



Principals' Managerial Skills And Administrative Effectiveness In Public Secondary Schools In Anambra State, Nigeria

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ABSTRACT

The study sought to examine principals' managerial skills administrative effectiveness in public secondary schools in Anambra State, Nigeria. Three objectives, three research questions and three hypotheses guided the study. The study adopted a correlational survey design. The population of the study comprised all the 413 vice principals in the 526 public junior and senior secondary schools in Rivers State. The sample size for the study was 289 vice principals using the stratified random sampling technique. The instrument used for collection of data for this study is questionnaire. The questionnaire title "principals Managerial skills Questionnaire" (PMSQ) was designed by the researcher. This questionnaire contained two parts; part 'A' and 'B'. Part 'A' contained demographic information about the teacher such as Sex, Age, marital status, year of teaching experience, etc., while part 'B' contained 16 items. The instrument was validated using content validity while the reliability co-efficient of 0.65 was obtained through test-re-test method. Hence, Pearson Product Moment Correlation Co-efficient was used to test the earlier formulated research hypotheses at 0.05 level of significance. The result shows that that supervision, organization skill and communicating had a significant relationship between principals' managerial skills and administrative effectiveness. Therefore, the study concludes that there was significant relationship between principal supervising skill and administrative effectiveness of principal in public secondary schools covered. Based on the findings and conclusion of the study, the following recommends that Principals must endeavour to keep a high level of professional spirit and good moral standard of the schools. Regular supervision of teachers by supervisors and their principals should be carried out in order to develop their skills both curricular and co-curricular. Management and school principals should be involved in seminars and workshops on issues of management in education in order to enhance their administrative effectiveness by acquiring new techniques (skills) for teacher's motivation and productivity. Principals of secondary schools should learn how to adopt their management styles to situations in order to sustain good working environment for teachers and other staff in their schools.

Keywords: Principal Supervising Skill, Organization skill, Communicating Skill and Administrative Effectiveness

INTRODUCTION

Education is seen as the backbone of development in any nation. It improves the quality of life of a society through refinement of its potentials. Education further enhances the application of man's achievement towards improvement of his environment. In every known great nation, therefore, national development was preceded and accomplished by educational advancement. Today, there is an increasing faith in the casual relationship between education and economic development especially in the developing countries like Nigeria (Muraina, 2014).

Nigeria, as well as in many other countries, the call for improved educational systems has resulted in both a gradual, general shift in educational management and specific efforts on the part of the governments to develop policies for transforming education. For several decades now, different Governments have indicated interest in transforming Nigeria and have come up with various

educational policies and programs to ensure that they achieved their goals. The present administration has also come up with its transformation agenda which it hopes to achieve through quality education. Hence, new ideas in education in the area of policies and programmes, school, structure, funding, school management, mode of assessment of students' performance etc, have been introduced in the education sector (Kolo, 2009).

