



CHANGE MANAGEMENT VARIABLES AND ADMINISTRATIVE EFFECTIVENESS IN COVID-19 ERA AND BEYOND: A STUDY OF SCHOOL PRINCIPALS' IN CALABAR EDUCATIONAL ZONE

Isueken, Onosetale Tracy

Master Students, Department of Educational Management, University of Calabar, Calabar, Nigeria.

ABSTRACT

During and after the covid 19 pandemic, successful school administration depends on adapting to change and meticulously adhering to emerging rules and regulations. Based on this premise, this study was designed to investigate change management variables as predictors of administrative effectiveness in the covid-19 era and beyond. Three research questions with the corresponding hypothesis were raised to guide the study to achieve its aim. The study was conducted in the Calabar Education Zone of Cross River State using a survey research design. The samples of 87 principals 350 teachers were purposively used in the study from the population of 87 principals and 1955 teachers. Two researchers' made instruments tagged 'change management questionnaire' and 'administrative effectiveness questionnaire' were used for data collection. The instrument's construct validity was ascertained using factor analysis while the internal consistency of the instrument sub-scale was ascertained using Cronbach Alpha (α). The alpha α coefficient were .79, .81, .85, .87 respectively base on the instrument sub-scale. Hypotheses were tested at .05 level of significance using Simple linear regression statistical analysis. The results of the study revealed that in the covid 19 era and beyond, transformational leadership, participation and communication, innovativeness as change management variables significantly predict principals' administrative effectiveness in the study areas. Recommendations were set based on the findings that there is a need for school principals to adapt to change, be innovative and change their administrative strategies for effective school administration during and after the covid 19 pandemic.

KEYWORDS; *Covid 19, Change management, administrative effectiveness, transformational leadership, participation and communication.*

1. INTRODUCTION

The outbreak of the COVID19 virus has repositioned all socio-economic, political, educational, and other facets of human life. In addition, the virus has triggered an exodus into a new phase of global evolution (Vlados, 2020a, Vlados, 2020b). Strict isolation measures have been put in place to contain the spread of COVID19, resulting in an economic lockdown. The expert reported that such interventions violated, among other things, basic psychological, emotional, and physical human needs such as autonomy and belonging (Ryan and Deci 2000). The COVID outbreak is equally a threat to the stability of the education system, which has been disrupted like never before. Schools were later encouraged to resume academic activities through a virtual learning system using radio, television, Zoom Conference Meetings app, Google Conference app, among others. However, Di, Giorgio, Patricia, Zbigniew, and Jacopo (2020) found that such distance learning is likely to have a negative impact on student performance due to reduced study time, reduced motivation to do homework, changed nature of the Interaction with peers and psychological distress on students caused by confinement.

The expert understood that the ongoing economic lockdown coupled with school closures posed dangers for school-age children, such as cognitive and socio-emotional expectations falling behind. This was most evident in children from disadvantaged backgrounds and children with disabilities (Di et al. 2020). The United Nations (2020, p. 2) pointed out that the learning loss associated with confinement due to the COVID-19 pandemic "risks extending into the current era, erasing decades of earlier advances" and the social widen gaps and inequality. Faced with this alarming threat, there was an urgent need to reopen schools, but only in line with pandemic containment measures. The reopening of schools led to a reduction in traumatic stress for students, reconnections of students, teachers and all members with the host communities. With the current situation, the school administrator must prioritise the protection of vulnerable human resources (students, teachers and visitors). Protect teachers and students with positive diagnoses against stigmatisation and discrimination, paying



particular attention to the admission of new students and others, transiting from one school to another. It is however expected that school principals, teachers and students have to respond to an extraordinary experience in terms of alteration in school activities and school relationships among others.

