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PRINCIPALS' JOB INVOLVEMENT VARIABLES AS PREDICTORS OF ADMINISTRATIVE EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE, NIGERIA

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Abstract

This study examined principals' job involvement variables as predictors of administrative effectiveness in public secondary schools in Anambra State, Nigeria. Four research questions guided the study and four null hypotheses were tested at 0.05 level of significance. The study adopted a correlational survey research design. The population comprised 275 principals in public secondary schools across the six education zones in Anambra State. All the 275 principals were used in the study. Data were collected using two questionnaires; Principals' Job involvement variables questionnaire and Principals' Administrative effectiveness questionnaire. The instruments were validated by three experts, and reliability coefficients of 0.85 were obtained for PJVQ and 0.88 for the PAEQ. Data were analyzed using simple and multiple regression analyses with the aid of the Statistical Package for the Social Sciences (SPSS) version 25.0 at the 0.05 level of significance. The findings revealed that Principals' job involvement variables with its components significantly predicted administrative effectiveness among principals, with psychological connection and attitude to work demonstrating the strongest predictive influence. Similarly, principals' emotional attachment significantly predicted administrative effectiveness among principals. The findings further showed that psychological connection, emotional attachment and attitude to work jointly made a significant prediction of administrative effectiveness among principals in public secondary schools in Anambra State. Overall, the study established that job involvement variables are significant determinants of administrative effectiveness among principals. The study concluded that principals who demonstrate a strong psychological connection with their schools, maintaining positive emotional attachment to their work environment, and exhibit positive attitude towards their responsibilities are more likely to be administratively effective. It was therefore recommended, among others, that government and educational stakeholders should organize programmes that strengthens principals' psychological connection with their schools through leadership orientation, institutional goal alignment, and professional commitment initiatives, while school administrators should be encouraged to

cultivate positive emotional attachment by promoting healthy interpersonal relationship, staff welfare, teamwork, and supportive school environments that enhance commitment to school development and achievement of educational goals.

Keywords: Job involvement, psychological connection, emotional attachment, attitude to work, principals, administrative effectiveness, secondary schools.

Introduction

In secondary schools in Nigeria, the principal is a primary leader with an obligation of overseeing the attainment of the laudable objectives of secondary school education as stipulated in the national policy on education. Principals are responsible for creating a positive and conducive learning environment where students can excel academically, socially, and emotionally (Nwangwa and Memberr, 2021). As a leader, the principal plays a crucial role in the improvement of educational performance and eventual quality in the school. As a result, school principals have the responsibility of developing the visions that guide the operations of their schools (Anukaenyi and Nwafor, 2023). It is the statement of vision, mission and values defined by the principals that inspire quality-oriented strategies to support constant innovations, changes and improvements in the schools. Enwezor (2025) argue that Principals are clothed with authority and responsibility of developing and implementing the educational programmes of the school, procuring staff, providing facilities and equipment, keeping records as well as creating conducive teaching and learning atmosphere in schools. By virtue of their position, principals remain key figure in secondary school improvement by defining visions, setting strategic goals, and guiding institutional progress when the principals' visions are right and the strategic goals of the school are duly implemented, administrative effectiveness is likely to occur.

Administrative effectiveness involves proficiently organizing and coordinating resources, tasks, and personnel to achieve goals, maximize efficiency, and facilitate smooth operations within an organization or institution. Nwafor and Egboka (2020) remarked that administrative effectiveness in schools is enhanced when leaders are able to balance multiple responsibilities, demonstrate clear and timely decision-making, and implement supportive practices that foster both staff motivation and student outcome. This effectiveness requires strong organizational skills, the ability to delegate appropriately, and a commitment to maintaining open channels of communication within the school community (Ukaogba and Nwankwo, 2020). For secondary school system the principal occupies such leadership position.

Principals' administrative effectiveness is the degree to which human, financial and material resources are utilized to achieve targeted outcome and objectives in schools. It involves the coordination of tasks, allocation of resources, setting clear objectives, and implementing strategies to maximize productivity while maintaining a conducive work environment. In many secondary schools in Anambra State, principals have demonstrated commendable effectiveness in planning and coordinating school programmes, assigning responsibilities to teachers, supervising teaching and learning activities, and fostering positive relationship among staff and students. Their

efforts in promoting discipline, encouraging teachers, maintaining communication and mobilizing available resources also contribute significantly to the attainment of school goals.

