



Principal-Staff Relationship For Effective Administration Of Secondary Schools In Obio-Akpor Local Government Area Of Rivers State

Dr. K. C. K. Nwangwa¹ & Barrah, Ibifaa Memberr²

¹Academic Planning and Quality Assurance Unit,
Clifford University, Owerri, Abia State, Nigeria

²Department of Educational Management (Educational Administration),
Faculty of Education,
Ignatius Ajuru University of Education, Rumuolumeni, Port Harcourt, Nigeria

ABSTRACT

The study examined principal-staff relationship for effective administration of secondary schools in Obio-Akpor Local Government Area of Rivers State, Nigeria. Descriptive survey research design was used, four objectives and four research questions guided the study. The population of this study consisted of all the 1,270 academic staff of twenty (20) public senior secondary schools in Obio-Akpor Local Government Area. 380 respondents representing 30% were drawn from the population served as the sample size. The instrument of the study was questionnaire, titled: Principal-Staff Relationship for Effective Administration of Secondary Schools Questionnaire (PSREASSQ). It was validated and a reliable index of 0.61 was computed. Mean and Rank Order statistics were used to answer the research questions. The findings revealed that principal-staff relationship affects staff productivity, students' academic performance, and management of educational resources for effective administration and goal attainment of secondary schools in Obio/Akpor LGA of Rivers State. Based on the findings, the researcher recommended among others that principals should relate with staff by delegating task, supervising classroom activities, recognizing the role of teachers and many more in order to strengthen their productivity and enhance effective administration.

Keywords: Principal, Staff, Secondary School, Administration

INTRODUCTION

In the field of education, studies have shown that determined change and challenges of the past two decades have resulted in an increasing workload for teachers and administrators. As schools work to meet standards to implement reform initiatives, principals and teachers face intensifying expectations. School reform initiatives have the potential to compel individuals to modify their beliefs and perceptions with respect to norms and values. The implementation of these reform initiatives becomes the responsibility of the school principal as well as the staff (teachers), although ultimately the onus lies in the hands of the principal who is the administrator. The principal occupies a relevant position in the school structure. Being the leader of a multitude of professionals, certified teachers, and the manager of a cadre of classified personnel, the principal should establish cordial relationships with his or her staff.

Furthermore, if education is the bed rock of any country or society, then, teachers, as they come from various backgrounds must be the cornerstone. Also, as schools continue to evolve and as shifts in the demographics of populations continue to occur nationwide, there is a need and a call for different relationship models to assist in the proper guidance of those placed in the classrooms. These new models will be marked with servant leaders who empower as opposed to delegate; build trust rather than demand loyalty; and instead of just hearing and leading from the head, seek to understand and lead from the heart (De-Spain, 2019). In recent years, the relationship between principals and their staff (teachers) has brought about great achievement to the benefit of the student and the society. Though in some cases, the relationship between the latter and former differs. If the principal as the school administrator does not have a good relationship with its staff, education might not be properly conveyed because quality relation produces quality result. Principal-teacher relationships vary greatly among schools and even among teachers in the same school. Those relationships to a very great extent affect students' achievement and performance in school.

This phenomenon occurs because teachers who see principals as facilitators, supporters, and reinforcers for the jointly determined school mission rather than as guides, directors, and leaders of their own personal agenda are far more likely to feel personally accountable for student learning (McEwan, 2013). For instance, across America, both principals and teachers alike have to contend with matters such as student discipline. The principal is endlessly involved in dealing with discipline problems, but his role is somewhat different from that of the teacher. Yet in many situations, the teachers and the principal work as a team on major discipline problems. Parental issues are another area of great concern, especially during these times when parents demand that schools should adequately prepare their children. It is important for principals and various staff groups, that is, teachers to work together for mutual support.

In addition, the manner in which staff members worked together as a group significantly influences student outcomes in schools (Wheelan & Kesselring, 2015). Staff groups working together in healthy social environments validate the need for relationship development in their school environment. Relationships have many components, both individual and group in nature, which help to sustain them and add value. One of the most important of all the relational components is that of trust. It is important that school leaders develop the trust factor necessary for teachers to follow and support their efforts. The building and sustaining of one-to-one relationships with teachers through communicative and supportive behaviours is the main trust-promoting behaviour of the principal (Gimbel, 2018).

