

Principals' Administrative Strategies for School Effectiveness in Public Secondary Schools in Anambra State

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Keywords

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Abstract

This study examined principals' administrative strategies for school effectiveness in public secondary schools in Anambra State. Descriptive survey research design was adopted in carrying out the study. Three research questions and three hypotheses guided the study. The population of the study consisted all 263 principals in public secondary schools in Anambra State, the same was used as sample size. The instrument for data collection was structured questionnaires titled: Principals' Administrative Strategies Questionnaire (PASQ) and School Effectiveness Questionnaire (SEQ) which was formulated by the researchers to elicit responses from the respondents. The instrument was validated by three lecturers, while the reliability was ascertained using the Cronbach Alpha reliability method which yielded a coefficient of 0.88. The instrument used was a 38-item questionnaire to elicit responses from the respondents. Two hundred and sixty-three copies (263) of the questionnaire were administered to the respondents out of which 243 copies were completely filled and retrieved. Data collected were analyzed using mean and standard deviation to answer the research questions. The t-test statistics was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that principals' instructional supervision provides teachers with adequate information to become familiar with instructional delivery, enabling them to perform better on the job. This, in turn, increases school effectiveness and helps the school achieve its goals and objectives. Furthermore, the study revealed that principals who encourage input from teachers and involve them in the decision-making process adopt an administrative strategy that enhances school effectiveness. Additionally, it was found that a strong influence exists between principals' instructional supervision, leadership style, communication strategy, and school effectiveness, among other factors.

1. Introduction

Education is widely acknowledged as a critical tool for achieving sustainability, economic growth, and societal goals. The success of a country's educational system hinges on the quality of its outputs in contributing to the nation's economic and developmental aspirations. Effective teaching and learning in schools are essential for ensuring the quality of these outputs. Principals play a pivotal role in this process, as they oversee the quality of teaching and learning, curriculum implementation, and capacity building (Ma & Marion, 2021). Education is universally regarded as a cornerstone of human development and poverty alleviation. It provides a pathway to achieving national and global development goals, aiming to train the mind, instill values, and develop attitudes, skills, and behaviors that contribute to individual and societal progress. According to Ololube (2013), education encompasses processes that enable children and young people to acquire skills and attitudes valuable to society, supporting a meaningful life from birth to old age.

Education is a means of transmitting culture from one generation to another and bringing about a relatively permanent change in human behaviour. As the oldest industry, it is the main instrument used by society to preserve, maintain and upgrade its social equilibrium. Education is widely believed as the biggest instrument for economic progress, human development, political survival and effective national development of any country. It could be considered as the single largest enterprise in any country of the world which Nigeria is not an exception (Ogunode, N. J., Attah, G., & Ebute, J. (2024). Therefore, it is through the education system that the citizens or rather the members of the society are taught the expected behaviour of the society and is also a means by which individuals acquires socially acceptable skills with which one can be useful member of the society.

The Nigerian educational system is categorized into four major levels, which are: pre-primary, 5-6years; primary education, 6-12years; secondary education, 12-18years and tertiary education, 18years and above (FRN, 2013). The secondary school education is the focus of this study. The secondary education occupies an important position in the national education system. It is that sector of education that usually comes immediately after primary education and also comes before tertiary education; hence it is a link between the primary and tertiary levels of education. Secondary school education as the core of any educational system in the world. Secondary education occupies a strategic position in the national education system (Seyi, D. (2014). The secondary school is an institution established for refining human beings in terms of skills, behaviour and all round excellence. Secondary education consists of six years. Students spend six years in Secondary School, which is 3 years of JSS (Junior Secondary School), and 3 years of SSS (Senior Secondary School).

