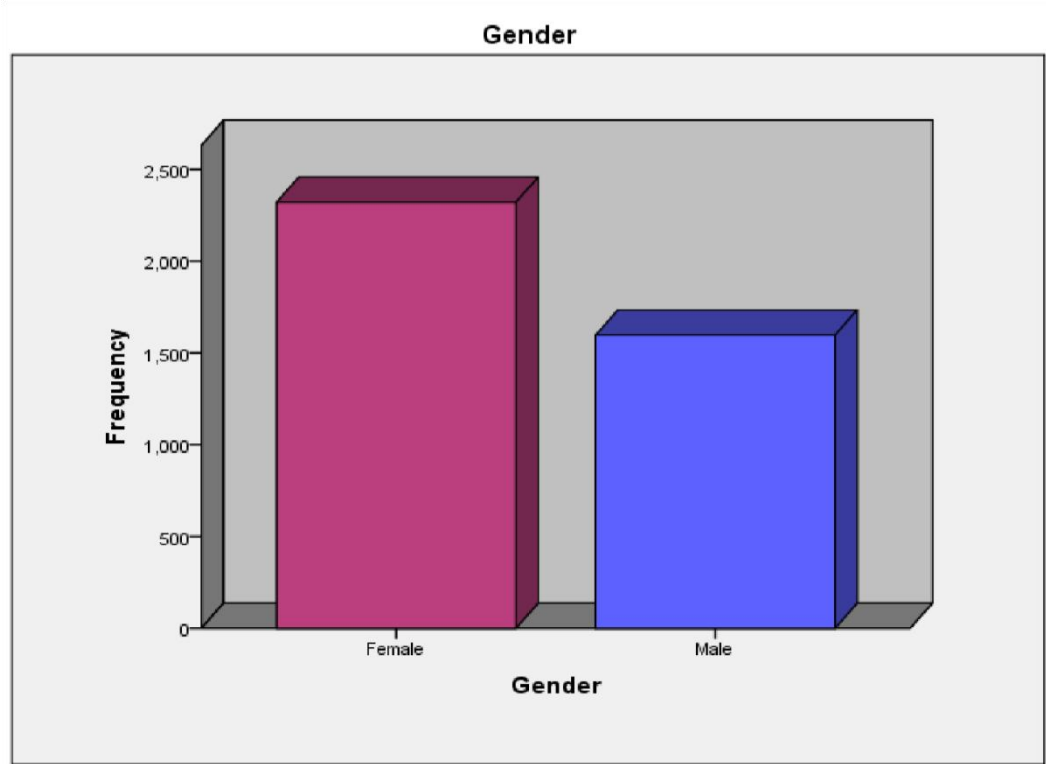


Figure 2: Bar Chart Representing Gender

Source: *Fieldwork, 2023*

Do Not Copy, Lead C

### Appendix III

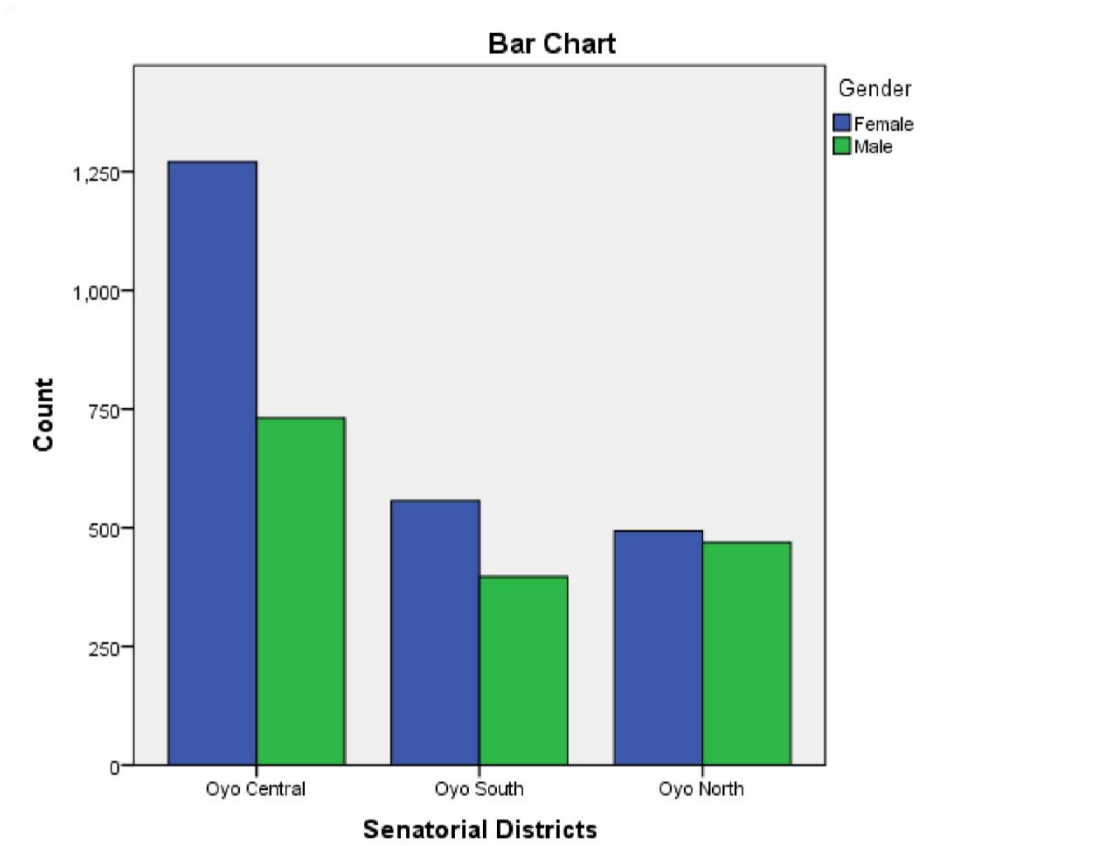


Figure 3: Bar Chart Representing Senatorial Districts

Source: Fieldwork, 2023