Managerial skills are essential capabilities that determine the extent of the actualization of educational goals. To be skilled in something for example in management connotes enough ability do something well. Okoye (2007) defined managerial skills as the ability to plan, control, organize and direct the operations of an educational enterprise for the purpose of achieving the objective target set for the educational system as a whole. Fullan (2005) defined managerial skills as the competencies required for effective and efficient planning, staffing, organizing, coordinating, controlling and decision-making. The ability, knowledge and experience required to accomplish management tasks are known as managerial skills. Managerial skills of school leaders thus refer to their ability to successfully plan, organize, co-ordinate, control, make decisions and initiate actions to aid the effective management of schools. Managerial skills are high priority issues for many people concerned with education these days. It is not surprising, then, that so many authors have provided insights about such skills for school administration (Mestry & Grobler, 2004; Monyatsi, 2005). The skills include the abilities to create a healthy school culture for continual improvement in quality education; teamwork with others; communicate goals, policies, and procedure to staff; modify practice and school structures to accommodate new policy expectations; provide curriculum leadership opportunities; ensure good principal-staff relationship and guide specific initiatives to improve student achievement (Carr, 2005; Elmore, 2005; Lezotte, & McKee, 2006). The importance of school leaders' possession of managerial skills for national transformation is obvious. Management is an integral part of any organization. It involves skillful organization and utilization of resources (human and material) for the achievement of goals (Ajaegbo, 2010). In educational organizations, the onus of managing schools for realization of educational objectives rest on the school head –rector, vice chancellor, principal or head teacher. In order to achieve optimum results, the leaders should be skilled in management. At the secondary level of education, the principal is the school leader. It is his duty to ensure that goals of educational policies and programs are realized. Azubike (2009) posited that the school principal is at the helm of implementation of education policies in his school. The principal is the person responsible for administrative practices of the school using the resources at his disposal in such a way that the school's objectives are achieved. He relates with the various education authority to ensure that desired educational goals are realized. He performs managerial functions such as planning organizing, directing, coordinating, communication, motivation. Specifically his functions/roles include: establishing of healthy school climate and culture; curriculum instructor development and improvement; provision and maintenance of school plant facilities; and instructional and non-instructional supervision. Fagbamiye (2004) stated that the principal is essentially an organizer and implementer of plans, policies and programmes meant for specific educational objectives. His administrative tasks include directing the teachers and students in an environment conducive to the maximum development of the learners. The principal as the chief executive officer is expected to work hard to achieve stated goals using his knowledge and wisdom. The extent to which principals possess the managerial skills to transform educational management is a matter of concern given that most secondary principals carry an enormously varied workload in managing their school resources and being the professional leaders of the school. At the same time, there is a very demanding administrative duty to manage. The working day of the secondary school principal is also characterised by a high rate of interruption, and is people-intensive. The principal must make sense of all this diverse activity in ways that achieve the purpose of the school, and which are congruent with the culture and underlying values of the organisation. He cannot play his role effectively if not adequately equipped with essential managerial skills because the process of effective utilization of available resources needs special skills or ability for administrative effectiveness.

Administrative effectiveness according to Adegun (2005) include: high productivity, morale (high motivation) turnover rate of teachers, degree of integration, maximization of individual potentialities, maximum utilization of available resources and value contribution to the society. Furthermore, the All Nigeria Conference of Principals of Secondary Schools Babayemi (2006), also listed indicators of an effectively administered secondary school which include: disciplined staff and students, students and

teachers staying in school for classes 2during school hours, drastically reduced examination malpractice, keeping all school records, high performance in junior and senior secondary certificate examinations, exemplary leadership by the principal, clean school environment and parents rush for admission of their children into the school. It is important that both public and private secondary school principals are effective in the discharge of their duties because according to Ezeocha (1985), principals determine to a great extent the realization of the goals of secondary education. Alabi (2001) and Adegun (2002) also opined that ? Since management determines immensely the outcome of educational enterprise, it is necessary to find out the nature of the administration effectiveness of the principals in public secondary schools. There is therefore need to compare the administrative effectiveness of public secondary school principals in order to establish possible difference between the two.

Statement of the Problem

The ultimate goal of secondary education is to develop the individual's mental capacity and character for higher education and useful living within the society. These objectives place enormous task and burden on the principals, whose responsibilities are the planning, coordination, instructing, monitoring, assessment and evaluation of the teachers for the efficient and effective performance of their respective job assigned. The success of a manager depends on his ability to discharge his managerial functions and make judicious use of his managerial skills. There are speculations and findings that lack of adequate managerial skills of many schools principals jeopardize the administrative effectiveness of the schools and teachers commitment in general. The negative attitudes of the teachers and poor academic performance of the students in secondary schools is connected to poor managerial skills and competencies of the school principals. It is in this regard that this study investigated the relationship between principals' managerial skills and their administrative effectiveness in secondary schools in Anambra State, Nigeria.