Daily interpersonal interactions of a principal are necessary to gather trust and support from teachers. In schools, this means that, instead of worrying constantly about setting the direction and then engaging teachers and others in a successful march (often known as planning, organizing, leading, motivating, and controlling), the "leader" can focus more on removing obstacles, providing material and emotional support, taking care of the management details that make any journey easier, sharing in the comradeship of the march and in the celebration when the journey is completed, and identifying a new, worthwhile destination for the next march (Sergiovanni, 2016).

Principals are chief executives of their secondary schools, their administrative roles include planning, organizing, controlling, coordinating etc. It may mean sharing cordial relationship and having understanding in terms of accepting staff suggestions during meetings. A principal is the head teacher of a school, especially the second tier of education. According to Cambridge international dictionary of English, a principal is defined as the person in charge of a school or college for children aged between 11 and 18. They are internal supervisors of their schools for effective production and adherence to rules and regulations of education in the country, as well as in the region.

Staff can be defined as all the workers employed in an organization considered as a group of teaching staff in an institution to give instruction or facilities learning in order to achieve the predetermined goals of the school. There is a common saying that a tree cannot make a forest. This implies that principals should know that they are more of team leaders who have to carry along the staff they either appointed from or appointed to administer by building a good relationship with them. Thus, effective collaboration

is a key to ensuring teaching effectiveness in schools and functional education, although it brings with it a measure of difficulty and even of discomfort on occasions.

Effective collaborations or relationships operate in the world of ideas, examining existing practices critically, seeking better alternatives and working hard together at bringing about improvements and assessing their worth as a change initiative. The single factor common to every change initiative is that relationships improve, if relationships improve, things get better and goals are attained. If they remain the same or get worse, ground is lost. Hence, leaders like the school principals must consummate healthy relationship with staff, diverse people and groups, especially with people different than themselves in order to attain secondary school goals.

Goal attainment is the process through which human and other resources are mobilized for the attainment of collective goals and purposes. In a social system like the secondary school, its goal is to prepare individuals for useful living within the society and for higher education, as well as equipping secondary school leavers with the needed skill for effective living within the society (Federal Republic of Nigeria, 2013). Additionally, the National Policy on Education (FRN, 2013) stated two basic goals of secondary education, these are:

- (a) Preparing the recipients for higher education and
- (b) Preparing the recipients for useful living within the society (Job).

These two broad goals when analyzed show that secondary school is supposed to prepare and supply students to various tertiary institutions of learning while at the same time equipping students with necessary skills required to live a useful life, be reliant and economically viable. This can be achieved if there is a smooth working relationship between the principal and the staff (teachers) of the school.

According to Clark (2013), Disney's 2000 Outstanding Teacher of the Year, says life is all about experiences, the ones you make for yourself and the ones you make for others. As he refers to all students, he continues: guide them as they grow, show them in every way possible that they are cared for, and make special moments for them that will add magic to their lives, motivate them to make a difference in the lives of others, and most important, teach them to love life. If that kind of relationship is being asked of America's teachers in respect to their students, then principals should lead by example and show the same enthusiasm for their teachers. The most successful students are the ones in a healthy environment as described by Clark. Similarly, the most successful teachers may be the ones inspired by the beautiful relationships developed with their principals, motivating them to do their very best, improving their morale and job performance leading to effective teaching measured by the resultant effect of high students' academic achievement. The question here is, do these kinds of relationship exist in Nigerian schools? The answer to this question calls for investigation and research such as this.

Statement of the Problem

In Nigeria, public discussion, most often than not, borders on falling standard of education and poor academic performance of students, in most especially external examination such West African Examination Council (WAEC), National Examination Council (NECO), Joint Admission Matriculation Board (JAMB) and Post University Tertiary Matriculation Examination (PostUTME) on a yearly basis. Students' outcomes seem not commensurate with the investment by both parents and government on Education. This calls for a great concern among all actors and stakeholders to ascertain the factors for this negative occurrence. To some, it is questionable whether the teachers in the system are capable and competent to teach effectively or not. To others, the issue is about the trend of teachers' lackadaisical attitude to work and lack of empowerment and motivation intrinsically from concerned authorities and the school head.

