

# Principals' Task Areas and Administrative Effectiveness in Missionary Secondary Schools: A Study of South-East Nigerian States

NEBO C. LILIAN<sup>1</sup>, PROF. B.E AFIANMAGBON<sup>2</sup>

<sup>1, 2</sup>*Department Educational Administration and planning, Faculty of Education, Abia State University Uturu*

***Abstract- This study examined the relationship between principals' task areas and their administrative effectiveness in missionary secondary schools across the South-East states of Nigeria. Two research questions and hypotheses guided the study. Correlational design was employed while the population of the study consists of all the teachers of the missionary secondary school in the south-east. Anchored on the systems theory of management, the study adopted a descriptive survey research design. A 10% of the population was used to select a sample of principals and teachers from missionary secondary schools across the five states of the South-East geopolitical zone. Data were collected through a self-structured "Task Areas Questionnaire (TAQ) and Administrative Effectiveness of Principal Questionnaire (AEPQ)." The findings revealed a significant positive relationship between principals' engagement in task areas and their administrative effectiveness. Notably, instructional leadership and staff supervision emerged as the most influential domains, while financial management and community relations showed varying levels of impact across schools. The study highlights the unique challenges and expectations placed on principals in missionary settings, particularly the need to balance academic excellence with religious and moral obligations. Based on the findings, the study recommends targeted capacity-building programs for missionary school principals, contextual leadership training aligned with faith-based values, and policy reforms that recognize the distinctive administrative environment of missionary secondary schools. These measures are essential to enhance the effectiveness of school leadership and, by extension, educational outcomes in the region.***

## I. INTRODUCTION

School administration plays a pivotal role in the realization of educational goals, particularly at the secondary level where the foundation for higher academic pursuit and character development is laid. At the heart of effective school administration is the principal, whose leadership competence in various task areas significantly determines the overall performance of the institution. These task areas typically include instructional leadership, staff supervision, student discipline, school finance management, communication and community relations, curriculum implementation, and general school governance. The capacity of the principal to effectively manage these tasks is what constitutes administrative effectiveness.

In missionary secondary schools, the task of school leadership is not only administrative but also spiritual and moral. These schools, often established by religious missions, are characterized by a commitment to both academic excellence and value-based education. As such, principals are expected to integrate moral guidance with administrative efficiency, ensuring that both the academic and spiritual mandates of the institution are fulfilled. This dual expectation places additional responsibility on the principal and demands a high level of effectiveness in handling complex administrative roles while upholding the school's core religious ethos.

However, with increasing administrative demands, policy shifts, and societal changes, missionary secondary school principals are confronted with growing challenges. These include managing limited resources, maintaining discipline, supervising staff performance, engaging stakeholders, and upholding religious values—all within a dynamic educational

landscape. While numerous studies have explored administrative effectiveness in public and private secondary schools, there is a noticeable dearth of scholarly attention focused specifically on missionary secondary schools and the unique nature of their leadership demands.

More so, existing literature tends to generalize the task areas of school principals without contextualizing them within the framework of faith-based institutions. As a result, little is known about how principals in missionary schools prioritize, execute, and balance their diverse administrative responsibilities, and how these contribute to their overall effectiveness. There is also limited empirical evidence on which task areas have the most significant impact on administrative outcomes within these religious institutions. This knowledge gap makes it difficult for stakeholders to develop tailored training and support systems for principals in missionary settings.

## II. STATEMENT OF THE PROBLEM

Despite the critical role of principals in the effective administration of missionary secondary schools, there is limited research that specifically examines how they manage their task areas and the extent to which these tasks influence their administrative effectiveness. Most available studies focus broadly on school leadership in general education settings, with minimal attention paid to the distinctive context of missionary schools that blend academic, moral, and spiritual responsibilities.

This oversight creates a significant gap in understanding the unique administrative challenges faced by principals in missionary institutions. Without context-specific data, educational planners, policymakers, and religious authorities may lack the necessary insight to enhance leadership practices in these schools. Therefore, the problem this study seeks to address is the insufficient understanding of the relationship between task areas and the administrative effectiveness of principals in missionary secondary schools, especially in the Nigerian educational context.

