



Accommodative Strategies and School Administrator's Managerial Effectiveness in Public Secondary Schools in Akwa Ibom South-South Senatorial District

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Abstract: This study investigated the relationship between Accommodative Strategies and School Administrator's Managerial effectiveness in Public Secondary Schools in Akwa Ibom South-south Senatorial district. In order to achieve the purpose of this study three purposes, three research questions were raise and three null hypotheses were formulated to guide the study. The sub-variables of the study which were self-regulation, emotional adjustment, and communication adjustment and administrators' managerial effectiveness were reviewed under conceptual framework and empirical studies, the sample size consisted of 77 respondents representing the population of 95 drawn using simple random sampling technique. Data were collected using a structured closed ended questionnaire title, Accommodative Strategies Questionnaire (ASQ) and Administrators Managerial Effectiveness Questionnaire (AMEQ). The reliability of the instrument was established by using the data from trial testing procedure which yielded .76, which showed that the instrument was reliable to be used in the study. Research questions and hypotheses were answered using PPMC (Pearson Product Moment Correlation) analyses at .05 level of significant. The findings of the study revealed that accommodative strategies such as self-regulation, emotional adjustment and communication adjustment relate significantly to the school administrators' managerial effectiveness in secondary school students in Akwa Ibom South-South senatorial district. The findings of this study would contribute to knowledge in the sense that, researchers in different places and times would likely used as reference document conducted further studies on related issue.

Keywords: Accommodation, Strategy, Administrator, Managerial, Effectiveness.

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1. INTRODUCTION / CONCEPTUAL FRAMEWORK

1.1 Background of the study

The changing nature of the world today poses the issue on the school operation as to meeting the demand of the age. The technology age as faced the world demands changing pattern in the administration and management of schools. Today in

school, the use of cane to correct behaviours seems to be replaced with behavioral management strategies. Teachers' center approach is shifted to students' center approach. The use of chalkboard is replaced with slide and other technologies. This is acknowledged as the innovative pattern towards enhancing effective and cooperative learning. In the management of school personnel for effective

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realization of educational goals, Caldwell (2013) opined that neither model can adequately accommodate the emergent tensions between competing role demands, ever-increasing managerial expectations of performance and new challenges to professional expertise, all of which are likely to intensify in the future. This means that strategic method needs to be employed, if effective school administration and management must be realized or attained. One of such strategies is termed accommodative strategies.

Accommodative strategy could be defined as a managerial method used by the superior or the head of organization to effect a coperalational social environment where every individuals are willing to actively participate in the activities of the organization. Ajudeonu and Ossai (2022) saw accommodative strategy as a way of maintaining interpersonal relationships regardless of the interests of those involved. The authors further explained that accommodation as a dispute resolution strategy is a yield-loss-win strategy in which one party makes concessions to the other party (or parties) in order to protect and maintain the relevant relationship. This means that for positive relationship to be maintained, there should be two-way-win accommodation among the involved parties. Accommodative strategy or approach may be seen as a way in which managers used to realize organizational social and responsive environment, and to make ethical decisions that may bring about managerial team effectiveness. Ajudeonu and Ossai (2022) asserted that accommodative strategies improve academic performance because students feel more comfortable and can spend more time studying. Accommodation skills include the ability to sacrifice, be selfless, obey order, and yield effective workplace cooperation. The authors acknowledged that accommodative strategy is the strategy used for conflict resolution. As highlighted by the authors, accommodative strategies go beyond ability to sacrifice, be selfless, and obey orders. Every team members, through this trait, would have self-awareness and understanding of the other team members. Accommodative strategies, in line with the context of this study, look at the following: self-regulation, emotional adjustment and communication adjustment.

