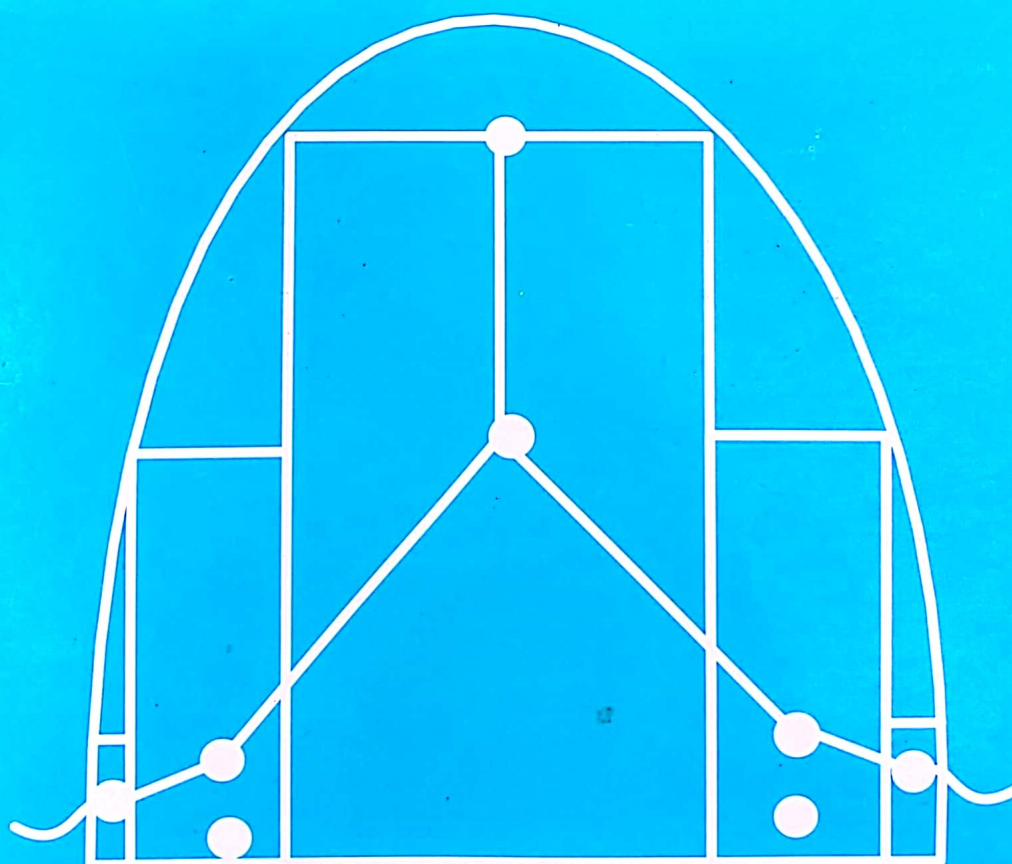


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FOREWORD

I am highly privileged to write a foreword on this special edition of International Journal of Educational Management (IJEM), a publication of the Department of Educational Management, University of Ilorin. This edition is published in honour of Professor David Olufemi Durosaro, a Professor of Educational Management, to mark his 70th birthday and retirement from active service.

The theme of this edition is Educational cost Analysis for Decision-making. It emanate from an area of specialization and research interest of professor David Olufemi Durosaro. While the theme and the Sub-themes may not totally capture his areas of research, they provide a fair representation of his contributions to knowledge and scholarship in the area of Education Financing. Scholars of Education financial resource Management have contributed their well researched empirical and theoretical papers in simple terms which can be easily understood by practicing and prospective management of educational institution, scholars researchers, policy-maker and all stakeholder moreover, techniques for rational decision-making and financial preparation for the future as emphasized in different parts of this publication will provide additional benefits to all readers.

Professor Yunus Adebunmi Fassi

Head Department of Educational Management,

University of Ilorin, Ilorin Nigeria.

9th September, 2021.