Do Not Copy, Rec

## Appendix IV

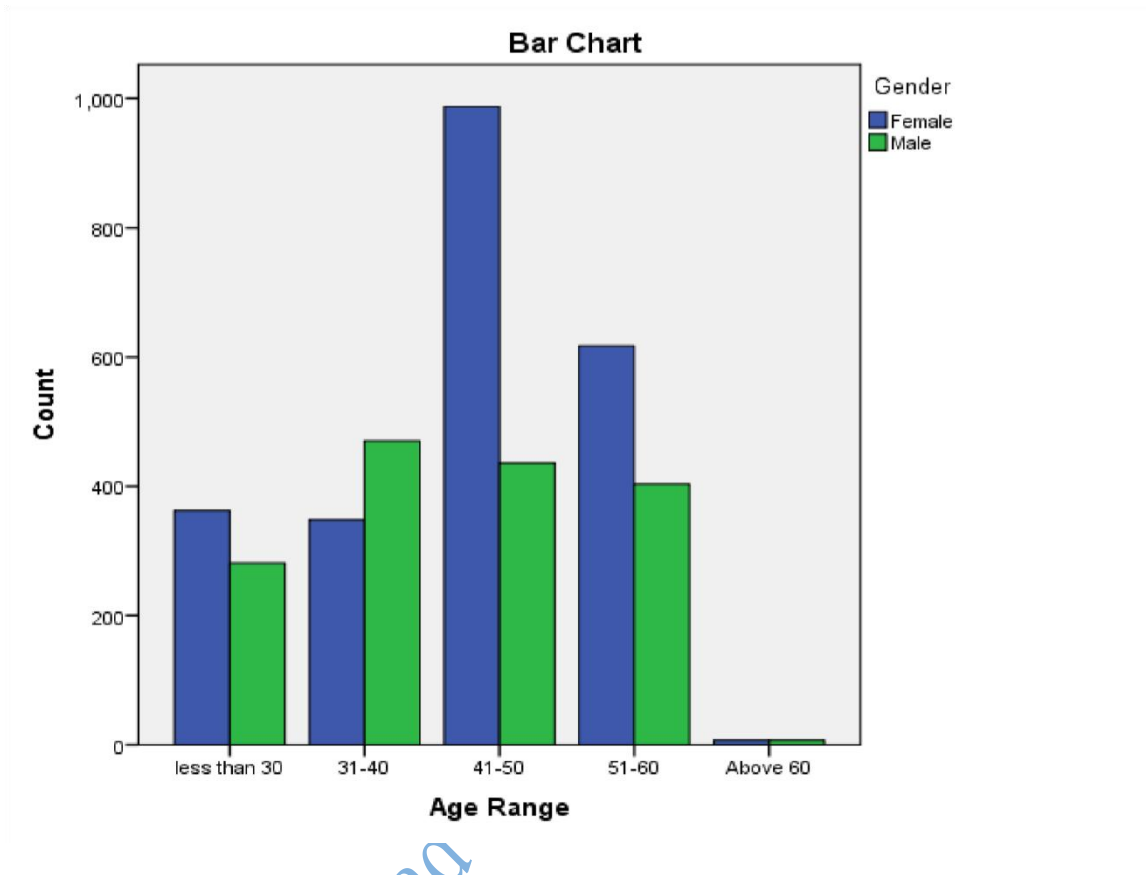


Figure 4: Bar Chart Representing Age Range

Source: *Fieldwork, 2023*

Do Not Copy, Lead

## Appendix V

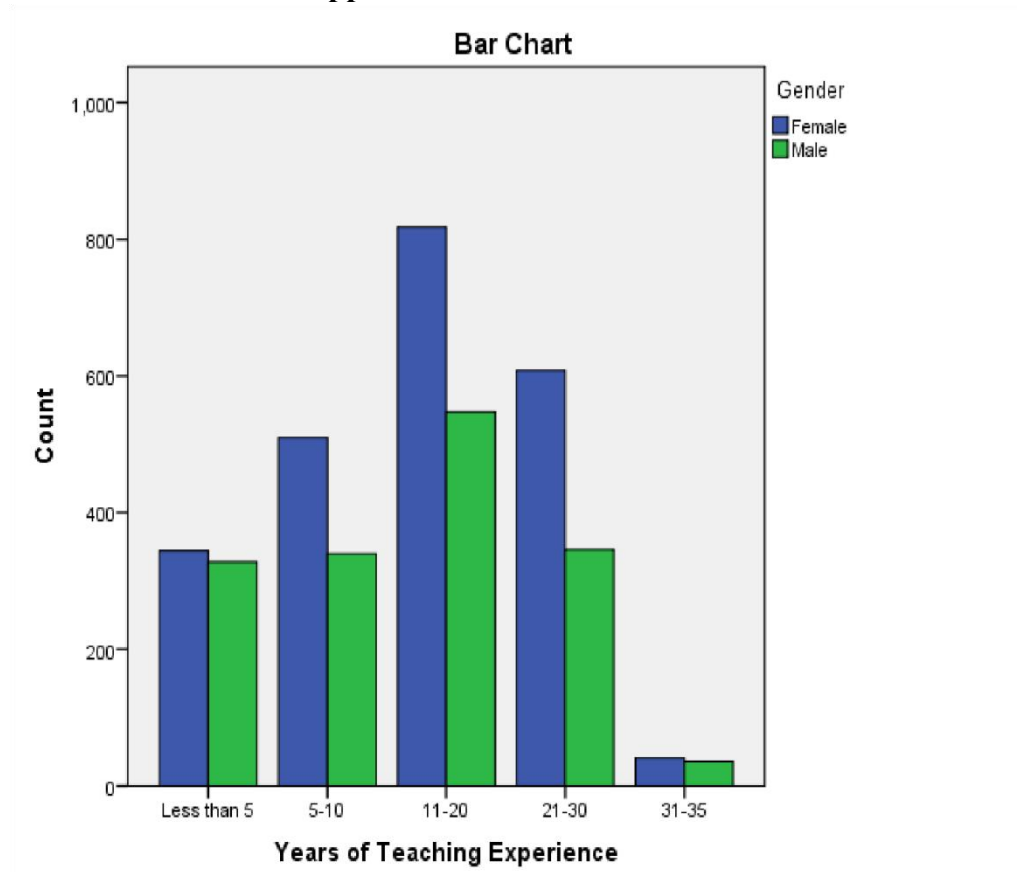


Figure 5: Bar Chart Representing Years of Teaching Experience