To reduce potential virus transmission between members of school communities, school leaders face the challenge of running the school in accordance with strict health protocols (i.e. basic measures such as full use of face coverings, physical distancing and hand sanitizing). Day and Sammons (2014) found that school leaders' role in providing guidance, fostering positive school climates, and empowering teachers are critical to enabled schools to respond effectively to today's critical situations. Like other frontline workers, school leaders are wracked with fears, anxieties and concerns arising from the possibility of contracting the COVID19 virus for themselves, their staff, students, family members and other visitors to the school. "In the current context of uncertainty, chaos and change, the pressure on school leaders to stay in office and thrive has never been greater" (StoneJohnson and Weiner 2020).

Studies have shown that effective secondary school principals, with a pre-built culture of trust among members of the school community, were able to leverage existing structures to enhance effective school management. The ability to use such a structure to maintain strong connections with teachers, staff, students, and parents has been questioned by some researchers during the pandemic (Brackett, Mark, and Levy. 2020; Kaul, Bryan, and Nicole 2020). Given the above consent, school leaders must create a safe school environment that supports meaningful educational activities. However, no principal can achieve this if he is unable to perform his organizational and internal relationship functions effectively. Therefore, an effective school leader must have the potential to foster an environment of respect and trust so that teachers and students can develop a sense of belonging.

Administrative effectiveness of school principals refers to the ability of school leaders to perform administrative tasks related to instructional management, internal relationships, organizational management, administration, student achievement, and interpersonal relationships with the school community in order to achieve school goals and in the event of an unforeseen eventuality using the limited resources available. In summary, the administrative effectiveness of school leaders can be seen as those characteristics that serve as facilitators for the achievement of secondary school goals. limited resources based on established management principles (Adegun, 2002, Jaiyeoba, 2003, Mullins, 2010, Carter, 2010, Adeniyi, 2012). According to Besong (2014). Management effectiveness is the interpersonal relationship with employees and subordinates that could affect productivity. According to Besong (2014), the administrative effectiveness of the principal is the ability to develop a warm relationship with the subject that can potentially lead to a suitable working environment and cooperation with the subordinate.

Indices of principal administrative effectiveness measured by the All Nigeria Conference of Secondary School Principals (ANCOPSS) (2004) cited in Babayemi (2006) include: disciplined staff and students, students and teachers staying in school to attend classes during school hours, drastically reduced bad exam practice, retention of all school records, high performance on junior and senior school exams, exemplary leadership by the principal, clean school environment, and parents who rushed their children to school. In addition, according to Adegun (2005), such indices included: high productivity, morale (high motivation), teacher turnover rate, degree of integration, maximizing individual potentials, maximum use of available resources, and valuable contribution to education in the society. While Momoh and Obiweluozor (2015) mentioned the following as indices measuring administrative effectiveness of school principals; purposeful leadership of staff by the principal, involvement of department heads, structured teaching, intellectually challenging teaching, maximum communication between teachers and students, efficient and accurate record-keeping, involvement of parents and community, positive school climate, and sharing productive work among teachers.

Research in Plateau State, Nigeria found that the pedagogical leadership skills required of school leaders for effective school administration include, but are not limited to: working with teachers to set goals, providing facilities, overseeing Lesson plans, teaching and learning activities, curriculum evaluation and implementation (Ogundele, Sambo, & Bwoi, 2015). However, Arikewuyo (2009) finds that most school leaders are not effective in their administrative tasks. They present, among other things, various forms of low-level school development programs, lack of tutoring, inability to discipline the misguided teacher and student. Because of these issues; It seems that the principals are not effectively fulfilling their duties. In this sense, Ogundele, Sambo and Bwoi (2015) found in their study that the lack of adequate management capacity of the principals of many schools threatens the administrative effectiveness of their schools and the commitment of teachers in general. Adu, Akinloye, and Olaoye (2014) found that negative teacher attitudes and poor academic performance by students in secondary schools are in many cases related to poor managerial skills and abilities of school leaders. In addition, Adegun (2002) found that management ineffectiveness of the school board was a factor hindering the achievement of high school goals.