Editorial Policy

The International Journal of Educational Management (IJEM) publishes original research reports and theoretical papers that add to knowledge and understanding of educational management issues in Nigeria and the world at large. Scholarly papers are therefore welcome on the following Educational Management areas, among others:

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- Planning
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- Facilities/Resource Management
- Policy Analysis and Evaluation
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- and other Educational Management areas

All papers, written in English, must show originality and should make contributions to knowledge in specific areas of Educational Management. Paper should be prepared following the publication manual of the American Psychological Association APA (Latest Edition). All manuscripts must be typed on separate sheets of paper. Manuscript, including tables, figures and references should not be more than 15 pages of quarto-sized paper in length. All manuscripts should be typed in Times New Roman font 12.

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Principals' Administrative Skills and Teachers Effectiveness in Public Secondary Schools in Ilorin Metropolis, Kwara State

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Abstract

This paper investigated the relationship between Administrative Skills and Teachers Effectiveness in public secondary schools in Ilorin South Local Government, Kwara State. The research design was descriptive survey, stratified random sampling was used to select a total of 200 participants out of 1178 teachers from 21 public secondary schools in Ilorin South Local Government Area. Questionnaires titled Principals Administrative Skill Questionnaire (PASQ) and Teachers Effectiveness Questionnaire (TEQ) was used to collect data for the study. Five research questions were raised to guide the study, one main hypothesis and three null hypotheses were tested at 0.05 level of significance. The data were analysed using Pearson product moment correlation statistics and multiple regression statistics. The findings revealed among others that proper information channel was used by principals to enhance necessary decision making in schools; it showed that management information system impacted positive significance on teachers effectiveness, furthermore, it revealed that communication skills was statistically significant on teachers effectiveness. It was concluded that, principals administrative skills should incorporate good communication network for proper information dissemination, as this will enhance necessary decision making and impact positively on teachers' effectiveness. Based on the findings, it was recommended among others that principals should increase the use of proper communication channels to enhance teachers' effectiveness.

Introduction

Education plays a vital role in the society which is multi-facet expectation on the products of education is such that the learner is expected to exhibit positive character and behaviour tailored towards achieving both individual and collective goals. According to Ogundele et al (2015), education is not just a social service, but an instrument of political socialization that informs the learner about his privileges and rights. It is expected that education at different levels should be able to instill in students morals and sound mind.

Secondary school is that level in education pyramid that comes immediately after the primary or elementary level of education. It also comes before tertiary education. It is usually at this stage that students are prepared for universities, colleges of education and polytechnic education where higher level of manpower is produced. It is stipulated in the National Policy of Education (FRN, 2014) that secondary schools shall last for six years, broken into two distinct parts that are systematically correlated with their ground works of the first three years Junior Secondary School (JSS) dovetailing into the next three years of Senior Secondary Schools (SSS). The aims and objectives of secondary education make clear that the future of any nation depends quite considerably on the quality of education it provides to its citizens. Therefore, it must be emphasized that education cannot be an instrument per excellent for achieving the national development if the secondary education is not effectively and efficiently managed to attain its aims and objectives.

In secondary school administration, the principal is at the center of the whole affair. He is the man at the helm of the affairs, he takes all the praises when it is successful and as well takes all the blames when things go wrong or failure. Ibukun (1999) asserted that the job of the school principal in Nigeria has progressively become more complex and highly hazardous. In order to cope with ever – increasing challenge of the system the school principal must be ready to conduct himself as a change agent. According to Ajayi (2002) and Omoregie (2005), secondary education in Nigeria is riddled with crises of various dimensions and magnitude which is suggestive of a faulty system.

In order to enhance and restore proper functionality of secondary education, it is necessary for principals to develop appropriate administrative skills so as to achieve the purpose for which secondary education is designed. Principal administrative skills involves managing, administering the curriculum and teaching, pastoral care, discipline, assessment, evaluation and examination, resource allocation, staff appraisal, community relationship, use of the practical skills, necessary for surviving the policies of organizations such as decision-making, negotiation skills, beginning, communication, conflict handling, running meetings and so on (Ojo, 1999).

The principal is also expected to have supervisory skill which is very vital; it helps the teachers to improve on their teaching methods. In other words, it provides supporting services to teachers. Communication is another essential skill a principal must possess. Talking on principals' communication skills and administrative effectiveness. Mbiti (2000) asserted that communication is the life blood of any organization. No institution can meet the need of its people without proper communication. Information has to flow from the school management to the staff and students, head of department must be briefed by the principal before disseminating the information to other members of staff and students. Principals should therefore have adequate communication skills to encourage good rapport between the school and community, establish close relationship between parents by holding meetings with them at intervals, building parent teacher link. Nwankwo and Luisggel (2002) also believed that keeping everyone informed is a positive way of effective leadership, co-operation, co-ordination, support and commitment.

