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RELATIONSHIP BETWEEN PRINCIPALS' AREAS OF WORKLIFE AND THEIR ADMINISTRATIVE EFFECTIVENESS IN SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract

This study determined the relationship between principals' area of worklife and their administrative effectiveness in secondary schools in Anambra State. Two research questions guided the study while two null hypotheses were formulated. This study adopted a correlational survey research design. The population of this study comprised all the 261 public secondary school principals in Anambra State. The entire population of 291 principals will be used for the study and the size is considered manageable. Therefore, there will be no sampling for the study. Data for this study will be collected by means of structured questionnaire developed by the researcher after extensive review of the literature and consultation with the experts in the field.The questionnaire is of two types titled "Principals' Areas of Worklife Questionnaire (PAWQ) and "Principals' Administrative Effectiveness Questionnaire (PAEQ). The instruments were subjected to face and content validity. Cronbach Alpha Method was used to ascertain the internal consistency of the instruments and it yielded an overall co-efficient of 0.81. The Pearson Product Moment was used to answer research questions 1 – 3 while t-test of correlational analysis was used to test hypotheses 1 – 3 at 0.05 level of significance. The findings revealed that there is a low positive relationship between principals' workload and their administrative effectiveness in secondary schools in Anambra State. It was also revealed that there is significant relationship between principals' workload and their administrative effectiveness in secondary schools in Anambra State. The finding also revealed that there is a moderate positive relationship between principals' job control and their administrative effectiveness in secondary schools in Anambra State. It was also revealed that there is significant relationship between principals' job control and their administrative effectiveness in secondary schools in Anambra State. Based on the

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findings of this study, it was recommended among others that Anambra State Government should try to ensure that teacher's job control and security is taken seriously to make teachers more committed to their job. This would go a long way to ensure principals' work effectiveness.

Keywords: Worklife, Administration, Administrative Effectiveness, Principals

Introduction

In Nigeria's education system, secondary education represents a critical stage because it provides further educational and vocational opportunities for completers of primary education. The Federal Republic of Nigeria (2013) in the National Policy on Education describes secondary education as the bridge between the primary and tertiary education. In Nigeria, secondary schools are charged with the broad goals of preparing individuals for useful living within the society and for higher education. It therefore, lays the foundation for academic and career pursuits at the tertiary level (Nwaka & Obikeze, 2010).

It is said that secondary education is of strategic importance to Nigerian's development and capacity building. The belief that secondary education is a conduit for individual and societal progress explains the establishment of various schools in Nigeria (Bahar, 2009). Bahar further stressed that the degree to which schools are successful in achieving their goals, to that degree will any educational system achieve its goal. One of the required conditions for these goals to be achieved is to have an administrator who is as important as the school itself.

The Federal Republic of Nigeria in her National Policy on Education (2013) emphasized the need for proper administration of schools at all levels. According to Sapre (2011), administration can be defined as the process of working with and through others to accomplish organizational goals efficiently. It is a social process in which the behaviour of the social system gets the upper hand in operating an educational organization (Tyagi, 2009). Following this, the National Policy on Education also highlighted effective administration as an instrument for educational development. On this note, administrative effectiveness according to Interstate School Leadership Consortium (2014) relates to the standards for what the school leaders should know and are

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able to do. Adeniyi and Omoteso (2014) conceived administrative effectiveness as the extent to which secondary school principals achieve the goals and objectives of their schools. Operationally, administrative effectiveness is the positive response to administrative efforts and actions with the intention to accomplish stated goal.

For a desired level of effective administration to be achieved, there is need for principal as the leader in the school to be adequately prepared and equipped in administrative processes (Onyeakusiobi, 2006). Obviously, the principal is the chief executive of a school who performs the necessary managerial functions for administrative effectiveness. The principal bears most of the troubles and challenges in the school and also receives most of the glory that comes out from the school. The goal of principals' effective administration lies in decision making, delegation of duties to subordinates, setting good examples and motivating the teachers and students alike in an effort to create conducive working environment to accomplish school goal and objective, in order to enhance subordinate performance for school success. That is why Adegun (2002) stressed that the realization of these goals depends on leadership and the effectiveness of the school principal.