Source: *Fieldwork, 2023*

Do Not Copy, Leagu

## Appendix VI

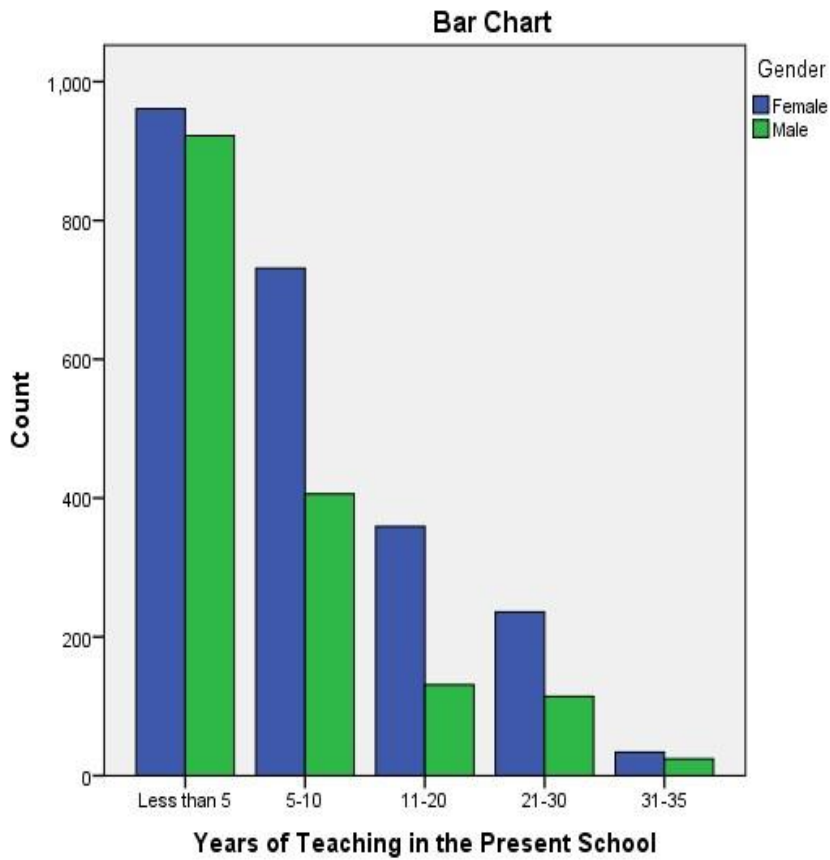


Figure 6: Bar Chart Representing Years of Teaching in the Present School

Source: Fieldwork, 2023

Do Not Copy, Rep