Self-regulation may be defined as the ability to understand, manage and maintain good behaviour while dealing with others. Cuncic (2022) sees self-regulation as it involves the ability to rebound from disappointment and to act in a way consistent with your values. It could be deduced from this view that for one to maintain his worth and value, he/she ought to be able to rebound irrespective of the hit or threat. This self-regulation can be helpful to the school

administrators in their management process, as to maintain favorable relationship and workplace climate. Kaufman (2010) maintained that arguably, the most important of all classroom skills influenced by the executive functions is the ability to survey a problem situation and determine the strategies needed to address it. It implies that the effectiveness of school administrators is to identify issues either as facing the school, staff, students or their office, and find a suitable way to address them without clash of interest. The use of self-regulation techniques are ways to actively engage all school personnel in the administrative process for the purpose of attaining the school objectives and goals.

Ackerman (2018) noted that self-regulation is what allows us to feel one way but act another. This means that self-regulation has to do with individual behavioural pattern. In the writing of Bell (2016) opined that someone who has good emotional self-regulation has the ability to keep their emotions in check. They can resist impulsive behaviors that might worsen their situation, and they can cheer themselves up when they're feeling down. They have a flexible range of emotional and behavioural responses that are well matched to the demands of their environment. This means that if school administrators adjust to self-regulation ethical value, they could be flexible in their managerial activities. Self-regulation, which encompasses behavioural and emotional responses, promote individual consciousness, personal management skill that involves the process of guiding one's own thoughts, behaviors and feelings to reach a laid down goals. Baumeister (2007) cited in Ackerman (2018) enlisted the four component of self-regulations thus: *standards* of desirable behavior; motivation to meet standards; *monitoring* of situations and thoughts that precede breaking standards; and willpower allowing one's internal strength to control urges. It may be that administrators' self-regulation enhances desirable work environment, maintain standard relationship among school personnel, and facilitate managerial effectiveness.

Shanker (2016) noted that self-regulation [is about] reducing the frequency and intensity of strong impulses by managing stress-load and recovery. The author added that it is what makes self-control possible, or, in many cases, unnecessary. It seems that self-regulation is extremely important in the workplace, mostly, in school where it involves different set of individuals. It keeps the administrators or managers from yelling at their staff when they are getting on their nerves, slapping a coworker who lack self-regulation, or from engaging in more benign but still socially unacceptable behaviors like falling asleep at work. In the school management, development of self-regulation is seen

as accommodative strategy that seems to shape and influence social relationships for administrators' managerial effectiveness. It could be that the objective and neutrality approach to maintain inclusive work and learning environment is by developing accommodative self-regulation. Emotional adjustment is another accommodative strategy.

Emotional Adjustment could be referred as organization or modification of the state of mind. Arjun, Dakshinamurthy and Rajavel (2022) defined emotional adjustment as the state or process of accepting and adapting to one's circumstances, which may necessitate the changing of attitudes and the appropriate expression of emotions in a certain context. It could be deduced from this definition that emotional adjustment enhance regulation of attitude and reaction over a particular situation. Richard and Sumathi (2015) saw emotional adjustment as personal adjustment or psychological adjustment, and the maintenance of emotional equilibrium in the face of internal and external stressors. Arjun, Dakshinamurthy and Rajavel (2022), in the affirmation of above view, acknowledged that maintaining of emotional equilibrium in the face of internal and external pressures is known as emotional adjustment. This means that a person is emotionally adjusted if he/she displays emotions in the appropriate context and manner. It could be that emotionally stable administrator may be well-adjusted, manage the situation in an appropriate manner and maintain a good workplace relationship. Inversely, emotional instability person stir anger, problems and maladjustment in workplace. Emotional adjustment seems necessary for the development of a healthy relationship in the workplace. Pankaj *et al.*, (2017) asserted that emotional adjustment is the apex of personality adjustment, physical, intellectual, and aesthetic adjustments which are feasible once it has been achieved. The author further observed that it is a time when one focuses on a number of challenges and key situations while attempting to adjust to a newly acquired lifestyle. It implies that when someone is emotionally adjusted, the entire personality of a person become adjusted such as intellect or mental, physical and mind control.