Apart from the principal administrative skill, many Researchers have stressed the importance of management information system(MIS) in school administration. Generally, the reasons to use information systems can be stated as increasing effectiveness at work by processing information, increasing management effectiveness by meeting the need for information and gaining superiority in competitions by directing strategies (Yuen, Law & Wong, 2003). School management information system aim to provide support for the school managers by processing information. Information systems makes teaching process more effective, supports team work as it makes teachers to exchange their experiences in a more systematic way and helps in determining the needs of students. In other words, it helps in developing performances, brings about effectiveness and efficiency in work place and increases productivity.

The school principal should equip himself with these necessary administrative skills so that secondary education in Nigeria will be repositioned for effectiveness. The system needs effective teachers and administrations that are ready to remove the shackles restraining secondary education in achieving its goals. Therefore, this study is set to investigate the principals' administrative skills and teachers effectiveness in public secondary schools in Ilorin metropolis, Kwara state.

Statement of the Problem

There is an ever-increasing public concern about the standard of education in Nigeria, despite the huge government investment into the section. Given also that different persons come into the system with different needs, attitudes, interest and values which in one way or the other's different from the stated goals or stipulated objectives of the organization.

The principal, who is the school administrator for all and sundry and also coordinate different resources available in the school both human and material, should be equipped with necessary management skills. His competence in managing the affairs of the school will orchestrate positive results. Some researchers have delved into different aspects of the study such as Onojoro (2012) who investigated the implementation of school management information system in secondary schools in Kenya. Muraina (2014) examined principal's managerial skills and administrative effectiveness in secondary schools in Oyo state. Therefore, to the best of the current researchers' knowledge no researcher has looked into the principals' administrative skills and teachers' effectiveness in public secondary schools in Ilorin metropolis, Kwara State and this is the gap the present researcher intended to fill by investigation principal administrative skills and teachers' effectiveness in public secondary schools in Ilorin metropolis, Kwara state.

Purpose of the Study

The main purpose of this study is to investigate principals' administrative skills and teachers' effectiveness in public secondary schools in Ilorin metropolis, Kwara State. Specifically, the study sought to:

1. Find out administrative skills used by principals in public secondary schools in Ilorin metropolis.

2. Examine the role of management information system on teachers' effectiveness in public secondary school in Ilorin metropolis.
3. Indentify the impact of communication skill on teachers' effectiveness in public secondary school in Ilorin metropolis.
4. Examine the influence of supervisory skills on teachers' effectiveness in public secondary school in Ilorin metropolis.

Research Questions

The following research questions were raised to guide the study:

1. What are the administrative skills used by principals in public secondary schools in Ilorin metropolis?
2. What is the role of management information system on teachers' effectiveness in public secondary schools in Ilorin metropolis?
3. What is the effect of communication skills on teachers' effectiveness in public secondary school in Ilorin metropolis?
4. What is the effect of principals' supervisory skill on teaching effectiveness in public secondary school in Ilorin metropolis.

Research Hypotheses

- Ho:** There is no significant relationship between principals' administrative skills and teachers' effectiveness in public secondary schools in Ilorin metropolis.
- Ho₁:** There is no significant relationship between management information system and teachers' effectiveness in public secondary schools in Ilorin metropolis.
- Ho₂:** There is no significant relationship between principals communication skill and teachers' effectiveness in public secondary schools in Ilorin metropolis.
- H₃:** There is no significant relationship between principals supervisory skills and teachers' effectiveness in public secondary schools in Ilorin metropolis.

Methodology

This research focused on the principals' administrative skills and teacher effectiveness in public secondary schools in Ilorin metropolis, Kwara state, Nigeria. The research design was descriptive survey. The independent variable which is principals' administrative skills will be measured using, management information system, communication skill, and supervisory skills. While the dependent variable, teachers effectiveness will be measure using lesson note preparation, classroom teaching, classroom management and students' academic performance.

