

RELATIONSHIP BETWEEN PRINCIPALS' WORKLIFE AND THEIR ADMINISTRATIVE EFFECTIVENESS IN SECONDARY SCHOOLS IN ENUGU STATE

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Abstract

The purpose of this study was to determine relationship between principals' areas of worklife and their administrative effectiveness in public secondary schools in Enugu State. Three research questions guided the study and three hypotheses tested at 0.05 level of significance. The correlational research design was adopted for the study. The population of the study comprised all the 291 principals of secondary schools in Enugu State. The entire population of 291 principals was studied and there were no sampling for the study. Two instruments namely "Principals' Areas of Worklife Questionnaire (PAWQ) and "Principals' Administrative Effectiveness Questionnaire (PAEQ) were used for data collection. The instruments were duly validated by experts, two from the Department of Educational Management and Policy and one from the Department of Educational Foundations, all from the Faculty of Education, Nnamdi Azikiwe University, Awka. Cronbach Alpha was used for the reliability test. This yielded reliability indices of 0.86, 0.83 and 0.84, three parts of PAWQ with an overall coefficient of 0.84, while 0.85 was obtained for the PAEQ. The reliability indices were considered high enough for the study. The research questions were answered using Pearson Product Moment Correlation Co-efficient (r) while the hypotheses were tested at 0.05 level of significance, using t -test statistic. It was found that there is a positive and significant relationship between principals' workload, job control and reward system and their administrative effectiveness in secondary schools in Enugu State. The researcher recommended that Enugu State Government and Post Primary Management Board of secondary schools should appoint qualified principals who can cope with the enormous workload for effective administration, while learning facilities should be upgraded to reduce workload implementation and improve students' academic performance in secondary schools. In addition, Enugu State Government should try to ensure that principal's job control and security is taken seriously to help principals become more committed to their job.

Keywords: Principals, Worklife, Administrative Effectiveness, Workload, Job Control, Reward System

1. Introduction

Education is the pivot on which the development of any nation revolves. In Nigeria, secondary education represents a critical stage in a child's educational progression. It provides further educational and vocational opportunities for completers of primary education. The Federal Republic of Nigeria (2013) in the National Policy on Education describes secondary education as the bridge between the primary and tertiary education. Secondary schools are charged with the broad goals of preparing students for useful living within the society and for higher education. It therefore, lays the foundation for academic and career pursuits at the tertiary level (Ndu and Okeke, 2010).

Secondary education is of strategic importance to Nigerian's development and capacity building (Igbokwe, 2015). The belief that secondary education is a conduit for individual and societal progress explains the establishment of such schools in Nigeria. Bahar (2009) further stressed that the degree to which schools are successful in achieving their goals determines the extent to which the educational system will achieve its goal. One of the required conditions for these goals to be achieved is to have an experienced and focused administrator.

A school is an organization of complex activities which are carried out by people and coordinated by a person or persons. School administration is concerned with execution and implementation of goals, policies and programmes developed by school management. These functions are performed by school heads known as head teachers and principals, thus they may be referred to as school administrators. The principal as an administrator is described as an executive head of his organization (Jaiyeoba as cited in Unachukwu & Okorji 2016). He is a teacher and administrator, hence principal is regarded as the most important functionary in the secondary school system. Principals are seen as coordinators who organize activities and programmes in such a way that those tasks or duties assigned to people are done well, quickly and efficiently for proper administration.

The National Policy on Education (2013) emphasized the need for proper administration of schools at all levels. Educational administration is a discipline within the study of education that examines the administrative theory and practice of education in general and educational institutions and educators in particular activities. Educational Administration is the process of integrating appropriate human and material resources who are made available and made effective for achieving the purposes of a programme of an educational institution. According to Sapre (2011) administration is defined as the process of working with and through others to accomplish organizational goals efficiently. Administration is like a broad umbrella encompassing a number of processes such as: Planning, organizing, directing, coordinating, budgeting, controlling and evaluating performance. It can also be defined as the process by which programmes and goals are achieved through collective and co-operative human efforts, in a suitable environment. An administrator of secondary school, in this study, a principal should effectively plan programmes and activities with co-operation from teaching and non-teaching staff, parents, the clergy, lay members of the school community (old boys or girls,), School Boards and Ministry of Education. They contribute towards the accomplishment of the school goals. In the light of the above, the

success of the school administrator depends on his effectiveness in conducting the affairs of the school to be able to achieve success.

