
IMPACT OF MANAGERIAL STYLES ON ADMINISTRATIVE EFFECTIVENESS OF PUBLIC SECONDARY SCHOOL PRINCIPALS IN DELTA AND EDO STATES

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ABSTRACT

This study investigated the impact of managerial styles on administrative effectiveness of public secondary school principals in Delta and Edo States. Six research questions were raised and four null hypotheses formulated to guide the study. The population consisted of 17,391 principals and teachers in Delta and Edo States. The sample consisted of 2,612. Simple and stratified random sampling techniques were employed. The research instruments for this study is a questionnaire. Face and content validities of the instrument were established through experts' judgement. The instrument was tested for reliability using the Cronbach alpha reliability coefficient. The coefficient obtained include Autocratic Managerial Style Questionnaire = 0.821; Democratic Managerial Style Questionnaire = 0.899; Laissez-Faire Managerial Style Questionnaire = 0.937; Managerial Styles Questionnaire = 0.859; and Level of Administrative Effectiveness Questionnaire = 0.932. Mean, standard deviation, coefficient of determination and Pearson product moment correlation coefficient were used to analyse the data. All the hypotheses were tested at 0.05 level of significance. The findings of the study revealed that the managerial styles being applied by public secondary school principals in Delta and Edo States include democratic, autocratic and laissez-faire managerial styles. The study also found that a significant relationship exists between autocratic managerial style and administrative effectiveness; between democratic managerial style and administrative effectiveness; between laissez-faire managerial style and administrative effectiveness. The study recommended amongst others, that principals should receive periodic leadership development training to refine their use of managerial styles, ensuring

they apply the most context-appropriate style to enhance staff collaboration, motivation, and school performance.

KEYWORDS: Managerial Styles; Administrative Effectiveness; Democratic Managerial Styles, Autocratic Managerial Styles; Laissez-Faire Managerial Style.

INTRODUCTION

Education is seen as the backbone of development in any nation. It improves the quality of life of a society through refinement of its potentials. Education further enhances the application of man's achievement towards improvement of his environment. In every known great nation, therefore, national development was preceded and accomplished by educational advancement. Today, there is an increasing faith in the casual relationship between education and economic development especially in developing countries like Nigeria. Education is the pillar for economic, social-cultural and political development of nations and individuals. Different levels of education exist in Nigeria. They include the pre-primary, primary, secondary and tertiary education.

The secondary school system is a very crucial level of educational system. It refers to the level of education that comes after primary education and typically lasts for six years. It could also be referred to as the bridge between the primary and tertiary institutions. It is divided into two levels: Junior Secondary School (JSS) and Senior Secondary School (SSS). Students in Nigeria are expected to complete JSS before proceeding to SSS. Junior secondary education in Nigeria lasts for three years, from JSS1 to JSS3. During this period, students are exposed to a wide range of subjects such as English language, mathematics, science, social studies, and vocational studies. The curriculum is designed to provide a broad-based education that equips students with the foundational knowledge and skills necessary for academic and vocational pursuits.

After completing JSS3, students sit for a national examination called the Basic Education Certificate Examination (BECE). The exam assesses students' proficiency in the core subjects taught at the junior secondary level and is a requirement for proceeding to the senior secondary level. Senior secondary education in Nigeria lasts for three years, from SS1 to SS3. Students at this level are expected to select a specific field of study, which determines the subjects they will take in their final examinations. The curriculum is more specialized and focused on preparing students for higher education or vocational pursuits.

Secondary education in Nigeria aims to provide students with a solid educational foundation that prepares them for higher education or vocational pursuits. Secondary schools are headed by principals who are appointed by the government or private school owners. The principals of the public secondary schools in Edo and Delta States are responsible for overseeing the overall administration of the schools, including the management of staff, the coordination of academic activities, and the implementation of school policies and procedures. He or she works closely with the teaching staff to ensure that the curriculum is up-to-date, relevant, and aligned with national educational standards. The principal is responsible for the welfare and discipline of students, ensuring that they are safe, healthy, and engaged in their education. He or she also works to maintain a positive school culture and fosters an environment that supports student learning and development; works closely with parents and the wider community to build positive relationships and ensure that the school is meeting the needs of all stakeholders.; and is responsible for the financial management of the school, including budgeting, fundraising, and resource allocation.

These herculean tasks of the school principal in Edo and Delta States entail that he or she needs to be highly effective in his or her administrative duties if the goals of the secondary school education must be achieved. Most principals in public secondary schools in Edo and Delta states appear to have failed to provide a quality educational foundation for the students because the principals of these schools do not take trips to the classroom to supervise the teachers when they are in the classrooms. Due to this negligence, some teachers' presentations in the classrooms seem to be very poor. For example, in a certain secondary school in Delta State, a teacher teaching English studies taught her students bad sentence construction like "This is a boys" and "This is a girls," and the teacher asked the students to echo it in the classroom. This kind of situation can be avoided if the principal goes round the school during lesson. This situation may not be applicable to this school alone but to some other public secondary schools in Edo and Delta States.

On the other hand, there are good schools that seem to be doing well and have met the standard of providing a quality educational foundation for students in Edo and Delta states because the principals take it as a duty to go round daily during lesson hours to ensure quality education. The principal who is the administrative head of the school ensures the safety of students and staff of the school, should have good administrative skills to achieve its educational goals. It seems that most principals are just after the salary and not the well-being of the students and staff. From experience and interactions with some staff and students of various schools, most principals in Edo and Delta states appear unconcerned about the state

of the school environment. If principals are not concerned about the school environment, it will be difficult to ensure the safety of the students and staff. In a certain public secondary school in Delta state, students who were already in the school premises, whom their parents had dropped off, left the school with the excuse of going out to buy pen and pencil, which is not proper because if anything bad happens along the way, the school will be held responsible. On the other hand, there are also good principals with efficient administrative behaviour who go all out to employ able body security personnel, and also assigns staff to stand at the gate and move around the school to ensure students' safety as well as that of the staff.

Besides the safety of the students and staff, there seems to be a lack of mutual respect between students and teachers, and teachers and the principal in the school. This could be as a result of an inefficient administrative behaviour. In some secondary schools in Edo and Delta states, students reportedly fought with teachers because they were asked questions in the classroom, and when they could not answer, the teacher asked them to remain standing, hence the crises. When the principal heard about it, the principal only asked the students to kneel down and told the teacher that he should have ignored the students. Due to the improper managerial skill to salvage the situation, a similar incident happened in a neighbouring school. Administrative effectiveness refers to the ability of an organization or its leaders to achieve their goals and objectives in an efficient, timely, and cost-effective manner (Anho & Iroroturi, 2020). It is a measure of how well an organization's resources are managed and utilized to achieve its mission and goals. Administrative effectiveness is also a deliberate response to administrative efforts and actions with the intention to fulfil stated goals. These include administrative performance in decision making, delegation of duties and setting of examples. Principals' administrative effectiveness can be viewed as the extent to which secondary school principals in Edo and Delta States achieve the goals and objectives of their schools. It also refers to the ability of school principals to carry out administrative tasks related to instructional management, internal relations, organisation management, administration, students' performance and school-community relations toward achieving the school goals and objectives. Administrative effectiveness is often measured through various performance indicators, such as the ability to meet deadlines, manage resources effectively, maintain high-quality standards, and provide timely and accurate reports. It is a critical factor in the success of the school, as it ensures that the school is meeting the needs of its stakeholders and delivering its goals. Effective administration requires strong leadership, clear communication, and the ability to make informed decisions based on sound data and analysis. It also requires

a commitment to continuous improvement and the ability to adapt to changing circumstances and challenges.