School administrations face many uncertainties and do not know how to deal with the problems arising from the Covid-19 pandemic. School leaders in different states have responded differently to such uncertainties. These reactions include; Feelings of loss of control, fear of well-being, chaotic school environment, good work-life balance, etc. While challenging, the disruption of school activities and the overall management process offers school leaders an opportunity to transform their schools with advanced leadership strategies. By equipping school leaders with the right strategies to proactively respond to change, they can create a culture of change-readiness in their schools that will enable their teachers and students to thrive academically in the current environment (Deloitte, 2020). Change is of course difficult and should be approached with calm, however the outbreak of COVID19 has meant that school management processes have rapidly changed to survive the 'new normal'. For example, staff meetings may not be held as regularly as before, school hours have been adjusted to 4:00 p.m in some schools. In a state like Akwa Ibom, school days have been extended to Saturday with no additional compensation. Different timetables were assigned to primary and secondary schools, the reduction in school hours meant that teachers could not cover their work schedule during school hours. These and other changes have been introduced in the secondary school system due to the current pandemic.

With the introduction of a vaccine, hopes rose for many. Suddenly school administrators are being challenged by a different perception of workers about the vaccine. While some welcome the development and are taking the vaccine, others are not. Abrupt changes in the administrative process, while necessary, could create friction in the operation of the school system and determine effective school administration in the era of COVID 19. Some of the changes may include a reduction in staffing levels, a vision on the part of parents when it comes to sending their wards back to school, welcoming visitors, adjusting the way they communicate, holding PTA meetings and working with various stakeholders to work together and with an attempt to strictly adhere to COVID19 protocols, they may opt for virtual meetings instead of conventional face-to-face meetings, which was the norm before the pandemic.

Principals change management is the school administrator's ability to change or modify various activities in school structure or technology, curriculum, layout, or new approaches to replace, adapt, correct, improve, promote, and bring up the situation of things to the desired position to meet the development needs of the school organization resulting from the commitment of individual staff or teachers (Ekpenyong, 2008 cited in Akpan, Ekpenyong and Oduntan 2019). According to Wardale (2009), change management is the structural approach to the transition and/or transformation of individuals, teams and organizations around the world from a current state to the desired state. Based on the definitions given above, change management can be seen as an activity that allows members of the school community to effortlessly engage in change, while at the same time expressing their shock and resistance to the change process.

The preference for familiarity and convenience by humans and innate inertia prevents administrators from changing their current administration habits. Many factors inhibiting school organisational change have been identified by scholars. For instance, Sung and Kim (2021) mentioned such factors to include; organisational inertia, traditional culture, the successful approximate response strategies learned in the past, the cost of driving transformations and conscious/unconscious resistance by organisations. Voelpel, Leibold, Mahmoud (2004) mention effective leadership, education and training, clear strategies, inter-level communication, and mutual cooperation among members. While Whelan-Berry and Somerville (2010) mentioned vision, leader behaviour, communication, education and training, employee engagement, personnel systems/practices and organisational structure. Generally, when the factors that facilitate change such as COVID-19 prevail offer the factors that inhibit change, adapting to the current situation become inevitable. Based on this background information, the present study proposes to adopt only three variables of change management vis-à-vis transformational leadership, participation and communication, innovativeness to predict administrative effectiveness of the school principals in the Calabar Education Zone of Cross River State.

2. STATEMENT OF THE PROBLEM

In March 2020, Cross Rivers State schools closed their doors to all students and alumni. In September 2020, the government announced the reopening of schools but recognized the challenge of balancing the priority of fully opening schools and controlling the spread of the Covid19 virus. Schools were asked to ensure high standards of hygiene (e.g. regular hand disinfection, thorough cleaning and preventing students from sharing devices). They were also asked to encourage social distancing as much as possible (e.g. breaking classes into smaller groups and separating them, reducing movement around the school, arranging tables differently than usual, asking staff to maintain social distancing and minimize the number of staff working with each group). At the end of the term, nearly all teachers report that their students are falling short in their curriculum in what they would normally expect, that they cannot cover the work schedule for the term, widening learning gaps between disadvantaged students and their companions. With the resumption of schools, there has been a great need for



school administrators and teachers to receive additional funding as well as clear, detailed and consistent guidance from the government to help them deal with the current situation. Parents needed reassurance that schools are safe for their students. Restrictions on the quality of pedagogy after the reopening of schools. The negative impact of social distancing requirements. Principals need to create an extra workload for teachers due to the added demands of segregated classes and social distancing. These and other troubling issues require school leaders to adopt change management strategies for effective school administration.