Effectiveness is the capability of producing a desired result or the ability to produce desired output. Uche (2002) identified effectiveness as a symbol of good administrative style of the leader which may require team work, boosting staff morale or motivation of staff, good teaching, conducive social climate and counseling as well as ensuring that there is discipline in the workplace. Effectiveness of a school principal goes beyond his ability to identify certain basic components of his assignment. It includes using the limited available resources to achieve predetermined objectives. He is expected to use his expertise to apply the elements of prudence and priority management for the smooth running of the school.

Administrative effectiveness is the capability of principals to achieve desired administrative outcomes in school. Nevertheless, administrative effectiveness of secondary school principals is the positive response to administrative efforts and actions with the intention to accomplish stated goals. These include administrative performance in decision making, delegation of duties and setting of examples. Administrative effectiveness is also the progressive response of a leader to administrative efforts and actions with the purpose to achieve stated goal. It is therefore important that a principal should see himself as a leader, a thinker and a decision maker. To this end, principals who have good administrative strategies should employ team work as a strategy to facilitate teachers' job effectiveness. This will enhance students' academic performance.

In this study, the administrative roles or activities of principals are as follows: provision of finance, provision of physical facilities, resource management, supervision, academic mentorship, maintenance of good relationship, promotion of extracurricular activities, monitoring and evaluation.

Provision of finance involves the ability of a principal to make appropriate and adequate budget for the school. Securing adequate revenue from government or through other sources, managing expenditure, directing non-teaching staff and also using the fund at his disposal judiciously for the school. He must also provide a proper accounting system for money collected and spent in the school.

Provision of physical facilities such as classrooms and science equipment in the laboratories is important to support optimum learning because a pleasant school layout produces a measure of psychological effects on the learners. Physical facilities consist of the school buildings, school grounds and equipment which aid teaching and learning process. The principal must ensure that the buildings are kept safe and under good sanitary conditions. Worn-out equipment should be replaced. The whole school should be made attractive to boost the morale of the teachers and students.

Resource management is the "life wire" of any organization. An effective principal has the responsibility for the management of resource, both human and material resources. Resources in the school system consists of human and material. The human material resources tend to be a bit complex and this is because they consists of tutorial staff, non-tutorial staff and students.

Supervision is an integral part of school administration and no organization can function effectively without it. School heads are guarantors of qualitative education and implementers of educational policies and ought to possess some managerial skills of supervision which are essential for their effectiveness. According to Dennis (In Unachukwu & Okorji, 2016), supervision is the act of providing leadership through a process designed to help staff gain

greater competence and overcome some barriers so as to improve job performance. Supervision also involves the process of clarifying and assisting subordinates to identify the best way to achieving the desired goal and developing themselves academically. It enhances a good working relationship between principal and the entire staff. Thus the principals' supervision exercise evaluates and records the consistency of strengths and weaknesses of teachers' performance and their abilities in the discharge of the onerous task of instructional delivery.

Academic mentorship is a very important role of a good principal. Academic mentorship role of a principal implies the ability of a principal to create a path goal for the teaching staff and students academically.

Maintenance of good relationship in school is critical to any principal's effectiveness. A good relationship forms part of a good learning environment and this is the reason why the school principals have to develop the culture of cordial relationship among the staff, students and parents who visit the school. Principals have to create conducive working environment for teaching and learning. This they can achieve through dynamic leadership, motivation of staff, being approachable, encouraging, participation, cooperation and harmonious relationship.

Promotion of extracurricular activities involves the services rendered to the school that compliment regular classroom instruction. The principal, apart from the provision of the curricular and welfare activities, should also encourage extracurricular activities such as recreational activities and participation of students in different clubs such as the Boys Scout, the Girls' Guide, the Red cross, Inter-House Sports, Bible Club among others.

