

Principals' Workload and Public Secondary School Effectiveness in Akure South Local Government Area of Ondo State, Nigeria

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Abstract

This study explored principal workload and public secondary school effectiveness in Akure South, Local Government Area of Ondo State, Nigeria. Descriptive research design of survey types was used for the study. The population of this study comprised all principals and teachers in 30 public secondary schools in Akure South Local Government Area, Ondo State. Simple random sampling techniques was used to select 220 respondents comprising 200 teachers and 20 principals. Questionnaires titled "Principals' Workload Questionnaire (PWQ) and Effectiveness of Secondary School Questionnaire (ESSQ) were used to collect data for this study. Research questions were answered with descriptive statistics of means and percentages while the hypothesis was tested with multiple regression at 0.05 level of significance. The result showed that the level of principal's workload in public secondary schools is high and the level of public secondary school effectiveness is high. The findings also revealed that there is significant relationship between principal's workload and public secondary schools' effectiveness in Akure, Ondo State. The study concluded that, to ensure high secondary school effectiveness in any educational institution, there must be a policy that enlist the principals' works and roles to reduce the principals' workload. Based on the conclusion, the study recommended that school principals' works need to be reviewed to reduce the level of principals' workload in public secondary schools in Ondo State.

Keywords: Principals' workload, secondary school effectiveness, non-educational task, handling of conflicts

Introduction

Education constitutes a fundamental component in the economic advancement of a nation, as well as in cultivating an effective and skilled workforce for various institutions. The overarching objective of education, particularly within the realm of schools, is to impart the knowledge, competencies, and behaviours essential for young individuals to engage actively and productively within society. It is incumbent upon schools to facilitate societal development, necessitating their efficacy in realizing the established objectives both in the present and for future generations. The educational processes within schools are intrinsically linked to the attainment of educational goals, with schools serving as critical educational entities designed to enhance the quality of

education in alignment with sustainable development targets. Each educational institution encompasses a distinct set of objectives and varying degrees of effectiveness. School effectiveness is defined as the capacity of school leadership to enhance the educational milieu, thereby fostering and delivering the knowledge, skills, and behaviours requisite for young individuals to thrive as active and productive members of society. The contribution of schools to societal advancement is paramount, demanding that these institutions operate effectively to fulfill both current and future aspirations. Bishara (2017) articulated that numerous methodologies exist for delineating the concept of school effectiveness, which can be characterized as the extent to which a school's educational, organizational, and administrative objectives are attained (Özgenel, 2020). Initial investigations into school effectiveness posited that student academic performance and adaptation to school environments are influenced not solely by genetic predispositions and social determinants but also by organizational structures and leadership within the educational settings (Hellström & Hagquist, 2021). In the scope of this research, evaluating the effectiveness of a school necessitates sufficient inputs in the form of exemplary educational leadership practices, proficient time management strategies, and the establishment of a conducive teaching and learning environment that fosters student academic success.

Educational leadership practices encompass all actions undertaken by school leaders that possess the potential to convert inputs into favorable outputs or outcomes. This form of leadership is characterized as a specific type of leadership that emerges continuously within the social context of the school, closely intertwined with the everyday interactions occurring within educational environments. As articulated by Joel and Henry (2014) in Urio (2023), leadership practices refer to the methodologies and strategies through which a leader delineates direction, executes plans, and inspires staff to achieve the objectives of the school.

The effective administration of educational institutions is contingent upon the leadership competencies exhibited by principals. The caliber of training acquired by aspiring school leaders significantly enhances their administrative vision and mission (Igu et al., 2014 in Umar, Kenayathulla, & Hoque, 2021). Principals bear the responsibility for numerous facets of educational leadership to ensure the institution's effectiveness. This encompasses the education and welfare of students; educational programming; monitoring student progress and achievement; management and development of personnel and their well-being; financial stewardship of the institution; spearheading improvement, innovation, and transformation; oversight of school facilities; and engaging with the broader school community.

