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# Decision-making Skills and Public Senior Secondary Schools Principals' Administrative Effectiveness in Oyo State, Nigeria

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## **Authors' contributions**

*This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.*

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## **ABSTRACT**

The study investigated the relationship between decision-making skills and administrative effectiveness of principals in public senior secondary schools in Oyo State, Nigeria. The role of school principals is crucial in creating an environment that fosters effective teaching and learning, and their decision-making skills have a significant impact on the overall functioning and success of the school. The study hinges on Management Theory of Henry Fayol and Fiedler's Contingency Theory of leadership. A mixed method approach is utilized, combining quantitative surveys and qualitative interviews. Stratified and simple random sampling techniques are used in a multistage sampling procedure to choose the respondents. Data from 629 principals and 4,204 teachers were analyzed using descriptive statistics and Pearson Product Moment Correlation (PPMC). The study revealed a high level of administrative effectiveness (overall weighted mean = 3.47) among principals in planning (weighted mean = 3.48), coordinating (weighted mean = 3.39), and

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supervising (weighted mean = 3.47) activities in their schools. However, areas for improvement were identified, such as ensuring the provision of necessary resources, planning for maintenance of school infrastructural facilities, and deciding how the school budget will be spent. The prevalence of autocratic leadership (44.5%) among public secondary school principals in Oyo State was also found, but a significant proportion reported using democratic and digital leadership styles. The findings from the study indicate that there is a significantly high positive relationship ( $r = 0.960$ ) between decision-making skills and administrative effectiveness. The study suggested among others that there is a need for principals to explore alternative decision-making skills that promote teamwork, collaboration, and shared decision-making.

*Keywords: Decision-making skills; public senior secondary schools; administrative effectiveness; principals.*

## 1. INTRODUCTION

“The essence of administrative effectiveness in every organization can never be over emphasized in any organization. Administrative effectiveness is the positive response to administrative efforts and actions with the intention to accomplish stated goals. 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 to achieve organizational goals” [1]. Similarly, administrative effectiveness is the leader’s ability to achieve desired results. It also comprises achieving results through the specialized efforts of personnel in an organization, whether individually or collectively. Administrative effectiveness can be achieved through effective planning, coordinating, supervising, organizing, and directing to achieve required results. Thus, this study will focus on planning, coordinating and supervision.

“Planning is one of the most important components of administrative effectiveness, and it is a thorough and continuing process that includes describing the path to achieving objectives, as well as identifying hazards and threats and determining how to handle and solve them” [2]. It is a commitment to a particular course of actions believed necessary to achieve desired results. According to Tobin [3], “planning is the selection and relating of facts and making and using of assumptions regarding the future in the visualization and formalization of proposed activities believed necessary to achieve desired results”. Similarly, Wan, Law & Chan [4] argued that planning is clearly an essential management function in all schools, regardless of geographic location or grade levels served.

Legood, van der Werff, Lee and Hartog [5] described “coordinating as the building up of the human and material resources needed for the successful attainment of the goals of an enterprise”. Also, according to Duane and Sydney [6] “it is the process of engaging two or more people in working relationship in a structural way to achieve specific goals. Coordinating skill of the principals emanate from element of management. Coordinating however is a process, a conversion process. It is the process of arranging and allocating work, authority and resources among Coordinating membership for the pursuit of the organization”.

“Supervision implies the process whereby a higher professional interacts with a junior professional though, in a friendly and colleague manner with the aim of improving the effective performance of any task concerned. Supervision according to a study is the process of bringing about improvement in instruction by working with people who are working with students. It involves stimulating growth and helping teachers to help the learners” [7]. It therefore follows that, supervision is a tool for enhancing teachers’ knowledge, attitudes and skills in teaching and learning process to facilitate the achievement of educational goals and objectives [7].

The primary goal of principals should be to improve the smooth functioning of schools, with an emphasis on controlling activities even when they are stressed or under pressure. As a result, Pandey [1] stated that “an administrator is deemed effective if he can achieve school goals despite all odds. Thus, in order to achieve academic effectiveness, the principal carries out duties such as developing the school’s yearly budget, coordinating the activities of the Parents-Teachers Association, initiate and encourage innovations, supervise the actions of the school personnel and students, design the physical

plant for the school, organise the curriculum and its contents, select the school textbooks, resources, and equipment, determine the services to aid teaching and learning activities, take decisions, amongst others. Therefore, this study will discuss decision-making skills as a determinant of administrative effectiveness”.