Monitoring and evaluating the performance of both staff and students for effective administration is another function of the principal. He has the responsibility of observing and appraising the extent to which staff and students achieve the objective of every task given to them. A well observed and evaluated programme contributes to the improvement and progress of the students. Oboegbulem (2004), observed that assessment is made at intervals and designed to question students and ascertain the extent they understood what they have been taught. Through monitoring and evaluation, the principal will be able to determine the capability of teachers and determine whether the students are learning and whether they are making progress individually and collectively. After evaluation, results are entered in the progress register.

For a desired level of effective administration to be achieved, there is need for the principals to be adequately prepared and equipped in administrative processes (Onyeakusiobi, 2006). The principal bears most of the challenges and is applauded for positive outcomes in school. Arikewuyo (2009) found that most secondary school principals were not effective in their administrative roles. In many secondary schools in Enugu State, it appears that most school programmes are not satisfactorily implemented due to poor administrative roles and worklife imbalance experienced by some principals.

Worklife relates to the amount of time a person spends on a job compared to the time the person spends on other things he or she enjoys. Moreso, worklife is that part of a person's life that he adopts and devote to work. According to Lippitt (2018), the term worklife refers to the degree to which work provides an opportunity for an individual to satisfy a wide variety of personal needs to survive with some security, to interact with others, to have a sense of personal usefulness, to be recognized for achievement and to have an opportunity to improve one's skills and knowledge. In this study worklife of principals relates to the time which a principal spends on his administrative roles compared to the time she spends on family, friends, hobbies, sleep, leisure and health. A healthy situation is a achieving an equilibrium where a principal balances

his worklife (ie meeting the demands of family, leisure and health) and administrative performance.

Leiter and Maslach (2004) proposed six areas of worklife that could be related to the functioning of a principal. The areas are: Workload, Job control, reward system, community-relationship, fairness, and value system. This study adopts these areas of worklife and explains them briefly in the following paragraphs.

Workload is the amount of work assigned to or expected from a worker in a specified time period. It is also the amount of work to be done specially by a particular person in a period of time. Workload may also be seen as the number of tasks and obligations that a person has to perform or complete within a specific period of time. The tasks are usually seen as heavy workloads by the workers if they constitute an encumbrance. When a person has a load of matters on his to-do-list and have to accomplish it all in one day, it could be regarded as heavy workload. Workload can also be managed by a person. Workload management is the process of efficiently distributing and managing work across one's team. When successfully done, workload management maximizes employee performance and helps melt away stress, leaving you and your team feeling satisfied at the end of each day rather than overwhelmed (Leiter & Maslach, 2004).

Job control as an area of worklife is the ability of a person to influence what happens in his work environment and to influence matters that are relevant to achieve its personal goals. In this study, job control includes a principal's perceived capacity to influence decisions that affect his work, exercise professional autonomy and gain access to the resources necessary to do an effective job. As human beings, people have the ability to think and solve problems, and want to have the opportunity to make choices and decisions. In other words, principals want to have some input into the process of achieving the outcomes for which they will be held accountable. When principals have more control in their work, their actions are more freely chosen – and this can lead to greater satisfaction with the job, and more commitment to it.

Reward system as another area of worklife refers to the power of reinforcement to shape behaviour. Reward area addresses the extent to which rewards – monetary, social, and intrinsic are consistent with expectations. The most common type of monetary reward system is an annual or semi-annual bonus. Other examples of monetary rewards include cash awards, profit sharing plans, and stock options. In many organizations, monetary incentives are enough to get maximum productivity of employees. Lack of rewards from service recipients, colleagues, managers, and external stakeholders devalues both the work and the workers, and is closely associated with feelings of inefficacy (Cordes & Dougherty as cited in Leiter & Maslach, 2017). Reward systems are central to the human resource management function. The first objective of giving rewards and recognition is to support and encourage employees to improve their performance. Rewards and recognition are one of the motivating factors in human resources management. Furthermore, it attracts skilled workers, motivates them and retains those that have a better fit with the organization. Rewards are provided to motivate principals to achieve desired goals of educational system.

The administrative roles of a principal may interface with his family, health and leisure. The degree to which the administrative roles of principals interfere with their worklife may cause adverse effect at home and in their work place (school). However, an ideal situation is achieved

where a principal balances his worklife and administrative effectiveness. The study therefore set out to determine the relationship between principals' areas of worklife and their administrative effectiveness in order to facilitate planning and forecasting in school related activities and programmes.

