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# PRINCIPALS' ADMINISTRATIVE STRATEGIES AS A PREDICTOR OF MANAGERIAL EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN DELTA STATE

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## Abstract

*The study investigated principals' administrative strategies as a predictor of managerial effectiveness in public secondary schools in Delta State. Four research questions guided the study and four null hypotheses were tested at 0.05 level of significance. Correlational research design was adopted for this study. The population of the study comprised 465 principals in public secondary schools in Delta State. All the 465 principals were used for the study due to relatively manageable size of the population. Two sets of instruments namely ''Administrative Strategies Questionnaire (ASQ) and ''Managerial Effectiveness Scale (MES)'' were used for data collection. The instruments were subjected to face validation by three experts made up of two experts in Educational Management and an expert in Measurement and Evaluation, all from Department of Educational Foundations, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. The construct validation of the instruments was determined using factor analysis. The internal consistencies of the instruments were determined using Cronbach Alpha which yielded overall reliability indices of 0.81 for ASQ and 0.78 for MES respectively. The instruments were administered by the researcher with the help of five research assistants who are secondary school teachers in Delta State. A total of 465 copies of the questionnaire were distributed and 456 were properly filled and successfully retrieved indicating 98% return rate. Data analysis was done using simple regression. The findings of the study revealed among others that principals' planning and motivational strategies were strong predictors of managerial effectiveness in public secondary schools in Delta State. It was also found that principals' communication and disciplinary strategies are significant predictors of managerial effectiveness in public secondary schools in Delta State. Based on the findings, it was recommended among others that Delta State Ministry of Education should organize annual capacity building programme in form of in-service training for principals to professionally up-date their skills and knowledge of administrative strategies for enhancing managerial effectiveness.*

**Key words:** Principals, Administrative Strategies, Managerial Effectiveness, Planning Strategy, Motivational Strategy, Communication Strategy. Disciplinary Strategy



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## Introduction

Management effectiveness is the extent to which administrators make significant contributes and efforts toward realizing sated goals and objectives. Nanang et al (2021) defined managerial effectiveness as the degree of the success and accuracy in carrying out managerial functions in an organization. The personality and behaviour of principals influence their managerial effectiveness in secondary schools. Management effectiveness is the act of carrying out administrative activities to achieve set goals. It is the level of meeting the job expectation of an administrator in the workplace. Akinwumi and Opadeye (2020) defined managerial effectiveness as the success of organization in accomplishment of stated goals and objectives through judicious use of the available resources. The authors added that managerial effectiveness of school could be expressed as the ability of school managers to utilize available resources which include human, financial and material resources at a maximal result. It is how efficient an operation or administrative activities are carried out by administrators to accomplish set goals of learning institutions.

Managerial effectiveness of principals could be assessed through a rating of their administrative activities such controlling of staff behavior, effective communication and adequate motivation of teachers to improve their job commitment. Managerial ineffectiveness of some principals have shown to contribute towards lower levels of job commitment which lead to frequent absenteeism from school by teachers, aggressive behavior towards colleagues and learners, early exits from the profession, and psychological withdrawal from work in secondary schools in Anambra State (Nwankwo & Ifeanyi, 2021). One of the measures to tackle managerial ineffectiveness among principals could be the application of appropriate administrative strategies.

Administrative strategies are series of managerial approaches to planning, directing and controlling the daily operations of an organization. Amaefule et al (2022) defined administrative strategies as procedures or techniques that aid administrators in their day-to-day tasks of managing school affairs. Administrative strategies are the techniques for setting goals, mapping out procedures, allocating resources and motivating members of staff to attain the set goals. Egboka and Olisah (2020) defined administrative strategies as the managerial technique of planning, organizing and controlling the available human and material resources in order to attain set objectives. In the perception of Umar (2020), administrative strategies are the ways and manners in which managers shape and direct the activities of subordinates towards the achievement of organizational goals.