## Appendix VII

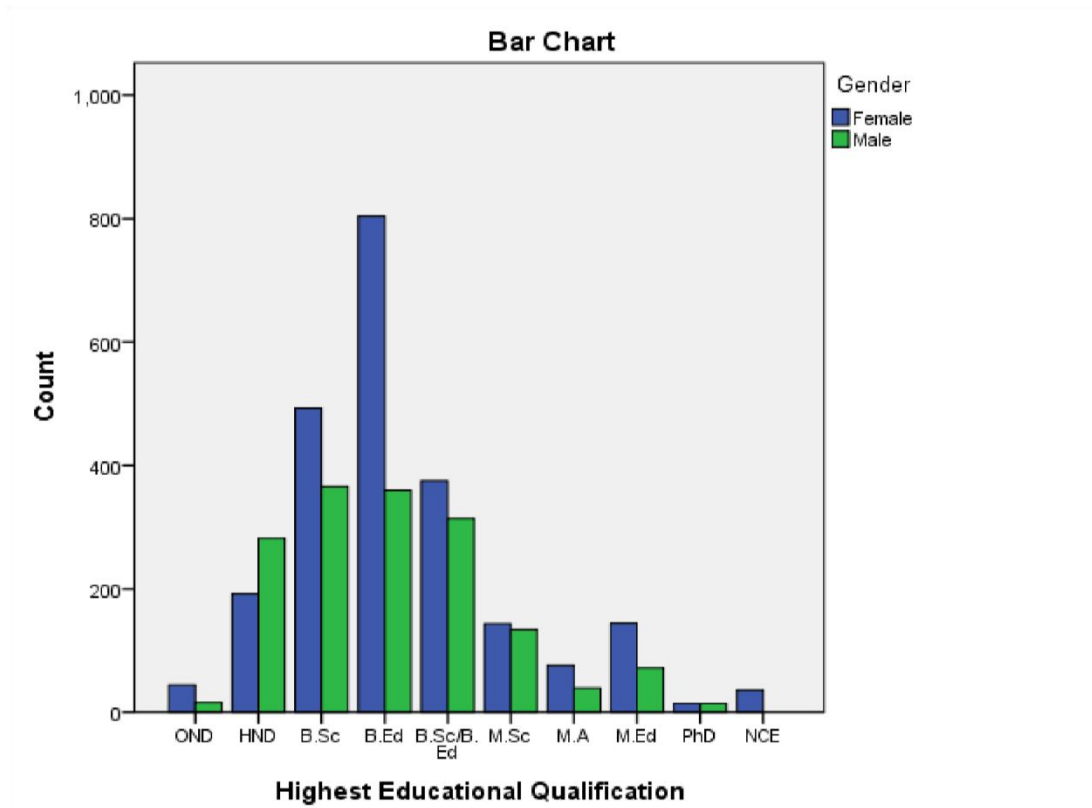


Figure 7: Bar Chart Representing Highest Educational Qualification

Source: Fieldwork, 2023

Do Not Copy, Lead

## Appendix VIII

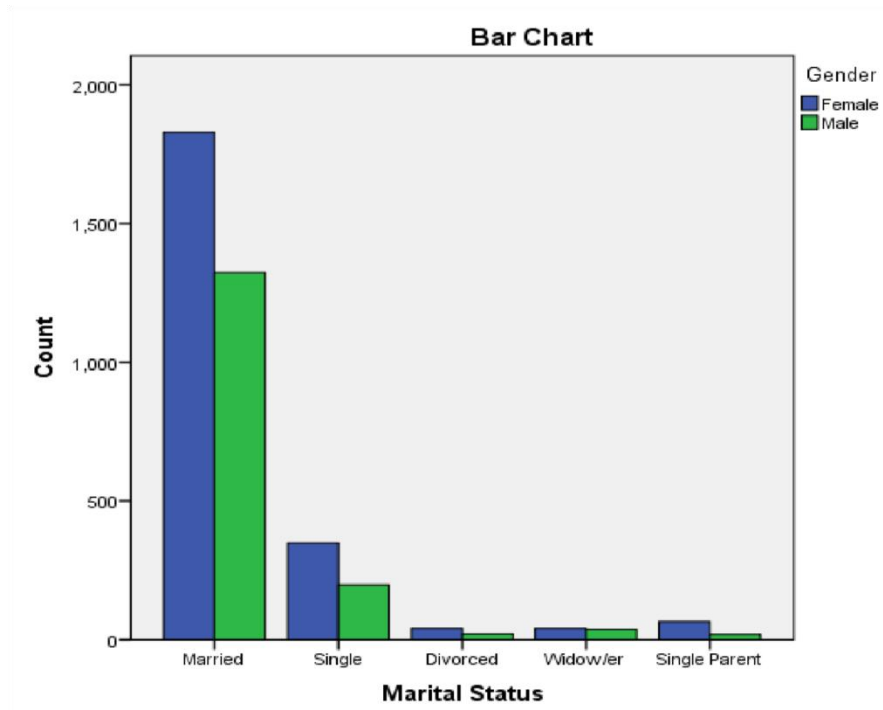


Figure 8: Bar Chart Representing Marital Status

