

## Strategies for Management of Staff Relationship for Effective Administration of Senior Secondary School in Rivers State

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### Abstract

The study investigated strategies for management of staff relationship for effective administration of senior secondary school schools in Rivers State, Nigeria. Four research questions and four corresponding null hypotheses guided the study. The population of the study was 6,799 respondents which comprised six thousand, four hundred and eighty-five teachers (6,485) and three hundred and eleven (311) principals of senior secondary schools in Rivers State. The sample was is 710 respondents comprising 10% of the total population of teachers (648) and 20% of the total population of principals (62). The simple random sampling technique was used to select the sample for the study. The instrument for data collection study was a researcher-designed questionnaire titled “Strategies for Management of Staff Relationship for Effective Administration of Senior Secondary Schools in Rivers State Questionnaire (SMSREAQ)”. The completed copies of the questionnaire were analyzed for the reliability using Cronbach Alpha method which yielded reliability coefficients of 0.81, 0.83, 0.84 and 0.88 with an average reliability coefficient of 0.85 which showed the instruments were reliable. A return rate of 668 respondents (94%) made up of 615 teachers and 53 principals was used for the analysis. The research questions were answered using mean and standard deviation scores, while the null hypotheses were tested using the independent t-test at 0.05 level of significance. The results showed that there was no significant difference in the mean ratings of teachers and principals on the extent open communication, team building, and training and development programmes as strategies for management of staff relationship enhance effective administration of senior secondary schools in Rivers State. It was concluded that strategies for management of staff relationship such as: open communication, team building, and training and development programme foster staff relationship for effective administration of senior secondary schools in Rivers State. The researchers recommended among others that school administrators should develop and enforce comprehensive strategies that address discrimination and promote ethical relationship among staff to ensure a harmonious working environment for staff.

**Keywords:** School Administrators’, Staff Relationship, Effective Administration, Senior Secondary Schools.

### 1. Introduction

The success of the school system is anchored on providing good and enabling working environment geared towards the advancement of productive capacities of staff at work. These capacities are in the pursuit of achieving the educational objectives as well as satisfying the needs of the individual staff. The primary aim of school management is to secure sufficient numbers and categories of suitable teachers and support staff to undertake the task of educating the students to the standard expected by the students, their parents and the society at large. Thus, the quality of education provided in schools depends directly on the capability, commitment and motivation of school management in managing staff relationships for effective administration of the school. The strategies for management of staff relationship seeks to bring together and develop into an effective educational

organization, men and women who make up the teaching workforce, enabling each to make their own best contribution to its success. Management of teaching workforce involves a number of strategies that begin and maintain activities toward the achievement of personal and organizational goals (Aja-Okorie, 2014).

According to Bua and Ada (2018), staff relationship is a continuous process that involves team spirit and team work. The scholars noted that it involves functions like planning, organizing, directing and controlling, procurement, development, maintenance of human resources and helps to achieve individual, organizational and social objectives. Omebe (2018) explained that teachers who are well managed always look for better ways of performing their teaching job. Such teachers are more quality oriented and more productive. Management of teachers can be through the adoption of these management strategies; open communication, training programmes, appreciation programmes, team building etc.

Effective management of staff relationships in senior secondary schools is crucial for fostering a positive work environment, enhancing staff morale, and ultimately achieving educational goals. Communication is foundational in managing staff relationships. In senior secondary schools, clear and open communication channels help to reduce misunderstandings and foster a sense of community. Regular meetings provide a platform for staff to discuss their concerns, share ideas, and stay updated on school policies and developments. According to Smith and Taylor (2020), regular and transparent communication not only builds trust but also aligns the staff with the school's vision and goals. Feedback mechanisms, such as suggestion boxes and anonymous surveys, allow staff to voice their opinions without fear of retribution, thus encouraging open dialogue and continuous improvement. Staff relationship strategies have been found to be an important ingredient in effective schools. Effective use of communication among staff members goes a long way to bringing teachers to understand the school goals, just as the use of motivational strategies encourage teachers to do more for the organization. When good workplace relationships exist among teachers, the teachers, students, and principals feel secure and satisfied, which will, consequently, lead to higher school performance. The level of commitment from teachers and overall school effectiveness is a function of staff relation strategies employed by school leaders in senior secondary schools.

Regular training programmes are another critical component. These programmes help in professional development and keep the staff updated with the latest educational trends and technologies. Investing in training shows staff that the school is committed to their growth, which can increase job satisfaction and loyalty. For example, offering workshops on innovative teaching methods or the use of educational technology can enhance teachers' skills and confidence, which ultimately benefits the students.

Team building is another strategy that aids shared decision-making. Involving staff in the decision-making process helps to build a sense of ownership and accountability and enables them work as a team. When staff members feel that their opinions and expertise are valued, they are more likely to be committed to the implementation of decisions. According to a study by Harris and Johnson (2020), schools that practice participatory leadership see higher levels of staff satisfaction and improved organizational performance. This collaborative approach can include forming committees or task forces to tackle specific issues or involve staff in setting school goals and policies.