This study aims to fill this gap by examining how principals in missionary secondary schools carry out their administrative responsibilities across key task

areas, and how these influence the overall effectiveness of their leadership. It will also explore which task areas are most critical to their performance and how the religious and moral expectations of these schools shape their administrative roles.

### Research questions

The following two research questions guided the study

1. To what extent does instructional leadership relate to administrative effectiveness of principals in missionary secondary schools in South-East States, Nigeria?
2. To what extent does staff personnel administration relate to administrative effectiveness of principals in missionary secondary schools in South-East States, Nigeria?

### Hypotheses

1.  $H_{01}$ : There is no significant relationship between instructional leadership and administrative effectiveness of principals.
2.  $H_{02}$ : There is no significant relationship between staff personnel administration and administrative effectiveness of principals.

## III. LITERATURE REVIEW

### Principal as an Administrator

Educational institutions especially secondary schools are designed to achieve specific goals of preparing individuals as good and responsible citizens. The school administration is an important aspect in modern societies, and is considered an essential base on social systems that empowers the establishment of the base of these systems and the domination of security and creation. Secondary education as a formal organization has its bureaucratic administrative structure with established rules and regulations, objectively aimed at providing the needed opportunities for the development of learners and staff and under the leadership of the principal (Nwankwo, Ezeanolue, Nnorom & Mbonu, 2021).

Usman (2020) noted that a school principal is presumed to be a person of higher level of education, experience and dedication among teachers. Obiakor and Eziuzo (2023) citing Uzoigwe (2013) defined an

administrator as an executive head of an organization. He or she is a coordinator who has to organize activities in such a way that things work smoothly, quickly and effectively. The principal as an administrative head is an individual with proven qualities and knowledge to achieve the objectives of secondary education, create a school climate characterized by staff and student productivity, creative thought, efficient and effective movement towards the goals of the school organization. He or she has to ensure that the responsibilities and tasks due to him or her are creditably performed (Nwogbo, 2021).

#### Instructional leadership and Principals' Administrative Effectiveness

In today's schools, leadership effectiveness plays significant role in bringing about the quality of education in general and student achievement in particular. Hence, it is widely agreed upon among scholars that the role of school leadership is very essential and non-negotiable as it is one of the major factors that identify successful schools from the unsuccessful ones. Competent school administrators are expected to assist government achieve this pressing agenda of the nation's educational sector transformation and to enable the attainment of the objectives of secondary education, the curriculum has been developed to suit such desires which are to be implemented by the teachers under the guidance and directives of the principals.

Principals are expected to be leaders of instruction and therefore must be instruction focused in order to satisfy calls for greater accountability, particular those that call for the use of more outcome-based metrics (Mbua, 2023). Their leadership role is a fundamental element of schools wanting to be more effective in educating its students, as through their leadership, teachers motivation and abilities are positively influenced, which ultimately will result in improved school outcomes (Mbua, 2023 citing Pont et al. 2008). Puruwita, Jamian and Aziz (2023) citing Mahrita et al. (2019) observed that the low level of teachers' job performance has arisen from the inadequate teaching skills, deficient mastery of teaching materials, lack of variety in teaching styles, insufficient syllabus administration, poor disciplinary cases and disharmony among staff. This low level of practice

occurs due to school principals being occupied with many administrative tasks and having limited time in executing their instructional leadership skills (Aureada, 2021).

#### Staff Personnel Administration and Principals' Administrative Effectiveness

Effective administration is the hub behind the success and development of every institution of learning. This is because the quality of any school is dependent on quality school administration hence; secondary education cannot be effective without activities of staff personnel administration. Chime, Ugwu and Oparaji (2020) assert that staff personnel administration in schools is concerned with the development and effective utilization of human resources to achieve school objectives. A systematic staff personnel administration is an indication of an effective and efficient staff and a productive learning environment.