“Decision-making is an essential process in both personal and professional settings. It involves the selection of the best option among different available alternatives. It is regarded as the cognitive process resulting in the best selection of a course of action among several alternative possibilities which could be based on the information at the disposal of the leader” [8]. Also, Obadimeji, &Oredein [8] posited that it is a fundamental function of management that reflects the success and failure of an organization. The concept of decision-making skills in its generality is conceived of as the skills involved in the selection of a belief or a course of action among several alternative possibilities [9]. “The ability to make effective decisions is critical in achieving success in various fields, such as business, healthcare, education, and politics”. According to Apostolopoulos, George, Krikor and Georgios [10] “decisions are considered as the heart of success, therefore, the dominant view in management theory and practice describes the decision-making role as the heart of executive activities and omnipotent in an organization’s success or failure. There are various skills employed in decision-making skills such as time management, emotional intelligence, problem-solving, confidence, flexibility, creative thinking, evaluating risks, weighing pros and cons, analytical and critical thinking, information gathering and analysis, amongst others. Hence, as pertaining to administrative effectiveness, this study will discuss problem-solving, time management and emotional intelligence”.

Problem-solving is a key component of administrative effectiveness, as administrators are often responsible for identifying and addressing complex problems within their organizations. It is a critical skill that is essential for success in many areas of life, including education, work, and personal relationships. Gieske, George, Meerkerk and Buuren [11] defined problem-solving as the cognitive process of finding a solution to a problem or issue by gathering and analyzing information, identifying alternatives and choosing the best course of action. Effective problem solving requires a combination of critical thinking, creativity, and

perseverance. Also, effective problem-solving is the ability to evaluate potential solutions and make informed decisions as this is critical for making effective decisions, and involves weighing the pros and cons of different options and considering potential risks and benefits [12]. Friedländer, Röber, and Schaefer [13] argued that effective problem-solving in administration requires a combination of analytical and creative thinking, as well as the ability to collaborate with stakeholders and implement effective solutions.

“Time management is an essential skill that enables individuals to effectively use their time to accomplish tasks and achieve their goals. Effective time management involves prioritizing tasks, allocating time to each task, and using techniques to avoid procrastination and distractions” [14]. Ekpenyong [15] stated that “one important aspect of time management is the ability to prioritize tasks. Individuals should categorize tasks into “urgent and important,” “important but not urgent,” “urgent but not important,” and “not urgent and not important,” and prioritize them accordingly. This can help individuals focus on the most important tasks and avoid wasting time on less critical activities. Another key aspect of time management is the ability to allocate time to each task”. This involves estimating the time required for each task and setting aside dedicated blocks of time to complete them. Individuals should also schedule breaks and time for self-care to avoid burnout and maintain productivity [16]. Effective time management also requires individuals to use techniques to avoid procrastination and distractions.

Emotional intelligence is a critical skill that allows individuals to recognize, manage, and use their emotions effectively. It has been linked to improved personal and professional outcomes, including better job performance, increased job satisfaction, and improved relationships with others. According to Olivier [17] emotional intelligence can be defined as the ability to perceive emotions accurately in oneself and others, to use emotions to facilitate thinking, to understand emotions, and to regulate emotions effectively. This definition suggests that emotional intelligence is a multifaceted construct that involves self-awareness and social awareness, as well as the ability to manage one's own emotions and influence the emotions of others. Nicolae [18] suggested that individuals with higher levels of emotional intelligence tend to have better mental health and well-being.

They are also more likely to display pro-social behaviors and exhibit greater empathy towards others [19].