Mayer and Salovey (1997) cited in Ackerman (2018) opined that the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth is emotional adjustment. This implies that emotional adjustment help a person or a leader to organize, re-organize, modify, harmonize, or correlate emotion in the face of both internal and external pressure. School

administrators who develop emotional adjustment are likely to understand their emotion, and able to reflect over their emotions while dealing with their staff. In the management of school, administrators or managers could effectively manage and maintain good working climate if they are able to adopt or develop emotional adjustment as one of the effective accommodative strategy to bring about their managerial effectiveness. Communication adjustment is another accommodative strategies.

Communication adjustment can be referred as the act of managing ones' manner in interactional dealings. It could also be seen as social interactive adjustment that projects one's value in any social dealings. Gasiorek *et al.*, (2020) defined communication adjustment as refers to people's tendency to adjust, or adapt their communication behavior in social interactions. In the same vein Hoffman and Zheng (2023) maintained that communication adjustment is a reaction to a miscommunication event, whereby interlocutors attempt recovery by regulation or by correction of the communication behaviour. This means that the communicator has to take notice of the tense of his communication and make necessary adjustment. Dragojevic, Gasiorek, and Giles (2016) noted that the factors that lead to the accommodation activity are adjustments which can be through verbal communication or through gestures. They further observed that communication accommodation is a ubiquitous and fundamental aspect of social interaction that serves two major functions: first, it helps facilitate coherent interaction and, second, it allows interactants to manage social distance between one another. In view of this observation Dragojevic, Gasiorek, and Giles (2016) acknowledged that communicative behaviors often have multiple social meanings and different individuals may have different perceptions of the same behavior. It is in this perspective that school administrators ought to develop communication adjustment as a trait, as this could help them accommodate their staff when misunderstanding of interaction exist. Bayram and Ta (2019) noted that a helpful adjustment that we can all make in our communication with others is to control the urge to jump to conclusions and to elevate listening for understanding. In the light of this, school administrators' managerial activities would be effective if they are adjusted to this communication accommodative strategies.

School administrators' managerial effectiveness could be seen as the managers' act of incorporating human, materials and financial resources to bring about increase productivity. It could also be seen as the administrators' strategic managerial skills to attain effective educational objectives using human, materials and financial

resources. Agih (2015) sees administrators' management of school to entail working with and through teachers, non-teaching staff and pupils or students to get things done effectively. This means that for a school administrator to successfully accomplish the set objectives, he has to strategically work with other people within the school system, able to accommodate the people and be able to inspire them to work co-operatively with him so as to achieve the educational objectives. Agih further noted that the school manager or administrator is the person responsible for coordinating the activities of the school, using resources at his disposal in such a way that the school's objectives are achieved. It may be that if administrators are able to coordinate the school activities using the resources strategically, they would likely realize their managerial effectiveness. Administrators who use strategic approach such as accommodative strategies, towards incorporating all the personnel in school would likely attain their effectiveness through attainment of education objectives and goals. School community would experience cooperation, favorable work climate, maximum productivity, good interpersonal relationship among staff, and corporate social responsibilities that resulted to higher job satisfaction (Farmaki, Kladou and Ioannides, 2023). However, in school community, diverse managerial issues seem to have been observed such as lack of corporation among personnel, chaotic work climate, students' inappropriate behavior, teachers' truancy behavior, lack of quality learning environment and learning outcome, poor school-community relation, and personnel negligent of duties. This issues could be blamed on poor accommodative strategies such as self-regulation, emotional adjustment and communication adjustment.

This become a source of worries to the administrators, teachers, PTA members, school management board, government, students, and the scholars, such that several researches have been conducted to find solution to the anomaly. For instance, Agih (2015) conducted a study on effective school management and supervision: imperative for quality education service delivery. The study advocated for school administrators to have the required qualification and experience to function optimally. Takwate (2022) conducted a study on effect of school administrators' conflict management strategies on academic staff job performance in state's tertiary institutions, Adamawa State – Nigeria. The findings of the study revealed that violation of school rules, breakdown in communication, failure to provide basic instructional materials are the major causes of conflict in Adamawa State owned tertiary institutions among others and to resolve such crisis school administrators often use collective bargaining, silence and give and take strategies. Also, Parker and