Leadership serves as a significant mediating variable between educators and learners in achieving improved outputs and outcomes. Given that the principal typically does not engage in the direct facilitation of instruction, their demeanor—particularly when characterized by supportiveness, collegiality, and a lack of excessive restrictions—can positively influence student performance by shaping the school climate and consequently affecting their educators (Mulford, 2006; Urio 2023). Nonetheless, the ongoing deficit of proficient and adequately trained school principals adversely impacts the performance levels within secondary education. Despite the assertion by Lipham (2016) that the Nigerian government is committed to enhancing the quality of education in public schools, effective educational leadership practices are crucial for clarifying

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expectations for both teachers and students, enabling them to meet the demands set forth by school authority.

In a similar vein, the environment conducive to teaching and learning constitutes another critical factor in assessing school effectiveness. The educational milieu exerts a profound influence on students' learning trajectories and holistic development, encompassing vital dimensions of their social, emotional, and ethical growth. When students perceive their school environment as supportive and compassionate, their likelihood of engaging in substance abuse, violence, or other maladaptive behaviours diminishes. The influences of the environment commence from prenatal stages and persist throughout individual development. The educational developmental process unfolds within physical, social, cultural, and psychological contexts. A suitable and comprehensive environment is essential for the optimal learning experiences of children. An advantageous educational setting provides the necessary stimuli for effective learning experiences (Arul, 2012 in Mudassir, Norsuhaily & Ado 2015). Cohen (2016) posits that the learning environment embodies the quality and characteristics of school life, reflecting diverse patterns of experiences related to norms, values, objectives, teaching, and learning.

The learning environment refers to the framework within which education occurs, encompassing all resources—both human and material—as well as programs and opportunities that students can creatively and imaginatively utilize in their learning endeavors to realize their potential (Oduwaye 2011 in SubCounty et al., 2022). A supportive and enriched school environment, equipped with adequate learning resources and a favorable climate, facilitates greater student comfort and concentration on academic pursuits, thereby leading to enhanced academic performance. The significance of the learning environment is paramount in shaping and nurturing intellectual capabilities. Furthermore, educators employ a variety of instructional methodologies such as lectures and discussions within the classroom to enhance the effectiveness and productivity of the teaching and learning process. The integration of diverse teaching strategies, techniques, pedagogical approaches, and instructional methodologies fosters effective teaching and aids students in achieving a clear comprehension of lessons, thereby serving as essential components for enhancing educational practices, which may include discussion-based, activity-oriented, deductive, and accelerated learning methods, among others.

Time management is defined as an individual's capacity to strategically plan and consciously regulate the allocation of time devoted to specific activities, with the aim of augmenting effectiveness, efficiency, or productivity.. Therefore, the proficient management of temporal resources significantly contributes to the realization of established goals and objectives. A comprehensive comprehension of temporal dynamics and management methodologies by the principal is crucial for adhering to meeting timelines, thereby facilitating the achievement of articulated objectives (Duze, 2011). As articulated by Ekwueme et al. (2018), proficient time management can enhance a professional's success by ensuring smooth operational functions, which in turn mitigates stress and augments productivity, efficiency, and effectiveness, thereby fulfilling the overarching aims and objectives of the organization.

However, Ikpitibo (2013), as cited in Ekwueme et al. (2018), asserts that numerous educational professionals and school administrators have recognized time as a critical

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educational asset. Consequently, the formulation of time management strategies and the acquisition of time management knowledge within the educational milieu necessitate meticulous planning and organization aligned with established priorities. It is imperative for school administrators to guarantee that the predetermined time allocations are not compromised by staff and students alike. This necessity arises from the fact that the quality of educational activities is enhanced through the collaborative efforts of both staff and students. Time management serves as an essential instrument for the routine responsibilities of administrators, students, educators, and other stakeholders. Thus, it is essential for every administrator to devise a time management framework that facilitates the assessment of their capacity to complete designated tasks. The effectiveness of a school fundamentally hinges upon the consideration of the diverse stakeholders in education, including parents, educators, students, administrators, and various community groups associated with the institution (OECD, 2018; Olorunsola & Belo, 2018; Burušić et al., 2016). For instance, school principals concentrate on evaluating dimensions of school bureaucracy as inputs for measuring effectiveness, such as maintaining order, complying with regulations, fostering teacher engagement to cultivate a culture of continuous improvement, and regulating diverse school activities to ensure a focus on educational objectives and guarantee that educators perform their duties in alignment with the school's educational aims (Özgenel, 2020; Gray, 2016).