In the secondary school system, the principal is the professional and administrative head of the school. A Principal is regarded as the leader and head of secondary school; he is responsible for all that happens in the school who administers the school with other teaching and non teaching staff, the principal is directly in every aspect of school operation and his primary aim is determining the school quality and character (Udofia et al, 2021). His roles in the management of schools covers many areas which include leadership, teacher evaluation, student discipline, hiring of new teachers, staff delegation and parent community relations. The school principal plays very important roles in order to achieve the aims and objectives of the secondary school. He plans, organizes, directs and coordinates all the affairs of teaching and non-teaching staff and students (Akporehe & Asiyai, 2023). He assigns responsibilities to teachers and supervises them so that the school objectives can be efficiently and effectively achieved. School principal is the one who interprets policies, executes curriculum programme, and is responsible for the students' welfare, physical facilities, equipment, financial administration and effective school-community influence. Therefore, for him to achieve his predetermined school objectives, he needs to possess certain administrative skills and adopt certain administrative strategies which will help his job (Avwerosuoghene, 2013).

There are a number of administrative strategies which in one way or the other can assist the principal in discharging daily activities. Failure to take into cognizance may likely cause the principal to encounter problems in the administration of his school. Responsibility lies on the principal to achieve set goals and objectives of the school, hence the principal needs proven strategies that will enable him create the conducive atmosphere for teachers to work in, satisfy the needs of the teachers and students, and achieve the aims and objectives of the school, (Suleiman et al, 2019). Administrative strategies are concerned with the way and manner in which an organization is shaping in the right direction towards the achievement of its goal. Some of such include: instructional programming, staff personnel administration, student personnel administration, financial and physical resources management and school-community relations among others, these are strategies which when put to good use can aid the principal to achieve set goals and objectives (Ossai, 2021).

Principals' administrative strategies are the planned and systematic approaches adopted by school leaders to manage resources, direct school operations, and achieve set educational goals. According to Eze et al, (2023), these strategies involve creating a shared vision, setting clear goals, and fostering an environment conducive to effective teaching and learning. Such strategies are not only about task execution but also about motivating teachers and students to align their efforts with the school's objectives. Similarly, Obi and Ikegwuonu (2024) emphasize that administrative strategies by principals focus on instructional leadership, decision-making, and collaboration with stakeholders to enhance school outcomes. These strategies often include curriculum supervision, staff development, conflict resolution, and effective communication to ensure an organized and productive school climate.

Administrative effectiveness is the positive response to administrative efforts and actions with the intention to accomplish stated goal. The administrative performance in decision making, delegation of duties to subordinates, and setting good examples and motivating the teachers and students alike in an effort to create a conducive working environment to accomplish school goal and objective seem to enhance subordinate performance for school success (Akomolafe, 2005).The administrative effectiveness of secondary school principal had been observed by Adegun, O. A. (2005), as a factor inhibiting attainment of goals in secondary schools. School effectiveness is viewed as the ability to plan, organize and coordinate many and often conflicting social energies in a school system. It can also be seen as the school effort to make changes toward improving the students' level of achievement. School effectiveness refers to the extent to which a school achieves its goals of academic success, student development, and societal contribution.

Effective schools are institutions where all students, regardless of their socio-economic background, achieve significant academic growth. He identifies strong leadership, a safe and orderly environment, and a focus on student outcomes as critical elements of school effectiveness (Ugwu & Okoye, 2024). Similarly, Faloyin and Onasanya (2023) emphasizes that effective schools demonstrate high levels of teacher collaboration, student engagement, and parental involvement, supported by clear policies and consistent monitoring of progress. School effectiveness encompasses both qualitative and quantitative aspects, such as high-test scores, improved retention rates, and a supportive learning environment. Effective schools provide equitable opportunities for all

students, ensuring their physical, emotional, and intellectual growth. The collaboration of principals, teachers, students, and parents contributes to achieving the overarching objectives of quality education.

