

# Principals' Administrative Roles And Teachers' Job Effectiveness In Public Secondary Schools In Delta State Nigeria

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**Abstract:** *This study examined administrative roles of principals and teachers' job effectiveness in public secondary schools in Delta State, Nigeria. The study was guided by three research questions and two hypotheses were formulated and tested. The research design adopted for this study is ex-post facto, using the correlation method. The population of the study comprised 476 principals and 10,764 teachers of public secondary schools in the state. A sample of 220 made up of 40 principals and 180 teachers were used for the study. The sample was selected using proportionate stratified sampling technique. The questionnaire was used for collection of data. It was titled 'Principals Administrative Roles Questionnaire (PARQ)'. It contained 30 items structured on a 4-point scale. The instruments were validated by two experts who are in the Department of Educational Management and Foundations. Cronbach alpha reliability technique was employed to establish the internal consistency of the instruments. Data analysis was performed using mean and standard deviation and Coefficient of determination to answer the research questions. The hypotheses were tested using Pearson Product Moment Correlation Coefficient at 0.05 alpha level. The findings revealed that the administrative roles of principals include supervisory, communication, community relationship, maintenance of discipline and decision making. There was a significant positive relationship between principals' decision making roles, and maintenance of discipline roles and teachers' job effectiveness in public secondary schools in Delta State, Nigeria. The study concluded by recommending amongst others that government of Delta State should improve on principals administrative roles by organizing leadership development programmes for them on a regular basis.*

**Keywords:** *Administrative roles, decision making, discipline, principals*

## I. INTRODUCTION

In the contemporary world today, attention is focused on education as an instrument of launching nations into scientific and technological development as well as a tool for human advancement, in terms of living conditions and development of the environment. In the life of any nation, education is the live-wire of its industries; it is the foundation of moral regeneration and revival of its people. Education is the bedrock of any nation's defense. Education is that process that helps to develop the whole man physically, mentally, socially and technologically to enable him to function effectively in any environment in which he may find himself.

Teachers occupy important position in any education system. This is because they are saddled with the role of curriculum implementation, among other things (Olohundare, et al., 2019). The responsibilities of teachers in building responsible students are tremendous. These include preparation for classes by writing suitable lesson notes with supportive instructional materials, delivering effectively in the classroom, managing students in the classroom, marking students' assignments, keeping students' records, participating and helping students participate in co-curricular and extra-curricular activities. It is often said that the standard and quality of education of a given nation is dependent and determined by the standard of her teachers; it is on this note therefore that the federal government in 2013 deemed it

necessary to review to National Policy on Education to include teachers' education (training) Federal Republic of Nigeria (FRN) 2013). This implies teachers at every level of education must strive towards job effectiveness since they are the building blocks of any society.

Owan (2018) defined teachers' job effectiveness as the extent to which teachers perform their instructional and pedagogical duties so as to enable the students to learn and for the actualization of school goals. Teachers' job effectiveness includes students' assessment, lesson note preparation, lesson presentation, classroom management and the likes (Asiyai, 2020; Asiyai, 2018). Teachers' job effectiveness needs to be ensured in schools to facilitate actualization of the school goals. Adejumobi and Ojikutu (2013) believed that, teachers' job effectiveness could be measured through a rating of his or her activities in terms of performance in teaching, lesson preparation, lesson presentation, actual teaching and teacher commitment to job, extra-curricular activities, supervision, effective leadership, motivation and morale among others. Teachers' job effectiveness explains their ability to achieve targets or objectives within a record time. It is the measure of the ability of a teacher to carry out the functions, tasks and plans of a school as assigned to him with little or no error. It is the process of completing work according to deadlines. It is the degree to which a job is performed with the desired result.

In spite of the central role played by teachers in the realization of school objectives, it has been observed that some teachers in Delta State have been ineffective. In these schools, some teachers did not see preparation of lesson note as a necessity. Classroom management of some teachers was ineffective as students' sitting arrangement was not attractive, the classrooms were not properly decorated and some students were also observed to be engaging in other businesses during the teaching and learning process. Not only that, as important instructional materials is in enhancing effective learning, its utilization was not given adequate priority by some teachers; and it is believed that, lesson presentation without corroborating it with appropriate instructional materials might not enhance effective learning. Furthermore, classroom teaching of some of these teachers were not impressive as it was not logically, sequentially and comprehensively presented. Aladetan (2023) observed that teachers are lagging behind in the performance of these tasks and this makes the secondary schools appear ineffective to the beholding of stakeholders. All these are signs of inadequate job effectiveness which could be due to several factors.