Several factors can influence the administrative effectiveness of principals in Edo and Delta States in Nigeria. Some of these factors may be funding, school infrastructure, staffing, policy environment, leadership, parental involvement, and government support. However, the focus of this study is on the relationship between managerial style and administrative effectiveness of public secondary school principals in Edo and Delta States. By addressing these factors, it is hoped that principals can lead successful schools that deliver quality education to students. School principals' managerial styles refer to the approach used to manage the school, make decisions, and interact with their staff and students. There are different types of managerial styles that school principals in Edo and Delta States can adopt to achieve educational goals. Some of the common managerial styles are autocratic, democratic, laissez-faire, transformational, transactional and servant managerial styles, each of which have several ways of influencing the administrative effectiveness of public secondary school principals in Edo and Delta States.

The autocratic managerial style is characterized by a high degree of centralization of power and decision-making authority in the hands of the principal. In this style, the principal in Edo and Delta States makes decisions without seeking input from teachers, staff, or students. The autocratic style can have both positive and negative effects on the administrative effectiveness of secondary school principals in Edo and Delta States. On the positive side, an autocratic principal in Edo and Delta States can provide clear direction and swift decision-making. This can be especially important in times of crisis or when quick action is needed. Autocratic principals may also be more likely to implement unpopular decisions that are necessary for the school's long-term success, such as budget cuts or staff layoffs (Wagbara & Ukaigwep, 2019).

However, the autocratic style can also have negative effects on administrative effectiveness. When a principal makes all the decisions without input from others, they may miss important perspectives or insights that could improve decision-making. This can lead to a lack of buy-in or ownership among staff and students, who may feel excluded from the decision-making process. In turn, this can lead to a lack of motivation and a decrease in staff morale, which can ultimately harm the school's performance. Furthermore, an autocratic principal in Edo and Delta States may be less willing to delegate authority or encourage creativity and innovation among staff and students. This can result in a lack of professional development opportunities and a stifling of new ideas that could improve the school's performance.

On the other hand, the democratic managerial style is characterized by a collaborative approach to decision-making, in which the principal seeks input and feedback from teachers, staff, and students. In this style, the principal values the opinions of others and is willing to share decision-making authority. The democratic style can have both positive and negative effects on the administrative effectiveness of principals in public secondary schools in Edo and Delta States. On the positive side, a democratic principal can foster a sense of ownership and buy-in among staff and students, leading to increased motivation and engagement. This can result in a more positive school culture and improved student outcomes. In addition, decision-making process can result in more well-rounded and informed decisions that take into account the needs and perspectives of all stakeholders (Achimugu & Obaka, 2019).

However, the democratic style can also have negative effects on administrative effectiveness. Collaboration and consensus-building can be time-consuming, and decision-making may be slower than with an autocratic approach. In addition, when everyone has a say in decision-making, it can be difficult to reach consensus, and some stakeholders may feel ignored or left out of the process. This can lead to a lack of direction and focus, which can harm the school's performance. Furthermore, a democratic principal in public secondary schools in Edo and Delta States may struggle with making unpopular decisions or enforcing policies, as they may be reluctant to go against the will of the majority. This can result in a lack of accountability and a failure to address issues that are negatively affecting the school (Ogalo, 2013).

The laissez-faire managerial style is characterized by a hands-off approach to leadership, in which the principal provides minimal guidance and direction, allowing staff and students to work independently and make their own decisions. In this style, the principal trusts in the abilities and expertise of their staff and delegates decisionmaking authority to them. The laissez-faire style can have both positive and negative effects on the administrative effectiveness of principals in public secondary school in Edo and Delta States. On the positive side, a laissez-faire principal can empower staff and students to take ownership of their work and develop creative solutions to problems. This can lead to increased innovation, motivation, and engagement. Additionally, staff and students may feel trusted and valued, which can result in a positive school culture (Igwe, et al., 2017). The laissez-faire style can also have negative effects on administrative effectiveness. According to Madu (2014), when there is a lack of guidance and direction, staff and students may struggle to understand priorities and goals, leading to confusion and a lack of focus. Additionally, in the absence of clear expectations and accountability, there may be a lack of quality control or consistent performance standards. This can harm the school's performance and outcomes. Furthermore,

a laissez-faire principal may struggle with addressing conflicts or enforcing policies, as they may be reluctant to interfere with the independence of staff and students. This can lead to a lack of accountability and a failure to address issues that are negatively affecting the school.

The transformational managerial style is characterized by a focus on inspiring and motivating staff and students to achieve their best, through a shared vision and values. Transformational leaders seek to create a positive and supportive culture, encouraging innovation, growth and change. The transformational style can have many positive effects on the administrative effectiveness of principals in public secondary schools in Edo and Delta States. Firstly, by creating a vision for the school and inspiring staff and students to share it, transformational principals can create a sense of purpose and direction, helping to guide decision-making and prioritization. Additionally, by focusing on individual growth and development, transformational leaders can help staff and students to develop their skills and achieve their potential, which can lead to improved performance and outcomes. Furthermore, by creating a positive and supportive culture, transformational leaders can foster a sense of belonging and engagement, which can lead to improved morale and motivation. This can help to create a positive learning environment, where students feel safe and valued (Goddey, 2017).

However, the transformational style can also have some negative effects on administrative effectiveness. Firstly, by focusing on individual growth and development, it can be difficult to create consistency and accountability across the school, particularly if different staff and students have different priorities and goals. Additionally, by prioritizing inspiration and motivation, transformational leaders may be less focused on managing day-to-day operations and resolving practical issues. This can lead to a lack of structure or organization, which can harm the school's performance. The transactional managerial style is characterized by a focus on maintaining order and achieving specific goals, through a system of rewards and punishments. According to Bello et al. (2016), democratic, in this style, the principal sets clear expectations and provides incentives for meeting them, while also enforcing consequences for failing to meet them. The transactional style can have both positive and negative effects on the administrative effectiveness of principals secondary schools in Edo and Delta States. On the positive side, a transactional principal can create a clear and structured system for managing the school, with clear expectations and accountability measures. This can lead to a sense of order and predictability, which can be reassuring for staff and students. Additionally, by providing rewards and recognition for meeting expectations, a transactional leader can motivate staff and students to perform at their best (Bello et al., 2016).