The role of school principals is indispensable in bolstering the performance of the institution, its staff, and its students. Consequently, their responsibilities are crucial for enhancing school effectiveness and advancing educational standards within any nation. According to Schechter and Qadach (2016), the principal's role as a leader centered on learning entails accountability for pedagogical and learning-related issues by fostering collective learning experiences for all faculty and students. As a result, principals have reported that their escalating administrative burdens hinder their ability to fulfill their fundamental responsibilities as educational leaders.

Workload pertains to the scenario in which individuals are tasked with an excessive volume of work within insufficient temporal confines. The workload of principals encompasses a broad spectrum of responsibilities, tasks, and demands that educational leaders confront in their quotidian roles. This includes administrative obligations, instructional leadership, community engagement, and managerial duties. According to Kieleko et al. (2017), the workload of principals can be conceptualized as a job demand that interacts with available resources, such as administrative assistance and opportunities for professional development, thereby influencing the effectiveness of the school. While it is crucial for principals to adeptly manage these multifaceted functions, the escalating complexity and temporal demands may pose challenges in reconciling competing priorities.

The responsibilities shouldered by educational administrators have shown a consistent upward trajectory, driven by evolving expectations related to evaluation and supervision, shifting legislative requirements, and increasing demands for accountability (Klocko & Wells, 2015). Educational leaders struggle to fulfill their daily responsibilities or maintain an organized workspace, primarily due to the significant amount of time consumed by managerial obligations. Ogunu and Emmanuel (2015) contend that secondary school principals are so burdened by routine

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administrative tasks that they rarely find opportunities to engage with classroom environments and assess instructional practices. The professional endeavors of principals are profoundly laden with emotional intensity. Numerous activities undertaken by educational leaders can elicit emotional responses not only from themselves but also from students, teachers, and various stakeholders within the educational community (Berkovich & Eyal, 2015).

The extensive workload experienced by principals engenders ambiguity concerning their professional responsibilities, often leading to a preference for prioritizing one of the two fundamental roles: pedagogical engagement or administrative oversight (Kieleko et al., 2017). The workload imposed on principals significantly influences their professional standing, as their effectiveness within educational institutions is appraised based on their capacity to manage and align the school's operations cohesively. Dericks (2019) posits that the responsibilities of the principal encompass a diverse array of domains, including leadership, teacher assessment, and student discipline. The role of an effective principal demands considerable effort and is notably time-intensive. Competent principals exhibit equilibrium across their various roles and diligently strive to ensure that they are acting in the best interests of all stakeholders involved.

The principal's role is significantly burdened by non-educational responsibilities, special educational needs, management of conflicts (between instructional duties and administrative leadership), insufficient resources (including information technology, secretarial support, caretaking services, Special Needs Assistants (SNAs), resource educators, and adequate physical working environments), human resources management challenges (such as staff under performance and disruptive students), interactions with Boards of Management and parents, lack of backing from the In-School Management team, maintaining a complete complement of teaching and non-teaching personnel, ineffective Board of Management, and instructional supervision, among other factors. Within the framework of this investigation, the workload of principals will be evaluated through the lens of non-educational tasks, conflict management, resource deficiencies, human resource management issues, and instructional supervision (Dericks 2019).

Furthermore, the scarcity of resources significantly burdens a majority of principals. Both administrative and instructional leaders face a deficiency in additional qualified resources, which could mitigate many of the challenges contributing to overwork, stress, frustration, anxiety, and various other adversities they encounter. Regardless of the institution's type or size, principals universally require sufficient coverage and support to enable them to focus on educational management effectively. Similarly, human resource management challenges such as staff under performance, despite not being widely discussed, engender considerable frustration and even resentment, as they compel other staff members—typically the principal—to undertake additional responsibilities to compensate. The perceived ambiguity surrounding the guidelines for addressing poor performance obstructs the effective management of these personnel, while the potential for litigation when addressing such issues adds another layer of concern.