3. PURPOSE OF THE STUDY

This study sought to investigate the extent to which change management predicted teachers' administrative effectiveness of the school principals in Calabar Education Zone, Cross River.

State, Nigeria. The study specifically sought to find out the extent to which:

1. Transformational leadership predicts the administrative effectiveness of the school principals in the Calabar Education Zone of Cross River State.
2. Participation and communication predict the administrative effectiveness of the school principals in the Calabar Education Zone of Cross River State.
3. Innovativeness predicts the administrative effectiveness of the school principals in the Calabar Education Zone of Cross River State.

4. RESEARCH QUESTIONS

1. To what extent does the transformational leadership style of the principals' predict their administrative effectiveness?
2. To what extent does participation and communication skill of the school principals' predict their administrative effectiveness?
3. To what extent does the innovativeness of the school principals predict their administrative effectiveness?

5. RESEARCH HYPOTHESES

1. The transformational leadership style of the school principals does not significantly predict principals administrative effectiveness.
2. Participation and communications component of change management do not significantly predict their administrative effectiveness.
3. The innovativeness of the school principals does not significantly predict their administrative effectiveness.

6. RESEARCH METHODS

The research design adopted in this study was a survey research design. The study was conducted in the Calabar Education zone using the population of 1955 teachers and 87 principals found only in public secondary schools. The purposive sampling technique was used to select 87 principals and 350 teachers for the study. Though principals were studied, on the other hand, the teachers in the schools were used to study the administrative effectiveness of the school principals. The main instrument for data collection was tagged 'Change Management and Administrative Effectiveness Questionnaire (ChaMAQ)'. The content and face validity of the instruments were determined by expert judgment and use of the table of specifications while the construct validity was determined using exploratory factor analysis. Cronbach alpha reliability coefficient was used to establish the reliability of the questionnaire; and the α -values of .9, .81, .85, .87 were obtained based on the instrument sub-scale. The instrument was administered personally by the researchers to the sample teachers and principals. 437 questionnaires were administered to the sample principals and teachers, and the researcher recorded a 100% return rate. Data collected were sorted and coded accordingly. Inferential statistics of simple linear regression statistical analysis was used to test the three null hypotheses formulated to guide the study at .05 levels of significance.

7. RESULT/FINDINGS

7.1 Hypothesis one

The transformational leadership style of the school principals does not significantly predict principals' administrative effectiveness.



Table 1: Simple linear regression analysis of transformational leadership as a predictor of teachers' commitment

Model	R	R Square	Adjusted R Square
1	.653 ^a	.427	.425

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	p-value
1	Regression	579.085	1	579.085	323.710	.000 ^b
	Residual	778.173	435	1.789		
	Total	1357.259	436			

Coefficients						
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	p-value
Model	(Constant)	7.081	.469		15.110	.000
1	transformational leadership	.555	.031	.653	17.992	.000

- a. Dependent Variable: Administrative Effectiveness
- b. Predictors: (Constant), transformational leadership

The result of the analysis as presented in Table 1 revealed a correlation coefficient (r) of .653 with the coefficient of determination (r^2) of .427. This result means that there is a high positive relationship between the transformational leadership style of the school principals and their administrative effectiveness. The table further revealed that the transformational leadership style contributed 42.7% to the effective administration of the secondary school. The table also shows that the independent variable (transformational leadership style) statistically significantly predicts the dependent variable (administrative effectiveness), $F_{(3,8)} = 323.710$, $p (.000) < .05$. Referring to the coefficients in table 1, the unstandardized coefficient for transformational leadership style is .555. This means for every point increase in administrative effectiveness scores from the questionnaire items, there is a 0.55 increase in transformational leadership scores from the questionnaire instrument used. Base on this result, the null hypothesis which stated that the transformational leadership style of the school principals does not significantly predict principals' administrative effectiveness was rejected.