Effective goal attainment requires “confidence, trustworthiness, respect, commitment, analytical thinking, conceptual thinking, and drive for improvement, information seeking initiative, flexibility, accountability, and passion for learning among the stakeholders in the school community” (Ramberg et al. 2018:5). All these factors constitute an important foundation for promoting the quality of teacher relationships with students. The success or failure of any school depends greatly on the type of leadership it has, and the relationship strategies adopted by the leader. Leaders translate all other resources in schools into visible services. It is important that schools pay extra attention to their staff in order to attain optimum efficiency and effectiveness in the workplace. School administrators take specific measures to facilitate employee performance growth over time. Administrators’ management strategies intend to ensure optimal performance and enforce the productivity of employees and that of the organization at large. However, senior secondary schools in Rivers State are plagued with inadequate staff participation in school decision making, insufficient welfare services, long working hours, and poor relationships with colleagues, and low teacher morale, which has made these schools

prone to incessant industrial action, class boycotts by teachers, and poor levels of job commitment and performance.

Worried by this situation, it could be that the position of managerial skills might have caused their inefficiencies in that regard. There is need to empirically investigate strategies for management of staff relationship for effective administration of senior secondary schools in Rivers State, Nigeria.

## **2. Statement of the Problem**

Every education system depends heavily on the quality and performance of staff for meeting the ever-increasing challenges of the school, the standard of secondary education is seriously dwindling by the day because of the relationship among staff. In recent times, while most staff are on job, they do not produce more simply because of the unhealthy relationship they have with their fellow colleagues and employers. Bad staff relationship can result to a whole lot in the school. This is because there are staffs that do not prioritize relationship in school organization and many schools are falling victim of this in the form of quarrels, fighting and malice keeping. All these actions taken by staff to display their grievances only do the school harm than good as productivity will be reduced drastically. School face challenges in establishing and maintaining effective staff relationship, leading to unnecessary disputes that adversely affect their overall performance of secondary schools in Rivers State. Hence, these unanswered questions highlighted the problem of this study. Lack of open communication, lack of training and development and lack of team building are the serious problem that span for investigation, hence driving force to conduct an empirical investigation on strategies for management of staff relationship for effective administration of senior secondary schools in Rivers State, Nigeria.

## **3. Aim and Objectives of the Study**

The aim of this study was to investigate strategies for management of staff relationship for effective administration of senior secondary schools in Rivers State, Nigeria. Specifically, the study seeks to achieve the following objectives:

To identify the extent strategies for management of staff relationship enhance effective administration in senior secondary in Rivers State, Nigeria.

To identify the extent open communication strategy, enhance effective administration of senior secondary schools in Rivers State, Nigeria.

To determine the extent training and development strategy, enhance effective administration of senior secondary schools in Rivers State, Nigeria.

To investigate the extent team building strategy, enhance effective administration of senior secondary school in Rivers State, Nigeria.

## **4. Research Questions**

The following research question guided the study:

To what extent do strategies for management of staff relationship enhance effective administration of senior secondary in Rivers State, Nigeria?

To what extent does open communication strategy, enhance effective administration of senior secondary schools in Rivers State, Nigeria?

To what extent does training and development strategy enhance effective administration of senior secondary schools in Rivers State, Nigeria?

To what extent does team building strategy, enhance effective administration of senior secondary school in Rivers State, Nigeria?

## **5. Hypotheses**

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

There is no significant difference between the mean ratings of principals and teachers on the extent strategies for management of staff relationship enhance effective administration of senior secondary school in Rivers State, Nigeria.

There is no significant difference between the mean ratings of principals and teachers on the extent open communication strategy enhance effective administration of senior secondary schools in Rivers State, Nigeria.

There is no significant difference between the mean ratings of principals and teachers on the extent training and development strategy enhance effective administration of senior secondary schools in Rivers State, Nigeria.

There is no significant difference between the mean ratings of principals and teachers on the extent team building strategy enhance effective administration of senior secondary school in Rivers State, Nigeria.

## 6. Theoretical Framework

This study was guided by the Social Exchange Theory. The Social Exchange Theory was propounded by George Homans in 1958. The theory emphasizes the role of reciprocal interactions in social relationships, suggesting that individuals engage in exchanges with the expectation of receiving outcomes that are proportional to their investments in time, effort, and commitment. At the heart of Social Exchange Theory is the notion that balanced give-and-take interactions create stable, satisfying, and committed relationships, while imbalanced exchanges can result in dissatisfaction and disengagement. The theorist identified four key factors that influence social exchanges namely:

**Rewards:** These include both tangible rewards, such as salary increases and promotions, and intangible benefits, such as recognition and respect. Experiencing significant rewards strengthens commitment and motivation among individuals.

**Costs:** These refer to the personal investments people make, including time, effort, and emotional commitment. When individuals do not receive sufficient rewards to offset these costs, it can lead to feelings of frustration and dissatisfaction.

**Comparison Level:** This concept refers to the expectations individuals form based on previous experiences and interactions. A positive comparison level fosters loyalty and commitment, while a negative comparison level can result in disappointment and disengagement.

**Comparison Level for Alternatives:** This assesses whether individuals perceive better opportunities or interactions outside their current social exchange. If they believe better alternatives are available, their commitment to the current relationship may diminish.

The Social Exchange Theory has significant implications in organizational and educational contexts. In schools, positive interactions among teachers, administrators, and colleagues, characterized by collaboration, support, and respect, contribute to job satisfaction, organizational commitment, and overall performance. Teachers who experience strong social exchanges within their schools are more likely to invest effort, collaborate effectively, and remain committed to achieving institutional goals. The relevance of Social Exchange Theory to this study lies in understanding how social interactions among teachers, school administrators, and support staff influence goal attainment in public senior secondary schools in Delta State. By examining factors such as mentorship, teamwork, feedback, and communication, the study can identify strategies to enhance collaboration, improve commitment, and foster a supportive work environment that ultimately contributes to achieving educational objectives and institutional success.