Additionally, issues pertaining to human resources management have exacerbated the complexities of the principal's schedule. A considerable proportion of principals

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allocate inadequate time to acknowledging, supporting, encouraging, mentoring, and monitoring their staff, which subsequently contributes to diminished morale and deteriorating staff relations. Although staff underperformance is not frequently addressed, it engenders significant frustration and even resentment among colleagues, as it necessitates additional responsibilities being assumed by other personnel, typically the principal, to compensate for such deficiencies. Likewise, the management of challenging behaviours, particularly those exhibited by persistently disruptive students, represents another responsibility that consumes an inordinate amount of time and invariably detrimentally influences the experiences of other students and classroom educators. The perceived ambiguity in the protocols for addressing inadequate performance obstructs the effective management of staff, while the potential for litigation when such issues are confronted presents an additional source of concern (Day & Gu, 2015).

The management of conflicts constitutes yet another burden upon the principal. There exists a continual tension between the obligations of classroom instruction and the responsibilities associated with school leadership, resulting in an impression that neither facet of the role is fulfilled to the principal's satisfaction. Principals occasionally perceive the dual nature of their responsibilities as untenable, expressing that there is insufficient time within the confines of the week to engage in evaluation, planning, or any other tasks oriented towards the medium to long-term, leading them to contemplate where they might contribute the most value and where they ought to allocate a greater proportion of their time (Harris & Jones, 2017). The stress associated with balancing the diverse needs of students alongside all other primary stakeholders within the school context exacerbates the sensation of being overwhelmed.

Instructional supervision encompasses the oversight of educators' work with the objective of aiding them in resolving instructional challenges, thereby facilitating optimal student engagement in classroom activities (Alimi & Akinfolarin, 2016). This objective can be realized through the involvement of the principal, deputy principal, or departmental heads who engage with both teachers and students within the educational process. Through classroom observations, the supervisor assesses student participation during instructional activities, as well as the resources and methodologies employed in teaching. Principals bear the responsibility for supervising and evaluating the educators within their purview. For instance, the primary objective of supervision implemented in schools across the United States of America (USA) is to enhance classroom instruction. This is achieved via the observation of teaching practices, the analysis of the data collected during observations, and direct interactions between the principal and the teacher (Kieleko, 2017).

The role of the principal as a learning-centered leader holds significant implications for the effectiveness of secondary schools. Principals are not only professionally trained educators but also serve as leaders within their respective institutions, which effectively doubles their workload between teaching and school administration. This duality of responsibilities has posed substantial challenges for numerous principals, who have consistently expressed feelings of being overwhelmed. The researcher has noted that this workload associated with the principalship appears to have an adverse impact on the effectiveness of secondary schools in Ondo State. From observation, the cause of workload of principal seems to not far fetch from some factors such as non-educational

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tasks, people management issues, handling of conflicts, and lack of resources, among others. It is against this note that, this study wants to examine the “influence of the principal workload on the effectiveness of secondary school in Akure South LGA, Ondo state.

Purpose of the Study

The general purpose of this study was to investigate the principal workload in public secondary schools effectiveness in Akure South LGA, Ondo State. The specific objectives were to:

- i. ascertain the level of principal workload in secondary school in Akure South LGA, Ondo State.
- ii. examine the level of the secondary school effectiveness in Akure South LGA, Ondo State and
- iii. Observe the relationship between principal workload in public secondary schools effectiveness in Akure South LGA, Ondo State.

Research Questions

The following questions were answered in this study:

- i. What is the level of principal workload in secondary school in Akure South LGA, Ondo State?
- ii. What is the level of effectiveness of secondary school in Akure, South LGA Ondo State?

Research Hypothesis

This hypothesis was formulated to guide the study:

Ho1: There is no significant relationship between principal workload and effectiveness of secondary school in Akure South LGA, Ondo State

Delimitation of the Study

The research was delimited to public secondary schools in Akure South LGA, Ondo State. Principals workload was delimited to non-educational tasks, people management issues, instructional supervision, lack of resources, and handling of conflicts and school effectiveness was delimited to educational leadership, teaching and learning environment, and effective time management practices

Research Method

The descriptive research design of Survey type was used for the study. The population of this study comprised all the principals and teachers in 30 public secondary schools in Akure South LGA, Ondo State.