### 1.1 Problem Statement

The administrative effectiveness of public secondary school principals in Nigeria, particularly in Oyo State, is becoming increasingly unsatisfactory, leading to various negative consequences such as low teacher engagement, lack of discipline among staff and students, inappropriate examination procedures, and low academic performance. The root of these problems can be traced back to the decision-making skills of the principals, especially those who lack knowledge and competence in decision-making. This study aims to investigate the factors that determine the administrative effectiveness of public senior secondary school principals in Oyo State, with a particular emphasis on their decision-making skills. According to Friedländer, Röber and Schaefer [13], despite several identified challenges faced by principals in administering secondary schools effectively, including poor working conditions, inadequate staff, insufficient funding, and bad government policies, research on the role of decision-making skills in enhancing the effectiveness of public senior secondary school principals in Oyo State, Nigeria, remains inadequate. This study therefore intend to investigate the influence of Decision-Making Skills on Public Senior Secondary Schools Administrative Effectiveness in Oyo State, Nigeria

### 1.2 Objectives of the Study

The objectives of the study are to:

1. Assess the level of administrative effectiveness (planning, coordinating and supervision) of public secondary school principals in Oyo State.
2. Identify the prominent decision-making skills (problem-solving skills, time management skills, and emotional intelligence) that is being used among principals in public secondary schools in Oyo State.
3. Examine the relationship between decision-making skills and administrative effectiveness in public secondary schools in Oyo State.

### 1.3 Research Questions

For the purpose of this study, the following research questions are posed to be answered.

1. What is the level of administrative effectiveness (planning, coordinating and supervision) among public secondary school principals in Oyo state, Nigeria?
2. What is the level of decision-making skills (problem-solving, time management, and emotional intelligence) among principals in public secondary schools in Oyo state, Nigeria?

### 1.4 Hypotheses

**H<sub>0</sub>1:** There will be no significant relationship between decision-making skills and administrative effectiveness of public secondary schools principals in Oyo State.

## 2. METHODOLOGY

### 2.1 Research Design

The study utilized a survey-type descriptive research design, which was deemed appropriate because the variables under investigation were already established and outside the researcher's control. This design allowed for an accurate depiction of the decision-making abilities and administrative effectiveness of principals.

### 2.2 Selection of Participants

To ensure a representative sample of the study's population, a multistage sampling procedure was employed using both stratified and simple random sampling techniques. Initially, the state of Oyo was divided into three strata using the existing senatorial districts: Oyo Central, North, and South. Next, local governments with the highest and lowest number of schools in each stratum were selected, with preference given to those with more teachers in cases where multiple local governments had the same number of schools. The Yamane formula was then applied in the third stage to determine the appropriate sample size of teachers from each selected local government, with Simple Random Sampling used to select the teachers. The local government with the lowest number of teachers served as the baseline for the selection process, ultimately resulting in a total of 4,204 teacher respondents and 629 principals from the selected schools.

### 2.3 Analysis of Data

Data collected from the field were analyzed using inferential and descriptive statistics. The descriptive statistics of frequency, percentage and mean and standard deviation were used for research questions while inferential statistics of

Pearson Product Moment Correlation (PPMC) was used for the hypothesis.

### 3. RESULTS

**Research Question 1:** What is the level of administrative effectiveness (planning, coordinating and supervision) among public secondary school principals in Oyo state, Nigeria?

The Table 1 presents findings from a study on the level of administrative effectiveness of public secondary school principals in Oyo State, Nigeria. The research question focuses on planning, coordination, and supervision. In terms of planning, the results show that the majority of the principals (82.6%) always ensure academic activities are planned early before the commencement of the term. However, a smaller proportion of principals ensure provision of human resources (57.5%) and material resources (57.5%) needed for smooth operation in the school, and they call stakeholders meeting when planning school activities (52.6%). Principals also plan for maintenance of school infrastructural facilities (50.9%) and co-curricular activities (59.1%). Additionally, most principals (66.7%) set discipline policies at the school and decide how the school budget will be spent (48.9%). Regarding coordination, the results show that principals create and implement

shared school vision (41.2%), nurture and sustain a culture and instructional program conducive to learning and staff development (42.1%), and ensure management of school operations to produce a safe and effective learning environment (57.8%). Principals also collaborate with families and diverse communities that schools serve (38.9%), promote integrity, fairness, and ethical behaviour (65.4%), interact with government agencies on school matters (49.2%), coordinate all units or departments in the school to achieve synergy (61.3%), and encourage team spirit among teachers and other school staff (65.3%). Regarding supervision, the majority of principals ensure that teachers write lesson plans/notes (72.1%) and visit teachers in the classroom (48.5%). Additionally, they ensure that resources in the school are used for the right purpose (54.8%). In general, the principals in Oyo State demonstrate a high level of administrative effectiveness in planning and supervision, while coordination needs improvement. The findings can be used to guide interventions aimed at improving administrative effectiveness in public secondary schools in Oyo State and similar settings.