Purpose Of The Study

The aim of the study is to investigate the relationship between principals' managerial skills and administrative effectiveness of public secondary schools in Anambra State. Specifically, the study sought to:

1. Determine the relationship between principals' supervisory skill and administrative effectiveness in public secondary schools in Anambra State
2. Find out the relationship between principals' organizational skill and administrative effectiveness in public secondary schools in Anambra State
3. examine the relationship between principals' communication skills and administrative effectiveness in public secondary schools in Anambra State

Research Questions

What is the relationship between principals' supervisory skill and administrative effectiveness in public secondary schools in Anambra State?

What is the relationship between principals' organizational skill and administrative effectiveness in public secondary schools in Anambra State?

What is the relationship between principals' principals' communication skills and administrative effectiveness in public secondary schools in Anambra State?

Research Hypotheses

1. There is no significant relationship between principals' supervisory skill and administrative effectiveness in Secondary schools in Anambra State, Nigeria.
2. There is no significant relationship between principals' organizational skill and administrative effectiveness in Secondary schools in Anambra State, Nigeria.
3. There is no significant relationship between principals' communication skill and administrative in Anambra State, Nigeria.

REVIEW OF RELATED LITERATURE

Managerial Skills

Fullan (2005) defined managerial skills as the competencies required for effective and efficient planning, staffing, organizing, coordinating, controlling and decision-making. Managerial skills are the ability, knowledge and experience needed for the accomplishment of management tasks and for

the attainment of organizational goals and objectives. In this wise, principal managerial skills refer to the ability to skillfully and successfully plan, supervise, organize, co-ordinate, control, make decision and initiate actions that would aid and encourage teachers actualize schools' set goals and objectives. Notwithstanding, managers are at liberty to develop managerial skills that would help in the actualization of organizational (school) goals and objectives.

Managerial skills are high priority issues for many people concerned with education these days. It is not surprising, then, that so many authors have provided insights about such skills for school administration (Mestry & Grobler, 2004; Monyatsi, 2005). The skills include the abilities to create a healthy school culture for continual improvement in quality education; teamwork with others; communicate goals, policies, and procedure to staff; modify practice and school structures to accommodate new policy expectations; provide curriculum leadership opportunities; ensure good principal-staff relationship and guide specific initiatives to improve student achievement (Carr, 2005; Elmore, 2005; Lezotte, & McKee, 2006)

The importance of school leaders' possession of managerial skills for national transformation is obvious. Management is an integral part of any organization. It involves skillful organization and utilization of resources (human and material) for the achievement of goals (Ajaegbo, 2010). In educational organizations, the onus of managing schools for realization of educational objectives rest on the school head –rector, vice chancellor, principal or head teacher. In order to achieve optimum results, the leaders should be skilled in management. At the secondary level of education, the principal is the school leader. It is his duty to ensure that goals of educational policies and programs are realized. Azubike (2009) posited that the school principal is at the helm of implementation of education policies in his school. The principal is the person responsible for administrative practices of the school using the resources at his disposal in such a way that the school's objectives are achieved.

Administrative Effectiveness

Administrative effectiveness which is often defined in terms of output implies what a manager achieves. That is, the ability of the organizational head to optimally utilize both human and material resources available to the organization in order to achieve organizational goals. Inyang (2008) defined Administrative effectiveness as the leader's ability to achieve desired results. He explained that how well he applies his/her skills and abilities in guiding and directing others determines whether he/she can meet those stated objectives effectively. He concluded that administrative effectiveness could be measured by the success a leader achieves. Results, according to him are generally believed to be influenced by the organization's established culture. Thus, it is expected that a good leader must adapt to the organization's culture and make sure that his/her skills align well with the organizational goals in order to achieve positive results. In a related development, Belo (2016) noted that there are linkages between administrative of schools, possibilities of achieving stated goals and effective management. She thus concluded that the primary goal of principals should be how to enhance smooth running of schools with emphasis on managing activities even in the midst of pressure.