Personnel administration practice is a way on how school leaders organize and develop its subordinates in a learning institution. A teacher that can influence the learners holistically is a teacher that is performing his/her responsibility in a best possible way. Thus, good staff personnel administration or practice by school principals leads to high teaching performance in the teaching learning process (Llemit, 2024). Staff personnel administration refers to principals function meant to obtain, develop and ensure that personnels is an organizations work with commitment so as to achieve the goals of such an organization. According to Eisie (2023), personnel administration means the process of managing employees in an organization which includes such tasks as hiring, training, development, compensation and performance evaluation. Furthermore, it is a significant part of management concerned with employees at work and with their relationship within the organization.

Managing staff especially teachers is part of administrative function of the school head concerned with teachers at work and their relationship with the education enterprise. It seeks to bring together and develop into an effective educational organization, men and women who make up the teaching workforce, enabling each to make his/her own best contribution to its success. Esie (2023) in her submission asserted that challenges associated with effective staff personnel

administration in schools includes but not limited to lack of clear job descriptions, lack of adequate training and development opportunities for teachers which makes it difficult for teachers to keep up with the latest pedagogical practices and meeting up with the challenging needs of the students. Ogbuanya, Okafor and Anayo (2023) in their study found that the extent of principals' involvement in staff personnel administration using leadership style is low. This negatively affected the involvement of teachers despite their zeal to work. The result further indicated a significant relationship between effective staff personnel administrative attainment and teachers' job involvement.

#### IV. THEORY OF LEADERSHIP

Leadership is the ability to get things done with the assistance and co-operation of other people within the institution. Leadership involves a guide that direct activities of individual in a given direction in order to achieve the goals of the organization. It includes but not limited to democratic leadership, autocratic leadership, transformational leadership and strategic leadership. Democratic leadership is the leadership that demonstrates respect for every person in the group. Responsibility is shared, decision making and communication are based on consultations and deliberation and participation are common among the group.

Autocratic leadership is the leadership in which production is emphasized even at the expense of human consideration. The decisions are made exclusively by the leader. He believes that human beings are evil, weak and unwilling to work, incapable of self-determination and have limited reasoning. Therefore they must be directed pushed, forced to work. The leader is perceived as person of great physical and intellectual ability. Since he is highly resourceful and posses all the traits of giant among dwarfs, he is feared and obeyed.

Autocratic like McGregor's theory x, believes that human beings are weak and unwilling to work, that they are incapable of self determination and have limited reasoning; therefore they must be directed, motivated, dictated to pushed and forced to work. The

autocratic leader has no time think about the individual workers or their feelings except in relations to work, the interest and welfare of the worker is not taken into consideration as the leader regards him just as a tool for production.

Transformational leadership it is obvious that the successful transformation of school globally depends on the roles and decision taken by the school head and his management team. Transformational leadership entails specific leadership behaviours, decision, actions, strategies and plans needed for the radical transformation of the primary or secondary school. The theory of transformational leadership does not derive from the conventional leadership theories of influencing a group of individuals to achieve specific goals in a specific situation. Rather, the transformational theory of leadership tend to high – light the specific actions the leaders should undertake in order to transform the organization (the school).

Strategic leadership is the most peculiar feature of human beings and whenever a group of individuals come together, obviously a leader will emerge. Hence, leadership is a function of group association and interaction. It is clear that the existence of followers is a prerequisite for leadership. Accordingly strategic leadership is the ability as well as the wisdom to make consequential decision about ends, about and tactics in ambiguous environments. Strategic leadership integrates management with leadership, politics, with ethics and strategic intent with tactics and actions. It is obvious that strategic leadership is important for even a classroom teacher who performs the roles of a leader and manager of teaching and learning in the classroom.

#### Empirical Studies

A lot of empirical studies including Igoni (2020); Oguejiofor (2020); Ossai (2021); Chukwu et al. (2021); Amenu, Esia-Donkoh & Osei (2021); Adegun & Animashaun (2022); Kanyip and Ogon (2022); Sulyman et al. (2023); and Tsavtim et al. (2024) have been carried out on task areas of principals and their administrative effectiveness. Igoni (2020) investigated administrative practices of principals and teaching staff job performance in secondary schools in Rivers State, Nigeria. The study adopted a correlational study design. The population of the study comprised of 287

principals with 150 used as sample drawn using proportionate stratified random sampling technique. Three research questions and two hypotheses guided the study. A questionnaire titled “Administrative practices of principals and Teacher Job Performance Questionnaire (APPTJPQ) was used for data collection. Cronbach Alpha was used to determine the reliability of the instrument with a co-efficient of 0.79. Mean and standard deviation were used to answer the research questions while Pearson Product Moment Correlation Coefficient was used to test the hypotheses. The findings indicated a positive relationship between principals’ administrative practices and teachers’ job performance.