## 7. Conceptual Clarifications

### 7.1. Strategies for Management of Staff Relationships for Effective Administration

Effective administration in senior secondary schools depends significantly on the quality of relationships among staff. The strategies created in school is such that the relationships among school staff create a supportive work environment that encourages cooperation, boosts morale, and ultimately drives the achievement of educational objectives. Research has shown that managing these relationships extends beyond interpersonal interactions; it involves leadership strategies, communication practices, and the overall organizational culture of the institution (Okonkwo, 2021; Adepoju, 2020). A well-managed relationship among school staff builds a strong foundation for a collaborative and productive working environment.

Healthy relationship among staff builds a culture of collaboration, where expertise, resources, and strategies are shared. This collaboration is crucial in addressing the challenges that schools often encounter (Oluwafemi, 2019). When staff members work together, they bring different experiences, knowledge, and perspectives, which often result in innovative solutions and better educational outcomes (Uchenna, 2021).

Communication plays a crucial role in managing staff relationships. Transparent and open communication channels help reduce misunderstandings and build trust among staff members (Nwankwo, 2020). Regular meetings, clear communication policies, and feedback sessions are practical strategies to enhance communication. Such practices ensure that all staff members are well-informed about school policies, changes, and expectations. This transparency helps maintain a

cohesive and well-informed workforce (Oluwatosin, 2023). Effective communication also allows teachers and administrators to address issues proactively rather than reactively, ensuring smoother interactions and minimizing conflicts.

Despite the advantages, challenges often arise in managing staff relationships in senior secondary schools. Conflicts of interest, misunderstandings, and resistance to change can hinder progress. However, strategic leadership and proactive communication can address these challenges effectively. Conflict resolution strategies, such as mediation sessions and collaborative decision-making, help resolve disputes amicably and maintain harmony among staff members (Okeke, 2021). Additionally, team-building exercises and continuous professional development initiatives strengthen relationships and promote a collective commitment to school goals (Uchenna et al., 2019).

Managing staff relationships in senior secondary schools is a multifaceted process that requires collaboration, effective communication and leadership development. Positive relationships among school staff create a cohesive environment where cooperation and commitment thrive. Strategies such as open communication, Team building, and organization of training and programmes are essential in maintaining these relationships. Schools that prioritize managing staff relationships are more likely to achieve their educational objectives, ensuring better outcomes for students and a stronger, more collaborative school community. A well-managed relationship among staff members not only benefits teachers and administrators but also creates a nurturing and effective learning environment for students, ultimately contributing to the overall success of the educational institution.

## **7.2. Open Communication as a Strategy for Management of Staff Relationships for Effective Administration**

Open communication is a fundamental strategy for managing staff relationships in public schools and plays a crucial role in achieving effective goal attainment. In educational institutions, transparent communication practices create an atmosphere of trust, cooperation, and mutual respect among teachers, administrators, and other school staff. Such an environment ensures that everyone is on the same page and working collaboratively towards the shared goal of enhancing student outcomes and achieving institutional objectives.

Open communication involves sharing information, exchanging ideas, and discussing challenges and opportunities without fear of judgment or reprisal. According to research, schools with open communication channels experience higher staff satisfaction, greater commitment, and improved collaboration among team members (Nwankwo, 2020; Adepoju, 2020). When staff members communicate openly, misunderstandings are minimized, conflicts are addressed more effectively, and decision-making processes become more inclusive and democratic.

Transparency in communication builds trust, which is a cornerstone of positive staff relationships. Trust among school staff member's means that teachers and administrators can rely on each other's support, share challenges, and seek advice without hesitation. Trust also encourages accountability, as staff members take ownership of their responsibilities and work towards the collective success of the school community (Okonkwo, 2021). For instance, when teachers have a clear understanding of the school's policies, expectations, and objectives, they can align their efforts with the overall goals of the institution, leading to more cohesive and focused work outcomes.

Regular meetings and feedback sessions are effective tools for promoting open communication. These interactions provide opportunities for staff to discuss curriculum planning, share teaching strategies, and address any concerns they may have about school operations (Oluwatosin, 2023). In these meetings, constructive feedback should be encouraged, allowing teachers and administrators to identify areas for improvement and collaboratively develop actionable solutions. Providing a platform for open dialogue ensures that every staff member has a voice and feels valued, which is essential for maintaining morale and motivation (Chijioke, 2022).

Moreover, open communication enhances collaboration among teachers and administrators. When staff members communicate effectively, collaboration becomes a natural outcome. They share experiences, resources, and knowledge, which enhance problem-solving and decision-making processes (Adebola et al., 2019). For example, a team of teachers working together on curriculum development can exchange insights, discuss challenges, and implement strategies that meet the

diverse learning needs of students. Such collaboration ensures a more effective and adaptable teaching approach that benefits both students and educators.

Open communication also aids in conflict resolution within schools. In an environment where communication is transparent and respectful, conflicts are addressed more constructively and amicably (Okeke, 2021). Conflict resolution strategies, such as mediation sessions and peer-to-peer discussions, become more effective when all parties are encouraged to communicate their perspectives openly. This approach prevents minor issues from escalating into larger problems and helps maintain harmony within the school environment. Addressing conflicts promptly and constructively ensures that relationships among staff members remain strong and collaborative.