The unknown element of this problem is the direct relationship that exists between teachers and principals towards the actualization of educational objectives. Certain effective principal skills are critical in the attainment of desired levels of teacher participation. Scholars have identified empowerment and teachers participation in decision making as elements of teachers' success; however, bureaucracy that has driven reform in recent years has led to teachers feeling disempowered and hence becoming apathetic. Principals

who attempt to assume the burden alone and try to manage reform and change from a downward perspective may create more distance between teachers and administrators, resulting in further disempowerment, ineffectiveness, poor job performance, poor students' academic achievement leading to non-functional secondary education system.

The administrative effectiveness of any secondary school hinges on the school administrators. The school principal is the accounting officer of the school, who is either blamed or praised depending on the degree of his effectiveness in influencing staff toward improving teaching and learning; and as well administration of the school. Some studies have attributed principals ineffectiveness on different factors such as, parental factors, teachers' factors, economic factor, societal and leadership behavioral. Also some works have been done in the area of principal-staff relationship as key to effective administration of secondary schools, but none to the best of the knowledge of the researcher has been done in Obio-Akpor Local Government Area of Rivers State. This is what formed the basis for this study. Hence, the problem of this study bothers on principal-staff relationship as an influence to staff productivity, management of educational resources and academic performance of students.

Purpose of the Study

The purpose of this study is to investigate principal-staff relationship for effective administration of secondary schools in Obio-Akpor Local Government Area of Rivers State. Specifically, the objectives of this study seek to:

1. Determine the ways principal-staff relationship affects staff productivity for effective administration of secondary schools in Obio/Akpor LGA of Rivers State.
2. Ascertain how principal-staff relationship affects students' academic performance in secondary schools in Obio/Akpor LGA of Rivers State.
3. Find out how principal-staff relationship affects management of educational resources for effective administration of secondary school in Obio/Akpor LGA of Rivers State.

Research Questions

The following research questions are formulated to guide the study;

1. In what ways do principal-staff relationship affect staff productivity for effective administration of secondary schools in Obio/Akpor LGA of Rivers State?
2. In what ways do principal-staff relationship affect students' academic performance in secondary school in Obio/Akpor LGA of Rivers State?
3. In what ways do principal-staff relationship affect management of educational resources for effective administration of secondary schools in Obio/Akpor LGA of Rivers State?

Research Hypotheses

- H₀₁: There is no significant difference between the mean scores of principals and teachers on the ways principal-staff relationship affect staff productivity for effective administration of secondary schools in Obio/Akpor LGA of Rivers State.
- H₀₂: There is no significant difference between the mean scores of principals and teachers on the ways principal-staff relationship affect students' academic performance in secondary school in Obio/Akpor LGA of Rivers State.
- H₀₃: There is no significant difference between the mean scores of principals and teachers on the ways principal-staff relationship affect management of educational resources for effective administration of secondary schools in Obio/Akpor LGA of Rivers State.

METHODOLOGY

This study adopted a descriptive survey which involves the collection of data based on events that have occurred. The descriptive survey design is used to gather data and analyze them without any manipulation. The design was adopted because it enabled the researcher gather information from a sample of respondents using a questionnaire that described their opinions. The population of the study comprised of all the 1,270 academic staff (i.e. 20 principals and 1,250 teachers) of twenty (20) public senior