Supervision Skills and Administrative Effectiveness: Supervision includes supporting services to teachers, in that, it helps the teachers to learn what their problems are and then seek the best methods of solving them. Good's Dictionary of Education (1998) defined supervision as all efforts designed to school officials towards providing leadership to the teacher and other educational workers in the improvement of instruction. Ojo (1991) defined supervision in the school context as "a process which dynamic and on-going in outlook towards realizing the creative ability of children, teacher and the community for the development of the best possible educational programmes. The principals are however, the overall supervision of the school programmes and will help to influence the administrative effectiveness of principals as a whole. The supervising skills of the principals will help in rating teachers, help the teachers to use various measures of self-evaluation and to a large extent make the principal to provide suitable enabling environment for teaching/learning activities. There are various reasons behind supervision in schools. One of the most crucial reasons is to ensure that each individual teacher within the school system has been performing the duties for which he was hired to do. Another important reason is to improve the effectiveness of teachers so that he can contribute maximally to the attainment of the system's goals.

Communication skills and administrative effectiveness: Talking on principals' communication skills and administrative effectiveness, Mbiti (2000) remarked 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 principals before disseminating the news to other members of staff and students. Principals should however make judicious use of communication skills to encourage good communication between the school and community, establish close relationship between parents by holding meeting with them at intervals, building parent teacher link. The importance of communication skills in administrative effectiveness of the principals cannot be over emphasized perhaps, that is why Morgan (2002) lamented that; possibly the most vital and fundamental element in the management process is based on working with people, which is done through some forms of communication. He stated further that the success of managerial actions depends to a large extent on the effective use of communication process. Nwankwo and Luisggel (2002), also stated that keeping everyone informed is a positive way of ensuring effective leadership, co-operation, co-ordination, support and commitment. Palsey (2003) in his research on thinking about school as organization conclude that organization may be said to exist, therefore, when there are people with an ability to communicate, willingness to contribute and who have aims and purpose in common. To explain the influence of communication skill on administrative effectiveness of principals therefore, Scott and Mitchell (2016) mention four major functions of communication as follows: Communication gives employees the opportunity of expressing their feelings and also serves as medium of resolution conflicts, reducing tension and refining direction for individuals. It serves motivational function of encouraging achievement in subordinates. It provides the necessary information for decision making. It is used to control the activities in an organization (school).

Organization skill and Administrative Effectiveness: Organization skill of the principals emanate from element of management. Organization however is a process, a conversion process. It is the process of arranging and allocating work, authority and resources among organization membership for the pursuit of the of the organization. It is the process of engaging two or more people in working relationship in a structural way to achieve specific goals. Oyedeji (1998) defined organizing to relate the grouping of people and activities into specific unit and trying to establish relationship between them. Edem (2012) stated that organizing is the building up of the human and material resources needed for the successful attainment of the goals of an enterprise. In this regard, the internal organization and control of the schools depends largely and solemnly on the principals. The principals however, make effective use of the organizational skill to put the right person in the right place to do the right thing at the right time for the administrative effectiveness of the school and for the effective and efficient accomplishment of specific goals and objectives of the school. Abraham, Adenaike, and Mallam (2004), asserted that there are four fundamental steps involves in organizing. They are: Works is divided into tasks to be carried out by individual with appropriate skills and competence. Tasks are combined in related manner, often referred to as departmentalization. These departments are linked with one another, specifying who reports to whom; who gives order and instructions.

In Nigeria today, there is an increasing public fear and complaints that the administrative effectiveness of the principals is jeopardizing. Thus, this need be proved beyond public speculations through empirical studies. The falling standard of education over the years may not be unconnected with the influence of increase enrolment on the students' academic performance which is the parameters to measure principals' administrative effectiveness (Muraina, 2006). According to Okorie (2000) and Adesina (1990) were of the view that leadership is the activity of influencing people to strive willingly for goal achievements. This implies that the principals as leaders should have the ability to inspire members of the school community to work together for the achievement of goals. Leadership is getting the job done through people. It is obvious that no leader can succeed without a clear vision of where he is going. Therefore, a school principal must function in various capacities ranging from the instructional leadership to students guidance and management of school facilities. The attitude of a good principal is when he contributes to the formulation and attainment of school goals, when he has good human relation and staff discipline, which are the yardsticks for measuring his administrative effectiveness. It is in the light of the above that the researcher deems it fit to examine the relationship between principals' managerial skills and their administrative effectiveness.