7.2 Hypothesis two

Participation and communications component of change management does not significantly predict their administrative effectiveness.

Table 2: Simple linear regression analysis of participation and communication as a predictor of teachers' commitment.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.681 ^a	.463	.462	1.294

ANOVA						
Model		Sum of Squares	df	Mean Square	F	P-value
1	Regression	629.052	1	629.052	375.769	.000 ^b
	Residual	728.207	435	1.674		
	Total	1357.259	436			

Coefficients						
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	p-value
1	(Constant)	6.958	.442		15.761	.000
	Participation and Communication	.561	.029	.681	19.385	.000

- a. Dependent Variable: Administrative Effectiveness
- b. Predictors: (Constant), Participation and Communication

Table 2 present a correlation r coefficient of .681 which indicate a high positive correlation between participation and communication skills of the school principals and administrative effectiveness. also, the coefficient of determination (r^2) indicates of .463 indicate that 46.3% of the administrative effectiveness of the school principals are being explained participation and communication skills. With the $F_{(1,435)}$ of 375.769 and



the p-value of .000, the result of the analysis was statistically significant at .05, $p < .05$. From the coefficients table, the unstandardized coefficient for the participation and communication component of change management is .561. This implies that for every point increase in administrative effectiveness scores from the questionnaire items, there is a .561 increase in participation and communication component of change management scores. With this result, the null hypothesis which stated that the participation and communications component of change management does not significantly predict their administrative effectiveness was rejected.

7.3 Hypothesis three

The innovativeness of the school principals does not significantly predict their administrative effectiveness.

Table 3: Simple linear regression analysis of participation and communication as a predictor of teachers' commitment.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.600 ^a	.360	.359	1.413		

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	p-value
1	Regression	488.576	1	488.576	244.658	.000 ^b
	Residual	868.683	435	1.997		
	Total	1357.259	436			

Coefficients						
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	p-value
Model	(Constant)	7.455	.514		14.489	.000
1	Innovativeness	.526	.034	.600	15.642	.000

a. Dependent Variable: Administrative Effectiveness

b. Predictors: (Constant), Innovativeness

The result of data analysis as presented in table 3 depict a positive relationship between the innovativeness of the school administrator and the administrative effectiveness of the school principal with the correlation coefficient (r) of .600. The r^2 of further revealed that their innovativeness explained 60% of the administrative effectiveness of the school principals, with the r^2 of .600. The $F_{(1,435)}$ of 244.658 and the p-value of .000 as observed from the ANOVA table revealed that the result of the analysis is significant at .05 level, $p < .05$. This result implies that the innovativeness of the school administrator statistically significantly predicts the administrative effectiveness of the school principals. Furthermore, the coefficients table revealed that the unstandardized coefficient for principals' innovativeness is .526 and it is significant at .05. This result implies that for every point increase in administrative effectiveness scores from the questionnaire items, there is a 0.526 increase in principals' innovativeness scores from the questionnaire instrument used. With this result, it can be statistically concluded that the innovativeness of the school principals statistically significantly predict the administrative effectiveness of the school principal.

7.4 Hypothesis four

Change management variables does not significantly predict their administrative effectiveness.

Table 4: Simple linear regression analysis of change management as a predictor of teachers' commitment.

Model	R	R Square	Adjusted R Square			
1	.828 ^a	.686	.684			

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	931.163	3	310.388	315.418	.000 ^b
	Residual	426.095	433	.984		
	Total	1357.259	436			



		Coefficients				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	p-value
1	(Constant)	1.863	.448		4.162	.000
	transformational leadership	.295	.027	.348	11.077	.000
	Participation and Communication	.327	.026	.397	12.588	.000
	Innovativeness	.276	.026	.315	10.449	.000

a. Dependent Variable: Administrative Effectiveness

b. Predictors: (Constant), Innovativeness, transformational leadership, Participation and Communication.