However, the transactional style can also have negative effects on administrative effectiveness. When the focus is solely on meeting specific goals and maintaining order, there may be a lack of flexibility or adaptability to changing circumstances. Additionally, staff and students may feel constrained by the system of rewards and punishments, leading to a lack of creativity or initiative. Furthermore, a transactional principal may be less effective at fostering a positive school culture or addressing underlying issues. By focusing on compliance rather than engagement, a transactional leader may miss opportunities to create a sense of belonging and shared purpose among staff and students. The servant leadership managerial style is characterized by a focus on serving the needs of staff and students, rather than seeking power or control. According to AlSafran et al. (2014), servant leaders prioritize empathy, collaboration, and empowerment, with the goal of creating a positive and supportive environment where staff and students can thrive. The servant managerial style can have many positive effects on the administrative effectiveness of secondary school principals in Edo and Delta States. Firstly, by prioritizing the needs of staff and students, servant leaders can create a culture of trust and respect, where everyone feels valued and supported. This can lead to improved morale, motivation, and engagement, which can translate into improved performance and outcomes (Waveru & Orondho, 2014). Additionally, by fostering collaboration and empowerment, servant leaders can encourage creativity and innovation, as well as build a sense of ownership and responsibility among staff and students. This can lead to a more inclusive and participatory decision-making process, with input from all stakeholders. Furthermore, by emphasizing empathy and understanding, servant leaders can create a safe and nurturing environment where staff and students feel comfortable sharing their ideas, concerns, and feedback. This can lead to a more positive and collaborative school culture, with a focus on continuous improvement and growth (Igwe et al., 2017).

Consequently, the servant managerial style may also have some potential limitations on administrative effectiveness. In particular, a servant leader may struggle with making difficult decisions or enforcing policies that are unpopular, if they conflict with the needs or desires of staff and students. Additionally, by prioritizing collaboration and empowerment, servant leaders may struggle with creating structure or discipline within the school environment, which can lead to a lack of accountability or clear direction (Obama et al., 2016). The managerial style principals of public secondary schools in Edo and Delta States can vary based on their individual characteristics and the context of their school environment. Overall, a school principal's managerial style can have a significant impact on the school's culture,

morale, and success. The most effective style will depend on the school's context, the principal's skills and personality, and the needs of their staff and students.

Research Questions

The following research questions were raised and answered in the study:

1. What are the managerial styles of public secondary school principals in Delta and Edo States?
2. What is the level of administrative effectiveness of public secondary school principals in Delta and Edo States?
3. What is the relationship between autocratic managerial style and administrative effectiveness of public secondary school principals in Delta and Edo States?
4. What is the relationship between democratic managerial style and administrative effectiveness of public secondary school principals in Delta and Edo States?
5. What is the relationship between laissez-faire managerial style and administrative effectiveness of public secondary school principals in Delta and Edo States?
6. What is the relationship among managerial styles and administrative effectiveness of public secondary school principals in Delta and Edo States?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

1. There is no significant relationship between autocratic managerial style and administrative effectiveness of public secondary school principals in Delta and Edo States
2. There is no significant relationship between democratic managerial style and administrative effectiveness of public secondary school principals in Delta and Edo States
3. There is no significant relationship between laissez-faire managerial style and administrative effectiveness of public secondary school principals in Delta and Edo States
4. There is no significant relationship between managerial styles and administrative effectiveness of public secondary school principals in Delta and Edo States

METHODS

The study adopted the correlational method of *ex-post facto* research design. The population of the study consisted of 17,391 principals and teachers in Delta and Edo States. It is made up of 14,745 teachers and 474 principals in public secondary schools across the 25 Local Government Areas of Delta State; 1,863 teachers and 309 principals in Edo State. The sample for this study consisted of 2,612, made up of 2,220 teachers and 392 principals. The sample was further divided into 1,475 teachers in Delta State and 745 teachers in Edo State, representing 10% and 40% of the total population respectively; 237 principals in Delta State and 155 principals in Edo State, representing 50% of the total population. This resulted in a total sample of 2,612 teachers and principals in public secondary schools in Delta and Edo States. Simple and stratified random sampling techniques was employed. The sample was stratified based on the geographical locations (Delta State and Edo State) and the roles within the educational system (teachers and principals). First, the population was divided into two strata: teachers and principals. Within each stratum, further stratification occurred based on the specific states (Delta State and Edo State). For the teachers, the sample was stratified such that 10% of the total population of teachers in Delta State and 40% of the total population of teachers in Edo State were included in the sample. Similarly, for the principals, 50% of the total population of principals in each state were included in the sample. This resulted in a total sample of 2,612 teachers and principals from public secondary schools in Delta and Edo States.

The research instruments for this study was a questionnaire. The instrument is titled “Questionnaire on Managerial Styles and Administrative Effectiveness of Principals.” It contains six sections: Section A gathered demographic data. The remaining sections will contain the following:

Section B: Autocratic Managerial Style Questionnaire: This questionnaire contains 15 items constructed by the researcher to measure perceived autocratic managerial style of principals as perceived by the teachers.

Section C: Democratic Managerial Style Questionnaire: This questionnaire contains 15 items constructed by the researcher to measure perceived democratic managerial style of principals as perceived by the teachers.

Section D: Laissez-Faire Managerial Style Questionnaire: This questionnaire contains 15 items constructed by the researcher to measure perceived laissez-faire managerial style of principals as perceived by the teachers.

Section E: Managerial Styles Questionnaire: This questionnaire contains 15 items constructed by the researcher to measure a range of aspects related to managerial styles, including communication, decision-making, leadership approach, autonomy, feedback, and support for professional growth.

Section F: Level of Administrative Effectiveness Questionnaire: This questionnaire contains 15 items constructed by the researcher to measure various aspects of administrative effectiveness, including communication, leadership, problem-solving, resource management, and school climate.

The validation process of the instrument was conducted meticulously, employing both face and content validities to ensure its accuracy. The drafted questionnaire passed through a thorough assessment by a panel of experts with diverse backgrounds in educational research. This panel included the four experts from the department of Educational Management and Foundations. Additionally, and an expert in the field of Measurement and Evaluation, from the department of Guidance and Counselling, Delta State University, Abraka, was also engaged in the validation process. This collaborative effort involved an in-depth analysis of the questionnaire, with each expert offering valuable insights, suggestions, and constructive criticism. Their collective expertise was instrumental in identifying potential weaknesses and areas for improvement in the instrument. These comments and recommendations from the experts played a pivotal role in the improvement of the questionnaire. As a result, the final construction of the instrument benefited significantly from this collaborative scrutiny, ensuring its robustness and suitability for the research objectives.

The instrument was tested for reliability using the Cronbach alpha reliability coefficient, which is a measure of internal consistency. A total of 30 copies of the questionnaire were administered to 30 teachers and principals from Bayelsa State, which is not part of the study area. The reason for another location is because it will afford the researcher opportunity of testing the reliability of the instrument on a population similar to the original population of the study. The data obtained were subjected to Cronbach alpha reliability coefficient, a statistical analysis method, which is used to evaluate how well the items within the questionnaire are correlated with each other, essentially gauging the instrument's internal consistency. The coefficient obtained include Autocratic Managerial Style Questionnaire = 0.821; Democratic Managerial Style Questionnaire = 0.899; Laissez-Faire Managerial Style Questionnaire = 0.937; Managerial Styles Questionnaire = 0.859; and Level of Administrative Effectiveness Questionnaire = 0.932.

The researchers and five trained research assistants personally administered the instrument to the respondents. The research assistants were briefed on the study's purpose and how to administer and collect the questionnaires. Prior to the data administration, permission was taken from principals in the various schools that were used for the purpose. On the day of administration, the researcher and the research assistants went to the various schools to introduce themselves to the teachers who introduced them to the teachers. The researcher explained to the teachers and principals that the process is completely voluntary. The administration of test took a period of six weeks. The researchers used descriptive and inferential statistics to analyse the data obtained. Mean and standard deviation were used to answer research questions 1 and 2 while coefficient of determination was used to answer research questions 3-6. Pearson product moment correlation coefficient was used to test the hypotheses 1-3 while multiple regression statistics was used to test hypothesis 4. The hypotheses were tested at 0.05 level of significance. The Statistical Package for Social Sciences (SPSS) version 26 was used to run the analysis.