THEORETICAL FRAMEWORK

Vroom – Yetton Contingency Theory

The Vroom – Yetton (1973) theory is the most recent of the contingency theories of leadership. They focused on one important dimension of leader's behaviour, the degree to which the educational administrator should encourage participation of subordinates in decision making. The theory is a contingency approach because it attempts to identify the appropriate management skills for a given set of circumstances or situations, maintaining that no one leadership process is best under all circumstances. They are of the view that effectiveness in one's choice is dependent upon properties on the situation at hand. The Theory suggests that leaders motivate and satisfy employees in a particular situation by adapting the following managerial skills. The Theory is relevant to this study because it recognizes the impact of managerial skills on administrative effectiveness of goals by the organization. According to the theory managers need to be cognizant of the necessary steps to clarify goals, that enhance administrative effectiveness through extrinsic motivation. The purpose of this study was to relate principals managerial skills on ' administrative effectiveness in public secondary school. The Contingency theory argues that there is no single way of leading and that every leadership style should be based on certain situations, which signifies that there are certain people who perform at the maximum level in certain places; but at minimal administrative effectiveness when taken out of their element (Morgan,2007).

EMPIRICAL REVIEW

Giarni and Obiechina, (2019) examined principals' managerial skills and teachers' job performance in public secondary schools in Rivers State, Nigeria. Three research questions and three hypotheses guided the study. The study adopted a correlational survey design. The population of the study comprised all the 413 vice principals in the 526 public junior and senior secondary schools in Rivers State. The sample size for the study was 289 vice principals using the stratified random sampling technique. Two self-constructed instruments titled: "Principals' Managerial Skills Scale" (PMSS) and "Teachers' Job Performance Scale" (TJPS) were used to collect data. Face and content validities of the instruments were ensured. The Cronbach alpha reliability estimates of PMSS and TJP were given as 0.78 and 0.89 respectively which guaranteed the use of the instruments for the study. Pearson Product Moment Correlation Coefficient (PPMCC) was used to answer the research questions while z-ratio was used to test the null hypotheses at 0.05 alpha level. The findings revealed that there is a high positive significant relationship between principals' managerial skills namely; conceptual, human and technical and teachers' job performance in public secondary schools in Rivers State, Nigeria. The recommendations made were that; principals should evolve the leadership of delegating functions to teachers according to their area of expertise as this would result in increased participation for the actualization of school goals and objectives. Principals should introduce a participatory leadership approach where teachers would be involved in the planning, organizing, decision-making and the day-to-day running of the school as this would make them fully committed and enthusiastic in implementing school's plans and policies for the overall success of the school. Finally, principals should create conducive and enabling environment for teachers through constant supervision as this would enhance their competence and proficiency. It would also breed cordial and interpersonal relationship, team work and motivation in the system for the achievement of increase in teachers' job performance.

Muraina (2014) examined the relationship between principals' managerial skills and administrative effectiveness in secondary schools in Oyo State, Nigeria. The researcher adopted a correlation survey research design. Simple random sampling technique was used to select twenty (20) secondary schools. In each of the school, 10 teachers were selected. On a whole, 200 teachers served as subjects for this study. A researcher- designed questionnaire titled: "Principal Managerial Skills Questionnaire" (PMSQ) was used to elicit relevant data for the study. To ascertain the validity of the instrument, content validity was adopted. Also, the reliability co-efficient of the instrument was obtained through test-re-test method and the co-efficient of 0.65 was obtained. Four research hypotheses were formulated to guide the study. Thus, Pearson Product Moment Correlation Statistics was used to test the research hypotheses at 0.05 significance level. The findings revealed that there was significant relationship between principals' managerial skills and administrative effectiveness (Cal. R-value=0.246 > critical r-value = 0.148).