1.1 Statement of the problem

Principals as every other employee requires a healthy and balanced worklife, that is, an equilibrium between career work and personal life for improved physical and mental health, better relationships, creative thinking and minimum of stress among others for subsequent effectiveness and successful outcome in school.

However, personal relationship with some principals in secondary schools in Enugu state shows the researcher that some of the principals are stressed up at all times. This seems to affect their overall wellbeing, performance and administrative effectiveness. Leiter & Maslach (2004) and (Masluk, 2018) in their studies have shown that areas of worklife such as Workload, Job control, reward system, community-relationship, fairness, and value system may affect the effectiveness of administrators in different organisations, hence, this study intends to rely on empirical evidence in order to establish relationship between areas of worklife of principals and their administrative effectiveness in secondary schools in Enugu State for better planning, forecasting, decision taking and for overall effectiveness in schools in Enugu state.

1.2 Purpose of the Study

The purpose of this study is to determine relationship between principals' areas of worklife and their administrative effectiveness in secondary schools in Enugu State. Specifically, the study intends to determine:

1. The nature of relationship between principals' workload and their administrative effectiveness in secondary schools in Enugu State
2. The nature of relationship between principals' job control and their administrative effectiveness in secondary schools in Enugu State
3. The nature of relationship between principals' reward system and their administrative effectiveness in secondary schools in Enugu State

1.3 Research Questions

The following research questions guided the study.

1. What is the nature of relationship between principals' workload and their administrative effectiveness in secondary schools in Enugu State?
2. What is the nature of relationship between principals' job control and their administrative effectiveness in secondary schools in Enugu State?
3. What is the nature of relationship between principals' reward system and their administrative effectiveness in secondary schools in Enugu State?

1.4 Hypotheses

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

1. There is no significant relationship between principals' workload and their administrative effectiveness in secondary schools in Enugu State

2. There is no significant relationship between principals' job control and their administrative effectiveness in secondary schools in Enugu State.
3. There is no significant relationship between principals' reward system and their administrative effectiveness in secondary schools in Enugu State.

2. Method

The Correlational research design was adopted for this study. This study was carried out in Enugu State, Nigeria. The population of the study comprised 291 principals. This consists of all the public secondary school principals in the six education zones namely: Agbani, Awgu, Enugu, Nsukka, Obollo-Afor and Udi education zones. The entire population of 291 principals were used for the study because the size is considered manageable. Therefore, there was no sampling for the study.

Data for the study were collected using structured questionnaires developed by the researcher after extensive review of the literature and consultations with the experts in the field. The questionnaires were of two types titled "Principals' Areas of Worklife Questionnaire (PAWQ) and "Principals' Administrative Effectiveness Questionnaire (PAEQ). The PAWQ was sub-divided into three sections. Section one contains six items on principals' workload; section two contains five items on principals' job control and section three contains four items on principals' reward system. The questionnaire was structured on a four point scale of Strongly Agree (SA); Agree (A); Disagree (D); Strongly Disagree (SD) with values 4, 3, 2, and 1 respectively. The second questionnaire was tagged "Principals' Administrative Effectiveness Questionnaire (PAEQ). The questionnaire has only one part which sought information on areas of administrative effectiveness of principals. The questionnaire was structured on a four point scale using the following codes: VHE= Very High Extent; HE= High Extent ; LE= Low Extent ; VLE= Very Low Extent. In order to ascertain the face validity of the instrument, the questionnaire was given to two experts in the Department of Educational Management and Policy and one expert from Department of Educational Foundation of the Faculty of Education, Nnamdi Azikiwe University, Awka. The experts went through the instruments and made their comments based on their observations, which was used by the researchers to modify the items of the questionnaire before the final draft. The reliability of the instruments were ascertained through Cronbach Alpha which yielded 0.86, 0.83 and 0.84, for the three parts of PAWQ with overall co-efficient values of 0.84, while 0.85 was obtained for PAEQ. The coefficient values were in line with the recommendation of Green (2007) which indicated that co-efficient value of 0.80 or above is adequate for any research work.