There are set of administrative strategies that could be applied by principals to control and direct the daily school affairs. Several scholars outlined administrative strategies to include: discipline, supervision, planning, effective leadership, delegation of duties, monitoring, motivation and communication (Ngeripaka et al, 2019). Similarly, Kasim (2017) outlined administrative strategies to include: planning, decision-making, organizing, coordinating, motivating, directing, evaluating, staffing, and budgeting. The study focused on planning strategy, communication strategy, motivation strategy and disciplinary strategy which are core administrative strategies of ensuring smooth running of the school system

Planning is a careful and purposive act of deciding future course of action. According to Manafa (2019), planning is an intentional way of getting prepared in advanced of what is to be done in future. The researcher added that planning strategy of school administrators help to save their energy, time and utilization of school resources to achieve predetermined goals of schools. Principals develop blueprint to guide futuristic actions through planning

strategy. Ngeripaka et al (2019) noted that planning strategy entails directing teachers on scheme of works, marking of weekly register, preparing duty roaster for teachers, preparation of school curriculum and planning weekly activities. Yahaya and Ogunode (2021) stressed that planning strategy is the approach to determining aims and objectives, developing programme to achieve the aims, allocating the resources required and ensuring that plans are communicated to all concerned.

Communication is the passing of messages, exchange of ideas and disseminating of information from one person to another. Okechukwu and Oputa (2021) defined communication as the act of converging information, instruction, advice, feelings, opinions, and facts correctly and accurately from one person to another person or group of people. Principals exchange ideas with members of staff, students and parents through symbols, body languages, electronic devices, oral and written means. The researchers noted that the application of communication strategy in school administration is imperative in order to accurately convey information and correctly understand responses to move forward school activities toward attaining learning targets and set goals. Communication strategy is the technique for transmission and dissemination of information from one person to another. Manafa et al (2021) posited that communication strategy includes: asking questions, keeping silent, feedback, eye contact, observation, making use of right language choice and taking time to respond to issues. Timely dissemination of information to teachers motivates them to effectively discharge their duties.

Motivation is any force that drives and sustains desirable behaviour in individuals. Chiemeka-Unogu (2022) stated that motivation signifies a driving force, a kind of stimulus, an incentive or interest that spurs a teacher into action. Motivated staff are likely to find their job to be pleasurable and interesting which boost their morale and commitment towards discharging their duties. Egboka and Olisah (2020) opined that motivated teachers could be delighted to carry out the duties and responsibilities assigned to them with uttermost dedication and commitment. The motivational strategy that could be applied by principals to induce staff to hard work in schools include: using words of praise to appreciate their contributions, issuing award of excellence to teachers who work well, involving them in decision-making, granting autonomy to them to decide on how best to do their job, encouraging professional development programmes and recommending them for promotion at the due time. Jideofor (2022) asserted that principals' motivational strategies include delegation of duties to staff, maintaining cordial relationship with them, furnishing their offices and promoting teachers' professional growth, among others. Motivational strategy is a driving force that boosts the morale of teachers and keeps them disciplined in the school.

Discipline is the act of conforming and behaving in accordance with laid down rules of an organization. Principals can apply disciplinary strategy to control the conduct of teachers, to create and maintain conducive atmosphere in the school. Disciplinary strategy is applied to enable staff and students know the exact behaviour expected of them and the penalty if they do not meet those expectations. Principals establish rules and regulations to guide the conduct of staff and students. Written rules that address aspects of the job such as dress codes, working hours, breaks, personal phone calls during lesson period, use of facilities and other common disciplinary situations, along with expected penalty for disregarding formulated rules or policies shape the behaviour of teachers in schools (Nwachukwu et al, 2020). Personnel that violate school rules and regulations are usually punished or sanctioned by principals. In the case of teachers' misconduct, punishment to be given by principals shall take any form of; oral caution; written caution recorded in the log book, surcharge (for absenteeism from school or such dereliction of duty); adverse annual

report and suspension from class with an immediate report to the relevant authority requesting ratification of the suspension and placement on half pay, pending appropriate action by the authority (Atanda & Wambugu, 2022). When principals set rules, behaviour and effectively communicate to members of staff, it is likely to reduce misconduct and improve the cooperation of teachers towards enhancing managerial effectiveness and record keeping.