In the administration of secondary schools, the principal is central. He is the man at the helm of the affairs who receives all praises (in terms of success) and blames (in terms of failure). The role of the administrator equally includes being able to translate educational policies into programmes and actions in the school. The success or failure of the school depends to a large extent in his ability and capacity to affect desired educational goals. According to Ogundele et al. (2015), school administration involves managing, administering the curriculum and teaching, pastoral care, discipline, assessment evaluation and examinations, resource allocation, costing and forward planning, staff appraisal relationship with the community, use of the practical skills necessary for surviving the policies of organization such as

decision-making, negotiation, bargaining, communication, conflict handling, running meetings and so on. All these tasks can be reduced to the following: planning, organizing, directing, supervising, and evaluating the school system. These activities are those of the school principal who must ensure they are all directed towards efficient and effective teaching and learning in the school so as to be able to produce quality outputs.

#### A. STATEMENT OF THE PROBLEM

The researcher has observed several lapses on the effectiveness of secondary school teachers, particularly in Delta State. Some of the observed lapses include that many teachers lack the skills, resources, and motivation to deliver quality education to their students. As a result, students may not be able to learn effectively, which can impact their academic performance and future prospects.

Some teachers may not have the required qualifications or subject knowledge to teach their subjects effectively, which can result in poor academic standards. Due to lack of training and support, some teachers may not be able to deliver consistent and effective instruction to their students. There may be inadequate systems in place to assess teacher performance and hold them accountable for their job effectiveness, which can result in poor teaching quality.

Overall, the complaint about poor teachers' job effectiveness in the Delta state is that the education system is not delivering quality education to students, which can have negative consequences for the country's future development. Several factors can contribute to the above observed lapses. However, of particular interest to the researcher is to examine the principals' administrative role and teachers' job effectiveness in public secondary schools in Delta State.

#### B. RESEARCH QUESTIONS

The following research questions guided the study:

- ✓ What are the various administrative roles of principals in Delta State?
- ✓ What is the relationship between principals' decision-making roles and teachers' job effectiveness in Delta State?
- ✓ What is the relationship between principals' roles in maintenance of discipline and teachers' job effectiveness in Delta State?

#### C. HYPOTHESES

The following hypotheses were tested in the study:

- ✓ There is no significant relationship between principals' decision-making roles and teachers' job effectiveness in Delta State.
- ✓ There is no significant relationship between principals' roles in maintenance of discipline and teachers' job effectiveness in Delta State.

## II. LITERATURE REVIEW

Teachers' job effectiveness is the measurement of the quality of instruction given to learners by teachers in the school which is the rightly intended accomplishment of the school. Adeyemi (2010:85) describes teachers' job effectiveness as "the ability of the teachers to combine relevant inputs for the enhancement of teaching and learning process". It is also described as the duties performed by teachers at a particular period in the school system in achieving organizational goals. Teachers' job effectiveness explains their ability to achieve targets or objectives within a record time. It is the measure of the ability of a teacher to carry out the functions, tasks and plans of a school as assigned to him with little or no error. It is the process of completing work according to deadlines. It is the degree to which a job is performed with the desired result.

An effective teacher does not just work to complete his tasks within the specified time but tries to come up with inventive solutions to problems and continuously improves his performance to achieve best results (Daniel, 2017). It is the ability of a teacher to face or tackle current and emerging challenges with new and titillating methods. The secondary school principal is often referred to as the school manager or school administrator. He/she is regarded as the chief executive who provides instructional principals by coordinating curricula, co-curricular programmes and is responsible for the general administration of the secondary school (Ayeni, 2012). The principal of a school is the key administrator or manager saddled with carrying out administrative and managerial responsibilities for successful attainment of the goals and objectives of education (Asiyai, 2020) The success or failure of the school depends on the principal's administrative effectiveness. As the key intermediary between the classrooms, the individual school and the education system as a whole, an effective school principal is essential to improve the efficiency and equity of schooling.

It is expected that principals' administrative roles are meant to influence teachers' job performance. This desired expectation in secondary education could be achieved through effective discharge of administrative roles by principals since it creates the awareness of sound education philosophies in teachers as the responsibility of achieving effective teaching and learning lies with principals' administrative role by employing various strategies to enhance teachers' job performance. The role of a principal as an administrator is a crucial issue because it is anchored on instructional improvement towards effective teaching and learning in secondary schools.

