

Application of Administrative Theories and School Administrators' Effectiveness in Public Senior Secondary Schools in Rivers State

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Abstract: *The study examined the relationship between the application of administrative theories and school administrators' effectiveness in public senior secondary schools in Rivers State. The study had 3 objectives, 3 research questions and 3 null hypotheses. The study adopted a correlational research design. The population of the study comprised 311 principals from 311 senior secondary schools in the 23 Local Government Areas of Rivers State. The entire population was used as the sample of the study depicting census sampling technique. The instruments of the study were titled: "Application of Administrative Theories Questionnaire" and School Administrators' Effectiveness Questionnaire". The instruments were structured on a four point rating scale and validated by experts. The Cronbach Alpha statistics was used to obtain reliability indexes of 0.88, 0.91, and 0.81. A total of 311 copies of the instruments were administered to the respondents, retrieved and used for data analyses. The research questions were answered using Pearson Product Moment Correlation, while the null hypotheses were tested using t-transformation statistics at 0.05 level of significance. The results of the study showed a significant relationship between the application of scientific, administrative and human relations theories and school administrators' effectiveness in public senior secondary schools in Rivers State. Therefore, it was concluded that the application of scientific, administrative and human relations theories have high, positive and significant relationship with school administrators' effectiveness in public senior secondary schools in Rivers State. Based on the conclusion, it was recommended amongst others that the administrative management theory should be adopted by principals since it leads to effectiveness in the administration of public senior secondary schools in Rivers State.*

Keywords: *School Administrators' Effectiveness, Scientific Management Theory, Administrative Management Theory, Human Relations Theory.*

Introduction

Administrative effectiveness is key to a successful educational administration because of its far-reaching effects in the accomplishment of school programmes, objectives and the attainment of educational goals. Principal's effectiveness or ineffectiveness would determine the level of discipline or indiscipline among teachers, students and other members of staff. The role and duties of the secondary school principal is so vital, that care ought to be exercised in appointing the right calibre of persons who have the aptitude, interest and character profile for the position. According to Adesina and Ogunsaju (2014), headship of a secondary school should not be for every teacher who has the requisite and professional qualification. Rather, it should be reserved

for those who in addition to the necessary academic and professional qualifications, have the essential qualities of a good teacher.

Principals have the onerous task of effective administration of secondary schools through a blend of planning, coordinating, order, flexibility and evaluation. Administrative strategies employed by an administrator are a function of the theoretical background or administrative theories upon which such an administrator operates. A theory according to Stewart, Harte and Sambrook (2010) is a supposition or a system of ideas intended to explain something. A theory could also be seen as the opinion, perception, explanation or system of beliefs held by an individual about a phenomenon or how things work.

Notably for effective school administration, the administrator needs to be knowledgeable in the theories, techniques and principles of school administration as a guide for action when necessary (Amadi, 2008). The theories employed in the administration of schools are regarded as administrative theories. These are specific theories employed by the school administrators in administering schools towards achieving educational goals. Typical examples of administrative theories are the scientific management theory, administrative management theory, bureaucratic theory and human relations theory among others (Win, 2010). However, Amie-Ogan (2022), asserted that some organizational theories that could be used to manage human resources (teachers) in schools are classical perspective, humanistic perspective, management science perspective, theory X and Y, contingency theory, total management theory, the learning environment and the technology driven work place.

The scientific management theory states that scientific management is an art of knowing exactly what you want your employees to do and ensuring that they do it in the best and most efficient manner. Applying this definition to school administration would mean that the administrator would ensure that the laid down tasks and functions to be performed by staff including teachers, administrative and other members of staff are carried out efficiently with high productivity. The administrator would also ensure that time and the very best options are taken to accomplish tasks. This infers that an administrator working with such theoretical background would emphasize best practice in work procedures. For example, the teachers must follow some accepted pattern of teaching to achieve desired result (World Class Education, 2020).