It seems that there are poor administrative strategies which tend to induce negative work attitudes among teachers in public secondary schools in Delta state. To buttress this, Asiyai (2020) noted absenteeism by teachers, irregular movement during school hours, examination malpractices, poor teaching, concealing of information and favouritism in admission which are common unpleasant occurrence in public secondary schools in Delta State, could be attributed to poor administrative strategies of principals. The activities of secondary school teachers in Delta State seem to be irregularly supervised by the principals. Onuma cited in Amajuoyi (2022) noted internal supervision which is irregularly and ineffectively carried out by secondary school principals are responsible for misconduct of teachers and alleging fallen standards of secondary school education in Nigeria. Similarly, Onyekachi et al. (2022) observed that principals generally seemed to spend more of their official hours on administrative functions to the detriment of effective supervision of teaching and learning activities going on in secondary schools in Nigeria. The researchers added that steady decline in the quality of education in the recent times which is associated with constant cases of absenteeism, persistent lateness to school, irregular and unauthorized movement from duty post and other forms of indiscipline among students could be attributed to poor supervision by principals of secondary schools in Nigeria. The low morale, unwillingness to actively involve in school activities and poor attitude to work among teachers, could be attributed to irregular recognition for high performance, poor disciplinary approaches and absence of incentives to motivate them in secondary schools in Delta State. Nwaozor and Thompson (2019) noted that most staff (teachers) exhibit nonchalant attitudes to teaching their students, some even leave their places of work for other unofficial business during official hours while others that are around would stay idle in the staff- room chatting and gisting, leaving their students at the mercy of their own faith because principals fail to punish, appreciate, recognize, praise nor encourage their good deeds so as to motivate them to do more. They further revealed that the core reason for this downward trend in staff performance is that there are no adequate measures taken by most secondary school principals in implementing appropriate reward strategy which could be of help to motivate staff in putting in their best in job performance. It is against this background that, the study investigated principals' administrative strategies as a predictor of managerial effectiveness in public secondary schools in Delta State.

**Statement of the Problem**

There appeared to be breakdown in communication which led to misinterpretation of information and misunderstanding in public secondary schools in Delta State. The irregular subversion of teachers' activities led to low dedication and communication to discharging their instructional duties. The low morale and job dissatisfaction of teachers could be traced to ill-motivation as shown in their denial to participate in decision-making, delay in promotion and irregular professional development problems. Some of the school programmes such as sporting activities, quiz competitions and scheme of work were inadequately implemented because they were improperly planned.

Some teachers fail to cover their scheme of work, teach with ill-prepared scheme of work, challenged constituted authority, aids malpractices, go late to school, wear indecent

dresses, absent from work and official functions without permission, neglect their duty probably due to lapse in principals' administrative strategies. This unpleasant state of affairs became a source of worry to the researcher and this prompted the investigation into principals' administrative strategies as a predictor of managerial effectiveness in public secondary schools in Delta State.

**Purpose of the Study**

The main purpose of the study was to investigate principals' administrative strategies as a predictor of managerial effectiveness in public secondary schools in Delta State. Specifically, the study sought to

1. determine the extent to which principals' planning strategy predicts managerial effectiveness in public secondary schools in Delta State.
2. find out the extent to which principals' communication strategy predicts managerial effectiveness in public secondary schools in Delta State.
3. investigate the extent to which principals' motivational strategy predicts managerial effectiveness in public secondary schools in Delta State.
4. determine the extent to which principals' disciplinary strategy predicts managerial effectiveness in public secondary schools in Delta State.

**Research Questions**

The study was guided by the following research questions:

1. To what extent does principals' planning strategy predict managerial effectiveness in public secondary schools in Delta State?
2. To what extent does principals' communication strategy predict managerial effectiveness in public secondary schools in Delta State?
3. To what extent does principals' motivational strategy predict managerial effectiveness in public secondary schools in Delta State?
4. To what extent does principals' disciplinary strategy predict managerial effectiveness in public secondary schools in Delta State?

**Hypotheses**

The following hypotheses tested at .05 level of significance guided the study:

1. Principals' planning strategy is not a significant predictor of managerial effectiveness in public secondary schools in Delta State.
2. Principals' communication strategy is not a significant predictor of managerial effectiveness in public secondary schools in Delta State.
3. Principals' motivational strategy is not a significant predictor of managerial effectiveness in public secondary schools in Delta State.
4. Principals' disciplinary strategy is not a significant predictor of managerial effectiveness in public secondary schools in Delta State.