Nevertheless, Adelotan and Gbesoevi (2021) reported that principals who are more involved and committed to their duties tend to achieve higher levels of effective administration in school management, because principals who are highly committed, emotional attached, and actively engaged in their responsibilities tend to perform administrative duties more efficiently and achieve educational goals effectively. According to Oredein and Opatunde (2023), principals who demonstrate strong involvement in administrative and personnel activities contribute significantly to improved organizational functioning and teachers' commitment in secondary schools also Olaifa and Awodiji (2023) observed that principals' commitment and participation in administrative tasks strongly influence school effectiveness. These, underscores the importance of understanding the factors that contribute to the principal's effectiveness, particularly within the unique socio-cultural and economic landscape of Anambra State. One of such factors is the principal's level of job involvement.

Job involvement, a concept rooted in organizational psychology, refers to the degree to which individuals psychologically and emotionally engage with their job and actively participate in their work roles. Robbins and Judge (2020) posit that employees who exhibit high job involvement tend to invest significant cognitive and emotional energy in their work, resulting in enhanced performance and commitment.

Job involvement is the degree to which an individual identifies psychologically with their job, actively participates in it, and considers their performance important to their self-worth. Oparaji (2023) defined job involvement as the psychological attachment of a worker to his job, it can be used to describe the belief and function on how a worker's job responds to his immediate needs. Job involvement represents a cognitive or belief state of psychological identification with one's job, which is distinct from extrinsic job satisfaction or organizational commitment. An individual with high job involvement does not work merely for external rewards such as salary or promotion but derives intrinsic satisfaction from the work itself and sees the job as a central life interest. Job involvement indicators as communicated by Karam and Rahman (2014) in Oparaji (2023) could be identified as organizational commitment, organizational effectiveness, job satisfaction, job performance and job design. Akter and Rahman (2012) suggested that job involvement could be explained in terms of the psychological, emotional and cognitive pre occupation and engagement a worker has to his job. Psychological connection, emotional attachment and attitude to work are selected as variables for operationalizing principals' job involvement in this study because they represent the cognitive, affective and behavioural components of an individual's attachment to their job role.

Although previous studies such as Obiekwe, Ayodele and Madudili (2024) and Okaforcha, Ohamobi and Elodi (2024) and so on have examined leadership competencies and administrative practices in secondary schools in Anambra State, Nigeria, there is limited empirical evidence on

how specific job involvement variables particularly psychological connection, emotional attachment, and attitude to work predict administrative effectiveness. These observations underscore the necessity of empirical investigation into the extent to which principals' job involvement variables predict administrative effectiveness in public secondary schools in Anambra State.

Statement of the Problem

Principals' Job involvement is fundamental to the successful administration of secondary schools, Principals are responsible for planning and coordinating school activities, supervising teachers, managing students, maintaining discipline, ensuring effective communication with parents and stakeholders, and implementing educational policies. They are expected to serve as the chief administrators of secondary schools, their responsibilities cut across instructional, managerial and leadership functions. Principals should be actively involved in all aspects of school life by demonstrating psychological identification with their work, personal commitment to school goals, and a willingness to invest extra effort beyond contractual obligation. Such high job involvement enables principals to effectively coordinate school resources, supervise instructional delivery, motivate teaching staff, foster a conducive learning environment and ultimately drive improved student academic achievement.

Despite the critical role of principals, evidence from public secondary schools in Anambra State reports of weak supervision of teachers, ineffective coordination of school programmes, declining academic performance, delayed decision-making, strained relationships with staff and parents, increasing incidents of students indiscipline and inconsistent enforcement of policies suggest that some principals are not functioning at optimal administrative effectiveness. Observations and preliminary investigations indicates that a considerable number of principals exhibit low levels of job involvement, manifesting in absenteeism, laxity in supervision, and resistance to innovation. Consequently, many public secondary schools in the State struggle to meet expected educational standards, leading to a growing gap between policy aspirations and actual outcomes.