secondary schools in Obio-Akpor Local Government Area, Rivers State. (Source: Planning, Research and Statistics Department, Rivers State, 2020). Simple random sampling technique was used to draw 380 respondents representing 30% of the entire population, this served as the sample size. The instrument that was used for data collection in this study is the questionnaire. It was a questionnaire developed by the researcher. It was titled “Principal-Staff Relationship for Effective Administration of Secondary Schools Questionnaire (PSREASSQ)”. It consisted of Sections A and B. Section A dealt with demographic information of the respondents while Section B dealt with variables from the research questions which were used to elicit information from the respondents. The items were structured after the modified four-point Likert type rating scale of Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point, respectively. The reliability of the instrument was determined through the test-retest method for a measure of its stability. The researcher administered twenty (20) copies of the instrument to 20 respondents who were not be part of the sample. Two weeks later, the same instrument were re-administered to the same respondents. The scores obtained were correlated using Pearson’s Product Moment Correlation (PPMC) to determine the reliability index which yielded 0.61. As part of data collection, the researcher designed and distributed 380 copies of questionnaire to the respondents. Two hundred and ninety-five (295) copies were retrieved and found suitable for analysis resulting in 77.6 percent response rate. Data collected from the study were analyzed using mean and standard deviation for research questions, while z-test was used for hypotheses at 0.05 level of significance.

RESULTS

The results of the analysed data for each research questions and its corresponding hypothesis are presented on tables.

Research Question 1: *In what ways do principal-staff relationship affect staff productivity for effective administration of secondary schools in Obio/Akpor LGA of Rivers State?*

Table 1: Mean (\bar{x}) and Standard Deviation of respondents on the ways principal-staff relationship affect staff productivity for effective administration of secondary schools in Obio/Akpor LGA of Rivers State

SN	Items	Principals N = 9		Teachers N = 286		Mean Set X ₁ X ₂	Decision
		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂		
1.	Delegation of task to staff will make them have sense of belonging.	3.90	0.49	3.89	0.50	3.89	Agreed
2.	Supervision of staff to enhance their competence in job task.	3.70	0.51	3.65	0.43	3.67	Agreed
3.	Principal recognition of the role of teachers in the school.	3.82	0.38	3.54	0.49	3.68	Agreed
4.	Established harmonious working relationship principals and teachers.	3.41	0.81	3.78	0.41	3.59	Agreed
5.	Introducing issues and implementing same that result to staff welfare promotion.	3.38	0.66	3.42	0.73	3.40	Agreed
6.	Rewarding staff members who are hard working in the discharge of their duties.	3.32	0.51	3.16	0.64	3.24	Agreed
Average Mean/Standard Deviation		3.58	0.56	3.57	0.53	3.58	

Source: Researcher’s Computed Data, 2021.

Note: In the above table, the decision of “**Disagreed**” means that the respondents did not agree with the item statement (which is below the criterion mean of **2.5**) while “**Agreed**” means that the respondents agree with the item statement (which is above the criterion mean of **2.5**).

Data in Table 1 showed the mean scores of respondents on the ways principal-staff relationship affect staff productivity for effective administration of secondary schools in Obio/Akpor LGA of Rivers State. From the table, it is observed that the respondents agreed on all the items because their mean scores are greater than the criterion mean of 2.50. The average mean score of 3.58 showed that the ways principal-staff relationship affect staff productivity for effective administration of secondary schools in Obio/Akpor LGA of Rivers State include; delegation of task to staff will make them have sense of belonging, supervision of staff to enhance their competence in job task, principal recognition of the role of teachers in the school, established harmonious working relationship principals and teachers, introducing issues and implementing same that result to staff welfare promotion, and rewarding of staff members who are hard working in the discharge of their duties.

Research Question 2: *In what ways do principal-staff relationship affect students' academic performance in secondary school in Obio/Akpor LGA of Rivers State?*

Table 2: Mean (\bar{x}) and Standard Deviation of respondents on the ways principal-staff relationship affect students' academic performance in secondary school in Obio/Akpor LGA of Rivers State.

SN	Items	Principals N = 9		Teachers N = 286		Mean Set X ₁ X ₂	Decision
		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂		
7	Cordial relationship between principals and teachers will enhance teachers' productivity.	3.39	0.61	3.41	0.75	3.40	Agreed
8	Adoption of democratic principles in school administration involving teachers will motivate them to put in their best.	3.19	0.70	3.86	0.35	3.52	Agreed
9	Administrators who organize seminar and workshops to enhance teachers' productivity.	3.26	0.63	3.67	0.47	3.47	Agreed
10	Provision of teaching and learning material by school management motivate teachers to put in their best.	3.63	0.45	3.53	0.50	3.58	Agreed
11	Principals who promote staff welfare such as recommendation for in-service training.	3.49	0.54	3.86	0.35	3.68	Agreed
12	Enforcement of discipline by both administration and teachers will enhance students' academic performance.	3.60	0.49	3.30	0.88	3.45	Agreed
Average Mean/Standard Deviation		3.43	0.57	3.60	0.55	3.53	

Source: Researcher's Computed Data, 2021.