The principal has been recognized as the educational leader of his school and immediate community and thus head of the school management who is responsible for supervision of instruction as well as for the execution of administrative functions (Ijaiya, 2014). It is the responsibility of the principals to implement policies of government on education in accordance with set standards. Accordingly, he should possess certain administrative skills and adopt proven administrative strategies with clear vision of what must be accomplished. These skills come from the principals' knowledge of the school and what is needed to be done to improve education for all students. As an administrator, the principal has a unique opportunity to lead several groups including communities. Therefore, he must provide leadership by developing influences with community members, school volunteers and in maintaining students' discipline. Iheukwumere,, (2016) was of the view that students' performance, teachers' achievement and school effectiveness all depend on the quality of the principals in the school.

This study is justified as it addresses the critical role of principals' administrative strategies in enhancing school effectiveness, a key factor in achieving quality education. Secondary education serves as the foundation for national development, and effective school management ensures improved student outcomes, teacher performance, and institutional growth. The study highlights essential components of school administration that influence academic success and operational efficiency by examining instructional supervision, leadership styles, and communication strategies.

1.1. Statement of the Problem

The present and future implications of the school effectiveness on academic performance of students in the senior school certificate examination (SSCE) have been a source of worry to the public and stakeholders in the education sector. Also, there is a growing concern of the society about the realization of secondary education objectives due to the observation that some principals do not use some administrative strategies that could facilitate better performance of students in public examinations is indicative of the fact that secondary education in Nigeria has fallen drastically. For example, the poor performance of students in SSCE and NECO exams registered an average failure rate of 72 percent, 74 percent, 74 percent and 75 percent in 2018, 2019, 2020, 2021 and 2022 respectively (5). Less than 30 percent of over a million students who sat for the examination within the last six years obtained credits in five subjects including English Language and Mathematics. It was observed that the falling level of academic performance is attributable to principal's non-use of verbal reinforcement strategy. The attitude of some teachers to their job is reflected in their poor attendance to their lessons, lateness to school, unsavory comments about student's ability that could damage their ego, poor method of teaching and the likes influenced students' academic performance. Observation in the secondary school system shows that the leadership/administrative strategies of principals could have a serious impact on the performance of students in public examinations. It is against this backdrop that the researcher aims to investigate how principals' administrative strategies can influence school effectiveness in public secondary schools in Anambra State.

1.2. Purpose of the Study

The main purpose of this study is to examine Principals' Administrative Strategies for School Effectiveness in public secondary schools in Anambra State. Specifically, the study intended to;

- a. Identify the extent of principals' instructional supervision strategy for school effectiveness in public secondary schools in Anambra State.
- b. Ascertain the extent of principals' leadership styles for school effectiveness in public secondary schools in Anambra State.
- c. Determine the extent of principals' communication strategie for school effectiveness in public secondary schools in Anambra State.

1.3. Research Questions

- a. To what extent does principals' instructional supervision influence school effectiveness in public secondary schools in Anambra State?
- b. To what extent does principals' leadership style influence school effectiveness in public secondary schools in Anambra State?
- c. To what extent does principals' communication strategy influence school effectiveness in public secondary schools in Anambra State?

1.4. Hypotheses

- a. There is no significant influence between principals’ instructional supervision and school effectiveness in public secondary schools in Anambra State.
- b. There is no significant influence between principals’ leadership style and school effectiveness in public secondary schools in Anambra State.
- c. There is no significant influence between principals’ communication strategies and school effectiveness in public secondary schools in Anambra State.