Source: Fieldwork, 2023

Do Not Copy, Lead City

## Appendix IX

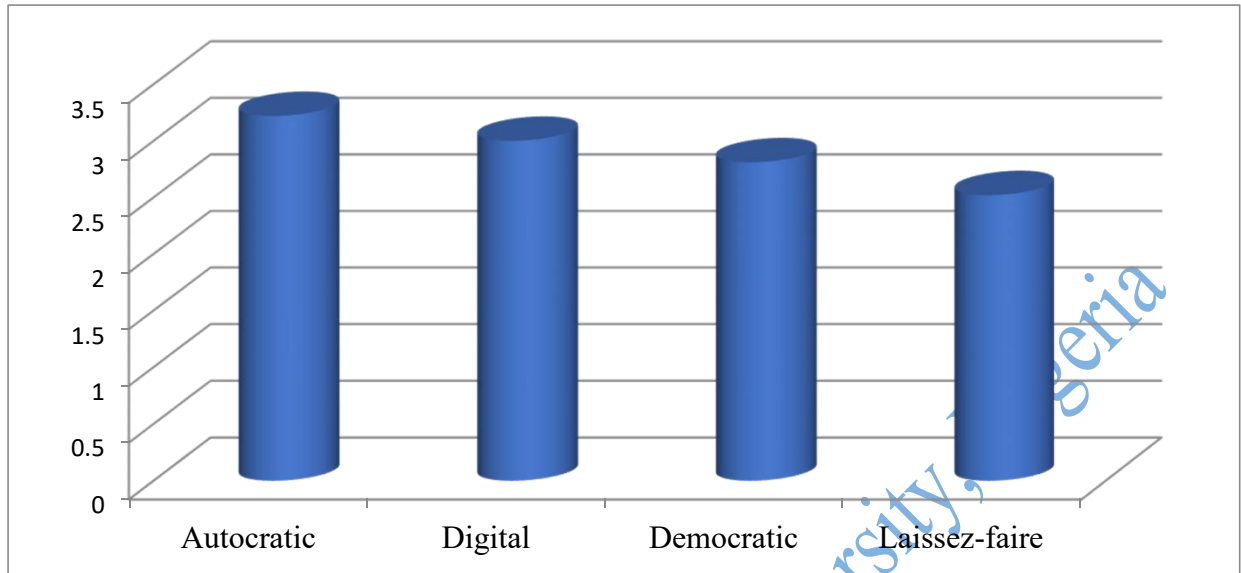


Figure 9: The most prevalent leadership styles (autocratic, democratic, laissez -faire, and digital) among public secondary school principals in Oyo state