The administrative management theory emphasizes how an organization should be ideally operated to achieve organizational goals. It differs from the scientific management theory as it places emphasis on management functions and principles for effective management of an organization (Abah, 2017). The administrative processes include planning, organizing, commanding, coordinating and controlling (Fayol in Amie-Ogan, 2022). A school administrator trying to apply this theory would always seek to set out a plan of action for the school probably at the beginning of a term or session and after which will try to organize resources and engage other management functions towards achieving educational goals.

The human relations theory states that the achievement of organizational goals is as a result of adequate active participation and cooperation among staff. Furthermore, the theory has it that cooperation is achieved among staff when their welfare is taken into consideration by the management. This indicates that if the welfare of staff in a school are put into consideration, cooperation and active participation could be harvested among them towards educational goals achievement in the school (Win, 2010). Therefore, principals are at liberty to source for theories that best suit a problem or situation as they progress in their administrative duties in secondary schools.

Literature shows that there exist a relationship between application of administrative theory and administrative effectiveness (Mariyadas & Saravanakumar, 2022). Effectiveness means to bring about or to accomplish goals (Momoh & Obiweluzor, 2015). This implies that something is

termed effective if it is able to accomplish goals. In the light of the above, administrative effectiveness would mean the ability of an administrator to achieve set goals. Consequently, effective school administration would imply the ability of the school administration to accomplish educational goals. According to Manafa (2020), administrative effectiveness is measured in terms of output. For the school system, expected outputs include: students' academic performance, teachers' job performance as well as performance of non-teaching staff. Hence the study investigated application of administrative theories and school administrators' effectiveness in senior secondary schools in Rivers State.

Concept of Administration and Effectiveness

Administration is an important function of any successful organization including secondary schools. Kreitner (2013) defined administration as the process of working with and through others to effectively achieve organizational goal by effectively using limited resources in a changing environment. According to Sherlekar (2014), administration is the guidance, leadership, and control of the efforts of a group of people toward some common objectives. Kreitner (2013), further identified eight functions of administration as planning, decision making, organizing, staffing, communicating, motivating, leading and controlling. Administration from the various definitions offered, is seen to be a social and or interaction and economic process involving sequence of coordinating events which are planning, organizing, controlling and leading. These elements of administration can only be implemented when accompanied by effective communication and the effective use of available resources to achieve predetermined objectives.

The ultimate goal of formal education is its effectiveness. Ukeje, Okorie and Nwagbara in Bello (2013), defined the effectiveness of an educational institution as the extent to which students are achieving, the teachers are satisfied, staff morale is high and students' drop-out is low. Hence effectiveness relates to the accomplishment of cooperative purpose, which is social and non-personal in character. Administrative effectiveness in the school denotes the ability of the principal to achieve the goals and objectives of the school as an organization. Babatunde (2014) maintains that to achieve effectiveness in goal attainment, leaders should possess the ability to motivate people to willingly carry out their duties. This implies that principals as leaders of secondary schools should possess the skills to inspire members of the school where he heads to work together as a team to achieve goals set down by the school authority. It was further added that leadership is all about getting jobs done through people. This means that for a principal in a secondary school to get his job done, he needs the teachers and other members of staff to work cohesively with him and to achieve this, he certainly would be involved in carrying out some management or administrative functions.

Scientific Management Theory

The scientific management theory was developed by Frederick Winslow Taylor. This theory's focus is on improving efficiency and productivity by studying and analyzing work processes. It advocates for breaking down tasks into small, standardized units, and applying scientific methods to measure and improve performance (Arifin & Astuti, 2020). Scientific Management Theory, also known as Taylorism, is a management approach and is based on the idea that productivity and efficiency could be improved by applying scientific principles to the design and management of work processes as well as emphasizing the importance of task specialization and standardization (Taylor, 1911). The theory holds that to achieve productivity and efficiency in an organization, certain key principles must be adopted. These principles include: the use of time and motion studies, the development of standardized procedures, and the implementation of incentives to motivate workers. Management has the role of monitoring and controlling of work process to ensure effective implementation of the principles of the scientific management theory (López-Fernández & Fernández-Sánchez, 2020).