Dass (2007) conducted a study on strategies for managing human resources diversity. Their study revealed strategic responses for managing diversity as presented in a framework of proactive, accommodative, defensive, and reactive modes. The findings showed that among the enlisted strategies, defensive and reactive modes enhance effective managing of human resources diversity. From the above scholars findings, the issue of administrators' managerial effectiveness as been blamed on diverse issues without recourse to accommodative strategies such as self-regulation, emotional adjustment and communication adjustment as it created a gap in knowledge and information which this research proposal title, "Accommodative Strategies and School Administrators' Managerial Effectiveness in public secondary schools in Akwa Ibom South-South Senatorial District" is poised to fill. The question therefore is, can this study, accommodative strategies and school administrators' managerial effectiveness in public secondary schools in Akwa Ibom south-south senatorial district be used to reverse the ugly trend?

1.2 Statement of the Problem

School administrator's managerial effectiveness entails the ability to influence, direct, organize, control, correlate, and harmonize school resources for effective realization of educational goals. The administrator's managerial performance effectiveness also involves the proper management of all the school operations, from creating a safe learning environment to managing the school budget, day to day running of the school activities, incorporating personnel actively in day-to-day running of school, supervision of personnel jobs, student's enrolments and supervision, and management of school-community relationship. The effectiveness of School administrator is evident in the activeness of the school personnel. Ability to make teachers to ensure professional development, and students' performance as a realistic goal to all personnel.

However, school administrators' managerial effectiveness in public secondary schools in Akwa Ibom South-South Senatorial district, based on observation, seems to be ineffective. Observation revealed that diverse managerial issues exist as observed such as lack of corporation among personnel, chaotic work climate, students' inappropriate behavior, teachers' truancy behavior, lack of quality learning environment, poor learning outcome, poor school-community relation, and personnel negligent of duties. These may be due to poor accommodative strategies such as self-regulation, emotional adjustment and communication adjustment. This has become a problem to the government, school management

board, school administrators, teachers, students, and scholars. From the literature review highlighted in the background, it was observed that, studies done on school effective management as highlighted earlier did not take care of the accommodative strategies such as self-regulation, emotional adjustment and communication adjustment as they relate to school administrators managerial effectiveness in Akwa Ibom South-South Senatorial District. This has therefore, created a gap in knowledge which this study titled, Accommodative Strategies and School Administrators' managerial effectiveness in public secondary schools in Akwa Ibom South-South Senatorial District is poised to fill.

1.3 Purpose of the Study

The main purpose of this study is to determine the influence of accommodative strategies on school administrators' managerial effectiveness in public secondary schools in Akwa Ibom South-South Senatorial District. Specifically, the study seek to:

1. Find out the influence of self-regulation on school administrators' managerial effectiveness in public secondary schools in Akwa Ibom South-South senatorial district.
2. Determine the influence of emotional Adjustment on school administrators' managerial effectiveness in public secondary schools in Akwa Ibom South-South senatorial district
3. Examine the influence of communication adjustment on school administrators' managerial effectiveness in public secondary schools in Akwa Ibom South-South senatorial district.

1.4 Significance of the Study

The findings of this study would likely benefit the following groups of people: government, school management board, school administrators, head of departments, teachers, and researchers.

The government, through the findings of the study would be aware of the qualities a school administrators' ought to possess for effective school management, as this would enable them to device strategies in assessing teachers for promotion to the office of the administrators. The findings would benefit the school management by exposing them to the lapses in terms of traits that may accrue to schools administrators' effectiveness, and may help them to advice the administrators on the lapses. The findings of the study would point out the various possessive traits relating to school administrators' managerial effectiveness to the administrators and help them to provide ways towards amendment for their effective school management.

Furthermore, the findings of the study may be of immense benefit to educational managers, Heads of Departments as well as supervisors by gaining a better understanding and knowledge of the personnel behavioural patterns towards administrators' relationship, as this would serve as a guide that may likely enhance better counselling and guidance of the personnel.