Furthermore, open communication supports professional development and continuous improvement. Teachers and administrators who communicate openly share best practices and experiences, allowing for a culture of continuous learning and growth (Uchenna, 2021). Professional development initiatives that incorporate peer discussions, mentoring, and collaborative workshops enable staff members to acquire new skills, improve teaching methods, and stay updated with educational trends and policies. This culture of continuous improvement strengthens the collective capacity of the school to achieve its educational goals effectively.

Despite the benefits, challenges may arise in maintaining open communication. Barriers such as hierarchical leadership structures, misunderstandings, and resistance to change can sometimes impede communication (Oluwafemi, 2019). However, leadership commitment and proactive communication policies can address these challenges. School leaders must set the tone by demonstrating transparency and openness, encouraging feedback, and creating safe spaces where staff members can express their opinions and concerns without fear of repercussions (Adepoju, 2020). Open communication is a vital strategy for managing staff relationships and achieving effective goal attainment in public schools. Transparent communication practices build trust, foster collaboration, and enhance problem-solving capabilities among teachers and administrators. By promoting regular interactions, constructive feedback, and collaborative decision-making, schools create a supportive environment that prioritizes collective success and student achievement. School leaders must actively encourage open communication by breaking down barriers, promoting inclusiveness, and fostering a culture of transparency and respect. This commitment ensures that the entire school community works together cohesively, efficiently, and purposefully towards achieving shared educational objectives and institutional goals.

### **7.3. Team-Building as a Strategy for Management of Staff Relationships for Effective Administration**

Team-building is a fundamental strategy for managing staff relationships in public schools and plays a crucial role in achieving effective goal attainment. By fostering a sense of unity, cooperation, and collaboration among teachers and administrators, team-building activities and strategies create a cohesive work environment that encourages commitment, shared responsibility, and collective progress. A strong, well-functioning team within a school community enhances communication, supports professional development, and ultimately contributes to better educational outcomes.

Team-building strengthens staff relationships by creating trust, mutual respect, and camaraderie among colleagues. When staff members work together in a supportive environment, they develop stronger interpersonal relationships, which form the foundation of trust and cooperation (Adepoju, 2020). This trust allows teachers and administrators to communicate more openly and honestly, share experiences, and collaborate on challenges without hesitation or fear of criticism. Trust-based interactions enable staff members to support one another and collectively address issues that arise within classrooms and the broader school community.

Moreover, team-building enhances communication within schools, ensuring that information is exchanged effectively and transparently. In a well-integrated team, communication flows smoothly across different levels of the institution, from teachers to school leaders and support staff (Nwankwo, 2020). Regular meetings, collaborative planning sessions, and open discussions are effective tools in team-building that facilitate the sharing of ideas, experiences, and solutions. Such interactions create

an inclusive environment where everyone's voice is heard and valued, leading to better decision-making and problem-solving.

Team-building also boosts collaboration and cooperation among staff members, which is essential for achieving school goals. When teachers and administrators work collaboratively, they share responsibilities, distribute workloads more evenly, and support each other in achieving collective objectives (Okonkwo, 2021). For instance, collaborative teaching strategies, peer observations, and lesson planning workshops allow teachers to learn from one another and improve their instructional practices. Similarly, administrative teams can share leadership responsibilities, ensuring that strategic planning and school policies are well-informed and implemented effectively.

A cohesive team environment encourages accountability among staff members. In a well-functioning team, each member takes responsibility for their contributions and outcomes, knowing that their commitment impacts the collective success of the school (Uchenna, 2021). This accountability fosters a culture of responsibility and commitment, where teachers and administrators work diligently to meet educational goals and implement school policies with dedication and purpose. Team-building also offers opportunities for professional development and continuous learning.

Activities such as workshops, mentoring programmes, and collaborative planning sessions enable teachers and administrators to develop new skills, exchange knowledge, and refine their practices (Oluwafemi, 2019). These opportunities for professional growth not only enhance individual expertise but also strengthen the overall capacity of the school's staff. A well-trained team is better equipped to handle challenges, innovate teaching strategies, and contribute positively to the school's development. However, team-building efforts are not without challenges. Differences in personality, teaching styles, and administrative approaches can sometimes create conflicts among staff members (Okeke, 2021). Resolving these conflicts requires effective leadership and conflict management strategies. School leaders must foster an environment of respect and open communication, ensuring that disagreements are addressed constructively. Strategies such as mediation sessions, team workshops, and collaborative problem-solving exercises can help resolve conflicts and strengthen relationships among staff members.

Challenge a in team-building is ensuring participation and commitment from all staff members. Some teachers and administrators may resist collaboration due to differences in opinion, workload pressures, or personal attitudes (Oluwatosin, 2023). To overcome this resistance, school leaders should emphasize the benefits of collaboration and implement activities that encourage inclusiveness and collective decision-making. Initiating team-building exercises that are enjoyable and focused on shared interests and goals can help foster enthusiasm and cooperation among all staff members.

Team-building is an essential strategy for managing staff relationships and achieving effective goal attainment in public schools. It builds trust, enhances communication, and encourages collaboration and accountability among teachers and administrators. A cohesive team environment fosters professional development, ensures effective problem-solving, and strengthens the overall commitment to school goals. While challenges such as conflicts and resistance may arise, proactive leadership and strategic team-building activities can overcome these issues. A strong, well-integrated team ultimately contributes to the success of the school community, ensuring that educational objectives are met with commitment, collaboration, and shared purpose.