In response to these challenges, the Anambra State government, through the ministry of Education and the Post-Primary Schools Service Commission (PPSSC), has implemented several remedial measures. These includes the organization of mandatory workshops on leadership and school management, the introduction of performance appraisal systems, the deployment of monitoring and supervisory teams, and the periodic reshuffling of underperforming principals. Additionally, teacher training institutions and professional bodies such as the All Nigeria Confederation of principals (ANCOPSS) have made efforts to equip principals with modern administrative skills. Despite these interventions, the anticipated improvements in school administration have remained minimal, suggesting that those measures may be addressing symptoms rather than the root causes of administrative ineffectiveness. If this situation persists, it may lead to continued poor school performance, low teacher productivity, increased student

indiscipline, and general decline in the quality of education in public secondary schools in Anambra State. This could further weaken the educational system and hinder the achievement of sustainable development goals in education. It is against this backdrop that the present study seeks to investigate specific principals' job involvement variables as predictors of administrative effectiveness in public secondary schools in Anambra State.

Purpose of the study

The purpose of the study is to investigate Principals' job involvement variables as predictors of their administrative effectiveness in public secondary schools in Anambra State, specifically the study determines:

1. The predictive value of principals' psychological connection on their administrative effectiveness in public secondary schools in Anambra State;
2. The predictive value of principals' emotional attachment on their administrative effectiveness in public secondary schools in Anambra State;
3. The predictive value of principals' attitude to work on their administrative effectiveness in public secondary schools in Anambra State;
4. The joint predictive value of principals' job involvement variables on their administrative effectiveness in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the predictive value of principals' psychological connection on their administrative effectiveness in public secondary schools in Anambra State?
2. What is the predictive value of principals' emotional attachment on their administrative effectiveness in public secondary schools in Anambra State?
3. What is the predictive value of principals' attitude to work on their administrative effectiveness in public secondary schools in Anambra State?
4. What is the joint predictive value of principals' job involvement variables on their administrative effectiveness in public secondary schools in Anambra State?

Hypotheses

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

1. Principals' psychological connection is not a significant predictor of their administrative effectiveness in public secondary schools in Anambra State.
2. Principals' emotional attachment is not a significant predictor of their administrative effectiveness in public secondary schools in Anambra State.
3. Principals' attitude to work is not a significant predictor of their administrative effectiveness in public secondary schools in Anambra State.



4. Principals' job involvement variables jointly, do not significantly predict their administrative effectiveness in pubic secondary schools in Anambra State.

Methods

This study adopted a correlational survey research design to examine job involvement variables as predictors of administrative effectiveness among principals of public secondary schools in Anambra State, Nigeria. Four research questions and four null hypotheses guided the study. The study was conducted in the six education zones of Anambra State, namely Aguata, Awka, Nnewi, Ogidi, Onitsha, and Otuocha. The population comprised 275 principals of public secondary schools in the State, a cencus technique of all 275 principals were utilized. Two adapted standardized instruments were used for data collection. The Principals' Job involvement Variables Questionnaire (PJVQ), and Principals' Administrative Effectiveness Questionnaire (PAEQ). The PJVQ contained 24 items measuring psychological connection, emotional attachment and attitude to work, while PAEQ comprised 20 items measuring administrative effectiveness. Both instruments were structured on a four-point rating scale. The instruments were validated by three experts, while their internal consistency was established through a pilot study using Cronbach's Alpha reliability coefficient. The overall reliability coefficients obtained were 0.85 for the PJVQ and 0.88 for the PAEQ, indicating satisfactory reliability. Simple regression was used to answer three research questions and determine the predictive value of job involvement variables on administrative effectiveness while multiple regression was used to answer research question four and determine the joint predictive value of job involvement variables on administrative effectiveness, while the p-value was used to test the four null hypotheses at the 0.05 level of significance. Data analysis was carried out using the Statistical Package for Social Sciences (SPSS) version 25.

Results

Research Question 1: What is the predictive value of principals' psychological connection on their administrative effectiveness in public secondary schools in Anambra State?

