Assessment of the Effectiveness of Leadership Styles and Administrative Competence of Principals in Secondary Schools in Central Senatorial District of Delta State

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ABSTRACT
The purpose of this study was to assess the level of effectiveness of leadership styles and administrative competence of principals in secondary schools in Delta Central Senatorial District of Delta State. Three research questions guided the study and 3 hypotheses were tested at .05 level of significance. Survey research design was used and the population of the study was 108 principals from public secondary schools in Delta Central Senatorial District of Delta State. Stratified random sampling technique was used to select 70. The instrument for data collection was a questionnaire titled School Administrators Assessment Questionnaire (SAAQ) with 18-items. The SAAQ was validated by three experts, to ascertain the reliability of the SAAQ, 20 copies were administered on 20 principals from public secondary schools in Delta South Senatorial District of Delta State, who were not part of the area under study. Using test retest method, the Pearson Product Moment Correlation was used to test the reliability of SAAQ which yielded 0.73 coefficient. Data were collected by the researcher and were analyzed using mean for research questions, while t-test was used for testing the hypothesis at .05 level of significance. The study revealed that, autocratic and democratic leadership styles were highly effective. As well, the administrative competence and school administrators’ skills of principals were effective. Based on the findings, it was recommended amongst others that Government and stakeholders should regularly organized training seminar, conferences, and workshops on leadership development for secondary school principals.

Keywords: Assessment, Leadership Style, Administrative Competence, Principal, Secondary School, & Delta State

INTRODUCTION
Education is as old as humanity and it encompasses every facet of life. Education is also the bedrock of national development as well a catalyst to sustainable livelihood. It is a process whereby skills, knowledge, attitude, and virtues are inculcated in individuals. According to Jekayinfa and Kolawole (2008) the main purpose of education, is to develop the individual so that he can be useful to himself, his family, and the society generally. Development in this case does not only mean physical development, that we can always see; but it also includes intellectual and emotional development that only manifest themselves in the behaviour and mental activities of the individuals. Various types of education exist in Nigeria such as formal and informal education. The formal aspects of education sometimes referred to as schooling, which is characterized by specially built institutions (schools, colleges, universities, etc) with formalized and highly structure curricula (programme) syllabi, course outlines, etc. Another mark of formal education is the award of prescribed certificates for different levels and courses after the use of approved method, facilities and examination.
Objectives of Education in Nigeria
According to the Federal Republic of Nigeria (FRN, 2009), the goals of education as enshrined in the National Policy on Education (NPE) are:

i. To inculcate national consciousness and national unity.
ii. To inculcate the right values and attitudes for the survival of the individual and the Nigerian society.
iii. The training of the mind in the understanding of the world around.
iv. The acquisition of appropriate skills and competence both mental and physical.

Furthermore, the goals of Nigeria education are therefore specifically designed to achieve the following national goals:

i. A free democratic society
ii. A just egalitarian society
iii. A united, strong and self-reliant nation
iv. A great and dynamic economy
v. A land of bright and full opportunities for all citizens.

In order to achieve the objectives of secondary school education in Nigeria, school principals have greater role to play in the administration and management of secondary schools. Therefore, principals of secondary schools must possess various leadership skills and administrative competence.

Concept of Leadership in Schools
According to Ibukun (2004) in Alimi, Alabi, and Ehinola (2011), leadership is the art of influencing others to work enthusiastically towards the achievement of organizational goals. Onoyase (2007) posited that leadership is one of the most important variables that contribute to the success of an organization such as schools. For effective administration of secondary schools, the principals may use various leadership styles to achieve the stated goals and objectives of secondary schools.

Leadership Styles Used by School Principals in Nigeria
Leadership style is the way and manner administrators coordinate the human and material resources in the organization to achieve the organization’s goals and objectives. As well, leadership style is a leader's style of providing direction, implementing plans, and motivating people. There are various types of leadership styles used in organization. According to Adeyemi (2004) in Adeyemi and Bolarinwa (2013), three types of leadership styles are commonly used in Nigerian schools which are autocratic, democratic, and laissez-faire leadership styles. Onoyase (2007) identified five leadership styles which include:

i. Autocratic Leadership: In this type of leadership the leader alone take decision without consultation of members. As well give orders which must be obeyed and all powers are concentrated in his hand.