Finally, the findings of the study may be useful to researchers, as it may serve as a reference material to enable them to make useful contributions to knowledge. These benefits may be realized when the findings of this study would be published as and when due.

1.5 Research Questions

The following research questions were raised to guide this study:

1. What is the influence of self-regulation on school administrators' managerial effectiveness in public secondary schools in Akwa Ibom south-south senatorial district?
2. What is the influence of emotional adjustment on school administrators' managerial effectiveness in public secondary schools in Akwa Ibom South-South senatorial district?
3. What is the influence of communication adjustment on school administrators' managerial effectiveness in public secondary schools in Akwa Ibom South-South senatorial district?

1.6 Null Hypotheses

The following null hypotheses were formulated to guide this study:

- H₀₁: self-regulation has no significant influence on school administrators' managerial effectiveness in public secondary schools in Akwa Ibom South-South senatorial district.
- H₀₂: emotional adjustment has no significant influence on school administrators' managerial effectiveness in public secondary schools in Akwa Ibom south-south senatorial district.
- H₀₃: communication adjustment has no significant influence on school administrators' managerial effectiveness in public secondary schools in Akwa Ibom South-south senatorial district.

1.7 Scope of the Study.

The study determined the effect of accommodative strategies on school administrators' managerial effectiveness in public secondary schools in Akwa Ibom South-South senatorial district. The study considered the following indices of accommodative strategies: self-regulation, emotional

adjustment, communication as they relate to administrators’ managerial effectiveness.

1.8 Limitation of the Study

Factors militated against the study was the respondents’ unwillingness to respond to the instruments on time. This caused delay as well as waste of time in the process of administration of the instruments. However, the researcher tried to persuade them to respond candidly as the information gathered from them would be used strictly and confidentially for research purpose only. This was done to reduce, if not totally eliminating the envisaged bias, so as to authenticate the findings. The results of the study is therefore deemed authentic and correct.

2. RESEARCH METHODOLOGY

Descriptive survey design was adopted for the study. It involved the use of questionnaire to determine the opinion of the respondents. The area of the study was Akwa Ibom South-south senatorial district of Nigeria. Akwa Ibom South comprising of the entire geographical areas of Oron Local Government Area, Mbo Local Government Area, Urue Ofong Oruko Local Government Area, Okobo Local Government Area, Udung Uko Local Government Area, Esit Eket Local Government Area, Ibeno Local Government Area, Eket Local Government Area, ONNA Local Government Area, Eastern Obolo Local Government Area, Mkpato Enin Local Government Area, and Ikot Abasi Local Government Area. The area has 266 primary schools, 95 secondary schools and one state University and other private institutions. The population of the study comprises of 95 teachers in secondary schools in Akwa Ibom South-south senatorial district. The sample size of the study was 77 respondents drawn from the population statistically using Taro Yamane formula. The simple

random sampling technique was used for selecting the respondents and the schools. The researcher developed a structured questionnaire titled, Accommodative Strategies and Administrators Managerial Effectiveness Questionnaire (ASAMEQ). It was 30 items in the questionnaire. 10 in each of the sub-variables which were drawn from all the clusters of the independent variables namely: self-regulation, emotional adjustment, and communication adjustment. In the questionnaire the respondents were expected to tick either Strongly Agree (SA), Agree (A), Disagree (D), or Strongly Disagree (SD).

The instruments were administered by the researcher and two research assistants. In doing this, the researcher briefed the research assistants on how to approach the respondents. On getting to the selected schools, the researcher introduced herself to the teachers, principals and vice principals, presented her letter of introduction and explained the purpose and the procedure to be followed in filling the questionnaires. The questionnaires were administered to the teachers and principals and vice principals, within the school hours. The respondents were given enough time to complete the questionnaires so that they could respond freely and objectively. Because of the nature of the research, it took two weeks to administer the instruments. The completed questionnaires were then collected for analysis. Pearson’s Product Moment Correlation statistics was used to answer the research questions and for testing the null hypotheses.