Copies of the two sets of the questionnaires were administered by the researcher during the 2018 all principals three-day conference meeting at Girls Grammar School Awkunanaw, Enugu. Six research assistants were briefed and guided on the modalities for the administration and collection of the questionnaire. All the 291 copies of the two sets of questionnaire were distributed on the first and second day while the third day was used mainly for retrieving the questionnaires. There was a 100% retrieval rate and thus all retrieved copies of questionnaire were used for data analysis. The Pearson Product Moment Correlation Coefficient was used to answer research questions. The research questions were interpreted using real limit of numbers as follows:

0.01 - 0.39 Low correlation;
0.40 - 0.59 Moderate correlation
0.60 - 0.99 Strong correlation

In testing the null hypotheses, t-test for correlation analysis was employed to determine the significant prediction of the variables. In interpreting the values of the null hypotheses, when p-value is less than or equal to 0.05 ($p \leq 0.05$), the null hypothesis was be rejected otherwise, the null hypothesis was accepted.

3. Results

Research Question 1

What is the nature of relationship between principals' workload and their administrative effectiveness in secondary schools in Enugu State?

Table 1: Pearson r on the principals' workload and their administrative effectiveness in secondary schools in Enugu State

N	Correlation co-efficient (r)	r ²	Remark
291	.30	0.09	Low positive relationship

Adjusted r² = 0.128

Table 1 revealed that there was a low positive relationship between principals' workload and their administrative effectiveness ($r = .301, n = 291$). The adjusted r² explains that 12.8% of the variance in administrative effectiveness could be explained by principals' workload.

Research Question 2

What is the nature of relationship between principals' job control and their administrative effectiveness in secondary schools in Enugu State?

Table 2: Pearson r on the principals' job control and their administrative effectiveness in secondary schools in Enugu State

N	Correlation co-efficient (r)	r ²	Remark
291	.45	0.206	Moderate positive relationship

Adjusted r² = 0.316

Table 2 revealed that there was a moderate positive relationship between principals' job control and their administrative effectiveness ($r = .454, n = 291$). The adjusted r^2 explains that 31.6% of the variance in administrative effectiveness could be explained by principals' job control.

Research Question 3

What is the nature of relationship between principals' reward system and their administrative effectiveness in secondary schools in Enugu State?

Table 3: Pearson r on the Principals' reward system and principals' administrative effectiveness in secondary schools in Enugu State

N	Correlation co-efficient (r)	r^2	Remark
291	.24	0.06	Low positive relationship

Adjusted $r^2 = 0.103$

Table 3 revealed that there was a low positive relationship between principals' reward system and their administrative effectiveness ($r = .238, n = 291$). The adjusted r^2 explains that 10.3% of the variance in administrative effectiveness can be explained by principals' reward system.

Hypothesis 1

There is no significant relationship between principals' workload and their administrative effectiveness in secondary schools in Enugu State

Table 4: Significance of Pearson r on the principals' workload and their administrative effectiveness in secondary schools in Enugu State

Correlation coefficient (r)	N	df	Cal. t	p-value	α	Decision
.09	291	289	14.29	0.000	0.05	Significant

Table 4 showed that at 0.05 level of significance and 289df, the calculated t 14.29 with p-value 0.00 which is less than the alpha level of 0.05 (df= 289; $p < 0.05$). Therefore, the null hypothesis is rejected. This means that there was a significant relationship between principals' workload and their administrative effectiveness in secondary schools in Enugu State.

Hypothesis 2

There is no significant relationship between principals' job control and their administrative effectiveness in secondary schools in Enugu State.

Table 5: Significance of Pearson r on the principals' job control and their administrative effectiveness in secondary schools in Enugu State

Correlation coefficient (r)	N	df	Cal. t	p-value	α	Decision
.45	291	289	10.56	0.000	0.05	Significant

Table 5 showed that at 0.05 level of significance and 289df, the calculated t 10.56 with p-value 0.00 which is less than the alpha level of 0.05 (df= 289; $p < 0.05$). Therefore, the null hypothesis is rejected. This means that there was a significant relationship between principals' job control and their administrative effectiveness in secondary schools in Enugu State.

Hypothesis 3

There is no significant relationship between principals' reward system and their administrative effectiveness in secondary schools in Enugu State.