#### **7.4. Training and Development Programmes as a Strategy for Management of Staff Relationships for Effective Administration**

Regular training programmes are a vital strategy for managing staff relationships in public schools and play a crucial role in achieving effective goal attainment. These programmes ensure that teachers, administrators, and support staff remain knowledgeable, skilled, and aligned with the school's vision, policies, and objectives. Continuous professional development through regular training sessions not only enhances individual capacity but also strengthens teamwork, communication, and overall collaboration within the school community. When staff members are well-trained and continually updated on best practices, they are more likely to work together cohesively, meet educational goals, and contribute positively to the school's development.

One of the primary benefits of regular training programmes is the development of professional competence. In a rapidly changing educational landscape, teachers and administrators must stay informed about new teaching methods, curriculum developments, and technological advancements (Adepoju, 2020). Regular training sessions provide opportunities for educators to learn about contemporary pedagogical approaches, instructional strategies, and classroom management techniques. This ensures that teachers can deliver high-quality education, adapt to new curriculum requirements, and address the diverse learning needs of students. A well-informed and competent staff is crucial in maintaining high academic standards and achieving the overall goals of the school.

Regular training programmes also foster teamwork and collaboration among staff members. Training sessions often involve group activities, discussions, and collaborative exercises that encourage staff members to share experiences, solve problems together, and support each other (Nwankwo, 2020). These interactions create a sense of camaraderie and mutual respect among teachers and administrators. Team-building exercises incorporated into training sessions help break down barriers, improve communication, and build trust among colleagues. When staff members collaborate effectively, they are more likely to work cohesively towards achieving shared objectives, ensuring that the school's goals are met with commitment and enthusiasm.

Regular training sessions also serve as an avenue for motivation and professional satisfaction. Staff members who participate in meaningful professional development sessions feel more invested in their roles and committed to the school's goals (Uchenna, 2021). Training programmes that focus on career development, leadership skills, and personal growth offer teachers a sense of purpose and direction. When teachers see opportunities for advancement and continuous improvement, they are more likely to stay committed to the institution, reduce turnover rates, and contribute positively to the overall success of the school.

Despite these benefits, challenges can arise in implementing regular training programmes. One significant challenge is the financial constraints that schools often face (Okeke, 2021). Organizing regular training sessions requires funding for materials, facilitators, venues, and resources. In many public schools, limited budgets can make it difficult to sustain such programmes. To address this challenge, school leaders can seek partnerships with local government agencies, educational organizations, and community stakeholders. Collaborative efforts and sponsorships can provide the necessary resources and funding for these initiatives.

Regular training programmes are a powerful strategy for managing staff relationships and achieving effective goal attainment in senior secondary schools. These programmes enhance professional competence, foster teamwork, and encourage open communication and transparency. While challenges such as financial constraints and time limitations may arise, proactive leadership, strategic planning, and collaboration with community stakeholders can ensure their success. Investing in regular professional development not only strengthens the capacity and commitment of the staff but also contributes to a cohesive, motivated, and purpose-driven school community dedicated to achieving shared educational goals.

## **8. Methodology**

This study adopted a descriptive survey design. The population of the study comprised six thousand, four hundred and eighty-five teachers (6,485) and three hundred and eleven (311) principals in senior secondary schools in Rivers State. Thus the population of the study is 6,796 made up of teachers and principals' (Planning, Research and Statistics Department, Rivers State Senior Secondary Schools Board (RSSSSB), Port Harcourt, May 2024). The sample was determined using 10% of the total population of teachers (649) and 20% of the total population of principals (61). A sample size of 710 respondents, comprising 649 teachers and 61 principals, was selected from the population of 6,796 teachers and principals in public senior secondary schools in Rivers State. The simple random sampling technique will be used to select the sample for the study. The instrument used for data collection will be a questionnaire developed by the researcher titled Strategies for Management of Staff Relationship for Effective Administration Questionnaire (SMSREAQ)". The questionnaire will be in two parts (A & B). Part A for the bio-data of the respondents; and Part B for the questionnaire items based on clusters related to the research questions. The instrument will be structured using the modified 4-point Likert rating scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE)



and Very Less Extent (VLE) for the Research Questions. The weighted points will be added as  $4+3+2+1=10/4= 2.5$ . Thus 2.5 will be the Criterion Mean. The instrument was validated by the researcher's supervisor and two other experts' one in the field of Educational Management and the other in Measurement and Evaluation all from the Faculty of Education Ignatius Ajuru University. In determining the face and content validity of the instrument copies of the instrument were given to the researcher's supervisor and two experts to ascertain the clarity of language, structure and relevance of the items and content coverage. Comments and observations made by the experts were noted and imbued in the final draft of the instrument before administration. To determine the reliability of the instrument, the researcher administered twenty (20) copies of the instrument to the respondents from the selected senior secondary schools that were outside the sample of the study but were part of the population of the study. The completed copies of the questionnaire were analyzed for reliability using Cronbach Alpha method which yielded reliability coefficients of 0.81, 0.83, 0.84 and 0.88 with an average reliability coefficient of 0.85 which showed the instruments were reliable. The researcher, with the help of two research assistants administered the research instruments to the respondents. They visited some selected senior secondary school where they administered 710 copies of the research instrument to the selected respondents. Completed copies of the questionnaire were retrieved by the researchers and the trained assistants on the spot, while others were collected at a later day but within a period of three weeks. A return rate of 668 respondents (94% rate) made up of 615 teachers and 53 principals were used for the analysis. The research questions were answered using mean and standard deviation scores, while the null hypotheses were tested using the independent t-test at 0.05 level of significance.