The result of the multiple regression analysis presented in Table 4 indicated that change management variables used in the present student statistically significantly predict principals' administrative effectiveness. The null hypothesis was rejected given the fact that the obtained P-values of .00 were found to be less than 0.05 alpha level of significance with $F_{(3, 433)}$ of 315.418. The regression coefficient informed us that for a one-point increase in administrative effectiveness scores from the questionnaire items, there is a .295, .327 and .276 increase in transformational leadership, Participation and Communication and Innovativeness respectively. This result also revealed that change management variables significantly statistically predict principals' administrative effectiveness of the school principals.

Findings and discussion

In the first hypothesis tested, it was discovered that innovation of the school principals significantly predict administrative effectiveness during the COVID 19 pandemic. With the current pandemic, the need for a school administrator to be innovative becomes heightened. However, for effective utilisation of new information and processes, staff and other personnel of the school organisation need to understand the rationale behind new analytical tools and be able to integrate them into existing processes and decision-support systems. Another important factor is building internal and external support for and understanding of processes.

School administrators are faced with the feeling of anxiety, fear, danger, risk-taking and panic besides excitement, energy, joy and development about innovation during the pandemic. This uncertainty can only be surpassed by the leader figure that has a vision of teamwork and the ability to take risks. The success gained is closely related to the perceptions of all stakeholders (Boydak-Ozan and Karabatak, 2013). In support of the present finding, Harris, Day, Hopkins, Hadfield, Hargreaves, and Chapman, 2003 study revealed that administrative skills when supported with the attitudes of attaching importance to the innovation and risk-taking in the implementation process can bring out significant outcomes. Succinctly, Beycioğlu and Aslan (2010) also noted that it is the principals' and teachers' responsibility to inform and convince all the other school members of innovation and its probable reflection on the organisation's effectiveness. The maximum attribution about reaching the goals of the organisation can only be possible with the dynamism of this innovation process.

The result of the second hypothesis tested revealed that transformational leadership statistically significantly predicted school principals' administrative effective effectiveness. A school administrator's leadership style is said to be transformational if they present the school organisation's vision to members of staff and positively change them through smooth interaction. Such an administrator motivates all members of the school to work and perform their tasks beyond expectations. The aim of the school principal as the transformational leader is to promote school organisational enthusiasm and facilitate the acceptance of the goals and objectives of the school, thus enabling the organisation's interests to be placed before that of the individual. Despite the presence of the COVID 19 pandemic, teachers and the school principals strive to prioritise the attainment of the school organisation's goals and objectives through face-to-face interaction (with strict adherence to COVID 19 procedures). Many principals in the sample schools have been fully vaccinated, and efforts have been made by the school administrators to hold a Parent teachers association meeting, at least once after the resumption of school. All this attests to the fact that the school principals in the study area strive hard to keep the school organisational interest ahead of their personal interest.

To reinforce the finding of this study, Korejan and Shahbazi (2016) accentuated that in the current era of COVID 19, change processes and diversity occur in the daily life of all school organisations and to deal with this uncertain environment and continuous changes, transformational leaders are strongly needed. The finding further harmonised with the assertion of Thompson and Akudo (2020). The authors maintained that One kind of leadership style that can meet the changes and innovation in the academic system during the COVID 19 crisis is transformational leadership. Also, the study conducted by Wagbara and Ukaigwep. (2019) discovers that there is a significant relationship between transformational leadership styles of the school principals and the achievement of administrative effectiveness in secondary schools in Rivers State.



Hypothesis three tested revealed that participation and communication change management factors significantly predict the administrative effectiveness of the school administrator. With the outbreak of covid 19 couple with the increasing number of cases, communication between school principals and members of staff, student, community, parent and other stakeholders in the school become demanding. Face to face communication has been replaced with phone calls and video conferencing. Effective participation by others in such means of communication become challenging to the school administrators. In this era of COVID 19, promoting organisational change requires clear communication from leadership about the need for and rationale behind interventions, a plan to execute changes, building internal and external support, and integrating new processes and tools with existing systems.