2. Method

The study adopted descriptive survey design. The study was carried out in Anambra State. The population of the study comprised of all 263 principals in the 263 Public Secondary Schools in the Six Education Zones in Anambra State. There was no need for sample size as the population of the study was manageable. Three research questions and three hypotheses guided the study; structured questionnaire was developed by the researcher titled: Principals’ Administrative Strategies (PASQ) and School Effectiveness Questionnaire (SEQ). The questionnaire was designed to collect data and responses from the principals as regards to principals’ administrative strategies for school effectiveness in public secondary schools in Anambra State. Two hundred and sixty three (263) copies of the questionnaire were administered on the respondents out of which two hundred and forty three (243) copies were completely filled and retrieved, representing 95.3% return rate. Data collected was analyzed using mean and standard deviation which was used for answering the research questions while t-test statistics was used for testing the null hypotheses at 0.05 level of significance. In taking decision on the research questions, cut-off point of 2.50 was used on 4- point rating scale. Based on the obtained cut-off point value, any item with mean value of 2.50 and above was interpreted as “Agreed” while items with mean values less than 2.50 were interpreted as “Disagreed”. On the null hypotheses tested, the hypothesis of no significant difference was accepted when the t-calculated (t-cal) value was less than the t-critical (t-tab) value of 1.96 at 0.05 level of significance while hypothesis of no significant difference was to be rejected when the t-calculated (t-cal) value was greater than the t-critical (t-tab) value of 1.96 at 0.05 level of significance.

3. Results and Discussion

They **Research Question 1:** To what extent does principals’ instructional supervision influence school effectiveness in public secondary schools in Anambra State?

Table 1. Mean ratings of responses of principals’ instructional supervision and school effectiveness in public secondary in Anambra State (N=243)

SN	Principals’ instructional supervision for school effectiveness	X	SD	Rmks
1	The school principal frequently supervises teachers during the cause of instructional supervision for improve performance.	3.620	.68	Agreed
2	Principals’ instructional supervision provides teachers with adequate information to become familiar with instructional delivery.	3.750	.55	Agreed
3	Principals’ instructional supervision promotes cooperative work among classroom teachers.	3.500	.79	Agreed
4	Principals supervise teachers often.	3.310	.84	Agreed
5	Adequate provision of comfortable classrooms and offices can enhance instructional supervision.	3.620	.78	Agreed
6	Principal’s instructional supervision makes the school to achieve its goals and objectives.	3.690	.68	Agreed
7	Principal’s carry out instructional supervision fairly.	3.320	.68	Agreed
8	Instructional supervision improves instructional practices, student achievement.	3.430	.80	Agreed
9	analyses and makes judgments about teacher’s instructional Principals’ instructional supervision analyses and makes judgments about teacher’s instructional effectiveness.	3.690	.57	Agreed
10	Teachers feel satisfied when the principal carries out instructional supervision effectively.	3.440	.61	Agreed
	Pooled Mean	3.540	.70	Agreed

Note: X=Mean; SD=Standard Deviation; n=Number of Respondents.

The mean ratings of the responses of the respondents in Table1 ranged from 3.31 to 3.75 which are all greater than the cut-off point value of 2.50 on 4-point rating scale. This indicates that the 10 item statement in the table regarded as principals’ instructional supervision strategies for effectiveness in secondary schools were accepted by the respondents as strategies for school effectiveness in public secondary schools in Anambra State. Item 2 had the highest mean score of 3.75 which indicate that the respondents agreed to a high extent that when

principals' provide teachers with adequate information they become familiar with instructional delivery and perform better on the job leading to better effectiveness in the secondary school system. Second to that it was agreed that principals' instructional supervision strategy enables principals analyze and make better judgments about teacher's instructional efficiency and effectiveness. The mean score of if principal's carry out instructional supervision fairly was the lowest which indicates that most teachers didn't agree that principals carry out supervision fairly hence this can influence the effectiveness of the school. The result from the responses indicated that item 4, majority of the respondents indicated that lack of frequent supervision by the principals during the course of instruction as represented by (3.31) of the respondents that show negative answer. This indicated that principals do not supervise teachers frequently during the cause of instruction. This can influence the principals' administrative strategies for school effectiveness. The stance taken by most respondents showed that principals' instructional supervision make the school to achieve its goals and objectives. This was supported by a high mean score of 3.69.

Research Question 2: To what extent does principals' leadership style influence school effectiveness in public secondary schools in Anambra State?