## 9. Results

Research Question 2: To what extent do strategies for management of staff relationship enhance effective administration of senior secondary in Rivers State, Nigeria?

Table 1: Mean Ratings of Principals and Teachers on the Extent Strategies for Management of Staff Enhance Effective Administration of Senior Secondary School Rivers State, Nigeria.

S/N	Item	Principals N=53			Teachers N=615			Decision
		$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision	
1	Open communication plays a major role in ensuring effective discussion as a strategy	3.02	0.77	HE	3.05	0.76	HE	
2	Working together builds team spirit which is a strategy for effective administration	3.08	0.61	HE	2.93	0.60	HE	
3	Another strategy for effective administration is having training and development programmes	3.10	0.60	HE	3.15	0.65	HE	
4	These strategies are not the only strategies to enhance staff relationship for effective administration	2.95	0.63	HE	2.96	0.69	HE	
5	Welfare packages for staff is also a strategy for effective administration	3.10	0.69	HE	3.09	0.73	HE	
Grand Mean/SD		3.05	0.66		2.99	0.67	HE	

Data in Table 1 above for research question 1, revealed that items 1, 2, 3, 4 and 5 had mean scores 3.02, 3.08, 3.10, 2.95 and 3.10 with standard deviation 0.77, 0.61, 0.60, 0.63, and 0.69 for principals and 3.05, 2.93, 3.15, 2.96 and 3.09 with standard deviation 0.76, 0.60, 0.65, 0.69 and 0.73 for teachers were rated high extent. In summary with grand mean scores of 3.05 and 2.99 which are above the criterion mean of 2.50, this indicated that to a high extent strategies for management of staff relationship enhance effective administration of senior secondary in Rivers State, Nigeria.

Research Question 2: To what extent does open communication strategy enhance effective administration of senior secondary in Rivers State, Nigeria?

Table 2: Mean Ratings of Principals and Teachers on the Extent Open Communication Strategy Enhance Effective Administration of Senior Secondary School Rivers State, Nigeria.

S/N	Item	Principals N=53			Teachers N=615			Decision
		$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision	
6	Regular staff meeting are held to discuss and address school issues	3.52	0.77	VHE	3.50	0.72	VHE	
7	Open communication channels exist to share their concern	3.13	0.84	HE	2.96	0.97	HE	
8	Feedback mechanisms are implemented to encourage staff input without fear of retribution	3.26	0.63	HE	3.09	0.85	HE	
9	Regular updates on school developments are shared with staff to maintain alignment with objectives	2.73	0.71	HE	2.83	0.69	HE	
10	Transparent communication of school policies and goals enhance collaboration among staff	3.05	0.72	HE	3.20	0.73	HE	
Average Grand Mean/SD		3.14	0.73		3.15	0.79	HE	

Data on Table 2 above in answer to research question 1, revealed that items 1, 2, 3, 4 and 5 had mean scores 3.52, 3.13, 3.26, 2.73 and 3.05 with standard deviation 0.77, 0.84, 0.63, 0.71, and 0.72 for principals and 3.50, 2.96, 3.09, 2.83 and 3.20 with standard deviation 0.72, 0.97, 0.85, 0.69 and 0.73 for students were rated high extent. In summary with grand mean scores of 3.14 and 3.15 which are above the criterion mean of 2.50, this indicated that to a high extent open communication strategy enhance effective administration of senior secondary in Rivers State, Nigeria.

Research Question 3: To what extent does principals and teachers' training and development strategy enhance effective administration of senior secondary school Rivers State Nigeria?

Table 3: Mean Ratings of Principals and Teachers Training and Development Strategy Enhance Effective Administration of Senior Secondary School Rivers State, Nigeria.

S/N	Item	Principals N=53			Teachers N=615			Decision
		$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision	
11	Team-building are regularly organized to enhance staff collaboration	3.53	0.84	VHE	3.52	1.04	VHE	
12	Opportunities for peer-to-peer learning and support are provided	3.50	0.58	VHE	3.53	0.51	VHE	
13	Staff members are encouraged to work together on projects and initiatives	3.08	0.60	HE	3.02	0.73	HE	
14	Team-building sessions improve communication and interpersonal relationships among staff	3.00	0.61	HE	3.15	0.58	HE	
15	Collaboration among staff members foster a sense of unity and shared purpose	3.12	0.51	HE	3.09	0.53	HE	
Grand Mean/SD		3.25	0.63		3.32	0.69	HE	

Data on Table 3 above in answer to research question 2, revealed that items 6, 7, 8, 9 and 10 had mean scores 3.53, 3.50, 3.08, 3.00 and 3.12 with standard deviation 0.84, 0.58, 0.60, 0.61, and 0.51 for principals and 3.52, 3.53, 3.02, 3.15 and 3.09 with standard deviation 1.04, 0.51, 0.73, 0.58 and 0.53 for students were rated high extent. In summary with grand mean scores of 3.25 and 3.32 which are above the criterion mean of 2.50, this indicated that to a high extent training and development strategy enhance effective administration of senior secondary in Rivers State, Nigeria.