RESULTS

Research Question 1: What are the managerial styles of public secondary school principals in Delta and Edo States?

Table 1: Mean rating of the managerial styles of public secondary school principals in Delta and Edo States.

S/N	Managerial Styles	Delta N=1,475			Edo N=1,475			Both States		
		Mean	SD	Remark	Mean	SD	Remark	Mean	SD	Remark
1	Democratic Managerial Style	2.85	0.51	Agree	2.86	0.49	High	2.86	0.51	Agree
2	Autocratic Managerial Style	2.97	0.31	Agree	2.98	0.30	High	2.97	0.30	Agree
3	Laissez-Faire Managerial Style	2.54	0.36	Agree	2.54	0.33	Moderate	2.54	0.35	Agree
Grand Mean		2.79	0.40	Agree	2.79	0.37	Agree	2.79	0.39	Agree
Criterion Mean = 2.50										

Table 1 shows the managerial styles of public secondary school principals in Delta and Edo States. The result shows that all three managerial styles are rated highly in both states, as their mean scores exceed the criterion mean of 2.50. Specifically, the democratic managerial style has a mean score of 2.85 (SD = 0.51) in Delta State and 2.86 (SD = 0.49) in Edo State, both interpreted as high. The autocratic managerial style was also rated high, with Delta State recording a mean of 2.97 (SD = 0.31) and Edo State 2.98 (SD = 0.30). The laissez-faire managerial style received a mean score of 2.54 in both states (Delta SD = 0.36; Edo SD =

0.33), which is slightly above the benchmark, indicating that principals also tend to adopt a hands-off approach in certain situations. The equal mean scores suggest a uniform perception of this managerial style across the two states. This means that the managerial styles of public secondary school principals in Delta and Edo States include democratic autocratic and laissez-faire managerial styles.

Research Question 2: What is the level of administrative effectiveness of public secondary school principals in Delta and Edo States?

Table 2: Mean rating of the level of administrative effectiveness of public secondary school principals in Delta and Edo States.

S/N	Statement	Delta N=1,475			Edo N=155			Both States		
		Mean	SD	Remark	Mean	SD	Remark	Mean	SD	Remark
1	My principal effectively communicates school goals and objectives to the staff.	2.98	0.70	High	2.99	0.63	High	2.98	0.68	High
2	My principal demonstrates strong organizational skills in managing school resources.	2.97	0.72	High	2.97	0.71	High	2.97	0.71	High
3	Teachers feel supported by my principal in their professional development.	2.99	0.68	High	3.01	0.66	High	3.00	0.67	High
4	My principal effectively addresses conflicts and issues within the school.	3.01	0.68	High	3.01	0.65	High	3.01	0.67	High
5	My principal promotes a positive and inclusive school culture.	2.99	0.62	High	3.02	0.61	High	3.00	0.62	High
6	Teachers perceive that my principal is fair and consistent in decision-making.	2.97	0.66	High	2.99	0.62	High	2.98	0.65	High
7	My principal fosters an environment conducive to teaching and learning.	2.90	0.68	High	2.93	0.68	High	2.91	0.68	High
8	Teachers feel that my principal values their contributions and feedback.	2.85	0.74	High	2.89	0.74	High	2.87	0.74	High
9	My principal effectively manages school budgets and resources.	2.87	0.71	High	2.88	0.71	High	2.88	0.71	High
10	Teachers believe that my principal provides clear and achievable goals.	2.90	0.70	High	2.89	0.69	High	2.89	0.70	High
11	My principal actively seeks ways to improve the school's	2.93	0.68	High	2.93	0.69	High	2.93	0.69	High

	academic performance.									
12	Teachers feel that my principal is responsive to their concerns and needs.	2.94	0.72	High	2.91	0.70	High	2.93	0.71	High
13	My principal encourages collaboration and teamwork among staff.	2.94	0.61	High	2.92	0.60	High	2.93	0.61	High
14	Teachers perceive that my principal effectively handles discipline and behaviour issues.	2.93	0.65	High	2.94	0.64	High	2.94	0.65	High
15	My principal promotes a safe and secure learning environment for students and staff.	2.91	0.73	High	2.93	0.72	High	2.91	0.73	High
Grand Mean		2.94	0.69	High	2.95	0.67	High	2.94	0.68	High
Criterion Mean = 2.50										

Table 2 shows the level of administrative effectiveness of public secondary school principals in Delta and Edo States. The result shows that the level of administrative effectiveness of public secondary school principals in both Delta and Edo States is generally high. This is because of the grand means of 2.94 (SD = 0.69) in Delta State and 2.95 (SD = 0.67) in Edo State, both of which surpass the criterion mean of 2.50.

Research Question 3: What is the relationship between autocratic managerial style and administrative effectiveness of public secondary school principals in Delta and Edo States?

Table 3: Correlation and coefficient of determination of the relationship between autocratic managerial style and administrative effectiveness of public secondary school principals in Delta and Edo States.

State	Variable	N	Mean	SD	r	r ²	r ² %	Decision
Delta	Autocratic Managerial Style	1,475	2.85	0.51	0.943	0.889	88.9	Positive Relationship
	Administrative Effectiveness		2.94	0.48				
Edo	Autocratic Managerial Style	745	2.86	0.49	0.935	0.874	87.4	Positive Relationship
	Administrative Effectiveness		2.95	0.47				
Both States	Autocratic Managerial Style	2,220	2.85	0.51	0.94	0.88	88	Positive Relationship
	Administrative Effectiveness		2.94	0.49				

Table 3 shows a correlation coefficient of determination which was carried out to examine the relationship between autocratic managerial style and administrative effectiveness of public secondary school principals in Delta and Edo States. The result reveals a statistically strong and positive relationship in both states. In Delta State, the correlation coefficient (r) between autocratic managerial style and administrative effectiveness is 0.943, indicating a very high positive relationship. This means that as the autocratic managerial style increases among principals, their level of administrative effectiveness also tends to increase significantly. The coefficient of determination (r^2) is 0.889, suggesting that approximately 88.9% of the variation in administrative effectiveness can be explained by the use of autocratic managerial style in Delta State. In Edo State, the results are consistent with those of Delta. The correlation coefficient (r) is 0.935, also indicating a very strong positive relationship between autocratic managerial style and administrative effectiveness. The r^2 value of 0.874 reveals that 87.4% of the variation in principals' administrative effectiveness can be attributed to their use of autocratic management approaches.

Research Question 4: What is the relationship between democratic managerial style and administrative effectiveness of public secondary school principals in Delta and Edo States?

Table 4: Correlation and coefficient of determination of the relationship between democratic managerial style and administrative effectiveness of public secondary school principals in Delta and Edo States.