The application of Scientific Management Theory in educational administration has been described to enhance accountability and transparency in the management of educational institutions. Ankomah and Banoeng-Yakubo (2019) asserted that implementation of Scientific Management Theory improves accountability and transparency in school management, resulting in increased students performance and overall school effectiveness. However, some scholars have criticized the application of Scientific Management Theory in educational administration for its overemphasis on efficiency and productivity at the expense of other important factors such as teacher autonomy and student creativity. Akpan and Ogbuanya (2017) argued that the application of Scientific Management Theory in universities could lead to reduction in the autonomy of academic staff and stifle innovation and creativity among students.

However, the application of Scientific Management Theory in educational administration has both positive and negative effects. While it can improve efficiency and productivity, it can also stifle creativity and innovation. It is therefore important for educational administrators to carefully consider the principles of Scientific Management Theory and its potential impact before implementing it in educational institutions. In a more critical perspective, some studies have also explored the limitations and challenges of applying Scientific Management Theory in educational administration. Cai and Du (2017) argued that the theory's emphasis on efficiency and standardization could lead to neglect of individual differences and creativity among teachers and students. Similarly, Moeini and Malekian (2018) argued that the theory's application in education could lead to a reductionist view of teaching and learning as simply a matter of input and output.

Administrative Management Theory

The administrative management theory provides a framework for understanding the role of administration in achieving organizational effectiveness. In schools, administrative effectiveness is crucial for the achievement of educational goals. Several studies have shown that the application of administrative theories such as scientific management, administrative management, and bureaucratic management can lead to administrative effectiveness in schools (Kiguru, Ndirangu, & Karanja, 2017; Saqib, Saqib, Ahmad, & Ijaz, 2019; Tsai & Chen, 2017). For instance, the application of scientific management principles, such as standardization and division of labor, can improve efficiency in school administration (Tsai & Chen, 2017). The literature suggests that the application of administrative theory can lead to administrative effectiveness in schools, but a context-specific approach may be required for optimal results. The literature further shows that the application of administrative management theory could have a significant influence on administrative effectiveness in schools. Studies have found that the contingency approach, bureaucratic principles, transformational administration practices, and Henri Fayol's administrative theory can all lead to improved school effectiveness. The findings suggest that administrators should consider adopting these approaches to enhance their administrative practices and ultimately improve school performance (Al-Najjar & Al-Ma'aitah, 2020; Duru & Egbu, 2021; Tetteyio & Adekunle, 2016).

Henri Fayol, developed the administrative management theory which focuses on the management of the entire organization. Fayol identified five functions of management: planning, organizing, commanding, coordinating, and controlling which could enhance the achievement of organizational efficiency and effectiveness (Amie-Ogan in Amie-Ogan, Amadi, Osuji, Wey-Amaewhule and Sam-Kalagbor, 2023). The theory holds that these functions should be carried out by principals at all levels of the organization to achieve organizational goals. Literature reveals that the administrative management theory has been influential on management practices, particularly in the areas of organizational structure and design (Baqir & Malik 2021).

Human Relations Theory

The human relations theory was propounded in 1904 by Mary Parker Follett. The theory states that individuals are encouraged to participate actively in the pursuit of organizational goals when they are treated fairly. The proponent of the theory holds that the goals of an organization are better achieved when there is cooperation among workers and when their welfare is prioritized. The theory also holds that human problems in an organization could be minimized when there is cooperation among the workers. This is because employees are humans and not machines. The theory further holds that economic rewards are not the only motivators rather incentives such as recognition of personal values and encouraging their sense of achievement could make them productive.

The theory apart from being accepted as the basis of democratic administration is important because building of a dynamic interpersonal relationship is an important issue in school management (Ukpong & Ekpoh, 2011). Thus, the principal can achieve this through effective communication; delegation of functions to teachers; collaborative decision making; developing interest in teachers' welfare; and maintaining open-door policy with the staff, students and the public. Besides, this theory will help school principals to understand the school organization as a complex social group which requires effective handling of its activities. The human relations theory is the basis of democratic management in the work place by giving cognizance to collective decision making. This process gives subordinates a sense of belonging in the implementation of school programmes. Involving subordinates in decision making is imbued with a sense of encouragement which motivates them to higher performance in the discharge of their duties. The school system requires this level of interaction since the achievement of educational goals and objectives depend on interpersonal and interdependent relationships.