Research Question 4: To what extent does principals and teachers team building strategy enhance effective administration of senior secondary school Rivers State Nigeria?

Table 4: Mean Ratings of Principals and Teachers Team Building Strategy Enhance Effective Administration of Senior Secondary School Rivers State, Nigeria.

S/N	Item	Principals N=53			Teachers N=615			Decision
		$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision	
16	Professional development opportunities are regularly provided to staff	3.11	0.77	HE	3.09	0.76	HE	
17	Training sessions address current educational trends and best practices	3.08	0.61	HE	2.93	0.51	HE	
18	Staff are encouraged to participate in workshop and seminar for skill enhancement	3.20	0.58	HE	3.15	0.65	HE	
19	Mentorship programmes are implemented to support new and inexperience	2.95	0.63	HE	2.96	0.69	HE	
20	Regular training programmes foster professional growth and collaboration	3.13	0.79	HE	3.05	0.73	HE	
Grand Mean/SD		3.03	0.69		2.99	0.68		

Data in Table 4 above for research question 3, revealed that items 11, 12, 13, 14 and 15 had mean scores 3.11, 3.08, 3.20, 2.95 and 3.13 with standard deviation 0.77, 0.61, 0.58, 0.63, and 0.79 for principals and 3.09, 2.93, 3.15, 2.96 and 3.05 with standard deviation 0.76, 0.51, 0.65, 0.69 and 0.73 for teachers were rated high extent. In summary with grand mean scores of 3.03 and 2.99 which are above the criterion mean of 2.50, this indicated that to a high extent team building strategy enhance effective administration of senior secondary in Rivers State, Nigeria.

#### 10. Testing of Hypotheses

H01: There is no significant difference in the mean ratings of principals and teachers on the extent strategies for management of staff relationship enhance effective administration of senior secondary school in Rivers State, Nigeria.

Table 5: t-test Analysis of Difference in the Mean Ratings of Principals and Teachers on the Extent Strategies for Management of Staff Relationship Enhance Effective Administration of Senior Secondary School in Rivers State, Nigeria.

Respondents	N	$\bar{X}$	SD	df	SL	t-cal.	t-crit.	Decision
Principals	53	3.03	0.69					
				666	0.05	0.14	$\pm 1.96$	Failed to Reject No Significant Difference
Teachers	615	2.99	0.68					

Source: Researcher's Field Study (2025)

Table 5 shows a summary of mean, standard deviation and t-test of difference in the mean ratings of principals and teachers on the extent strategies for management of staff relationship enhance effective administration of senior secondary school in Rivers State, Nigeria. The t-calculated was 0.14 while the t-critical value was  $\pm 1.96$ , using 319 degree of freedom at 0.05 level of significance. Since the t-calculated was less than the t-critical, the null hypothesis was accepted. This indicated that there is no significant difference in the mean ratings on the extent strategies for management of staff relationship enhances effective administration of senior secondary school in Rivers State, Nigeria.

H02: There is no significant difference in the mean ratings of principals and teachers on the extent open communication strategies enhance effective administration of senior secondary schools in Rivers State, Nigeria.

Table 6: t-test Analysis of Difference in the Mean Ratings of Principals and Teachers on the Extent Open Communication strategies enhance effective administration of senior secondary school in Rivers State, Nigeria.

Respondents	N	$\bar{X}$	SD	df	SL	t-cal.	t-crit.	Decision
Principals	53	3.14	0.73					

				666	0.05	0.14	$\pm 1.96$	Failed to Reject No Significant Difference
Teachers	615	3.15	0.77					

Source: Researcher's Field Study (2025)

Table 6 shows a summary of mean, standard deviation and t-test of difference in the mean ratings of principals and teachers on the extent open communication strategies enhance effective administration of senior secondary school in Rivers State, Nigeria. The t-calculated was 0.14 while the t-critical value was  $\pm 1.96$ , using 666 degree of freedom at 0.05 level of significance. Since the t-calculated was less than the t-critical, the null hypothesis was accepted. This indicated that there is no significant difference in the mean ratings of principals and teachers on the extent open communication strategies enhance effective administration of senior secondary school in Rivers State, Nigeria.

H03: There is no significant difference in the mean ratings of principals and teachers on the extent training and development strategies, enhance effective administration of senior secondary school in Rivers State, Nigeria.

Table 7: t-test Analysis of Difference in the Mean Ratings of Principals and Teachers on the Extent Training and Development Strategies Enhance Effective administration of Senior Secondary School in Rivers State, Nigeria.

Respondents	N	$\bar{X}$	SD	df	SL	t-cal.	t-crit.	Decision
Principals	53	3.25	0.63					
				666	0.05	0.33	$\pm 1.96$	Failed to Reject No Significant Difference
Teachers	666	3.32	0.65					

Source: Researcher's Field Study (2025)

Table 8 shows a summary of mean, standard deviation and t-test of difference in the mean ratings of principals and teachers on the extent training and development strategies enhance effective administration of Senior Secondary school in Rivers State, Nigeria. The t-calculated was 0.33 while the t-critical value was  $\pm 1.96$ , using 666 degree of freedom at 0.05 level of significance. Since the t-calculated was less than the t-critical, the null hypothesis was accepted. This indicated that there is no significant difference in the mean ratings of principals and teachers on the extent training and development strategies enhance effective administration of Senior Secondary school in Rivers, Nigeria.