Source: *Fieldwork, 2023*

Do Not Copy, Lead City University, Nigeria

## Appendix X

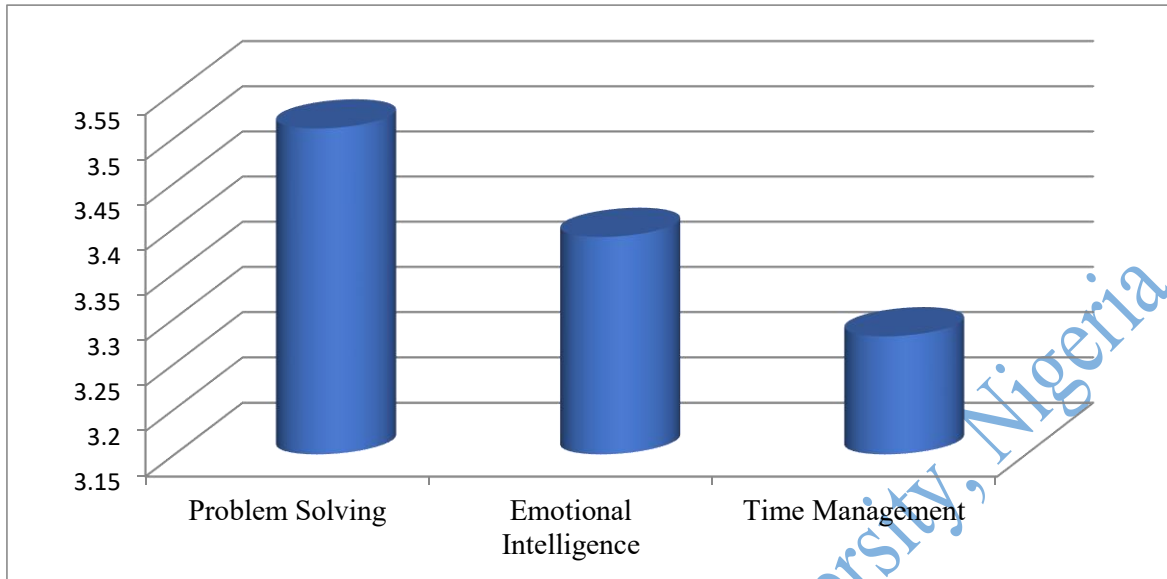


Figure 10: Level of Decision-making skills (Problem-solving, Time Management, Emotional Intelligence) among public secondary school principals in Oyo state