The application of human relations theory in educational administration could contribute to creating a positive school culture and improving the working conditions of teachers and staff. Farooq and Shahzad (2019), asserted that principals who practice democratic leadership, with emphasis on involvement of employees in decision-making fosters a positive work environment and contributes to increasing teachers' motivation and job satisfaction. Furthermore, Idris, Kamaruddin, and Abdullah (2022) opined that positive school culture, which emphasizes collaboration, communication, and recognition of employees' contributions which are elements of human relations theory, are associated with higher levels of job satisfaction and organizational commitment among teachers. In corroboration, Effendi, Ibrahim, Degeng and Arifin (2020), carried out a study on the application of the principals' humanistic theory, and the steps of the principal's humanistic approach to optimize character education strengthening programs. Research findings revealed that personal excellence (integrity, wholeness, and authenticity) and the humanistic spirituality of inspirational figures inspire the principal's humanistic approach. In addition, the application of the principal's humanistic approach has a significant impact on optimizing the implementation of character education strengthening in schools and successfully forming the character of students.

Statement of the Problem

Secondary education stands as the bridge between primary education and tertiary education. It plays an important role in national development as it is geared towards producing middle manpower for industries, enterprises and other allied organizations. Parents enroll their children in secondary schools between the ages of 11⁺ and 18 with the intent of preparing them for future livelihood and higher education. In Nigeria secondary education heavily relies on the annual budgetary allocation to education which ends up in paltry percentages. Over the years, Nigeria's budgetary allocation to education has been abysmally poor and between the years 2019 and 2023

allocation in percentages unravel 7.03%, 6.7%, 5.6%, 4.1% and 5.4% (Amadi, 2024). This infers that the budgetary allocation oscillates between 4.0 - 7.0%.

Poor funding, which characterizes the education sector in Nigeria has made public secondary schools to grapple with insufficient and ill equipped infrastructure and facilities such as good road networks, pipe-borne water, modern security gadgets, school furniture, libraries, laboratories, workshops and sick-bay. In essence, dearth of financial resources coupled with deteriorating infrastructure poses a formidable challenge to Nigeria's secondary education, thus obliterating its fundamental goals to be achieved. Additionally, in a related view, Nwadiani (2019) asserted that many public secondary schools are ineffectively managed by principals because of lack of expertise and experience by some of them. Nwadiani (2019), reiterated that parents and society have come to hold principals and teachers of secondary schools accountable for poor performances and moral decadence of their children and wards, coupled with the public assumption that principals are no longer committed and dedicated to their administrative responsibilities of maintenance of quality, standards and discipline in schools. At this juncture, the question is; are all principals knowledgeable in administrative theories and their applications? Based on the fore-going, the study investigated, "Application of Administrative Theories and School Administrators' Effectiveness in Public Senior Secondary Schools in Rivers State".

Concept of Administration and Effectiveness

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The theory apart from being accepted as the basis of democratic administration is important because building of a dynamic interpersonal relationship is an important issue in school management (Ukpong & Ekpoh, 2011). Thus, the principal can achieve this through effective communication; delegation of functions to teachers; collaborative decision making; developing interest in teachers' welfare; and maintaining open-door policy with the staff, students and the public. Besides, this theory will help school principals to understand the school organization as a complex social group which requires effective handling of its activities. The human relations theory is the basis of democratic management in the work place by giving cognizance to collective decision making. This process gives subordinates a sense of belonging in the implementation of school programmes. Involving subordinates in decision making is imbued with a sense of encouragement which motivates them to higher performance in the discharge of their duties. The school system requires this level of interaction since the achievement of educational goals and objectives depend on interpersonal and interdependent relationships.