The sample for the study was 220 respondents. Simple random sampling technique was adopted to select 20 secondary schools in Akure metropolis. Ten (10) teachers were randomly selected from each secondary school and 20 principals were purposely picked from each school selected. Therefore, the sample size for this study is 220 comprising 200 teachers and 20 principals.

Two Self-developed questionnaires were used as instrument for data collection. The first one titled Principals' Workload Questionnaire (PWQ) was divided into two sections. Section A seeks information on bio-data of the respondents while section B elicits information on the principal workload. The second questionnaire titled Effectiveness of Secondary School Questionnaire (ESSQ) also has two sections. Section A seeks demographic information on teachers while section B on the level of effectiveness of secondary schools in Ondo State. Face and content validity was carried

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out by experts. To determine the reliability of the instrument (questionnaire), Test – retest method was adopted. Thirty (30) teachers and twenty (20) principals outside the sampled area were given questionnaire within the interval of two weeks. The Cronbach's Alpha was used to test the reliability of the two instruments (99.6%) and (99.3%) were gotten respectively; which makes the instrument reliable for use.

The data was analyzed with both descriptive and inferential statistic. The research questions were answered using descriptive statistic such as frequency distribution, percentage and mean; while hypothesis was tested with multiple regression at 0.05 level of significance

Results

Research Question 1: What is the level of principals' workload in secondary school in Akure South LGA, Ondo State?

Table 1

The level of principals' workload in secondary school in Akure South LGA, Ondo State.

S/ N	Principal Workload	Almost Daily		Often		Sometimes		Rarely		Mean
		No	%	No	%	No	%	No	%	
1	Principal provides instructional leadership for faculty	5	27.7	3	16.7	7	38.9	3	16.7	2.56
2	Principal usually responds to new demands of the curriculum	8	44.4	2	11.1	3	16.7	5	27.8	2.72
3	Principal provides a vision for school improvement.	3	16.7	6	33.3	5	27.8	4	22.2	2.44
4	Principal always plan quality professional development activities.	8	44.4	2	11.1	3	16.7	5	27.8	2.72
5	Principal deals with parents' complaints.	8	44.4	2	11.1	3	16.7	5	27.8	2.72
6	Student discipline are ensured by the principal	8	44.4	2	11.1	3	16.7	5	27.8	2.72
7	Principal supervises lunchroom and buildings in my school	3	16.7	6	33.3	5	27.8	4	22.2	2.44
8	Principal settles staff disputes in my school	8	44.4	2	11.1	3	16.7	5	27.8	2.72
9	Teachers' resistance to change is another principal's workload in my school	3	16.7	6	33.3	5	27.8	4	22.2	2.44
10	Principal deals with ineffective or struggling teachers in the school	5	27.7	3	16.7	7	38.9	3	16.7	2.56
11	Principal settles issues with unions.	3	16.7	6	33.3	5	27.8	4	22.2	2.44
12	Principal always settles conflict within the staff	8	44.4	2	11.1	3	16.7	5	27.8	2.72
13	Principals works with parent groups such as PTA	3	16.7	6	33.3	5	27.8	4	22.2	2.44
14	Principal deals with changing demographics.	8	44.4	2	11.1	3	16.7	5	27.8	2.72
15	Principals' instructional supervision makes staff put in their best.	5	27.7	3	16.7	7	38.9	3	16.7	2.56
16	Principal handles volume of paperwork.	8	44.4	2	11.1	3	16.7	5	27.8	2.72
17	Principal's personal goals and expectations to excel in his job is adding to the workload	3	16.7	6	33.3	5	27.8	4	22.2	2.44
18	Principal keeps up with email communications in the school.	8	44.4	2	11.1	3	16.7	5	27.8	2.72
19	Principal shares leadership with teachers	3	16.7	6	33.3	5	27.8	4	22.2	2.44
20	Principal always faces constant interruptions in his job.	5	27.7	3	16.7	7	38.9	3	16.7	2.56
Average Mean										2.58
Criterion Mean										2.50

Source: Fieldwork 2024

Table 1 based on the responses of the principals revealed the level of the principals' workload in secondary school in Akure South LGA, Ondo State with the mean ($\bar{x}=2.58$) is higher than the criterion ($\bar{x}=2.50$), it indicates that the level of the principal workload in secondary school in Akure South LGA, Ondo State is high. The responses on the principal settles staff disputes in my school, and principal always plan quality professional development activities, ($\bar{x}=2.72$) respectively, follow by Principal deals with parents' complaints and Principal deals with ineffective or struggling

teachers in the school ($\bar{x}=2.56$) respectively, while the least is Principals works with parent groups such as PTA ($\bar{x}=2.44$)

Research Question 2: What is the level of secondary school effectiveness in Akure South LGA, Ondo State?

