

CONSTRAINTS TO PRINCIPALS' ADMINISTRATIVE EFFECTIVENESS IN SECONDARY SCHOOLS IN DELTA STATE

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Abstract

The study investigated the constraints to principals' administrative effectiveness in secondary schools in Delta State. The design of the study was the descriptive research survey. The sample size was 120 principals using randomly sampling techniques. The instrument for data collection was a questionnaire developed by the researcher. The instrument had an overall reliability coefficient of 0.75. Data analysis was done using mean to answer the research questions. The result showed that staff dysfunctional behaviour, lack of adequate desk for effective teaching, lack of fund to purchase facilities and equipment, examination malpractice, cultism, gangsterism, absenteeism are constraints to principals administrative effectiveness in secondary schools. Based on the result, it was recommended that government should give out its supportive arms by releasing grants to secondary schools.

Keywords: Principals, Secondary School, Administrative Effectiveness, Constraints
Introduction

The aim of secondary education enshrined in the National Policy on Education (Federal of Republic of Nigeria, 2014) is to provide the highest level of basic education geared towards preparing the child for future challenges in tertiary institutions and in the society. Secondary schools are headed by principals who work together with teachers on the basis of a hierarchical structure that is based on super ordinate – subordinate relationship. Functionally, this hierarchy of relationship is the locus of allocating and integrating tasks in order to achieve the goals of secondary schools. Therefore, the functions of the principal include leading, controlling,

directing and motivating teachers toward accomplishment of secondary school goals (Oghotoma & Eboreime, 2010).

The effectiveness performance of these functions to a large extent is dependent on good administration involving adequate and well qualified teachers, adequate funds for infrastructural facilities, libraries and laboratories (Ikgbusi & Ihennacho, 2016). Giving credence to this, Oboegbulem (2013) averred that for these functions, there must be massive investment of funds and facilities for secondary school principals to enable them perform their administrative duties affectively. In essence, administrative effectiveness requires that the principal be able to manage resources such as staff, finance, facilities among other for optimum benefit of the school.

However, different reports have indicated that there is public crises of various dimensions such as poor funding, poor educational infrastructure which include inadequate classroom, shortfall and inadequacies in education funding, manifest in overcrowded classrooms, lack of facilities and equipment, ill-equipped workshops, libraries and laboratories where they exist at all, which combine to frustrate teaching and learning (Ikgbusi & Ihennacho, 2016; Nwagwu, 2002; Olorunsola & Belo, 2018). This situation may disenchant principals efforts to effectively administer schools. When this happens, the outcome may be unruly and disorderly students and low-quality standard of teaching and learning, which may manifest in poor academic performance. In fact, secondary schools in Delta State are not exonerated from this ugly state of affair. Many have witnessed student violence, frequent outburst of unruly behaviour among students and lack of various amenities. Therefore, the inability of secondary school principals to demonstrate adequate administrative effectiveness could be as a result of some challenges. Against this backdrop therefore, the study intended to ascertain the constraints to principals' administrative effectiveness in secondary schools in Delta State.

Statement of the Problem

There is a consensus among those who are knowledgeable in educational administration such as Oboegbulem (2003) and Uwagwu (2002) that there are factors that enhance effective school administration. In like manner, there are factors that impede administrative effectiveness of principals in secondary schools. Such factors may include shortfall in inadequacies in education funding manifest in overcrowded classrooms, lack of facilities and equipment, ill-equipped workshops, libraries and laboratories where they exist at all, which combine to frustrate teaching and learning.

Secondary schools in Delta State may not be exonerated from this ugly state of affair where there are frequent outburst of unruly behaviour among students and lack of various amenities. This situation may hinder principals administrative effectiveness in secondary schools, hence the problem of the study posed as a question is: what are the constraints to principal administrative effectiveness in secondary schools in Delta State?

Research Questions

1. What are the staff personnel administration constraints to principals' administrative effectiveness in secondary schools?
2. What are the facilities and equipment constraints to principals' administrative effectiveness in secondary schools?
3. What are the funding constraints to principals administrative effectiveness in secondary schools?
4. How does student indiscipline constitute constraints to principals administrative effectiveness in secondary schools?