ii. Democratic Leadership: This type of leadership is characterized by the sharing of opinion in a typically parliamentary style. This type of leadership offers opportunity for both the leaders and followers to fully participate in the administration of the organization.

iii. Pseudo-democratic Leadership: This is a situation whereby the leader claims to be democratic in the administration of the organization but in the real sense intentionally autocratic. This type of leader will always asked for suggestions and opinion of followers but will never make use of their suggestions and opinion.

iv. Laissez-faire Leadership: Laissez faire is a French expression which literally means “let people do what they wish”. It is a kind of leadership that makes provision for the individuals to have dominant roles in decision-making and in the exercise of power. This type of leadership allows complete freedom to group decision without the leaders participation, thus subordinates are free to do what they like.

v. Transactional Leadership: According to Duze (2012) researchers have identified certain leadership styles used in schools which include nomothetic, idiographic and transactional leadership style. The Nomothetic leadership style is the characteristic of a leader who follows the rules and regulations of an organization to the letter. Everything the leader does follow
official protocol and strict adherence to rules and regulations of the organization (Bureaucracy). The idiographic leadership style on the other hand focuses more on individual needs than organizational needs. The leader expects subordinates to work things out for themselves with organizational demands minimized. Here authority is delegated while the relationship to others is in line with individual’s personal needs (Adeyemi, 2004; Evan, 1998). The transactional leadership style is a hybrid between the nomothetic and idiographic leadership style and it is situation-oriented. But unlike the idiographic leadership style which emphasizes individual’s needs, the transactional leadership behavior recognizes the importance of institutional roles and expectations. The leader assumes that pursuing institutional goals could result in the fulfillment of individual personality drives. Transactional leadership behavior thus allows for the practices of good human relationships (Bidwell, 2001).

In most organization such as school, the leader usually combined different leadership styles to achieve the organizational goals and objectives. However, using the various leadership styles without administrative competence may result to poor achievement of organizational goals and objectives.

Concept of Schools Administration
Onoyase (2007) citing Nwankwo (1983) posited that educational administration is the arrangement of human and material resources and programmes available for education and carefully using them systematically for the achievements of educational goals and objectives. Furthermore, Onoyase (2007) opined that educational administration is the utilization of human and material resources available in schools to achieve the goals and objectives of education. The school administrators therefore contribute in terms of planning, policy-making and designing of programmes. However, the major role of the administrator lies in the effective and efficient implementation of plans, programmes and policies for the interest of education. For school administrators to be productive, the school administrator must possess suitable administrative competence and skills.

According to Onoyase (2007), the administrative tasks expected of the school administrator are:

i. Provision of instructional academic leadership
ii. Responsibility to staff
iii. Responsibility to students
iv. Managing the school’s financial and physical resources
v. Managing the school community relations
vi. Keeping of school records

In addition, school administration involves the following:

i. **Planning:** The school administrators under takes planning in the process of managing the school by assigning teachers to teach various subjects, preparing of time table, and assigning teachers to various post.

ii. **Organization:** the organization of the school activities by the principal is crucial in order to minimize conflict in the performance of task by members of staff.

iii. **Directing:** The school administrator directs the activities of the school by providing good leadership to both members of staff and students. It is significant for school administrator to provide good leadership in order to achieve the goals and objectives of the school.

iv. **Budgeting:** The school administrator prepares the annual estimated budgets showing the revenue and expenditure of the school every year. The school administrator indicates in the annual estimate the programmes that will be implemented and the objectives of such programmes.

v. **Evaluation:** The evaluation of members of academic staff, non-academic staff and students is an important administrative function of the school administrator. The school administrator needs to be very objective in the evaluation of members of staff since it has great consequences on the promotion of members of staff.
Coordination: The school administrator also needs to coordinate the activities of the school in such a way that all activities in the school are related to one another. The school administrator should ensure that all the members of staff work together as a team.

Empirical Studies
Various studies have been conducted by researchers to assess the effectiveness of school administrator leadership styles and administrative competence. Alimi, Alabi, and Ehinola (2011) conducted a study to investigated Teachers’ Perception of Principals’ Leadership effectiveness in the important salient aspects of school management: Pedagogical skill, Administrative skill and community relation skills effectiveness. The results showed that there is a significant difference in the teachers’ perception of principals’ leadership effectiveness in public and private secondary schools, with the principals of public secondary schools having low level of leadership effectiveness in pedagogical and community relation skills effectiveness, but high administrative skill effectiveness while the reverse is the case in private secondary schools. It was recommended that since the principals of public secondary schools are perceived to be less effective than principals of private secondary schools in school leadership, appointment as principal should not be based on seniority alone but also on capability as a change agent to influence others through collaborative problem solving strategies with students, staff, community and stakeholders.