Table 2. Mean ratings of responses of principals' leadership style and school effectiveness in public secondary schools in Anambra State(N=243)

SN	Principals' leadership style for school effectiveness:	— X	SD	Rmks
11	Principals involves teachers in decision making process	3.51	0.82	Agreed
12	Principals often give teachers complete freedom to solve problems on their own rather monitors their activities.	3.61	0.87	Agreed
13	Principals encourage input by teachers	3.77	0.73	Agreed
14	Principals allow teachers to take decision alone.	3.43	0.70	Agreed
15	Principals has a good rapport with his teachers and students	3.32	0.76	Agreed
16	Principals allocate tasks with teachers will	3.69	0.63	Agreed
17	Principals provide sociable influences between staff members	3.51	0.85	Agreed
18	Principals share plans regarding school activities with teachers prior to implementation	3.61	0.86	Agreed
	PooledMean	3.56	0.78	Agreed

Note:X=Mean ;SD=Standard Deviation ;n=Number of Respondents.

The mean ratings of the responses of the respondents in Table 2 ranged from 3.32 to 3.77 which are all greater than the cut-off point value of 2.50 on 4 point rating scale. This suggests that the 8 identified items in the table are regarded as pointers to the type of leadership style adopted by principals for effectiveness in secondary schools. Item 13 had the highest mean score which stated that when principals encourage input by teachers it produces more effectiveness in secondary schools, invariably this can be interpreted as an principals adopting more of democratic and charismatic style of leadership which gives room for teachers to contribute their input, it was also found that principals allocated tasks with the cooperation of teachers assigned them duties against their will, notably many respondents agreed that when the principal shares the plans regarding school activities prior to implementation it will produce more effectiveness in the school system and this can be seen by a mean score of 3.61 in item number 18.

Research Question 3: To what extent does principals' communication strategy influence school effectiveness in public secondary schools in Anambra State?

Table 3. Mean ratings of responses of principals' communication strategies and school effectiveness in public secondary schools in Anambra State (N=243).

SN	Principals' communication strategies for school effectiveness:	— X	SD	Rmks
1	Principal's keep teachers informed about important school matters	3.57	0.85	Agreed
2	Maintaining effective communication with teachers	3.43	0.78	Agreed
3	Freedom to talk to principals' on issues related to school.	3.62	0.78	Agreed
4	Use of multiple channels of communication in the school.	3.76	0.57	Agreed
5	Principal's uses regular meetings to reduce communication barriers within the school	3.58	0.79	Agreed
6	Holds meetings with staff to discuss strategies for effective instruction	3.54	0.82	Agreed
7	Carryout daily supervision to ensure that teachers are active	3.68	0.78	Agreed
8	Takes decisions with teachers	3.75	0.45	Agreed
9	Makes effective use of suggestion boxes	3.45	0.78	Agreed
10	Allowing teachers give their own suggestion	3.30	0.88	Agreed
	Pooled Mean	3.57	0.73	Agreed

Note: X=Mean; SD=Standard Deviation; n=Number of Respondents.

The mean ratings of the response in Table 3 ranged from 3.30 to 3.76 which are all greater than the cut-off point value of 2.50 on 4-point rating scale. This indicates that the 10 identified items in the table are regarded by the respondents as principals' communication strategies for school effectiveness in public secondary schools in Anambra State. The respondents agree that when principals' eliminate or reduce communication barriers in the school it increases effectiveness in the school system also having proper communication channels between the principal and the teachers enhances principals' communication strategies for effectiveness in the school this can be seen by the high mean scores on both items. The respondents agreed to a high extent that taking decisions alongside teachers is a major communication strategy for school effectiveness in public secondary schools; this can be seen by the high mean score of 3.75 in item 8. The findings of this study is in collaboration with Mgbodile, (2000) who revealed that for school administration to be effective, principals must possess certain administrative strategies which include leadership competencies, supervisory skills and effective communication.