Source: Fieldwork, 2023

Do Not Copy, Lead City University, Nigeria

## Appendix XI

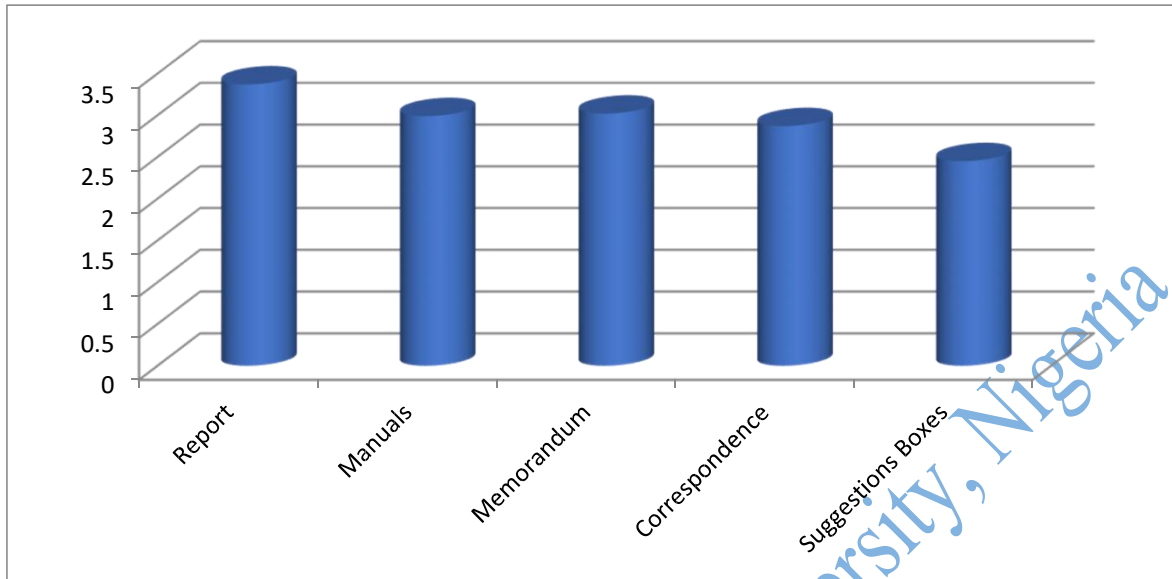


Figure 11: What is the prominent communication form used by public secondary school principals in Oyo state (oral and non-oral)