State	Variable	N	Mean	SD	r	r^2	$r^2\%$	Decision
Delta	Democratic Managerial Style	1,475	2.85	0.51	0.943	0.889	88.9	Positive Relationship
	Administrative Effectiveness		2.94	0.48				
Edo	Democratic Managerial Style	745	2.86	0.49	0.935	0.874	87.4	Positive Relationship
	Administrative Effectiveness		2.95	0.47				
Both States	Democratic Managerial Style	2,220	2.97	0.31	0.79	0.62	62	Positive Relationship
	Administrative Effectiveness		2.94	0.49				

Table 4 shows a correlation coefficient of determination which was carried out to examine the relationship between democratic managerial style and administrative effectiveness of public secondary school principals in Delta and Edo States. The result reveals a strong and positive association in both states. In Delta State, the correlation coefficient (r) is 0.943, indicating a

very high positive relationship between democratic managerial style and administrative effectiveness. The coefficient of determination (r^2) is 0.889, meaning that approximately 88.9% of the variance in administrative effectiveness among principals in Delta State can be explained by their use of democratic managerial style. In Edo State, the findings show a correlation coefficient (r) of 0.935, also signifying a very strong positive relationship between democratic managerial style and administrative effectiveness. The r^2 value of 0.874 implies that 87.4% of the variation in administrative effectiveness is attributable to democratic leadership practices among principals in public secondary schools.

Research Question 5: What is the relationship between laissez-faire managerial style and administrative effectiveness of public secondary school principals in Delta and Edo States?

Table 5: Correlation and coefficient of determination of the relationship between laissez-faire managerial style and administrative effectiveness of public secondary school principals in Delta and Edo States.

State	Variable	N	Mean	SD	r	r^2	$r^2\%$	Decision
Delta	Laissez-Faire Managerial Style	1,475	2.54	0.36	0.672	0.452	45.2	Positive Relationship
	Administrative Effectiveness		2.94	0.48				
Edo	Laissez-Faire Managerial Style	745	2.54	0.33	0.603	0.364	36.4	Positive Relationship
	Administrative Effectiveness		2.95	0.47				
Both States	Laissez-Faire Managerial Style	2,220	2.53	0.36	0.65	0.42	42	Positive Relationship
	Administrative Effectiveness		2.94	0.49				

Table 5 shows a correlation coefficient of determination which was carried out to examine the relationship between laissez-faire managerial style and administrative effectiveness of public secondary school principals in Delta and Edo States. The result reveals a moderate positive association in both states, although notably weaker than the relationships observed for other managerial styles. In Delta State, the correlation coefficient (r) is 0.672, indicating a moderate positive relationship between laissez-faire managerial style and administrative effectiveness. The coefficient of determination (r^2) is 0.452, meaning that about 45.2% of the variation in administrative effectiveness can be explained by the laissez-faire approach. In Edo State, the findings show a correlation coefficient (r) of 0.603, which also indicates a moderate positive relationship between laissez-faire managerial style and administrative effectiveness, but it is

weaker than that of Delta State. The r^2 value of 0.364 implies that only 36.4% of the variance in administrative effectiveness among principals is attributable to their adoption of laissez-faire practices.

Research Question 6: What is the relationship among managerial styles and administrative effectiveness of public secondary school principals in Delta and Edo States?

Table 6: Correlation and coefficient of determination of the relationship among managerial styles and administrative effectiveness of public secondary school principals in Delta and Edo States.

State	Variable	N	Mean	SD	R	R ²	R ² %	Decision
Delta	Autocratic Managerial Style	1,475	2.85	0.51	0.957	0.916	91.6	Positive Relationship
	Democratic Managerial Style		2.97	0.31				
	Laissez-Faire Managerial Style		2.54	0.36				
	Administrative Effectiveness		2.94	0.48				
Edo	Autocratic Managerial Style	745	2.86	0.49	0.949	0.900	90.0	Positive Relationship
	Democratic Managerial Style		2.98	0.30				
	Laissez-Faire Managerial Style		2.54	0.33				
	Administrative Effectiveness		2.95	0.47				
Both States	Autocratic Managerial Style	2,220	2.85	0.51	0.96	0.91	91	Positive Relationship
	Democratic Managerial Style		2.97	0.31				
	Laissez-Faire Managerial Style		2.53	0.36				
	Administrative Effectiveness		2.94	0.49				

Table 6 shows a correlation coefficient of determination which was carried out to examine the relationship among managerial styles and administrative effectiveness of public secondary school principals in Delta and Edo States. The result reveals a strong positive relationship in both states. In Delta State, the multiple correlation coefficient (R) is 0.957, indicating a very high positive relationship among the combined managerial styles and the administrative effectiveness of school principals. The coefficient of determination (R^2) is 0.916, suggesting that approximately 91.6% of the variance in administrative effectiveness can be explained by

the joint influence of the three managerial styles. In Edo State, the R value of 0.949 also denotes a strong positive relationship between the combination of managerial styles and administrative effectiveness. The R^2 value of 0.900 indicates that about 90.0% of the variation in administrative effectiveness is accounted for by principals' use of the three managerial styles.

Hypothesis 1: There is no significant relationship between autocratic managerial style and administrative effectiveness of public secondary school principals in Delta and Edo States

Table 7: Pearsons' Correlation analysis of the relationship between autocratic managerial style and administrative effectiveness of public secondary school principals in Delta and Edo States.

State	Variable	n	Mean	SD	r	r ²	r ² %	p	Remark
Delta	Autocratic Managerial Style	1,475	2.85	0.51	0.943	0.889	88.9	0.000	Significant
	Administrative Effectiveness		2.94	0.48					
Edo	Autocratic Managerial Style	745	2.86	0.49	0.935	0.874	87.4	0.000	Significant
	Administrative Effectiveness		2.95	0.47					
Bot States	Autocratic Managerial Style	2,220	2.85	0.51	0.94	0.88	88	0.000	Significant
	Administrative Effectiveness		2.94	0.49					

In Table 7, the researcher presented the result of a Pearson's correlation and coefficient of determination, which was used to examine the relationship between autocratic managerial style and administrative effectiveness of public secondary school principals in Delta and Edo States. The result reveals a strong and statistically significant relationship in both states. In Delta State, the Pearson correlation coefficient (r) is 0.943, indicating a very strong positive relationship between autocratic managerial style and administrative effectiveness. This relationship is further supported by the coefficient of determination (r^2) of 0.889, which suggests that 88.9% of the variation in administrative effectiveness among principals in Delta State can be explained by their autocratic managerial style. The associated p-value is 0.000, which is less than the 0.05 level of significance, leading to the rejection of the null hypothesis. This means that autocratic managerial style has a significant relationship with administrative effectiveness in Delta State. In Edo State, the result shows a Pearson correlation coefficient (r) of 0.935, also indicating a very strong positive relationship between autocratic managerial style and administrative effectiveness of public secondary school principals. The r^2 value is 0.874, which implies that 87.4% of the variance in administrative effectiveness is accounted for by autocratic managerial style. The p-value of 0.000 is also

below the 0.05 significance threshold, indicating that the relationship is statistically significant. Hence, the null hypothesis is rejected in Edo State as well.

Hypothesis 2: There is no significant relationship between democratic managerial style and administrative effectiveness of public secondary school principals in Delta and Edo States

Table 8: Pearsons' Correlation analysis of the relationship between democratic managerial style and administrative effectiveness of public secondary school principals in Delta and Edo States.