Table 2

The level of secondary school effectiveness in Akure South LGA, Ondo State.

S/N	Secondary School Effectiveness	Frequently Effective		Often Effective		Rarely Effective		Never Effective		Mean
		No	%	No	%	No	%	No	%	
21	The school organizes various learning activities in an interactive atmosphere.	76	40.6	35	18.7	31	16.6	45	24.1	2.76
22	The school climate contributes to developing different aspects of students' personality	74	39.6	30	16.0	36	19.3	47	25.1	2.89
23	The school climate helps students to be creative	67	35.8	53	28.3	13	7.0	54	28.9	2.71
24	The school encourages students to work together	76	40.6	35	18.7	31	16.6	45	24.1	2.76
25	Students have the ability to feel the visual aspects around them.	47	25.1	03	1.6	63	33.7	74	39.6	2.12
26	The teacher uses different teaching methods	54	28.9	91	48.7	19	10.1	23	12.3	2.94
27	Students respect the regulations prevailing in the school	45	24.1	19	10.1	91	48.7	32	17.1	2.41
28	Students interact with one another in a positive way	74	39.6	30	16.0	36	19.3	47	25.1	2.89
29	The principal provides the necessary capabilities to carry out the school activity	67	35.8	53	28.3	13	7.0	54	28.9	2.71
30	Cooperation prevails among members of the school community.	47	25.1	03	1.6	63	33.7	74	39.6	2.12
31	The local community participates in the various activities of the school	45	24.1	19	10.1	91	48.7	32	17.1	2.41
32	The teacher prepares different teaching aids	74	39.6	30	16.0	36	19.3	47	25.1	2.89
33	School practices enhance self-learning	67	35.8	53	28.3	13	7.0	54	28.9	2.71
34	The principal works to activate the relationship between the school and the local community	47	25.1	03	1.6	63	33.7	74	39.6	2.12
35	The prevailing method of teaching in the school is conversational	54	28.9	91	48.7	19	10.1	23	12.3	2.94
36	The school contributes to voluntary activities that serve the local community	76	40.6	35	18.7	31	16.6	45	24.1	2.76
37	The principal provides material incentives for students participating in the school activity	54	28.9	91	48.7	19	10.1	23	12.3	2.94
38	The school takes suggestions from the Parents' Council	47	25.1	03	1.6	63	33.7	74	39.6	2.12
39	The teacher uses the computer and its applications in the learning process	67	35.8	53	28.3	13	7.0	54	28.9	2.71
40	The principal works to educate students about the importance of school activity	76	40.6	35	18.7	31	16.6	45	24.1	2.76
Average Mean										2.63
Criterion Mean										2.50

Source: Fieldwork 2024

Table 2 based on the responses of the teachers revealed the level of secondary school effectiveness in Akure South LGA, Ondo State with the mean ($\bar{x}=2.63$) is higher than the criterion ($\bar{x}=2.50$), it indicates that the level of the secondary school effectiveness in Akure South LGA, Ondo State is high. The responses on the prevailing method of teaching in the school is conversational, and The principal provides material incentives for students participating in the school activity ($\bar{x}=2.94$) respectively, follow by the school climate contributes to developing different aspects of students' personality, and teachers prepare different teaching aids ($\bar{x}=2.89$) respectively; the school encourages students to work together, and the principal works to educate students about the importance of school activity ($\bar{x}=2.76$) respectively; the school climate helps students to be creative, and the teacher uses the computer and its applications in the learning process ($\bar{x}=2.77$) respectively. While the least are cooperation prevails among members of the school community, and the school takes suggestions from the Parents' Council ($\bar{x}=2.77$) correspondingly.