3.1. Hypotheses

Hypothesis One: There is no significant influence between principals' instructional supervision and school effectiveness in public secondary schools in Anambra State. The data for testing hypothesis one is presented in Table 4 below:

Table 4: The T-Test Statistics of No Significant Influence Between Principals' Instructional Supervision And School Effectiveness In Public Secondary Schools In Anambra State

Variables	N	X	SD	DF	Std. Error	t-Cal	t-Critical	Level of Sig.	Rmk
Principals' Instructional Supervision	243	3.66	0.57	241	0.048	2.03	1.96	0.05	S
School Effectiveness	243	3.42	0.63						

The data presented on the t-test statistics in Table 4 revealed that the t-calculated (t-cal) value of 2.03 is greater than the t-critical (t-tab) value of 1.96 at 241 degree of freedom. This indicated that there was significant ($p < 0.05$) influence between principals instructional supervision and school effectiveness in public secondary schools in Anambra State. Therefore, the null hypothesis of no significant influence ($p < 0.05$) is rejected for hypothesis one.

Hypothesis Two: There is no significant influence between principals' leadership style and school effectiveness in public secondary schools in Anambra State. The data for testing hypothesis two are presented in Table 5 below:

Table 5: The T-Test Statistics of No Significant Influence Between Principals' Leadership Style And School Effectiveness In Public Secondary Schools In Anambra State.

Variables	N	\bar{X}	SD	DF	Std. Error	t-Cal	t-Critical	Level of Sig.	Rmk
Principals' Leadership Style	243	3.55	0.71	241	0.023	2.10	1.96	0.05	S
School Effectiveness	243	3.57	0.74						

The data presented on the t-test statistics in Table 5 showed that the t-calculated (t-cal) value of 2.10 is greater than the t-critical (t-tab) value of 1.96 at 241 degree of freedom. This indicated that there was significant ($p < 0.05$) influence between principals' leadership style and school effectiveness in public secondary schools in Anambra State. Therefore, the null hypothesis of no significant influence ($p < 0.05$) is rejected for hypothesis two.

Hypothesis Three: There is no significant influence between principals' communication strategies and school effectiveness in public secondary schools in Anambra State. The data for testing hypothesis three are presented in Table 6 below:

Table 6: The T-Test Statistics of No Significant Influence Between Principals' Communication Strategies And School Effectiveness In Public Secondary Schools In Anambra State.

Variables	N	\bar{X}	SD	DF	Std. Error	t-Cal	t- Critical	Level of Sig.	Rmk
Principals' Communication Strategies	243	3.59	0.68						
School Effectiveness	243	3.55	0.70	241	0.028	2,03	1.96	0.05	S

The data presented on the t-test statistics in Table 6 revealed that the t-calculated (t-cal) value of 2.03 is greater than the t-critical (t-tab) value of 1.96 at 241 degree of freedom. This indicated that there was significant ($p < 0.05$) influence between principals' communication strategies and school effectiveness in public secondary schools in Anambra State. Therefore, the null hypothesis of no significant influence ($p < 0.05$) is rejected for hypothesis three.

3.2. Discussion

The findings indicate that principals' instructional supervision significantly influences school effectiveness in public secondary schools in Anambra State, as evidenced by the pooled mean ratings. Respondents affirmed that principals frequently supervise teachers, provide adequate information for instructional delivery, promote cooperative work among teachers, and ensure fairness in supervision. Instructional supervision was found to improve teaching practices, student achievement, and overall school goals, supporting the rejection of the null hypothesis. In a related study, Obi and Ikegwuonu, (2024) corroborated that regular instructional supervision by school principals enhances teacher performance and fosters school effectiveness. Similarly, this finding agreed with Oredein and Opatunde (2023), who noted that teachers felt more motivated and productive under fair and consistent supervision practices. In contrast, Ugwu and Okoye (2024) found that inadequate supervision led to poor teacher satisfaction and reduced school effectiveness, highlighting the importance of effective supervision practices. Furthermore, Faloyin and Onasanya (2023) emphasized that instructional supervision contributes to achieving institutional objectives by fostering collaboration among teachers, which aligns with this study's results. However, in contrast, Ijaiya (2014) argued that inconsistent supervision diminishes its impact on student outcomes, suggesting the need for more structured approaches.