Oguejiofor (2020) examined the influence of principals’ administrative role on teachers’ job performance in Catholic secondary schools in Nasarawa State. A cross-sectional survey research design was adopted. The population of the study consisted of 232 principals and teachers and the entire population was used as sample. Two research questions and two hypotheses guided the study. Data was collected using a self structured questionnaire titled “Teachers Questionnaire on the Influence of Principals’ Administrative Role on Teachers Job Performance in Catholic Schools (TQIPARTJPCSS). The instrument yielded 0.88 as coefficient of internal consistency. Mean and standard deviation were used to answer the questions while t-test statistics was used to test the hypotheses. Findings of the study revealed that there is a significant influence of principals’ administrative roles (supervisory and communication skills) on teachers’ job performance.

Ossai (2021) assessed principals’ administrative strategies and student academic performance in public secondary schools in Delta North Senatorial District of Delta State. The study adopted a descriptive survey design. A sample size of 200 teachers who were selected using the simple random sampling technique was used for the study. A questionnaire titled “Principals’ and Administrative Strategies Questionnaire (PASQ) was used to elicit relevant data for the study. The reliability co-efficient was obtained using test-retest method and a reliability co-efficient of 0.65 was obtained. One research question and four hypotheses guided the study. The research question was answered using simple percentage while the

hypotheses were tested using Pearson Product Moment Correlation. The findings showed that there was a significant relationship between principals’ administrative strategies and students’ academic performance.

Louis-Omiyi and Igenegbai (2021) assessed the influence of principals’ characteristics and administrative effectiveness in public secondary schools in Edo State, Nigeria. Three research questions were raised to guide the study that adopted the correlational research design. A sample of 60 principals was used for the study. A questionnaire titled “Principals’ Administrative Effectiveness Questionnaire (PAEQ) was used for data collection. The reliability of the instrument was determined using Cronbach Alpha Statistic and a co-efficient of 0.881 was obtained. Mean, t-test and ANOVA was used to answer the research question and test the hypotheses respectively. The findings of the study revealed that the level of principals’ administrative effectiveness is high.

Chukwu et al. (2021) investigated administrative roles of principals on teachers’ job performance in private secondary school in Nigeria. The study adopted descriptive survey design. The population of the study is 3,027 teachers. A sample size of 1,816 teachers was selected using the simple random sampling techniques. Two research questions and two hypotheses guided the study. A self structured questionnaire was used as an instrument for data collection. Research questions were answered using mean and standard deviation while t-test was used to test the hypothesis. Findings of the study showed that principals’ administrative roles in the areas of staff personnel administration and student personnel administration enhance teachers’ job performance.

Amenu, Esia-Donkoh and Osei (2021) investigated head teachers administrative duties and teacher job performance in public junior high schools in Agona Swedru, Ghana. The study adopted quantitative correlation research design. Sample size consisting of 70 teachers selected through simple random sampling technique was used for data collection. Mean and standard deviation were used for answering the research questions. Results of the study revealed that head teachers performed all administrative duties.

Furthermore, there is a strong positive relationship between administrative duties and teachers' job performance.

Adegun and Animashaun (2022) carried out a study on principals' administrative roles and teachers' instructional task performance as correlates of secondary school effectiveness in Southwestern, Nigeria. Descriptive survey research design and a correlational design were adopted for the study. Three research question and three hypotheses guided the study. The population of the study consisted of 2,373 principals and 66,605 teachers. Sample consisted of 1,575 respondents selected through multi-stage sampling technique. Questionnaires were used for data collection. The reliability of the instruments was established through a test-retest method which yielded a coefficient of 0.85, 0.75 and 0.87 respectively. Data was analyzed using descriptive and inferential statistics. Findings of the study indicated a significant relationship between principals' administrative roles, teachers' instructional task performance and school effectiveness.