State	Variable	N	Mean	SD	r	r ²	r ² %	p	Remark
Delta	Democratic Managerial Style	1,475	2.85	0.51	0.943	0.889	88.9	0.000	Significant
	Administrative Effectiveness		2.94	0.48					
Edo	Democratic Managerial Style	745	2.86	0.49	0.935	0.874	87.4	0.000	Significant
	Administrative Effectiveness		2.95	0.47					
Both States	Democratic Managerial Style	2,220	2.97	0.31	0.79	0.62	62	0.000	Significant
	Administrative Effectiveness		2.94	0.49					

In Table 8, the researcher presented the result of a Pearson's correlation and coefficient of determination, which was used to examine the relationship between democratic managerial style and administrative effectiveness of public secondary school principals in Delta and Edo States. The result reveals a very strong and statistically significant positive relationship in both states. In Delta State, the Pearson correlation coefficient (r) is 0.943, indicating an exceptionally strong positive correlation between the principals' use of democratic managerial style and their level of administrative effectiveness. This high correlation is further clarified by the coefficient of determination (r²) of 0.889, which means that approximately 88.9% of the variance in administrative effectiveness among principals in Delta State can be attributed to their democratic managerial style. The corresponding p-value is 0.000, which is far below the 0.05 level of significance, leading to the rejection of the null hypothesis. This statistically confirms that democratic managerial style has a significant and substantial relationship with administrative effectiveness in Delta State. The results for Edo State show a comparable pattern. The Pearson correlation coefficient (r) is 0.935, which also reflects a very strong positive relationship between the use of democratic managerial style and administrative effectiveness. The coefficient of determination (r²) in this case is 0.874, indicating that 87.4% of the variability in administrative effectiveness among public secondary school principals can be explained by their democratic leadership approach. The p-value, again, is 0.000, confirming the statistical significance of the relationship and necessitating the rejection of the null hypothesis for Edo State as well.

Hypothesis 3: There is no significant relationship between laissez-faire managerial style and administrative effectiveness of public secondary school principals in Delta and Edo States

Table 9: Pearsons' Correlation analysis of the relationship between laissez-faire managerial style and administrative effectiveness of public secondary school principals in Delta and Edo States.

State	Variable	N	Mean	SD	r	r ²	r ² %	p	Remark
Delta	Laissez-Faire Managerial Style	1,475	2.54	0.36	0.672	0.452	45.2	0.000	Significant
	Administrative Effectiveness		2.94	0.48					
Edo	Laissez-Faire Managerial Style	745	2.54	0.33	0.603	0.364	36.4	0.000	Significant
	Administrative Effectiveness		2.95	0.47					
Both States	Laissez-Faire Managerial Style	2220	2.53	0.36	0.65	0.42	42	0.000	Significant
	Administrative Effectiveness		2.94	0.49					

In Table 9, the researcher presented the result of a Pearson's correlation and coefficient of determination, which was used to examine the relationship between laissez-faire managerial style and administrative effectiveness of public secondary school principals in Delta and Edo States. The result reveals a moderate but statistically significant positive relationship in both states. In Delta State, the Pearson correlation coefficient (r) is 0.672, suggesting a moderately strong positive association between the use of laissez-faire managerial style and administrative effectiveness. The coefficient of determination (r²) is 0.452, indicating that approximately 45.2% of the variation in administrative effectiveness among principals can be explained by the extent to which they adopt a laissez-faire leadership approach. The associated p-value is 0.000, which is well below the 0.05 level of significance, thus leading to the rejection of the null hypothesis. This means that, in Delta State, there is a statistically significant relationship between laissez-faire managerial style and administrative effectiveness. In Edo State, a similar but slightly weaker relationship is observed. The Pearson correlation coefficient (r) is 0.603, also indicating a moderate positive relationship between laissez-faire managerial style and administrative effectiveness. The coefficient of determination (r²) is 0.364, which means that 36.4% of the variance in administrative effectiveness among Edo State principals is explained by their use of the laissez-faire approach. The p-value of 0.000 again confirms the statistical significance of the relationship, leading to a rejection of the null hypothesis in Edo State as well.

Hypothesis 4: There is no significant relationship between managerial styles and administrative effectiveness of public secondary school principals in Delta and Edo States

Table 10: Multiple regression statistics of the relationship between managerial styles and administrative effectiveness of public secondary school principals in Delta and Edo States.

State	Model	Sum of Square	df	Mean Square	F-ratio	Sig
Delta	Regression	315.039	3	105.013	5320.187	.000 ^b
	Residual	29.035	1471	.020		
	Total	344.074	1474			
Edo	Regression	148.129	3	49.376	2234.027	.000 ^b
	Residual	16.378	741	.022		
	Total	164.506	744			
Both States	Regression	318.848	3	106.283	5088.442	.000 ^b
	Residual	30.725	2216	.021		
	Total	349.573	2219			
Variables in Equation						
	Model	Unstandardized Coefficient		Standardised Coefficient	t	Sig
		B	Std. Error	Beta		
Delta	(Constant)	-.295	.038		-7.679	.000
	Autocratic Managerial Style	.694	.011	.738	60.906	.000
	Democratic Managerial Style	.317	.017	.201	18.290	.000
	Laissez-Faire Managerial Style	.123	.013	.093	9.342	.000
Edo	(Constant)	-.339	.061		-5.585	.000
	Autocratic Managerial Style	.710	.018	.737	39.826	.000
	Democratic Managerial Style	.321	.026	.206	12.119	.000
	Laissez-Faire Managerial Style	.118	.020	.084	5.887	.000
Both States	(Constant)	-.326	.040		-8.133	.000
	Autocratic Managerial Style	.704	.012	.739	59.026	.000
	Democratic Managerial Style	.322	.018	.204	17.997	.000
	Laissez-Faire Managerial Style	.118	.013	.087	8.764	.000
Delta	$\alpha = 0.05, R = 0.957, R\text{-Square} = 0.916$					
Edo	$\alpha = 0.05, R = 0.949, R\text{-Square} = 0.900$					
Both States	$\alpha = 0.05, R = 0.96, R\text{-Square} = 0.91$					
a. Dependent Variable: Administrative Effectiveness						
b. Predictors (Constant): Laissez-Faire Managerial Style, Democratic Managerial Style, Autocratic Managerial Style						

In Table 10 a Multiple regression analysis was conducted to investigate the relationship between managerial styles and administrative effectiveness of public secondary school principals in Delta and Edo States. The result shows a strong and statistically significant relationship in both states. In Delta State, the regression model has an R value of 0.957 and an R-Square value of 0.916, indicating that 91.6% of the variation in administrative effectiveness can be explained by the combined influence of autocratic, democratic, and laissez-faire managerial styles. The F-ratio of 5320.187 with a p-value of 0.000 signifies that the model is statistically significant, and the null hypothesis is therefore rejected. This means managerial styles collectively have a significant impact on administrative effectiveness in Delta State. The result from Edo State reveals an R value of 0.949 and an R-Square value of 0.900, showing that 90% of the variance in administrative effectiveness is explained by the three managerial styles. The F-ratio of 2234.027 is also statistically significant with a p-value of 0.000, confirming that the model is meaningful and the null hypothesis is rejected in Edo State as well. This outcome affirms that managerial styles significantly predict administrative effectiveness among public secondary school principals in Edo State.