Review of Related Literature

Concept of School Administration

There are several definitions of administration. Some of them are, administration is:

- The term used in describing what the man at the head of an organization does to achieve the goals of such organization (Abraham, 2013).
- The capacity to coordinate many and often conflicting social energies in a single organization. So perfectly that they function in unity (Adams in Mukoro2021).
- The process of efficiently getting activities completed with and through other people (Robbins in Mukoro,2021).
- Concerned with building individuals into organizations and with managing and directing those organization (Heyel in Mukoro,2021).
- The careful and systematic arrangements and use of resources (human, material and financial), situations and opportunities for the achievement of the specific objectives of a given organization (Nwakwo in Obi,2003).

Therefore, administration is the component part of management concerned with facilitating the accomplishment of the objectives of an organization through the systematic management of constraints and careful utilization of the available limited

resources which include human, material equipment, supplier, finance, space and work techniques or technology (Peretomode in Ikgbusi & Iheanacho, 2016). Administration occurs in every organization. School administration entails the management of the human and material resources and programme available for education and carefully using them systematically for the achievement of educational objectives including secondary schools' objectives. Therefore, secondary school administration involves the provision and maintenance of the necessary manpower to those who teach children with a view to bring about the desired change in the children's behaviour (Okeke, 2014). The National Open University of Nigeria in Usman (2016) affirmed that school administration is guided by certain principles, some of which are stated below:

- School administration must strive to create a community of learners who are physically and mentally healthy, efficient and responsive and whose behaviours are acceptable to the society.
- The school must be administered in such a way that both teaching and non-teaching staff function as a team. Each individual in the school should be assisted to develop his or her own talent and to contribute maximally to the progress of the school.
- A good school administration demands that both staff and learners have a large part to play in decisions that determines school rules, regulations and programmes. Administration through staff meetings, students' representative clubs committees and organizations should involve everybody in the running of the school, thus proper delegation of authority and responsibility must prevail in school administration.
- School administration procedures and decisions must be consistent with the underlying philosophy of the school. These decisions should all the times aim at achieving the set objectives of the school.
- School administration should encourage and provide for the professional growth of teachers through planned educational seminars, conferences and in-service education.
- School head and his staff must always keep the ministry of education, school boards and the general public fully informed of the policies, programmes, failures and successes of the school.

Concept of Administrative Effectiveness

Administrative effectiveness which is often defined in terms of output implies what a manager achieves. That is, the ability of the organizational head to optimally utilize both human and material resources available to the organization in order to achieve organizational goals. In yang (in Olorunsola &Belo, 2018) defined administrative effectiveness as the leader's ability to achieve desired results. He explained that how well he applies his/her skills and abilities in guiding and directing others determines whether he/she can meet those stated objectives effectively. He concluded that administrative effectiveness could be measured by the success a leader achieves. Results, according to him are generally believed to be influenced by the organization's established culture. Thus, it is expected that a good leader must adapt to the organization's culture and make sure that his/her skills align well with the organizational goals in order to achieve positive results. In a related development, Belo (in Olorunsola &Belo, 2018) noted that there are linkages between governance of schools, possibilities of achieving stated goals and effective administration. She thus concluded that the primary goal of principals should be how to enhance smooth running of schools with emphasis on managing activities even in the midst of pressure. By implication, this means that a principal would be regarded as effective if he/she is able to achieve school goals irrespective of all odds. Olorunsola and Belo (2018) reported that there is a significant relationship between administrative constraints and principals' administrative effectiveness as well as well-equipped school libraries and administrative effectiveness of principals. However, they reported there was no significant relationship between incessant teachers' transfer and principals' administrative effectiveness. They equally reported that finance is the best predictor of principals' administrative effectiveness while physical facility is the least predictor.