**Method**

Correlational research design was adopted for this study. Ansari et al (2022) defined correlational research design as the type that involves the collection of data on two or more variables to establish statistical relationships that exist between them. Correlational design is appropriate for this study because the researcher collected data from the given sample of principals to investigate their administrative strategies as predictors of managerial effectiveness in public secondary schools in Delta State. The study was conducted in Delta State. The population of the study comprised all the 465 principals in the 465 public

secondary schools in Delta State. There was no sampling since the entire population is relatively small and manageable. Therefore, the researcher applied census sampling technique in selecting all 456 public secondary school principals in Delta State for the study.

Two sets of instruments titled ‘‘Administrative Strategies Questionnaire (ASQ) and ‘‘Managerial Effectiveness Scale (MES)’’ were structured by the researcher and were used for data collection. The three instruments are structured in four Sections namely A, B and C. Section “A” deals with the personal data of the respondents such as gender and years of job experience.

Section B titled Administrative Strategies Questionnaire (ASQ) which was structured by the researcher based on intensive literature review contains 40 items arranged in four Clusters namely: I, II, III and IV. Cluster I which focused on planning strategy contained 10 items, Cluster II contained 10 items on communication strategy, Cluster III which focused on motivational strategy with 10 items and Cluster 4 which focused on disciplinary strategy contained 10 items. ASQ is structured on a four-point rating of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) weighted 4, 3, 2 and 1 respectively.

Section C titled Managerial Effectiveness Scale (MES) which was adapted from Gupta (1996) contained 20 items which all measure managerial effectiveness. The instrument is structured on a four-point rating of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) weighted 4, 3, 2 and 1 respectively.

The face validation of the instruments were determined by three experts, who are lecturers in the Department of Educational Foundations, two majored in Educational Management and one in Measurement and Evaluation, all in the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam campus. Construct validation was carried out with the help of principle components approach with Kaiser-Meyer-Olkin (KMO) as a measure of sample adequacy to construct the principle components analysis. The coefficient value of .892 was obtained. Cronbach alpha method which involved single administration of 30 copies of the instruments to principals in public secondary schools in Edo State, which was outside the area of study. The choice of Edo State for the reliability test is because the state is in the same geo-political zone with Delta and they share similar characteristics in terms of school management. The data obtained were subjected to test for internal consistency using Cronbach alpha. It was considered appropriate in order to determine the level of homogeneity of the items in the clusters. This yielded co-efficient values of 0.80, 0.82, 0.85 and 0.77 for the four clusters of ASQ with the overall reliability index being 0.81, while coefficient value of 0.78 was obtained for MES.

The researcher together with five research assistants who are secondary school teachers in the area of study administered copies of the questionnaire directly to the respondents. A total of 465 copies of the questionnaire were distributed and 456 were properly filled and successfully retrieved indicating 98% return rate. At the end of the exercise, copies of the questionnaire properly filled and successfully retrieved were used for data analysis using simple regression. For decision on the research questions, the coefficient r and the degree of prediction were interpreted using the correlation coefficient by Alsagr (2021), as follows;

| Coefficient | Prediction |
|---|---|
| .00- .19 | Weak prediction |
| .20- .39 | Fair prediction |
| .40- .69 | Moderate prediction |
| .70- .89 | Strong prediction |
| .90- .1.00 | Very strong prediction |

In taking decisions on the null hypotheses, if p-value is equal to or less (≤) than significant value of .05, the null hypothesis was rejected, but if p-value is greater than (>), the significant value of .05 the null hypotheses was accepted.

**Results**

**Research Question 1:** To what extent does principals' planning strategy predict managerial effectiveness in public secondary schools in Delta State?

**Table 1:** The Summary of Simple Regression Analysis on Planning Strategy as a Predictor of Managerial Effectiveness

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Remarks |
|---|---|---|---|---|---|
| Planning Strategy | .868 | .753 | .752 | .27136 | Strong |

As shown on Table 1, the predictive value between principals' planning strategy and their managerial effectiveness is .868 with a coefficient of determination of .753.This shows principals' planning strategy contributes to 75.3% of their managerial effectiveness. The regression Coefficient r of .868 indicated that principals' planning strategy is a strong predictor of managerial effectiveness in public secondary schools in Delta State.