The application of human relations theory in educational administration could contribute to creating a positive school culture and improving the working conditions of teachers and staff. Farooq and Shahzad (2019), asserted that principals who practice democratic leadership, with emphasis on involvement of employees in decision-making fosters a positive work environment and contributes to increasing teachers' motivation and job satisfaction. Furthermore, Idris, Kamaruddin, and Abdullah (2022) opined that positive school culture, which emphasizes collaboration, communication, and recognition of employees' contributions which are elements of human relations theory, are associated with higher levels of job satisfaction and organizational commitment among teachers. In corroboration, Effendi, Ibrahim, Degeng and Arifin (2020), carried out a study on the application of the principals' humanistic theory, and the steps of the principal's humanistic approach to optimize character education strengthening programs. Research findings revealed that personal excellence (integrity, wholeness, and authenticity) and the humanistic spirituality of inspirational figures inspire the principal's humanistic approach. In addition, the application of the principal's humanistic approach has a significant impact on optimizing the implementation of character education strengthening in schools and successfully forming the character of students.

Purpose of the Study

The purpose of the study was to find out the relationship between the application of administrative theories and school administrators' effectiveness in public senior secondary schools in Rivers State. The specific objectives of the study were to:

1. determine the relationship between the application of scientific management theory and school administrators' effectiveness in public senior secondary schools in Rivers State.
2. find out the relationship between the application of administrative management theory and school administrators' effectiveness in public senior secondary schools in Rivers State.
3. find out the relationship between the application of human relations theory and school administrators' effectiveness in public senior secondary schools in Rivers State.

Research Questions

The following research questions guided the study.

1. What is the relationship between the application of scientific management theory and school administrators' effectiveness in public senior secondary schools in Rivers State?
2. What is the relationship between the application of administrative management theory and school administrators' effectiveness in public senior secondary schools in Rivers State?
3. What is the relationship between the application of human relations theory and school administrators' effectiveness in public senior secondary schools in Rivers State?

Hypotheses

The following hypotheses guided the study and were tested at 0.05 level of significance.

1. There is no significant relationship between the application of scientific management theory and school administrators' effectiveness in public senior secondary schools in Rivers State.
2. There is no significant relationship between the application of administrative management theory and school administrators' effectiveness in public senior secondary schools in Rivers State.
3. There is no significant relationship between the application of humanistic management theory and school administrators' effectiveness in public senior secondary schools in Rivers State.

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The application of human relations theory in educational administration could contribute to creating a positive school culture and improving the working conditions of teachers and staff. Farooq and Shahzad (2019), asserted that principals who practice democratic leadership, with emphasis on involvement of employees in decision-making fosters a positive work environment and contributes to increasing teachers' motivation and job satisfaction. Furthermore, Idris, Kamaruddin, and Abdullah (2022) opined that positive school culture, which emphasizes collaboration, communication, and recognition of employees' contributions which are elements of human relations theory, are associated with higher levels of job satisfaction and organizational commitment among teachers. In corroboration, Effendi, Ibrahim, Degeng and Arifin (2020), carried out a study on the application of the principals' humanistic theory, and the steps of the principal's humanistic approach to optimize character education strengthening programs. Research findings revealed that personal excellence (integrity, wholeness, and authenticity) and the humanistic spirituality of inspirational figures inspire the principal's humanistic approach. In addition, the application of the principal's humanistic approach has a significant impact on optimizing the implementation of character education strengthening in schools and successfully forming the character of students.