Data in Table 2 showed the mean scores of respondents on the ways principal-staff relationship affect students' academic performance in secondary school in Obio/Akpor LGA of Rivers State. From the table, it is observed that the respondents agreed on all the items because their mean scores are greater than the criterion mean of 2.50. The average mean score of 3.53 revealed that the ways principal-staff relationship affects students' academic performance in secondary school in Obio/Akpor LGA of Rivers State include; cordial relationship between principals and teachers will enhance teachers' productivity, adoption of democratic principles in school administration involving teachers will motivate them to put in their best, administrators who organize seminar and workshops to enhance teachers' productivity, provision of teaching and learning material by school management motivate teachers to put in their best, principals who promote staff welfare such as recommendation for in-service training, and enforcement of discipline by both administration and teachers will enhance students' academic performance.

Research Question 3: *In what ways do principal-staff relationship affect management of educational resources for effective administration of secondary schools in Obio/Akpor LGA of Rivers State?*

Table 3: Mean (\bar{x}) and Standard Deviation of respondents on the ways principal-staff relationship affect management of educational resources for effective administration of secondary schools in Obio/Akpor LGA of Rivers State.

SN	Items	Principals N = 9		Teachers N = 286		Mean Set X ₁ X ₂	Decision
		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂		
13	Proper allocation of education resources to enhance utilization by staff.	3.52	0.52	3.34	0.84	3.43	Agreed
14	Exercising control measures on the use of education resources and making teachers understand that they are scarce.	3.58	0.49	3.34	0.64	3.46	Agreed
15	Proper preservation of instructional materials in the shelves, drawers and store house after use by the teachers through management orientation.	3.56	0.63	3.53	0.50	3.55	Agreed
16	Staff presentation of transparent account on educational resources provided and used in the school as part of management policy.	3.30	0.59	3.25	0.61	3.27	Agreed
17	Proper deployment of financial and material resources to strategic area of need in the school to enhance set goals	3.44	0.56	3.13	0.70	3.28	Agreed
18	Cordial relationship between principals and staff will enhance regular maintenance of other educational resources for effective and efficient utilization.	3.60	0.49	3.30	0.88	3.45	Agreed
Average Mean/Standard Deviation		3.50	0.54	3.31	0.69	3.41	

Source: Researcher's Computed Data, 2021.

Data in Table 3 showed the mean scores and rank order of respondents on the ways principal-staff relationship affect management of educational resources for effective administration of secondary schools in Obio/Akpor LGA of Rivers State. From the table, it is observed that the respondents agreed on all the items because their mean scores are greater than the criterion mean of 2.50. The average mean score of 3.41 indicated that the ways principal-staff relationship affect management of educational resources for effective administration of secondary schools in Obio/Akpor LGA of Rivers State include; proper allocation of education resources to enhance utilization by staff, exercising control measures on the use of education resources and making teachers understand that they are scarce, proper preservation of instructional materials in the shelves, drawers and store house after use by the teachers through management orientation, staff presentation of transparent account on educational resources provided and used in the school as part of management policy, proper deployment of financial and material resources to strategic area of need in the school to enhance set goals, and cordial relationship between principals and staff will enhance regular maintenance of other educational resources for effective and efficient utilization.

Test of Hypotheses

Ho₁: There is no significant difference between the mean scores of principals and teachers on the ways principal-staff relationship affect staff productivity for effective administration of secondary schools in Obio/Akpor LGA of Rivers State.