Another study conducted by Adeyemi and Bolarinwa (2013) to examined principals’ leadership style and students’ academic performance in secondary schools in Ekiti State, Nigeria. It was found that the democratic style of leadership was the prevalent leadership style used by school principals in the State. The autocratic leadership style was found to be significantly related with students’ academic performance. It was recommended that principals should endeavour to use the autocratic leadership style in enhancing better academic performance of students in their schools.

Similarly, Akomolafe (2012) conducted a study to investigate the level of administrative effectiveness of principals of public and private secondary schools. The result of the study revealed that there was moderate level of administrative effectiveness in public schools while there was high level of administrative effectiveness in private secondary schools. It also revealed that schools with high level of administrative effectiveness manifest high level of discipline. It was recommended that the principals of public schools should be more skillful in their administrative strategies to enhance the level of students’ discipline. It was also recommended that private schools should show more interest in sporting activities.

Furthermore, Akinola (2013) conducted a study sought to find out the leadership skills possessed by principals of public secondary schools in South Western Nigeria and the relationship between these leadership skills and school effectiveness in terms of student academic achievement. Findings revealed that secondary school principals in south western Nigeria possessed technical, interpersonal, conceptual and administrative skills. A significant relationship was found between principals’ leadership skills and school effectiveness.

Momoh and Osagiobare (2015) conducted a study to investigated principals’ implementation of quality assurance standards and administrative effectiveness in public secondary schools in Edo and Delta States. The findings revealed that though not all quality assurance standards in Edo and Delta public secondary schools were implemented, the level of principals’ administrative effectiveness is high and experience significantly contributed to their performance.

Statement of the Problem
Over the years, the administration and management of secondary schools in Nigeria has been faced with various problems such as indiscipline among staffs and students, examination malpractice, cultism, and drug abuse. These problems could be as a result of abnormalities in the leadership and administration of schools by principals. These persistent problems in our secondary schools today, makes one to wonder if the principals of secondary schools are competent in terms of the leadership styles adopted, as well as their administrative competence in carrying out their functions as principals. However, the case of secondary schools in Delta State might not be different. Thus, there is need to assess the level of
effectiveness of the leadership styles and the administrative competence of principals of secondary schools in Delta Central Senatorial District of Delta State

Purpose of the Study
The purpose of the study was to assess the level of effectiveness of leadership styles and administrative competence of principals in secondary schools in Delta Central Senatorial District of Delta State. Specifically, the study was conducted to ascertain the:

i. Level of effectiveness of leadership styles used by principals of secondary schools in Delta Central Senatorial District of Delta State.
ii. Level of effectiveness of administrative competence of principals of secondary schools in Delta Central Senatorial District of Delta State.
iii. Level of effectiveness of school administrators’ skills of principals of secondary schools in Delta Central Senatorial District of Delta State.

Research Questions
The following research questions guided the study:

i. What is the level of effectiveness of leadership styles used by principals of secondary schools in Delta Central Senatorial District of Delta State?
ii. What is the level of effectiveness of administrative competence of principals of secondary schools in Delta Central Senatorial District of Delta State?
iii. What is the level of effectiveness of school administrators’ skills of principals of secondary schools in Delta Central Senatorial District of Delta State?

Hypotheses
The following Null hypotheses were tested at .05 level of significance:

i. There is no significant difference between the response of principals from rural and urban on level of effectiveness of leadership styles used by principals of secondary schools in Delta Central Senatorial District of Delta State.
ii. There is no significant difference between the response of principals from rural and urban on level of effectiveness of administrative competence of principals of secondary schools in Delta Central Senatorial District of Delta State.
iii. There is no significant difference between the response of principals from rural and urban on level of effectiveness of school administrators’ skills of principals of secondary schools in Delta Central Senatorial District of Delta State.

Scope/Delimitation of the Study
The study was limited in scope to public secondary schools in Delta Central Senatorial District of Delta State. As well, the observation units were principals.

Significance of the Study
This study will be significant to Delta State Post Primary Education Board, school administrators, and future researchers.