Constraints to Principals Administrative Effectiveness

Administrative constraints are the hindrances to the process of school administration. That is, the problems encountered by principals in the course of carrying out their responsibilities and which could affect the attainment of school goals. Life is full of challenges and how well a person is able to cope and subdue such challenges will determine the success of the person. The principal as the head of administration in most secondary schools is often faced with myriads of constraints in performing his duties which could lead to non-accomplishment of stated goals. Some

of these constraints are insufficient physical facilities, insufficient funds, teachers' incompetence, ill-equipped library/laboratory, indiscipline among teachers and students, incessant teachers' transfer among others. Okeke (2014) summed it up that secondary schools in Nigeria are characterized by dilapidated infrastructures, obsolete equipment, outdated books and journals and, above all, irrelevant curricula. All these factors make it impossible for the effective realization of their goals. Constraints to effective administration could be: insufficient funds, inadequate physical facilities, equipment and instructional materials, inadequate qualified school staff, inadequate staff motivation, indiscipline among teachers and students, frequent changes in educational policies among others. Oboegbulem (2016) revealed that inadequate funds to procure facilities and equipment, inadequate funds for organizing seminars and workshops, poor condition of service for teachers, insufficient vehicles for supervisory, duties and other administrative duties, poor teacher development plan and no criteria for positing newly recruited teachers, as constraints to the administrative leadership roles of the principals.

All these are believed to hinder principals' administrative effectiveness.

- a. **Inadequate Staffing:** Staffing is another part of administration. According to Obi (2003), staffing is the process of ensuring that competent employees are selected, developed and rewarded for accomplishing the organization objective. He went further to say that human resources are the lifeblood of an institution. Odia and Omofonmwan (in Ikegbusi & Iheanacho, 2016) argued intensely that acute shortage of teachers can result in poor outcome in teaching and learning. They also called for a revitalisation of the education programmes in Nigeria through research, manpower training and development. Staffing is seen by many researchers as a vital part of the functioning of any organization, including a school. Nel (2012) posited that staffing is a technique used by an organization to place the right person in the right position. According Ikegbusi (2014) the success of secondary school administration depends on the availability of teachers. In effect for proper running of a secondary school, quality and efficiency of staff determine to a great extent the successful achievement of its educational objectives.
- b. **Inadequate Funding:** This is a major problem that school administrators face in public schools. Funds are not available for the effective running of schools. Most school facilities and equipment are dilapidated and obsolete. Libraries, where they exist as buildings exist without books. Students now learn some

science topics that should best be taught practically in laboratories only as theory in ill-equipped classrooms. Schools are run without imprest, yet the school administrator is expected to supply teachers with chalk, dusters, note books for lessons etc. These same school administrators are forbidden from collecting some levies to meet up some of these responsibilities. This constitutes a major handicap to the administrator. Public schools suffer from the problem of inadequate funding. Funds are not available to carry out minor repairs or to purchase some of the daily needs of the school. It is common to hear that school heads do not receive imprest with which they would run the school. According to Ogba and Igu (in Ikgbusi & Iheanacho, 2016), one of the biggest challenges of secondary school management and administration is poor funding. They stress further that the extent to which adequate educational programmes are achieved depends largely on the economic provisions supporting the programme. Insufficient funds often lead to large classes for teachers, skimpy libraries, very limited instructional materials, low-priced building construction and poorly trained teachers. Keller (2012) posited that insufficient fund to maintain schools and pays teachers' salaries are among other factors that militate against the smooth administration of secondary schools. The lack adequate puts enormous degree pressure on school administrators, because as Anderson and Lamby (in Ikgbusi & Iheanacho, 2016) pointed out that there is a high degree of pressure on school heads to raise funds so that their schools are fully efficient. Keller (2012) writes that for a country with a large population [such as Nigeria], and a failing economy, the challenge of financing public education is huge.