## III. METHODOLOGY

The research design adopted for this study is *ex-post facto*, using the correlation research method. This design is most appropriate for a research that attempts to establish the nature of a relationship that exists between variables. It is considered appropriate for the study because the researcher intends to examine the relationship that exists between principals' administrative roles and teachers' job effectiveness

in public secondary schools in Delta State, Nigeria. The population of this study comprised all public secondary school principals and teachers in Delta State. Thus, the overall population consisted of 11,240 comprising 476 principals and 10,764 teachers as shown in Table 1.

A sample of 220 made up of 40 principals and 180 teachers were used for the study. A proportionate stratified sampling technique was used to select the principals and teachers. Thus, the sample was grouped into three based on the three Senatorial districts in Delta State namely Delta Central, Delta South and Delta North. From each senatorial district, a particular proportion of respondents were selected based on the number of principals and teachers. Questionnaire was the instrument used for this study. They were meant for for teachers. The questionnaires were divided into two sections, A and B. Section A contains the bio-data of the respondents such as school location and gender. Section B is titled 'titled 'Principals Administrative Roles Questionnaire (PARQ)'. It contained 50 items also structured on a 4-point scale, ranging from 1 for strongly disagree to 4 for strongly agree. The mid-point of the rating scale for the two instruments is 2.50. This is taken as the benchmark in making decision.

The face and content validity of the instrument was determined by three experts who determined whether the items were well structured in line with the objectives of the study and whether they elicited the required information. The experts were in the Department of Educational Management and Foundations, Faculty of Education, Delta State University Abraka. The experts read through all the items of the instrument critically, scrutinized it and provided comments that were used to improve on the instrument before the final drafts were typed.

### A. RELIABILITY OF THE INSTRUMENT

In order to ascertain the reliability of the instrument, 30 copies of the questionnaire were administered to principals and teachers in schools within the state not used for the study. The data collected were statistically analyzed for the purpose of determining the reliability of the questionnaire. The reliability was determined using Cronbach's Alpha technique which measures the internal consistency of the instrument. Reliability index of 0.84 for PARTJEQ were obtained. Copies of questionnaire were administered to the respondents. Out of 220 administered 2148 copies were retrieved valid and used for data analysis.

Both descriptive and inferential statistics was used in the analysis. For instance the research questions were answered with the use of mean and standard deviation while the hypotheses were tested with the aid of Pearson's product moment correlation coefficient at 0.05 level of significance.

## IV. RESULTS

**RESEARCH QUESTION 1:** What are the various administrative roles of principals for enhanced teachers' job effectiveness in Delta State public secondary schools?

SS/N	Principals Administrative Roles Questionnaire	Mean	SD	Remark
	<b>Supervisory</b>			
11	Checking to see that teachers prepare lesson notes weekly	2.66	0.62	+
22	Checking to see that the scheme of work is adequate and teachers record of work on weekly basis	2.68	0.77	+
33	Monitoring teachers daily class attendance	2.58	0.80	+
44	Monitoring students class attendance daily	2.77	0.49	+
55	Regular classroom visitation to evaluate teaching and learning process	3.00	0.43	+
66	Ensures provision adequate instructional materials to improve teaching and learning	2.94	0.54	+
77	Ensuring the provision of current and relevant textbooks for teachers in the library	2.45	1.09	-
88	Encouraging parents to buy relevant textbooks for their children	2.40	0.89	-
99	Providing regular and constructive feedback to teachers after classroom monitoring and evaluation of lesson	2.64	0.61	+
910	Providing feed-back on students' academic performance and review same with teachers and other stakeholders on termly basis	2.60	0.55	+
	<b>Communication Roles</b>			
11	Communicates to staff and students on matters that affect the school through circulars	2.60	0.65	+
12	Communicates to staff and students on matters that affect the school through Bulletin Boards	2.63	0.62	+
13	Briefs members of staff before morning assemblies	2.96	0.72	+
14	Listens to complaints from teachers and solve their problems	2.80	0.74	+
15	Accepting suggestions from other stakeholders on critical matters	2.98	0.72	+
16	Allowing free flow of information from bottom to top	2.57	0.99	+
17	Allowing free flow of information from top to bottom	2.54	0.82	+
18	The principal has good selection of words in communicating to staff and students	2.64	0.80	+
19	Making objective evaluation for staff during the annual performance	2.68	0.81	+
20	Ensuring that ICT facilities are installed for students and staff to use	2.44	0.77	-
	<b>Decision Making Role</b>			
21	Involving teachers in decision making process on issues that affect them.	2.68	0.55	+
22	Involving non-teaching staff in decision making process on issues that affect them.	2.48	1.12	-
23	Ensuring that students take part on decision making process in my school.	2.38	1.08	-
24	Calling PTA to take part in the decision making concerning the school	2.66	0.74	+
25	Members of the local community take part in the decision making process in my school.	2.59	0.88	+