The findings revealed a significant influence of principals' leadership styles on school effectiveness in public secondary schools in Anambra State, as reflected in the pooled mean ratings. Respondents indicated that principals who involve teachers in decision-making processes, encourage input, foster sociable interactions, and maintain good rapport with staff and students enhance school effectiveness. Furthermore, principals' practices of allocating tasks willingly and sharing plans with teachers before implementation also contributed significantly to achieving school goals. In a related study, Ma and Marion (2021) found that participatory leadership styles, where principals involve teachers in decision-making, improve job satisfaction and promote school effectiveness, which aligns with the present study's findings. This finding agreed with Ololube (2013), who reported that sociable leadership practices strengthen staff collaboration and organizational cohesion. In contrast, Ogunode et al, (2024) observed that autocratic leadership styles, where principals make unilateral decisions, negatively impact teacher morale and hinder school effectiveness. Similarly, Seyi (2014) found that principals who give complete autonomy to teachers without sufficient monitoring risk decreased accountability and inconsistent results, differing from the balanced approaches highlighted in this study.

The results showed a significant influence of principals' communication strategies on school effectiveness in public secondary schools in Anambra State, as indicated by the pooled mean ratings. Key practices included keeping teachers informed about important matters, maintaining effective communication, using multiple channels, and fostering open discussions through regular meetings. Additionally, principals encouraged teachers' suggestions and held meetings to discuss instructional strategies, which were pivotal for achieving school goals. In a related study, Udofia et al, (2021) reported that maintaining open communication between school leaders and teachers enhances collaboration and promotes a more effective school environment, aligning with the present study. This finding agreed with Avwersuoghene (2013), who emphasized that regular meetings and the use of multiple communication channels reduce misunderstandings and enhance school effectiveness. In contrast, a study by Akporehe and Asiyai (2023) found that a lack of open communication and over-reliance on formal channels hindered teacher participation and reduced school cohesion, differing from the positive effects noted in this study. Similarly, Suleiman et al, (2019) observed that infrequent communication between principals and staff leads to reduced morale and inefficiency.

4. Conclusion

The study examined the influence of principals' administrative strategies—specifically instructional supervision, leadership style, and communication strategies—on school effectiveness in public secondary schools in Anambra State. The findings revealed a significant relationship between the principals' use of these strategies and the effectiveness of the schools. It was established that principals should adopt a more open and democratic leadership style, reduce communication barriers, and establish clear communication channels

between themselves and the teachers to foster school effectiveness. Additionally, principals must provide teachers with adequate information to enhance their familiarity with instructional delivery, ultimately improving teacher performance and overall school effectiveness. Furthermore, consistent and thorough instructional supervision allows principals to assess and make informed judgments about teachers' instructional efficiency, which significantly contributes to increased effectiveness in school administration. This study emphasizes the importance of strategic leadership and communication in enhancing school outcomes, advocating for practices that support both teacher development and organizational growth. Based on the findings from this study, the following recommendations were made:

- a. Principals should encourage teacher involvement in decision-making to foster collaboration and commitment.
- b. Principals should establish clear communication channels to reduce barriers and ensure transparency between principals and teachers.
- c. Government should consistently offer necessary resources and information to teachers for effective instructional delivery.
- d. Principals should prioritize regular instructional supervision to assess and improve teaching practices for better school performance.
- e. Government should ensure continuous training for teachers to improve teaching techniques and classroom management, enhancing student outcomes.

Author Contributions

Nnamdi Obikeze: Conceptualization, Methodology, Software. Nebolisa Chinwe Mikella: Data curation, Writing - Original draft preparation. Nebolisa Chinwe Mikella: Visualization, Investigation. Nnamdi Obikeze: Supervision. Nebolisa Chinwe Mikella: Software, Validation. Nebolisa Chinwe Mikella: Writing - Reviewing and Editing.

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