- c. **Lack of Facilities and Equipment:** Another major problem of public-school administration is that of lack of infrastructural facilities. Classrooms, desks and other facilities that could enhance teaching and learning are grossly lacking. It is common to find hundreds of pupils/students squeeze into a class that ordinarily should accommodate forty (40) pupils/students. In such a situation, adequate teaching and learning cannot take place, yet so much is expected of the school administrator. Administration of secondary school is becoming difficult due to inadequate infrastructural facilities (Alagbu in Ikgbusi & Iheanacho, 2016). According to him, large numbers of secondary schools suffer an immense deprivation of facilities that aid teaching and learning. It has been observed that teachers' ineffectiveness in delivering their duties is attributed to

inadequate provision of infrastructural facilities for effective teaching and learning. This kind of situation has consistently presented enormous challenges to school heads. Anderson (2015) observed that teaching and learning without materials is like chewing nuts without teeth. If the nuts are chewed at all, they will never be chewed well.

- d. **Students Indiscipline:** School discipline is an essential element in school administration. The indiscipline problems in schools are ranked as a major problem among students of secondary schools in Nigeria (Ikgbusi & Iheanacho, 2016). In fact, one of the reasons for the introduction of the universal basic education in Nigeria was the sharp decline in the morality of secondary school children. The enforcement of discipline through corporal means is now criticized around the world. When teachers are not able to impose discipline as a result of conflicting values, they feel unconfident. However, Ayeni (2010) found two major causes of students' indiscipline. First was the constant negative labelling of students followed by teachers' lateness, absenteeism, poor school environment and poor teaching. No doubt that discipline and students' control is never easy to maintain, it demands co-operation, wisdom, diplomacies, courage, fairness and firmness (Ogba & Igu in Ikgbusi & Iheanacho, 2016). According to them, much of these seem to pose serious challenges to the school heads, hence, decline in academic standards and a lack of authority to provide discipline.

Moreover, as the times change so do the problems that plague the school system. The problems of the school during colonial era differ from the years immediately after independence. Furthermore, the years immediately after independence had problems different from the oil boom years, and these days of global recession. From the late 1980s, the problems of truancy and examination malpractice began to torment the school system. So also have cultism and gangsterism become the source of nightmare to school administrators. The reading culture is fast waning in schools, therefore the alarming rate of examination malpractice, high failure rate at public examinations, mass seizure of results etc. Examination malpractice is almost becoming a norm with both teachers and parents as major accomplices. Most schools now turn out graduates who cannot defend their grades. The school administrator is faced with the problem of eradicating these ills, sometimes, at the risk of his life. Government, school host communities, parents and

guardians must be genuinely committed to assist the school administrator achieve sanity in the school system.

Research Methodology

The descriptive survey research design was adopted for this study. It was deemed suitable because the study intended to systematically elicit information from principals and vice principals on the constraints to their administrative effectiveness in secondary schools in Delta State. The population of the study comprised all the 448 secondary school principals. The sample of the study was 120 principals selected in secondary schools across Delta State. The sample was drawn through randomly sampling techniques. In doing this, ten (10) Local Government Areas were randomly selected from the twenty-five (25) Local Government Area in the state. The instrument for data collection was a researcher self-developed questionnaire based on the Likert four-point summated scale of Strongly Agree (SA) (4), Agree (A) (3), Disagree (D) (2) and Strongly Disagree (SD) (1) point respectively. The questionnaire covered the four constraints to administrative effectiveness of secondary school principals raised in this study. Both face and content validity of the research instrument were established by experts in Educational Administration from Delta State University, Abraka. The reliability of the research instrument was determined through a measure of internal consistency of the items. Cronbach Alpha was used to determine the internal reliability of the research instrument. In analyzing the data collected, the researcher's used mean to answer the research questions. The decision was that any item that had mean above the bench mark of 2.50 is in agreement while any item below the bench mark of 2.50 is an indication of a disagreement.