Methodology

This study investigated the relationship between application of administrative theories and school administrators' effectiveness in senior secondary schools in Rivers State. The study adopted a correlational survey research design. The population of the study comprised of 311 principals. The sample size of the study was 311 principals. This was so because the census sampling technique was adopted. The study utilized two major instruments. The first is titled "Application of Administrative Theories Questionnaire (AATQ)". The principals were expected to rate themselves on the application of the different administrative theories in administrative activities in the school. The rating of both 'AATS' and 'SAE' were on a four-point rating scale of Strongly Agree (SA) with a score of 4; Agree (A) with a score of 3; Disagree (D) with a score of 2 and Strongly Disagree (SD) with a score of 1. The instruments were validated by three experts in Educational Management and Measurement and Evaluation. Copies of the instruments were distributed to these experts for face and content validity. Appropriate adjustments were made on the instruments before the final copy was produced which was used for data collection. The instrument was administered once to 20 respondents comprising principals outside the study area. The result was subjected to internal consistency reliability test using Cronbach Alpha to obtain reliability Coefficients of 0.88, 0.91, and 0.81. A total of 311 copies of the instruments were administered to the respondents. To enhance data retrieval of the instruments, four trained research assistants were used, which resulted in 100% retrieval rate. The research questions were answered using the Pearson Product Moment Correlation to ascertain the relationship between application of administrative theories and school administrators' effectiveness. Values of r between 0 and 0.19 was considered negligible. Values of r ranging from 0.20 to 0.49 was considered weak. Values of r ranging from 0.50 to 0.69 was considered average while values of r ranging from 0.70 to 1.00 was considered high. The hypotheses were tested by transforming the r -calculated values to t -calculated values using t -Transformation with a critical z -value of ± 1.96 .

Results

Research Question 1: *What is the relationship between the application of scientific management theory and school administrators' effectiveness in public senior secondary schools in Rivers State?*

Table 1: Summary of the Pearson Product Moment Correlation on the Relationship Between Application of Scientific Management Theory and School Administrators' Effectiveness in Public Senior Secondary Schools in Rivers State

		Application of Scientific Management Theory	School administrators' effectiveness
Application of Scientific Management Theory	Pearson Correlation	1	.973**
	Sig. (2-tailed)		.000
	N	311	311
School administrators' effectiveness	Pearson Correlation	.973**	1
	Sig. (2-tailed)	.000	
	N	311	311

** . Correlation is significant at the 0.05 level (2-tailed).

Researchers' SPSS Data Output (2024)

The result on Table 1 above showed the summary of the Pearson Product Moment Correlation on the relationship between application of scientific management theory and school administrators in public senior secondary schools in Rivers State. The result showed that there is a high and positive relationship between application of scientific management theory and school administrators' effectiveness in public senior secondary schools in Rivers State with a Pearson Product Moment Correlation Coefficient value of .973**. Based on the result, it was concluded that application of scientific management theory has a high and positive relationship between school administrators' effectiveness in public senior secondary schools in Rivers State.

Research Question 2: What is the relationship between the application of administrative management theory and school administrators' effectiveness in public senior secondary schools in Rivers State?

Table 2: Summary of the Pearson Product Moment Correlation on the Relationship Between Application of Administrative Management Theory and School Administrators' Effectiveness in Public Senior Secondary Schools in Rivers State

		Application of Administrative Management Theory	School Administrators' Effectiveness
Application of Administrative Management Theory	Pearson Correlation	1	.817**
	Sig. (2-tailed)		.000
	N	311	311
School Administrators' Effectiveness	Pearson Correlation	.817**	1
	Sig. (2-tailed)	.000	
	N	311	311

Researchers' SPSS Data Output (2024)

The result on Table 2 above showed the summary of the Pearson Product Moment Correlation on the relationship between application of administrative management theory and school administrators' effectiveness in public senior secondary schools in Rivers State. The result showed that there is a high and positive relationship between application of administrative management theory and school administrators' effectiveness in public senior secondary schools in Rivers State with a Pearson Product Moment Correlation Coefficient value of .817**. Based on the result, it was concluded that application of administrative management theory has a high and positive relationship between school administrators' effectiveness in public senior secondary schools in Rivers State.

Research Question 3: What is the relationship between the application of human relations management theory and school administrators' effectiveness in public senior secondary schools in Rivers State?