H04: There is no significant difference in the mean ratings of principals and student son the extent team building strategies enhance effective administration of senior secondary school in Rivers State, Nigeria.

Table 8: t-test Analysis of Difference in the Mean Ratings of Principals and Teachers on the Extent Team Building Strategies Enhance Effective Administration of Senior Secondary School in Rivers State, Nigeria.

Respondents	N	$\bar{X}$	SD	df	SL	t-cal.	t-crit.	Decision
Principals	53	3.03	0.69					
				666	0.05	0.67	$\pm 1.96$	Failed to Reject No Significant Difference
Teachers	615	2.99	0.68					

Source: Researcher's Field Study (2025)

Table 8 shows a summary of mean, standard deviation and t-test of difference in the mean ratings of principal and teachers on the extent team building strategies enhance effective administration of senior secondary school in Rivers State, Nigeria. The t-calculated was 0.67 while the t-critical value was  $\pm 1.96$ , using 666 degree of freedom at 0.05 level of significance. Since the t-calculated was less than the t-critical, the null hypothesis was accepted. This indicated that there is no significant difference in the mean ratings of principal and teachers on the extent team building strategies enhance effective administration of senior secondary school in Rivers State, Nigeria.

## **11. Discussion of Findings**

### **11.1. Extent Strategies for Management of Staff Enhance Effective Administration**

Findings on research question 1 on Table 1 revealed that to a high extent strategy for management of staff enhance effective administration of senior secondary school in Rivers State with an average mean value of 3.03. The finding is in line with Nwankwo (2022) who stated that when educational institutions adopt strategies that including, open communication, team building and training programmes they will help to build staff relationship in the school.

Hypothesis 1 on Table 5 showed that there was no significant difference in the mean ratings of principals and teachers on the extent strategies for management of staff enhance effective administration of senior secondary schools in Rivers State with t-calculated value of 0.14 which was less than t-critical value of 1.96. This finding corroborates with Ogundipe (2021), who investigated the strategies for management of staff relationship for effective administration and found that open communication, team building and training and programme, led to improved academic performance and fostered better intergroup relations.

### **11.2. Extent Open Communication Strategies Enhance Effective Administration**

Findings on research question 2 on Table 2 revealed that to a high extent open communication strategy enhance effective administration in senior secondary school in Rivers State with grand mean scores of 3.14 and 3.15. This finding is in agreement with Okeke (2022), who opined that by valuing regular staff meetings, open communication channels, feedback mechanism, regular updates on school developments and transparent communication staff relationship will be effective, affirming that their language are parts of the national identity.

Hypothesis 2 on Table 6 showed that there was no significant difference in the mean ratings of principals and teachers on the extent open communication strategies enhance effective administration of senior secondary school in Rivers State with t-calculated value of 0.33 which was less than t-critical value of 1.96. This finding is in line with Madu (2020), who examined the effects of communication for effective administration of Nigerian secondary schools and found that that communication plays a significant role to improve staff relationship in school.

### **11.3. Extent Team Building Strategies Enhance Effective Administration**

Findings on research question 3 on Table 3 revealed that to a high extent team building strategies enhance effective administration of senior secondary school in Rivers State with grand mean scores of 3.25 and 3.32. This finding is in consonance with Nwosu (2023), who buttressed that pairing new leaders with experienced mentors, such as Head of department or faculty members, also provides a support system that can help them build confidence and overcome initial challenges.

Hypothesis 3 on Table 7 showed that there was no significant difference in the mean ratings of principals and teachers on the extent team building strategies enhance effective administration of senior secondary school in Rivers State with t-calculated value of 0.67 which was less than t-critical value of 1.96. This finding is in consonance with Olanyinka (2021), who investigated the role of school administrator in managing team building among in Nigerian secondary schools, specifically focusing on staff and found that effective team building strategy by administrators significantly contributes to promoting effective administration.

### **11.4. Extent Regular Training and Development Enhance Effective Administration**

Findings on research question 4 on Table 4 revealed that to a high extent regular training and development strategy enhance effective administration of senior secondary school in Rivers State with an average mean value of 3.03. The finding is in line with Adaku (2022) who stated that when school administrators create professional development opportunities, training session, workshop, and mentorship programme they will help to build staff relationship in the school.

Hypothesis 4 on Table 8 showed that there was no significant difference in the mean ratings of principals and teachers on the extent regular training and development enhance effective administration of senior secondary schools in Rivers State with t-calculated value of 0.14 which was less than t-critical value of 1.96. This finding corroborates with Ogundipe (2021), who investigated the strategies for management of staff relationship for effective administration and found that regular training and development programme, led to improved academic performance.

## 12. Conclusion

It was concluded those strategies for staff relationship such as: open communication, team building and regular training and development fosters staff relationship for effective administration of senior secondary school in Rivers State. Additionally, the corresponding hypotheses revealed significant difference between the opinions of principals and teachers regarding the influence of these administrative strategies on effective administration of senior secondary school in Rivers State.

## 13. Recommendations

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

School administrators should develop and enforce comprehensive strategies that address discrimination and promote good ethical work environment among staff to ensure a harmonious working environment for staff.

School administrators should regularly organize programmes such as workshops, seminars and conferences for staff to foster respect, empathy, and mutual understanding among staff.

School administrators should promote the idea of collaboration among staff, this will enable those who have experience share their knowledge with those who just join to appreciation the beauty of working together and unity.

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