3. DATA ANALYSIS, AND DISCUSSION OF THE FINDINGS

Research Question 1: What is the effect of self-regulation on school administrators’ managerial effectiveness in public secondary schools in Akwa Ibom south-south senatorial district?

Table 1: Summary of Mean and Standard Deviation Analysis of the effect of self-regulation on school administrators’ managerial effectiveness

Variable	Mean	Standard Deviation	f-value
Self-regulation	18.56	1.082	3.963
Admin. effectiveness	16.69	2.657	

Table 1 shows the mean and standard deviation for influence between self-regulation and administrator’s managerial effectiveness. The result shows that self-regulation has a Mean score of 18.56 as against 16.69 for administrator’s effectiveness. The results indicates a calculated f-value of 3.963, this implies that there is a positive influence of self-

regulation on administrator’s managerial effectiveness to some extent.

Research question 2: what is the influence of emotional adjustment on school administrator’s managerial effectiveness?

Table 2: Summary of Mean and Standard Deviation Analysis of the effect of emotional adjustment on school administrators’ managerial effectiveness

Variable	Mean	Standard Deviation	f-value
Emotional adj.	18.43	1.197	4.532
Admin. effectiveness	16.69	2.657	

Table 2 shows the mean and standard deviation for influence between emotional adjustment and administrator’s managerial effectiveness. The result shows that emotional adjustment has a Mean score of 18.43 as against 16.69 for administrator’s managerial effectiveness. The results indicates a calculated f-value of 4.532, this

implies that there is a positive influence of emotional adjustment on administrator’s managerial effectiveness to some extent.

Research question 3: what is the influence of communicative adjustment on school administrator’s managerial effectiveness?

Table 3: Summary of Mean and Standard Deviation Analysis of the effect of communication adjustment on school administrators’ managerial effectiveness

Variable	Mean	Standard Deviation	f-value
Communication Adj.	18.23	1.224	7.089
Admin. effectiveness	16.69	2.657	

Table 3 shows the mean and standard deviation for influence between communication adjustment and administrator’s managerial effectiveness. The result shows that communication adjustment has a Mean score of 18.23 as against 16.69 for administrator’s managerial effectiveness. The results indicates a calculated f-value of 7.089, this implies that there is strong positive influence of

communication adjustment on administrator’s managerial effectiveness to some extent.

Data Analysis and Result

The following null hypotheses were tested:

Hypothesis 1: self-regulation has no significant influence on school administrators’ managerial effectiveness in public secondary schools in Akwa Ibom South-South senatorial district.

Table 4: Regression analysis of self-regulation and school administrators’ managerial effectiveness in public secondary schools in Akwa Ibom South-South senatorial district.

		ANOVA				
		Sum of Squares	Df	Mean Square	F	Sig.
Equation 1	Regression	6.799	1	6.799	3.963	.000
	Residual	529.720	75	7.063		
	Total	536.519	76			

Table 4 shows a computed F-value of .963 with 1 and 75 degrees of freedom as well as the p-value of .000. Since the p-value is less than 0.05 level of significance, the null hypothesis which state that self-regulation has no significant influence on school administrators’ managerial effectiveness in public secondary schools in Akwa Ibom South-South senatorial district is rejected. This implies that there is a significant influence of self-regulation on school

administrators’ managerial effectiveness in public secondary schools in Akwa Ibom South-South senatorial district.

Hypothesis 2: Emotional adjustment has no significant influence on school administrators’ managerial effectiveness in public secondary schools in Akwa Ibom South-South senatorial district.

Table 5: Regression analysis of emotional adjustment and school administrators’ managerial effectiveness in public secondary schools in Akwa Ibom South-South senatorial district

		ANOVA				
		Sum of Squares	Df	Mean Square	F	Sig.
Equation 1	Regression	3.780	1	3.780	4.532	.006
	Residual	532.739	75	7.103		
	Total	536.519	76			

Table 5 shows a computed F-value of .963 with 1 and 75 degrees of freedom as well as the p-value of .006. Since the p-value is less than 0.05 level of significance, the null hypothesis which state that emotional adjustment has no significant influence on school administrators’ managerial effectiveness in public secondary schools in Akwa Ibom South-South senatorial district is rejected. This implies that there

is a significant influence of emotional adjustment on school administrators’ managerial effectiveness in public secondary schools in Akwa Ibom South-South senatorial district.