The population of this study will comprise all the teachers and principals in Ilorin metropolis public secondary, the teachers population from 21 public secondary schools in Ilorin South Local Government Area was 1178. Ten schools was selected using random sampling technique. Stratified Random Sampling technique was used to select 20 teachers each from the selected 10 schools giving a total of 200 respondents that participated in the study. Questionnaires titled,

Principals Administrative Skills Questionnaire (P.A.S.Q) and Teachers Effectiveness Questionnaire (T.E.Q) was used to collect relevant data for the study. Pearson product moment correlation statistics and multiple regression statistics was used to analyze the data.

Literature Review

Concept of Principals Administrative Skills

The school principal is the chief executive of school; he has multifarious tasks to perform for successful administration of the school system. Amadeker (2005) described the functions of the school principal to include being a head teacher, a school principal must possess a head figure, he must function as head teacher, principal, leader of the school, school father, adviser, chief administrative executive, public relation officer, curriculum director, innovator, policy maker organizer, communicator and so on. According to Ezeocha (2000) the administrative skill of principal should involve supervision of instructions, curriculum development, and evaluation, school community relation, and management of school resources, that is finance, material and human.

Bernard and Goodyear (2000) posit that the principal is a standard setter, one who leads in the development of an aspiration and expectation on the part of both teachers and pupils to do good work. He assists the teachers with their problems of improving methods, materials and evaluation and thus provides a good measure of Quality Control. Bennel (2004) states that within the secondary school system, the principal stands out as the chief executive of the school, he is also the school administrator.

In school system, the principal is the chief learning officer and as that, he is to plan and coordinate teaching and learning activities. According to Austin (2009) the principals are often found to be characterized by strong participation in the planning, monitoring and evaluation of the instructional programme. Valentine (2007) is of the view that the function of instructional programme provides insight into the ability of principals to serve as educational leaders of schools through active involvement, instructional leadership and curriculum development. A proper curriculum development can be achieved if the chief learning officer helps the school and staff overcome their fears of failure and grapple with the difficult problems rather than easy problems. Ogunsaju (2002) advised that Nigerian principals should learn to use their position to create an atmosphere where human potentials will be discovered.

Concept of Teacher Effectiveness

Teachers are considered to be essential facilitators of the teaching and learning process. An effective teacher is one who constantly work to achieve results, which in one way or the other centers on the learning of their students. Teacher effectiveness has to do with the degree to which a teacher achieves the desired effects on their students. Teacher effectiveness is also considered as collection of characteristics, competences and behaviours of teachers at all educational levels that enable students to reach desired outcomes, which may include the attainment of special learning objectives as well as broader goals such as being able to solve

problems, collaborate with others and become effective citizens. Anderson (2014) adjudged effective teachers as those teachers that achieve the goals which they set for themselves or which have been set for them by others such as ministries of education, legislators and other government officials, school/ college administrators. Anderson (2014) further stated that effective teachers must possess the knowledge and skills needed to attain the goals, and must be able to use that knowledge and the skills appropriately if such goals are to be accomplished.

According to Sullivan (2011) exhibition of knowledge of the curriculum provides instruction in a variety of ways to varied students and measurably increases students achievement. And to Parihar (2011) teacher competences and teacher performance with the attainment of school goals is teacher effectiveness, while possession of knowledge and skills is referred to as teacher competence; the size of such knowledge and skills in the classroom is teacher performance. Some characteristics of effective teacher are: knowledge and skills in a wide range of appropriate and varied teaching methodologies, having sufficient knowledge of the subject matter and to teach with confidence, ability to have effective communication skill and that being able to provide opportunity to learn.

Steele (2013) observed that there are so many ways in which teaching effectiveness can be measured. It mostly, reflects teachers' practice directly, whereas others emphasize student outgoing. Panhar (2011) identified two criteria of teacher effectiveness, namely efficiency ratings and pupils' gains. More directly, the criteria included in service rating by the superintendent; the principal; other supervisory officials; teacher educators; departmental personnel; state departmental personnel; students, and self rating; peer rating; pupil gain score; pupil rating; composite of test scores from tests thought to measure teaching effectiveness and practice teaching goals.

Relationship between Principals Administrative Skills and Teacher Effectiveness

The findings of studies carried out by researchers like Nkwoli (2011); Ndana (2011); Eric (2013); have empirically shown that there is significant relationship between principals' administrative skills and teachers' effectiveness. The significance of principals in the realization of goals for which secondary schools are established cannot be over-emphasized for goals to be accomplished teachers must adequately perform their daily roles. Also, for teachers to be effective in the jobs, principal must be good in administrative skills. The role played by principals' administrative skills in achieving teacher effectiveness cannot be over-emphasized and this had made both variables inseparable.