**Research Question 2:** To what extent does principals' communication strategy predict managerial effectiveness in public secondary schools in Delta State?

**Table 2:** The Summary of Simple Regression Analysis on Communication Strategy as a Predictor of Managerial Effectiveness

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Remarks |
|---|---|---|---|---|---|
| Communication Strategy | .814 | .662 | .661 | .31731 | Strong |

As shown on Table 2, the predictive value between principals' communication strategy and their managerial effectiveness is .814 with a coefficient of determination of .662. This shows principals' communication strategy contributes to 66.2% of their managerial effectiveness. The regression Coefficient r of .814 indicated that principals' communication strategy is a strong predictor of managerial effectiveness in public secondary schools in Delta State.

**Research Question 3:** To what extent does principals' motivational strategy predict managerial effectiveness in public secondary schools in Delta State?

**Table 3:** The Summary of Simple Regression Analysis on Motivational Strategy as a Predictor of Managerial Effectiveness

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Remarks |
|---|---|---|---|---|---|
| Motivational Strategy | .847 | .717 | .717 | .29004 | Strong |

As shown on Table 3, the predictive value between principals' motivational strategy and their managerial effectiveness is .847 with a coefficient of determination of .717. This shows principals' motivational strategy contributes to 71.1% of their managerial effectiveness. The regression Coefficient r of .847 indicated that principals' motivational strategy is a strong predictor of managerial effectiveness in public secondary schools in Delta State.

**Research Question 4:** To what extent does principals' disciplinary strategy predict managerial effectiveness in public secondary schools in Delta State?

**Table 4:** The Summary of Simple Regression Analysis on Disciplinary Strategy as a Predictor of Managerial Effectiveness

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Remarks |
|---|---|---|---|---|---|
| Disciplinary Strategy | .527 | .227 | .276 | .46379 | Moderate |

As shown on Table 4, the predictive value between principals' disciplinary strategy and their managerial effectiveness is .527 with a coefficient of determination of .227. This shows principals' disciplinary strategy contributes to 22.7% of their managerial effectiveness. The regression Coefficient r of .527 indicated that principals' disciplinary strategy is a moderate predictor of managerial effectiveness in public secondary schools in Delta State.

**Hypothesis One:** Principals' planning strategy is not a significant predictor of managerial effectiveness in public secondary schools in Delta State.

Table 5: The Summary of Simple Regression Analysis on Planning Strategy as a Significant Predictor of Managerial Effectiveness

| **Predictor** | **R** | **$R^2$** | ***F*** | ***P-value*** | **Decision** |
|---|---|---|---|---|---|
| Planning Strategy | .868 | .753 | 1381.408 | .001 | *S |

*Significant

The simple regression analysis in Table 5 shows a regression coefficient (R) of .868, while the $R^2$ is .753, showing that principals' planning strategy makes 75.3% contribution to the variance in their managerial effectiveness. The *F* (1/456) =1381.408 and the *p*-value of .001<.05; and since the *p*-value is less than the stipulated .05 level of significance, the null hypothesis is rejected. Therefore, principals' planning strategy is a significant predictor of managerial effectiveness in public secondary schools in Delta State.

**Hypothesis Two:** Principals' communication strategy is not a significant predictor of managerial effectiveness in public secondary schools in Delta State.

Table 6: The Summary of Simple Regression Analysis on Communication Strategy as a Significant Predictor of Managerial Effectiveness

| **Predictor** | **R** | **$R^2$** | ***F*** | ***P-value*** | **Decision** |
|---|---|---|---|---|---|
| Communication Strategy | .814 | .662 | 888.390 | .039 | *S |

*Significant

The simple regression analysis on Table 6 shows a regression coefficient (R) of .814, while the $R^2$ is .662, showing that principals' communication strategy makes 66.2% contribution to the variance in their managerial effectiveness. The *F* (1/456) =888.390 and the *p*-value of .039<.05; and since the *p*-value is less than the stipulated .05 level of significance, the null hypothesis is rejected. Therefore, principals' communication strategy is a significant predictor of managerial effectiveness in public secondary schools in Delta State.