**Research Question Two:** What is the level of decision-making skills (problem-solving, time management, emotional intelligence) among public secondary school principals in Oyo state?

**Table 1. Level of administrative effectiveness (planning, coordinating and supervision) among public secondary school principals in Oyo state, Nigeria**

S/N	Items	Always	Often	Rarely	Never	Mean	SD
		Freq Per(%)	Freq Per(%)	Freq Per(%)	Freq Per(%)		
1	<b>Planning</b> ensures academic activities are planned early before the commencement of the term.	3227 (82.6%)	557 (14.3%)	114 (2.9%)	10 (0.3%)	3.79	.489
2	ensures provision of human resources needed for smooth operation in the school	2254 (57.5%)	1422 (36.3%)	236 (6.0%)	6 (0.2%)	3.51	.616
3	ensures provision of materials resources needed for smooth operation in the school	2254 (57.5%)	1294 (33.0%)	360 (9.2%)	10 (0.3%)	3.48	.670
4	calls stakeholders meeting when planning school activities	2059 (52.6%)	1399 (35.7%)	324 (8.3%)	136 (3.5%)	3.37	.780
5	plans for maintenance of school infrastructural facilities	1994 (50.9%)	1540 (39.3%)	322 (8.2%)	62 (1.6%)	3.40	.706
6	plans for co-curricular activities	2317 (59.1%)	1268 (32.4%)	307 (7.8%)	26 (0.7%)	3.50	.668

S/N	Items	Always Freq Per(%)	Often Freq Per(%)	Rarely Freq Per(%)	Never Freq Per(%)	Mean	SD
7	sets discipline policy at this school	2613 (66.7%)	949 (24.2%)	336 (8.6%)	20 (0.5%)	3.57	.669
8	decide how school budget will be spent	1916 (48.9%)	1218 (31.1%)	506 (12.9%)	278 (7.1%)	3.22	.924
	Weighted Mean					3.48	
<b>Coordination</b>							
1	create and implement shared school vision	1616 (41.2%)	1752 (44.7%)	466 (11.9%)	81 (2.1%)	3.26	.759
2	nurture and sustain a culture and instructional program conducive to learning and staff development	1648 (42.1%)	1791 (45.7%)	416 (10.6%)	63 (1.6%)	3.28	.715
3	ensures management of school operations to produce a safe and effective learning environment	2263 (57.8%)	1301 (33.2%)	331 (8.4%)	23 (0.6%)	3.48	.674
4	collaborates with families and the diverse communities that schools serve	1524 (38.9%)	1730 (44.2%)	487 (12.4%)	177 (4.5%)	3.17	.815
5	promotes integrity, fairness, and ethical behaviour	2561 (65.4%)	987 (25.2)	308 (7.9%)	62 (1.6%)	3.54	.707
6	interacts with government agencies on school matters	1928 (49.2%)	1334 (34.0%)	556 (14.2%)	100 (2.6%)	3.30	.804
7	coordinates all units or departments in the school to achieve synergy	2396 (61.3%)	1123 (28.7%)	288 (7.4%)	101 (2.6%)	3.49	.743
8	encourages team spirit among teachers and other school staff	2560 (65.3%)	1066 (27.2%)	239 (6.1%)	53 (1.4%)	3.57	.670
	Weighted Mean					3.39	
<b>Supervision</b>							
1	ensures teachers write lesson plan/note	2823 (72.1%)	839 (21.4%)	186 (4.7%)	70 (1.8%)	3.64	.658
2	visits teachers in the classroom	1900 (48.5%)	1429 (36.5%)	523 (13.3%)	66 (1.7%)	3.32	.765
3	ensures resources in the school are used for the right purpose	2146 (54.8%)	1465 (37.4%)	301 (7.7%)	6 (0.2%)	3.47	.642
4	monitors teachers and other staffs punctuality	2658 (67.8%)	968 (24.7%)	226 (5.8%)	66 (1.7%)	3.59	.677
5	ensures teaching is in accordance with the curriculum	2674 (68.2%)	1024 (26.1%)	195 (5.0%)	25 (0.6%)	3.62	.611
6	ensures standard of examination in the school	2557 (65.3%)	1145 (29.2%)	198 (5.1%)	18 (0.5%)	3.59	.608
7	maintains student/staff discipline	2625 (67.0%)	1000 (25.5%)	254 (6.5%)	39 (1.0%)	3.59	.657
	Weighted Mean					3.54	
<b>Overall Weighted Mean</b>						<b>3.47</b>	