Table 4: z-test Analysis on the difference between the Mean Scores of Principals and Teachers on the ways principal-staff relationship affect staff productivity for effective administration of secondary schools in Obio/Akpor LGA of Rivers State

Category	N	\bar{X}	SD	df	z-cal	z-crit.	Remarks
Principals	9	3.58	0.56	293	0.053	±1.960	Not Significant
Teachers	286	3.57	0.53	295			Accept Ho ₁ (z-cal. < z-crit.)

Table 4 revealed that principals have mean and standard deviation scores of 3.58 and 0.56, while teachers have mean and standard deviation scores of 3.57 and 0.53 respectively. The figured z-calculated of 0.053 is lesser than the z-critical of 1.960, meaning the null hypothesis is accepted. By implication, there is no significant difference in the mean scores of principals and teachers on the ways principal-staff relationship affect staff productivity for effective administration of secondary schools in Obio/Akpor LGA of Rivers State.

Ho₂: There is no significant difference between the mean scores of principals and teachers on the ways principal-staff relationship affect students' academic performance in secondary school in Obio/Akpor LGA of Rivers State.

Table 5: z-test Analysis on the difference between the Mean Scores of Principals and Teachers on the ways principal-staff relationship affect students' academic performance in secondary school in Obio/Akpor LGA of Rivers State

Category	N	\bar{X}	SD	df	z-cal	z-crit.	Remarks
Principals	9	3.43	0.57	293	-0.881	±1.960	Not Significant
Teachers	286	3.60	0.55	295			Accept Ho ₂ (z-cal. < z-crit.)

Table 5 revealed that principals have mean and standard deviation scores of 3.43 and 0.57, while teachers have mean and standard deviation scores of 3.60 and 0.55 respectively. The figured z-calculated of -0.881 is lesser than the z-critical of -1.960, meaning the null hypothesis is accepted. By implication, there is no significant difference in the mean scores of principals and teachers on the ways principal-staff relationship affect students' academic performance in secondary school in Obio/Akpor LGA of Rivers State.

Ho₃: There is no significant difference between the mean scores of principals and teachers on the ways principal-staff relationship affect management of educational resources for effective administration of secondary schools in Obio/Akpor LGA of Rivers State.

Table 6: z-test Analysis on the difference between the Mean Scores of Principals and Teachers on the ways principal-staff relationship affect management of educational resources for effective administration of secondary schools in Obio/Akpor LGA of Rivers State

Category	N	\bar{X}	SD	df	z-cal	z-crit.	Remarks
Principals	9	3.50	0.54	293	1.029	±1.960	Not Significant
Teachers	286	3.31	0.69	295			Accept Ho ₂ (z-cal. < z-crit.)

Table 4 revealed that principals have mean and standard deviation scores of 3.50 and 0.54, while teachers have mean and standard deviation scores of 3.31 and 0.69 respectively. The figured z-calculated of 1.029 is lesser than the z-critical of 1.960, meaning the null hypothesis is accepted. By implication, there is no significant difference in the mean scores of principals and teachers on the ways principal-staff relationship affect management of educational resources for effective administration of secondary schools in Obio/Akpor LGA of Rivers State.

DISCUSSION OF FINDINGS

The first finding of the study revealed that the ways principal-staff relationship affect staff productivity for effective administration of secondary schools in Obio/Akpor LGA of Rivers State include; delegation of task to staff will make them have sense of belonging, supervision of staff to enhance their competence in job task, principal recognition of the role of teachers in the school, established harmonious working relationship principals and teachers, introducing issues and implementing same that result to staff welfare promotion, and rewarding of staff members who are hard working in the discharge of their duties. Also, there is no significant difference in the mean scores of principals and teachers on the ways principal-staff relationship affect staff productivity for effective administration of secondary schools in Obio/Akpor LGA of Rivers State.

The finding is in line with Herzberg (1959) who noted that productivity means job enrichment by the use of more effectively talented teachers. The implication is that it involves building into individual greater scope for personal achievement, recognition and responsibility. It implies strengthening the motivational factors. The implication or the obvious of this study is that principals may not achieve maximum production in their schools or in any organization without cooperation of teachers. In other words, cooperation would be possible when there is fair play or interpersonal relationship between the leader (principal) and the led (staff). In reference to Nwosu (2017), he reported that for principal to be productive, they can't do away with the teachers, teachers are the sole proprietorship of effective teaching and learning. Nwosu (2017) buttressed that principals, as the head of secondary schools are charged with the responsibility of implementing educational policies, while teachers on the other hand are the principal actors for the achievement of the goals and objectives of education through the discharge of their duties.