Further examination of the beta coefficients shows that among the three managerial styles, autocratic managerial style has the strongest positive influence on administrative effectiveness in both states, with standardized beta values of 0.738 for Delta and 0.737 for Edo. This indicates that autocratic leadership contributes most substantially to administrative effectiveness in these contexts. Democratic managerial style also contributes positively, but to a lesser extent, with beta values of 0.201 in Delta and 0.206 in Edo. Laissez-faire managerial style has the least contribution, with beta values of 0.093 in Delta and 0.084 in Edo, though still statistically significant.

DISCUSSIONS

The first finding revealed that the managerial styles being applied by public secondary school principals in Delta and Edo States include democratic, autocratic and laissez-faire managerial style. This finding suggests a dynamic approach to leadership, tailored to varying circumstances and challenges faced within the educational sector. Each of these managerial styles reflects different strategies principals adopt to achieve organizational goals, foster collaboration, and maintain control, depending on the specific demands of their schools. The democratic managerial style, characterized by participatory decision-making, indicates that some principals prioritize inclusivity and collective problem-solving. This style is particularly effective in schools where staff and teachers are experienced and motivated, as it encourages

collaboration, creativity, and shared responsibility. The application of this style likely stems from the need to build trust and commitment among staff, ensuring they feel valued and empowered, which can lead to improved morale and productivity.

In contrast, the autocratic style, which involves centralized decision-making and strict control, suggests that some principals face challenges that require firm and directive leadership. This style is often adopted in situations where discipline issues prevail, where urgent decisions must be made, or in schools with inexperienced or less motivated staff who require closer supervision. While this approach can be effective in maintaining order and ensuring compliance, it may limit innovation and reduce staff morale if applied excessively. The laissez-faire style, where principals delegate significant decision-making authority to staff, suggests a level of trust in the competence and self-direction of teachers and other staff members. This approach may be prevalent in schools with a well-established and experienced workforce capable of operating autonomously. However, it can also lead to a lack of coordination or accountability if not carefully monitored. The coexistence of these managerial styles within the region likely reflects the diverse challenges and contexts faced by schools in Delta and Edo States. Factors such as the varying levels of resources, teacher expertise, student population size, and community involvement play a significant role in shaping how principals manage their schools. Additionally, cultural expectations and historical leadership practices within the states might influence the adoption of specific styles.

The above finding agrees with study of Osagie and Momoh (2016), who found that principals who consistently achieved good student performance in the Senior School Certificate Examination exhibited transformational leadership behaviours, which align closely with democratic managerial styles. The finding also agrees with Oduma and Ossai (2024), who examined principals' administrative practices in Delta State and found that effective administrative practices, which encompass various managerial styles, enhance teachers' job performance. This underscores the importance of adopting appropriate managerial styles to foster a conducive working environment for teachers. The study however disagrees with Tonwe (2019), who indicated that public secondary school principals did not efficiently employ management strategies related to instructional leadership, decision-making, and school facilities management. This finding suggests a potential gap in the effective application of managerial styles, including democratic, autocratic, and laissez-faire, which could impact the achievement of educational objectives.

The second finding revealed that the level of administrative effectiveness of public secondary school principals in Delta and Edo States is high. This finding suggests that school leadership in these regions is proficient in managing school operations, implementing policies, and fostering a conducive learning environment. This level of effectiveness is a critical determinant of overall school performance, influencing both teacher productivity and student outcomes. It reflects the principals' ability to balance their roles as instructional leaders, managers, and community liaisons. High administrative effectiveness indicates that principals are successfully performing key functions such as planning, organizing, staffing, directing, and controlling school activities. It suggests that they are adept at resource allocation, maintaining discipline, and ensuring adherence to educational policies. Effective communication and conflict resolution skills, often essential for managing diverse stakeholders, may also contribute to their success. Furthermore, their leadership likely fosters collaboration among staff and promotes a culture of accountability and professionalism.

The above finding aligns with Omoike and Omoike (2015), who examined principals' administrative effectiveness in implementing quality assurance standards in public secondary schools in these states. The findings revealed that principals' administrative effectiveness was high, indicating their proficiency in managing school operations and adhering to established standards. Similarly, research by Omoregie and Osawe (2018) assessed the administrative effectiveness of principals in Delta State secondary schools. The study highlighted that principals were generally effective in their administrative tasks, with factors such as experience and gender influencing their performance.

The third finding showed that there is a significant relationship between autocratic managerial style and administrative effectiveness of public secondary school principals in Delta and Edo States. This finding suggests that, in some contexts, a centralized and directive leadership approach may contribute to achieving administrative goals. The autocratic style, characterized by strict control, clear directives, and minimal input from subordinates, can be effective in ensuring compliance with rules and achieving specific outcomes, particularly in environments that demand discipline and quick decision-making. This finding implies that principals who adopt an autocratic approach may effectively manage schools with pressing challenges such as indiscipline, underperforming staff, or resistance to change. By maintaining strict oversight, they may ensure that teachers and students adhere to established rules, meet deadlines, and achieve performance targets. In contexts where resources are limited or administrative challenges are prevalent, this style can create an environment of order and predictability, which is essential for meeting educational objectives.

Several reasons may explain this relationship. First, the socio-cultural context of Delta and Edo States, which may value hierarchical structures and respect for authority, might make the autocratic style more acceptable and effective. Second, the educational system's focus on measurable outcomes, such as student performance in standardized examinations, may compel principals to adopt a results-oriented approach that aligns with autocratic leadership. Additionally, the need to address systemic challenges, including resource constraints and accountability demands, may require principals to centralize decision-making and enforce compliance. However, while the autocratic managerial style can enhance administrative effectiveness in certain situations, it may also have limitations. Over-reliance on this approach can stifle innovation, reduce teacher morale, and hinder collaboration. Therefore, its effectiveness may be context-dependent, requiring principals to balance strict control with elements of participatory leadership to foster a more holistic and sustainable school environment.

The above finding is at variance with the study of Momoh and Marchie (2022), which revealed that the predominant leadership style was charismatic, with no significant relationship between principals' leadership style and their conflict management strategies. This suggests that while various leadership styles are employed, autocratic leadership may not significantly influence administrative effectiveness in this context. The finding also disagrees with Imhangbe and Okecha (2018), who found that democratic leadership style had a more positive impact on teachers' job performance compared to autocratic style, indicating that autocratic leadership may not be the most effective approach for administrative effectiveness in this region.

The fourth finding revealed that there is a significant relationship between democratic managerial style and administrative effectiveness of public secondary school principals in Delta and Edo States. This finding suggests that participatory leadership positively influences the efficiency and effectiveness of school administration. The democratic style, characterized by collaboration, inclusiveness, and shared decision-making, empowers teachers and other stakeholders to contribute to the management process. This approach fosters a sense of ownership, accountability, and commitment among staff, which are critical for achieving administrative goals. This relationship implies that principals who adopt democratic leadership are better equipped to build a cohesive and motivated team, ensuring smooth school operations. When teachers and staff are actively involved in decision-making, they are more likely to align with the school's vision and policies, resulting in improved cooperation and productivity. Democratic leadership also encourages innovative solutions and

adaptability, as the principal can draw from the diverse perspectives and expertise of the team.