Table 1. Summary of Simple Regression Analysis of predictive value of principals' psychological connection on their administrative effectiveness in public secondary schools in Anambra State

	R	R^2	Adj.R^2	*B*	SE B	β
Constant				-.764	.217	
	.756	.573	.571			.757
Psychological Connection				1.268	.066	

The summary of the simple regression analysis presented in Table 1 indicates that principals' psychological connection strongly predicts their administrative effectiveness in public secondary schools in Anambra State. This is shown by the regression coefficient (R = .757) and

the coefficient of determination (R^2 = .573), indicating that principals' psychological connection explained 57.3% of the variance in their administrative effectiveness.

Research Question 2: What is the predictive value of principals' emotional attachment on their administrative effectiveness in public secondary schools in Anambra State?

Table 2. Summary of Simple Regression Analysis of predictive value of principals' emotional attachment on their administrative effectiveness in public secondary schools in Anambra State

	R	R^2	Adj.R^2	*B*	SE B	β
Constant				.914	.261	
	.497	.247	.244			.497
Emotional Attachment				.736	.078	

Table 2 shows that the simple regression coefficient (R) is .497, while the coefficient of determination (R^2) is .247. This indicates that principals' emotional attachment is a moderate predictor of their administrative effectiveness in public secondary schools in Anambra State. Specifically, emotional attachment explained 24.7% of the variance in principals' administrative effectiveness.

Research Question 3: What is the predictive value of principals' attitudes to work on their administrative effectiveness in public secondary schools in Anambra State?

Table 3. Summary of Simple Regression Analysis of predictive value of principals' attitudes to work on their administrative effectiveness in public secondary schools in Anambra State

	R	R^2	Adj.R^2	*B*	SE B	β
Constant				.463	.103	
	.867	.752	.751			.867
Principals' Attitude to Work				.903	.031	

Table 3 indicates that principals' attitude to work is a strong predictor of their administrative effectiveness in public secondary schools in Anambra State. This is shown by the regression coefficient (R = .867) and the coefficient of determination (R^2 = .752), indicating that principals' attitude to work explained 75.2% of the variance in their administrative effectiveness.

Research Question 4: What is the joint predictive value of principals' job involvement variables on their administrative effectiveness in public secondary schools in Anambra State?

Table 4. Summary of Simple Regression Analysis of joint predictive value of principals' job involvement variables on their administrative effectiveness in public secondary schools in Anambra State

	R	R^2	Adj.R^2	*B*	SE B	β
Constant	.910	.828	.826	-.033	.148	

Psychological Connection	.693	.067	.414
Emotional Attachment	-.417	.055	-.282
Attitude to Work	.786	.039	.755

Table 4 indicates that principals' job involvement variables jointly provide a strong prediction of their administrative effectiveness in public secondary schools in Anambra State. This is evidenced by the multiple regression coefficient (R = .910) and the coefficient of determination (R^2 = .828), indicating that the three job involvement variables jointly explained 82.8% of the variance in principals' administrative effectiveness. Among the predictors, attitude to work made the strongest positive contribution (β = .755), followed by psychological connection (β = .414), while emotional attachment made a significant negative contribution (β = −.282).

Discussions

The results of the simple regression analysis for Research Question One indicate that principals' psychological connection strongly predicts their administrative effectiveness in public secondary schools in Anambra State. This is supported by a correlation coefficient (R) of .757 and a coefficient of determination (R^2) of .573, indicating that 57.3% of the variance in principals' administrative effectiveness is explained by psychological connection, with a regression weight (B) of 1.268 (SE = .066). The finding of the present study agrees with Akudo and Ezinwa (2024), who investigated principals' personality as a correlate of their administrative effectiveness in secondary schools in Anambra State. Their study sought to determine the relationship between principals' personality and their administrative effectiveness. The finding of a positive relationship between principals' personality and administrative effectiveness supports the present finding that principals' psychological connection significantly predicts their administrative effectiveness. This suggests that the psychological and individual characteristics of principals are important in explaining how effectively they perform their administrative responsibilities.