Source: Fieldwork, 2023

Decision Rule: 0 – 1.49= Very Low, 1.50 - 2.49= Low, 2.5 – 3.49 = High, 3.50 –4.0 = Very High

**Table 2. Level of decision-making skills (Problem-solving, Time Management, Emotional Intelligence) among public secondary school principals in Oyo state**

Problem-solving		At All Times	Sometime	Rarely	Never		
S/N	Items	Freq Per(%)	Freq Per(%)	Freq Per(%)	Freq Per(%)	Mean	SD
1	identify and define the school's problem	2708 (69.3%)	1048 (26.8%)	111 (2.8%)	41 (1.0%)	3.64	.591
2	come up with possible solutions to school's problem	2429 (62.2%)	1273 (32.6%)	156 (4.0%)	50 (1.3%)	3.56	.635
3	evaluate the different options before making decisions	2193 (56.1%)	1308 (33.5%)	372 (9.5%)	35 (0.9%)	3.45	.701
4	implement solutions	2279 (58.3%)	1290 (33.0%)	212 (5.4%)	127 (3.2%)	3.46	.743
5	evaluate outcome of solutions	2158 (55.3%)	1412 (36.2%)	285 (7.3%)	45 (1.2%)	3.46	.681
<b>Weighted Mean</b>						<b>3.51</b>	
<b>Time Management</b>							
1	do a time audit	1473 (37.7%)	1943 (49.7%)	416 (10.6%)	76 (1.9%)	3.23	.713
2	make schedule and abide strictly	2030 (51.9%)	1471 (37.6%)	335 (8.6%)	72 (1.8%)	3.40	.722
3	avoid multitasking	1215 (31.1%)	1719 (44.1%)	663 (17.0%)	304 (7.8%)	2.99	.891
4	delegate and outsource tasks	1644 (42.1%)	1820 (46.7%)	333 (8.5%)	104 (2.7%)	3.28	.730
5	inculcate time management among staff	2322 (59.4%)	1312 (33.6%)	243 (6.2%)	31 (0.8%)	3.52	.649
<b>Weighted Mean</b>						<b>3.28</b>	
<b>Emotional Intelligence</b>							
1	creates awareness of him or herself	1720 (44.0%)	1504 (38.5%)	595 (15.2%)	86 (2.2%)	3.24	.788
2	controls his or her emotions	1888 (48.3%)	1555 (39.8%)	340 (8.7%)	125 (3.2%)	3.33	.767
3	is an achievement orientated individual	2298 (58.8%)	1310 (33.5%)	255 (6.5%)	42 (1.1%)	3.50	.667
4	listens actively to staff comments or reactions	2091 (53.5%)	1493 (38.2%)	263 (6.7%)	61 (1.6%)	3.44	.689
5	manage, and understand emotions staff's emotions	1891 (48.4%)	1509 (38.6%)	347 (8.9%)	161 (4.1%)	3.31	.800
<b>Weighted Mean</b>						<b>3.37</b>	
<b>Overall Weighted Mean</b>						<b>3.39</b>	

Source: Fieldwork, 2023

Decision Rule: 0 – 1.49= Very Low, 1.50 - 2.49= Low, 2.5 – 3.49 = High, 3.50 – 4.0 = Very High