Results

Table 1: Mean scores of urban and rural principals on staff personnel administration as constraints to principals' administrative effectiveness in secondary schools

| S/N | Items | Urban Principals | | Rural Principals | |
|-----|--|------------------|----------|------------------|----------|
| | | \bar{x} | Decision | \bar{x} | Decision |
| 1. | Staff dysfunctional behaviour like absenteeism | 3.03 | Agreed | 2.88 | Agreed |
| 2. | Staff poor attitude like truancy | 2.51 | Agreed | 2.97 | Agreed |
| 3. | Staff insubordination | 2.91 | Agreed | 2.84 | Agreed |
| 4. | Staff hostility | 3.18 | Agreed | 2.78 | Agreed |
| 5. | Staff low self esteem | 2.58 | Agreed | 2.98 | Agreed |
| 6. | Shortage of qualified staff | 3.22 | Agreed | 3.05 | Agreed |
| 7. | Lack of opportunity for staff development | 3.50 | Agreed | 3.53 | Agreed |
| 8. | Interference of the Educational Management in the discipline of teachers | 3.43 | Agreed | 2.94 | Agreed |
| 9. | Arbitrary transfer of teachers | 3.34 | Agreed | 3.37 | Agreed |
| 10. | Teachers do not receive allowances when due | 3.38 | Agreed | 3.22 | Agreed |
| 11. | Working environment is not conducive | 3.47 | Agreed | 3.07 | Agreed |
| 12. | Conflict between secondary school principals and state Post-Primary Education Board | 2.68 | Agreed | 3.02 | Agreed |
| 13. | Teachers who obtained higher qualification do not have their salaries adjusted in time | 3.18 | Agreed | 2.98 | Agreed |
| 14. | Teachers stay on one level for over 6 years | 2.58 | Agreed | 3.05 | Agreed |
| 15. | There is no provision of funds for in-service course | 3.22 | Agreed | 3.53 | Agreed |

Give a 2.50 mid-point in the 4-point rating scale, the data in Table 1 show that all the items had mean ratings above the mid-point indicating that they are staff personnel administrative constraints to principals' administrative effectiveness in secondary schools. Indeed, half of the identified staff personnel administrative constraints to principals' administrative effectiveness received mean rating of ≥ 3.0 . The highest mean rating of 3.50 was recorded in the case of "lack of opportunity for staff development". On the other hand, "staff poor attitude like truancy" received the lowest mean rating of 2.51.

Table 2: Mean scores of urban and rural principals on facilities and equipment as constraints to principals' administrative effectiveness in secondary schools

| S/ N | Items | Urban Principals | | Rural Principals | |
|---------|---|------------------|----------|------------------|----------|
| | | \bar{x} | Decision | \bar{x} | Decision |
| 1. | Lack of adequate classrooms | 2.98 | Agreed | 2.83 | Agreed |
| 2. | Lack of adequate desk for effective teaching and learning | 3.27 | Agreed | 3.53 | Agreed |
| 3. | Lack of good accommodation for office space | 3.76 | Agreed | 2.91 | Agreed |
| 4. | Lack of laboratory facilities for staff and students | 2.63 | Agreed | 2.61 | Agreed |
| 5. | Lack of instructional materials for teaching and learning | 3.53 | Agreed | 3.76 | Agreed |
| 6. | Lack of laboratories facilities and equipment for practicals | 2.62 | Agreed | 2.71 | Agreed |
| 7. | Lack of adequate/required syllabus and scheme of work | 2.63 | Agreed | 2.61 | Agreed |
| 8. | Poor recreational and sport facilities for staff and students | 3.25 | Agreed | 3.13 | Agreed |

Given the mid-point of 2.50 in the 4-point rating scale, the data in Table 2 show that all the items had mean ratings above the mid-point indicating that they are facilities and equipment constraints to principals' administrative effectiveness in secondary schools. Indeed half of the identified facilities and equipment constraints to principals'

administrative effectiveness received mean rating of ≥ 3.0 . The highest mean rating of 3.76 was recorded in the case of “lack of library facilities for staff and students”. On the other hand, lack of laboratories facilities and equipment for practical received the lowest mean rating of 2.62.