Table 3: Summary of the Pearson Product Moment Correlation on the Relationship Between Application of Human Relations Management Theory and School Administrators' Effectiveness in Public Senior Secondary Schools in Rivers State

		Application of Human Relations Management Theory	School Administrators' Effectiveness
Application of Human Relations Management Theory	Pearson Correlation	1	.726**
	Sig. (2-tailed)		.000
	N	311	311
School Administrators' Effectiveness	Pearson Correlation	.726**	1
	Sig. (2-tailed)	.000	
	N	311	311

** . Correlation is significant at the 0.05 level (2-tailed).

Researchers' SPSS Data Output (2024)

The result on Table 3 above showed the summary of the Pearson Product Moment Correlation on the relationship between application of human relations management theory and school administrators' effectiveness in public senior secondary schools in Rivers State. The result showed that there is a high and positive relationship between application of human relations management theory and school administrators' effectiveness in public senior secondary schools in Rivers State with a Pearson Product Moment Correlation Coefficient value of .726**. Based on the result, it was concluded that application of human relations management theory has a high and positive relationship between school administrators' effectiveness in public senior secondary schools in Rivers State.

Hypotheses

Hypotheses 1: There is no significant relationship between the application of scientific management theory and school administrators' effectiveness in public senior secondary schools in Rivers State.

Table 4: Summary of t-Transformation Result on the Significant Relationship Between the Application of Scientific Management Theory and School administrators' effectiveness in Public Senior Secondary Schools in Rivers State

Variables	N	Df	PPMCC	t-cal	t-crit.	@	Decision
Application of Scientific Management Theory	311						
		309	.973**	74.104	±1.96	0.05	Rejected
School Administrators' Effectiveness	311						

Researchers' SPSS Data Output (2024)

The result on Table 4 above showed the summary of the t-Transformation on the significant relationship between the application of scientific management theory and school administrators' effectiveness in public senior secondary schools in Rivers State. The result showed that the calculated t-value of 74.104 was greater than the t-critical value of ± 1.96 . Therefore, the null hypothesis was rejected at 0.05 level of significance and 309 degree of freedom, and the alternative hypothesis upheld which states that there is a significant relationship between the application of scientific management theory and school administrators' effectiveness in public senior secondary schools in Rivers State.

Hypothesis 2: There is no significant relationship between the application of administrative management theory and school administrators' effectiveness in public senior secondary schools in Rivers State.

Table 5: Summary of t-Transformation Result on the Significant Relationship Between the Application of Administrative Management Theory and School Administrators' Effectiveness in Public Senior Secondary Schools in Rivers State

Variables	N	Df	PPMCC	t-cal	t-crit.	@	Decision
Application of Administrative Management Theory	311						
		309	.817**	24.905	±1.96	0.05	Rejected
School Administrators' Effectiveness	311						

Researchers' SPSS Data Output (2024)

The result on Table 5 above showed the summary of the t-Transformation on the significant relationship between the application of administrative management theory and school administrators' effectiveness in public senior secondary schools in Rivers State. The result

showed that the calculated t-value of 18.083 was greater than the t-critical value of ± 1.96 . Therefore, the null hypothesis was rejected at 0.05 level of significance and 309 degree of freedom, while the alternative hypothesis was upheld which states that there is a significant relationship between the application of administrative management theory and school administrators' effectiveness in public senior secondary schools in Rivers State.

Hypothesis 3: There is no significant relationship between the application of human relations management theory and school administrators' effectiveness in public senior secondary schools in Rivers State.

Table 6: Summary of t-Transformation Result on the Significant Relationship Between the Application of Human Relations Management Theory and School Administrators' Effectiveness in Public Senior Secondary Schools in Rivers State

Variables	N	Df	PPMCC	t-cal	t-crit.	LS	Decision
Application of Human Relations Management Theory	311						
		309	.726**	18.083	± 1.96	0.05	Rejected
School Administrators' Effectiveness	311						

Researchers' SPSS Data Output (2024)

The result on Table 6 above showed the summary of the t-Transformation on the significant relationship between the application of human relations management theory and school administrators' effectiveness in public senior secondary schools in Rivers State. The result showed that the calculated t-value of 18.083 was greater than the t-critical value of ± 1.96 . Therefore, the null hypothesis was rejected at 0.05 level of significance and 309 degree of freedom, while the alternative hypothesis was upheld which states that there is a significant relationship between the application of human relations management theory and school administrators' effectiveness in public senior secondary schools in Rivers State.