The Table 2 presents the level of decision-making skills (problem-solving, time management, emotional intelligence) among public secondary school principals in Oyo state. The data was collected through fieldwork in 2023. The weighted mean score for problem-solving skills was 3.51, indicating a high level of

problem-solving skills among the principals. Regarding time management skills; the weighted mean score was 3.28, indicating a high level of time management skills among the principals. However, the score was slightly lower than the scores for problem-solving and emotional intelligence skills. The weighted mean

**Table 3. Results of correlation coefficients**

<b>Correlations</b>		
	<b>Administrative Effectiveness</b>	<b>Decision-Making Skills</b>
Administrative Effectiveness	1	.960**
Decision-Making Skills	.960**	1

*Source: Fieldwork, 2023*

score for emotional intelligence skills was 3.37, indicating a high level of emotional intelligence among the principals. The overall weighted mean score for decision-making skills was 3.39, indicating a high level of decision-making skills among the principals. The decision rule used to interpret the scores classifies a score of 2.5 to 3.49 as high. Therefore, the principals have high levels of decision-making skills in problem-solving, time management, and emotional intelligence. The findings suggest that public secondary school principals in Oyo state possess strong decision-making skills, which are essential for effective leadership. These skills enable them to identify and define school problems, come up with possible solutions, evaluate options, implement solutions, and evaluate outcomes. Additionally, the principals demonstrate high levels of time management skills, which are crucial for effective management of resources and activities. Lastly, they show high levels of emotional intelligence skills, which are essential for effective communication, relationship building, and team management.

Research question two provides insights into the most prevalent leadership among public secondary school principals in Oyo State. The study examined four leadership styles: Autocratic, Digital, Democratic, and Laissez-faire.

### 3.1 Test of Hypothesis

**H<sub>0</sub>1:** There will be no significant relationship between decision-making skills (problem solving skills, time management skills, and emotional intelligence) and administrative effectiveness of public secondary schools principals in Oyo state.

The data presented in the Table 3 indicates a noteworthy positive correlation ( $r = 0.960$ ) between the decision-making skills and administrative effectiveness of public secondary school principals in Oyo State. This correlation contradicts the initial hypothesis ( $H_01$ ), which assumed no significant relationship. Nevertheless, it can be deduced that decision-making skills possess a distinct association with administrative effectiveness.

## 4. DISCUSSION OF FINDINGS

The Table 3 presents the findings of a study that aims to evaluate the level of administrative effectiveness among principals in public secondary schools in Oyo State. The first research question focuses on assessing administrative effectiveness by examining principals' abilities in planning, coordinating, and supervising. The results indicate both strengths and areas for improvement in their effectiveness. In a study conducted by Pardosi and Utari [20], it was found that effective planning has a positive influence on student achievement. This finding aligns with the current study, which reveals that a majority of respondents (82.6%) recognise the importance of early planning of academic activities. This high percentage suggests that educators share the understanding that proactive planning contributes to successful academic outcomes. Furthermore, the present study identifies coordination as a crucial aspect of school management. Approximately 41.2% of the respondents acknowledged the significance of creating and implementing a shared school vision. This finding resonates with the research conducted by Zina [21], who emphasised the importance of a shared vision in promoting collaboration and alignment of goals among school stakeholders. However, the moderate level of agreement (mean score: 3.26) in the present study indicates that there is room for improvement in fostering a stronger shared vision among participants. Another aspect of coordination highlighted in the current study is the emphasis on integrity, fairness, and ethical behaviour within the school community. This finding aligns with the research by Neal, Justice, and Barron [22], who found that promoting ethical behaviour has a positive impact on the school climate and student engagement. The relatively high agreement (65.4%) and mean score (3.54) in the present study demonstrate the importance placed on ethical values in school management. Regarding supervision, the present study underscores the significance of ensuring that teachers write lesson plans and notes (72.1%) and maintaining punctuality among school staff (67.8%). These findings are

consistent with the research conducted by Pardosi and Utari (2022), which emphasised the positive impact of effective supervision practises on teacher performance and student achievement. The high agreement percentages and mean scores for these items in the present study further emphasise their importance in ensuring a conducive learning environment.