The administrative effectiveness of the principals which bears primarily on controlling and coordinating resources for the attainment of educational goals have proved to be a topic of primary concern in many schools in Nigeria in general and Anambra State in particular. From all indications, the administrative effectiveness of secondary school principals cannot be underestimated. Arikewuyo (2009) found that most secondary school principals were not effective in their administrative functions. Despite huge sum of money spent by government and parents on education in 2013, the Anambra State Government pushed in so much resources into the school system and even went to the extent of buying buses for the office of all the principals in the state and provided some necessary facilities for their schools, yet, the educational system in Anambra State seems to be contending with numerous challenges such as poor implementation of educational policies, cultism, examination malpractices, misappropriation of fund, inadequate facilities, role conflict, and poor administration (Anambra State Ministry of Education, 2013).

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Further, in 2014, there was massive failure of students in internal and external examinations in Anambra State Secondary Schools. The Commissioner for Education, Anambra State, while reacting to this, admonished both the principals, the teachers and the students to wake up to their responsibilities (Igbokwe, 2015). These problems may be interpreted on the basis of lapses on the side of administration in most secondary schools and governments not attending to the areas of worklife of principals. The ability of a principal to satisfactorily perform these administrative roles depends on, among other things, the matching of his or her areas of worklife (Trozzi 2004).

Areas of worklife can be defined as the relationship between the workspace and the worker in terms of how the workers perception of their work environment aligns with their expectations (Leiter & Maslach, 2003). The researcher defines area of worklife as a practical instrument to measure principals' perceptions of their work environment. Several studies have reiterated that areas of worklife can be classified into workload. Leiter and Maslach further stipulated that areas of worklife can be classified into workload, control, reward, community, fairness and values. They can be regarded as the strategies, tools or protective factors that guide an administrator to authentic leadership. For the purpose of this study, workload, control and reward system would be put into consideration.

Workload is one of the areas of worklife that an administrator needs to manage efficiently in order to achieve administrative effectiveness. Hart and Staveland (2018) defined workload as the perceived relationship between the amount of mental processing capability or resources and the amount required by the task. The workload is especially important in terms of administrative effectiveness because when job demands exceed human limits, emotional exhaustion is most likely the consequence (Leiter & Maslach, 2004). When the principal has to do too much work in too little time with too few resources, it affects the administrative effectiveness. Enormous workloads on the part of the principals include, receiving visitors, working on files, writing reports, holding meetings, supervising teachers, attending to board matters and attending to students personal and educational problems.

Control is another area of worklife that encompasses the perceived capacity of principals to influence decisions related to their

work, to exercise professional autonomy, and to gain access to resources (e.g. social support rewards) necessary for an effective job (Leiter & Maslech, 2003). In other words, they want to have some input into the process of achieving the outcomes for which they will be held accountable. It has been discovered that so many principals seem to lack autonomy in decision making in matters related to their school. Control problem occurs when principals have insufficient authority over their work or are unable to shape the school environment to be consistent with their values. Thus, it has been observed that most principals have to get permission to carry out most projects in the schools, without which the projects cannot be executed (Saraji & Daragahi, 2006). Saraji and Daragahi further emphasized that this results to role conflict, which is a major control problem that is strongly associated with greater exhaustion and people in this situation cannot exercise effective control in their job. Therefore, when principals have more control at school, their actions are more freely chosen and this can lead to greater satisfaction with the job and more commitment to it.

The reward area of worklife is the power of reinforcement to shape behaviour of a leader (Leiter & Maslach, 2003). When principals perceive that they are neglected, not recognized by the government, the management board and even external stakeholders, it is enough to make them feel out of sync with his/her values but if best performer is given a reward or appreciated, this builds competition among them to work hard and to achieve both school and individual goals. In reward system, there are intrinsic rewards and extrinsic rewards. Intrinsic rewards are unconditioned rewards that are attractive and motivate behaviour because they are inherently pleasurable (Hart & Staveland, 2018).