Several factors could explain the effectiveness of the democratic managerial style in this context. First, the complex challenges in the education sector, such as curriculum implementation, resource allocation, and student management, require collaborative efforts for effective resolution. Second, the cultural and social dynamics in Delta and Edo States may favour participatory approaches that value inclusiveness and respect for diverse opinions. Third, democratic leadership fosters a positive school climate, which has been linked to improved teacher morale and student performance. Moreover, this leadership style aligns with contemporary educational management principles that prioritize stakeholder engagement and empowerment. For example, involving teachers in developing school policies and curricula can lead to more relevant and practical educational programmes. Similarly, engaging parents and the community in decision-making strengthens the support system for the school, enhancing its capacity to meet its objectives.

The above finding is consistent with the study of Imhangbe and Okecha (2018), which found the democratic leadership style had a more positive impact on teachers' job performance compared to the autocratic style, suggesting that democratic leadership may enhance administrative effectiveness in this context. The finding also agrees with Momoh and Marchie (2022), who investigated principals' leadership styles and conflict management strategies in public secondary schools in Edo State. The study revealed that the predominant leadership style was charismatic, with no significant relationship between principals' leadership style and their conflict management strategies. While this study does not directly link democratic leadership to administrative effectiveness, it highlights the diversity of leadership styles employed by principals in the region.

The fifth finding showed that there is a significant relationship between laissez-faire managerial style and administrative effectiveness of public secondary school principals in Delta and Edo States. This finding suggests that, under certain circumstances, a hands-off leadership approach can lead to positive outcomes in school administration. The laissez-faire style, which is characterized by minimal interference in decision-making and allowing staff to have considerable autonomy, may foster a sense of empowerment and responsibility among teachers and staff. This freedom can encourage innovation, creativity, and a more collaborative work environment, all of which contribute to the overall effectiveness of school management. The finding implies that in environments where staff are highly skilled, motivated, and experienced, the laissez-faire style may allow principals to delegate authority

and trust their team to manage day-to-day operations effectively. By offering autonomy, principals may enable teachers to employ their expertise and make decisions that directly improve student outcomes. Furthermore, such leadership may reduce the burden on the principal, allowing them to focus on broader strategic goals and fostering a culture of mutual respect and professional growth within the school.

Several factors could explain the effectiveness of the laissez-faire managerial style in this context. First, the level of competence and experience among teachers and school staff in Delta and Edo States may be high, making it feasible for principals to adopt a more hands-off approach. Teachers who are empowered to make decisions can implement best practices and adapt quickly to the needs of their students. Second, in schools where resources are relatively adequate and external pressures are low, the need for close supervision may diminish, allowing principals to adopt a more laissez-faire style without negatively impacting administrative outcomes. Third, the socio-cultural context of these regions, which may emphasize individual autonomy and responsibility, could make this leadership style more effective in fostering cooperation and achieving administrative goals. However, the laissez-faire style may not be universally effective across all schools. In environments where staff are less experienced or there are significant challenges, such as a lack of resources or discipline issues, a more directive leadership style may be necessary to ensure that the school functions efficiently. Therefore, the relationship between laissez-faire leadership and administrative effectiveness in Delta and Edo States suggests that while this style may be beneficial in certain contexts, its success depends on the readiness and capability of the staff, as well as the specific challenges faced by the school.

The above finding disagrees with Imhangbe and Okecha (2018), who found that democratic leadership style had a more positive impact on teachers' job performance compared to autocratic and laissez-faire styles. This suggests that laissez-faire leadership may not significantly enhance administrative effectiveness in this context. Similarly, research by Momoh and Marchie (2022) investigated principals' leadership styles and conflict management strategies in Edo State. The study revealed that the predominant leadership style was charismatic, with no significant relationship between principals' leadership style and their conflict management strategies. This indicates that laissez-faire leadership may not be prevalent or effective in this region.

The sixth finding revealed that there is a significant joint relationship between the various managerial styles and administrative effectiveness of public secondary school principals in Delta and Edo States. This finding suggests that principals' leadership styles collectively

influence the success of school administration. The combination of different managerial approaches can create a more balanced and adaptable leadership framework, allowing principals to address a wider range of administrative challenges. This finding implies that no single managerial style is sufficient on its own; instead, a blend of leadership styles enables principals to respond to the unique needs of their schools and staff. The significance of this joint relationship suggests that principals who employ a mix of democratic, autocratic, and laissez-faire approaches are better equipped to manage various aspects of school administration. For instance, a democratic style fosters collaboration, teacher engagement, and stakeholder involvement, which is essential for creating a positive school climate and ensuring high levels of motivation and performance among staff. On the other hand, an autocratic style can provide clear direction and discipline in situations that require quick decisions and firm control, such as addressing crises or maintaining order in under-resourced schools. The laissez-faire style, while more passive, can be useful in environments where teachers are highly experienced and capable, allowing them to make decisions independently and encouraging innovation.

Several factors may explain the effectiveness of combining these managerial styles in Delta and Edo States. First, the diverse nature of the challenges faced by principals in these regions—such as resource constraints, staff variability, and cultural differences—requires a flexible and multifaceted approach. By adopting different leadership styles based on the context, principals can tailor their strategies to meet specific needs. For example, during periods of uncertainty or conflict, an autocratic approach might be necessary to assert control, while in times of stability, a more democratic approach might be preferable to foster collaboration. Furthermore, the collaborative nature of the educational environment in these regions may require principals to be versatile in their leadership styles. For instance, when dealing with a highly motivated and experienced teaching staff, a laissez-faire approach may be more effective, whereas working with newer or less experienced staff may necessitate a more hands-on, autocratic approach. The ability to blend these styles based on the situation allows principals to maximize their administrative effectiveness, demonstrating that leadership flexibility and adaptability are key to successful school management.

The above finding agrees with Imhangbe and Okecha (2018), who found that democratic leadership style had a more positive impact on teachers' job performance compared to autocratic and laissez-faire styles. This suggests that a combination of leadership styles, particularly democratic, may enhance administrative effectiveness in this context. The finding also agrees with Momoh and Obiweluzor (2015), who revealed that principals'

administrative effectiveness was high, indicating that effective leadership practices contribute to successful school administration.

CONCLUSION AND RECOMMENDATIONS

Based on the findings of the study, it is therefore, concluded that while public secondary school principals in Delta and Edo States employ a range of managerial styles; democratic, autocratic, and laissez-faire, that are all significantly related to and collectively influence their high level of administrative effectiveness. This suggests that the leadership approaches adopted by principals are strong determinants of administrative effectiveness. Arising from the findings of this study, the following recommendations were made:

1. Principals should receive periodic leadership development training to refine their use of managerial styles, ensuring they apply the most context-appropriate style to enhance staff collaboration, motivation, and school performance.
2. State Ministries of Education should maintain and strengthen existing support systems, recognising and rewarding high-performing principals to sustain and further improve administrative effectiveness.
3. Principals should apply autocratic leadership judiciously, particularly in situations requiring quick decision-making or crisis management, while balancing it with more participatory approaches to maintain staff morale.
4. Principals should prioritise democratic leadership to encourage staff participation in decision-making, enhance teamwork, and strengthen collective ownership of school goals.
5. Laissez-faire leadership should be applied selectively, granting autonomy to experienced and self-motivated staff while ensuring proper monitoring and accountability mechanisms are in place.
6. Principals should adopt a flexible, situational leadership approach that blends different managerial styles to effectively respond to diverse school contexts and challenges.

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