**Hypothesis Three:** Principals' motivational strategy is not a significant predictor of managerial effectiveness in public secondary schools in Delta State.

Table 7: The Summary of Simple Regression Analysis on Motivational Strategy as a Significant Predictor of Managerial Effectiveness

| **Predictor** | **R** | **$R^2$** | ***F*** | ***P-value*** | **Decision** |
|---|---|---|---|---|---|
| Motivational Strategy | .847 | .717 | 1152.608 | .018 | *S |

*Significant

The simple regression analysis in Table 7 shows a regression coefficient (R) of .847, while the $R^2$ is .717, showing that principals' motivational strategy makes 71.7% contribution to the variance in their managerial effectiveness. The *F* (1/456) =1152.608 and the *p*-value of .018<.05; and since the *p*-value is less than the stipulated .05 level of significance, the null hypothesis is rejected. Therefore, principals' motivational strategy is a significant predictor of managerial effectiveness in public secondary schools in Delta State.

**Hypothesis Four:** Principals' disciplinary strategy is not a significant predictor of managerial effectiveness in public secondary schools in Delta State.

Table 8: The Summary of Simple Regression Analysis on Disciplinary Strategy as a Significant Predictor of Managerial Effectiveness

| **Predictor** | **R** | **$R^2$** | ***F*** | ***P-value*** | **Decision** |
|---|---|---|---|---|---|
| Disciplinary Strategy | .527 | .277 | 174.348 | .000 | *S |

*Significant

The simple regression analysis in Table 8 shows a regression coefficient (R) of .527, while the $R^2$ is .277, showing that principals' disciplinary strategy makes 27.7% contribution to the variance in their managerial effectiveness. The *F* (1/456) =174.348 and the *p*-value of .000<.05; and since the *p*-value is less than the stipulated .05 level of significance, the null hypothesis is rejected. Therefore, principals' disciplinary strategy is a significant predictor of managerial effectiveness in public secondary schools in Delta State.

**Discussion of Findings**

The findings of the study revealed that principals' planning strategy was a strong predictor of managerial effectiveness in public secondary schools in Delta State. This supported the findings of Visigah (2019) which revealed that academic planning to a great (strong) extent predicts managerial effectiveness. This refuted the findings of Okah et al (2018) which indicated that production planning practices had a moderate relationship with organizational effectiveness. The dissimilarities in participants and organizations in which the studies were conducted could account for the disagreement in the findings. This finding was explained by the fact that planning served as a mechanism for determining what actions, resources and directions to be taken to attain strong managerial effectiveness. The allocation of resources is a way to minimize wastage and enable school reach their goals Planning practice of principals help in developing school programmes and deciding how best to utilize the available resources to enhance managerial effectiveness.

The findings of the study showed that principals' planning strategy is a significant predictor of managerial effectiveness in public secondary schools in Delta State. This affirmed the finding of Visigah (2019) which revealed that academic planning was a significant predictor of managerial effectiveness. The educational institutions in which the studies were conducted could account for the agreement in the findings. The possible explanation for this finding was that planning practice brings clarity of goals, objectives and needed resources to significantly improve managerial effectiveness.

It was found that principals' communication strategy was a strong predictor of managerial effectiveness in public secondary schools in Delta State. This affirmed the findings of Anchal and Dahiya (2015) which revealed that organizational communication was a strong predictor of management effectiveness. The mutually beneficial connection in which communication creates and maintains between the principals and staff could account for their managerial effectiveness. The abilities of principals to speak, listen and disseminate information enable members of staff know the tasks that they are to execute, how and when to do them to bring about strong managerial effectiveness. Principals who apply communication practices such as instructions, meetings, assemblies, bulletins, report, newsletters, suggestion boxes and electronic devices to keep members of staff informed of school policies and expectations improve their managerial effectiveness. Principals could fulfill their administrative role of coordinating the efforts of staff within schools to improve their managerial effectiveness through communication.