Many authors further highlight that extrinsic rewards are conditioned rewards that are attractive and motivate behaviour, but are not inherently pleasurable. Extrinsic rewards derive their motivational value as a result of a learned association (i.e., conditioning) with intrinsic rewards. Carter and Tourangeau (2012) highlighted that intrinsic rewards, such as the positive feeling derived through meaningful or satisfying work, may exceed the importance of extrinsic rewards or monetary rewards. Carter and Tourangeau (2012) explained that the

simple pleasure and satisfaction experienced with a positive day-to-day workflow, increases principal's attitude and investment to work. Further, the result of the above also shows that insufficient reward (whether financial, institutional or social) increases principals' vulnerability to ineffectiveness but consistency in reward both material and opportunities for intrinsic satisfaction to principals will create administrative effectiveness.

Today, there is still considerable controversy over the areas of worklife as a measure of ability and how it relates to the principal's effectiveness because there is limited literature relating areas of worklife and principal-job match with administrative effectiveness, particularly in schools (Breen & Sweeny, 2013). Consequently, in many secondary schools in Anambra State, it appears that most school programmes are not satisfactorily implemented due to limited control bestowed on the principals. The principals who are chiefly responsible for the implementation of the schools programmes, face very busy workdays. With many issues and activities competing on their school environment, many principals seem to be overworked, under tension and tired from too much workload thus resulting to ineffectiveness in discharging their duties (Aghadinuno, 2007; Udalla, 2012). Where principals' areas of worklife in secondary schools are built up, it will create an atmosphere of flexibility, good working environment and among other things, they will effectively manage their schools for administrative effectiveness. Hence, this study is set to explore relationship between principals' areas of worklife and their administrative effectiveness.

Currently, the deteriorating state of education system resulting from numerous problems such as principal's laser-affair attitudes, teachers poor attitude to work and laxity is consequential to, students' moral decadence, examination malpractice, cultism, poor performance in external examination and maladaptive behaviours. There exist also, principals who rush their tasks to meet deadlines, with poor personnel administration and absence from important meetings, hasty internal supervision and gross inadequacies in policy implementations which could be indicative of administrator's inadequate management of areas that could enhance administrative effectiveness.

Despite all the programmes of assistance (seminars, conferences like ANCOPSS, etc.) provided for principals of secondary schools in Anambra State,

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most principals appear not to be appreciably matching these areas of worklife in their administration. As a result of this, many principals have demonstrated ineffectiveness in the performance of their duties whereby it has been observed that some principals got involved in too much issues by doing almost every administrative work all alone, with little or no delegation of duties to their vices or other teachers. Added to this, are the resultant poor learning by students, high moral decadence, lack of knowledge and skill caused by poor administration. The reasons for these effects are not farfetched from the unfavourable working environment and principals' poor satisfactions to their work. It is against this backdrop that this study wants to investigate the various areas of worklife and administrative effectiveness of principals in secondary schools in Anambra State.

Research Questions

The following research questions will guide the study.

1. What is the nature of relationship between principals' workload and their administrative effectiveness in secondary schools in Anambra State?
2. What is the nature of relationship between principals' job control and principals' administrative effectiveness in secondary schools in Anambra State?
3. What is the nature of relationship between principals' reward system and principals' administrative effectiveness in secondary schools in Anambra State?

Hypotheses

The following null hypotheses will be tested at 0.05 level of significance:

1. There is no significant relationship between principals' workload and their administrative effectiveness in secondary schools in Anambra State
2. There is no significant relationship between principals' job control and their administrative effectiveness in secondary schools in Anambra State.
3. There is no significant relationship between principals' reward system and their administrative effectiveness in secondary schools in Anambra State.

Research Method

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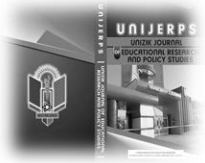

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This study was carried out in Anambra State. The correlational survey research design was adopted for this study. The population of this study comprised all the 261 public secondary school principals in Anambra State. The entire population of 291 principals will be used for the study and the size is considered manageable. Therefore, there will be no sampling for the study. Data for the study were collected by means of structured questionnaire developed by the researcher after extensive review of the literature and consultation with the experts in the field. The questionnaire is of two types titled "Principals' Areas of Worklife Questionnaire (PAWQ) and "Principals' Administrative Effectiveness Questionnaire (PAEQ). The Principals' Areas of Worklife Questionnaire elicited information on the areas of principals' worklife. The questionnaire was structured on a four point scale of Strongly Agreed (SA); Agreed (A); Disagreed (D); Strongly Disagreed (SD) with values 4, 3, 2, and 1 respectively. The second questionnaire is tagged "Principals' Administrative Effectiveness Questionnaire (PAEQ)**.** The questionnaire has only one part which will seek information on areas of administrative effectiveness by principals in their schools. The questionnaire was also structured on a four point scale of the following codes: VHE= Very High Extent; HE= High Extent; LE= Low Extent; VLE= Very Low Extent.