Principals' administrative skill according to Omolayo (2009) must include initiative, consideration and participatory style, all this the principal needs if he meet effectively manage the affairs of the teachers and non-teachers in a way that will make them to exhibit positive behaviours in the course of their services delivery in schools.

It is the principals' job to monitor all the activities going on in the school, especially those that concerned with the teachers effectiveness. It has been observed that most teachers go to school without actually performing their duties in the most effective manner in public schools and this attitude have negative impact on students learning and overall academic performance.

Ajiboye (2015) stressed that conditions of teaching service at both primary and secondary levels in Nigeria which is not encouraging is not the only factor responsible for poor teachers' effectiveness nit also the inability of the school principal to effectively manage teachers excesses who are placed under them due to inadequate possession of administrative skills. Marin (2012) also believed that teachers have responsibilities in order for the school objectives to be achieved. Yet, for teachers to be effective in their assigned duties, the principal need to give them proper support by the type of administrative skills he employed, this is because, there is no way principals and administrative skills can be separated from teachers effectiveness.

Results

Research Question One

What are the administrative skills used by principals in public secondary schools in Ilorin metropolis?

Table 1: The administrative skills used by principals in public secondary schools in Ilorin metropolis?

S/N	Variables	SA	A	D	SD
1	Computer based system to boast resources	102(32.5%)	136(43.3%)	62(19.7%)	14(4.5%)
2.	Central unit for data storage for better school administration	110(35.0%)	119(37.9%)	64(20.4%)	21(6.7%)
3.	ICT as best approach for monitoring staff attendance	101(32.2%)	170(54.1%)	31(9.9%)	12(3.8%)
4.	Information based technology for proper financial management in the school	120(38.2%)	133(42.4%)	52(16.6%)	9(2.9%)
5.	MIS facilities to enhance teaching And learning in school	96(30.6%)	148(47.1%)	47(15%)	23(7.3%)
6.	MIS to enable staff to achieve Efficiency and good performance and job satisfaction	87(27.7%)	149(47.5%)	58(18.5%)	20(6.4%)
7.	Staff online portal to create room for betterschool organization	97(30.9%)	134(42.7%)	51(16.2%)	32(10.2%)
8.	MIS to achieve proper school planning in school administration	99(31.5%)	150(47.8%)	58(18.5%)	7(2.2%)
9.	Proper information to enhance Necessary decision making in the school	179(57.0%)	108(34.4%)	16(5.1%)	11(3.5%)
10.	WhatsApp group to enhance informationdissemination in school	169(53.8%)	111(35.4%)	24(7.6%)	10(3.2%)

11. A better communication strategy To enhance administrative skills	136(43.3%)	134(42.7%)	33(10.5%)	11(3.5%)
12. The principal consult with all the Teachers before organizing any programme in the school	156(49.7%)	118(37.6%)	27(8.6%)	13(4.1%)
13. Conducts orientation programmes for new staff	102(32.5%)	147(46.8%)	51(16.8%)	14(4.5%)
14. Exhibits good level of communication skills	143(45.5%)	130(41.4%)	29(9.2%)	12(3.8%)
15. Have the ability to make effective use of ICT	114(36.3%)	114(36.3%)	50(15.9%)	36(11.5%)
16. Exhibits a good level of interpersonal skills	109(34.7%)	157(50.0%)	38(12.1%)	10(3.2%)
17 The ability to analyze and write office report	113(36%)	135(43.0%)	48(15.3%)	18(5.7%)
18 Communicates and allows adequate information flow in the school	158(50.3%)	117(37.3%)	31(9.9%)	8(2.5%)
19 Welcomes ideas from staff	146(46.5%)	138(43.9%)	23(7.3%)	7(2.2%)
20 Principal appreciates teachers' work	162(51.6%)	117(37.3%)	23(7.3%)	12(3.8%)
21 Principals helps teachers to improve on the teaching methods	125(39.8%)	148(47.1%)	34(10.8%)	7(2.2%)
22 Principal goes round to monitor both teachers and students activities	135(43.0%)	140(44.6%)	34(10.8%)	5(1.6%)
23 Principal's action is fatherly	143(45.5%)	112(35.7%)	38(12.1%)	21(6.7%)
24 Principal supervises teachers' lesson plan	141(44.9%)	138(43.9%)	25(8.0%)	10(3.2%)
25 Principal supervises instruction adequately	130(41.4%)	148(47.1%)	28(8.9%)	8(2.5%)
26 Principal helps teachers to understand their problems and seek best methods to handle them	123(39.2%)	150(47.8%)	27(8.6%)	14(4.5%)
27 Principal helps teachers to do self-evaluation.	98(31.2%)	160(51.0%)	39(12.4%)	17(5.4%)
28 Principal provides suitable enabling environment for teaching and learning activities	118(37.6%)	156(49.7%)	23(7.3%)	17(5.4%)
29 Principal supervisory skill is helpful in rating teachers' performance	118(37.6%)	155(49.4%)	21(6.7%)	20(6.4%)
30 Principal supervises all the school programmes	127(40.4%)	146(46.5%)	32(10.2%)	9(2.9%)