Further findings indicated that principals' communication strategy was a significant predictor of managerial effectiveness in public secondary schools in Delta State. This supported the findings of Anchal and Dahiya (2015) which revealed that organizational communication was a significant predictor of management effectiveness. It is through principals' communication that subordinates are informed of the latest developments which motivate them to carry out certain functions to bring about significant managerial effectiveness.

It was revealed that principals' motivational strategy was a strong predictor of managerial effectiveness in public secondary schools in Delta State. This was in consonance with the findings of Quratul-Ain (2019) which indicated employees' motivation has strong relationship with managerial effectiveness. This also supported the findings of Peter et al (2016) which showed that strong positive relationship existed between teachers' motivational strategy (increasing pay, promotion, recognition, freedom to take decision, and praise given

to them) and managerial effectiveness in secondary schools. The agreement in the findings could be attributed to the fact that the studies were conducted in secondary schools and utilized teachers as participants which might lead to similar perception of motivational strategy and managerial effectiveness. Motivational practice of principals which moves and boosts the morale of staff in discharging assigned administrative duties could account for the strong predictor of managerial effectiveness. Managerial effectiveness is fundamentally and strongly predicted by motivational practices of principals such as participatory decision-making, training, praises, compensation and job security among others. The recognition, appreciation of staff for work well done and involving them in decision making enhance job satisfaction and enthusiasm towards accomplishment of tasks to increase managerial effectiveness. The sense of belonging and pride in which motivation inculcates in staff could make them put their efforts and energy to improve the managerial effectiveness of schools.

It was also found that principals' motivational strategy was a significant predictor of managerial effectiveness in public secondary schools in Delta State. This is in line with the findings of Quratul-Ain (2019) which revealed that employees' motivation had significant relationship with managerial effectiveness. This also supported the findings of Peter et al (2016) which showed that significant relationship exist between teachers' motivational strategy and managerial effectiveness in secondary schools. Motivational practice made staff to feel appreciated and induced hard work which could account for the significant prediction of managerial effectiveness in schools.

The findings of the study showed that principals' disciplinary strategy was a moderate predictor of managerial effectiveness in public secondary schools in Delta State. This was in line with the findings of Nduka et al (2019) which indicated that a moderate positive relationship existed between employees' discipline and organizational effectiveness. This finding could be explained by the fact the discipline ensure staff adhere to school rules and behave in desirable way to moderately contribute to managerial effectiveness. The silence, punctuality and dedication to work enhanced by disciplinary practices could account for managerial effectiveness in secondary schools.

Further findings revealed that principals' disciplinary strategy was a significant predictor of managerial effectiveness in public secondary schools in Delta State. This agreed with the findings of Nduka et al (2019) which indicated a significant relationship between employee discipline and organizational effectiveness. This finding was explained by the fact that abiding by school rules and orderly conduct of staff in a desirable manner enhanced by disciplinary practice are deemed to be necessary for significant managerial effectiveness.

## Conclusion

Based on the findings, it was concluded that principals' administrative strategies were positive and significant predictors of managerial effectiveness in public secondary schools in Delta State. Planning, communication, motivational and disciplinary practices of principals had positive bearing on managerial effectiveness in secondary schools. The managerial effectiveness of principals depended on their administrative strategies. The administrative strategies applied by secondary school principals are bound to enhance teachers' commitment and dedication towards managerial effectiveness.

## Recommendations

The following recommendations are made based on the findings:

1. Principals should constitute academic planning committee comprising various categories of staff to ensure full implementation of school plans for high managerial effectiveness.

2. Principals should organize annual interactive sessions with teachers to promote communication and improve managerial effectiveness.
3. School principals should collaborate with relevant stakeholders to promote motivation practices through intensive annual training, so as to improve managerial effectiveness, furnishing of staff offices, involving them in decisions and provision of instructional materials to improve managerial effectiveness.
4. Principals should ensure fair discipline of staff, following a sequential path from oral reprimand, to query letter, sanction and request for transfer, suspension and dismissal for managerial effectiveness.
5. Delta State Ministry of Education should organize annual capacity building programme in form of in-service training for principals to professionally up-date their skills and knowledge in administrative strategies for enhancing managerial effectiveness.

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