26	Communicating to the ministry of education/proprietor on the decisions made during meetings.	2.66	0.49	+
27	Employing different channels of decision making	2.54	0.55	+
28	Welcomes ideas from staff during meeting.	2.75	0.45	+
29	Most of the times the principal takes decisions unilaterally.	2.42	1.00	#-
30	Seeks the opinion of staff who are skilled in decision making on critical issues	2.69	0.57	+
	<b>Maintenance of Discipline Role</b>			
31	Ensuring that students are punctual to school	2.70	0.38	+
32	Melting out appropriate punitive measure to erring students	2.74	0.44	+
33	Ensuring that teachers adhere to disciplinary standards	2.62	0.39	+
34	Melting out discipline on non-academic staff who erred.	2.46	1.02	
35	Allowing free interaction between teachers and students.	2.58	0.92	+
36	Checking to ensure that students enter the class after break time	2.58	0.83	+
37	Reporting to PTA disciplinary issues that are beyondhim/her	2.69	0.73	+
38	Ensuring that good disciplinary culture is established in the school	2.60	0.66	+
39	Ensuring that students who come late to school are punished	2.65	0.80	+
40	Ensuring that ethical standards are kept by staff and students	2.62	0.92	+
	<b>School/Community Relation Role</b>			
41	Allowing people from local community to give talks to students on moral issues	2.66	0.77	+
42	Ensuring that people from local community are made to give talks on health issues.	2.56	0.60	+
43	Inviting the local community to witness school programme/events.	2.74	0.66	+
44	Visiting community leaders to discuss critical issues concerning the school	2.63	0.56	+
45	Attending ceremonies of the local community to cement good relationship between school and local community.	2.58	0.73	+
46	Ensuring that member of the local community are employed	2.49	1.13	-
47	Giving preference to the local community during admission exercise.	2.80	0.49	+
48	Allowing community members to use school facilities on request	2.77	0.51	+
49	Using elders in the local community in tackling problems of indiscipline.	2.64	0.63	+
50	Giving accommodation for staff in the local community.	2.44	1.13	-

KEY: 2.50 = Cut-off mark. Items with mean score from 2.50 to above carry + (positive sign for Agreed). Items with mean score below 2.50 carry - sign (Disagreed).

Table 1: Mean and standard deviation scores showing the various administrative roles of principals for teachers' job effectiveness

From the data in Table 1, items 1, 2, 3, 4, 5, 6, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 24, 25, 26, 27, 28, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 47, and 48

and 49 have mean score above 2.50. They represent principals' administrative roles. Items 7, 8, 20, 22, 23, 29, 34, 46 and 50 have mean scores below 2.50 the cut-off point. Therefore, the administrative roles of principals are communication, supervisory, community relationship, maintenance of school discipline and decision making. These administrative roles enhance principals' administration of school for teachers' job effectiveness towards the attainment of goals and objectives.

**RESEARCH QUESTION 2:** What is the relationship between principals' decision-making roles and teachers' job effectiveness in Delta State public secondary schools?

Variables	Mean	SD	N	R	r <sup>2</sup>	r <sup>2</sup> %	Decision
Principals' Decision making Roles	2.58	0.74	110	0.612	0.423	42.3	Positive relationship
Teachers job Effectiveness	2.73	0.70	512				

Table 2: Coefficient of determination showing relationship between principals' decision-making roles and teachers' job effectiveness in Delta State

Data in Table 2 reveals r value is 0.612, r square is 0.423, r square % is 42.3. This indicates a positive relationship between of principals' decision making roles and teachers' job effectiveness in public secondary schools in Delta State, Nigeria. The r<sup>2</sup> value of 0.423 indicates that 42.3% of variance in teachers' job effectiveness is accounted for principals' decision making roles.

**RESEARCH QUESTION 3:** What is the relationship between principals' roles in maintenance of discipline role and teachers' job effectiveness in Delta State?