The results of the simple regression analysis for Research Question Two indicate that principals' emotional attachment moderately predicts their administrative effectiveness in public secondary schools in Anambra State. The analysis yielded a correlation coefficient (R) of .497 and a coefficient of determination (R^2) of .247, indicating that 24.7% of the variance in principals' administrative effectiveness is explained by emotional attachment, with a regression weight (B) of .736 (SE = .078). These findings align with the study of Mokwe and Obi (2023), which revealed a strong positive and significant relationship between principals' emotional intelligence and their administrative effectiveness in public secondary schools in Anambra State. The similarity between the two studies may be attributed to the fact that emotional intelligence involves the ability of principals to recognize, manage, and express emotions effectively, while emotional attachment reflects the depth of emotional identification and commitment toward the school environment.

Both concepts emphasize the role of emotional factors in strengthening interpersonal relationships, improving leadership practices, and enhancing administrative outcomes.

The study equally established that the results of the simple regression analysis for Research Question Three indicate that principals' attitude to work strongly predicts their administrative effectiveness in public secondary schools in Anambra State. The analysis revealed a correlation coefficient (R) of .867 and a coefficient of determination (R^2) of .752, indicating that 75.2% of the variance in principals' administrative effectiveness is explained by attitude to work, with a regression weight (B) of .903 (SE = .031). These findings align with the study of Adetolan and Gbesoevi (2021), which established a significant relationship between principals' attitude to work and administrative effectiveness in public senior secondary schools in Lagos State. The similarity between the two studies may be attributed to the fact that positive work attitudes among principals enhance commitment, dedication, interpersonal relationships, and effective discharge of administrative responsibilities. Both studies emphasize that principals who demonstrate enthusiasm, professionalism, and commitment toward their duties are more likely to achieve effective school administration.

Finally, the results of the multiple regression analysis for Research Question Four indicate that principals' job involvement variables jointly provide a strong prediction of their administrative effectiveness in public secondary schools in Anambra State. The analysis yielded a multiple correlation coefficient (R) of .910 and a coefficient of determination (R^2) of .828, indicating that 82.8% of the variance in principals' administrative effectiveness is jointly explained by psychological connection, emotional attachment, and attitude to work. The regression coefficients further revealed that attitude to work made the strongest positive contribution ($\beta = .755$, B = .786, SE = .039), followed by psychological connection ($\beta = .414$, B = .693, SE = .067), while emotional attachment made a significant negative contribution ($\beta = -.282$, B = −.417, SE = .055) when the three variables were considered simultaneously. Overall, the finding confirms that principals' job involvement is a significant determinant of administrative effectiveness in public secondary schools in Anambra State. Principals who are psychologically connected to school goals, emotionally committed to school development, and positively oriented toward their work are more likely to demonstrate effective leadership, coordination, supervision, and decision-making practices necessary for successful school administration.

Conclusion

The findings of this study revealed that principals' job involvement variables, namely psychological connection, emotional attachment, and attitude to work, significantly predict their administrative effectiveness in public secondary schools in Anambra State. Each of these dimensions demonstrated a meaningful contribution toward enhancing principals' effectiveness in planning, coordinating, supervising, motivating staff, resolving conflicts, and achieving school goals. It is therefore concluded that strengthening principals' job involvement through improved

psychological connection, emotional attachment, and positive work attitudes will enhance leadership effectiveness, improve school administration, and ultimately contribute to better educational outcomes in public secondary schools in Anambra State.

Recommendations

1. The Anambra State Ministry of Education and the Post Primary Schools Service Commission (PPSSC) should develop policies and programmes that strengthen principals' psychological connection with their schools through leadership orientation, institutional goal alignment, and professional commitment initiatives.

2. School administrators should be encouraged to cultivate positive emotional attachment by promoting healthy interpersonal relationships, staff welfare, teamwork, and supportive school environments that enhance commitment to school development.

3. The Ministry of Education should organize regular leadership development programmes, seminars, and workshops aimed at improving principals' work attitudes, professionalism, ethical conduct, and commitment to administrative responsibilities.

4. Educational policymakers should design continuous professional development programmes that address all dimensions of principals' job involvement, including psychological connection, emotional attachment, and attitude to work, as these jointly contribute significantly to administrative effectiveness

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