Table 3: Mean scores of urban and rural principals on funding as constraints to principals’ administrative effectiveness in secondary schools

| S/N | Items | Urban Principals | | Rural Principals | |
|-----|--|------------------|----------|------------------|----------|
| | | Mean | Decision | Mean | Decision |
| 1. | Lack of fund to purchase facilities and equipment | 3.64 | Agreed | 3.71 | Agreed |
| 2. | Lack of fund to purchase books | 3.63 | Agreed | 3.71 | Agreed |
| 3. | Lack of funds to purchase specimens and chemicals for science laboratories | 3.59 | Agreed | 3.42 | Agreed |
| 4. | Lack of fund to purchase chalks, marks, dusters, note books for lessons | 3.38 | Agreed | 3.31 | Agreed |
| 5. | Lack of money to maintain school buildings | 3.36 | Agreed | 3.41 | Agreed |
| 6. | Ill equipped classrooms as a result of inadequate fund | 3.41 | Agreed | 3.34 | Agreed |
| 7. | Lack of fund for regular staff development and training | 3.58 | Agreed | 3.14 | Agreed |
| 8. | Poor remuneration for teachers | 3.53 | Agreed | 3.37 | Agreed |
| 9. | Inadequate fund for organizing seminars and workshops for teachers | 3.44 | Agreed | 3.36 | Agreed |

Given the mid-point of 2.50 in the 4-point rating scale, the data in Table 3 show that all the items had mean ratings above the mid-point indicating that they are funding constraints to principals’ administrative effectiveness in secondary schools. Indeed,

half of the identified funding constraints to principals' administration effectiveness received mean rating of ≥ 3.0 . The highest mean rating of 3.64 was received in case of "lack of fund to purchase facilities and equipment". On the other hand, "lack of money to maintain school buildings", received the lowest mean rating of 3.36.

Table 4: Mean scores of urban and rural principals on student indiscipline as constraints to principals' administrative effectiveness in secondary schools

| S/N | Items | Urban Principals | | Rural Principals | |
|-----|---|------------------|----------|------------------|----------|
| | | \bar{x} | Decision | \bar{x} | Decision |
| 1. | Problem of examination malpractice | 3.51 | Agreed | 3.42 | Agreed |
| 2. | Problem of cultism | 3.81 | Agreed | 3.09 | Agreed |
| 3. | Problem of gangsterism | 3.42 | Agreed | 3.59 | Agreed |
| 4. | Problem of absenteeism | 3.43 | Agreed | 2.52 | Agreed |
| 5. | Problem of student's mass failure due to their involvement in cultism | 3.55 | Agreed | 3.38 | Agreed |
| 6. | Problem of school violence | 3.57 | Agreed | 3.63 | Agreed |
| 7. | Problem of drug abuse | 3.63 | Agreed | 3.71 | Agreed |
| 8. | Problem of moral laxity | 3.43 | Agreed | 3.81 | Agreed |

Given a 2.50 mid point in the 4-point rating scale, data analysis in Table 4 show that all the items had mean ratings above the mid-point, indicating that student's indiscipline are constraints to principal's administrative effectiveness in secondary schools. Indeed, half of the identified students' indiscipline constraints to principals' administrative effectiveness received mean rating of ≥ 3.0 . The highest mean rating of 3.81 was recorded in case of "problem of cultism". On the other hand, "problem of gangsterism" received the lowest mean rating of 3.42.

Discussion

Data in Table 1 revealed that both urban and rural secondary school principal indicated that staff personnel administration is a constraint to principals'

administrative effectiveness in secondary schools. Both urban and rural secondary principals agreed that staff dysfunctional behaviour like absenteeism, staff poor attitude like truancy, staff insubordination, staff hostility, staff low self-esteem, lack of opportunity for staff development among others are staff personnel administration constraints to principals administrative effectiveness. This finding is in agreement with that of Oniyama and Oniyama (2009) that there are teachers who rarely prepare their lessons adequately, those who do not go class but loaf around, play with the students and at times teach some topics and leave the rest. In this regard, Ikgbusi and Iheanacho (2016) affirmed that the success of secondary school administration depends on the availability of teachers. They noted that for proper running of a secondary school, quality and efficiency of staff determine to a great extent the successful achievement of its educational objectives.