Table 1 shows that majority 179(57%) strongly agreed that proper information to enhance necessary decision making in the school was the administrative skill used by principals. 169(53.8%) strongly agreed that using Whatsapp group to enhance information dissemination in school was used by principals. 162(51.6%) of the respondents were of the opinion that principals appreciating their teachers' work was an administrative skill used by the principals. 158(50.3%) of the respondents strongly agreed that Communication and allowance of adequate information flow in the school was a good skill. About 156(49.7%) of the respondents strongly agreed that the principal's consult with all the teachers before organizing any programme in the school was a good administrative skill. About 146(46.5%) strongly agreed that welcoming ideas from staff was the administrative skill used by the principals. 143(45.5%) strongly agreed that exhibiting good level of communication skills was the skill used by principals. 143(45.5%) of the respondents strongly agreed that fatherly action of principals was a good administrative skill. 141(44.9%) strongly agreed that principals supervising teachers' lesson plan was an administrative skill used by the principals. About 136(43.3%) of the respondents strongly agreed that a better communication strategy to enhance administrative skills was by the principals. While the least 114(36.3%) of the respondents strongly agreed that having the ability to make effective use of ICT was an administrative skill used by principals.

Research Question Two

What is the effect of management information system on teachers' effectiveness?

In exploring the effect of management information system on teachers' effectiveness, Simple Linear Regression (SLR) was employed. As part of the assumptions of regression, the normality test was carried out.

Table 2: The effect of management information system on teachers' effectiveness

R	R Square		Adjusted R Square	Std. Error of the Estimate		
0.490	0.240		0.237	4.012		
ANOVA						
Model	Sum of DF		Mean	F	Sig.	Remark
	Squares			Square		
Regression	6549.810	1		1583.511	98.401	0.0005
					Significant	
Residual	20767.428	312		16.092		
Total	27317.239	313				

The effect of management information system on teachers' effectiveness

Model	Beta	t	Sig.
Remark			
	Contribution		
(Constant)	.	15.728	0.0005
Significant			
Management information system	0.490	9.920	0.0005

Table 2 shows the contribution of principals' management information system to the prediction of the teachers' effectiveness in public schools in Ilorin metropolis. The table also shows that ($R=0.490$ and Adjusted R Square= 0.237). This means that 23% of the variance in teachers' effectiveness was accounted for by the predictor. The significance of the contribution was tested at $\alpha=0.05$. The table also shows that the analysis of variance for the regression yielded F-ratio of 98.401 (significant at 0.05 level). This implies that the contribution of the principals' management information system was statistically significant to the prediction of the teachers' effectiveness. Furthermore, the table shows that $\beta=0.490$ and $P\text{-value}<0.05$. Hence, it could be deduced that the independent variable made a strong contribution to the dependent variable.

Research Question Three

What is the effect of communication skills on teachers' effectiveness?

Simple Linear Regression (SLR) was employed in exploring the effect of communication skills on teachers' effectiveness. The normality test was carried out to ascertain that the normality assumption was not violated.