Testing Hypothesis

Ho1: There is no significant relationship between principal's workload and public secondary school effectiveness in Akure South LGA, Ondo State.

Table 3

The relationship between principal's workload and school effectiveness in Akure South LGA, Ondo State.

Variables	Coefficient		T	Sig.	R	R ²	F
	Unstandardized Coefficient	Standardized Coefficient					
	B	Std. Error	Beta				
(constants)	-.049	.036		-1.355	.177		
Non-Educational Tasks	.318	.025	.301	12.505	.000		
Human Resources Management Issues	-.054	.025	-.053	-2.163	.032	.991	.982
Lack of Resources	.420	.023	.460	18.060	.000		
Handling of Conflicts	-.168	.012	-.206	-13.627	.000		
Instructional Supervision	.493	.023	.480	21.065	.000		

P< 0.05

The results of multiple regression coefficients shown in Table 3 revealed the beta weightings of the five predictor variables which were given in the standardized coefficient column. The table shows that $R = 0.991$, $R^2 = 0.982$, $F = 10.399$ and $P < 0.05$. this implies that non- educational task, human resources management issues, lack of resources, handling of conflicts and instructional supervision jointly contributed for 98.2% (0.982) of the total variables of principals' workload. On individual contribution, instructional supervision was the best predictor, having contributed 48% (0.480) of the variables. This is followed by lack of resources which contributed 46% (0.460) of the variables, this is followed by non-educational task which contributed 30.1% (0.301) of the variables, also followed by handling conflict which contributed 20.6% (-0.206) of the variable and the least contributing variable was human resource management issues 5.3% (-0.053) of the variables. From the presented result, instructional supervision had a significant effect on principals' workload. The different beta values represent their relative contributions to principals' workload.

Discussion

The finding from research question one shows that the level of principal's workload in secondary school in Akure, Ondo State is high. This is in line with Hauseman,(2020) who found that workload intensification heightens emotional stress and distract principals from pedagogical leadership. Urio (2023) corroborate that workload compromises principal capacity to set strategic vision for school improvement. The implication of this is that, state education ministries should deploy administrative

assistance to handle paper work and parent communication, freeing principal for instructional leadership.

The result of research question two reveals the level of secondary school effectiveness in Akure, Ondo State is high. There is an agreement between the finding of this study and that of Aysha et al;(2020) confirm that high performing school excel in teachers effectiveness, community relationship and administrative efficiency. SubCounty, *et al* (2022) linked such environment to improve academic transition in kenya schools. The implication is that if technology investment, community engagement are put in place in schools there will be high effectiveness in the school.

The hypothesis tested in this study found that principal's workload has a positive significant relationship with public secondary school effectiveness in Akure, in Ondo State. This is similar to a study by Hauseman, (2020) who examined how workload influences the emotional aspects of principals' work. His interviewed with principals revealed three areas of principals' workload which include how managing an intensifying and expanding workload can heighten emotions, as well as navigating the legal aspects of principals' work and being called out of the school building for meetings at the district office. This implies that public secondary school effectiveness can be achieved if the principals can be relieved of their workload.

Conclusion

Secondary school effectiveness is a key issue in educational system. The findings of the study found that the level of principals' workload is high. There is also, correlation between all the variables under principals' workload and public secondary school effectiveness in Akure, Ondo State. This indicates that, to ensure high secondary school effectiveness in any educational institution, there must be a policy that enlist the principals' works and roles to reduce the principals' workload.

Recommendations

In line with the findings of this study, the following recommendations were made:

- i. Principals' works need to review to reduce the level of principals' workload in public secondary schools in Akure, Ondo State.
- ii. The non-educational tasks need to be specified, so it will reduce the principals' workload.
- iii. Principals should reduce their involvement in school-community cases to decrease their workload.
- iv. Government should always make available the resources that principals need to run the public school effectively.
- v. Handling conflicts (human resource-based problems) that is perceived as one of the main sources of principal workload should be delegated to the vice-principal.
- vi. Both teaching and non-teaching staff should cooperate with the principals' instruction for easy and effective management.
- vii. There should be cooperation among the staff of public secondary school to avoid conflicts.

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