The instruments were subjected to face and content validation by experts in related filed. The reliability of the instrument was ascertained by administering the instrument to 20 public secondary school principals in 20 selected schools in Enugu State, which was not part of the study but shares similar characteristics with Anambra State principals. Cronbach Alpha was used to check the internal consistency of the instrument and a reliability value of 0.84 and 0.78 were obtained for the two instruments respectively. The overall reliability index for the whole cluster was 0.81 which was considered high enough to judge that the instrument is reliable. The Pearson Product Moment was used to answer research questions 1 – 3 while t-test of correlational analysis was used to test hypotheses 1 – 3 at 0.05 level of significance.

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Presentation of Findings

Research Question 1: What is the nature of relationship between principals' workload and their administrative effectiveness in secondary schools in Anambra State?

Table 1: Relationship between principals' workload and their administrative effectiveness in secondary schools in Anambra State

N	Correlation co-efficient (r)	r^2	Remark
261	**.301**	**0.09**	**Low positive relationship**

Adjusted $r^2 = 0.128$

Data presented in Table 1 reveals a Pearson Product Moment Correlation Co-efficient computed to determine the relationship between principals' workload and their administrative effectiveness in secondary schools in Anambra State. The result reveals that there is a low positive relationship between principals' workload and their administrative effectiveness *(r= .301, n= 261).* The adjusted r^2 explains that 12.8% of the variance (Adjusted $r^2 = 0.128$).

Research Question 2

What is the nature of relationship between principals' job control and their administrative effectiveness in secondary schools in Anambra State?

Table 2: Relationship between principals' job control and their administrative effectiveness in secondary schools in Anambra State

N	Correlation co-efficient (r)	r^2	Remark
261	.454	0.206	Moderate positive relationship

Adjusted $r^2 = 0.316$

Data presented in Table 2 reveals a Pearson Product Moment Correlation Co-efficient computed to determine the relationship between principals' job control and their

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administrative effectiveness in secondary schools in Anambra State. The result reveals that there is a moderate positive relationship between principals' job control and their administrative effectiveness *(r= .454, n= 261).* The adjusted r^2 explains that 31.6% of the variance (Adjusted $r^2 = 0.316$).

Research Question 3

What is the nature of relationship between principals' reward system and their administrative effectiveness in secondary schools in Anambra State?

Table 3: Relationship between principals' reward system and principals' administrative effectiveness in secondary schools in Anambra State

N	Correlation co-efficient (r)	r^2	Remark
261	.238	0.06	Low positive relationship

Adjusted $r^2 = 0.103$

Data presented in Table 3 reveals a Pearson Product Moment Correlation Co-efficient computed to determine the relationship between principals' reward system and their administrative effectiveness in secondary schools in Anambra State. The result reveals that there is a low positive relationship between principals' reward system and their administrative effectiveness *(r= .238, n= 261).* The adjusted r^2 explains that 10.3% of the variance (Adjusted $r^2 = 0.103$).

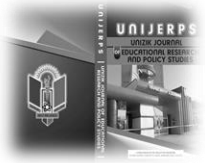
Test of Null Hypotheses

Hypothesis 1

There is no significant relationship between principals' workload and their administrative effectiveness in secondary schools in Anambra State

Table 4: Test of significance between principals' workload and their administrative effectiveness in secondary schools in Anambra State

Correlation coefficient (r)	N	df	α	t-calculated	t-critical	Decision
.301	261	289	0.05	29.50	1.960	Significant


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The result presented in Table 4 shows that the t-calculated value (29.50) is greater than the t-critical value (1.960) at .05 alpha level (29.50 > 1.960). Thus, the null hypothesis was rejected. This means that there is a significant relationship between principals' workload and their administrative effectiveness in secondary schools in Anambra State.

Hypothesis 2

There is no significant relationship between principals' job control and their administrative effectiveness in secondary schools in Anambra State.