The second finding of the study showed that the ways principal-staff relationship affects students' academic performance in secondary school in Obio/Akpor LGA of Rivers State include; cordial relationship between principals and teachers will enhance teachers' productivity, adoption of democratic principles in school administration involving teachers will motivate them to put in their best, administrators who organize seminar and workshops to enhance teachers' productivity, provision of teaching and learning material by school management motivate teachers to put in their best, principals who promote staff welfare such as recommendation for in-service training, and enforcement of discipline by both administration and teachers will enhance students' academic performance. Similarly, there is no significant difference in the mean scores of principals and teachers on the ways principal-staff relationship affect students' academic performance in secondary school in Obio/Akpor LGA of Rivers State.

The finding of the study is agreement with Maicibi (2017) who contended that without a cordial principal-staff relationship, good academic performance of students cannot be realized in schools. He added that even if the school has all the required instructional materials and financial resources, the school may not be able to use them effectively, if the students are not directed or taught by their teachers on how to use them, or if the teachers who guide in their usage are not properly trained to implement them effectively. Concurring to this view, Riley and Mulford (2017) noted that the success of students' completion of their education goals is judged through the degree of effectiveness working relationship between the principal and the teachers; hence, they should recognize that teachers in the school organizations are of great resource in promoting good academic performance amongst students. The finding is also tandem with Farrant (2007) who opined that academic performance of students in school is attributed to a number of

factors such as a good working relationship between the principal and the staff. According to Farrant (2007), a school consists of the principal, teachers, non-teaching staff and students who interact with one other to accomplish pre-determined goals. Therefore, for a school organization to produce students with good academic performance, a favourable and cordial relationship between principal and staff is required. Bukar, Ibi and Abdullahi (2015) emphasized that principal-teacher relationship are directly involved in influencing the academic performance of students towards their goal setting and attainment.

The third finding of the study revealed that the ways principal-staff relationship affect management of educational resources for effective administration of secondary schools in Obio/Akpor LGA of Rivers State include; proper allocation of education resources to enhance utilization by staff, exercising control measures on the use of education resources and making teachers understand that they are scarce, proper preservation of instructional materials in the shelves, drawers and store house after use by the teachers through management orientation, staff presentation of transparent account on educational resources provided and used in the school as part of management policy, proper deployment of financial and material resources to strategic area of need in the school to enhance set goals, and cordial relationship between principals and staff will enhance regular maintenance of other educational resources for effective and efficient utilization. In addition, there is no significant difference in the mean scores of principals and teachers on the ways principal-staff relationship affect management of educational resources for effective administration of secondary schools in Obio/Akpor LGA of Rivers State.

The finding is in agreement with Mgbako-Ezennia in Nwadiani (2000) who observed that within the school, there are educational resources which include both materials and human that undergo certain defined processes to produce the outputs. Hence, how effectively these resources are managed rest on the kind of relationship that exist between the principal and teachers. In view of this, Ndu (2011) asserted that educational resources do not come by chance. They are created and developed in order to achieve the overall goals of the school. Then, there is need for smooth principal-staff relationship to ensure proper management of educational resources in order to achieve effective school administration.

CONCLUSION

From the findings, it can be concluded that principal-staff relationship affects staff productivity, students' academic performance, and management of educational resources for effective administration and goal attainment of secondary schools in Obio/Akpor LGA of Rivers State.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations were made:

1. Principals should relate with staff by delegating task, supervising classroom activities, recognizing the role of teachers and many more in order to strengthen their productivity and enhance effective administration.
2. Secondary school principals should adopt democratic principles in school administration by involving teachers in decision making. This will encourage them to put in their best in the discharge of their activities in classroom to improve students' academic performance.
3. The school principals should work with staff to properly allocate and present a transparent account on educational resources provided by government and NGOs, as it will help to advance effective administration in the school.

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