To Delta State Post Primary Education Board, the findings of this study will revealed the level of effectiveness of leadership styles and administrative competence of principals, which could be used to address leadership and administrative challenges of principals of secondary schools in Delta State.

To school administrators, the findings of this study will revealed the level of effectiveness of leadership styles and administrative competence of principals, which may help to build a framework for school administrators to improve on their leadership and administrative skills.

To future researchers, the findings of the study may be used as guide when conducting similar research, as well as literature for future researchers.

RESEARCH METHODS AND PROCEDURE
Survey research design was used in this study, since no variable was manipulated in this study. The population of the study was 108 principals from 108 public secondary schools in Delta Central Senatorial District of Delta State. Stratified random sampling technique using simple balloting was used to select 70
principals (30 principals from rural and 40 from urban secondary schools). The instrument for data collection was a self-developed questionnaire titled School Administrators Assessment Questionnaire (SAAQ) with 18-items. SAAQ used a 4-point rating scale instrument with the following response categories: Highly Effective (HE), Effective (E), Poorly Effective (PE), and Not Effective (NE) with a corresponding weight of 4,3,2, and 1 respectively with a cutoff point of 2.50. SAAQ has 2 sections, Section A dealt on personal data of the respondents, while Section B has 3 parts based on the research questions. Part 1, 2, and 3 dealt on leadership styles, administrative competence, and school administrators’ skills respectively. The SAAQ was validated by three experts, one from College of Education, Warri, and two from Delta State University, Abraka, their comment and input were corrected in the final draft of the SAAQ. To ascertain the reliability of the SAAQ, 20 copies were administered on 20 principals from public secondary schools in Delta South Senatorial District of Delta State, who were not part of the area under study. Using test retest method, the Pearson Product Moment Correlation was used to test the reliability of SAAQ which yielded 0.73 coefficient. Data were collected by the researcher through the administration of the SAAQ on principals selected in their respective schools. All the 70 questionnaire administered were returned, making it hundred percent return rate. Data collected were analyzed using mean for research questions, while t-test was used for testing the hypothesis at .05 level of significance.

RESULTS AND DISCUSSION
The results were presented sequentially based on research questions and hypotheses.

**Research Question 1:** What is the level of effectiveness of leadership styles used by principals of secondary schools in Delta Central Senatorial District of Delta State?

<table>
<thead>
<tr>
<th>S/N</th>
<th>Rate the level of effectiveness of leadership styles adopted by principals of secondary schools in Delta Central Senatorial District of Delta State:</th>
<th>Rural (N=30)</th>
<th>Urban (N=40)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Remark</td>
<td>Mean</td>
</tr>
<tr>
<td>1.</td>
<td>Autocratic Leadership</td>
<td>3.73</td>
<td>Highly Effective</td>
</tr>
<tr>
<td>2.</td>
<td>Democratic Leadership</td>
<td>3.57</td>
<td>Highly Effective</td>
</tr>
<tr>
<td>3.</td>
<td>Pseudo-Democratic Leadership</td>
<td>1.23</td>
<td>Not Effective</td>
</tr>
<tr>
<td>4.</td>
<td>Laissez-Faire Leadership</td>
<td>1.27</td>
<td>Not Effective</td>
</tr>
<tr>
<td>5.</td>
<td>Transactional Leadership</td>
<td>1.33</td>
<td>Not Effective</td>
</tr>
<tr>
<td></td>
<td><strong>Grand Mean</strong></td>
<td><strong>2.25</strong></td>
<td><strong>2.21</strong></td>
</tr>
</tbody>
</table>

Table 1 revealed that Autocratic Leadership and Democratic Leadership were highly effective. While Pseudo-Democratic Leadership, Laissez-Faire Leadership, and Transactional Leadership were not effective in the administration of secondary schools in Delta Central Senatorial District of Delta State. These findings are in line with the research of Adeyemi and Bolarinwa (2013) which reported that the democratic and autocratic style of leadership was the prevalent leadership style used by school principals in the State. Similarly, Adeyemi (2004) in Adeyemi and Bolarinwa (2013), posited that three types of leadership styles are commonly used in Nigerian schools which are autocratic, democratic, and laissez faire leadership styles.
Research Question 2: What is the level of effectiveness of administrative competence of principals of secondary schools in Delta Central Senatorial District of Delta State?