Table 3: The effect of communication skills on teachers' effectiveness

R	R Square	Adjusted R Square	Std. Error of the Estimate		
0.611	0.373	0.371	7.409		
ANOVA					
Model	Sum of Squares	Mean Square	F	Sig.	
Remark					
Regression	10192.031	1	10192.031	185.686 Significant	0.0005
Residual	17125.208	312	54.888		
Total	27317.239	313			

The effect of communication skills on teachers' effectiveness

Model	Beta	t	Sig.
Remark			
	Contribution		
(Constant)		8.130	0.0005 Significant
Communication skills	0.611	13.627	0.0005
Significant			

Table 3 reveals the contribution of principals' communication skills to the prediction of the teachers' effectiveness in public schools in Ilorin metropolis. The table also shows that ($R=0.490$ and Adjusted $R\text{ Square}=0.237$). This implies that 37% of the variance in teachers' effectiveness was accounted for by the principals' communication skills. The significance of the contribution was tested at $\alpha = 0.05$. The table also shows that the analysis of variance for the regression yielded F-ratio of 185.686 (significant at 0.05 level). Hence, the influence of the principals' communication skills was statistically significant on the teachers' effectiveness. Furthermore, the table shows that $\beta=0.611$ and $P\text{-value}<0.05$. Therefore, it could be concluded that the principals' communication skills had a strong effect on the teachers' effectiveness.

Research Question four

What is the effect of supervisory skills on teachers' effectiveness?
Simple Linear Regression (SLR) was used in exploring the effect of supervisory skills on teachers' effectiveness.

Table 4: The effect of supervisory skills on teachers' effectiveness

R	R Square	Adjusted R Square	Std. Error of the Estimate			
0.589	0.347	0.345	7.560			
ANOVA						
Model	Sum of Squares	DF	Mean Square	F	Sig.	Remark
Regression	9483.684	1	9483.684	165.918	0.0005	Significant
Residual	17833.555	312	57.159			
Total	27317.239	313				
The effect of supervisory skills on teachers' effectiveness						
Model	Beta	t	Sig.			
Remark						
Contribution						
(Constant)		8.579	0.0005 Significant			
Supervisory skills	0.589	12.881	0.0005			

Table 4 reveals the contribution of principals' supervisory skills to the prediction of the teachers' effectiveness in public schools in Ilorin metropolis. Also the table shows that ($R=0.589$ and Adjusted $R\text{ Square}=0.345$). This implies that 35% of the variance in teachers' effectiveness was accounted for by the principals' supervisory skills. The significance of the contribution was tested at $\alpha = 0.05$. The table also shows that the analysis of variance for the regression yielded F-ratio of 165.918 (significant at 0.05 level). Hence, the influence of the principals' supervisory skills

was statistically significant on the teachers' effectiveness. Furthermore, the table shows that $\beta=0.5891$ and $P\text{-value}<0.05$. Therefore, it could be concluded that the principals' supervisory skills had a strong effect on the teachers' effectiveness.

Testing of Hypothesis

The Hypotheses were tested at 5% significant level.

Hypothesis one

This hypothesis stated that there is no significant relationship between principals' administrative skills and teachers' effectiveness in public secondary schools. In testing this hypothesis, Pearson Product Moment Correlation (PPMC) was employed.

Table 5: Relationship between principals' administrative skills and the teachers' effectiveness

	N	Mean	SD	Pearson Correlation	Sig.	Remark
Principals' administrative skills	314	95.68		12.444 0.679	0.0005	Significant (Rejected)
Teachers' effectiveness	314	63.40		9.342		

Table 7 reveals that the mean score of teachers' effectiveness (63.40) was greater than the average scores for principals' communication skills (35.72). The $r=0.611$ and the $p\text{-value}=0.0005$. Therefore, there is a positive and significant relationship between the principals' communication skills and teachers' effectiveness. The null hypothesis was also rejected.

Hypothesis four

The hypothesis four stated that there is no significant relationship between principals' supervisory skills and teachers' effectiveness in public secondary schools. The Pearson Product Moment Correlation (PPMC) was used in testing the hypothesis

Table 8: Relationship between principals' supervisory skills and teachers' effectiveness.

	N	Mean	SD	Pearson Correlation	Sig.	Remark
Principals' Supervisory skills	314	35.60		5.171 0.589	0.0005	Significant (Rejected)
Teachers' effectiveness	314	63.40		9.342		

Table 8 reveals that the mean score of teachers' effectiveness (63.40) was greater than the average scores for principals' supervisory skills (35.72). The $r=0.589$ and the $p\text{-value}=0.0005$. Hence, there is a positive and statistical significant relationship between the principals' supervisory skills and teachers' effectiveness. The null hypothesis was therefore rejected.