In support of the present study, Kivimak, Länsisalmi, Elovainio, Heikkilä, Lindström, Harisalo and Puolimatka (2000) studied the relationship between participation and communication and organisational innovation. They found that participation and communication have a positive effect on organisational innovation. Kontoghioghes, Awbre, and Feurig (2005) noted that communication had a significant effect on organisational innovation. Several other studies have also found that participation and communication have a positive effect on organisational effectiveness (Bonacci, Mazzitelli, and Morea, 2020; Fernandez, Rainey, 2006).

8. CONCLUSION

Change management is an old construct in the field of administration. However, the application of change becomes more necessary with the resurgent of COVID 19 pandemic cases in Nigeria. It becomes necessary for the school administrators to change their previous administrative skills, adopting new skills in line with strict COVID 19 protocol to effectively manage their schools. Three change management variables were considered in this study vis, innovativeness, transformational leadership styles and participation and communication. The result of the analysis revealed the variables significantly predicted administrative effectiveness in the study area.

9. RECOMMENDATIONS

Base on the findings of the study, it was recommended that;

1. There is a need for immediate decentralisation of school management, as this will help the school principal to use their ingenuity in introducing innovative ways of administering the school under their jurisdiction.
2. Where applicable, the transformational leadership style should be the dominant administrative leadership style in the present era of COVID 19.
3. It is pertinent that the school administrator continues to engage all stakeholders in school affairs through the use of different communication channels other than face to face communication.

REFERENCES

1. Akpan, C. P., Ekpenyong, E. B., and Oduntan, A. B. (2019). *Change management variables as predictors of teachers' commitment in public secondary schools in Calabar Education Zone of Cross River State, Nigeria. Global Journal of Arts, Humanities and Social Sciences*, 7(3), 1-13.
2. Arikewuyo, M. O. (2009). *Professional training of secondary school principals in Nigeria: A neglected area in the educational system. Florida Journal of Educational Administration*. 2(2).
3. Babayemi, B. A., (2006). *Principalship. In Babalola, J. B. Ayeni, A. O., Adediji, S. O., Suluiman, A. A. and Arikewuyo, M. O. (Eds.). Educational management: thoughts and practice. Ibadan: Cadat Publications.*
4. Besong, J. (2014). *Principals' Administrative Effectiveness and Staff Productivity in Selected Secondary School in South West Region, Cameroon. International Journal of Academic Research in Management (IJARM)*, 3, (2), 155-166
5. Beycioğlu, K., and Aslan, M. (2010). *Okul Gelişiminde Temel Dinamik Olarak Değişim ve Yenileşme: Okul Yöneticileri ve Öğretmenlerin Rollerini. Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi*, 7(1), 153-173.
6. Bonacci, I., Mazzitelli, A., Morea, D. (2020). *Evaluating Climate between Working Excellence and Organizational Innovation: What Comes First? Sustainability*, 12, 3340.
7. Boydak, O. M., and Karabatak, S. (2013). *Ortaöğretim okul yöneticilerinin yenilik yönetimine yaklaşımları ve karşılaştıkları sorunlar. International Online Journal of Educational Sciences*, 5(1), 258-273.
8. Day, C., and Sammons, P., (2014). *Successful School Leadership. Educational Development Trust. Available online: https://www.educationdevelopmenttrust.com/EducationDevelopmentTrust/files/a3/a359e571-7033-41c7-8fe7-9ba60730082e.pdf*
9. Deloitte. (2020). *Combating COVID-19 with an agile change management approach: A guide for organisations to prioritise people's needs while maintaining business continuity during uncertain times, available at: https://www2.deloitte.com/content/dam/Deloitte/in/Documents/human-capital/in-hc-consulting-deloitte-change-management-pov-on-covid-noexp.pdf*
10. Di, P., Giorgio, F. B., Patricia, C., Zbigniew, K., and Jacopo, M., (2020). *The Likely Impact of COVID-19 on Education: Reflections Based on the Existing Literature and International Datasets. Luxembourg: Publications*