Research question two provides assess the level of decision-making skills (problem-solving, time management, emotional intelligence) among public secondary school principals in Oyo State. The study examined three decision-making skills: problem-solving, time management, emotional intelligence. The findings of the study indicate that problem-solving skills are generally employed by school administrators, although there are variations in the frequency of use across different stages. The majority of respondents reported identifying and defining the school's problems at all times (69.3%), followed by coming up with possible solutions (62.2%), evaluating different options (56.1%), implementing solutions (58.3%), and evaluating the outcome of solutions (55.3%). These findings suggest that administrators actively engage in problem-solving processes. However, it is worth noting that a small percentage of respondents reported rarely (9.5%) or never (0.9%) evaluating different options before making decisions, indicating potential areas for improvement in decision-making processes (Item 3). The weighted mean for problem-solving was 3.51, indicating a moderate level of engagement overall. In a study by Özgenel [23], which examined problem-solving skills among educational administrators, similar patterns were identified. Both studies found that administrators generally engage in problem-solving processes, with a majority actively identifying and defining problems. However, the current study reported a higher percentage of administrators engaging in problem identification and definition (69.3%) compared to the findings of Özgenel [23]. This suggests a relatively stronger emphasis on problem-solving in the current sample.

Regarding time management, the results show that school administrators employ various strategies to manage their time effectively. The most frequently reported practice was making a schedule and abiding strictly by it (51.9%), followed by conducting a time audit (37.7%), avoiding multitasking (31.1%), delegating and outsourcing tasks (42.1%), and inculcating time management among staff (59.4%). However, the

data also reveal that a significant percentage of respondents reported engaging in multitasking (17.0%), which can potentially hinder effective time management. The weighted mean for time management was 3.28, indicating a moderate level of implementation overall. The current study aligns with the research conducted by Manga, [24] in terms of the strategies employed by administrators. Making a schedule and abiding strictly by it was the most frequently reported practise in both studies. However, the current study reported a higher percentage of administrators engaging in this practise (51.9%) compared to the findings of Manga, [24]. Conversely, the current study found a higher percentage of administrators involved in multitasking (17.0%) compared to the study by Manga, [24]. This difference highlights the need for further investigation into the factors influencing multitasking behaviours among administrators. In terms of emotional intelligence, the findings suggest that school administrators generally exhibit self-awareness and emotional control. More over 40% of respondents said they were conscious of and in control of their emotions. Additionally, a substantial percentage agreed that they actively listen to staff comments or reactions (53.5%) and manage and understand staff's emotions (48.4%). However, the achievement orientation aspect of emotional intelligence received relatively lower scores, with only 58.8% of respondents identifying as achievement-oriented individuals. The overall weighted mean for emotional intelligence was 3.37, indicating a moderate level of emotional intelligence among school administrators. The current study's findings align with the research by Özgenel [23] and Manga, [24] regarding self-awareness and emotional control. Similar proportions of administrators in all three studies reported creating awareness of themselves and controlling their emotions. However, the current study reported a relatively lower percentage of administrators identifying as achievement-oriented individuals (58.8%) compared to the findings of Özgenel [23]. This discrepancy suggests potential variations in achievement orientation across different samples of administrators. When considering the overall weighted mean across problem-solving, time management, and emotional intelligence, the study indicates a moderate level of proficiency in these areas among school administrators, with an overall weighted mean of 3.39. This suggests that while administrators generally demonstrate competence in these domains, there is room for improvement in certain aspects, such as

evaluating different options before making decisions and multitasking avoidance.

It is important to note that this study has its limitations, including the reliance on self-report measures and the potential for response bias. Future research could employ additional methods, such as observations or objective performance evaluations, to obtain a more comprehensive understanding of administrators' problem-solving, time management, and emotional intelligence skills. Furthermore, investigating the relationship between these skills and organizational outcomes, such as school performance or staff satisfaction, could provide valuable insights into the impact of administrators' competencies on overall school functioning.

Test on hypothesis on significant relationship between decision-making skills and administrative effectiveness of public secondary school principals in Oyo State.