Variables	Mean	SD	N	R	r <sup>2</sup>	r <sup>2</sup> %	Decision
Principals' Maintenance of Discipline Roles	2.62	0.70	110	0.602	0.451	45.1	Positive relationship
Teachers job Effectiveness	2.73	0.70	512				

Table 3: Relationship between principals' maintenance of discipline role and teachers' job effectiveness in Delta State

From the data in Table 4.6, the r value is 0.602, r square is 0.451, r square 45.1 %. This indicates a positive relationship between of principals' maintenance of discipline role and teachers' job effectiveness in public secondary schools in Delta State, Nigeria. The r<sup>2</sup> value of 0.451 indicates that 45.1% of variance in teachers' job effectiveness is accounted for principals' maintenance of discipline roles.

## V. DISCUSSION

### ADMINISTRATIVE ROLES OF PRINCIPALS IN PUBLIC SECONDARY SCHOOLS IN DELTA STATE, NIGERIA

The finding showed that the administrative roles of principals are communication, supervisory, community relationship, maintenance of school discipline and decision making. These administrative roles enhance principals' administration of school for teachers' job effectiveness towards the attainment of goals and objectives. Similar studies supported the findings of this study by identifying supervision

of instruction (Asiyai, 2012), effective communication (Aboh & Asiyai, 2023), maintenance of school discipline (George, 2023) as indicators of teachers' job engagement and performance.

### RELATIONSHIP BETWEEN PRINCIPALS' DECISION MAKING ROLES AND TEACHERS' JOB EFFECTIVENESS IN DELTA STATE

The finding revealed that there is a positive relationship between of principals' decision making roles and teachers' job effectiveness in public secondary schools in Delta State, Nigeria. The hypothesis tested showed that there is a significant relationship between of principals' decision making roles and teachers' job effectiveness in public secondary schools in Delta State, Nigeria. This finding agrees with Peretomode (2012) who reported that the decision making competence of principal enhanced teachers' effective job engagement and performance. This finding is also in line with Shen and Xia (2012) who documented that principal's decision regarding teacher teaching policies in the classroom, the allocation of teacher working hours, school budget allocation, learning outcomes assessment issues and teacher assignments will specifically affect teacher effectiveness.

The principal's decision-making has the potential to direct all school elements to achieve the school goals. Principals who carry their teachers along when making decision are likely to succeed to building excellent schools. This finding further supported by Olcum and Titrek (2015) reveal that decision-making is useful to improve organizations, solve organizational problems and influence organizational personnel in their actions. A principal's decision-making that is done well will lead to teachers' positive behavior in carrying out their duties. This is based on an understanding that decisions are guidelines that give rise to responsibility and direction in action.

### RELATIONSHIP BETWEEN PRINCIPALS' MAINTENANCE OF DISCIPLINE ROLES AND TEACHERS' JOB EFFECTIVENESS IN DELTA STATE

The finding revealed that there is a positive relationship between of principals' maintenance of discipline roles and teachers' job effectiveness in public secondary schools in Delta State, Nigeria. The hypothesis tested showed that there is a significant relationship between of principals' maintenance of discipline roles and teachers' job effectiveness in public secondary schools in Delta State, Nigeria. Principals capability of maintain discipline in school through creating an orderly school environment, ensuring staff and students' safety would enhance teachers effective teaching and improved students' learning outcomes. Principals' creation of work discipline for teachers would foster a sense of responsibility because the teachers are aware of their obligations and thus prioritize good work in accordance with the standards that have been set. This finding lends credence with George (2023) who reported that teachers delivery of quality services improved as a result of principals' disciplinary control measures.

## VI. CONCLUSION

Based on the findings of the study, it was concluded that principals' administrative roles for influencing teachers job effectiveness are supervisory, communication, community relationship, maintenance of discipline and decision making in Delta State public secondary schools. Supervisory roles, communication roles, community relationship, maintenance of discipline and decision making role are positively associated with teachers' job effectiveness in public secondary schools in Delta State.

## VII. RECOMMENDATIONS

In light of the findings of study and the conclusion drawn, the study recommended the following:

- ✓ Government of Delta State should improve on principals administrative roles by organizing leadership development programmes for them on a regular basis.
- ✓ Principals should improve in their administrative roles by providing current and relevant text books in library for students and teachers use.
- ✓ Principals should ensure that they involve non-teaching staff in decision making for matters that affect them.
- ✓ Principals should improve in their administrative responsibilities by providing punishment for non-teaching staff who erred.

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