Data in Table 2 revealed that both urban and rural secondary school principal indicated that facilities and equipment is a constraint to principals' administrative effectiveness in secondary schools. Both urban and rural secondary principals agreed that lack of adequate desk for effective teaching and learning, lack of good accommodation for office space, lack of laboratory facilities for staff and students, lack of instructional materials for teaching and learning, lack of laboratories facilities and equipment for practical, lack of adequate/required syllabus and scheme of work among others are facilities and equipment as constraints to principals administrative effectiveness in secondary schools. This finding is in agreement with that of Oboegbulem (2016) revealed that insufficient facilities and equipment, such as laboratory facilities are good accommodation, desk for effective teaching and learning, instructional materials for teaching and learning among others are constraints to the administrative leadership roles of the principals.

Data in Table 3 revealed that both urban and rural secondary school principal indicated that funding is a constraint to principals' administrative effectiveness in secondary schools. Both urban and rural secondary principals agreed that lack of fund to purchase facilities and equipment, lack of fund to purchase books, lack of funds to purchase specimens and chemicals for science laboratories, lack of fund to purchase chalks, marks, dusters, note books for lessons, lack of money to maintain school buildings, ill equipped classrooms as a result of inadequate fund, lack of fund for regular staff development and training, poor remuneration for teachers and inadequate fund for organizing seminars and workshops for teachers are funding as constraints to principals administrative effectiveness in secondary schools. This finding is in

conformity with that of Oboegbulem (2016) revealed that inadequate funds to procure facilities and equipment, inadequate funds for organizing seminars and worships, poor condition of service for teachers, insufficient vehicles for supervisory, duties and other administrative duties, poor teacher development plan and no criteria for positing newly recruited teachers, as constraints to the administrative leadership roles of the principals.

Data in Table 4 revealed that both urban and rural secondary school principal indicated that student indiscipline is a constraint to principals' administrative effectiveness in secondary schools. Both urban and rural secondary principals agreed that problem of examination malpractice, problem of cultism, problem of gangsterism, problem of absenteeism, problem of student's mass failure due to their involvement in cultism, problem of school violence, problem of drug abuse and problem of moral laxity are student indiscipline as constraints to principal's administrative effectiveness. This finding is consistent with that of Ikgbusi and Iheanacho (2016) that indiscipline poses serious constraints to the school principal as well as hinders students' academic performance.

Conclusion

The study has revealed that in general, both urban and rural secondary principals agreed that staff dysfunctional behaviour like absenteeism, staff poor attitude like truancy, staff insubordination, staff hostility, staff low self-esteem, lack of opportunity for staff development among others are staff personnel administration constraints to principal's administrative effectiveness. Also, the results indicated that lack of fund to purchase facilities and equipment, lack of fund to purchase books, lack of funds to purchase specimens and chemicals for science laboratories, lack of fund to purchase chalks, marks, dusters, note books for lessons, lack of money to maintain school buildings, ill equipped classrooms as a result of inadequate fund, lack of fund for regular staff development and training, poor remuneration for teachers and inadequate fund for organizing seminars and workshops for teachers are funding as constraints to principals administrative effectiveness in secondary schools.

Recommendations

In this respect it is recommended that:

- a. Government should give out its supportive arms by releasing grants to schools as and when due and also allow them to collect meager sum of money either on termly or yearly basis which should solely be spent on developmental projects.
- b. Principals should endeavour to provide and maintain physical facilities within the limited resources available to schools.
- c. Delta State Post Primary School Management Board should provide secondary school principals with the necessary infrastructural facilities, equipment and materials for effective performance of their duties.
- d. There is the need for the state government to improve the conditions of service of principals and teachers. Recruitment of staff should be widely publicized to enable the Post Primary School Management Board to select competent and well qualified teachers. Government should also pay salary regularly to avoid distracting principals from their administrative duties. Such distractions could hamper the effective performance of the principals.

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