Kanyip and Ogon (2022) examined the relationship between principals' administrative roles and teacher job effectiveness in secondary school in Akwa Ibom State, Nigeria. The study used quantitative research design. Four research questions and four hypotheses guided the study. A sample of 320 was selected from a population of 6,978 teachers through the simple random sampling technique. A self-designed questionnaire titled "Principals' Administrative Role and Teacher Job Effectiveness" was used for a data collection. Cronbach Alpha was employed to determine the reliability of the instrument which yielded a co-efficient index of 0.72 and 0.78 respectively. Findings of the study indicated a relationship between administrative roles of principals and job effectiveness of teachers.

Sulyman et al. (2023) assessed principals' administrative effectiveness in public secondary schools in Ilorin west local government area of Kwara State. The study adopted a descriptive research design. Population of the study is 2,165 teachers while the sample consists of 240 teachers selected through simple random sampling technique. Four research questions guided the study. "Principals'

Administrative Effectiveness Questionnaire was used for data collection. Reliability of the instrument was obtained using Cronbach Alpha and a reliability coefficient index of 0.79 was obtained. Mean and standard deviation were used to answer the research questions. Result showed that the level of principals' administrative effectiveness was average.

Tsavtim et al. (2024) investigated the influence of personnel management on teachers' job performance in public secondary schools in Benue State, Nigeria. The study adopted a survey research design. Four research questions and four hypotheses guided the study. The population of the study was 5,190 comprising 302 principals and 4,888 teachers. The sample size was 371 consisting 18 principals and 353 teachers. Instrument for data collection was a self-developed questionnaire titled "Influence of Personnel Management on Teachers Job Performance (IPMTTJP) Questionnaire. Reliability of the instrument was established using Cronbach Alpha method and a reliability coefficient of 0.80 was obtained. Data collected were analyzed using mean and standard deviation to answer research questions while chi-square Goodness of fit was used to test the hypotheses. Findings of the study revealed that personnel (staff) management (in-service training and promotion) significantly influence teacher job performance.

The population of this study is made up of 7,340 missionary secondary school teachers comprising of 3,302 male and 4,038 female teachers in the 354 missionary secondary schools in the South-East, Nigeria. These secondary schools are located in the five South-Eastern States of Nigeria. Table 1 shows the population distribution of the principals and teachers according to the states and its education zones.

See appendix

While The sample of this study was made up 735 secondary school teachers in South-East, Nigeria representing 10% of the teachers. Proportionate stratified random sampling technique was adopted in selecting the schools and teachers. The schools were stratified according to the Education zones in each of the states. Ten percent (10%) of the schools were sampled from each of the Education zone of the States.

The instruments used for the study were a researcher constructed questionnaires titled “Task Areas Questionnaire (TAQ) and Administrative Effectiveness of Principal Questionnaire (AEPO)”. The questionnaires each has two sections. Section A solicited information on the biographic data of the respondents, while section B sought information related to task areas and administrative effectiveness. These items were sub-divided into seven clusters or parts’. Cluster I with 8 items is on instructional leadership; Cluster II is on staff personnel administration with 8 items; Cluster III is on students’ personnel administration with 8 items; Cluster IV is on school finance administration with 8 items; Cluster V is on general supervision with 8 items; Cluster VI is on school plant administration with 8 items while

Cluster VII is on administrative effectiveness also with 8 item statements. The questionnaire is made up of 49 items. The response format is the four-point Likert’s type scale of Very High Extent (VHE) – 4 points, High Extent (HE) – 3 points, Low Extent (LE) – 2 points and Very Low Extent (VLE) – 1 point respectively.

V. RESULTS

Research Question One

To what extent does instructional leadership relate to administrative effectiveness of principals in missionary secondary schools in South-East States, Nigeria?

The data analysis of this research question is summarized and presented in table1.