Egboka, Ezeugbor and Enueme (2013) investigated the managerial skills possessed by secondary school principals in Anambra State and the enhancement strategies for national transformation. Two research questions and two null hypotheses guided the study. A proportionate stratified random sample of 268 principals and 1159 teachers totaling 1427 respondents, took part in the study. A fourteen- item questionnaire was used for data collection. Data was analyzed using mean scores, standard deviation and t-test. The finding indicated that the many principals did not possess the managerial skills for effective management of secondary school for national transformation. It was also found out that there was a significant difference between the mean rating of principals and teachers on the managerial skills and enhancement strategies for the principals. Among the recommendations made were that principals that did not specialize in education should be encouraged to get at least a diploma in Education. They should be encouraged or sponsored to undertake continuous self professional development. These would contribute to enhancing their managerial skills.

METHODS

This study employed Correlation research design. The population for this study comprised all the secondary schools in Anambra State Sample and Sampling Techniques: Twenty secondary schools were sampled in Anambra State. In each of the schools, 10 teachers were selected by means of simple random sampling technique. On a whole 200 teachers served as respondents for this study Instrumentation: The instrument used for collection of data for this study is questionnaire. The questionnaire title “principals Managerial skills Questionnaire” (PMSQ) was designed by the researcher. This questionnaire contained two parts; part ‘A’ and ‘B’. Part ‘A’ contained demographic information about the teacher such as Sex, Age, marital status, year of teaching experience, etc., while part ‘B’ contained 16 items. The instrument was validated using content validity while the reliability co-efficient of 0.65 was obtained through test-re-test method. Hence, Pearson Product Moment Correlation Co-efficient was used to test the earlier formulated research hypotheses at 0.05 level of significance.

RESULTS

The research questions and null hypotheses were answered and tested and presented together as shown in tables one, two and three below

Hypothesis One

There is no significant relationship between principals’ supervisory skills and administrative effectiveness in Secondary schools

Table 1: Pearson Product Moment correlation statistics on the relationship between supervisory skill and administrative effectiveness in Secondary schools in public secondary schools in Anambra State

Variables	N	Df	r	Sig	Alpha Level	Remark
Principals’ supervisory skills	350	341	0.912	0.002	0.05	significant
Administrative effectiveness						

The analysis in Table 1 shows the Pearson Product Moment correlation coefficient r is given as 0.912. This implies there is a high positive relationship between principals’ Principals’ supervisory skills and administrative effectiveness in public secondary schools in Anambra State. Meanwhile, the calculated probability value of 0.002 is less than the alpha level of 0.05 rejected. By implication, there is a statistically significant relationship between Principals’ supervisory skills and administrative effectiveness in public secondary schools in Anambra State.

Hypotheses Two

There is no significant relationship between principals’ organizational skill and administrative effectiveness in Secondary schools in Anambra State, Nigeria?

Table 2: Pearson Product Moment correlation statistics on the relationship between principals' organizational skill and administrative effectiveness in Secondary schools in Anambra State

Variables	N	Df	R	Sig	Alpha Level	Remark
Principals Organizational skill Administrative effectiveness	350	341	0.891	0.001	0.05	significant

Table 2 revealed that the computed Pearson Product Moment correlation coefficient r is given as 0.891. This implies there is a high positive relationship between there is a high positive significant relationship between principals' organizational skill and administrative effectiveness in public Secondary schools in Anambra State. Meanwhile, the calculated probability value of 0.001 is less than the alpha level of 0.05. Therefore, the null hypothesis was rejected. By implication, there is a statistically significant relationship between principals' organizational skill and administrative effectiveness in Secondary schools in Anambra State,

Hypotheses Two

There is no significant relationship between principals' communication skill and administrative in Anambra State, Nigeria

Table 3: Pearson Product Moment correlation statistics on the relationship between principals' communication skill and administrative in Anambra State

Variables	N	Df	R	Sig	Alpha Level	Remark
Principals Organizational skill Administrative effectiveness	350	341	0.891	0.004	0.05	significant

Table 3 revealed that the computed Pearson Product Moment correlation coefficient r is given as 0.870. This implies there is a high positive significant relationship between principals' communication skill and administrative in Anambra State. Meanwhile, the calculated probability value of 0.004 is less than the alpha level of 0.05. Therefore, the null hypothesis was rejected. By implication, there is a statistically significant relationship between principals' communication skill and administrative in Anambra State.