Hypothesis 3: communication adjustment has no significant influence on school administrators’

managerial effectiveness in public secondary schools in Akwa Ibom South-South senatorial district.

Table 6: Regression analysis of communication adjustment and school administrators’ managerial effectiveness in public secondary schools in Akwa Ibom South-South senatorial district

ANOVA						
		Sum of Squares	Df	Mean Square	F	Sig.
Equation 1	Regression	46.332	1	46.332	7.089	.009
	Residual	490.187	75	6.536		
	Total	536.519	76			

Table 6 shows a computed F-value of .963 with 1 and 75 degrees of freedom as well as the p-value of .009. Since the p-value is less than 0.05 level of significance, the null hypothesis which state that communication adjustment has no significant influence on school administrators’ managerial effectiveness in public secondary schools in Akwa Ibom South-South senatorial district is rejected. This implies that there is a significant influence of communication adjustment on school administrators’ managerial effectiveness in public secondary schools in Akwa Ibom South-South senatorial district.

Finding of the Analysis

1. There is a significant influence of self-regulation on administrator’s managerial effectiveness in public secondary schools.
2. There is a significant influence of emotional adjustment on administrator’s managerial effectiveness in public secondary schools.
3. There is a significant influence of communication adjustment on administrator’s managerial effectiveness in public secondary schools.

4. DISCUSSION OF FINDINGS

Self-Regulation and Administrator’s Managerial Effectiveness

The result on Table 4 indicates a calculated f-value of 3.963 which revealed that there is a moderate influence between Self-regulation and administrator’s managerial effectiveness in public secondary schools in Akwa Ibom south-south senatorial district. In testing hypothesis one, a significant influence between Self-regulation and administrator’s managerial effectiveness in public secondary schools was established. This result could be attributed to the fact that an administrator might be able to checkmate his/her emotion while dealing with others staff in school, this checkmating of emotion result to a significant influence, which brings about administrator’s managerial effectiveness. Also this result could be at the result of administrator’s flexibility in the day-to-day school administration, it is this flexible style of administrator that result to a significant influence, which brings about administrator’s managerial effectiveness in

secondary school. This result is in line with Shanker (2016) findings that self-regulation reduces the frequency and intensity of strong impulses by managing stress-load and recovery and make self-control possible. It could be that self-regulation help the community of people to corporate with clash of interest. It is this corporation that lead to a significant influence, which result to school administrator’s managerial effectiveness in secondary schools in Akwa Ibom South-South senatorial district. As such, it could be deduced from this findings that self-regulation is an accommodative strategy that facilitated administrator’s managerial effectiveness in secondary schools.

Emotional adjustment and school administrator’s managerial effectiveness

The result on Table 4 indicates a calculated f-value of 4.532 which revealed that there is a moderate influence between Emotional adjustment and school administrator’s managerial effectiveness in public secondary schools in Akwa Ibom south-south senatorial district. In testing hypothesis one, a significant influence between Emotional adjustment and school administrator’s managerial effectiveness in public secondary schools was established. This result could be attributed to the fact that the administrator might have appropriate attitude and expression of emotion among staff. It is this good attitude and emotion that result to a significant influence, which brings about administrator’s managerial effectiveness in secondary schools. Also, this result could be at a result of emotional reflection over an action. It is this reflection that result to a significant influence, which brings about administrator’s managerial effectiveness in public secondary schools. This finding is in line with Richard and Sumathi (2015) that there is significant association exist among the emotional adjustment and academic achievement of the students. It could be that emotional adjustment facilitate cognitive process and adaptation in a social community. It is this cognitive and adaptive ability that bring about positive workplace climate, which result to a significant influence of administrator’s managerial effectiveness. It could be deduced from this finding that emotional adjustment is an accommodative

strategy that enhance school administrator’s managerial effectiveness.