Table 1: Extent Instructional Leadership Relate to Administrative Effectiveness of Principals in Missionary Secondary Schools

Model	R	R-Square	R square* 100	Adjusted r Square	Remarks
1	.789	.622	78.9%	.621	Very High Extent
a. Predictors: (Constant), Instructional Leadership					

Table1 presents the linear regression analysis of the extent instructional leadership relate to the administrative effectiveness of principals in missionary secondary schools in South-East States, Nigeria. The result shows an R-value of .789 which is a high extent and a positive relationship between the variables. The result further shows the coefficient of determination to be  $r^2 = .622$ ; thus,  $0.622 * 100 = 62.2$ . This implies that 62.2% of the administrative effectiveness of principals is contributed by instructional leadership. The result indicated also that

instructional leadership to a very high extent relates to the administrative effectiveness of principals in missionary schools in Southeast, Nigeria.

Research Question Two

To what extent does staff personnel administration relate to administrative effectiveness of principals in missionary secondary schools in South-East States, Nigeria?

The data analysis of this research question is summarized and presented in table 2.

Table 2: Extent Staff Personnel Administration Relate to Administrative Effectiveness of Principals in Missionary Secondary Schools

Model	R	R-Square	R square * 100	Adjusted r Square	Remarks
1	.396 <sup>a</sup>	.157	15.7%	.156	Low Extent
a. Predictors: (Constant), staff personnel administration					

Table 2 presents the linear regression analysis of the extent staff personnel administration relate to the administrative effectiveness of principals in missionary secondary schools in South-East States, Nigeria. The result shows an R-value of .396 which is a low extent and a positive relationship between the variables. The result further shows the coefficient of determination to be  $r^2 = .157$ ; thus,  $0.157 * 100 = 15.7$ . This implies that 15.7% of the administrative effectiveness of principals is contributed by staff personnel administration. The result therefore indicates that staff personnel administration relates

positively to a low extent with the administrative effectiveness of principals in missionary schools in Southeast, Nigeria.

Hypothesis One

There is no significant relationship between instructional leadership and the administrative effectiveness of principals.

The data analysis of this research question is summarized and presented in table 3.

Table 3: t-test Statistic Associated with Regression Analysis of Significant Relationship between Instructional Leadership and Administrative Effectiveness

Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	.591	.097		6.088	.000
	Instructional Leadership	.716	.031	.789	22.678	.000
a. Dependent Variable: Administrative Effectiveness						

Data presented in Table 3 shows the summary of t-statistics associated with Regression Analysis of the hypothesis which assumed that there is no significant relationship between instructional leadership and the administrative effectiveness of principals. The

result indicated df to be 732 ( $\beta$ , .789 and a calculated t-value of 22.678 and a t-crit of 1.96 with a p-value of 0.00 at a 0.05 significance level. Since the p-value is less than the criterion significance level; this therefore leads to the rejection of the null hypothesis and an

alternate hypothesis established thus; there is a significant relationship between instructional leadership and the administrative effectiveness of principals.

Hypothesis Two

There is no significant relationship between staff personnel administration and the administrative effectiveness of principals.

The data analysis of this research question is summarized and presented in table 4.

Table 4: t-test Statistic Associated with Regression Analysis of Significant Relationship between Staff Personnel Administration and Administrative Effectiveness

Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.110	.112		9.938	.000
	Staff personnel administration	.373	.036	.396	10.511	.000
a. Dependent Variable: Administrative Effectiveness						

Data presented in Table 4. shows the summary of t-statistics associated with Regression Analysis of the hypothesis which assumed that there is no significant relationship between staff personnel administration and the administrative effectiveness of principals. The result indicated df to be 732 ( $\beta$ , .396, a calculated t-value of 10.511 and a t-crit of 1.96 with a p-value of 0.00 at a 0.05 significance level. Since the p-value is less than the criterion significance level; this therefore leads to the rejection of the null hypothesis and an alternate hypothesis established thus; there is a significant relationship between staff personnel administration and the administrative effectiveness of principals.