Table 5: Test of significance between relationship between principals' job control and their administrative effectiveness in secondary schools in Anambra State

Correlation coefficient (r)	N	Df	α	t-calculated	t-critical	Decision
.454	261	289	0.05	15.03	1.960	Significant

The result presented in Table 5 shows that the t-calculated value (15.03) is greater than the t-critical value (1.960) at .05 alpha level (15.03 > 1.960). Thus, the null hypothesis was rejected. This means that there is a significant relationship between principals' job control and their administrative effectiveness in secondary schools in Anambra State.

Hypothesis 3

There is no significant relationship between principals' reward system and their administrative effectiveness in secondary schools in Anambra State.

Table 6: Test of significance between between principals' reward system and their administrative effectiveness in secondary schools in Anambra State

Correlation coefficient (r)	N	Df	α	t-calculated	t-critical	Decision
.238	261	289	0.05	32.26	1.960	Significant

The result presented in Table 6 shows that the t-calculated value (32.26) is greater than the t-critical value (1.960) at .05 alpha level (32.26 > 1.960). Thus,

the null hypothesis was rejected. This means that there is a significant relationship between principals' reward system and their administrative effectiveness in secondary schools in Anambra State.

Discussion of Findings

The finding in research question one revealed that there is a low positive relationship between principals' workload and their administrative effectiveness in secondary schools in Anambra State. This finding was supported the finding of Kieleko, Kanori and Mugambi (2017) that high administrative work load positively affected their supervision practices. The finding also opposed the finding of Adeolu and Arinze (2018) that there was a negative correlation between teachers' workload and students' academic performance, a disparity between teachers' actual workload and workload policy standard.

The finding in hypothesis one revealed that there was a significant relationship between principals' workload and their administrative effectiveness in secondary schools in Anambra State. This finding supported the finding of Adeolu and Arinze (2018) that there a significant correlation between teachers' workload and students' academic performance. The finding opposed that principals' administrative workload did not significantly affect instructional supervision.

The finding in research question two that there is a moderate positive relationship between principals' job control and their administrative effectiveness in secondary schools in Anambra State. This finding also agreed with the finding of Oroye (2019) that there was appositive relationship between administrative variables such as teachers' job control and school climate and teachers' job performance in public secondary schools. This finding was in line with the finding of Fredette-Carragher (2016) that job control as an area of worklife positively related to Compassion Satisfaction on Burnout of Mental Health Nurses.

The finding in hypothesis two revealed that there is a significant relationship between principals' job control and their administrative effectiveness in secondary schools in Anambra State. This finding was in agreement with the finding of Fredette-Carragher (2016) that there is a significant relationship between job control and compassion satisfaction on burnout of mental health

nurses. This finding on the other hand disagreed with the finding of Oroye (2019) that teachers' job control does not significantly relate to their job performance in public secondary schools in Delta and Edo States.

It was found in research question three that there is a low positive relationship between principals' reward system and their administrative effectiveness in secondary schools in Anambra State. This finding was in line with the finding of Bello and Adebayo (2014) that there was a positive relationship between employees' reward system and employees' performance.

It was also found in hypothesis three that there is a significant relationship between principals' reward system and their administrative effectiveness in secondary schools in Anambra State. This finding agreed with the finding of Bello and Adebayo (2014) that there was a significant relationship between employees' reward system and employees' performance.

Conclusion

Based on the findings of the study, it was concluded that there was a positive and significant relationship among principals' workload, job control and reward system and their administrative effectiveness in secondary schools in Anambra State.

Recommendations

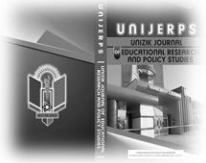
Based on the findings of the study, the following recommendations were made:

1. Anambra State Government and proprietors of secondary schools should employ adequate number of qualified teachers to meet the workload standard for effective teaching, while learning facilities should be upgraded to enhance workload implementation and improve students' academic performance in secondary schools.

2. Anambra State Government should try to ensure that teacher's job control and security is taken seriously to make teachers more committed to their job. This would go a long way to ensure principals' work effectiveness.

3. Reward should serve to build better employment deal, and to increase principals' administrative functions to enhance their effectiveness.

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