The correlation findings in this study reveal a strong positive relationship between administrative effectiveness and decision-making skills. The correlation coefficient of .960\*\* indicates a highly significant and positive association between these two variables. These results suggest that administrators who demonstrate high levels of administrative effectiveness are more likely to possess strong decision-making skills, and vice versa. These findings align with prior research conducted by Maral, [25] and Seresty, [26], which also reported a significant positive correlation between administrative effectiveness and decision-making skills among educational administrators. The strong correlation observed in this study implies that administrators who are effective in their administrative roles tend to possess the necessary skills and competencies to make informed and effective decisions. This relationship is of great importance, as decision-making is a critical aspect of an administrator's role in managing educational institutions. Administrators who excel in their decision-making abilities are better equipped to handle complex and challenging situations, allocate resources efficiently, and promote positive outcomes within their organizations [25]. While this study provides valuable insights into the relationship between administrative effectiveness and decision-making skills, it is crucial to acknowledge its limitations. The research relied on self-reported measures and the specific

context in which the study was conducted. Future research should incorporate diverse samples and employ multiple methods, such as objective performance evaluations or observational data, to further explore and validate the association between administrative effectiveness and decision-making skills. Understanding the strong correlation between administrative effectiveness and decision-making skills can inform educational institutions' efforts to enhance administrative performance and effectiveness. It underscores the significance of developing training programmes and professional development initiatives that target the improvement of decision-making competencies among administrators. By providing administrators with the necessary tools, knowledge, and support to make effective decisions, educational institutions can enhance their overall administrative effectiveness and, subsequently, contribute to improved organisational outcomes [26].

In conclusion, the findings of this study demonstrate a robust positive correlation between administrative effectiveness and decision-making skills among educational administrators. These results are consistent with prior research and highlight the critical role of decision-making in achieving administrative effectiveness. The implications of this correlation emphasise the need for ongoing professional development efforts and training programmes aimed at enhancing decision-making skills within the administrative domain. Future research should continue to explore this relationship using diverse methodologies and samples to provide a comprehensive understanding of the factors influencing administrative effectiveness and decision-making in educational settings.

## **5. CONCLUSION**

The result of the study indicates that the principals of public secondary schools in Oyo State possess a high level of administrative effectiveness when it comes to planning and supervision. However, the coordination aspect of their administrative duties could use some improvement.

The findings of a study on the level of decision-making skills (problem-solving, time management, emotional intelligence) show that the principals rated themselves high in problem-solving skills, followed by emotional intelligence and time management. These findings provide

valuable insights for those seeking to enhance administrative effectiveness in similar settings, and can serve as a guide for targeted interventions. Moreover, the study's hypothesis testing has identified key predictors of administrative effectiveness for public secondary school principals in Oyo State. The data suggests that skills such as problem-solving, time management, and emotional intelligence are critical in determining the effectiveness of these leaders. These findings highlight the importance of these skills in the context of school administration and can inform future efforts to improve the quality of leadership in public schools.

## 6. RECOMMENDATIONS

1. There is a need for provision of training and support for principals to improve their coordination skills. Since the study suggests that coordination is an area where principals in Oyo State can improve, targeted training programs can be developed to help principals enhance their skills in this area. These programs can cover topics such as communication, teamwork, and conflict resolution.
2. Programs to improve problem-solving, time management, and emotional intelligence skills must be initiated. The study indicates that these skills are critical predictors of administrative effectiveness. Therefore, it is important to develop targeted programs to help principals develop these skills. These programs can be offered in the form of workshops or coaching sessions.
3. There is a need for the provision of targeted training and support to public secondary school principals in Oyo state to further develop their time management skills. Although principals rated themselves high in problem-solving and emotional intelligence, they reported lower levels of proficiency in time management. Providing time management workshops, coaching, and tools for effective scheduling could help principals better manage their time and improve their overall effectiveness in their role.
4. Secondary school principals should use evidence-based practices when making decisions about school administration. This can help ensure that their actions are effective and lead to positive outcomes for students and the school community.

## ETHICAL APPROVAL

Ethical guideline relating to data collection, analysis and interpretation on research as specified by Lead City University was followed.

## COMPETING INTERESTS

Authors have declared that no competing interests exist.

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