Discussion of Findings

The findings revealed that the administrative skills used by principals were proper information dissemination in school to enhance necessary decision making in the school, appreciating the teachers' work, communication and allowance of adequate information flow in the school, consulting with all the teachers before organizing any programme in the school, welcoming ideas from staff, exhibiting good level of communication skills, fatherly action of principals, supervising teachers' lesson plan, a better communication strategy, making effective use of ICT. The findings revealed that to enhance good decision making, the principal need to employ proper information dissemination strategy, this is in line with the findings of Mbiti (2000) that communication is the life blood of any organization, this, means that no institution can meet the needs of its employees without proper communication. Information has to flow from the school management to the staff for effectiveness to be positive.

The study showed that there was a positive and significant relationship between the principals' communication skills and teachers' effectiveness. The principals' communication skill is directly proportional to the effectiveness of their teachers.

Also, it could be deduced that the principals' communication skills had a strong effect on the teachers' effectiveness. This shows that principals with good communication skills influence their teachers' positively and effectively. Also, the findings showed that management information system employed by the principals had positive significant on teachers effectiveness, this findings agrees with that of Nwankwo and Luisgal (2002) who believed that keeping everyone informed is a positive way of effective leadership. Also, Yuen, Law and Wong (2003) found that information management system increases managerial effectiveness and offers an edge in directing strategies. This implies that managers' effectiveness is increased by making use of (MIS) and this in turn brings out the effectiveness of the employees as the right strategies are used. Management information system enhances the efficiency and effectiveness of teachers.

Findings also showed that when principals supervise their teachers, it brings about effectiveness. Teachers' effectiveness reduces when principals don't supervise. Furthermore, there was a positive and significant relationship between the principals' supervisory skills and teachers' effectiveness. The higher the principals' supervisory skills, the higher the teachers' effectiveness, and the lower the principals' supervisory skills, the lower the teachers' effectiveness.

This is because; some persons are accustomed to working under supervision. Furthermore, the findings also revealed that principals' supervisory skills had a positive impact on teachers effectiveness this findings therefore agreed with the assertion of Ezeocha (2000) that principals use their supervisory skills to improve institution and curriculum development. Also, Bernard and Goodyear (2000) asserted that principals is a standard setter who leads in the development of aspiration and expectation on the part of both teachers and learners to do go work. This implies that, principals' supervisory skills go along way to enhance teachers' effectiveness as well as students.

It was also discovered that there was a positive and significant relationship that existed between the principals' administrative skills and teachers' effectiveness. Teachers' effectiveness increases with principals' supervision and vice versa. As it was revealed from the findings that there was significant relationship between principals administrative skills and teaching effectiveness, it is in agreement with that of Nkwoh (2011), Eric (2013) Ezeugbor and Emume (2013) and Ndiana (2011) that there is significant relationship between principals administrative skills and teachers effectiveness. That is, for teachers to adequately perform in their duties to achieve effectiveness, the principals must have good administrative skills, in order words, for goals to be achieved, every party must play his roles properly and adequately.

Conclusion

In every organization such as school, administrators' concern must be to enhance effectiveness of the employees; in the view of this, this study concludes that the level of teachers' effectiveness will be high only if the principals would employ proper communication strategy for adequate flow of information among teachers.

Recommendations

Based on the findings, it was recommended that;

- i. The principal should use more of proper information dissemination strategy which enhances decision making;
- ii. The use of management information system should be enhanced in schools to increase teachers' effectiveness;
- iii. The principals' use of communication skills must be increased for proper flow of information in schools as it enhances teachers effectiveness;
- iv. Supervisory skills have strong effect on teachers effectiveness, therefore, principals must maintain and improve on their supervisory skills to impact more on overall school effectiveness; and
- v. Finally, since there was positive relationship between the administrative skills used by the principals and teachers' effectiveness, the school principals should as a matter of fact, imbibe the most effective administrative skills such as proper communication skills management information system and good supervisory skills , so as to continue to increase teachers effectiveness and in turn increase the overall school effectiveness.

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