Instructional Leadership Relates to a very High Extent with the Administrative Effectiveness of Principals

Research question one was analyzed and result implies that 62.2% of principals' administrative effectiveness is determined by instructional leadership. Hence, the relationship between instructional leadership and principals' administrative effectiveness is found to be of high extent. This finding is in consistent with the

findings of Awan, et al. (2023) whose study in Pakistan on the effect of school heads instructional leadership practices on teachers' functional competencies in Pakistan indicated that principals exhibited a positive instructional leadership behaviour which influenced teachers' ability skills and competency towards teaching. Findings of the present study corroborates Sorono and Quirap (2023) who found that school heads' instructional leadership was effective in terms of resource provider, instructional resource and communicator while teachers performance was outstanding.

The above notwithstanding, result of the study is not in consonance with Okeke, Obilor, Nwogbo and Ubah (2023) whose result showed that principals exercised a low level of instructional leadership which negatively influences teachers' performance. Furthermore, findings of the study contradicts Wasyhum and Teshome (2019) who examined the challenges towards effectiveness of instructional leadership in secondary schools in South West Shoa zone, Oromia, Ethiopia and found out that lack of knowledge and skills on the area, administrative work overload, lack of relevant timely and sufficient professional trainings and shortage of necessary

resources were the many challenges that negatively affected the effectiveness of instructional leaders.

Hypothesis one found a significant relationship between instructional leadership and the administrative effectiveness of principals in Missionary Secondary Schools in South East States, Nigeria. The result of the study is in tandem with Ahmad, et al. (2021) who investigating instructional leadership consistently demonstrated a significant relationship between instructional leadership and teacher attitudes noting that principals' effective communication with teachers, students, parents and the wider community is indispensable for achieving educational goals. Findings of the study are in agreement with Wahab, et al. (2020); Ikediugwu & Agu (2022); Okoroma and Abiante (2022) and Sorono and Quirap (2023) who examined school heads instructional leadership and teachers' performance and found that there was a positive significant relationship between school heads' instructional leadership and teacher job performance as evidenced in the administrative effectiveness of principals.

#### Staff Personnel Administration Relates Positively to a Low Extent with the Administrative Effectiveness of Principals

The finding from research question two indicated that administrative effectiveness of principals is determined by staff personnel administration as evidenced in the 15.7% analysis. Hence, the relationship between staff personnel administration and principals' administrative effectiveness is of low extent. The findings of this study contrast that of Ogbuanya, et al. (2023) who in their study found that the extent of principals' involvement in staff personnel administration using leadership style is low. This negatively affected the involvement of teachers despite their zeal to work. Result of the study is in line with that of Esie (2023) who asserted that challenges associated with effective staff personnel administration in schools includes but not limited to lack of clear job descriptions, lack of adequate training and development opportunities for teachers which makes it difficult for teachers to keep up with the latest pedagogical practices.

Nevertheless, result of the study contradicts Llemit (2024) who investigated personnel management practices in relation to teachers' teaching and school performance in public elementary and secondary schools in Garcia Hernandez district and established that staff personnel management practices were very satisfactory as practice by school principals leads to high teaching performance in the teaching learning process. Also, findings of the study disagreed with Chukwu et al. (2021) whose study investigated administrative roles of principals on teachers' job performance in private secondary school in Nigeria with result showing that principals' administrative roles in the areas of staff personnel administration enhance teachers' job performance. Effective personnel management practices positively influence the performance of teachers and the school.

Hypothesis two tested at 0.05 level of significance found a significant relationship between staff personnel administration and administrative effectiveness of Principals in Missionary Secondary Schools in South East, Nigeria. Result of the study affirms Yakubu, et al. (2023) whose study on on relationship between human resource management and teachers' job performance in FCT secondary school, Abuja indicated a significant relationship between staff compensation, staff development practices and teachers job performance.

#### CONCLUSION

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

1. Principals' instructional leadership skills have a strong and positive impact on administrative effectiveness.
2. Poor administration of Staff negatively influence principals' administrative effectiveness as it was found to be weak and of low extent.
3. Principals' student personnel administration is inadequate and low thereby negatively affecting administrative effectiveness of principals.

#### RECOMMENDATIONS

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

1. Principals with high instructional leadership skill should be maintained in missionary schools for high teacher efficacy while those with less skills should be exposed to induction courses organized by the ministry of education.
2. State Ministry of Education and Mission schools education board should have quarterly monitoring and evaluation of schools' student welfare practices in order to ensure standard practices.

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