Table 2: Mean response of respondents on the level of effectiveness of administrative competence of principals of secondary schools in Delta Central Senatorial District of Delta State

<table>
<thead>
<tr>
<th>S/N</th>
<th>Rate the level of effectiveness of administrative competence of principals of secondary schools in Delta Central Senatorial District of Delta State:</th>
<th>Rural (N=30)</th>
<th>Urban (N=40)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>Remark</td>
</tr>
<tr>
<td>1.</td>
<td>Provision of instructional and academic leadership</td>
<td>3.43</td>
<td>Effective</td>
</tr>
<tr>
<td>2.</td>
<td>Responsibility to staffs and students</td>
<td>3.27</td>
<td>Effective</td>
</tr>
<tr>
<td>3.</td>
<td>Managing school’s financial and physical resources</td>
<td>3.00</td>
<td>Effective</td>
</tr>
<tr>
<td>4.</td>
<td>Managing school community relations</td>
<td>3.13</td>
<td>Effective</td>
</tr>
<tr>
<td>5.</td>
<td>Keeping of school records</td>
<td>3.03</td>
<td>Effective</td>
</tr>
<tr>
<td></td>
<td><strong>Grand Mean</strong></td>
<td><strong>3.17</strong></td>
<td></td>
</tr>
</tbody>
</table>

Table 2 revealed that administrative competence such as provision of instructional and academic leadership; responsibility to staffs and students; managing school’s financial and physical resources; managing school community relations; and keeping of school records were effective in the administration of secondary schools in Delta Central Senatorial District of Delta State. These findings are in agreement with the research of Momoh and Osagiobare (2015) which revealed that the level of principals’ administrative effectiveness is high in public secondary schools in Edo and Delta State. Furthermore, Akinola (2013) reported in his study that secondary school principals in South Western Nigeria possessed technical, interpersonal, conceptual and administrative skills. In same vien, Alimi, Alabi, and Ehinola (2011) results showed that there is a significant difference in the teachers’ perception of principals’ administrative skills with the principals of public secondary schools having high level of administrative effectiveness while the reverse is the case in private secondary schools. On a contrary, Akomolafe (2012) result from his study revealed that there was moderate level of administrative effectiveness in public schools while there was high level of administrative effectiveness in private secondary schools. Similarly, Alimi, Alabi, and Ehinola (2011) results showed that there is a significant difference in the teachers’ perception of principals’ leadership effectiveness in public and private secondary schools, with the principals of public secondary schools having low level of leadership effectiveness in pedagogical and community relation skills effectiveness.
Research Question 3: What is the level of effectiveness of school administrators’ skills of principals of secondary schools in Delta Central Senatorial District of Delta State?

Table 3: Mean response of respondents on the level of effectiveness of school administrators’ skills of principals of secondary schools in Delta Central Senatorial District of Delta State

<table>
<thead>
<tr>
<th>S/N</th>
<th>Rate the level of effectiveness of school administrators’ skills of principals of secondary schools in Delta Central Senatorial District of Delta State:</th>
<th>Rural (N=30)</th>
<th>Urban (N=40)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>Remark</td>
</tr>
<tr>
<td>1.</td>
<td>Human relations skills</td>
<td>2.46</td>
<td>Effective</td>
</tr>
<tr>
<td>2.</td>
<td>Planning skills</td>
<td>2.83</td>
<td>Effective</td>
</tr>
<tr>
<td>3.</td>
<td>Decision making skills</td>
<td>3.33</td>
<td>Effective</td>
</tr>
<tr>
<td>4.</td>
<td>Organising skills</td>
<td>3.37</td>
<td>Effective</td>
</tr>
<tr>
<td>5.</td>
<td>Delegation of authority skills</td>
<td>3.47</td>
<td>Effective</td>
</tr>
<tr>
<td>6.</td>
<td>Staff appraisal skills</td>
<td>3.00</td>
<td>Effective</td>
</tr>
<tr>
<td>7.</td>
<td>Communication skills</td>
<td>3.31</td>
<td>Effective</td>
</tr>
<tr>
<td></td>
<td><strong>Grand Mean</strong></td>
<td><strong>3.11</strong></td>
<td></td>
</tr>
</tbody>
</table>

Table 3 revealed that administrators’ skills such as human relations, Planning, Decision making, Organizing, Delegation of authority, Staff appraisal, and Communication skills of principals of secondary schools in Delta Central Senatorial District of Delta State were effective. These findings are in agreement with Alimi, Alabi, and Ehinola (2011) results of their study which showed that there is a significant difference in the teachers’ perception of principals’ administrative skills with the principals of public secondary schools having high level of administrative effectiveness while the reverse is the case in private secondary schools.