Table 6: Significance of Pearson r on the principals' reward system and their administrative effectiveness in secondary schools in Enugu State

Correlation coefficient (r)	N	Df	Cal. t	p-value	α	Decision
.238	291	289	12.717	0.000	0.05	Significant

Table 6 showed that at 0.05 level of significance and 289df, the calculated t 12.717 with p-value 0.00 which is less than the alpha level of 0.05 (df= 289; $p < 0.05$). Therefore, the null hypothesis is rejected. This means that there was a significant relationship between principals' reward system and their administrative effectiveness in secondary schools in Enugu State.

4. Discussion of the Findings

The finding revealed that there is a low positive relationship between principals' workload and their administrative effectiveness in secondary schools in Enugu State. From this finding, one depicts that principals' duties in terms of workload seems to be high thus may hamper their administrative effectiveness in secondary schools. This finding was supported by the finding of Kieleko, Kanori and Mugambi (2017) that high administrative workload of principals positively affected their supervision practices. On the other hand, the finding opposed the finding of Adeolu and Arinze (2018) that there was a negative correlation between teachers' workload and students' academic performance. The reason for differences in both findings could be as a result of different respondents or different geographical location used for studies.

The finding in hypothesis one, revealed that there was a significant relationship between principals' workload and their administrative effectiveness in secondary schools in Enugu State. This implies that a principals' workload influence administrative effectiveness in secondary schools in Enugu State. Therefore, this finding supported the finding of Adeolu and Arinze (2018) that there is a significant correlation between teachers' workload and students' academic performance. In this sense, in as much as workload is one major determinants of productivity

among secondary school principals in Enugu State it has an influence on administrative effectiveness in secondary schools. They have varying roles which they must play and tasks which they are bound to complete personally and collectively for administrative effectiveness.

The finding revealed that there was moderate positive relationship between principals' job control and their administrative effectiveness in secondary schools in Enugu State. This finding also agreed with the finding of Oroye (2019) that there was a positive relationship between administrative variables such as teachers' job control and school climate and teachers' job performance in public secondary schools. This finding was in line with the finding of Fredette-Carragher (2016) that job control as an area of worklife positively related to Compassion Satisfaction on Burnout of Mental Health Nurses.

The finding in hypothesis two revealed that there was a significant relationship between principals' job control and their administrative effectiveness in secondary schools in Enugu State. This finding was in agreement with the finding of Fredette-Carragher (2016) that there is a significant relationship between job control and compassion satisfaction on burnout of mental health nurses. This finding on the other hand disagreed with the finding of Oroye (2019) that teachers' job control does not significantly relate to their job performance in public secondary schools in Delta and Edo States. In essence, administrative effectiveness in secondary schools in Enugu State is influenced by principals' job control. This implies that a managers' positive or negative job control affects his performance however, a principal must strive for capacity to influence decisions that affect his work.

It was found in research question three that there is a low positive relationship between principals' reward system and their administrative effectiveness in secondary schools in Enugu State. This finding was in line with the finding of Bello and Adebayo (2014) that there was a positive relationship between employees' reward system and employees' performance.

The test of hypothesis three revealed that there was a significant relationship between principals' reward system and their administrative effectiveness in secondary schools in Enugu State. This finding agreed with the finding of Bello and Adebayo (2014) that there was a significant relationship between employees' reward system and employees' performance. In essence, it means that non-availability of good reward system which includes: principals' promotion, long service award, pension and gratuity, loan assistance influences their performance.

5. Recommendations

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

1. Enugu State Government through the Post Primary Management Board of secondary schools should appoint principals with requisite experiential and academic qualifications to meet the enormous workload in the school for effective administration, while learning facilities and networking garget resources should be employed to reduce workload on the principals. The principals are also expected on their own to avert workload stress by delegating responsibilities among the vice principals and other staff, thus exercising positive relational supervision of the assignments so delegated. These would help improve their administration in our secondary schools.

2. Enugu State Government should try to ensure that principals' job control is taken seriously to make principals more committed to their job by involving them in taking decisions that concern them and their schools. This would go a long way to ensure their work effectiveness of principals and will reduce administrative ineffectiveness.
3. Relevant educational agencies in Enugu State need to be set up to harmonize all entitlements, fringe benefits or incentives due to the principals for them to measure up with their counterparts in other professions, as such rewards increase their dedication to work.

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