Communication Adjustment and School Administrator’s Managerial Effectiveness

The result on Table 4 indicates a calculated f-value of 7.089 which revealed that there is a strong positive influence between Communication adjustment and school administrator’s managerial effectiveness in public secondary schools in Akwa Ibom south-south senatorial district. In testing hypothesis one, a significant influence between Communication adjustment and school administrator’s managerial effectiveness in public secondary schools was established. This result could be attributed to the fact that positive social interaction might have exist between administrators and staff which facilitate effective school personnel relationship. It is this relationship that result to a significant influence, which bring about administrator’s managerial effectiveness. This is in line with Nestsiarovich, Pons and Becker (2020)

findings that adjusted communication style enhance behavioural adjustment to different communication settings. It could be that communication adjustment facilitate coherent interaction in workplace. It is this interactive coherence that result to a strong significant influence, which brings about administrator’ managerial effectiveness in secondary schools in Akwa Ibom South-South senatorial district. It could be deduced from this findings that communication adjustment is an accommodative strategy that enhance administrator’s managerial effectiveness.

Accommodative strategies and school administrator’s managerial effectiveness in public secondary schools in akwa ibom south-south senatorial district.

Accommodative Strategies Questionnaire (CSQ)

Instruction: please tick (√) the option that best suit your opinion

	Self-regulation enhances:	SA	A	SD	D
1	Ability to rebound				
2	Maintenance of favourable staff relationship				
3	Regulation of individual behavior				
4	Ability to checkmate emotion				
5	Flexibility in dealings				
	Emotional Adjustment facilitates:				
1	Appropriate expression of emotion				
2	Maintenance of equal attitude in the face of stressor				
3	Maintenance of appropriate workplace manner				
4	Positive workplace climate				
5	Reflection over an action				
	Communication Adjustment ensures:				
1	Positive social interaction				
2	Correction of miscommunicate behavior				
3	Facilitation of coherent interaction				
4	Management of social relationship				
5	Effective personnel relationship				

Note: SA = Strongly Agreed; A = Agreed D = Disagreed; SD = Strongly Disagree.

5. CONCLUSION

This proposal research determined influence of accommodative strategies in fostering school administrators’ managerial effectiveness. It was concluded based on the findings that accommodative strategies such as self-regulation, emotional adjustment and communication adjustment influence significantly to administrator’s managerial effectiveness in public secondary schools in Akwa Ibom South-South senatorial district. Finding a way forward for effective administrator’s managerial effectiveness in public secondary schools, it was discovered that enlisted accommodative strategies play a pivotal role. When the school administrators fail to identify his/her emotion and make necessary

adjustment, the school administration would likely suffer job negligent and unattainable of educational objectives and goals. The study, accommodative strategies and administrator’s managerial effectiveness in public secondary schools in Akwa Ibom South-South senatorial district deem it fit towards bringing about attainment of educational goals in Nigeria educational system at large. The findings of this study would be of immense benefit in contribution to knowledge in the sense that, many researchers in different places and times have tried to solve the issues of school administration effectiveness, using different variables other than in relation to accommodative strategies such as self-regulation, emotional adjustment and

communication adjustment, yet the issues seem to persist where this study set to ameliorate the situation. This study has provided empirical evidence that would serve as a reference material to other researchers for further studies.

6. RECOMMENDATIONS

It is recommended based on the findings and conclusion of the study that:

1. Government leaders may conduct conferences, seminars and workshops to school administrators, as this would help in meeting the objectives and goals of education.
2. For effective school management, school administrators may develop accommodative skills that would help them relate with all the personnel, as this would ensure attainment of educational goals.
3. School management may develop ability of self-regulation, emotional adjustment and communication adjustment skill as this would help them to attain effective school administration for attainment of educational objectives.

Suggestion for further Study

- i. Self-regulatory intelligence and School Administrators' Job Effectiveness
- ii. School Administrators' Emotional Adjustment and Teachers' Job Performance

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