Hypothesis 1: There is no significant difference between the response of principals from rural and urban on level of effectiveness of leadership styles used by principals of secondary schools in Delta Central Senatorial District of Delta State.

Table 4: T-test analysis of respondents from rural and urban on level of effectiveness of leadership styles used by principals of secondary schools in Delta Central Senatorial District of Delta State

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Df</th>
<th>tcal</th>
<th>tcrit</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>30</td>
<td>2.23</td>
<td>1.30</td>
<td>68</td>
<td>0.140</td>
<td>1.671</td>
<td>Accept</td>
</tr>
<tr>
<td>Urban</td>
<td>40</td>
<td>2.21</td>
<td>1.41</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

N =70, df=68, p<0.05, *Accept

Table 4 revealed that there was no significant difference between the response of principals from rural and urban on level of effectiveness of leadership styles used by principals of secondary schools in Delta Central Senatorial District of Delta State.
Hypothesis 2: There is no significant difference between the response of principals from rural and urban on level of effectiveness of administrative competence of principals of secondary schools in Delta Central Senatorial District of Delta State.

Table 5: t-test analysis of respondents from rural and urban on level of effectiveness of administrative competence of principals of secondary schools in Delta Central Senatorial District of Delta State

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Df</th>
<th>t_cal</th>
<th>t_crit</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>30</td>
<td>3.17</td>
<td>.18</td>
<td>68</td>
<td>.805</td>
<td>1.671</td>
<td>Accept</td>
</tr>
<tr>
<td>Urban</td>
<td>40</td>
<td>3.25</td>
<td>.22</td>
<td>68</td>
<td>.805</td>
<td>1.671</td>
<td>Accept</td>
</tr>
</tbody>
</table>

\(N = 70, df = 68, p < 0.05, * \text{Accept}\)

Table 5 revealed that there was no significant difference between the response of principals from rural and urban on level of effectiveness of administrative competence of principals of secondary schools in Delta Central Senatorial District of Delta State.

Hypothesis 3: There is no significant difference between the response of principals from rural and urban on level of effectiveness of school administrators’ skills of principals of secondary schools in Delta Central Senatorial District of Delta State.

Table 6: T-test analysis of respondents from rural and urban on level of effectiveness of school administrators’ skills of principals of secondary schools in Delta Central Senatorial District of Delta State

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Df</th>
<th>t_cal</th>
<th>t_crit</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>30</td>
<td>3.11</td>
<td>.36</td>
<td>68</td>
<td>.621</td>
<td>1.671</td>
<td>Accept</td>
</tr>
<tr>
<td>Urban</td>
<td>40</td>
<td>3.15</td>
<td>.24</td>
<td>68</td>
<td>.621</td>
<td>1.671</td>
<td>Accept</td>
</tr>
</tbody>
</table>

\(N = 70, df = 68, p < 0.05, * \text{Accept}\)

Table 6 revealed that there was no significant difference between the response of principals from rural and urban on level of effectiveness of school administrators’ skills of principals of secondary schools in Delta Central Senatorial District of Delta State.

CONCLUSION

Based on the findings of this study, it was concluded that among autocratic, democratic, pseudo-democratic, laissez-faire, and transactional leadership styles adopted by secondary school principals, autocratic and democratic leadership styles were highly effective while the other three were not effective. As well, the administrative competence (such as provision of instructional and academic leadership, managing school-community relation, school records and resources) and school administrators’ skills (such as human relation, decision making, organizing, discipline, communication, staff appraisal, and delegation of authority skills) of principals were effective.

RECOMMENDATIONS

Based on the findings of this study, it was recommended that:

i. Government and stakeholders should regularly organized training seminar, conferences, and workshops on leadership development for secondary school principals.

ii. Government and stakeholders should regularly organize training seminar, conferences, and workshops on administrative development for secondary school principals.

iii. Government and stakeholders should regularly organize refresher course for secondary school principals to improve their leadership styles, administrative competence and school administrators’ skills.
REFERENCES