Discussion of Findings

Relationship Between the Application of Scientific Management Theory and School Administrators' Effectiveness in Public Senior Secondary Schools in Rivers State.

The result for Research Question 1 on Table 1 showed a high and positive relationship between application of scientific management theory and school administrators' effectiveness in public senior secondary schools in Rivers State with r value of .973**. The result for the corresponding hypothesis 1 on Table 4 also showed a significant relationship between the application of scientific management theory and school administrators' effectiveness in public senior secondary schools in Rivers State with a t-Transformation value of 74.104 which was greater than the t-critical value of ± 1.96 . These findings are in tandem with study findings of López-Fernández & Fernández-Sánchez (2020), that unraveled that the scientific management theory has the role of monitoring and controlling of work processes to ensure effective implementation and productivity.

Relationship Between the Application of Administrative Management Theory and School Administrators' Effectiveness in Public Senior Secondary Schools in Rivers State.

The result for Research Question 2 on Table 2 showed a high and positive relationship between the application of administrative management theory and school administrators' effectiveness in public senior secondary schools in Rivers State with r value of .817**. The result for the corresponding hypothesis 2 on Table 5 also showed a significant relationship between the application of administrative management theory and school administrators' effectiveness in public senior secondary schools in Rivers State with a t -transformation value of 24.905 which is greater than the t -critical value of ± 1.96 . The findings are in line with a study's finding conducted by Ajiboye, Adegun and Tomomowo-Ayodele (2013), where division of labour and job specialization were observed as catalysts for better job performance among staff of a Nigerian University Library and majority of respondents also agreed that job specialization makes their work easier and faster, enhances their job performance and they are fully satisfied with their present area of specialization, while a sizable number were dissatisfied because their training does not correspond with their present posting.

Relationship Between the Application of Human Relations Theory and School Administrators' Effectiveness in Public Senior Secondary Schools in Rivers State.

The result for Research Question 3 on Table 3 showed a high and positive relationship between application of human relations theory and school administrators' effectiveness in public senior secondary schools in Rivers State with r value of .726**. The result for the corresponding hypothesis 3 on Table 6 above showed that there is a significant relationship between the application of human relations management theory and school administrators' effectiveness in public senior secondary schools in Rivers State with a t -transformation value of 15.56 which was greater than the t -critical value of ± 1.96 . The findings agree with Idris, Kamaruddin, and Abdullah (2022), who opined that positive school culture, which emphasizes collaboration, communication, and recognition of employees' contributions are not only elements of human relations theory but are associated with higher levels of job satisfaction and organizational commitment among teachers. The findings are in tandem with the findings of Effendi, Ibrahim, Degeng and Arifin (2020) who carried out a study on the application of the principal's humanistic approach, and the steps of the principal's humanistic approach to optimizing character education strengthening programs wherein the study revealed that personal excellence (integrity, wholeness and authenticity) and the humanistic spirituality of inspirational figures inspire the principal's humanistic approach. In addition, the application of the principal's humanistic approach has a significant impact on optimizing the implementation of character education strengthening in schools and successfully forming the character of students.

Conclusion

Based on the findings of the study, it was concluded that scientific management theory, administrative management theory and the human relations theory have strong and high positive relationship with school administrators' effectiveness in public senior secondary schools in Rivers State.

Recommendations

Based on the finding of the study, the following recommendations were made:

1. Principals should adopt the scientific management theory when there is need to motivate the staff to be more effective and efficient in their job.
2. Principals should adopt the administrative management theory in their day to day administration of secondary schools by ensuring that division of labour and specialization, discipline, unity of command, unity of direction and scalar chain are enforced for administrative effectiveness.

3. Principals should adopt the human relations theory so as to make the staff feel a sense of belonging in the organization. This would enhance their performance on the job.

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