- Office of the EU. <https://core.ac.uk/download/pdf/343468109.pdf>
11. Fernandez, S., Rainey, H. G. (2006). *Managing Successful Organizational Change in the Public Sector*. *Public Adm. Rev.*, 66, 168–176.
 12. Fullan, M. (2014). *Leading in a culture of change personal action guide and workbook*. John Wiley & Sons.
 13. Harris, A., Day, C., Hopkins, D., Hadfield, M., Hargreaves, A., and Chapman, C. (2003), *Effective Leadership for School Improvement*, RoutledgeFalmer, New York, NY
 14. Jaiyeoba, A. O., (2003). *Perspectives in secondary school administration*. Ibadan: Awemark Industrial Printers.
 15. Kivimäki, M., Lämsäsalmi, H., Elovainio, M., Heikkilä, A., Lindström, K., Harisalo, R., Puolimatka, L. (2000). *Communication as a determinant of organizational innovation*. *R&D Manag.*, 30, 33–42.
 16. Kontoghiorghes, C., Awbre, S. M. Feurig, P. L. (2005). *Examining the relationship between learning organization characteristics and change adaptation, innovation, and organizational performance*. *Hum. Resour. Dev. Q.*, 16, 185–212.
 17. Koreja, M. M., and Shahbazi, H., (2016). *An analysis of the transformational leadership theory*. *Journal of Fundamental and Applied Sciences*, 8(3), 452-461
 18. Momoh, U and Obiweluzor, N (2015). *Principals' administrative effectiveness in the implementation of quality assurance standards in Public Secondary Schools in Edo and Delta States*. *Sokoto Educational Review*, 16 (1), 125-134
 19. Mullins, L. J., (2010). *Management and Organisational Behaviour: Financial Times, Prentice Hall*.
 20. Ogundele, M. O., Sambo, A. M. and Bwoi, G. M (2015). *Principals' administrative skills for secondary schools in Plateau State, Nigeria*, Department of Educational Foundations, Faculty of Education, University of Jos, Jos, Nigeria.
 21. Olasunkanmi, A. W., (2014). *Personality traits and administrative effectiveness of secondary school Principals in Southwestern Nigeria*. *Advances in Social Sciences Research Journal*, 1(8), 198–206
 22. Stone-Johnson, C., and Weiner, J. M., (2020). *Principal professionalism in the time of COVID-19*. *Journal of Professional Capital and Community*, 5, 367–74.
 23. Sung, W.; Kim, C. (2021). *A Study on the effect of change management on organizational innovation: focusing on the mediating effect of members' innovative behavior*. *Sustainability*, 13, 2079.
 24. Thompson, C. C., and Akudo, F. U (2020). *Extent of principals' application of transformational leadership practices for administrative effectiveness in public secondary schools in Anambra state*. *International Journal of Applied Research* 2020; 6(3): 29-34
 25. Vladoš, C. (2020). *Development and underdevelopment from the perspective of evolutionary socioeconomics in the post-COVID19 era*. *Journal of Economic and Social Thought*, 7, 181–212.
 26. Vladoš, C. (2020). *The growth and development analytical controversies in economic science: A reassessment for the post-Covid-19 era*. *Journal of Economics and Political Economy*, 7, 209–33.
 27. Voelpel, S. C., Leibold, M., Mahmoud, K. M. (2004). *The organizational fitness navigator: Enabling and measuring organizational fitness for rapid change*. *J. Chang. Manag.*, 4, 123–140.
 28. Wagbara, C. D., and Ukaigwe, C. (2019). *Principals' Leadership Styles and Administrative Effectiveness in Public Senior Secondary Schools in Rivers State*. *International Journal of Research and Innovation in Social Science (IJRISS)*, 3 (10), 529 – 535
 29. Whelan-Berry, K. S., and Somerville, K. A. (2010). *Linking change drivers and the organizational change process: A review and synthesis*. *J. Chang. Manag.*, 10, 175–193