DISCUSSION OF FINDINGS

Research hypothesis one was also rejected. This means that there is a significant relationship between supervisory skill and principals' administrative effectiveness. This follows that supervision plays important role in the effective administrative of the schools. Effective and adequate supervision is required by the principals, perhaps as a result of the fact that human being are lazy, who do not want to do their jobs as expected. It is therefore germane for the principal to get them supervised from time to time in order to ensure that they do their jobs as required. There is no gain saying the fact where teachers are not properly supervised. It will have adverse effect on the administrative effectiveness and excellence of the school principals. No wonder Oyedeji (2002), posited that of all the major functions of the school principals' no one is greater than their functions as supervisors, instruction and curriculum planners. The principals are therefore the overall supervisors of the school programmes. The supervising skills of the principals will help in rating teachers, help the teachers to use various measures of self-evaluation and to a large extent make the principal provide suitable enabling environment for teaching-learning activities. This finding is in agreement with the view of Ogunsaju and Ojulabi (2011), who opined that supervision brings about excellence and quality and it helps to give concrete and constructive advice and encourage teachers in order to improve teaching and learning.

Based on research hypothesis two, it was discovered that there is a significant relationship between principal's organization skill and administrative effectiveness. This means that good organization skill enables the principals to put the right person in the right place to do the right thing at the right time, by implication, it is evident that internal organization and control of the schools depend largely and solemnly on the principals. The principals thus make use of the organization skill to ensure good organization structure in the school for administrative effectiveness and for effective accomplishment of the specific goals and objectives of the schools. The above finding correlates with the opinion of

Adam and Ogunsanya (2000), who submitted that for principals to be effective administratively, he must be able to organize human material resources in the school to bring about effective learning and attainment of goals.

Research hypothesis three was rejected. By implication, there is positive and significant relationship between communication skill and principal's administrative effectiveness. This implies that for effectiveness in any organization schools inclusive, communication is very important. A good principal must ensure free flow of information among the personnel in the school (teachers and students). Communication remains the life blood of the school. Information needs to be flowing from the school management to the staff and student; heads of department must be briefed by the principals before disseminating the news to other members of staff and students. Principals should therefore make judicious use of communication skill to encourage good communication between the school and community, establish close relationship between parents by holding meeting with them at regular intervals, building parent- teacher link. No wonder, Morgan (2002), lamented that possibly the most vital and fundamental element in the management process is based on working with people, which is done through some forms of communication. He furthered that the success of managerial depend to a large extent on the effective use of communication process.

CONCLUSION

From the analysis, the study explains that effective supervision, organization skill and communicating had significant relationship between principals' managerial skills and administrative effectiveness. Therefore, the study concludes that there was significant relationship between supervising skill and administrative effectiveness of principal in public secondary schools covered.

RECOMMENDATIONS

Based on the findings and conclusion of the study, the following recommendations were proffered: Principals must endeavour to keep a high level of professional spirit and good moral standard of the schools.

Regular supervision of teachers by supervisors and their principals should be carried out in order to develop their skills both curricular and co-curricular.

Management and school principals should be involved in seminars and workshops on issues of management in education in order to enhance their administrative effectiveness by acquiring new techniques (skills) for teacher's motivation and productivity.

Principals of secondary schools should learn how to adopt their management styles to situations in order to sustain good working environment for teachers and other staff in their schools.

The principals should handle the responsibility of assigning all activities within the school, he is also expected to divide and group the work into individual job, define the relationship between them. For example, they should make sure teachers attend classes regularly, they should ensure that teachers teach what is in the syllabus, moderate examination question and all the report and progress of the school should be taken care of praises, empowerment, good flow of communication in the school staff involvement in decision making as well as regular promotion to merited teachers as at when due should be done by the various principals. This is because they are components of motivational measure in school.

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