Source: Fieldwork, 2023

Do Not Copy, Lead City University, Nigeria

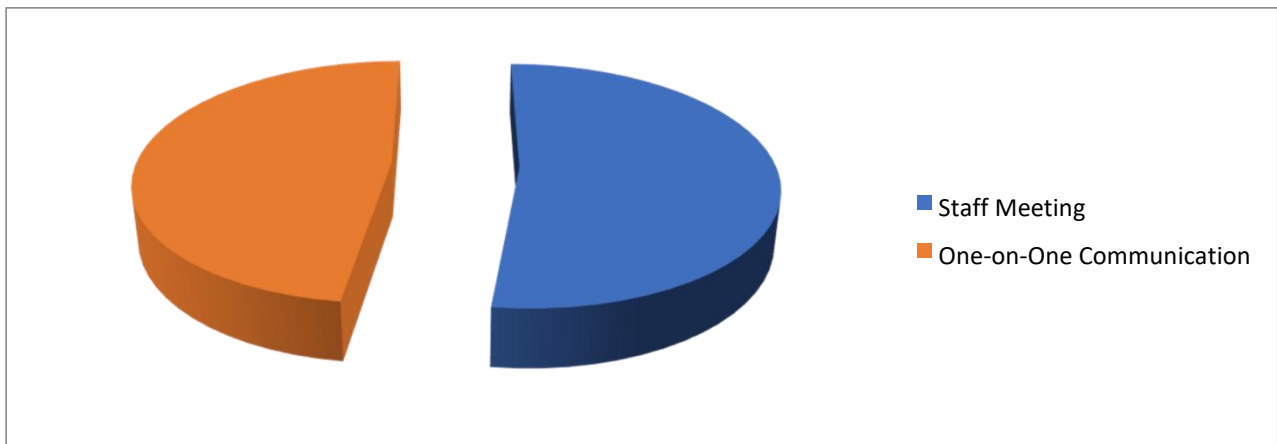


Figure 12: Level of Oral Communication

Source: Fieldwork, 2023

Do Not Copy, Lead City University, Nigeria

### Appendix XIII

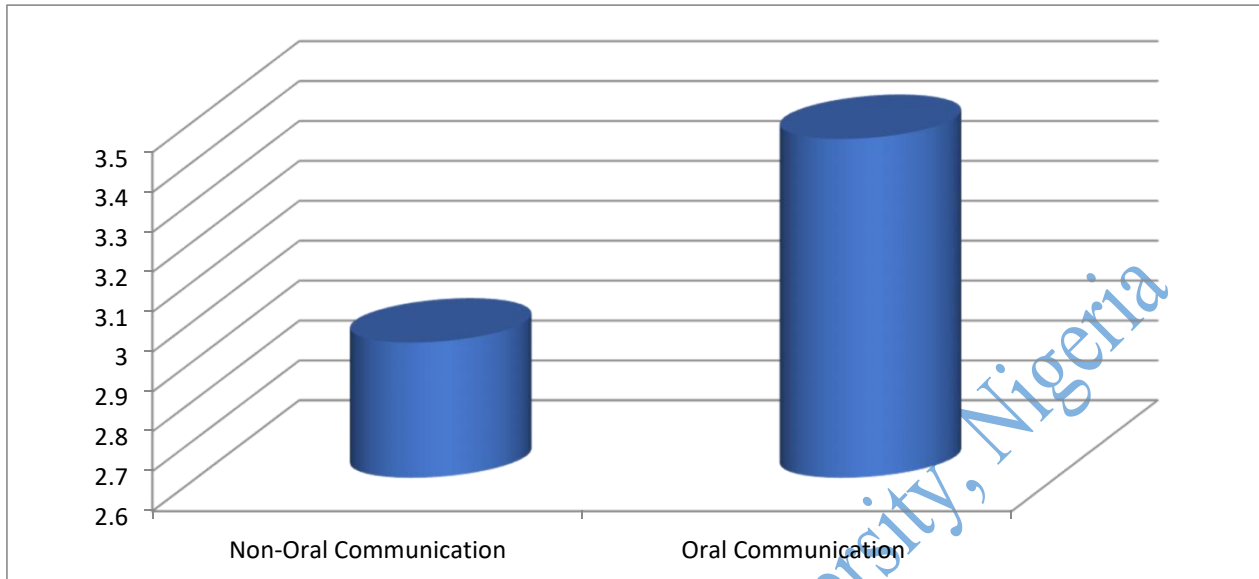


Figure 13: Prominent Communication Form used by Public Secondary School Principals in Oyo State (Oral and Non-Oral)

Source: Fieldwork, 2023

## Bio-data

### Personal Data

**Name:** Opatunde Felicia Adekemi Opatunde  
**Address:** 14, Bentley Close, Alpha Grace Estate, Off NIHORT, Idi-Isin, Jericho, Ibadan, Oyo State  
**Date of Birth:** 12th February, 1961  
**State of Origin:** Oyo  
**Local Government of Origin:** Akinyele  
**Nationality:** Nigerian  
**Gender:** Female  
**Next of Kin:** Engr. Anthony Olugbenga Opatunde (08033878534)  
**Address of Next of Kin:** 14, Bentley Close, Alpha Grace Estate, Off NIHORT, Idi-Isin, Jericho, Ibadan

### Institutions Attended:

Lead City University, Ibadan (2020-2023)  
Lead City University, Ibadan (2017-2019)  
Lead City University, Ibadan (2013-2017)  
University of Ibadan, Ibadan (1984-1987)  
Muslim Teachers Training College, Oru, Ogun State (1981-1983)  
Lishabi Grammar School, Abeokuta, (1975-1980)

### Academic Qualifications, Grades and Dates:

PhD Educational Management		2023
M.Ed Educational Management, PhD grade		2020
BA. (Ed) Education/English Second Class Upper		2017
National Certificate in Education (NCE)	<b>Work</b>	1987

### **Experience:**

Member, National Working Committee, (NWC) Society for Peace Studies and Practice SPSP, U I, Collaborating in Promoting Ajimobi Legacy		2019-Date
Coordinator, Oyo State APC Women Presidential Campaign for Dr. (Senator Oluremi Tinubu, OON, CAN/Church Founder's Political Campaign Coordinator Campaign Coordinator, Six Less-Cities in Oyo State		2019-2023
Senior Special Assistant to Oyo State Governor on Community Relations		2014-2019
Member. Transition Committee/Think Thank for Government and Coordinator, Contact and Mobilization Committee, Oyo State Government		2011-2014
CEO, Riverside Trays Nigeria Limited (Agriculture Farming and Processing)		2008-Date
Boonop Technology Nigeria Limited (Administrative Manager)		1998-2001
Gentle Care, Stanmore, United Kingdom (Care Giver)		2002-2008
Nigeria Universal Bank, Kaduna (Loan and Advances Officer)		1993-1997
Universal Trust Bank, Olodo, Ibadan, Oyo State		1989-1993
Methodist Teacher Training College, Sagamu, Ogun State		1983

### **Publications**

Afolakemi O. OREDEIN<sup>1</sup>, Adekemi Felicia OPATUNDE<sup>2</sup>; Decision-making Skills as a Framework for Good Governance among Political Administrators in Ibadan Metropolis, Oyo State, Nigeria. Global Journal of Arts Humanity and Social Sciences, 2022. Vol 2, Iss-3, page 179188.

Afolakemi O. OREDEIN<sup>1</sup>, Adekemi Felicia OPATUNDE<sup>2</sup>, Social justice, Peace and Security for Sustainable Development. Global Education Network in Collaboration with soft contents UK. (Accepted for Publication) 2023.

## References

Chief Bisi Akande  
APC National Leader, Nigeria  
08036002024

Prof. Oladosu Ojengbede  
Consultant, Unversity College Hospital,  
University of Ibadan  
08034426047

Do Not Copy, Lead City University, Nigeria

\_\_\_\_\_  
Signature

07/07/2023

Date

### **The University Compliance Certification**

This is to certify that this thesis by Felicia Adekemi OPATUNDE in the Department of Arts and Social Science Education, Faculty of Arts and Education, Lead City University, Ibadan, Oyo State is in full compliance with the approved University format and style.

---

Signature

---

Date

*Do Not Copy, Lead City University, Nigeria*